

**HUMAN RESOURCES  
DIVISION**

**APRE ACTIVITIES**

**ANE/TR/HR**

**JULY 1990**



FUNCTIONAL STATEMENT

HUMAN RESOURCES DIVISION

**The HR Division is responsible for the following substantive areas: education and human resources development, training, private voluntary organizations, human rights, women in development, democratic initiatives and narcotics.**

Within these substantive areas, the Division is responsible for the following functions:

- o Develops policy guidance for and provides assistance to Bureau offices and missions in the formulation and preparation of country assistance programs, sector assessments, development projects and special studies;
- o Reviews project proposals within the above substantive areas in terms of conceptual soundness, conformity with sector strategy and relevant A.I.D. policies, technical adequacy of design and the technical feasibility of implementation;
- o Serves as the primary action point for day-to-day substantive monitoring and implementation support of Bureau technical activities and regional projects in the above substantive areas;
- o Serves as the Bureau's point of contact on all technical matters in the above substantive areas and reviews/clears all communications to the field on matters within its purview; participates with other A.I.D. offices in the formulation of A.I.D. policies and objectives in the area of technical assistance;
- o Serves as the principal Bureau focal point with professional groups, institutions and individuals to encourage interest and participation of outside professional resources in A.I.D. programs; and
- o Serves as the Bureau liaison on technical matters within the above substantive areas.

V.  
MAJOR STRATEGIC INITIATIVES  
DEMOCRATIC PLURALISM INITIATIVES

The Democratic Pluralism Initiative (DPI) implements the "Open Societies" goal of the Bureau by focusing on three themes: voice, choice and governance. It does so by funding projects promoting free, fair, regular, multi-party elections, open government; funding projects that promote a system that guarantees freedom of speech, press and association as well as basic human rights, and the rule of law.

Eastern Europe

The Eastern European portion of DPI is funded through \$4 million in grants under the Support for East European Democracy (SEED) Act of 1989 which mandated programs to promote democratic institutions and political pluralism in Poland and Hungary and up to \$10 million in grants under Title II of the Urgent Assistance for Democracy in Panama Act ("Panama Act") of 1990 which broadens this mandate to include, with regard to activities related to the transition to democracy, other Eastern European countries and Yugoslavia.

- In Eastern Europe, DPI funded activities such as election monitoring and support, constitutional reform, parliamentary training and assistance, an NGO/PVO clearinghouse, rule of law, local governance and the media. For political reasons relating to the passage of the Panama Act, all funds appropriated under the Panama Act must be "channeled through" the National Endowment for Democracy.

(NOTE: All Eastern European DPI activities go directly through Carol Adelman's office in conjunction with the Eastern European office.)

Asia and the Near East

The Asian and Near Eastern portion of DPI is funded through DA funds through the DPI program and the ANE 116(e) Regional Human Rights Project (398-0280).

In FY 1990, approximately \$3.5 million was obligated for the Pilot DPI Country Programs (in Nepal, Yemen, Thailand and Sri Lanka), a Competitive Small Grants Program in five countries, and for special activities.

- From AID/Washington, DPI sponsors special activities including DPI seminars, a Hoover Institution DPI Study and DPI Country Assessments.

- In Asia and the Near East, through the USAID missions, DPI funds the Pilot DPI Country Program and the Competitive Small Grants Program which include projects related to human rights, women's rights, law reform, constitutional reform, freedom of press, electoral support, legislative strengthening, vocational education and skills training, public policy reforms and labor movement support.

- The ANE 116(e) Regional Human Rights Project obligated \$1.2 million in FY 1990. Funds were allocated for nineteen different activities supporting the promotion of political and civil rights and strengthening the legal framework in twelve countries in the region.

(NOTE: FY 1990 DPI Funding Allocation Action Memorandum and Funding Allocations for ANE Regional Human Rights Projects are attached for your information).

AGENCY FOR INTERNATIONAL DEVELOPMENT  
ASIA AND NEAR EAST BUREAU

DEMOCRATIC PLURALISM INITIATIVE (DPI)  
OPEN MARKETS - OPEN SOCIETIES

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1. Introduction - Open Markets - Open Societies.  
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President Bush has said: "We believe that the most powerful engine for economic development and growth -- in fact, the only engine that works -- is the entrepreneur, large and small. And entrepreneurship is a product not of massive aid packages, but of free and open economies that do not carry crushing burdens of taxation and regulation and that maintain the rule of law, including contract and property law". This theme underlies the Woods report and underlies the ANE Bureau's two overall objectives of open markets and open societies.

The Bureau has already devoted attention to open market issues through an emphasis on growth led by the private sector and by striving for sustainability in all of our projects -- from social services to large scale infrastructure. This paper introduces a major new Democratic Pluralism Initiative {DPI} specifically to support the Bureau's important objective of promoting open societies.

Scholars have differed on the question of which comes first - open markets or open societies. The nature of their causal relationship is also subject to debate. The purpose of this initiative, however, is not to settle an intellectual argument.

By and large, economic development and political freedom throughout the world have been mutually reinforcing in modern times. Open societies, through legally guaranteed freedoms of speech, press and association, as well as through free elections and a system governed by the rule of law, allow the unrestricted flow of ideas and the expansion of a private sector that is an important counterweight to state power. Open markets, in turn, promote political diversity by providing employment outside of government, allowing individuals to maintain their livelihood independent of the state.

For these reasons, the promotion of political and civil freedoms as well as economic development--the goal of the DPI-- is one of the foremost priorities of American foreign policy.

As an economic development agency, A.I.D. should focus the Democratic Pluralism Initiative on those activities in the political economy which contribute to broad-based sustainable economic growth. The DPI enhances A.I.D.'s traditional activities by addressing the political, legal and regulatory constraints to sustainable growth. Through the DPI, A.I.D. will strengthen institutions which promote the openness and transparency of markets, fair and efficient adjudication of disputes; and the protection of the rights of individuals to associate for economic purposes, to hold property and to retain the profits from their labor.

A.I.D. as a bilateral donor can and should advance the values and interests of the U.S. Moreover, through its field presence, A.I.D. is particularly well-suited to undertaking the more staff-intensive aspects of political and economic institution building.

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2. Democratic Pluralism Initiative-Voice/Choice/Governance  
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The DPI strategy provides a diverse package of program options. This allows Missions great flexibility in an area which has varying political sensitivities by country. We fully expect country strategy and program options to be premised on reasoned U.S.G. interest, in complete coordination with country teams. We will expect Missions to look at opportunities as well as risks so that a creative strategy appropriate for the country context can be formulated for Asia Near East countries.

The three categories of ANE's Democratic Pluralism Initiative are Voice, Choice and Governance.

1. Voice

Activities will include projects designed to encourage civic participation, and association or advocacy. Projects would support a variety of private sector groups that influence government and political processes. These include, for example, Private Voluntary Organizations (PVOs), labor unions, civic groups, universities, independent "think tanks" and business and professional organizations. If they are genuinely independent, these groups can be watchdogs on corruption and government economic policies and increase public debate in these areas.

For example, Hernando de Soto's studies of the effect of Peruvian government regulations on business licenses and nationalization of banks and financial institutions led to a coalition of Peru's business establishment and poor Peruvians protesting such policies. Their response caused the withdrawal of a large-scale plan for nationalization. A.I.D. funded this initial work by supporting de Soto's Institute of Liberty and Democracy. A variety of other indigenous groups have important roles to play, not only as service deliverers but as important intermediaries between individuals and government.

Projects in this category might include:

The establishment of or support to independent market-oriented "think tanks" to analyze the effect of government policies on economic freedom and social welfare;

The creation of professional and business associations to advance market solutions to economic problems;

Support of indigenous PVOs/NGOs advancing economic liberty and social well-being;

Support of private groups which protect human rights and economic liberty, especially of those who are disadvantaged.

## 2. Choice

Activities will include support for free and fair elections. A.I.D. has developed the expertise and track record to play a significant role in all aspects of the election process. In the past, successful A.I.D. projects in this area have included:

The funding of the computerized hardware and software for conducting elections;

The establishment of autonomous electoral commissions to assure efficiency and fairness in elections;

Training of citizen information groups and others in voter registration, getting out the vote, monitoring elections through poll watching and ballot counting;

Training of political party members, the press and independent organizations in polling and in organizing campaigning.

## 3. Governance

Activities will include projects aimed at strengthening institutional capabilities in the legislative, executive and judicial branches of governments. Appropriate government policies which support economic reforms and open markets are essential to sustainable economic development. The long term protection of political and civil liberties can only occur through efficient and responsible governmental institutions which respect and abide by the rule of law. Activities in this area might include:

Training legislators and staff in parliamentary operations;

Support to establish or strengthen legislative research including support for libraries, independent economic analysis units, seminars and publications;

Support for study tours to the United States or other democratic countries to further understanding of responsible opposition politics;

Training in public administration to promote efficiency and decentralization;

Training of judges, prosecutors and lawyers in civil and commercial law;

Support for computerizing legal research systems for courts and legal departments in executive branches;

Development of faculties of law in such areas as human rights and commercial law.

