

Academy for Educational Development

# PEOPLE HELPING PEOPLE

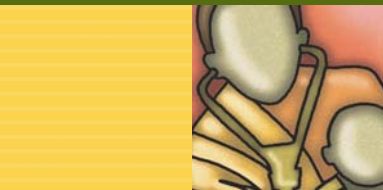
ANNUAL REPORT 2003-2004

[www.aed.org](http://www.aed.org)



# People helping people build a better future.

**Education. Health. Civil institutions. Social behaviors.** The quality of these critical facets of human life has an immediate impact on individuals and a long-term impact on the economic vitality and stability of their societies. The Academy for Educational Development works in each of these areas, seeking to improve people's lives through technical assistance, training, communication, and social marketing. An independent nonprofit organization, AED is achieving vital development and social progress objectives in more than 150 countries and throughout the United States.



*In 2003-04, AED continued to bring people together to meet major challenges of our day, laying the groundwork for a better tomorrow.*

## Meet people who are shaping the future now.

In this report, AED focuses on one aspect of its work: linking people together to produce lasting change. AED engages individuals from multiple levels of a community, so solutions are more viable and continued success is more likely. By ensuring that ideas and knowledge flow from and to all people involved in a project, AED builds their capacity and enables them to turn strategies into action into results.

The following pages describe projects that demonstrate how AED-created collaborations leverage the power of the individual. The report also introduces people who have played a key role in specific projects. These are just a handful of thousands of people worldwide who, with AED's assistance, are connecting with others to build a better future.





## Highlights *of the year*

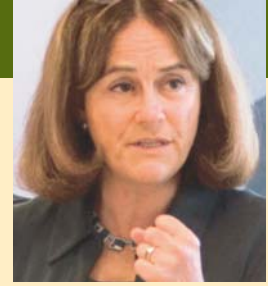
- ▶ This year AED celebrated 10 years of supporting reforms in the new republics of Eurasia. Since 1993, AED has provided training for 96,500 people from 12 countries.
- ▶ In Brazil AED developed a successful public-private partnership to assist disadvantaged youth in gaining IT and employment skills.
- ▶ AED trained more than 1,000 health department professionals and community-based providers throughout the United States in effective HIV/STD prevention interventions.
- ▶ In Southern Africa, AED began implementing new strategic social marketing and behavior change communication programs to mitigate the HIV/AIDS pandemic.
- ▶ AED expanded its work with Head Start programs supporting migrant and seasonal farmworkers and added programs serving American Indians and Alaska natives.
- ▶ In Egypt AED completed a project that trained 22,000 teachers of English and developed a corps of education specialists to serve as resources for future training needs.

For more in-depth information on AED programs, to download full text for all publications, or to sign up for our twice yearly newsletter, *AEDConnections*, visit [www.aed.org](http://www.aed.org)

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# From the Chairman and Vice Chairman of Board



**Passion.** These are what guide AED in its efforts to help people throughout the world build a better future.

**Purpose.**

**Respect.** Our staff brings tremendous passion and knowledge to the purpose of reforming education systems, strengthening civil society, and promoting healthy behaviors. Respect is the means by which AED's technical expertise becomes results that have a lasting impact.

**Results.**

Collaboration and respect for the values and perspectives of the people we serve—from Africa to Asia to the Americas—are integral to AED's efforts to assist communities, institutions, and governments in meeting their particular development needs. Only through full collaboration with beneficiaries can we hope to see a meaningful increase in economic growth and stability. This annual report illustrates our approach in action.

During the past year, AED has expanded its engagement in public-private partnerships and has created new models for improving education, health, environment, and civil society that involve government, local and international corporations, and local NGOs.

One example is our work in Nicaragua, where we are extending a successful education reform program into new schools with the support of the private sector. Another is in Romania, where an innovative grants program is helping local communities identify priorities and fund them through a partnership between local governments and NGOs. As a result of one such grant, emergency medical services are now available in several communities.

