

# **U.S. Agency for International Development**

## **The Office of American Schools and Hospitals Abroad (ASHA)**

### **FY 2002 Annual Report**

**March 2002**

The attached results information is from the FY 2002 Annual Report for the Office of American Schools and Hospitals Abroad (ASHA) and was assembled and analyzed by the ASHA.

The Annual Report is a "pre-decisional" USAID document and does not reflect results of USAID budgetary reviews. Additional information on the attached can be obtained from Sue Parks DCHA/PPM.

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## **Please Note:**

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## GLOSSARY

ADS	Automated Data System
AFS	American Farm School
APHER	Association of Schools of Public Health European Region
ARAMCO	Arabian American Oil Company
ASHA	American Schools and Hospitals Abroad
AUB	American University of Beirut
AUC	American University in Cairo
CAMS	Center for Advanced Mathematical Sciences
DA	Development Assistance
DC	District of Columbia
DCHA	Democracy, Conflict and Humanitarian Assistance
FTE	Full-time Employee
FUNEN	Foundation for Understanding & Enhancement
FY	Fiscal Year
KEMH	King Edward Memorial Hospital
MSI	Millennium Science Institute
OE	Operating Expenses
OPD	Outpatient Department
OSIs	Overseas Institutions
OYB	Operating Year Budget
PACD	Program Activity Completion Date
PMPs	Performance Measurement Plans
RNA	Ribonucleic Acid
SO1	Strategic Objective No. 1
UFM	Universidad Francisco Marroquin
US	United States
USAID	United States Agency for International Development
USOs	United States Organizations

### PART III: FY 2001 PERFORMANCE NARRATIVE

#### STRATEGIC OBJECTIVE No. 1

The strategic objective of the Office of American Schools and Hospitals Abroad is articulated as:

**Strategic Objective No. 1 (SO1):** United States educational and medical technologies and practices demonstrated in selected countries

Progress on this objective is assessed using the following performance indicators:

**Performance Indicator 1.1:** Percent of grants that completed all agreed on actions by the original program activity completion date (PACD)

**Performance Indicator 1.2:** Percent of grants that have used performance measurement plans (PMPs)

**Performance Indicator 1.3:** Percent of grants that have expanded access as a result of ASHA-supported activities

**Performance Indicator 1.4:** Percent of grants that made quality improvements in key areas

ASHA's progress on its strategic objective is influenced by the performance of its grantees. Performance indicators 1.1 to 1.4 are evaluated on the basis of whether or not grantees have made progress on their grant objectives, as well as whether or not they have (a) completed grant activities on time, (b) used the performance measurement plan to manage for results, (c) improved the quality of the educational and medical services they provide, and (d) expanded access to American ideas and practices to a wider audience. If grantees complete facility renovation or construction and acquire educational and medical commodities on schedule, they can improve the quality of education, vocational and technical training, medical training, research, and health care services at the overseas institutions they founded or sponsored. At the same time they will expand access to American ideas and practices to more students, researchers, and patients in the recipient countries and the regions.

ASHA's strategic objective is derived from its congressional mandate, as stated in Section 214 of the Foreign Assistance Act. The text of the Act is summarized in Box 1. ASHA makes grants to U.S. private organizations that have founded or sponsored private, overseas institutions that demonstrate U.S. ideas, practices and advances in the fields of education and medicine. The type of overseas institutions assisted through their American founders or sponsors include (1) secondary schools that provide academic and vocational training; (2) undergraduate institutions with programs in liberal arts, medicine, nursing, agriculture, and the sciences; (3) graduate institutions that provide specialized training to potential national and international leaders in health sciences, physical sciences, and other professional areas; (4) medical centers that prepare leaders in health professions, influence standards, and provide facility and community-based health care, training, and research; and (5) stand alone libraries that provide access to and encourage the use of information for decision making.

**Box 1:**  
FOREIGN ASSISTANCE ACT  
SECTION 214

1. The President is authorized to furnish assistance on such terms and conditions as he may specify, to schools and libraries outside the United States founded or sponsored by United States citizens and serving as study and demonstration centers for ideas and practices of the United States.
2. The President is authorized, notwithstanding the provisions of Mutual Defense Assistance Control Act of 1951 (22 U.S.C. 1611 et seq.), to furnish assistance on such terms and conditions as he may specify, to institutions referred to in subsection (a) of this section, and to hospital centers for medical education and research outside the United States, founded or sponsored by United States citizens.

ASHA grants fund renovation/construction and procurement of equipment for classrooms, laboratories, libraries, and hospital facilities. ASHA grants are also used to acquire state-of-the-art laboratory, medical diagnostic and treatment equipment and supplies. The program also funds the procurement of books and multimedia systems for classrooms, libraries, and research centers. The grant activities funded by ASHA have enabled the overseas institutions to:

- build a technology base for integrated research and patient care in critical areas of medical science;
- create a more efficient infrastructure for communication and information transfer;
- train independent thinkers in problem-solving abilities;
- provide the benefit of a U.S.-style education within developing countries; and
- increase understanding between the peoples of the U.S. and those of other countries.

***ASHA grants help build “a first-world facility in a developing country.”***

With the completion of the ASHA supported Jokomo/Yamada Library, Africa University in Zimbabwe is able to support the learning, research and service needs of both students and staff far more effectively in a first-world like environment.

In addition, ASHA grants have helped create a foundation for nurturing and developing leadership in a wide variety of disciplines. They also provide an understanding of the economic, scientific, political, social, philosophical, and institutional practices of the U.S. They have promoted democracy and governance, private initiative, free inquiry, and innovative approaches to problem solving. They have also created effective institutions that train a worldwide cadre of professionals to communicate, share values, and work with

Americans in business, government, the sciences, and other mutually beneficial endeavors.

ASHA grants also assist overseas institutions to develop and implement programs that contribute to the growth of these institutions and benefit a larger proportion of the local community.

In addition to producing badly needed skilled manpower, these institutions have contributed to the economic, social, and political development of the recipient countries and regions. This includes providing advanced U.S. educational and medical services in areas with overwhelming needs.

For more than a century, U.S. citizens have brought the best U.S. educational and medical ideas, practices, and technologies to foreign countries by founding or sponsoring U.S.-style institutions. Often, these institutions offer opportunities and services in regions where little existed. They are recognized as U.S.-style institutions because they are founded or sponsored by U.S. citizens. Also, U.S. citizens and/or U.S.-trained persons participate very actively in the delivery of educational and medical services. To be considered for an ASHA grant, these U.S.-style institutions must be located overseas and must have local acceptance. In addition, they must be able to sustain themselves financially by meeting all or most of their recurring expenditures from tuition, fees, earnings from endowments and private contributions from the U.S. and in-country..

The primary beneficiaries of ASHA grants are local communities in the recipient countries. They include students, researchers, private and public employers, and patients. Beneficiaries also include American citizens who study and conduct research in the ASHA-supported overseas institutions. Local and American entrepreneurs that manufacture, sell, and service the items such as the state-of-the-art laboratory, medical diagnostic, and treatment equipment; computer hardware; books; software; and communication network accessories utilized by the overseas institutions also benefit from ASHA-assisted activities.

***FY 2001 Accomplishments***

In FY 2001, ASHA obligated \$17 million in grant assistance to 25 U.S. organizations to strengthen the capacities of 26 overseas institutions in 17 countries that demonstrate American ideas and practices in education and medicine. Two of these overseas institutions are in Africa, six in Asia, two in Eastern Europe, four in Europe, three in Latin America and the Caribbean, and nine in the Near East. Three of the

26 overseas institutions are high schools; eight are hospitals/medical research centers, and 15 are universities.

Collectively, these overseas institutions have provided more than 1,726 years of educational and medical services. This success can be attributed to Americans whose long-term interest in the advancement and well being of people abroad, have devoted their careers to expanding high-quality educational and medical opportunities overseas. Over the years, thousands of individuals in the U.S. have supported these institutions with the contribution of their time, energy, and resources.

In FY 2001, a self-assessment questionnaire indicated that respondents were managing 57 active grants valued at approximately \$45 million. The grantees were also able to attract an additional \$26 million from other sources as a direct result of the ASHA grants awarded to them.

*ASHA's performance on SO1 is on-track.* Important outcomes of SO1 include sustained increases in the number of students and researchers exposed to U.S. ideas and practices. The number of patients diagnosed and treated using U.S. medical technology and practices worldwide continue to grow as well. In FY 2001 alone, approximately 100,000 students were enrolled and 3.7 million patients were treated in ASHA-assisted educational and medical facilities respectively.

*ASHA has achieved its objective and met or exceeded its performance indicator targets.* As summarized in Part IV of this Annual Report, 79 percent of respondents to a self-assessment questionnaire indicated making progress on completing ASHA-supported activities by the original program activity completion date (PACD). Among those respondents who have completed grant activities on time, 94 percent indicated they are using their performance measurement plans to manage for results; 97 percent are able to enhance the quality of their educational and medical services in the areas of research, training, and patient care; and 94 percent expanded access to more students and patients.

With the assistance of ASHA grants, overseas institutions have enhanced the capacity and quality of their educational, medical, training, and research services. Research and training programs from some of these institutions are being used and applied widely. Some of the most noteworthy FY 2001 accomplishments are outlined below.

## **A. Developing Capacity for Leadership Training**

### **Africa University, Mutare, Zimbabwe**

With ASHA's grant assistance, Africa University has developed the capacity to train and prepare a new generation of African leaders. Its graduates are among the most sought-after job candidates in government, business, and industry across the African continent.

The peer education program for the prevention of HIV/AIDS and other sexually transmitted diseases (STDs) demonstrates the leadership qualities of Africa University students. In this program, students receive one-week training as peer educators, and they subsequently educate their fellow students to effect changes in sexual behavior. The program has been very well received and many students first seek advice from these peer educators before seeking other options.

### **American Community School in Beirut**

With ASHA's grant assistance, the American Community School trains and nurtures students who have high potential to become future national and international leaders. One such example of a free-thinking and independent-minded future leader is Anne Saab, a ninth grader who won the Templeton Foundation Award for her essay, which stated: *"What is the perfect life? I think the answer is in living for the person you are, and not for the person others want you to be. When I look around me, I see many people who are afraid of being themselves, especially at my age, and their fear of becoming the strong and unique people they are. It makes me sad seeing people hide behind masks in fear of being revealed. My goal in*

*life is to get the best out of the person I am inside, because being an individual is the best gift in the world.”*

## **B. Developing Capacity for Emergency Preparedness and Response**

### **Africa University, Mutare, Zimbabwe**

Through ASHA grants, Africa University established a program to train disaster workers. The University had graduated approximately two hundred twelve students from across Africa; Papua, New Guinea; and Indonesia by June 2001. These graduates are trained to provide assistance to communities devastated by war, drought, and famine. They include field workers, policy makers, and managers; all engaged in relief, rehabilitation, peace and reconciliation efforts.

### **Hadassah Medical Center, Israel**

With ASHA grants, Hadassah Medical Center has developed a first-rate, high-caseload emergency medical unit. This has enabled the center to save many lives. For example, when the Versailles wedding hall in Jerusalem collapsed in May 2001, the center was able to receive, triage, and treat 145 injured patients who arrived around 2:45 a.m. at the two hospitals—82 in Ein Kerem and 63 in Mt. Scopus. During the course of the night, 36 additional injured patients were transferred to Hadassah from other hospitals, bringing the total number of emergency patients to 181. The work that followed was enormous, and Hadassah doctors and surgeons labored tirelessly to save lives. In addition, nurses and social workers worked around the clock to provide support and comfort to the patients, as well as to their worried relatives.

## **C. Enhancing Communication Infrastructure and Extending the Benefits of Information Technology**

### **American Community School in Beirut**

With ASHA assistance the American Community School has strengthened its communication infrastructure. This has enabled teachers, administrators, and students to communicate very effectively via e-mail. The school now posts daily bulletins, memos, announcements, policy updates, and surveys to the Intranet, and response and reaction has been very satisfactory.

E-mail and the Internet have transformed the classrooms as students gain instant access to news from around the world. Students now engage in global dialogues, debates, and information sharing with peers from around the globe. They have begun to work on joint projects, exchanging ideas and become pen pals with students in the U.S. and other countries.

### **American University of Beirut (AUB), Lebanon**

ASHA grants have helped the American University of Beirut improve the quality of instruction and research in engineering; architecture; mathematics; agriculture, food sciences, biological, chemical, and physical sciences. For example, equipment purchased with ASHA grant(s), AUB developed and introduced a new course titled, “Client-Server Computing,” which has significantly improved the quality of instruction in computer graphics and graphic design.

In addition, ASHA grants enabled the Center for Advanced Mathematical Sciences (CAMS) to qualify as a Millennium Science Institute (MSI) for the Middle East region. MSIs are chosen from among the best institutes in the developing world by a prestigious board chaired by Professor Phillip Griffith, director of the Institute for Advance Study in Princeton, New Jersey.

### **Athens College, Greece**

ASHA grants enabled Athens College to enhance its communications infrastructure and to speed up the integration of technology in the school’s administration and curriculum. Some courses are now hosted on the Internet (e.g., an art course) through participation with an e-learning European project called WIN that encourages online communication between teachers and students. In addition, the online teacher-training

program has brought together many enthusiastic teachers, who are working as teams with a new sense of purpose to incorporate elements of U.S. teaching methods into their classrooms.

#### **American University in Cairo (AUC)**

With ASHA's assistance, AUC has developed a technology base that provides an active learning environment for students. It has developed technology-enriched classrooms, multipurpose interactive laboratory classrooms, and a multimedia lab. These latest technological capabilities have enabled AUC to develop unique partnerships and cooperative agreements for joint courses, virtual lab experiments, electronic textbooks, and video conferencing with other universities. These academic ties will further secure AUC's reputation for quality education and leadership in Egypt and in the entire region. It also enables AUC to extend the demonstration of American ideas and practices beyond its campus grounds.

#### **D. Enhancing Capacity for Agricultural Productivity and Outreach**

##### **American Farm School (AFS), Greece**

ASHA grants enabled AFS to renovate its existing farm and residential buildings and to improve land infrastructure. As a result, the AFS's Zannas Farm offers up-to-date farming, education, and research facilities, as well as facilities for the production of a variety of crops to support the Farm School's continued leadership position in Greek agriculture. This strengthened capacity has enabled AFS to develop a large-scale research partnership with industry. For example, it recently concluded a three-year protocol with Haitoglou Brothers S.A. (an agriculture research company) to develop commercial production of chemical-free sesame seeds, using native Greek varieties and ecologically-friendly farming methods.

#### **E. Developing Capacity for Educational Excellence and Scientific Research**

##### **American University of Armenia**

With ASHA grants the American University of Armenia has improved the quality of its education and research. As a result, the University was able to develop and offer business communication courses to employees within the electrical energy sector and to groups in the financial community. Based on survey research in Armenia, the staff published four papers in journals, including the *Pakistan Journal of Applied Sciences* and the *International Business and Economics Research Journal*. One of the articles, by Dean Ohanian, Associate Dean Newton, and Prof. Scannel, entitled "Cross-Cultural Consumer Attitudes; A Case of the Second-Hand Clothing Market in Armenia," was awarded "Best Paper" prize at the International Business and Economics Research Conference, held in Reno, Nevada, in October 2001. In addition, the College of Health Sciences was accepted as a full member of the prestigious Association of Schools of Public Health European Region (APHER).

##### **Feinberg Graduate School, Israel**

ASHA's assistance has enabled Feinberg Graduate School to enhance the quality of its education and to strengthen the capacity of its research. This is demonstrated by the significant research findings of its faculty and students. For example, a professor and his students published a strategy for blocking the progression of Type I diabetes in the *Lancet* journal. According to their research, they had discovered that injecting mice with a small peptide fragment, known as p277, prevents the progression of Type I diabetes.

In another example, a professor and a graduate student of the Immunology Department discovered a simple blood test to diagnose schizophrenia. Once perfected and validated, this research finding can potentially help with the early detection and treatment of the illness.

The state-of-the-art laboratory and medical diagnostic equipment acquired with ASHA's assistance has been invaluable in the work of these, and other, researchers.

#### **F. Extending the Dialogue on Open Society, Democracy and Conflict Resolution**

### **The Center for American Studies at Fudan University, China**

ASHA grants enabled the Center to provide a strong academic program reflecting U.S. values and methods within a radically different political and economic system. The Center has become one of the finest educational institutions of its kind in China. It is highly regarded by Chinese officials in Beijing, who are open to the ideas and information they receive through dialogues at the Center. In addition, the Center offers a critical focal point for discussing and interpreting U.S. current events. The U.S. Ambassador to China, consular officials from Shanghai and Beijing, the U.S. Under Secretary of State, and other diplomats visit the Center to discuss U.S.-Sino relations. These visits allow both sides to explore options and raise issues that lead to fruitful official dialogues and, ultimately, to improving relations between China and the U.S.

### **Universidad Francisco Marroquin**

With the assistance of ASHA grant (for construction of a distance learning center), Universidad Francisco Marroquin (UFM) has developed and offered two prize-winning courses based on a combination of traditional classroom and virtual environments. The courses entitled “Freedom and the Evolution of Civilizations” and “100 Obras<sup>1</sup>, 1000 Años<sup>2</sup>,” were both given the Templeton Freedom Prize for innovation in interdisciplinary classroom instruction. These courses explored and analyzed how the authors addressed questions such as: What are the different types of freedoms: economic, political, spiritual? Are these freedoms interdependent? How do some freedoms conflict with others? Does freedom lead to progress, construed as broad human prosperity and improved welfare? Who benefits from freedom and liberty: the privileged, the poor, or both? What are the empirical manifestations of various freedoms? What connections, if any, can we identify between conceptions of freedom and conceptions of truth and of good? Are some ideas of freedom better than others and, if so, on what grounds and for what reasons? The course included four weeks of taped live sessions with three professors (from Guatemala, and Argentina), who then continued the course in the virtual environment. These courses demonstrate American ideas, values, and practices as it relates to freedom of expression, analytical thinking and analysis.

## **G. Enhancing Capacity for High-Quality Patient Care**

### **Wanless Hospital, India**

With ASHA grant assistance Wanless Hospital has developed the capacity for critical care and treatment of complicated cases. For example, a 22-year-old woman was admitted at 37 weeks of pregnancy with severe jaundice and early bleeding disorder. After delivering a stillborn baby, she went into shock and, subsequently lapsed into a coma. The ASHA funded state-of-the-art diagnostic and treatment equipment was used to save the life of this mother.

### **King Edward Medical Hospital (KEMH), India**

Equipment (ultrasound machine, ventilator, warmers) acquired with ASHA grants was used to save the life of a baby whose upper GI obstruction could not be diagnosed by other hospitals. Using the ASHA-supported, state-of-the-art medical diagnostic and treatment equipment, the King Edward Medical Hospital physicians were able to diagnose and treat the baby effectively.

### **Linkage to Agency Goals and Objectives**

Activities of the ASHA-assisted overseas institutions contribute to Agency goals and objectives in the recipient countries. They contribute to:

#### **Pillar I: Economic Growth, Agriculture and Trade**

Agency Goal: Encourage broad-based economic growth and agricultural development

Agency Goal: Build human capacity through education and training

#### **Pillar II: Global Health**

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<sup>1</sup> Translation is “Works”

<sup>2</sup> Translation is “Years”

Agency Goal: Stabilize world population and protect human health

**Pillar III: Democracy, Conflict, and Humanitarian Assistance**

Agency Goal: Strengthen democracy and good governance

**Managing for Results**

All ASHA grantees are required to prepare and submit performance measurement plans before funds are disbursed. These performance measurement plans are reviewed, and grantees are asked to make corrections and adjustments before they are approved. In addition, annual workshops are conducted to review the latest developments in USAID accountability requirements and performance tracking and reporting with grantees. This process ensures that ASHA grants are used effectively and efficiently.

**Principal Contractors, Grantees, or Agencies**

ASHA grantees are private, non-profit U.S. based organizations that have founded and/or sponsor overseas institutions. In FY 2001 the U.S. organizations that received grants from ASHA included:

**Africa**

CURE International  
Medical Benevolence Foundation

**Asia**

The Fudan Foundation  
Vellore Christian Medical College Board (USA), Inc.  
Johns Hopkins University – SAIS\*  
Foundation for Understanding & Enhancement (FUNEN)  
World Witness  
The People-to-People Health Foundation, Inc. (Project Hope)

**Eastern Europe**

American University in Bulgaria  
Harry T. Fultz Foundation Albanian – American Educational Foundation  
American College of Greece, Inc.  
Office of the Trustees and Greek Summer  
Trustees of Anatolia College

**Latin America/Caribbean**

Medical Benevolence Foundation  
Pan American Agricultural School  
AMMA Foundation

**Near East**

American Center of Oriental Research  
Trustees of the American Community College  
Trustees of the American University in Cairo  
Trustees of the American University of Beirut  
Trustees of Bethlehem University  
Trustees of Feinberg Graduate School  
Hadassah Medical Relief Association, Inc.  
Trustees of the Lebanese American University  
Friends United Meeting

\* U.S.-based universities are not eligible as sponsors of overseas institutions except under special circumstances.

**PART IV: FY 2001 PERFORMANCE DATA TABLES AND RESULTS**

**Performance Data Table: Performance Indicator No. 1**

<b>Objective Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Objective ID:</b> 964-001-01			
<b>Approved:</b> 25/07/97		<b>Country/Organization:</b> American Schools and Hospitals Abroad	
<b>Result Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Indicator:</b> Percent of grants that complete all the agreed-upon actions by the original PACD			
<b>Unit of Measure:</b> Percent	<b>Year</b>	<b>Planned</b>	<b>Actual</b>
<b>Source:</b> Project MIS	1997 (B)	NA	9.5%*
<b>Indicator/Description:</b> Number of grants completed by original PACD/total grants	1998	20%	33%**
	1999	35%	69%***
	2000	70%	83%
	2001	70%	79% (Exceeded)
	2002	75%	NA
<b>Comments:</b> * percent of grants that were completed as anticipated in 1997 (2/21) ** percent of grants that were completed as anticipated in 1998 (6/18) ***percent of grants that were completed as anticipated in 1999 (9/13) B: Baseline NA: Not Applicable	2003	80%	NA

**Performance Data Table: Performance Indicator No. 2**

<b>Objective Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Objective ID:</b> 964-001-01			
<b>Approved:</b> 25/07/97		<b>Country/Organization:</b> American Schools and Hospitals Abroad	
<b>Result Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Indicator:</b> Percent of grants that have and use Performance Monitoring Plans			
<b>Unit of Measure:</b> Percent	<b>Year</b>	<b>Planned</b>	<b>Actual</b>
<b>Source:</b> Project MIS	1997 (B)	NA	4.3%*
<b>Indicator/Description:</b> Grants with plans that contain measurable, results-oriented objectives that contribute to ASHA's strategic plan, outcome indicators, data reporting format, and a time-line.  Number of grants with plans/total number of grants	1998	25%	43%**
	1999	50%	78%***
	2000	75%	90%
	2001	100%	94% (met)
<b>Comments:</b> * Grantees submitted PMPs for 4 of the active 92 grants during or prior to the reporting period. ** Grantees submitted PMPs for 29 of the 67 active grants during or prior to the reporting period. *** Fifty-six of the 72 active grants have and use ASHA-approved PMPs.  B: Baseline NA: Not Applicable	2002	100%	NA
	2003	100%	NA

