



**USAID**  
FROM THE AMERICAN PEOPLE

# Education Resources and Staffing Guide



August 2009



# EDUCATION RESOURCES AND STAFFING GUIDE





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# OVERVIEW

The goal of USAID's basic education programs is to promote equitable access to quality basic education which serves as the foundation for individuals and institutions to build stable and prosperous lives and democratic states. The agency carries out its mandate in basic education at the country level through its missions and through its regional and pillar bureaus based in Washington. USAID provides bilateral support to basic education activities in more than 55 countries.

Agency assistance to the field is provided primarily by regional bureaus: Africa, Asia, Middle East, Latin America and the Caribbean, and Europe and Eurasia. Each plays a lead role in regional and country-specific issues involving USG policy and the design, implementation and evaluation of strategies and programs. The regional bureaus also oversee several major education initiatives, which fund girls' scholarships and mentoring programs, teacher and administrator training and textbook production and distribution and also support new and innovative interventions in basic education; and the Centers of Excellence for Teacher Training to improve teaching and learning.

The Office of Education, located in the Bureau of Economic Growth, Agriculture and Trade (EGAT/ED), works with technical teams in regional bureaus to support missions. EGAT/ED pursues technical innovation and research and is responsible for global mechanisms, professional development, and collaborating with other international organizations. EGAT/ED is actively involved in UNESCO's *Education for All* (EFA) global campaign and the related *Fast Track Initiative* (FTI). EGAT/ED also provides technical assistance to other U.S. agencies and coordinates with other agencies on education and reconstruction efforts in strategic and crisis countries.

Education staff from the regional and pillar bureaus work collaboratively on a number of global issues impacting on basic education through an Education Sector Council.



# AFRICA BUREAU

**U**SAID supports full basic education programs in 21 countries, which other education activities in more than 39 countries in Sub-Saharan Africa. The programs have included congressionally mandated school fees reform in the Democratic Republic of the Congo and in Malawi, and a literacy program for girls and women in Angola. The Bureau for Africa also manages the Africa Education Initiative (AEI), a \$600 million, multi-year effort to improve education in Africa. Bilateral education programs are complemented by AEI activities focused on strengthening African education systems' capacity by supporting host government-developed and led sector reform strategies. Programs respond to country-specific needs, including policy and curriculum reform; teacher and administrator professional development; community involvement in the schools; increasing access to quality education for girls and other marginalized populations; and, the development and distribution of learning materials.

## **Africa Education Initiative (AEI)**

The Africa Education Initiative consists of three distinct components: the Ambassador's Girls Scholarship Program, the Textbook and Learning Materials Program, and teacher training resources. The various programs are implemented in close collaboration with African ministries of education and higher education institutions, local and international nongovernmental organizations, and the private sector. Under AEI, more than 10 million textbooks and learning materials have been delivered in six countries; 400,000 scholarships have been awarded in 39 countries and; 800,000 teachers have been trained in 20 countries.

**End date:** through 2011.

## **Ambassador's Girls Scholarships Program (AGSP)**

In Africa, girls account for a majority of the estimated 33 million primary school-aged children who are not enrolled in school. AEI's Ambassador's Girls Scholarship Program is working to bridge this gender gap providing 400,000 scholarships to date, primarily to African girls at the primary and secondary levels. Support has included tuition, books, uniforms, and other essentials needed to ensure continued access to education. Scholarship recipients also benefit from mentoring activities from community members to

promote self-development and provide positive role models. The goal is that these scholars will grow into educated members of their societies and play positive roles in the education, political, and economic sectors of their countries.

**Contact:** Sharon Mangin Nwankwo, COTR, at (202) 712-1777 or [snwankwo@usaid.gov](mailto:snwankwo@usaid.gov).

**Teacher Training** To meet the challenge of providing quality education, AEI has developed, promoted, and expanded innovative methods for training more than 800,000 teachers and administrators to improve the quality of learning for millions of African children. Working through the missions, the program has enlisted the International Foundation for Education and Self-Help, and African and international nongovernmental organizations to help teachers upgrade their skills through pre-service and in-service training programs.

**Contact:** Catherine Powell Miles at (202) 712-4693 or [cmiles@usaid.gov](mailto:cmiles@usaid.gov).

## **Textbooks and Learning Materials Program (TLMP)**

The AEI textbook program has expanded the quantity and improved the quality of learning materials available to schools in sub-Saharan Africa. The program has provided more than 15 million student textbooks and workbooks, teacher handbooks and guides, handouts, worksheets, audio tapes, posters, vocabulary lists, and visual aids in six countries. This program has emphasizes relevant content, institutional capacity building, and the long-term sustainability of the partnerships between African institutions and American counterparts. Six American universities that serve mainly minorities have partnered with African Ministries of Education, universities, and various local nongovernmental organizations to develop and produce textbooks and learning materials that fulfill the priority needs of the host country's educational system.

**Contact:** Freeman Daniels at (202) 712-0204 or [fdaniels@usaid.gov](mailto:fdaniels@usaid.gov). For more information, go to [www.usaid.gov/locations/sub-saharan\\_africal/initiatives/aei.html](http://www.usaid.gov/locations/sub-saharan_africal/initiatives/aei.html).



**Africa Education Commons (AEC)** This initiative aims to establish a web-based, pan-African network where stakeholders from government, NGOs, business and educational institutions and civil society can come together to overcome challenges to education in Africa.

To achieve this goal, the AEC has established the Rwanda Education Commons (REC), a four-year, pilot program to increase access to quality education in Rwanda through the effective use of information and communication technology. Launched in January 2009,

the REC will provide a platform to develop capacity and content, and create an online network for education stakeholders to collaborate, learn, and share knowledge. The Rwanda pilot will serve as a model for further development of the Africa Education Commons and provide lessons learned for future programs.

*Contact: Joe Kitts at (202) 712-0485 or [jkitts@usaid.gov](mailto:jkitts@usaid.gov). The AEC is being implemented by the Global Learning Portal. For more information, go to [www.glp.net/web/rwanda/home](http://www.glp.net/web/rwanda/home).*

## ASIA AND MIDDLE EAST BUREAUS

**T**he Asia and Middle East Bureaus' (AME) education program seeks to improve the quality and relevance of education and ensure equitable access at all levels of education systems in the region, in formal and non-formal settings. The bureaus' Washington-based education staff provides direct field support to 23 field missions offering guidance and information, analysis and the dissemination of education data and trends; providing assistance in scaling-up education initiatives and best practices; implementing programs to build regional capacity and leadership; and addressing other implementation, legal, and legislative issues. The AME education staff also serves as the liaison with other USAID bureaus, government agencies, and educational institutions.

In its focus on out-of-school youth, the AME education team has devised a two-pronged approach that will be carried out through two new initiatives. First, the education team will work to build the capacity of local and national educators, policy makers, and youth development leaders throughout Asia and the Middle East, enabling them to plan and implement higher quality education programs. Second, the AME bureaus will support research to advance the bureaus' knowledge of drop-out prevention strategies and to pilot effective interventions.

**School Dropout Prevention Program (SDPP)** School Dropout Prevention Program (SDPP) – In FY 2010, the AME team will launch this new \$60 million, four-year research and drop-out prevention program. SDPP will enable the AME bureau to increase its research base on dropout prevention and its knowledge of best practices and model programs to share across Asia and the Middle East. In addition to conducting research, SDPP also will implement pilot programs in four countries. **End date:TBD**

*Contact: LeAnna Marr, at (202) 712-0451 or [lmarr@usaid.gov](mailto:lmarr@usaid.gov).*

**Training Future Development Leaders (TFDL)** This is a \$20 million, five-year program scheduled for implementation in FY 2010. TFDL will provide scholarships for master's degree and leadership development training in the U.S. The program will target emerging leaders in the education field, although scholarships may also be provided to qualifying candidates from the region with backgrounds in agriculture, democracy and governance, economic growth, the environment, public health, and water management. TFDL is a follow-on program to the Training Future Leaders pilot project, which will offer its final scholarships in FY 2010. **End date:TBD**

*Contact: Chris Capacci-Carneal at (202) 712-5692 or [ccapacci-carneal@usaid.gov](mailto:ccapacci-carneal@usaid.gov). This program will be implemented under the ABE contract.*

# EUROPE AND EURASIA BUREAU

**E**ducation programs in the Europe and Eurasia region provide support to each respective government in identifying needed education system reforms and implementing them. Basic education programs currently operate in seven countries within Europe and Eurasia, and include a range of activities designed to improve access to quality primary and secondary education.

The Social Transition Team in the bureau's Office of Democracy, Governance, and Social Transition is responsible for education, labor markets, social services, social insurance and social assistance, as well as issues relating to gender and trafficking in persons education program in the region. Social Transition refers to the transformation from a centrally planned and managed social sector to a system based on the principles of market economy and democracy.

The ST team engages in a wide variety of analytic and knowledge sharing activities to achieve the following objectives: (1) to increase awareness of the importance of social transition issues among staff at USAID Missions and USAID/W offices, the state department, and other donors, NGOs, implementing partners,

researchers, and other constituencies; (2) to improve Mission programming and increase funding dedicated to social sector issues; and (3) to incorporate key social sector priorities into Agency guidance, budgeting, and policy.

The ST Team carries out its analytic activities through a task order with Assistance to Basic Education (ABE) and the Educational Quality Improvement Program (EQUIP3), which supports the Social Legacy Program: Promoting Transparency in Education (TEN).

TEN is a regional network that fosters peer-to-peer collaboration, dialogue, best practices and resources in four countries (Armenia, Azerbaijan, Macedonia, and Ukraine). The program aims to:

- Raise awareness about corruption in education and its impact on society;
- Strengthen local capacity among youth to analyze effects of corruption in education ; and
- Promote culture of transparency and accountability in secondary and tertiary level schools.

**Contact:** *Lubov Fajfer at (202) 712-5396 or [lfajfer@usaid.gov](mailto:lfajfer@usaid.gov). For more information on TEN, go to <http://lten.edc.org/>*

# LATIN AMERICA AND THE CARIBBEA BUREAU

**The Centers of Excellence for Teacher Training (CETT)** Focusing on reading as the foundation for all future learning, CETT provides a model for effective teacher training to upgrade the reading instruction skills of classroom teachers in Grades 1, 2, and 3. CETT coordinates with teacher training institutions in LAC to train highly skilled and motivated teachers who will give their pupils a strong reading and writing foundation. Since its inception in 2002, CETT has trained over 25,000 teachers and helped over 730,000 underprivileged students in 16 countries get a better education. Currently alliances with governments and the private sector are expanding CETT to more teachers and schools. Mission managed. **End dates: variable in 2010**

**Contact:** Barbara Knox-Seith (Central America and Dominican Republic CETT, Andean CETT) at (202) 712-1384, [bknoxseith@usaid.gov](mailto:bknoxseith@usaid.gov); or Sonjai Reynolds-Cooper (Caribbean CETT), at (202) 712-0236 or [sreynoldscooper@usaid.gov](mailto:sreynoldscooper@usaid.gov).

## **The Partnership for Educational Revitalization in the Americas (PREAL)**

For nearly 15 years, PREAL has helped to improve the quality of education in the region by conducting quality research, disseminating best practices, and monitoring national and regional progress on improving education systems. PREAL works with civil society groups to produce national Education Report Cards, which are disseminated to a diverse non-technical audience, and to

enhance national capacity to promote reform. PREAL's establishment of new business-education alliances has contributed to increased private sector engagement in educational policy dialogue. PREAL also publishes and distributes papers to further inform and stimulate dialogue. **End date: through 2010**

**Contact:** Sonjai Reynolds-Cooper, AOTR, at (202) 712-0236 or [sreynoldscooper@usaid.gov](mailto:sreynoldscooper@usaid.gov). The implementing partner is the Inter-American Dialogue, [www.preal.org](http://www.preal.org) or [www.thedialogue.org](http://www.thedialogue.org).

## **Scholarships for Education and Economic Development (SEED)**

This program provides higher education scholarships to U.S. community colleges and universities for poor, disadvantaged, and disabled students from seven countries including Mexico, Haiti, Dominican Republic, Guatemala, El Salvador, Honduras, and Nicaragua. Students receive two-year technical or shorter-term professional training in sectors key to their countries' social and economic development. The training complements bilateral activities by strengthening human capacity for transformational development. **End date: through 2013**

**Contact:** Barbara Knox-Seith, AOTR, at (202) 712-1384, [bknoxseith@usaid.gov](mailto:bknoxseith@usaid.gov). The implementing partner is Georgetown University.





South Africa: USAID has provided educational projects to improving the reading, and writing skills for the students of Dr. Mathole Motshekga Primary School.



# EGAT OFFICE OF EDUCATION

## BASIC EDUCATION

The mechanisms maintained in EGAT's Office of Education offer technical expertise in support of Missions' efforts in basic education, workforce skills development, higher education, and training. EGAT/ED also oversees several activities to support Missions, including their ability to collect, manage and analyze program and country data; network with partners and constituents; plan and report training activities; and provide health and accident coverage for sponsored exchanges and staff.

In general, Missions can access the services offered under these mechanisms through buy-ins. Mechanisms within EGAT/ED fall under two broad categories: Indefinite Quantity Contracts (IQCs), which require a broad statement of work for the delivery of supplies and/or services during a fixed period; and Leader with Associates (LWAs), which require a program description for the collaborative support of education partners

**Assistance to Basic Education (ABE)** is an Indefinite Quantity Contract (IQC), consisting of two distinct scopes of work. The two award groups are: **ABE-Basic Education (ABE-BE)** and **ABE-Linkages in Basic Education and Health (ABE-LINK)**. They have a combined ceiling of \$2 billion over five years and are available to missions, regional bureaus, and other agency offices to provide technical services and field support for a range of basic education and health programs. ABE-BE targets education and ABE-LINK specifically targets education activities that have health sector involvement. Task orders issued under ABE contracts use both "cost-plus fixed fee" and "firm-fixed price."

Potential activities will be competed among one of three award categories: ABE-BE large and small businesses, ABE-BE small business set-aside, and ABE-LINK large businesses. Each can be used to access long-term, in-country coordination and short-term technical assistance for a broad range of services such as assessment, design, implementation, monitoring, evaluation, research, surveys, workshops, and training. Building alliances and partnerships, procuring commodities such as textbooks and computers, and school rehabilitation are also included.

ABE-LINK can be used to procure, among other things, medicines and vaccines. The ABE IQC allows for both

design and implementation without conflict of interest. Simplified procurement processes enable missions to procure services and goods at less than one-third the time it takes for a full and open competition. The ABE IQC also includes an automatic waiver for local grants under contracts for \$1 million per task order. **End date: September 29, 2010**

**ABE-BE** promotes equitable access to quality basic education and includes all aspects of education. Task orders may be performed by any one of five ABE-BE contractors and their 43 major and other subcontractors and resource organizations. The task orders may provide technical services dealing with a broad range of education activities related to primary and secondary education; teacher training; education policy dialogue and reform; education finance and administration; school-community development; local capacity building; education in conflict/post-conflict situations; education in predominantly Muslim countries; information and communication technologies; early childhood development; non-formal education; adult literacy; and underserved populations such as girls, youth linguistic or ethnic minorities, orphans and vulnerable children, refugees and internally displaced persons, children in abusive labor situations, street children, and children with disabilities. ABE-BE contracts can be used to access long-term, in-country coordination and implementation, and short-term technical assistance.

Missions and regional bureaus may access services by identifying activities in a Statement of Work, Statement of Objectives, or Performance-Based Work Statement that will be competitively awarded as a task order among one of two categories:

- 1) ABE-BE large and small businesses include American Institutes for Research; Education Development Center, Inc.; Creative Associates International, Inc.; Juarez and Associates, Inc.; and The Mitchell Group, Inc. These contracts share a \$1.1 billion ceiling.
- 2) ABE-BE small business set-aside includes Juarez & Associates, Inc. and The Mitchell Group, Inc. These two contracts share a \$100 million ceiling.

*Contact: James Hoxeng, AOTR, at (202) 712-5191, [jboxeng@usaid.gov](mailto:jboxeng@usaid.gov).*



**ABE-LINK** is an innovative mechanism that enables missions to address their program needs in basic education and respond to cross-sector programming trends between basic education and health. Task orders performed by one of the three **ABE-LINK** contractors or their 57 major and other subcontractors and resource organizations may provide technical services dealing with all aspects of education and a broad range of programmatic areas in school-based health, nutrition, HIV/AIDS, infectious diseases, school-community based initiatives, policy dialogue, cost analyses, management reform, policy ad budget analysis, financing and financing alternative, national assessment of learning outcomes, health and education national accounts, national report cards, and performance audits.

ABE-LINK supports integrated programming in education and health activities such as: testing and evaluating methods to improve the affordability and sustainability of school health programs; strengthening the collaboration between and capacity of education and health NGOs and government ministries to engage in school-based health initiatives, policy formulation and investment planning; training to improve budgeting, expenditure tracking and leakage analysis; and gathering and analyzing data on trends related to the educational performance and health/nutritional status of school-age children. This mechanism is also designed to address social sector reforms, particularly the issues of transparency, accountability, management, decentralization, and governance of investments and delivery systems. Technical assistance for the health sector alone is not permitted under this IQC.

Missions and regional bureaus may activate services by identifying activities in a statement of work, performance-based work statement or statement of objectives that will be competitively awarded as a mission task order among the three ABE -LINK contractors. The three contracts share a task order ceiling of \$900 million. ABE-LINK programs resources from all fund accounts (i.e. DA, PEPFAR, CSD, OVC, etc.) The

prime contractors for ABE-LINK (large businesses, unrestricted) are Academy for Educational Development (**AED**), American Institutes for Research (AIR), and Creative Associates International, Inc. (CAII). The major subcontractors include: **AED**—Abt Associates, Inc., Management Sciences for Health, and Save the Children; **AIR**—Catholic Relief Services, EMI Systems, First Voices International, International Rescue Committee, Intra health International, KB Consultants, LLC, Refugee Women in Development, Terra P Group, and World Education; and **CAII** — Christian Children’s Fund, Plan USA, and John Snow.

*Contact:* James Hoxeng, AOTR, at (202) 712-5191, [jhoxeng@usaid.gov](mailto:jhoxeng@usaid.gov).



Children are captivated by the educational software program at a knowledge station in Madaba, a town south of Amman, Jordan.

**EdData II:** Education Data for Decision-Making is a Blanket Purchase Agreement (BPA) contract that provides survey expertise to help national and local governments as well as the donor community assess education status and design methods for improvement. Project advisors collaborate with USAID Missions, other donors, and stakeholders to find innovative and cost-effective ways to gather and analyze education data especially as related to measuring education quality. The Early Grade Reading Assessment (EGRA), the Early Grade Mathematics Assessment (EGMA), the Snapshot of School Management Effectiveness (SSME), and the Education Management Capacity Assessment (EMCA) are examples of new tools that are available. EdData II provides countries, USAID Missions and the EGAT Bureau with accurate, timely, and accessible qualitative and quantitative education data, analyses, and reports. Services include nationally representative surveys and smaller scale assessments to guide national education policy and planning as well as to calculate education indicators for USAID; support for building in-country capacity for data collection, analysis, dissemination and use; and the improvement and standardization of international education statistics.

**End Date: November 30, 2010**

*Contact:* Sandra Bertoli, AOTR at (202) 219-0483 or [sbertoli@usaid.gov](mailto:sbertoli@usaid.gov). Research Triangle Institute is the prime contractor. For more information, go to [www.eddataglobal.org](http://www.eddataglobal.org).



## The Educational Quality Improvement Program (EQUIP)

consists of three separate but related Leader with Associate Awards (Cooperative Agreements). Each Leader award focuses on supporting research, identification of lessons learned and best practices, and innovative programming in a general technical area. While all three programs support education quality, EQUIP 1 focuses on the classroom, school and local level; EQUIP 2 focuses on the policy, systems, and management level; and EQUIP 3 focuses on out-of-school children and youth. Each Leader award also allows for Associate Awards as a type of “buy-in” mechanism, enabling USAID bureaus and missions to access technical support quickly and easily where it is appropriate to have a cooperative agreement. Each program uses a mixture of different strategies, activities and approaches to address themes such as: curriculum and materials development; education policy and research; education decentralization and information systems; infrastructure and supply of learning materials; measuring learning outcomes; public demand and support for education; reaching underserved populations; school management and leadership; and teacher quality. The three awards are:

### EQUIP1: Building Educational Quality in the Classroom, School and Local Community

EQUIP1 focuses on school-level changes to increase student learning through improved classroom and teaching quality. Attention will also be devoted to the needs of children in crisis situations, and to the development of local education services designed to meet these needs. EQUIP 1 is responsible for establishing and maintaining the EQUIP Dissemination Center and EQUIP website. **End date: September 2012**

**Contact:** John Hatch, AOTR, at (202) 712-0147 or [jbhatch@usaid.gov](mailto:jbhatch@usaid.gov). American Institutes for Research (AIR) is the prime grantee. For more information, go to [www.equip123.net](http://www.equip123.net).



Guinea: Fulfilling a Promise for Better Education. Guinean schoolgirls receive language arts textbooks donated by USAID

## EQUIP 2: Sustainable Educational Improvement Through Policy, Systems, and Management

EQUIP 2 is designed to facilitate access to expertise and resources needed to support improvements in educational quality at national, sub-national, and cross-community levels. The Leader activities provide policy analysis and research, strengthen international networks, and build regional and national capacity. The program’s overall objectives are to work in partnership with governments and donor agencies to: 1) formulate and implement education policy; 2) establish and improve educational systems, and build organizational capacity; 3) strengthen management skills in the education system; and 4) expand and improve the collection of data and the use of information in education. **End date: January 2012**

**Contact:** Patrick Collins, CTO, at (202) 712-4151 or [pcollins@usaid.gov](mailto:pcollins@usaid.gov). The Academy for Educational Development (AED) is the prime contractor. For more information, go to [www.equip123.net](http://www.equip123.net).

### EQUIP 3: Youth Trust: Learning & Skill Development Opportunities for Out-of-School Children and Youth

EQUIP3 focuses on assistance to build the capacity of organizations and agencies that provide relevant skill training for out-of-school children and youth. The envisioned approach is to engage out-of-school and disenfranchised youth as partners

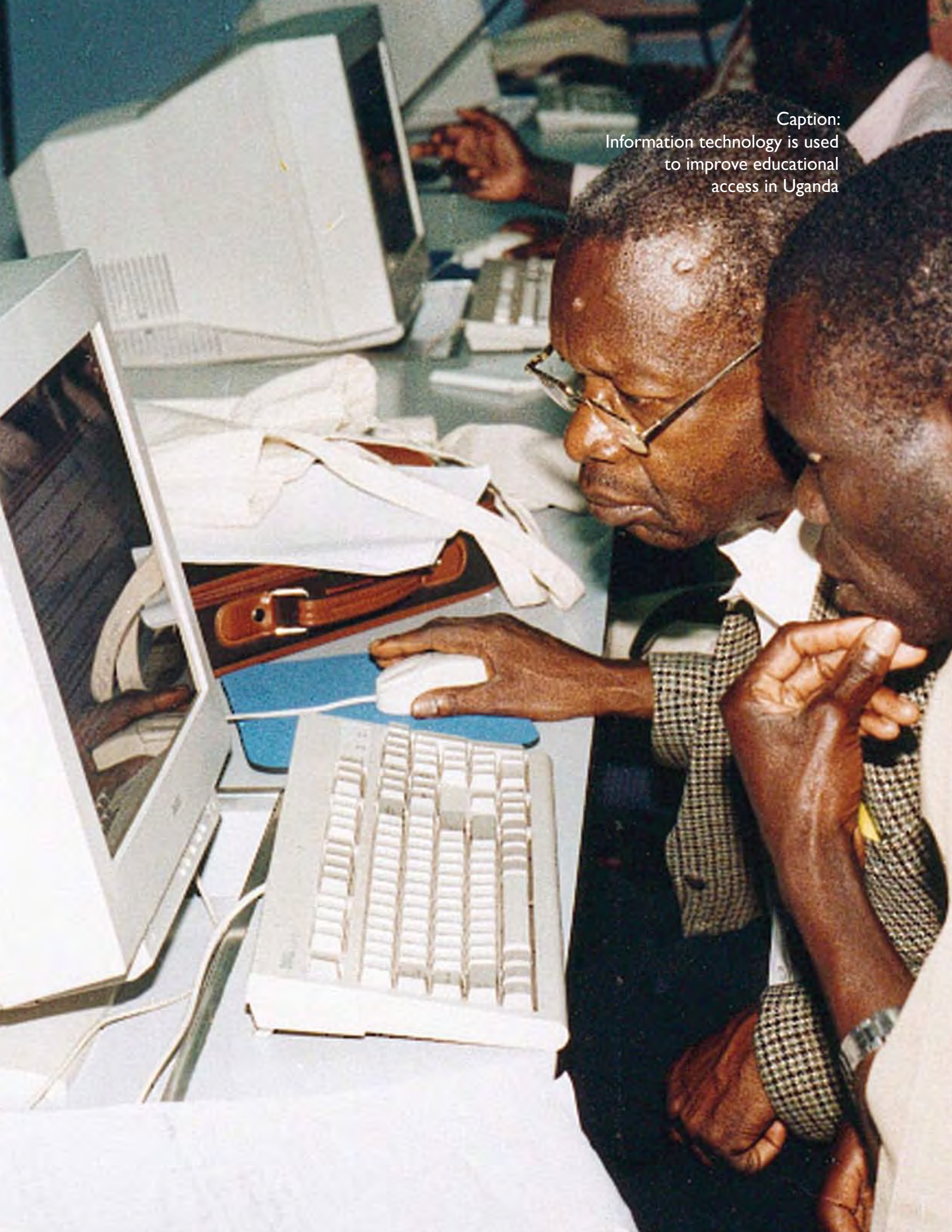
and resources in addressing the social service and economic development needs in communities, while helping them acquire skills needed for productive futures. Activities pursued under this agreement include entrepreneurial skills building, employability development, youth access to microfinance, and private sector involvement to improve youth entry into and success in the workforce.