AED continues to accomplish its goals in a prudent and transparent manner, all the while maintaining an excellent fiscal position. We continue to be recognized for our technical and intellectual leadership with substantial project awards from a wide spectrum of donors.

We greatly appreciate the confidence of our donors and partners and continue to work toward achieving our shared vision of a better future: a world in which every individual can contribute to the well-being of his or her family, community, and nation.

A handwritten signature in black ink that reads "Edward W. Russell".

Edward W. Russell  
Chairman of the Board

A handwritten signature in black ink that reads "Roberta N. Clarke".

Roberta N. Clarke  
Vice Chairman of the Board

AED sees its daily work and responsibilities as “people helping people build a better future.”

We focus on developing capacity—giving people the tools they need to create sustainable social change. Our approach involves listening very carefully to people’s needs, helping to assess the barriers to what they hope to accomplish, then offering ideas and strategies that can make a difference for the long term.

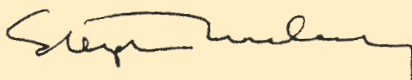
In my travels this year to Brazil, Jordan, South Africa, Botswana, Namibia, Lebanon, Ukraine, and Japan to discuss projects ranging from promoting water efficiency in agriculture to improving the infrastructure of civil society, I repeatedly heard the message that organizations like AED must work with those they serve on a partnership basis.

This philosophy also underlies our programs in the United States, where we work in all 50 states and the District of Columbia. This year, I was privileged to participate in launching our new nationwide program to improve the quality of Head Start programs for American Indians and native Alaskans. We have provided assistance to Head Start programs for the children of migrant and seasonal farmworkers for the past 10 years, and these efforts have expanded during the last year.

A great deal of our work emphasizes helping organizations and institutions to achieve equity within their societies in ways that are appropriate to their cultures. Our efforts are enhanced by our own diverse and growing staff drawn from throughout the world. AED’s global efforts have been strengthened by a major initiative focused on diversity competency.

AED has fostered corporate partnerships in more than 20 countries this year by identifying creative ways to work together to improve social and economic development. We hope this report of AED’s activities for 2003-2004 will stimulate additional partnerships.

Our donors share our philosophy of partnership, and we have been fortunate to be able to work closely with those who support our efforts at foundations, government agencies, and educational and community institutions. I wish to thank them for their trust and my AED colleagues for their daily commitment to improving people’s lives.



Stephen F. Moseley  
President and Chief Executive Officer



Members of AED’s Board of Directors and Senior Management Group, pictured left to right: Beverly H. Jones, May Rihani, Peter B. Johnson, Vivian Lowery Derryck, Niara Sudarkasa, Denise Glyn Borders, Walter Leavell, Sandra Lauffer, Margaret Burns Parlato, Bonnie J. Barhyte, William A. Smith, Fred Iseman, Deanna Trotter, Rita M. Rodriguez, Frank Beadle de Palomo, Edward W. Russell, Stephen F. Moseley, Jack Downey, Harriet Mayor Fulbright, Frederick S. Humphries, Alfred Sommer, Marcia V. Ellis, Mary F. Maguire, Ricardo P. Villeta