**Performance Data Table: Performance Indicator No. 3**

<b>Objective Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Objective ID:</b> 964-001-01			
<b>Approved:</b> 25/07/97		<b>Country/Organization:</b> American Schools and Hospitals Abroad	
<b>Result Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Indicator:</b> Percent of grants that have expanded access as a result of ASHA-funded activities			
<b>Unit of Measure:</b> Percent	<b>Year</b>	<b>Planned</b>	<b>Actual</b>
<b>Source:</b> Project MIS	1997 (B)	NA	48%*
<b>Indicator/Description:</b> Number of grants increasing access/total number of active grants	1998	50%	64%**
	1999	50%	51%***
	2000	50%	95%
	2001	50%	94% (Exceeded)
	2002	50%	NA
<b>Comments:</b> * Grantees reported that 44 of the 92 active grants increased access for the reporting period. ** Grantees reported that 43 of the 67 active grants increased access for the reporting period. *** Grantees reported that 37 of the 72 active grants increased access for the reporting period.  B: Baseline NA: Not Applicable  <b>NOTE:</b> This indicator is dependent on the maturity of the grant. New grants (first years) are not expected to influence this result. ASHA's target is to maintain a balanced grant portfolio, with half of the grants leading to increased access during any reporting period.	2003	50%	NA

**Performance Data Table: Performance Indicator No. 4**

<b>Objective Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Objective ID:</b> 964-001-01			
<b>Approved:</b> 25/07/97		<b>Country/Organization:</b> American Schools and Hospitals Abroad	
<b>Result Name:</b> Demonstrate U.S. educational and medical technologies and practices in selected countries			
<b>Indicator:</b> Percent of grants that resulted in quality improvements in key areas			
<b>Unit of Measure:</b> Percent	<b>Year</b>	<b>Planned</b>	<b>Actual</b>
<b>Source:</b> Project MIS	1997 (B)	NA	60%*
<b>Indicator/Description:</b> Number of grants improving quality/total number of active grants	1998	75%	66%**
	1999	75%	54%***
	2000	80%	95%
	2001	90%	97% (Exceeded)
	2002	100%	NA
<b>Comments:</b> * Grantees reported that 55 of the 92 active grants increased quality in key areas during the reporting period. ** Grantees reported that 44 of 67 active grants increased quality in key areas during the reporting period. *** Grantees reported that 39 of 72 active grants increased quality in key areas during the reporting period.  B: Baseline NA: Not Applicable  <b>NOTE:</b> This indicator is dependent on the maturity of the grant. New grants (first years) are not expected to influence this result. ASHA's target is to maintain a balanced grant portfolio, with half of the grants leading to quality improvements in key areas during any reporting period.	2003	100%	NA

## Results Framework

### **Strategic Objective No. 1 (SO1):**

United States educational and medical technologies and practices demonstrated in selected countries

#### **Performance Indicator 1.1:**

Percent of grants that completed all agreed on actions by the original program activity completion date (PACD)

#### **Performance Indicator 1.2:**

Percent of grants that have used performance measurement plans (PMPs)

#### **Performance Indicator 1.3:**

Percent of grants that have expanded access as a result of ASHA-supported activities

#### **Performance Indicator 1.4:**

Percent of grants that made quality improvements in key areas

**PART VII: ENVIRONMENTAL IMPACT**

ASHA-funded construction projects have to meet local environmental standards and requirements. To this end, grantees' construction plans are reviewed and approved.