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3. Political and Historical Context  
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The accelerating transformation of countries in the Asia and Near East region towards more open, market-oriented economies has been accompanied, particularly in Asia, by a more subtle transformation of the political systems of the region. While each country's experience with democratic pluralism varies, we recognize a fundamental shift toward greater political as well as economic freedom. We see the establishment of new non-governmental organizations which successfully challenge the arbitrary exercise of governmental power. We witness democratic transitions in Poland, Hungary, Czechoslovakia and East Germany, as well as Pakistan and the Philippines. In Yemen, Bangladesh and Indonesia, legislatures are seeking to increase their role and influence in the political process. In Egypt, a system of centralized government is beginning to experiment with some decentralization, and autonomous non-governmental organizations are playing a growing role.

Most encouraging is the emerging sense of confidence that some governments display toward this move toward political and economic liberalization. Rather than perceiving democratic pluralism as a threat, some leaders have concluded that the movement towards democratic pluralism may be the best way to preserve stability and continuity. Some consider this path the best for their people.

United States development policy has always recognized the importance of the rule of law, political freedom and democratic forms of government as important foreign policy objectives. Foreign aid has long been involved in strengthening private and public institutions to this end. In the late 1960s, the FAA's Title IX focused some of A.I.D.'s attention more directly on the institutions of democratic governance. The "New Directions" mandate of 1973 placed great emphasis on "citizen participation" in development, which implied that we would work with countries that permitted citizens to participate.

United States concern for the rights of citizens in the face of arbitrary and capricious exercise of state power led to the passage of section 116(e) in 1978, commonly referred to as the Human Rights Program, which supported many initiatives already

undertaken by A.I.D.. President Reagan in his speech to the British Parliament in 1982 further elevated the scope of U.S. concern to encompass the institutions as well as the values of democracy as an integral part of U.S. foreign policy. In response, the Congress created the National Endowment for Democracy (NED) in 1983 to actively encourage the spread of democratic values and practices.

President Bush, in numerous speeches and remarks, has reiterated broad U.S. interest in democratic pluralism. The idea of pluralism as a goal was clearly stated in the 1989 Hamilton-Gilman Task Force Report to the House Foreign Affairs Committee. This goal is one of four major objectives in the proposed foreign assistance authorization bill. Most important is the increasing evidence that the citizens in ANE countries want more democracy. Their governments are beginning to recognize that autocratic, centrist bureaucratic states are no more appropriate than the top-down, command economies which have accompanied them.

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4. Democratic Pluralism Initiative (DPI) - The Next Steps  
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A. Objectives.

A.I.D./Washington has established three objectives for FY 1990:

Development of an Asia Near East Bureau Democratic Pluralism Initiative strategy;

Authorization of a small grants project which will provide supplemental financing for innovative DPI Mission activities; and

Development of a multi-year technical assistance project(s) financed by Asia Near East core and Mission buy-ins.

In order to accomplish these objectives ANE/Washington is committing staff time, funding and most importantly initiating discussions on this program with Missions.

B. DPI Strategy.

A.I.D./Washington expects to have a strategy in place in FY 1990. A.I.D./Washington's role will be to

{a} Provide overall DPI guidance;

{b} Manage a DPI technical assistance contract(s); and

{c} competitively fund through OYB transfers a select number of mission DPI activities.

In addition to A.I.D./Washington's DPI strategy, Missions are encouraged to develop their own strategies or planning documents.

C. DPI Funding.

The thrust of DPI is centered on Mission bilateral programs, and thus the majority of funds will come from this source. At the same time, A.I.D./Washington will maintain a small grant project for innovative DPI start-ups which are not ready for bilateral financing. Missions that send in proposals, either developed or endorsed by the Mission, to A.I.D./Washington {under guidance to be issued later} will compete for the small grants. Proposals that are successful, and receive funds through OYB transfers, will be authorized, managed and funded in the missions. The funding, however, should be viewed as supplemental to Mission bilateral funds.

D. DPI Technical Assistance.

Quick contracting access to quality legislative, judicial, executive and NGO technical assistance is a key element for DPI success. A.I.D./Washington is therefore, identifying individuals and institutions with track records and instructional experience to assist in strategy and project design. We expect to have the contract{s} in place by late FY 1990 and Missions will be able to buy-in. Nonetheless, if Missions wish immediate technical assistance, ANE/TR/HR will identify appropriate groups and individuals for Mission contracting.

E. DPI Assessment Instrument.

We wish to develop a simple country specific DPI assessment and planning instrument for Missions. We would like to begin jointly developing this instrument with at least two Missions by the end of CY 1989. ANE/Washington can provide financing and/or personnel for this activity. Ideally we would work with one Mission in Asia and one in the Middle East. Missions are therefore encouraged to develop a proposal {informally or with a government or NGO} to map out local democratic pluralism activities. The proposals may call for in-country instrument design with initial limited {or full} data gathering.

F. DPI Officers.

Experience has shown that successful A.I.D./Washington-Mission relationships are based on direct personal and professional contact. For the moment ANE/TR/HR has been charged with staffing for DPI, and we have formed an internal ANE working group. To facilitate the A.I.D. communication process, you are urged to identify a direct hire employee as DPI contact. Note that we are planning a 3-4 day DPI officer training/orientation session for Asia and the Near East in the the 4th quarter of FY 1990, subject to funds availability.

G. DPI and 11b{e}.

DPI enhances and expands upon A.I.D.'s 11b{e} mandate. ANE's 11b{e} experience demonstrates that we can successfully identify development opportunities in the human rights and pluralism areas. Usual 11b{e} guidance for projects will follow.

H. Performance Based Budgeting.

Mission demonstrated commitment to DPI will be one of six categories of mission performance to be considered under the proposed performance based budgeting system.

I. DPI Strategy Formulation.

At the November Team Meeting, an initial DPI planning document was distributed to Mission Directors. It provided strategy guidance, prior A.I.D. experience, and illustrative DPI activities. Responses from that November meeting have been integrated into an overall DPI strategy formulation. We are now going forward with a seminar series on DPI that will assist us in drafting a conceptually sound, measurable and applicable DPI strategy.

AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

February 15, 1990

INFORMATION MEMORANDUM TO THE ASSISTANT ADMINISTRATOR, ANE

THRU: ANE/TR, Barbara Turner ~~TR/HR~~  
FROM: ANE/TR/HR, Thomas Nicastro

SUBJECT: Status of ANE's Human Capital Resources Strategy

The purpose of this memo is to provide you with an update on ANE/TR/HR's efforts to develop a Bureau Human Capital Resources Strategy, which we hope to have to the publishers by August, 1990. As you know, we have negotiated a grant with the National Governors' Association (NGA) to provide us with the experience of American states in education reform. ANE will use this experience to develop a strategic overview appropriate for strengthening our regions' human resources development systems.

April 25 and 26 are the dates of the ANE/NGA Seminar which will be held at the National Press Club. We would like you to give the opening remarks, on Wednesday at 9:00 a.m. on April 25, 1990. We will prepare items for your remarks. Depending on your schedule you may wish to stay for certain seminar issues. An agenda will be forwarded.

ANE and NGA have identified six themes around which our ANE strategy will be premised and expert papers will be presented. For each theme, an expert/author will prepare a paper which will be reviewed, in writing, prior to the April seminar, by two or three international development professionals. The reviewers from A.I.D., the World Bank, and other international agencies will be chosen for their ability to bridge U.S. experience with development problems. Each seminar session will have a 15-20 minute expert presentation followed by five minute oral reviews. The six ANE/NGA themes are:

1. The Political Process of Education Reform: This paper will provide an historical perspective of education reform within the United States with concentration of the dynamics of the current wave of reform which began in 1983 with the issuance of "Nation at Risk." Emphasis will be placed on how forces external to

the education system, i.e. the governors and the private sector, have driven the reform movement. The paper will also discuss the strengths and weaknesses of various strategies used in this country to promote change, i.e. state by state comparative data; the issuance of "report cards" at various levels; setting national goals; and partnerships such as the Boston Compact.

**2. Financing of Education:**

Efficient use of existing expenditures; differences in how early childhood, elementary, secondary and work-place education are financed; tax policy; involvement of private sector financing; and mobilization of additional local regional and national resources.

**3. Education and the Economy:**

Strategies to facilitate transition from school to work at both the secondary and post-secondary levels; state initiatives involving public and private sectors to assure relevance of secondary school-based education to the changing skill requirements of the local labor market; strategies for upgrading skills of current workforce.

**4. Management Reforms in Education:**

Market-oriented management strategies to strengthen accountability and stimulate greater responsiveness of schools to needs of students and community; school-based management and "choice" approaches; reforms in teacher certification, outcome oriented accreditation; and performance-based contracting.

**5. Tracking and Assessment:**

What influences retention rates; female enrollment; rural and urban schooling; "choice" of public and private schools.

**6. Instructional Methodology:**

Raising achievement in math and science; setting school standards; private sector role in text publishing; instructional methods and teacher training; and national assessments

In mid-May following our seminar and review the the basic themes of the strategy, the NGA will send three experts to USAID Missions to continue the dialogue with public and private sector policy people and A.I.D. officers. These field visits, basic expert papers, written reviews, and the seminar proceedings will provide the basis for ANE's Human Capital Resources Strategy.

ANE/TR/HR is also preparing comparable background information by country on educational development indicators. We are developing what we feel is a unique matrix that will examine Educational Development Indicators (EDI) as well as economic development indicators for each ANE country. This matrix combined with country profiles, donor profiles and the A.I.D. portfolio will enhance discussion concerning the applicability and appropriateness of the A.I.D. strategy.

We are drafting a cable for your signature which will share with the USAID Missions the status of the ANE/NGA Seminar as well as alert them to the fact that we are releasing for their comments ANE's draft "Investment Strategies for Primary Education" paper. We are especially pleased with this primary education document since it will include a tear away primary education self-assessment piece. Each USAID can complete the self-assessment which we expect will serve as the basis for more positive thinking on potential USAID educational investments.

We want USAID Mission's to think about education and human capital development as an open society and open market policy dialogue issue--not just a project. Further, we want the Missions to expand their list of potential actors to include not only private sector groups but also local voice/choice groups focused on human resources issues.

We have attached two items for your review:

1. Business Week's September 1989, 60th Anniversary Issue editorial titled "The Next Challenge: Build Human Capital." This proved to be an essential piece in the evolution of ANE/TR/HR thinking.

2. A "Wall Street Journal" opinion page article by Chester Finn. Dr. Finn is a former advisor to William Bennett when Bennett was at the Department of Education. He is our candidate for an ANE/NGA paper on educational reform.

cc: DAA/ANE:JBlackton  
TREese  
SA/AA/ANE:LCheney

# BusinessWeek

SEPTEMBER 25, 1999

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\$2.00

# THE NEW AMERICA

The Nation's Changing Demography—And What It Means

Six Key Trends of the 1990s



Economic Prospects for the Year 2000



Poll: How Americans Feel About the Future



# THE NEXT CHALLENGE: BUILD HUMAN CAPITAL

**W**here are we headed as a people, a nation, an economy? That's the basic question posed by the report on *The New America* in this issue, published on the magazine's 60th anniversary. To a surprising degree, we find the outlook hopeful. Despite recurrent predictions of disaster, America's response to the economic crises of recent decades demonstrates more than anything the resilience of its economy and people.

Our unique blend of democracy, free markets, and individual initiative—which communist nations are now trying to emulate—has survived severe tests. Double-digit inflation has been vanquished by a determined Federal Reserve Board. Conservation and investment in energy efficiency have helped thwart the threat of an OPEC stranglehold on the economy. U.S. manufacturers, once deemed a dying species, have responded to foreign competition by turning lean, mean, and aggressive. So many Americans have sought and found work that our job-creating machine is the envy of the industrial world. A decade that began with the deepest postwar recession is ending with no end in sight to the longest peacetime expansion ever. Even the long-aborred budget and trade deficits are apparently in retreat.

Indeed, the economy has performed so unexpectedly well that some economists are now confidently predicting that market forces will combine with emerging demographic trends to solve the problem of inadequate savings and investment that still threatens to hamper long-term growth. In their view, members of the baby boom generation, who are entering their most productive and savings-prone years, will help provide the capital for investment just at a time when labor shortages will create strong incentives for making such investments. And the resulting enhanced competitiveness and prosperity will finally enable us to come to grips with such deep-rooted problems as drug abuse, crime, homelessness, growing inequality, a decaying infrastructure, and increasingly inadequate health and education systems.

**I**t's a seductive scenario, and with more than a little luck, it might just come to pass. But it would be foolhardy to rely wholly on the invisible hand of the market to ensure America's economic and social progress. The growing social problems brewing beneath the surface of the nation's current prosperity underscore the need to start deploying resources into areas that have been woefully neglected during the economic turmoil of the 1970s and 1980s.

That's all the more crucial because the baby boomers on whom such hopes are being pinned will start retiring within two short decades. At that time, the ratio of workers to retirees will begin to fall sharply, and the needs of a growing dependent elderly population will put unparalleled pressure on the economy. Thus, the next two decades represent a window of opportunity to make productive investments that will provide a high standard of living for all Americans in a dramatically altered demographic environment.

Will we seize the opportunity? Reducing the federal deficit is the surest way of raising national savings and foster-

ing private investment, but it shouldn't be done in ways that shortchange our future. The need to achieve overall spending cuts mustn't be allowed to overshadow the need to boost spending in critical areas that enhance productivity. No: should tax hikes be rejected out of hand, but rather judged by the uses to which revenues are put.

The most pressing need is to increase our investment in human capital. During the 1970s, the U.S. labor force grew at an annual rate of 2.7%. From now to the end of the century, the rate will average only a little over 1%. Moreover, the composition of the labor force will be changing. White, non-Hispanic men, once regarded as the prime working group, will make up less than 10% of those entering the labor force. At least half will be Hispanics, blacks, and other minorities, plus whites from poverty backgrounds. Thus, in a time of labor shortages, when U.S. companies will require increasingly educated workers to compete in world markets more and more new workers are likely to lack basic skills.

**A** number of employers are already responding to this challenge by expanding training programs and sponsoring remedial education. But only large or highly profitable companies are able to risk such investments in a period of cost constraints and high worker mobility. Moreover, the most cost-efficient efforts involve earlier intervention, and such strategies as strengthening preschool programs and primary and secondary education are largely the responsibility of government. That's why a recent report from the Commission on Workforce Quality & Labor Efficiency, appointed by Labor Secretary Elizabeth H. Dole, called for "a sustained increase in federal expenditures on human-resource programs," ranging from child care and the Job Corps to such initiatives as merit pay for teachers and a job-training tax credit for employers.

Reversing the long-term decline in public-works investment is another high priority, as is abundantly apparent in reports of deteriorating roads and bridges, airport congestion, decaying mass transit systems in older cities, and inadequate water-supply and waste systems. Raising the level of infrastructure investment can have a potent effect on the nation's productivity, but it could also serve another purpose. Construction remains a labor-intensive industry, with needs for semiskilled workers. Expanded public-works programs could thus offer entry-level jobs with relatively decent wages to the young disadvantaged men of our urban underclass who spurn menial, low-paying jobs in favor of the rewards offered by drug trafficking and other crime.

In recent years, it has become fashionable to bemoan the loss of American economic hegemony in the world as other countries have caught up with us. On the contrary, we regard this as an inevitable and even a salutary development. We think the business of America is not to dominate the world but to provide for the welfare and continued prosperity of its people, just as we think the people of America are its greatest resource. Realizing the full potential of that resource is the exciting challenge that lies ahead.

# The Radicalization of School Reform

By CHESTER E. FINN JR.

The 1960s will be remembered as the decade in which the U.S. recognized that its schools were broken and set out to fix them. But seven years after the Commission on Excellence declared us a "nation at risk," due to the slipshod performance of our education system, we can point to few gains from our efforts to strengthen it.

States and localities have conducted myriad studies, enacted a ream of laws and regulations, and channeled tons of money into the schools—29% more per pupil this school year in constant dollars than in 1960-61. But test scores are virtually flat. So are dropout rates. American youngsters continue to be outstripped by their peers in other countries. At a time when European leaders are seriously considering requiring all secondary school students to learn three languages, only 14% of our 11th-graders can write an adequate analytic piece in English.

Why haven't our efforts accomplished more? That query is much-debated of late, and deservedly so. But what is far more interesting are clues that frustrated reformers are getting radicalized.

## Five Examples

Whereas the reformers' customary strategy a few years back was to increase demands on the existing school system and raise standards for its students and teachers, today's reform frontier has been pushed deep into the wilderness. Looking around the U.S., one can now spot signs of profound alterations in the basic power relationships and ground-rules of the education system, a mounting willingness to alter hoary assumptions and uproot ancient structures. Five examples illustrate the scope of these changes:

• Late this month, the National Governors' Association will adopt a set of national education goals already previewed in President Bush's State of the Union Message. The White House and governors have been hammering these out since September's "education summit" in Charlottesville. The goals are to be followed by annual reports on our progress toward them, reports that will be meaningful only if we create a national testing and assessment system worthy of the name. This, in turn, portends a nationwide core curriculum and achievement standards.

Such developments were long deemed unthinkable, even un-American. Yet the 1985 Gallup education poll reports overwhelming popular support for national standards, national tests—even for a national curriculum. Though no sane person wants the federal government to take over the schools, most citizens show no real allegiance to the premier shibboleth by which our education system has been structured and run for 150 years: the assumption that it is essentially local.

• Why then oblige youngsters to attend specified schools in their neighborhoods when others may suit them better? Public support for parental choice among schools is strong, and a number of cities and states are responding. The "magnet" school idea

is spreading, and communities as different as Montclair, N.J., Cambridge, Mass., and New York's East Harlem now run successful open-enrollment programs.

The most dramatic policy change has occurred in Minnesota, Nebraska, Iowa, Arkansas and Ohio, which have recently passed laws declaring, in effect, that youngsters may attend school anywhere in the state. This represents a sea change in basic operating premises of American education, a potent form of school accountability, and a wonderful boost for equal opportunity, since it gives disadvantaged and minority youngsters the ability to leap the boundaries of decrepit urban school systems.

• One of the drabest of those systems is also undergoing wholesale change at the insistence of a thoroughly disgruntled community. Two years ago, the people of Chi-

*The 1980s will be remembered as the decade American schools returned to "civilian control"—a domestic coup d'état almost as stunning as recent developments in Eastern Europe.*

cago declared war on their public schools and marched to Springfield to demand from the legislature a wholly different setup. What emerged is revolutionary.

Though "school-site management"—the transfer of decision making from superintendent's office to building level—is a trendy reform being tried in several communities, Chicago is the only city in the land to link this idea with the political dynamic of lay control. Accordingly, each of nearly 600 public schools is now governed by a parent-majority council with wide authority over the school's educational priorities and budget—and the power to hire and fire its principal.

• A much smaller but equally troubled urban school system has done something very different, yet every bit as stunning. Chelsea, Mass., has turned over the management of its public schools to Boston University for 10 years. University president (and now gubernatorial candidate) John Silber has promised new priorities, added resources, basic changes in school operations and much brighter results. Though the teachers' union protested this partial "privatization" of public education, city fathers were steadfast, the state consented, and the experiment is now under way.

• "Accountability" can take many forms, but if there are no adverse consequences for educational malpractice it doesn't mean much. Half-a-dozen states have now authorized themselves to take over the management of school systems that repeatedly fail to produce adequate results. The most dramatic display of such

"educational receivership" is in New Jersey, where former Gov. Tom Kean and education commissioner Saul Cooperman evicted the Jersey City school board and administration and installed a new management team.

The point is not that states will necessarily fare better at running schools than localities have (though in places like Jersey City there's nowhere to go but up); it's that school managers in these states now know that someone is watching their performance, someone with the power to intervene if they persist in doing a rotten job.

Five years ago, anybody suggesting changes such as these would have been branded a heretic and banished from the established church of American education. That reforms of this boldness are legitimate today follows from an epochal shift in the locus of school policy-making. No longer are all important decisions made by education professionals operating within their own insular governance system.

The 1980s also will be remembered as the decade in which American schools returned to "civilian control," when elected leaders of the general-purpose government—legislators and governors, in particular—took charge of education policy, a domestic coup d'état almost as stunning in its way as recent developments in Eastern Europe. In this takeover, elected officials have been aided and encouraged by business leaders, some of whom have deduced that their "adopt-a-school" projects and partnership programs of the early '80s, however beneficial to corporate-community relations, have had no real effect on the performance of the education system, which continues to produce such weakly skilled and ignorant products that many employers face grave difficulty finding competent workers.

## Real Incentives

This power shift is apt to endure, even if specific reform strategies and individual politicians do not. Hence the radicalization process can continue so long as the public remains discontented with the results of the education system...

It's too soon, of course, to know whether the examples sketched here will materially boost student achievement, even within their limited jurisdictions. Until American youngsters devote a larger fraction of their waking hours to serious learning, week by week and year after year, we may not see any dramatic rise in test scores. And until we figure out how to create real incentives for individual pupils to learn a great deal in school, we probably cannot expect a big increase in time and effort from them. Some reputable scholars say that schools, too, need to be made consumer-responsive in ways that only a fully competitive private marketplace can create.

This means that education reform may have only just begun. Perhaps the '90s will turn out to be the decade in which we actually make the changes that yield results.

*Mr. Finn is a professor of education and public policy at Vanderbilt University.*



FY90 Projects  
Backstopped by ANE/TR/HR Officers

=====

APRE COUNTRY PROJECTS

=====

TR/HR FY90 PROJECTS  
APRE BUREAU

=====

COUNTRY	PROJECT NUMBER	TITLE	TR/HR OFFICER	INITIAL YEAR OF OBLIG	PACD	SOURCE OF FUNDING	AUTHORIZED LOP	PLANNED LOP
=====	=====	=====	=====	=====	=====	=====	=====	=====
Asean	399-0287	Asean Human Resources Development	C. Aanenson	87	92	EH FN HE SD	\$14.2	\$13.2
							=====	=====
Bangladesh	388-0068	Development & Management Training	T. Chapman	87	94	EH	\$15.0	\$15.0
	388-0072	Private Rural Initiatives	S. Grant	88	92	EH FN SD	\$5.0	\$5.0
	388-0082	Women's Enterprise Support Project	A. Long	91	96	DA	\$0.0	\$1.0
							-----	-----
							\$20.0	\$21.0
							=====	=====
Indonesia	497-0328	General Participant Training II	T. Chapman	83	91	EH FN	\$50.0	\$50.0
	497-0336	PVD Co-Financing II	W. Grant	82	90	EH FN HE SD	\$28.3	\$28.1
	497-0344	Education Policy and Planning	C. Aanenson	84	91	EH	\$8.5	\$10.5
	497-0345	Private Sector Management Develop't	T. Chapman	84	91	EH SD	\$4.0	\$5.8
	497-0358	Higher Education Develop't Support	C. Aanenson	90	95	EH FN	\$0.0	\$21.2
	497-0364	Strengthening Institutional Develop't	S. Grant	91	95	EH FN HE SD	\$0.0	\$26.7
	497-0366	Training for Open Markets	T. Chapman	91	97	DA	\$0.0	\$15.0
							-----	-----
							\$90.8	\$157.3
							=====	=====
Nepal	367-0152	Development Training	T. Chapman	85	92	EH FN	\$6.3	\$6.3
	367-0159	PVD Co-Financing II	S. Grant	87	93	EH FN HE PN	\$7.0	\$7.3
							-----	-----
							\$13.3	\$13.6
							=====	=====
South Pacific Region	879-0001	PVD Co-Financing	S. Grant	84	90	EH FN HE PN	\$20.0	\$16.9
	879-0004	Development Support Training	C. Aanenson	85	90	EH	\$3.0	\$3.0
	879-0018	Regional Organizations Coop	T. Chapman	90	94	FN HE SD	\$0.0	\$8.0
							-----	-----
							\$23.0	\$27.9
							=====	=====
Sri Lanka	383-0085	Development Studies and Training	T. Chapman	87	90	FN SD	\$6.0	\$6.0
	383-0101	PVD Co-Financing II	S. Grant	87	89	FN HE SD	\$6.0	\$6.0
							-----	-----
							\$12.0	\$12.0
							=====	=====
Thailand	493-0341	Emerging Problems of Development II	C. Aanenson	87	91	FN HE SD	\$19.0	\$31.3
							-----	-----
	493-0342	PVD Co-Financing II	S. Grant	85	91	FN HE SD	\$5.4	\$10.7
							-----	-----
							\$24.4	\$42.0
							=====	=====

## EHR PORTFOLIO OF THE APRE USAIDS

This review summarizes AID's EHR programs and projects in the APRE region. Information regarding the programs was obtained from the most recent Country Development Strategy Statements (CDSS) or Action. Information regarding the projects was summarized from the countrys' most recent Annual Budget Submission (ABS). Most of the projects listed are EHR projects that are funded from the EHR account. Other projects listed are EHR related projects that are funded from other accounts. These are listed because they have research, curriculum development, training or other EHR activities, even though the project thrust is in another sector. Where there is no information for an EHR program or project, the information was unavailable. The countries are listed in ascending order as listed by the World Bank's Development Indicators regarding GNP per Capita.

### BANGLADESH (5)

**EHR PROGRAM:** There is no EHR Program. The Mission is committed, however, to institutional strengthening in both the public and private sectors and at the national as well as at the local levels. EHR activities are mainly long and short term training as well as in in-country management training.

#### **EHR PROJECTS:**

Development and Management Training, F787-95, LOP Cost(000) \$15000  
Improving management capabilities of public and private sector Bangladesh development managers through long and short term training.

#### **EHR RELATED PROJECTS:**

Higher Agricultural Education, FY 89-94, (planned), LOP Cost \$16500  
To provide appropriately trained manpower to meet the requirements for agricultural development.

### NEPAL (7)

**EHR PROGRAM:** To assist basic education, particularly by providing greater access for women to education, and general institutional strengthening. Assistance to basic education is addressed through the upgrading of primary school teachers by providing them training via radio, and through increasing access of girls to primary and secondary schools. Institutional strengthening will occur through public and private sector training in the energy, urban and industrial sectors.

**EHR PROJECTS:**

**Radio Education Teacher Training, FY 84-89, LOP Cost \$2120**

Upgrading the skills of primary school teachers who lack a high school diploma by strengthening the capacity of the Ministry of Education and Culture to provide radio-based, inservice teacher training.

**Development Training, FY 85-92, LOP Cost \$6300**

Providing public and private sector training through short and long term activities in both management and technical areas.

**Basic Education and Literacy, Planned, LOP Cost \$5000**

**EHR RELATED PROJECTS:**

**Institute of Agriculture II, FY 84-91, LOP Cost \$4100**

Strengthening Nepal's Institute of Agriculture and Animal Sciences by upgrading administration, curricula, staff, and teaching materials.

**Agricultural Research and Production, FY 85-90, LOP Cost, \$10000**

Strengthening research and extension programs of the Departments of Agriculture and Livestock Development, expanding seed production and distribution in the hills.

**INDIA (21)**

**EHR PROGRAM:**

There is no distinct EHR program, but is interwoven with the Science and Technology thrust of the Mission strategy. Emphasis is on institution building through the S&T process, particularly through stimulation of self-sustaining linkages between "mature" Indian and US institutions, and through sectoral programs in agriculture and resource management, health/family planning and energy.

**EHR RELATED PROJECTS:**

**Agricultural Research, FY 84-92, LOP Cost \$20000**

As a subproject to Soybean Processing and Utilization, conducts applied research on the development of simple processes and equipment to make soybeans into low-cost food products.

**Maharashtra Social Forestry, FY 82-90, LOP Cost \$30000**

Promoting village reforestation through applied research and development of staff training.

**Family Planning, Communications and Marketing, FY 83-92, LOP Cost \$68700**

Establishing Contraceptive Marketing, expanding information,

education, and communication activities, and supporting demographic analyses and biomedical research.

**Development and Management Training, FY 84-90, LOP COST \$12976**  
Strengthening managerial and technical capabilities of public and some private personnel to plan and implement rural development projects.

**Forestry Research, Extension and Training, Planned, LOP COST \$20000**  
Multi-donor project to train forest managers, forestry extension specialists, and forest scientists.

**Biomedical Research Support, FY 86-92, LOP Cost \$54000**  
Developing a preventive, laboratory-based field epidemiology program

**Contraceptive Development and Research in Immunology, FY 85-90, LOP COST \$6600**

**Agricultural Research and Education, FY 89-96, Planned**  
To expand research and education capacity to address high priority needs in agricultural development and to produce relevant information for delivery to agricultural producers, including small farmers.

**Technical Assistance and Support, FY 88-96, LOP Cost \$15000**  
Strengthening the Ministry of Finance's capacity to identify, design, implement, and evaluate development investment proposals from both the public and private sectors.

**SRI LANKA (33)**

**EHR PROGRAM:**

The mission has no EHR program

**EHR RELATED PROGRAM:**

**Development Studies and Training, FY 87-92, LOP Cost \$6500**

Increasing the policy, planning and implementation capacities of selected agencies through specialized short and long term training. Project components are development policy studies and participant training.

**Institute of Forestry, FY 87-95, LOP Cost \$8700**

Upgrade forestry capacity through training foresters and natural resource managers at the B.S. and Certificate levels with special attention to community forestry management.

**Diversified Agricultural Research, FY 84-92, LOP Cost \$11400**

Strengthening institutional capability to increase subsidiary field crop production by small farmers.

**Private Enterprise Promotion, FY 83-90, LOP Cost \$5500**

Promoting private sector investments by creating investor service center, supporting business management training and entrepreneur development, conducting investment studies, actively promoting private sector investment, and providing selected sector support

**INDONESIA (36)**

**EHR PROGRAM:**

(Obtain classified CDSS from Indonesian Desk - Mike Feldstein)

**EHR PROJECTS:**

**General Participant Training II, FY 83-93, LOP \$50000**

Helping redress the shortage of development manpower by funding participant training in key areas for public and private sector personnel and by creating an overseas training unit responsible for general participant training.

**Education Policy and Planning, FY 84-90, LOP \$8500**

Upgrading the policy and planning ability of the Department of Education and Culture with stress on its educational and cultural body (kBalitbang Dikbud). The project trains personnel, strengthens management, supports policy research, creates a management information system, and test new systems at the provincial level.

**Private Sector Management Development, FY 84-90, LOP 4000**

Upgrading the institutional and service capabilities of the private sector Institute of Management Education and Development. Improving institutional planning, consulting and training capabilities as well as strengthening outreach and research capacities.

**Higher Education Development Support, FY 89-92, LOP Cost \$20000**

Improving the quality of public and private universities. Provides: (1) overseas Masters and Doctoral training to 175 academic staff from select universities; (2) faculty with more opportunities for professional growth, eg. through competitive research grants, administrative improvements and enhanced educational linkages; and (3) policy studies and operations research aimed at improving university efficiency, financing, and autonomy.

**EHR RELATED PROJECTS:**

**Training for the Year 2000, FY 91-97, LOP \$15000**

To provide US and Third Country training in high skill areas of computer sciences, marine fisheries and oceanography, sewage and waste disposal systems, mineral exploration and geology, policy planning and analysis, telecommunications, traffic management and highway planning, urban water supply and sanitations. In addition to provide assistance to the Indonesian Overseas Training Office to insure efficient management of training.

**SOUTH PACIFIC REGION (50)**

(Includes Papua New Guinea, Fiji, Solomon Islands, Vanuatu, Western Somoa, Kiribati, Tonga, Cook Islands, Tuvalu, and Niue)

**EHR PROGRAM:** There is no EHR Program. Mission priorities lie with marine resource development, agriculture, and health and population. While educational development is uneven in the region, particularly in the larger areas of Papua New Guinea (PNG) and the Solomon Islands, the "complete dependence of these countries on the Australian educational system precludes an effective AID role (CDSS, p 15)". However, there is substantial training as part of project development in the three above priority areas. In addition two regional training programs are planned:

- Workforce training and human resource development in the three priority areas through short team specialized courses and workshops, and long term technical training;

- Business and financial management. Short and long term training will be in financial management, business management, marketing, quality control, and business linkages to develop micro-enterprises in the agriculture and fisheries sectors. Short and long term training will be used.

**THAILAND (55)**

**EHR PROGRAM:** There is no EHR program. There are EHR related activities, however, in the Mission's effort to strengthen science and technology and to broaden training, particularly in the private sector.

**EHR RELATED PROJECTS:**

**Science and Technology for Development, FY 85-92, LOP \$35400**

The project reinforces the use of science and technology in Thailand's development by: establishing an S&T Development Board (STDB); strengthening research and development activities in the universities and private sector; stimulating professional exchanges between Thai and US S&T communities; and promoting industrial development.

**Khon Kaen University Research Development, FY 83-86, LOP \$2170**

Strengthening the institutional capacity of Khon Kaen University to conduct research benefiting rural communities in Northeastern Thailand which focuses on integrating farming systems research, rural development research and related training.

Summary Participant Training Data

Summary of Participants in training FY 1990 as compared to FY 1989

	Totals		% Chg	% Distribution	
	7-1-90	7-1-89		7-1-90	7-1-89
I. Total	14606	14172	3.1	100.0	100.0
General Demographics					
Regional/Mission-Funded	14075	13686	2.8	96.4	96.6
Centrally Funded	531	486	9.3	3.6	3.4
Contract Managed	10436	9947	4.9	71.5	70.2
Direct Funded (OIT)	4170	4225	-1.3	28.5	29.8
Academic	8329	8540	-2.5	57.0	60.3
Technical	6277	5632	11.5	43.0	39.7
Male	10641	10512	1.2	72.9	74.2
Female	3965	3660	8.3	27.1	25.8
Carryovers	10039	9785	2.6	68.7	69.0
New starts	4567	4387	4.1	31.3	31.0
II. Participants by region					
A. Academic					
Asia/Near East	3327	3792	-12.3	39.9	44.4
Near East	1624	2021	-19.6	19.5	23.7
Asia	1703	1771	-3.8	20.4	20.7
Latin Amer/Carib	3031	2620	15.7	36.4	30.7
Africa	1971	2128	-7.4	23.7	24.9
Total Academic	8329	8540	-2.5		
B. Technical					
Asia/Near East	2450	2031	20.6	39.0	36.0
Near East	1445	933	54.9	23.0	16.6
Asia	1005	1098	-8.5	16.0	19.5
Latin Amer/Caribbean	2923	2922	0.0	46.6	51.9
Africa	904	679	33.1	14.4	12.1
Total Technical	6277	5632	11.5		
C. Total					
Asia/Near East	5777	5823	-0.8	39.6	41.1
Near East	3069	2954	3.9	21.0	20.8
Asia	2708	2869	-5.6	18.5	20.2
Latin Amer/Caribbean	5954	5542	7.4	40.8	39.1
Africa	2875	2807	2.4	19.7	19.8
Total	14606	14172	3.1		

Participant Training DataASEAN

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	-	-		-	-		-	-	
Regional <sup>e</sup>	3	-	3	9	25	34	2	-	2
Third Country Participants									
Bilateral <sup>d</sup>	-	-		-	-		-	-	
Regional <sup>e</sup>	120	790	910	132	606	738	111	556	667
<b>TOTALS</b>	<b>123</b>	<b>790</b>	<b>913</b>	<b>141</b>	<b>631</b>	<b>772</b>	<b>113</b>	<b>556</b>	<b>669</b>

BANGLADESH

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	24	82	106	46	82	128	58	90	148
Regional <sup>e</sup>									
Third Country Participants									
Bilateral <sup>d</sup>	8	125	133	32	206	238	45	17	215
Regional <sup>e</sup>									
<b>TOTALS</b>	<b>32</b>	<b>207</b>	<b>239</b>	<b>78</b>	<b>288</b>	<b>366</b>	<b>103</b>	<b>260</b>	<b>263</b>

BEST AVAILABLE COPY

INDIA

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	20	282	302	37	371	408	37	271	308
Regional <sup>e</sup>	2	-	2	-	4	4	-	-	
Third Country Participants									
Bilateral <sup>d</sup>	5	22	27	-	46	46	-	12	12
Regional <sup>e</sup>	-	-		-	-		-	-	
<b>TOTALS</b>	<b>27</b>	<b>304</b>	<b>331</b>	<b>37</b>	<b>421</b>	<b>458</b>	<b>37</b>	<b>283</b>	<b>320</b>

INDONESIA

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	696	112	808	591	386	977	413	43	456
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
Third Country Participants									
Bilateral <sup>d</sup>	34	31	65	5	32	37	2	7	9
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>730</b>	<b>143</b>	<b>873</b>	<b>596</b>	<b>418</b>	<b>1,014</b>	<b>415</b>	<b>50</b>	<b>465</b>

NEPAL

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	19	15	34	0	15	15	6	18	24
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
Third Country Participants									
Bilateral <sup>d</sup>	112	50	162	48	46	94	42	55	97
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>131</b>	<b>65</b>	<b>196</b>	<b>48</b>	<b>61</b>	<b>109</b>	<b>48</b>	<b>73</b>	<b>121</b>

SOUTH PACIFIC

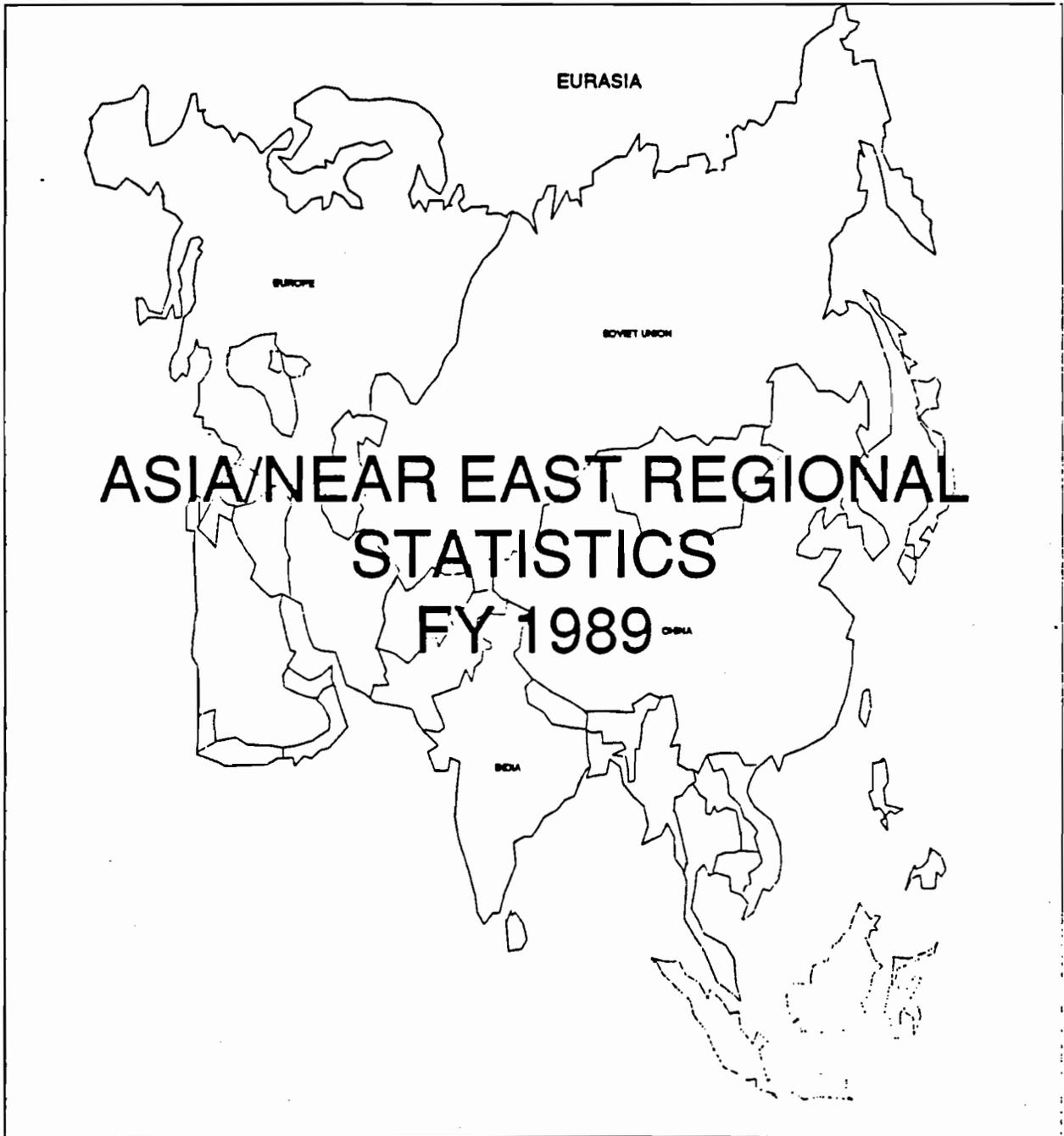
PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	15	16	31	10	20	30	18	4	22
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
Third Country Participants									
Bilateral <sup>d</sup>	17	14	31	16	12	28	17	13	20
Regional <sup>e</sup>	-	-	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>32</b>	<b>30</b>	<b>62</b>	<b>26</b>	<b>32</b>	<b>58</b>	<b>35</b>	<b>17</b>	<b>42</b>

SRI LANKA

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	32	81	113	38	81	119	46	49	95
Regional <sup>e</sup>									
Third Country Participants									
Bilateral <sup>d</sup>	12	129	141	10	122	132	6	44	50
Regional <sup>e</sup>									
<b>TOTALS</b>	<b>44</b>	<b>210</b>	<b>254</b>	<b>48</b>	<b>203</b>	<b>251</b>	<b>52</b>	<b>93</b>	<b>145</b>

THAILAND

PARTICIPANT TRAINING DATA <sup>a</sup>									
Category	FY 1989 (Actual)			FY 1990 (Estimated)			FY 1991 (Request)		
	A <sup>b</sup>	T <sup>c</sup>	Total	A	T	Total	A	T	Total
U.S. Participants									
Bilateral <sup>d</sup>	15	60	75	58	155	213	65	160	225
Regional <sup>e</sup>	-	-		-	-		-	-	
Third Country Participants									
Bilateral <sup>d</sup>	-	34	34	-	44	44	-	45	45
Regional <sup>e</sup>	-	-		-	-		-	-	
<b>TOTALS</b>	<b>15</b>	<b>94</b>	<b>109</b>	<b>58</b>	<b>199</b>	<b>257</b>	<b>65</b>	<b>205</b>	<b>270</b>

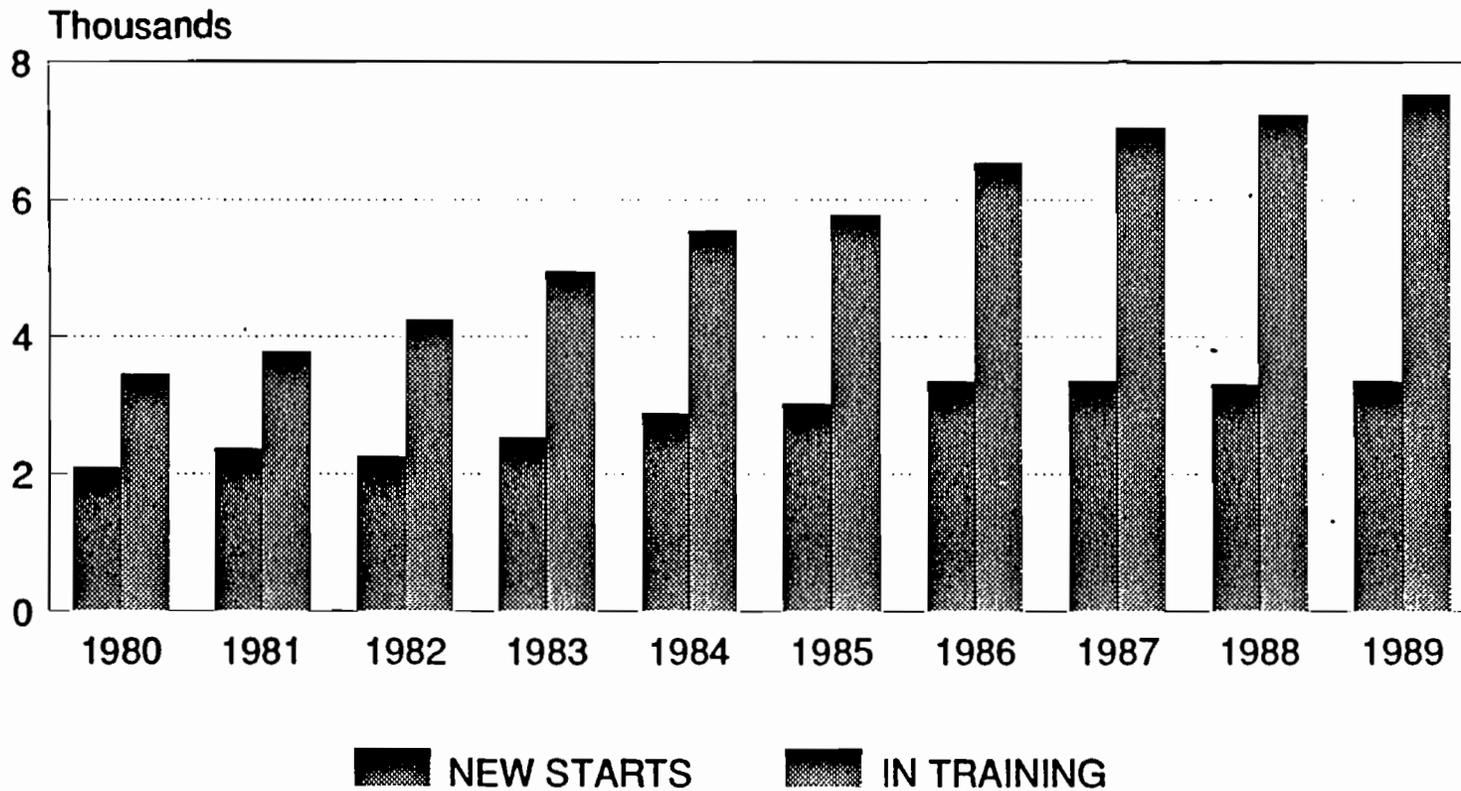


## **PARTICIPANTS IN U.S. TRAINING**

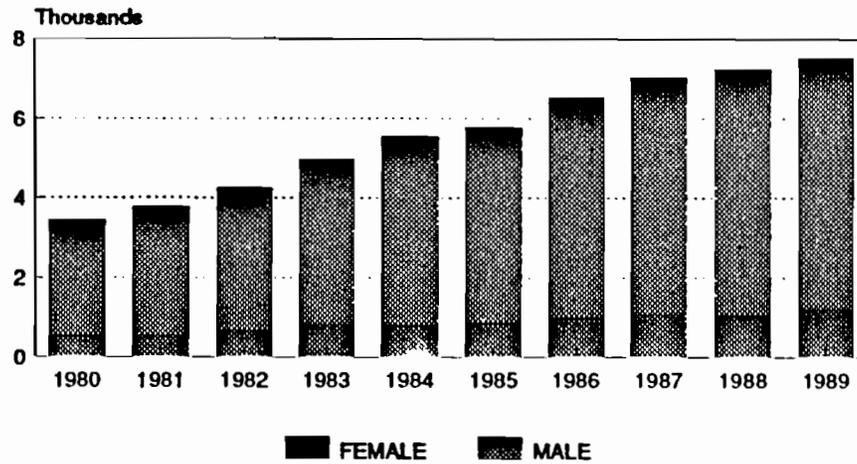
# PARTICIPANT TRAINING TRENDS

## NEW STARTS/IN TRAINING

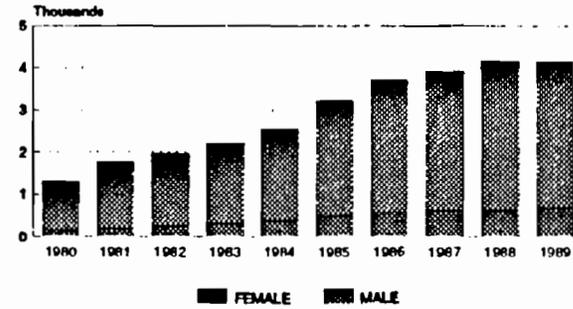
### ASIA/NEAR EAST



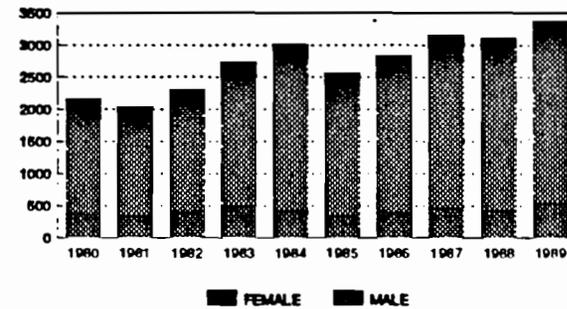
# PARTICIPANTS IN TRAINING FEMALE/MALE FY 1980 - 1989 ASIA/NEAR EAST



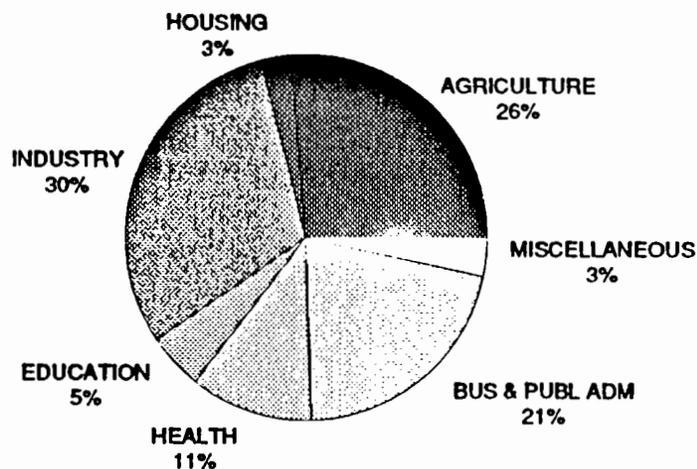
# ACADEMIC TRAINING TRENDS FEMALE/MALE FY 1980 - 1989 ASIA/NEAR EAST



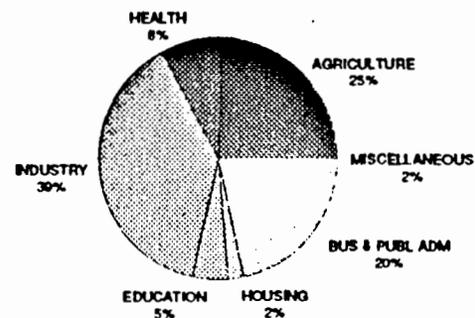
# TECHNICAL TRAINING TRENDS FEMALE/MALE FY 1980 - 1989 ASIA/NEAR EAST



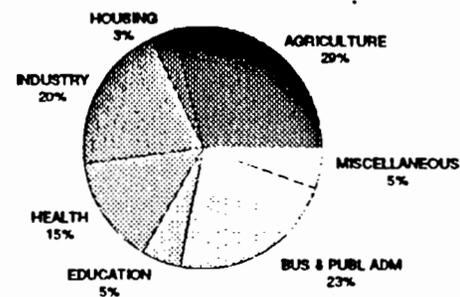
## FIELD OF STUDY ASIA/NEAR EAST FY 1989



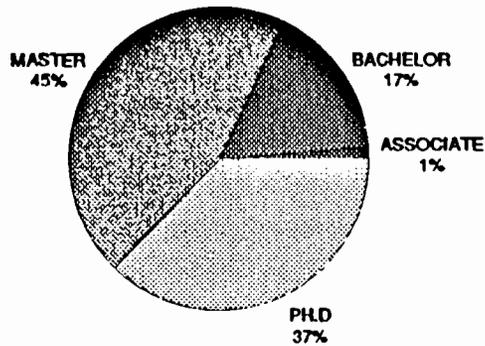
## FIELD OF STUDY: ACADEMIC ASIA/NEAR EAST FY 1989



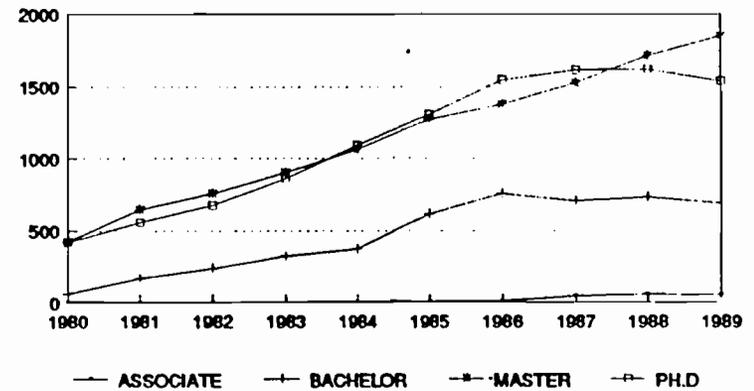
## FIELD OF STUDY: TECHNICAL ASIA/NEAR EAST FY 1989



DEGREE OBJECTIVES  
 ASIA/NEAR EAST  
 FY 1989



PARTICIPANT IN TRAINING TRENDS  
 DEGREE OBJECTIVE  
 ASIA/NEAR EAST



## REGIONAL PROJECTS

FY 1990 P.D. & S.  
HUMAN RESOURCES DIVISION  
OFFICE OF TECHNICAL RESOURCES  
BUREAU FOR ASIA, NEAR EAST AND EUROPE  
(as of July 15, 1990)

<u>TITLE/DESCRIPTION</u>	<u>O.Y.B. \$ LEVEL</u>	<u>BUREAU CONTACT</u>	<u>RESERVED</u>	<u>UN-RESERVED</u>
<u>EH--Education and Human Resources Development, Development Assistance</u>				
ANE Human Capital Strategy	5,140	Nicastro	\$ 5,140	-
Pluralism/Democratization	243,168	Nicastro	243,168	-
ANE Human Capital Strategy	9,975	Aanenson	9,975	-
ANE Human Capital Strategy Phase II	178,439	Aanenson	178,439	-
ANE Human Capital Strategy Phase II	10,110	Aanenson	10,110	-
NAFEO	50,000	Chapman	50,000	-
AAAS Fellow (DeAndra Beck)				
a. FY90-91 Fellowship	65,000	Nicastro	65,000	-
b. Special Travel	870	Nicastro	870	-
WID	3,083	Long	-	3,083
ANE Human Capital Strategy Phase II	13,890	Aanenson	13,890	-
<u>SD--Selected Development Problems</u>				
Private Sector Training				
Analysis (Narcotics)	51,200	Chapman	-	51,200
Democratic Pluralism	2,600	Whitaker	2,600	-
Democratic Pluralism	225,000	Nicastro	225,000	-
Democratic Pluralism	20,752	Whitaker	20,752	-
<b>TOTAL</b>	<b><u>\$879,227</u></b>		<b><u>\$824,944</u></b>	<b><u>\$54,283</u></b>

LEGEND

OYB Level - PD&S amount for TR/HR;  
Bureau Contact - Officer in TR/HR handling the project  
Reserved - PIO/T has been prepared and funds reserved by FM office  
Un-Reserved - PIO/T has NOT been prepared as of 7/15/90.