**Global Learning Group**  
*Selected New Projects*  
**2003-04**

**AED Center for  
Gender Equity**

Teacher Training: Capacity Building  
in Afghanistan

Mali Teacher Training via  
Radio

**AED Global Education  
Center**

Djibouti Education Special  
Objective: Basic  
Education Improved

El Salvador  
Excellence in  
Classroom Education  
at the Local Level

Ghana Basic  
Education  
Comprehensive  
Assessment System

**AED Systems  
Services Center**

Uganda EMIS Training

Malawi EMIS Programs

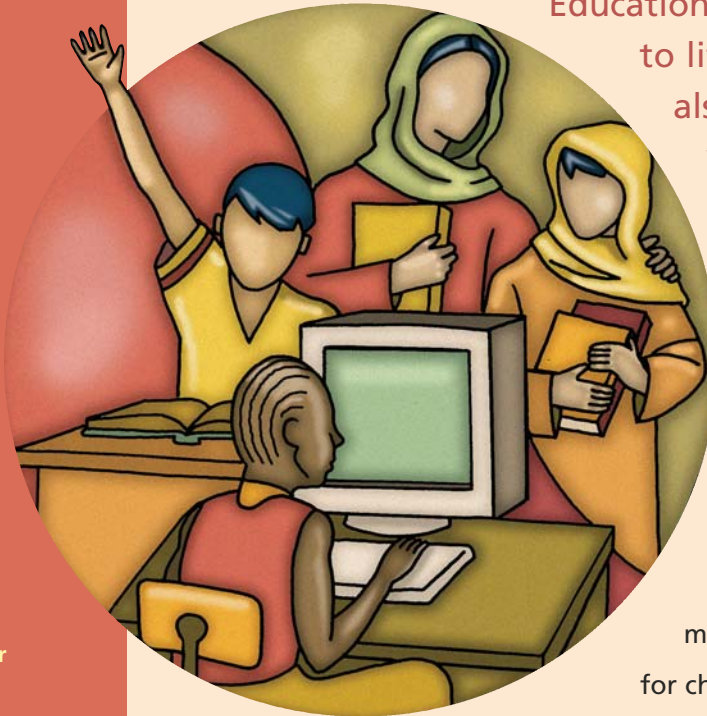
**AED Technology Center**

Community Learning and  
Information  
Centers in Mali

WiderNet

Pilot Village  
Phone Uganda

# People helping people improve education worldwide.



Education is a springboard not only to lifelong satisfaction, but also to a nation's economic vitality. The AED Global Learning Group is helping people strengthen their country and enrich their children's lives by improving the quality of education.

Its projects, now in more than 30 nations, are making education more accessible as well—particularly for children in isolated rural areas and for girls, who traditionally face daunting

barriers to schooling. AED achieves sustainable, broadly

supported improvements by reaching out to people throughout a society, from national ministries to local teachers, parents, community organizations, and businesses. As a result of AED training, tools, coalition building, and technologies, more children are attending school, the children are learning more when they attend, and the possibility of a productive, fulfilling future is becoming a reality.





Debemos apoyar la edu

## Mobilizing Nicaraguans in a new kind of learning

**Mélida Estrada Méndez** has seen it happen. When students participate actively in their education and learn in small groups, they learn more. Mélida, serving first as a teacher and more recently as a director of two rural Nicaraguan schools, has been part of the change process. Today, she says, “Students are more eager to learn, and parents respect the importance of education.” AED is helping the Nicaraguan government achieve its goal of bringing this new, more interactive kind of learning to Nicaragua’s schools through the **Basic Education Program/BASE** ([www.aed.org.ni](http://www.aed.org.ni)). The 170 Model Schools transformed by BASE, a USAID-funded project, are now spreading the methodologies to other Nicaraguan schools, ensuring that the project’s impact will not only continue, but grow. ►

*“Now kids are more willing to participate. They have become more alert and learn more easily.”*





*Through AED training and technical assistance, BASE Model School teachers learned to implement these interactive teaching methods and evolve from simple instructors to facilitators of learning.*

### Taking education from rote to rewarding

“Before BASE, we were ‘dictating’ teachers,” Mérida Estrada Méndez, says. “We dictated the classes. There was no class participation, and students did not have the chance to express themselves. Now kids are more willing to participate. They have become more alert and learn more easily.”

AED’s BASE project was created to improve the quality of primary education (grades 1-6) in Nicaragua, particularly at rural schools that combine multiple grades in a single classroom. The project introduced a radically new type of learning—making students more participatory and involving parents and the community. Students typically work in pairs or small groups, teaching each other, while progressing at their own pace. Throughout the school day, they are encouraged to speak up, question, and defend their points of view, often while working on projects teachers have adapted to each community’s everyday life. