

EDUCATION DEVELOPMENT CENTER, INC.
Youth Employment Summit Campaign

EDC's Work in Southeast Asia

Prepared for the YES Regional Forum 2003
Hyderabad, Andhra Pradesh, India



55 Chapel Street
Newton, MA 02458-1060
USA
www.edc.org

TABLE OF CONTENTS

About EDC 1

Current and Recent EDC Projects in Southeast Asia 3

Feature Articles About EDC’s Work in Southeast Asia7

ABOUT EDC

For more than four decades EDC has been a pioneer, building bridges between research, policy, and practice. Our award-winning programs and products, developed in collaboration with partners around the globe, consistently advance learning and healthy development for individuals of all ages. Today, EDC manages 325 projects in 40 countries. Our work strengthens nearly every facet of society, including early child development, K-12 education, health promotion, workforce preparation, community development, learning technologies, basic and adult education, institutional reform, and social justice.

As a nongovernmental organization (NGO), EDC's work is supported through grants and contracts from a variety of sources, including government agencies around the globe, private foundations, nonprofit organizations, universities, and corporations. As a publicly supported, publicly accountable organization, we have a special obligation to carry out work of the highest quality and integrity.

Our Approach

Projects at EDC address critical challenges around the world in education, health, work, technology and human rights. While the issues we address are diverse, all that we do is united by our conviction that learning is the liberating force in human development. We are committed to education that builds knowledge and skill, makes possible a deeper understanding of the world, and engages learners as active, problem-solving participants.

How Do We Inspire Sustainable Change Around the World?

We bridge research and practice.

EDC's innovative solutions combine the creativity and rigor of research with the realities of practical experience. Each project grows out of current knowledge in the field, and each new tool or approach is informed by extensive pilot-testing and evaluation.

We pursue comprehensive solutions.

We have learned that our work cannot succeed in isolation. It is not enough, for example, to confront substance abuse or violence without addressing their causes, or to focus on academic skills while ignoring children's health and the conditions of the communities in which they live. The problems we are working on are systemic and complex. We strive to focus simultaneously on the individual pieces of the puzzle and the puzzle as a whole.

We collaborate.

Starting with our first physics curriculum, *PSSC Physics*, EDC has specialized in fostering collaboration among people with diverse skills and viewpoints. We believe that people working effectively in groups are often capable of greater vision and creativity than individuals working alone. Internally, EDC is a community of scientists and mathematicians, health professionals and health educators, teachers, administrators, and community organizers, artists, writers, and researchers. Externally, we build collaborations across countries, cultures, generations, classes, and professions.

We focus on questions that matter in people's lives.

At EDC, we believe that learning begins with questions: a teacher wanting to know a new way to solve a mathematics problem; a doctor wondering how to ease the transition for the family of a dying patient; a teenager wanting to know why school matters in one's life and career; a principal searching for better ways to meet the needs of students with disabilities; a mother considering whether to breastfeed. Over the decades, EDC's projects have helped people raise and explore questions of importance in their lives and develop responses that address their strengths, needs, and concerns.

EDC PROJECTS IN SOUTHEAST ASIA
(as of 11/15/03)

dot-EDU (Digital Opportunity through Technology and Communication Partnerships-Learning Systems)

A Project of: International Education Systems >> Multichannel Learning Center

Duration: 2001–2006

Director: William Wright

Funder: U.S. Agency for International Development

Partner: Academy for Educational Development

Project Web site: www.dot-edu.org/

dot-EDU initiatives help USAID missions worldwide bring digital opportunities to learning environments in countries suffering the effects of civil unrest, natural disasters, and HIV/AIDS. Project activities seek to strengthen quality, expand access, and enhance the equity of programs in basic education, teacher training, and higher education through information and communication technologies (ICT). The types of technology solutions adopted by dot-EDU include interactive radio instruction, on-line learning, school-to-school partnerships, teacher resource centers, school-based ICT educational resource centers and telecenters, and interactive multimedia instructional materials in local languages. dot-EDU activities are already underway in India, Haiti, Rwanda, Guatemala, and Mali.

Exploring Humanitarian Law

A Project of: Global Learning Group

Duration: 1998–

Director: Marilyn Felt

Funder: International Committee of the Red Cross

Project Web site: www.icrc.org

Exploring Humanitarian Law (EHL) is an international education program for young people between 13 and 18 years of age. The objective of EHL is to introduce adolescents to the basic rules and principles of international humanitarian law (IHL). Also known as the Law of Armed Conflict, IHL aims to protect life and human dignity during armed conflict and to reduce and prevent the suffering and destruction that result from war. Developed by the International Committee of the Red Cross, in close association with EDC and with the active participation of 20 countries from all parts of the world, EHL offers 30 academic hours of educational activities. It is transnational in scope, cutting across political, social, religious, and cultural contexts, and can easily be adapted to diverse educational settings. (Malaysia was one of the countries to pilot-test the curriculum.)

Global Knowledge Development (GKD) List

A Project of: Global Learning Group

Duration: 1997–2003

Director(s): Janice Brodman

Funder(s): UNESCO; United Nations Development Programme; World Bank

Project Web site: www.edc.org/GLG/gkd/

Note: You can search the archives of the GKD discussion, by region, at <http://notes.edc.org/GLG/GKD/repo.nsf/search>.

EDC moderates and facilitates the GKD List, a unique virtual learning community of more than 2,500 members from more than 100 countries, with strong representation from developing countries—and active participation from Southeast Asia. The GKD List has become a premier source of global knowledge-sharing about the role of information and communication technologies in sustainable development.

Papua New Guinea Capacity-Building

A Project of: International Education Systems >> Center for International Basic Education

Duration: 2001–

Director: Micael Olsson

Funder: NORAD (EDC is a subcontractor on this project to Partners with Melanesians)

EDC provides technical support to Partners with Melanesians, a national non-governmental organization in Papua New Guinea involved in implementing the Managalas Conservation Area Project. This technical assistance focuses on multi-stakeholder participation processes, local empowerment in governance, and multichannel-learning strategies. Other technical support covers eco-enterprise development and institutional capacity-building.

Papua New Guinea Rainforest Literacy

A Project of: International Education Systems >> Multichannel Learning Center

Duration: 2001–2005

Director: Micael Olsson

Funder: Rainforest Foundation Norway

Partner: Partners with Melanesians

The central feature of the Rainforest Literacy program is a radio drama with colorful characters who represent the full range of local opinions on sensitive issues related to sustainable resource management practices. Women's groups, youth groups, and clan groups, led by a facilitator trained in participative processes, discuss the opinions of the characters and, in the process, come to a consensus on best steps for moving forward.

Reducing Drug Abuse and Delinquency Among Youth in the Greater Mekong Sub-Region

A Project of: Health and Human Development Programs >> HHD Global Programs

Duration: 2002–2003

Director: Michael J. Rosati

Funder: United Nations International Drug Control Program

Substance abuse is growing rapidly in Southeast Asia. Drugs of concern include amphetamines, heroin, marijuana, and ecstasy. This project will help regional demand-reduction programs use evidence-based strategies and approaches. In 2003, HHD/EDC's Southeast Asia Initiative, in collaboration with UNDCP, conducted an analysis of the application of risk and protective factors for the treatment of adolescent substance abuse. The project aims to inform the development of effective substance abuse treatment programs for adolescents in the greater Mekong Region, Southeast Asia. In this project, HHD/EDC conducted a survey of substance abuse treatment programs in Southeast Asia and other parts of the world that have been effective in treating adolescents.

UNICEF Technical Guidance Note for HIV/AIDS Prevention and Treatment (Thailand)

A Project of: Health and Human Development Programs >> HHD Global Programs

Duration: 2003–2003

Director: Michael J. Rosati

Funder: UNICEF

HHD/EDC will review state-of-the art knowledge and program experience from the literature and will conduct interviews with regional stakeholders regarding how to reduce vulnerability to HIV/AIDS among young drug users. HHD/EDC will then develop a Technical Guidance Note for UNICEF country offices relating to the prevention and treatment of HIV/AIDS for young people who use drugs and will facilitate a review process for this Technical Guidance Note.

WHO Health Education Training in China

A Project of: Health and Human Development Programs >> HHD Global Programs

Duration: 2002–2003

Director(s): Carmen Aldinger; Cheryl Vince Whitman

Funder: World Health Organization

HHD/EDC will conduct professional training in China on skills-based health education covering various topics. Participants will include representatives from the health and education bureaus and from selected schools in Zhejiang Province. Project staff will also guide and advise the health and education ministries on taking to scale the WHO/China School Health Nutrition project. That project was a pilot effort to establish Health-Promoting Schools with an emphasis on nutrition in Zhejiang Province, which resulted in improved knowledge, attitudes, and behavior in students, parents, and school staff.

WHO Rapid Assessment and Action Planning Process in India

A Project of: Health and Human Development Programs >> HHD Global Programs

Duration: 2001–2003

Director(s): Scott Pulizzi; Cheryl Vince Whitman

Funder: World Health Organization

In the 1990s, HHD staff developed the Rapid Assessment and Action Planning Process for School Health (RAAPP), an approach and package of tools—research instruments, training strategies, data analysis, and action planning techniques—to assess and strengthen a country's capacity to deliver school health programs. Through this project, staff will assist India in implementing the three phases of RAAPP (planning, data collection, and analysis/action planning) in order to establish an action plan for increasing national capacity to support the implementation of effective school health programs.

**FEATURE ARTICLES ABOUT
EDC'S WORK IN SOUTHEAST ASIA**

Giving Young People in Southeast Asia a Voice on Drug Issues
www.hhd.org/hhdnews/hhdstories/fs_10_2003.asp

Nutrition Project in China Produces Key Results
main.edc.org/newsroom/features/china.asp

Technology Tools for Teaching and Training in India
www.dot-edu.org/projects/india.htm

Assisting Educational Reform in Pakistan
www.ies.edc.org/projects/pakistan.htm

Rainforests Under Threat: Building Community Land Management Skills in Papua New Guinea
www.ies.edc.org/projects/papua.htm

Global Initiative on Out-of-School Youth: EQUIP 3/Youth Trust will develop products, resources, and networks in collaboration with young people
main.edc.org/newsroom/features/EQUIP.asp

Young Entrepreneurs Club in Vietnam
main.edc.org/Mosaic/Mosaic7/yec.asp

Information Kiosks in Rural India
main.edc.org/Mosaic/Mosaic7/india.asp

Giving Young People in Southeast Asia a Voice on Drug Issues

www.hhd.org/hhdnews/hhdstories/fs_10_2003.asp

Like their counterparts in much of the world, young people in Southeast Asia are increasingly at risk of getting involved with drugs, a dangerous habit that can lead to such deadly health consequences as addiction and HIV infection. Health professionals, eager to reduce the harm associated with drug use, have begun to listen to the voices of young people to hear why they believe youth initially start using drugs — and what would best help them stop.

UNICEF, in partnership with the HHD Global Program's Southeast Asia Initiative, has coordinated a new effort in Southeast Asia to give voice to the views of young people on this very important issue. Last April, UNICEF sponsored the first-ever "youth track" at the International Conference on the Reduction of Drug-Related Harm in Chiang Mai, Thailand. Through youth-led presentations, group discussions, and skill-building workshops, over 80 young people from the region joined researchers and practitioners in a global dialogue on drug prevention, treatment, and harm reduction.

To prepare for the conference, UNICEF conducted focus groups with young people in Thailand, Indonesia, Papua New Guinea, and Vietnam. Young people ranging from 12 to 24 were asked key questions:

- Why do people use drugs?
- Why do they stop?
- Are you aware of prevention or treatment programs?
- How effective do you think these programs are?
- How could they be improved?

The results of the youth consultations were summarized into a report that was distributed at the conference and served as a centerpiece for the youth track.

"I am in a drug treatment program...I have repeatedly gone back to using drugs...I hope this time when I leave treatment I will find somewhere that will accept me, not stigmatize me, and provide me with follow-up treatment."

—Young woman from Thailand undergoing substance abuse treatment

"One of the most striking results of these focus groups was how well the young people's observations matched what the research literature says about the nature of drug use and about what it takes to develop effective responses to drug use," said Michael Rosati, director of HHD's Southeast Asia initiative and author of the report. "For example, just as research shows that effective treatment takes into account the individual's environment—family, peer, community, and societal influences—many of the young people we interviewed felt it was very important to blend programs for individuals with services for communities and families."

The young people also advanced a number of recommendations for improving drug programs. Highlights of their recommendations include the following:

- Governments need to promote the active involvement of communities, schools, and families in prevention programs.

- The age of first use is getting younger, therefore prevention programs need to begin with children ages 12 and 13 prior to their first exposure to drugs.
- Programs should be age- and culturally- appropriate. They must focus on skill development including decision making, goal setting, negotiating coping with emotions, developing appropriate and supportive relationships, in addition to information about drug use.
- Positive peer pressure should be used both in school and community settings, including creating youth camps to provide opportunities for discussion, skill development and positive alternative activities.
- Young people noted that very little information was available on this topic and recommended that programs be developed to educate young people about ways to reduce the harms associated with drug use especially the harm related to the use of needles and syringes resulting in HIV/AIDS infection.
- Treatment programs should require the participation of families.
- Service providers need to stop being judgmental about young drug users and instead relate in a professional and compassionate manner.

The young people had the opportunity to make formal presentation on these recommendations at the conference to and attend advocacy workshops. Two sessions brought adults and young people together to discuss youth perspectives on prevention and treatment policies and programs. One highlight was the reading of a statement written by a young man from Vietnam who described his triumph over drug addiction and his subsequent, sobering discovery that he had contracted HIV. The young man was unable to attend to the conference due to SARS-related travel restrictions, but his compelling statement was read aloud by another young man from Indonesia.

"The response to the youth track was amazing," said Rosati. "The young people felt that their voices were heard, the adults listened, and the results of these dialogues will be shared worldwide." UNICEF distributed the full conference report to 350 key representatives around the world, including UNICEF country offices, and other UN agencies such as UNAIDS, UNODC, UNDP. Plans are underway for another youth track at the next International Harm Reduction Conference in Melbourne, Australia.

"These youth consultations, and UNICEF's sponsorship of the youth track at the conference, was an important start," said Rosati. "Other countries are looking at conducting similar consultations. We recommend further research with even larger samples of young people, and we look forward to doing more work with UNICEF on the issue."

Nutrition Project in China Produces Key Results

main.edc.org/newsroom/features/china.asp

A six-school nutrition pilot project in China offered to more than 8,000 school staff, students and their families has produced significant improvements in their knowledge, attitudes, and behaviors, promoting optimism that the approach could benefit schools throughout China and around the world. Carmen Aldinger of EDC's Health and Human Development (HHD) Programs recently returned from a final evaluation visit to the schools, where she and EDC's partners, the World Health Organization (WHO) and the Food and Agriculture Organization of the United Nations (FAO), analyzed evaluation surveys and observed the school programs in action. The schools are located in the cities of Hangzhou and Wenzhou in the Zhejiang Province in the southeastern region of China.



Students act out a skit about nutrition.

The two-year program featured training, planning, and team-building activities to help the schools build nutrition education and services. WHO funded the project as part of its Health-Promoting Schools (HPS) initiative, which encourages schools to promote the healthy development of students, school personnel, families and surrounding communities with all means at their disposal. Health and learning are inseparable, as many studies have demonstrated, said Aldinger. For the China project, nutrition education was a meaningful "entry point" into the broader goal of building a health-promoting school. HHD conducted this project in its role as a WHO Collaborating Center to Promote Health through Schools and Communities.

"Improvements were found in several key areas," said Aldinger. "By the end of the project, more children were eating breakfast, enjoying the school lunches, and practicing better hygienic habits—drinking clean water and not eating expired foods." Parents, for example, showed a dramatic increase in health knowledge. Their scores on a health survey rose from 45% before the program to 73% in the final survey. Significant improvement was also seen in student attitudes about such topics as the importance of nutrition and HIV education. Behavior improvements, such as the numbers of students washing hands before eating, were marked, she said. Among staff at the outset of the program, 24% of staff paid attention to nutrition when planning meals; by the final survey 38% did so.

"The program drew on the schools' strengths to encourage creative nutrition instruction, special projects, parent involvement, and overall improvements to the school," she added. Yu Sen-Hai, WHO consultant, noted, "The pilot schools showed high enthusiasm and commitment to nutrition education." He noted that they all made such impressive improvements that they earned WHO's "bronze medal" of HPS achievement.

The program involved six schools and six others were chosen as controls. In the initial training in April 2000, Aldinger drew on the publication, *Healthy Nutrition: An Essential Element of a Health-Promoting School* in the WHO Information Series on School Health, jointly produced by EDC, FAO, and WHO. Aldinger, the main author, together with colleagues from WHO and FAO, offered assistance in planning and team development.

“Schools, with fairly limited external guidance and assistance were able to plan and implement an impressive array of activities at different levels, involving students, teachers, the entire school, families and the communities,” said Peter Glasauer, FAO nutrition officer, in his final report.



Good nutrition is illustrated in a Chinese student's drawing.

The schools made changes in many areas throughout the school program, building, and environment. As the Principal from Si Ji Qing Elementary School in Hangzhou said, “The project was a challenge and an opportunity.”

Jack Jones, of WHO's Department of Noncommunicable Disease Prevention and Health Promotion said that the project demonstrated the variety of opportunities schools have to improve health of students. He cited a number of examples:

- Use of school health policy: In one school, the headmaster reported that school starting hours were delayed so that children could get more rest and eat a healthy breakfast before school.
- Improvements in the school environment and services: One school enhanced its cafeteria service by improving sterilization procedures.
- Student/parent involvement: Students brought home recipes and nutrition information from school.
- Teacher satisfaction: Teachers reported being impressed with students' increasing knowledge about nutrition.
- Parental acceptance: Many parents expressed their gratitude for the information and practical tips on how to integrate it at home.
- Health promotion: Based on the excellent results with the nutrition project, many schools are ready to expand to other health issues and/or work with other schools that want to become Health-Promoting Schools.

For Aldinger and her partners, the next steps will be to find ways to help sustain these improvements; consider expanding into other areas such as early childhood education, skills-based health education, or surveillance; and spread the word of these successes to other schools in China and around the world.

Technology Tools for Teaching and Training in India

www.dot-edu.org/projects/india.htm

Themes:

In-service teacher training, primary education, low-cost and digital technologies

Project Goal:

To improve primary school education and reach vulnerable and underserved populations, especially girls.

Project Objectives:

- To provide teachers with in-service training for both content enhancement and professional development;
- To provide instruction in English, Math, Science using a multichannel strategy i.e., via interactive radio and video programs as well as CD and print-based materials.

Overview

The three year USAID-funded Technology Tools for Teaching and Training (T4) dot-EDU India Initiative seeks to assist India in applying its burgeoning technological capacity to the quest for quality education for all. The program signals the creation of a new partnership between Indian and U.S. educators that will define how technology can be used in ways that will more directly improve learning. It will also concentrate on providing services to--and sharing experiences between--the states of Karnataka, Chhattisgarh, and Jharkhand.

Background

The dot-EDU initiative complements India's broad-based national education effort as embodied in the flagship program Sarva Shiksha Abhiyan (SSA), part of the Education For All initiative. SSA aims to institutionalize educational systems and resources around the fundamental right for all Indian children to receive a quality education. The multiple media and multichannel strategy chosen emphasizes introducing high quality, project/activity-based instruction into the classroom. The challenge in each environment is to match the appropriate delivery system and technological inputs to the learning environments and State and local level opportunities and priorities that exist. Where video and computer instruction is possible, the dot-EDU T4 Initiative will work with local organizations to create pedagogically sound programming. In areas that do not have the ability to use these technologies to date, the intervention will concentrate on radio and print that emerges from the same learning objectives chosen under the guidance of an Action Team. Multichannel approaches demonstrate that the greater number of reinforcing channels that can be delivered in an environment, the better.

List of Partners:

- International Partners
- Education Development Center
- Academy for Educational Development
- Mediabridge
- Concord Consortium

Local Partners

- Karnataka State DSERT (Department of State Education Research and Training)
- Chhattisgarh SCERT (State Center for Education Research and Training)
- Participating DIETs (District Institutes of Educational Training – in-service and pre-service training)

EDC staff and dot-EDU partners will ensure above all that project activities will lead to the achievement of the following Program Results (PRs):

PR 1: Pilot and assess the use of ICT-mediated interventions in Karnataka, Chhattisgarh and Jharkhand states

Related Activities:

1. *Interactive Radio and Video Instruction (IRI/IVI)*
dot-EDU will introduce "interactivity" into instructional radio broadcasts, use interactive video instruction for teachers and students and pilot other technologies such as hand held devices for activity-based learning. Teachers' knowledge in core subject areas will increase through links with Community Learning Centers and/or other computer-mediated learning systems. dot-EDU's multichannel approach will aim to provide the highest number of reinforcing/combo channels that can be delivered in an environment. Low-cost digital video and still cameras will also provide ongoing documentation of project activities, particularly to determine the level of implementation and understanding achieved as well as the work products developed by teachers and students.
2. *Bridge Courses for Out-of-school Children*
Additionally, EDC's programs and teacher/student materials may be further integrated into existing 'bridge courses' for out-of-school children. Each state has designed a 60-day course which aims to provide sufficient information and knowledge to out-of-school children so that they can be tested and then mainstreamed into the formal system.
3. *Educational Satellite for Increased Access*
EDC is also partnering with the Government of India's EDUSAT initiative (in conjunction with the MHRD) – for use in both formal and non-formal sectors. Under this program, each state capital has access to an Indian Space and Research Organization satellite to be used solely for educational purposes. EDC's work with EDUSAT will support and supplement curriculum based teaching, provide effective teacher training, increase community participation and access (particularly for girls), and strengthen state-level educational efforts.
4. *Science Education*
In selected sites dot-EDU will use innovative technology to augment the (lack of) science labs by supporting inquiry-based investigation out into the community as well as some that focus on more traditional lab-type science.
5. *Integration of Gender-Specific Content*
Social perceptions about girl's individuality and social status have had an impact on the enrollment and dropout figures for girls, particularly in middle school. At many of the schools visited, teachers, head teachers, principals and district-level education officials indicated the lack of self-confidence and self-esteem, particularly for girls from tribal areas. In addition to integrating gender-specific content into its programs, dot-EDU will work with a local partner in Chhattisgarh State to create a small series of video/ICT-based programs and activities that can be used by teachers to motivate girls in upper primary grades, and to deal with tribal/gender issues in a more contextually appropriate manner. In addition to in-classroom use, these programs will be integrated into the block-level residential educational camp programs aimed to support girls who need additional assistance/remedial classes.

PR 2: Strengthen the abilities of education policy makers in Karnataka and elsewhere to weigh costs, benefits and strategic options in the use of promising ICT interventions in elementary schools.

Related Activities:

1. Networking and Exchange of Best Practices
dot-EDU supports and facilitates exchange visits for select practitioners and policy-makers between states and, where appropriate, internationally. A network of practitioners working in this sector across India and possibly in the US and other dot-EDU countries will also be established. These efforts will help spawn new competencies, facilitate state/national and global partnerships and promote local discourse to build capacity within the broader educational community.
2. Research
The State of Karnataka has made significant progress in the use of educational radio to support primary school instruction. The State's "Keli Kali" (Joyful Learning) program is said to reach some 5 million children – coverage achieved by few, if any, educational radio programs assisting primary school education in the world. dot-EDU will support a case study and cost-analysis of Keli Kali for dissemination to a wide audience within India and in other countries. The case study will also compile existing data on student learning and identify any gaps to be addressed that would permit comparisons with other educational technology applications.

PR 3: ICTs enhance institutional/community capabilities and improve learning

Related Activities:

1. Digital Libraries
dot-EDU will facilitate methods of storing additional documentation of the video work and the IRI programs in the form of a digital library of learning objects. The library will be available on the web or on CD-ROMs and will provide an index of discrete learning modules searchable by curriculum objective, subject matter or format. This work, done in conjunction with local partners and using open-source digital library software, will be an additional resource to help with repurposing the work into multiple formats in the future (CD-ROM, videocassette, DVD, other broadcast programs, or online). This is important given the potential long shelf life of quality programs and the importance of adequate flexibility for repurposing. The digital library is a tangible means to engage a variety of producers of media in various formats in a discussion of meta-data standards and descriptors so that resources made at the state level, other video and audio based materials, web-based resources, CD-ROMs, and print materials can be indexed and searched.
2. Increasing Parental Involvement
In order to mobilize communities and increase parental involvement and particularly that of mothers, dot-EDU will provide technical assistance to the SSA mission, BRC/CRCs and its NGO partners for audio and video-based training modules aimed at village education committees and school management committees. The modules will cover topics such as monitoring, educational quality, teacher management and increasing community participation (with an emphasis on mothers' participation). These programs may eventually be used as part of a broader grassroots community awareness initiative.

Assisting Educational Reform in Pakistan

<http://ies.edc.org/projects/pakistan.htm>

Pakistan

While Pakistan has achieved development gains in certain sectors and among the upper echelon of its population, the country faces widespread social and economic disparities. Poverty is pervasive, infrastructure is severely limited outside of urban areas, and—perhaps most important—literacy remains extraordinarily low nationwide. To address the enduring problems of poor education and illiteracy, the Government recently embarked upon an ambitious reform program, which EDC is assisting.

Education Sector Reform Assistance

Under difficult conditions, Pakistan is struggling to improve its education system. Currently, access to schools with minimal facilities is restricted in remote areas, and the quality of education is poor, primarily relying on rote memorization and repetition led by teachers with little more than an elementary education themselves. Little pre- or in-service training is available for teachers, who are poorly paid and enjoy little prestige. USAID reports that the average duration of schooling for boys is 1.9 years while that for girls is 0.7 years. Some 37 percent of all boys and 55 percent of girls never enter school. Of those who do, 50 percent drop out within the first five years. The results are not surprising: Illiteracy rates among Pakistanis are approximately 41 percent for men and 65 percent for women.

In the past, Pakistan has implemented ad hoc efforts to improve its education system. Few have been able to be sustained, primarily because they were neither systematic nor systemic. Today, Pakistan's Education Sector Reform (ESR) is attempting to address the problems in an integrated fashion, bolstered by a devolution process that provides provincial, district, and local levels with unprecedented opportunities for authorized action.

Comprehensive Whole District Reform

The Education Development Center (EDC) is one of several consortium members on a large program designed to assist Pakistan's ESR. Funded by USAID and launched in January 2003, the Education Sector Reform Assistance (ESRA) Program has adopted a macro-strategy focusing on four critical components: 1) Improving policy, planning, and the translation of policy into practice; 2) enhancing professional development opportunities for educators, administrators and officials; 3) increasing literacy among out-of-school youth and adults, with a focus on females; and 4) promoting partnerships between the public and private sectors and with local communities and NGOs.

ESRA's macro strategy is three-fold: First, rather than spreading resources thinly across the country, ESRA concentrates on two provinces, Balochistan and Sindh, working to achieve fully functional educational systems in approximately eight districts in each province. Called ESRA's "Whole District Initiative (WDI)," this strategy is establishing the systems, processes, and capacities that, over time, will lead to full enrollment and retention in quality schools for all children, as well as 100% literacy among target groups. Once results have been achieved in these provinces, the experience will serve as a beacon for other provinces. Importantly, all WDI activities are demand driven, requested by the districts in which the work takes place.

To enable innovative ideas from indigenous groups to play a role in the reform process, ESRA's Grant Program supports selected ongoing and new initiatives designed by organizations and agencies at all levels, in all education-related sectors, and in all regions of

the country. The Grant Program—ESRA’s second macro strategy—taps local wisdom, expertise, and best practices to ensure educational improvement from the bottom up.

ESRA’s third macro-strategy includes national initiatives that impact the country as a whole. Illustrative activities include strengthening Pakistan’s provincial and national Education Foundations, creating a National Literacy Program with effective materials, methods, and delivery mechanisms, methods, and establishing Teacher Resource Centers throughout the country. Additional national initiatives include launching a nationwide program to engage the private sector in education, producing resource kits to assist provincial, district, and local officials to better understand and execute their new responsibilities under the devolution plan—that is, to better translate policy into practice—and to devise a national strategy for incorporating information and communication technologies (ICTs) into education.

Using Information and Communication Technologies

Applying ICTs to improve education is a critical component of ESRA’s work. Ranging from radio and video to computers and the Internet, ICTs are increasingly in demand as tools to access and deliver quality education, even among illiterate populations in remote areas. Throughout the country, parents and young people are recognizing the usefulness of ICTs for producing educational materials and accessing and disseminating information, as well as for communicating beyond the borders of their villages.

Rainforests Under Threat: Building Community Land Management Skills in Papua New Guinea

<http://ies.edc.org/projects/papua.htm>

Papua New Guinea

The tropical forest of Papua New Guinea (PNG) constitutes one of the most important rainforest wilderness expanses remaining in the world. PNG's forest is a hot bed of species-rich complexity. It contains up to seven percent of the world's entire bio-diversity. It also provides for the very livelihood of its human inhabitants. Tribal land groups depend on its products for their food, building materials, and medicine. Not only is the forest critical to their survival, but it is at the core of their cultural identity.

Sadly, PNG's forests are under threat. While 77 percent of PNG is still forested, 40 percent of that area, about 6 million hectares (10.5 million acres), have been designated as potential logging tracts. Annually, as much as 180,000 hectares (over 400,000 acres) are logged. Uncontrolled logging practices cause irreversible damage to forest cover and strip it of its biodiversity and ability to reproduce the products indigenous people require.

While PNG's national policy is committed to responsible management of its forest resources, powerful economic forces have eroded this commitment. Fortunately, PNG's Constitution honors traditional land rights. Tribal land groups legally own the land on which they live. All outside developers, including logging companies, must gain prior consent from the landowners before proceeding with any development plans. Nonetheless, uninformed landowners with an eye towards the short term have easily been enticed by relatively small sums of money offered by large corporations in exchange for logging rights. This devastating trend has placed an enormous burden on PNG's tribal peoples to inform and organize themselves to protect their forests.

Putting Self-Governance to the Test

Land groups participate in local and regional consensus-building forums to make decisions about how to use their land. This self-governing practice, a phenomenal example of democracy at work, is key to their survival. But land group forums not only provide a buffer to threatening forces from the outside. They also provide opportunities for the villagers to educate themselves about their own internal land use practices that endanger their long-term livelihood.

Population growth and the need for income have pressured land groups to expand their food and cash crop gardens. With every new child born, garden space is cleared for coffee cash crops. In addition, vanilla currently pays well on the marketplace and is sweeping the country as one of its most popular crops. These recent pressures have turned younger generations away from forest conservation values and practices that have long existed in traditional tribal culture. PNG's land groups are faced with critical decisions about how they manage their land, about how they balance cash crop and food production with sustaining conservation practices. They are in want of land management skills to be able to carry out their land management decisions. They also need information about family planning to help curb population growth.

Rainforest Literacy Program

At this critical juncture, Education Development Center (EDC) and Partners with Melanesians (PwM) have launched the Rainforest Literacy Project for the villagers on the Managalas

Plateau in Oro Province. Funded by the Norwegian Rainforest Foundation, it is scheduled to last through 2006. If successful, it will serve as a template for similar efforts in other regions of PNG. The Rainforest Literacy Project brings critical technical information and skills-building support to local families through an innovative learning approach.

Innovative Strategies: Multichannel Learning and Interactive Radio Instruction

Earlier efforts to inform local families relied too heavily on the limited understanding of extension workers. They also relied on print materials that the marginally-literate people found too difficult to follow. The Rainforest Literacy Project uses a proven methodology called Multichannel Learning to overcome these limitations. Multichannel Learning strategies are founded on research that shows that people learn in various ways and through various means. Multichannel Learning reinforces its messages over and over through multiple media and multiple settings. It is built on the premise that the chances for successful learning are improved when more than one learning channel is used.

The centerpiece of the project is a series of Interactive Radio Instruction (IRI) programs that are broadcast during the scheduled land group forum times. In an entertaining serial drama, actors that portray colorful characters espouse various representative viewpoints on land development, conservation, family planning, and related issues. Points of audience participation are built into the radio scripts. The listeners sometimes answer questions posed by the actors, join in at call-and-response cues, or sing along with the theme song. Most importantly, the broadcasts serve as launching points for facilitated forum discussions. The same content from the radio programs is reinforced in a variety of print materials. Basic, bi-lingual vocabulary is enhanced with glossaries and plenty of graphic symbols and illustrations. These print materials are gauged to the reading level of the marginally-literate audience. The materials are also presented to learners in existing schools, women's groups, and literacy and reading clubs.

Increasing external and internal pressures to clear away PNG's precious rainforest has made thoughtful, well-planned land management by its landholders ever more crucial. The Rainforest Literacy Program compliments PNG's traditional values of forest conservation with contemporary land management information and techniques. It does so within the existing system of community self-governance and utilizes Multichannel Learning to maximize its effectiveness. This can only help land groups make better-informed decisions about their land and act skillfully on their decisions to ensure the forest's survival for future generations.

Global Initiative on Out-of-School Youth

main.edc.org/newsroom/features/EQUIP.asp

EQUIP 3/Youth Trust will develop products, resources, and networks in collaboration with young people

With half the world's population under the age of 25 and 85 percent of young people ages 15-24 living in poverty, the US Agency for International Development has recently moved to focus more on preparing and engaging youth in constructive economic, political, and social activities.

As the first major step in this direction, USAID has awarded funding to EDC to conduct a large-scale, five-year initiative called EQUIP 3/Youth Trust, one of three complementary cooperative agreements that focus on education and youth development. EDC and its partners will address the needs of out-of-school children and young adults. (The two other grantees will focus on classrooms and communities, and education systems and policies, respectively.)

The very name, "Youth Trust," reveals the philosophy of the project, notes Paul Sully, EDC project director. "It was chosen for two reasons: One, it symbolizes the belief in the positive contribution that young people can make to society, given the opportunity and trust to do so. Two, all resources that are allocated for international youth development should be viewed as a special trust to be used wisely in support of youth."

EDC staff, based in the Washington, D.C., office and the Global Learning Group, will work with three organizations that form a core partnership: the Academy for Educational Development, the International Youth Foundation, and the National Youth Employment Coalition. Nine other partners complete the consortium: Catholic Relief Services, International Council on National Youth Policy, National Youth Leadership Council, Opportunities Industrialization Centers, Inc., Partners of the Americas, Plan International, Sesame Workshop, Street Kids International, and World Learning. Partner organizations are active in more than 100 countries and represent multiple areas of expertise.

Principles of the project

The activities of the EQUIP 3/Youth Trust initiative will focus on both the development of products as well as the creation of relationships that will strengthen local youth development organizations. EQUIP 3 staff will amass information about projects and policies, identify promising practices for integrating youth into development activities, and maintain databases of projects and policies demonstrating youth contributions in development. One of the key tools and products will be a Web site produced for and by youth designed to foster youth contributions to development and civic engagement.

Training events and materials development will be informed by intensive fieldwork with USAID missions around the world. EQUIP 3 team members are in the process of making their capacity known to USAID offices in many countries. The missions can then request help if they are poised to take action in the area of youth development.

Keeping youth involved in all phases of these activities is a central goal of the project, according to Melanie Beauvy, EQUIP 3's Associate Director for Youth Involvement. "It is very important that we really understand their needs and work with them from beginning to end—from designing to implementing, to evaluating projects," she says. But part of the challenge the project faces, she adds, is that not everyone believes that engaging youth is

important. "We need to convince people of the value of involving youth. Youth are not a liability but an asset. Involving them brings added value to development in general." Read more on youth involvement in EQUIP.

The emphasis on partnering with youth is a natural extension of the evolution of international development work, says Sully. "It used to be that development professionals would show up and tell [country residents] what they needed. That changed when in-country residents said 'we need to sit at the table, too.' Then women said the same thing. Youth are the next frontier."

USAID and EQUIP 3 partners hope to build on the successes of their many programs around the world that are successfully cultivating youth involvement, says Sully. For example, in Afghanistan, Catholic Relief Services has assisted with a program that aims to provide learning and life skills to rural out-of-school youth, especially girls. It is a youth-led program, using young women as education facilitators. In Latin America and Caribbean nations, the International Youth Foundation runs a youth-designed and managed website, (www.youthactionnet.org) which promotes and supports young community leaders by linking them to each other to share lessons, stories, information and advice on how to lead effective change, and to other information, resources and tools to strengthen their work. In several EDC projects funded by USAID, project staff develop and deliver basic education lessons to out-of-school youth using Interactive Radio Instruction; many of these lessons are taught by young mentors and caregivers. (See, for example, "Radio Learning Centers Fill Educational Void in Zambia.")

Cumulative expertise

In addition to the practical assistance EQUIP 3 will offer countries, USAID sees this project as a way to solidify "intellectual capital" on the issue of youth development by bringing together experts from different sectors. "Organizations have typically focused on young people in individual 'silos'—health or education or vocational training. This will be a multi-sector approach to out-of-school youth."

EQUIP 3 will also collaborate with various EDC projects that also address global youth development, such as the Global Workforce in Transition project (GWIT), which develops public-private collaboration to increase workforce competitiveness, and the Youth Employment Summit (YES), which has launched a worldwide decade-long campaign to build productive and sustainable work for the world's 500 million young adults, especially those living in poverty.

Youth are involved in all aspects of EQUIP 3/Youth Trust activities through:

- A Youth Advisory Committee: The Youth Advisory Committee provides a youth perspective on the program's core issues and activities. It is composed of five young people from different parts of the world. The Youth Advisory Committee meets in person once a year.
- An Interest Group for Youth Livelihood and Civic Engagement: The Interest Group for Youth Livelihood and Civic Engagement is a community of exchange and mutual collaboration among organizations working on out-of-school learning, capacity building, and livelihood programs for children, youth, and young adults.
- Young trainers and technical assistance providers: Wherever possible, young people are involved as part of project technical assistance and training teams. These young people are often identified through the Interest Group for Youth Livelihood and Civic Engagement.

- A Youth website: EQUIP 3/Youth Trust plans to create a youth website run by young men and young women. The website will serve as a resource center and community of exchange and practice, to help young people, especially out-of-school youth, engage more in their own development for the worlds of work, civil society and family life.

Young Entrepreneurs Club

main.edc.org/Mosaic/Mosaic7/yec.asp

By Thuy Anh Vu

We are the young editors, collaborators, and staff writers of Vietnamese Students magazine. Our magazine is led by youth; 90 percent of the articles are written by young people, and all the staff members are under 25. We have a widespread network of students and readers across the country, and we distribute more than 100,000 copies per week. The magazine emphasizes various topics of concern to young people, ranging from youth's social and family problems to entertainment. We have also organized activities for young people, such as musical concerts, forums, exchange programs, and voluntary activities. Our staff have good writing and public speaking skills and have attended many international meetings. We had delegates attend the Millennium Young People's Congress, the UN Special Session for Children, Harvard Projects for International Relations, and other governmental conferences. We are also the official voice of Vietnam's National Youth Union. We hope that through the magazine we can raise awareness of young people's roles and responsibilities within our society and bring about the best conditions to help young people achieve their wishes.

Vietnam's economy has developed rapidly in recent years. After a long time working under a planned economy, we are slowly achieving a free market. The living standard has increased significantly; people have higher incomes and access to better goods and services. Industries, especially consumer industries, grew rapidly over the past few years. Vietnam opened trade relations with countries from all over the world. We have free-trade agreements with the United States, China, and Russia, and we are heading toward a totally free market in the next few years.

The status and fate of young people are more important concerns for the public. Many important positions are now passed on to young people. We can take part in the policymaking process, and our voices are now heard by politicians and government leaders. Therefore, it is extremely important for Vietnam to develop educated and skilled young people as our main human resources for the future. These young people must not only be well educated but also adaptable to economic changes. These characteristics will enable them to respond to any challenge brought on by globalization when Vietnam officially joins in free-market trade organizations, such as AFTA (Asian Free Trade Association) or WTO (World Trade Organization), in the next few years.

Our experiences suggest that Vietnamese students have a high potential to reach these goals. For example, they have good knowledge of and skills in science. However, they lack practical knowledge—the knowledge that does not appear in books—the knowledge that you can only obtain by getting yourself involved in real-world situations—the knowledge you get when you learn from your own mistakes.

Our latest survey showed that most students do not want to take the risk of opening a new business, due to a lack of information or lack of financial capacity. Furthermore, students tend to obtain degrees in economics or business management, rather than in new technology and science, which play important roles in the knowledge economy. These findings suggest to us that there should be an agency that will help young people overcome these problems, which would be an enormous benefit to young generations and therefore to the nation as a whole.

A Young Entrepreneurs Club will be established and run by members of the staff of Vietnamese Students magazine. The club's activities will be promoted weekly in every issue of the magazine. A wide range of information will be provided for students, including job listings, forums for students who seek jobs, and articles about the business experiences of entrepreneurs. Furthermore, the club will create opportunities for young people who are interested in working together to set up their own businesses. The club also aims to encourage firms to offer venture capital for students starting a business. In addition, we will organize various forums and debates on business, attended by government officers and representatives of corporations. A "Best Young Entrepreneur" award will be granted annually. The club also seeks cooperation from universities to set up local entrepreneurs clubs within each university; hence, the activities will be more widely spread to every individual.

Moreover, we will also raise funds for students' science research projects—especially for the development of high-technology and information technology tools. We also hope to set up relations with universities around the world and invite some professors from these institutions to help young Vietnamese scientists. Students will be introduced to businesses that will be encouraged to sponsor their research. Furthermore, some of the best students with outstanding academic achievement and research backgrounds will be assisted in obtaining higher education abroad that will be beneficial to their country's future development.

The main aim of this project is to increase the potential of human resources to contribute to a sustainable economy in the new century. This project is necessary to enhance the skills and knowledge of Vietnam's young people, who will lead our country into the knowledge economy in the future.

There are some one billion youth in the world today-85 percent of whom live in developing countries where they have few skills and even fewer opportunities for productive work. Without meaningful employment and career opportunities, the thwarted expectations of youth create a breeding ground for poverty, disease, crime, violence, and civil unrest, undermining political stability, international security, and the effectiveness of capital investment.

—Poonam Ahluwalia
Executive Director, YES 2002

Information Kiosks in Rural India Business Provides Franchise Opportunities for Young Entrepreneurs

main.edc.org/Mosaic/Mosaic7/india.asp

By Satyan Mishra

With 22 telephone lines and 3 computers per 1,000 people, India has a very poor basic information and communication infrastructure. Even though this infrastructure is highly concentrated in urban areas, Internet access via the telephone is still difficult and expensive in urban areas. In rural India, more than half of India's villages lack telephone connectivity, let alone Internet access.

The lack of information and communication infrastructure results in people having to waste time and money chasing information and government officials. Lack of clarity in processes, and corruption and mismanagement in systems and operations, is rampant. The inaccessibility of information affects the rural poor more than other sectors of the community. Similarly, lack of market information (on commodity prices, various input suppliers, etc.) leads to loss of income and exploitation of rural entrepreneurs by middlemen. Such exploitation and losses further marginalize small and marginal farmers and village artisans. The implications of this scenario on the rural people (with differential impacts on the poor and other vulnerable groups) are three-fold:

- Loss of income
- Loss of time
- Loss of opportunity

In this context, Information and Communication Technologies (ICTs) can play a significant role in making information available at a reasonable cost. ICTs promise to provide innovative solutions to the problems of poverty and inequality by accelerating development and introducing transparency into systems and operations.

Drishtee is a platform for rural networking and marketing services for enabling e-governance, education, and health services. It runs with state-of-the-art software that facilitates communication and information interchange within a localized intranet between villages and a district center. This communication backbone, with kiosk sites in village centers, has been supplemented with a string of services, which can be difficult to access in rural areas. Services include, for example, Applications, Land Records, Mailing, a Virtual Bidding Marketplace, Matrimonial, Online Grievance Redressal, and Market Information Systems. Users pay a fee for the services.

In the villages, a local villager facilitates the services provided through Drishtee. He or she becomes a kiosk owner and takes it up as a self employment opportunity, mostly financed by some of the government sponsored schemes. The kiosk owner is also trained to handle Drishtee services while catering to his or her customers. Local rural youth will assist entrepreneurs in running the kiosks on commercial lines, without salaries or stipends. That employment thus leads to a new IT-literate generation in the country (45,000 kiosk owners by 2003), who can repay their meager loans (not more than 75,000 Rupees) with their earnings (ranging from reasonable to high) and become role models for the younger generation.

Drishtee's content expands along with the network's growth. We started with the Gyandoot kiosk in Dhar (a Stockholm Challenge Award Winner) and then extended to Sirsa, Panipat, Bhiwani, and Fatehabad in Haryana; Jalandhar in Punjab; Moradabad and Sultanpur in UP; Patna in Bihar; Jaipur in Rajasthan; and Bhawanipatna in Orissa. With every villager as our partner, in concept, "we are all set to become the world's largest intranet" (according to Microsoft in its journal dated 12 September, 2000).

Since the start of the network in January 1, 2000, we have seen several examples of public benefit. For example:

- Farmers in the Bagadi village were getting a rate of 300 rupees per quintal from local traders for their potato crops. After researching the prevailing market rates from the information kiosk, the farmers could not believe that the current rate in Indore Auction Center was 400 rupees per quintal. Consequently, they took their potato produce to Indore Auction Center.
- In the interior remote hamlets of the Anandkhedi and Umrela villages, the local guruji/teachers of Education Guarantee Scheme centers had not received their honoraria for the period between March 1999 and July 1999. Upon receipt of this complaint through the information kiosk, the problem came into notice and was promptly rectified.
- Shankarlal, son of Ambaram Malviya, resident of the Deharisarai village, applied for a caste certificate. The enclosures he submitted along with the certificate at the information kiosk were sufficient in themselves. As a result, immediately upon receipt of his e-mail, his caste certificate was prepared, and an intimation of the preparation of the caste certificate was sent back promptly through e-mail.
- At the Gunawad village, private school operators approached the kiosk owner for training school children on computers and also requested desktop composing of papers and report cards. The kiosk owner in Bagadi village started training six rural youths to assist the school operators.
- The efficiency level in the functioning of the government departments has increased many-fold, resulting in better and more prompt services to the rural masses. Self-Help Groups in the rural areas are getting more organized and empowered due to transparency brought about in government services and the rural economy. The lower government functionaries have become computer-savvy. (This is apparent from the increased number of applications for computer loans from the Employees Provident Fund and the increased number of officials who have joined computer training classes.)
- Computer literacy has increased in the rural areas. (This is evident from the fact that around 120 rural youth are getting trained in the kiosks in the remote areas.) The project has generated national debates on the new models of e-governance.
- Drishtee has created a model of an organization that has tremendous potential to improve the lives of millions of people in rural India," says Nirvikar Singh, professor of Economics at the University of California at Santa Cruz. "Its software allows individuals to connect to government services in a way that reduces the individuals' cost by a factor of 10, enabling them in many cases to effectively access government services for the first time.

I have seen the software in action, sitting in a village information kiosk with a Drishtee franchisee, who was clearly empowered to do something that might otherwise have been unimaginable. As we left, a young village girl came for some computer training, taking advantage of the machine in the kiosk when it was not being used for e-governance services. This kind of thing has been done before and written about before. What is noteworthy about Drishtee is the sustainability of its organizational model, and its potential to be rapidly implemented all over India.

Let us be clear. Half-educated, unemployed youth with no prospect of being integrated into a better future is a prescription for disaster. If young people do not have a stake in the existing social order and political order, if they do not feel there is a way forward for them, why should they sacrifice for a better tomorrow? Why should they have an interest in protecting the stability and social safety of that system?

–Dr. Ismail Serageldin
Chairman of the YES 2002 Organizing Committee

Education Development Center, Inc.

Founded in 1958, EDC is an international nonprofit organization committed to promoting education, public health, and sustainable development around the world. We conduct research and implement programs in such areas as early child development, K-12 education, health promotion, workforce preparation, and institutional reform. For more information, visit us on the Web at <www.edc.org>.

EDC BOARD OF TRUSTEES

Alonzo L. Plough, *Chair*
Director
Seattle/King County
Department of Public Health
Seattle, Washington

Charles Benton
Chairman
Public Media Incorporated
Chicago, Illinois

Edwin D. Campbell
Principal
Padanaram Associates, Inc.
South Dartmouth, Massachusetts

Beatriz Chu Clewell
Principal Research Associate
The Urban Institute
Washington, D.C.

Hans Decker
Executive in Residence and
Adjunct Professor
School of International and
Public Affairs
Columbia University
New York, New York

Larry Irving
Principal and Chief Strategist
Privacy Council
Washington, D.C.

Pat Mora
Author
Santa Fe, New Mexico

Bradley Palmer
Managing Partner
Palm Ventures, LLC
Greenwich, Connecticut

Linda G. Roberts
National Consultant
(former Director, Office of
Educational Technology,
U.S. Department of Education)
Darnestown, Maryland

Deborah Wadsworth
Senior Advisor
Public Agenda
New York, New York

Laura Walker
President and CEO
WNYC Radio
New York, New York

Janet Whitla
President and CEO
Education Development
Center, Inc.
Newton, Massachusetts

Gail T. P. Wickes
New York, New York

Deborah C.P. Wolfe
Trustee Emerita
Jamesburg, New Jersey

CORPORATE OFFICERS

President
Janet Whitla

Senior Vice Presidents
Vivian Guilfooy
Robert A. Rotner*
Cheryl Vince Whitman

Vice Presidents
Nancy Ames
Joanne P. Brady
Wayne Harvey
Margaret Honey
Ronald C. Israel
Eric J. Jolly
Glenn M. Kleiman
Michael Laflin
Judith Opert Sandler
Mildred Z. Solomon

Secretary
Patricia V. Sacco

* Treasurer

EDC MAIN OFFICES

Boston
(EDC Headquarters)
Education Development
Center, Inc.
55 Chapel Street
Newton, MA 02458-1060
Telephone: (617) 969-7100
Fax: (617) 969-5979
www.edc.org

New York
EDC
96 Morton Street, 7th Floor
New York, NY 10014
Telephone: (212) 807-4200
Fax: (212) 633-8804

Washington, D.C.
EDC
1000 Potomac Street, NW,
Suite 350
Washington, DC 20007
Telephone: (202) 572-3700
Fax: (202) 223-4059

Europe
EDC-Europe
P.O. Box 31183
6503 CD Nijmegen,
The Netherlands
Telephone: +31 24 366 1033
Fax: +31 24 366 1032
E-mail: office@edceurope.nl

EDC is a 501(c)(3) nonprofit organization. It is also a registered Private Voluntary Organization with the United States Agency for International Development. EDC has been designated by the United Nations Department of Public Information as an Associated Non-Governmental Organization.