FY90 Projects  
Managed by ANE/TR/HR Officers

=====

ANE REGIONAL PROJECTS and  
WEST BANK/GAZA REGIONAL PROJECTS

=====

TR/HR FY90 PROJECTS  
ANE REGIONAL and  
WEST BANK/GAZA REGIONAL

COUNTRY	PROJECT NUMBER	TITLE	TR/HR OFFICER	INITIAL YEAR OF OBLIG	PACD	SOURCE OF FUNDING	AUTHORIZED LDP	PLANNED LDP
=====	=====	=====	=====	=====	=====	=====	=====	=====
Regional	398-0355	Regional Narcotics Education	T. Chapman	88	91	EH	\$3.1	\$3.1
	398-0362	Israel-Arab Scholarship	T. Chapman	86	90	ES	\$0.7	\$5.7
	398-0263	Asia America Free Labor Institute	R. Whitaker	89	Cont	EH	\$9.0	\$6.0 Thru FY90
	398-0251	Private & Voluntary Organizations	S. Grant	86	Cont	EH FW SD		\$2.9 Thru FY90
							-----	-----
							\$12.8	\$17.7
							-----	-----
W.Bank/Gaza	398-0159.06	ANERA Dev. Assist III	S. Grant	80	90		\$12.7	
	398-0159.32	ANERA Dev. Assist IV	S. Grant	89	94		\$14.2	
	398-0259.09	AMIDEAST Human Resource Dev. II	S. Grant	82	92		\$15.2	
	398-0159.25	AMIDEAST Human Resource Dev. III	S. Grant	87	93		\$10.5	
	398-0159.14	CRS Rural Development III	R. Whitaker	85	81		\$6.9	
	398-0159.12	SCF Rural Development	R. Whitaker	84	91		\$11.6	
							-----	-----
							\$71.1	
							-----	-----
Eastern Europe (SEED-Poland and Hungary)	180-0003	Regional Democratic Initiatives Program	G. Hyman	89	91	ES	\$4.0	\$12.0
Eastern Europe (Panase Act- Czechoslovakia, GDR, Romania, Bulgaria, Yugoslavia)	180-0003	Regional Democratic Initiatives Program	G. Hyman	90	91	ES	\$5.2	\$10.0
							-----	-----
							\$9.2	\$22.0
							-----	-----

The Democratic Pluralism Initiative  
FY 1990

Central Activities:

DPI Strategy Development	243,168
DPI Assessments	245,752
Hoover Institution Study	200,000
Contribution to Philippines Human Rights Activity	200,000
sub-total	888,920

Pilot DPI Country Programs:

Nepal	740,000
Sri Lanka	400,000
Thailand	600,000
Yemen	600,000
sub-total	2,340,000

Competitive DPI Small Grant Programs:

Afghanistan	121,070
Bangladesh	46,150
Indonesia	118,570
Jordan	119,849
Maldives (managed by Sri Lanka)	85,110
Tunisia	25,000
sub-total	515,749

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Total \$3,744,669

Bureau Summary: Central Activities -- \$888,920  
APRE Bureau -- \$1,989,830  
ENE Bureau -- \$865,919

ANE/TR/HR:RWhitaker  
dated: 7/26/90

APRE Human Rights 116(e) Country Summary

<u>Country</u>	<u>Total LOP Funding</u>	<u>Obligations</u>		
		<u>FY 88</u>	<u>FY 89</u>	<u>FY 90</u>
Bangladesh	\$327,480	\$ 67,133	\$ 63,672	\$ 66,821
Indonesia	476,976	114,700	110,446	0
Nepal	529,275	127,500	183,000	50,000
South Pacific (Fiji, Papua New Guinea)	88,818	0	18,569	70,249
Sri Lanka	372,400	81,000	73,808	54,540
Thailand	<u>175,080</u>	<u>45,167</u>	<u>89,913</u>	<u>40,000</u>
	\$1,794,949	\$435,500	\$539,408	\$281,610

APRE Human Rights 116(e) Projects

Country	Project Name	Total LOP (\$)	LOP Duration FY Start/End	Obligation FY 88 (\$)	Obligation FY 89 (\$)	Obligation FY 90 (\$)
Bangladesh	Society for the Enforcement of Human Rights	177,100	7 yrs 84-90	46,133	33,672	41,130
Bangladesh	Madaripur Legal Aid Association, Voter Literacy Project	21,000	2 yrs 88-90	21,000		
Bangladesh	Institute of Law and International Affairs, Judicial Training	101,689	5 yrs 85-90		30,000	
Bangladesh	Human Rights Workshops for women garment workers	25,691	1 yr 90			25,691
		<u>327,480</u>		<u>67,133</u>	<u>63,672</u>	<u>66,821</u>
Indonesia	Minimum Wage Compliance Project	54,670	1 yr 89-90		37,726	
Indonesia	Computerized Legal Research System	93,728	1 yr 89-90		41,408	
Indonesia	University Outreach	132,754	3 yrs 87-90			
Indonesia	Institutional Support to the Legal Aid and Consultation for Women and Families (LKBHUWK)	81,124	3 yrs 87-90		31,312	
Indonesia	Legal Literacy Campaign	114,700	1 yr 89-90	114,700		
		<u>476,976</u>		<u>114,700</u>	<u>110,446</u>	<u>0</u>
Nepal	Study of Nepal Supreme Court Decisions on Habeas Corpus and Election Law Cases	27,500	1.5 yrs 88-90	27,500		
Nepal	Women's Legal Services Project (WLSP)	341,000	8 yrs 85-93	100,000	135,000	
Nepal	Women's Legal Services Project: Expansion and Diversification of Training Activities	110,775	4 yrs 89-93		48,000	
Nepal	Strengthening the Judicial Training Center	50,000	1 yr 90			50,000
		<u>529,275</u>		<u>127,500</u>	<u>183,000</u>	<u>50,000</u>

South Pacific/ Fiji	Fiji Judicial Training	45,249	1 yr 90			45,249
Papua New Guinea	Legal Education and Assistance to the Provinces (LEAP) Project	18,569	1 yr 89-90		18,569	
Papua New Guinea	U. of Papua N. Guinea Legal Education	25,000	1 yr 90			25,000
		<u>88,818</u>		<u>0</u>	<u>18,569</u>	<u>70,249</u>
Sri Lanka	Nadesan Center Human Rights Law Library	71,825	3 yrs 88-91	35,000	36,825	
Sri Lanka	Legal Literacy Program Law and Society Trust I, II and III	114,008	4 yrs 87-90	46,000	19,500	
Sri Lanka	Open University Legal Literacy	17,483	2 yrs 89-91		17,483	
Sri Lanka	Legal Aid and Mediation	114,544	3 yrs 87-90			
Sri Lanka	Pilot Clinical Legal Aid Program	54,540	1 yr 90			54,540
		<u>372,400</u>		<u>81,000</u>	<u>73,808</u>	<u>54,540</u>
Thailand	Legal Dissemination and Leadership Role Awareness Program for Women	45,167	1 yr 88-89	45,167		
Thailand	Chulalongkorn University Leadership Training and Research in Provincial Councils	89,913	2 yrs 89-91		89,913	
Thailand	Worker Rights Protection Project	40,000	1 yr 90			40,000
		<u>175,080</u>		<u>45,167</u>	<u>89,913</u>	<u>40,000</u>
		<u>=====</u>		<u>=====</u>	<u>=====</u>	<u>=====</u>
	LDP Totals (\$)	1,794,949	Totals by Year	435,500	539,408	281,610

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Asian-American Free Labor Institute

We currently have a three-year \$9.0 million grant with AAFLI. AAFLI maintains field offices in: Bangladesh, Korea, the Philippines, Thailand and Turkey. In brief, AAFLI seeks to strengthen labor unions and rural workers' organizations.

## REGIONAL NARCOTICS EDUCATION PROJECT (398-0355)

### 1. Purpose

In response to a Congressional earmark, the Bureau in 1988 undertook a three year \$3 million regional project to provide technical assistance, training and program support for the development of drug abuse information and education activities in designated countries in South and Southeast Asia. The goal of the project is to curtail demand for drugs through the expansion of public awareness of the political, social and economic consequences of drug abuse by strengthening the capabilities of private and public organizations to carry out effective drug prevention and awareness programs.

Project resources are being channeled to seven countries, five of which are in the new APRE Bureau---Indonesia, Sri Lanka, Bangladesh, Thailand and Nepal.

### 2. Issues

- A. The project is scheduled to terminate in December of 1991. Should a similar follow-on regional project be developed for the APRE Bureau?
- B. Should the current regional project be managed jointly, managed by the ENE Bureau or managed by the APRE Bureau?

DRAFTED:ANE/TR/HR, T. Chapman (x7-7358):7/26/90:WANG 2684F

III.  
SUMMARY OF MAJOR LIAISON FUNCTIONS  
Within A.I.D. and Externally

A. Within A.I.D.

- Education Sector Council
- A.I.D. Narcotics Coordinating Committee
- West Bank/Gaza Working Group
- Women in Development Task Force
- Technical Review Committee for Human Rights Projects

B. Externally

- National Governors' Association
- Inter-Action (umbrella organization for 120 American PVOs)
- Office of National Drug Control Policy
- International Narcotics Matters (State)
- U.S. Information Agency
- World Bank
- National Association for Equal Opportunity in Higher Education