**End date: April 2012**

**Contact:** Claire Ignatowski, AOTR, at (202) 712-1849 or [cignatowski@usaid.gov](mailto:cignatowski@usaid.gov). Education Development Center (EDC) is the prime grantee. For more information, go to [www.equip123.net](http://www.equip123.net).



Caption:  
Information technology is used  
to improve educational  
access in Uganda





# HIGHER EDUCATION AND WORKFORCE DEVELOPMENT

## Higher Education for Development

**(HED)** is a Leader with Associates award (LWA) that supports multiple partnerships between U.S. and developing country higher education institutions. The partnerships are intended to support Mission strategic objectives and/or the Agency's goals and priorities. HED also provides technical services including short- and long-term training, education (i.e. MA programs in business, public policy, health, agriculture, economics and education) research, applied research, monitoring and evaluation, technical program design, program implementation and policy analysis.

Peer review panels are convened by HED to review proposals. When funded by Missions, appropriate mission and host-country representatives participate in this peer review process. It is also possible for Missions and regional bureaus to "top up" (fund) proposals of particular value to their SO's.

To access the LWA, missions/bureaus must prepare a program description (PD) for an associate award that describes the purpose, background, desired activities, objectives, deliverables and/or performance measures as appropriate, as well as an estimated budget and time frame. The PD must be reviewed by the HED AOTR to ensure that the proposed activities are consistent with the Leader PD. HED represents six major U.S. higher education associations with a membership of over 3,800 U.S. colleges and universities.

**End date: September 2010**

**Contact:** For more information on HED and its partnerships go to [www.hedprogram.org](http://www.hedprogram.org).

## TRAINING

### Focus on Results: Enhancing Capacity Across Sectors in Transition

**(FORECAST)** is an Indefinite Quantity Contract that offers fully integrated and flexible cross-cutting services in support of human and institutional capacity development, including participant training, technical training, management training, academic education, and other sector-specific technical assistance.

Designed specifically for E&E Bureau, FORECAST is available to all other USAID missions and bureaus under two indefinite quantity five-year contracts. FORECAST provides an array of turnkey services for participant training and visitor exchanges, including training design, visitor/participant selection,

procurement and logistics, and the full range of processing services (e.g., language testing, medical certification, HAC enrollment, security risk inquiry, visa processing assistance, and pre-departure orientation). This IQC also supports visitor/participant tracking and reporting, monitoring, evaluation and follow-up and a full array of interventions to address identified performance gaps in targeted organizations.

**End date: May 11, 2010**

**Contact:** Jim Nindel, AOTR, at (202) 712-5317 or [jnindel@usaid.gov](mailto:jnindel@usaid.gov). The primary contractors are World Learning for International Development and Academy for Educational Development.



## Health and Accident Coverage (HAC)

provides expanded health and accident insurance coverage for USAID-sponsored exchange visitors and qualifying staff worldwide. HAC insurance is mandated by law for all U.S. participant training and education and cultural exchange visitors, and is also available to Foreign Service Nationals, Third-Country Nationals, and sponsored participants in the U.S. or a third country for USAID-related training activities. The contract offers five different HAC plans, three for U.S. training (one plan must be utilized) and two optional plans for third country training. Additional coverage is available for pre-existing conditions.

**End date: October 2011**

**Contact:** Linda Walker, AOTR, at (202) 712-1786, or [lwalker@usaid.gov](mailto:lwalker@usaid.gov). The contractor for HAC is Highway to Health Worldwide. For information, call 1-800-350-2002 or go to the HAC website at [www.hthworldwide.com](http://www.hthworldwide.com).

## Training Results and Information

**Network (TraiNet)** is the Agency's worldwide database system for planning and reporting information on USAID training and education activities. The system also enables USAID/W and its Missions to interface with the Student and Exchange Visitor Information System (SEVIS) in compliance with Department of Homeland Security requirements. TraiNet is a software application that helps Missions monitor and track their training results. Missions can request contractor assistance in the use of TraiNet. **End date: None**

**Contact:** Jim Nindel, AOTR, at (202) 712-3333 or [jnindel@usaid.gov](mailto:jnindel@usaid.gov). The TraiNet contractor is SRA, INC. For additional information on TraiNet, go to [www.trainet-ucs-usaid.org](http://www.trainet-ucs-usaid.org).

# OTHER RESOURCES

## Education Policy and Data Center (EPDC)

is a web-based resource that provides easily accessible and comprehensive education statistics and analysis in easy-to-use formats. Missions can use the information to help with policy and management decision making. Managed as an associate award under the Education Office's EQUIP II mechanism, EPDC creates cross-, sub-national and national data profiles needed for evidence-based planning, monitoring and evaluation, and results-based management. The center maintains sub-national data on more than 70 countries that are Internet accessible and interactive. While missions cannot buy-in to this activity, they can access country data. There is no cost to missions for reports based on available data; however special mission requests will depend on the availability of funds. **End date: Sept. 2012**

**Contact:** Kristi Fair, AOTR, at (202) 219-0473 or [kfair@usaid.gov](mailto:kfair@usaid.gov). The Academy for Educational Development (AED) is the contractor. For information, contact George Ingram at (202) 884-8000 or at [gingram@aed.org](mailto:gingram@aed.org). For more information, go to [www.epdc.org](http://www.epdc.org)

**GEM II** provides missions and bureaus with design, monitoring, evaluation, and best practices dissemination services for the education and training sector (including basic education, higher education, participant training, human and institutional capacity development, youth, and workforce development) through task orders. As with GEM I, GEM II does not implement activities.

Task orders may be for: 1) short-term, one-time services, such as education sector assessments, project design, evaluations, or a combination of the above, or 2) long-term, multi-year services such as ongoing activity monitoring and/or evaluation. Services may be in any of the above listed subsectors or for education sector-related activities within other sectors (such as combined education-health activities or cross-cutting training/capacity development components of activities in another sector.) This efficient, single-award MOBIS mechanism gives missions and bureaus maximum flexibility and rapid response. **End date: March 11, 2013**

**Contact:** Ron Raphael, AOTR, at (202) 712-5244 or [r Raphael@usaid.gov](mailto:r Raphael@usaid.gov). Tasks funded under this activity are implemented by the prime contractor, Aguirre Division of JBS International Inc., and the sub contractors, Development InfoStructure (DevIs) and Associates for Global Change (AGC). For additional information, go to: [www.gem2.org](http://www.gem2.org).

**Global Learning Portal (GLP)** is a multi-faceted, educator-focused website designed to access and share knowledge, and to encourage collaboration on education challenges through easy-to use tools and interactive capabilities. The GLP provides project and knowledge management tools to help coordinate with partners and other donors, manage education portfolios, enhance synergies, archive, share and re-use portfolio and project knowledge long after closeout. The GLP can help missions build online tools at a fraction of the cost of a stand alone system. The GLP offers, for example, discussion tools for private, invitation only or public meetings; special search engine for educators; professional development; on-line course tools; communities of practice; content management systems linked to global digital repositories; and on-line journal systems. Teachers can find answers to questions, participate in education communities and discussions, find content and materials, share experiences and materials (e.g. lesson plans, curricula, courses) and search for and interact with colleagues with similar interests. The portal is available in 20 languages, including Arabic. Established initially as a Global Development Alliance project, the GLP is administered as a Leader with Associates award to enable Missions to buy-in for customized field services.

**Contact:** Greg Loos, AOTR, at (202) 712-4175 or [gloos@usaid.gov](mailto:gloos@usaid.gov). The Academy for Educational Development (AED) is the implementing partner. For more information, contact Rob Schwart at (202) 884-8000. To access the website, go to [www.glp.net](http://www.glp.net).

**Journal of Education for International Development (JEID)** is an online peer-review publication for education practitioners, researchers, and policy makers worldwide. Through its online format, JEID provides multi-lingual abstracts and succinct articles linking to in-depth materials to disseminate information, data, and useful tools which can be used to enhance the quality of education in developing countries. JEID's goal is to promote sustainable development through best practices in education and capacity-building among practitioners. Making information available that can be used to improve education policies, programs, and practices is the journal's key objective. Future issues will focus on human capacity building, alternative educational delivery systems, early childhood development, and literacy. JEID welcomes submissions and individuals willing to participate on peer review panels to evaluate research articles, essays, field evaluations, and data reports. **End date: None**

**Contact:** Greg Loos, AOTR, at (202) 712-4175 or [gloos@usaid.gov](mailto:gloos@usaid.gov). American Institutes for Research is the primary contractor. Daniel Oliver, JEID editor, can be contacted at (202) 403-5385 or [doliver@air.org](mailto:doliver@air.org). Issues of JEID are available at [www.epdc.org](http://www.epdc.org).



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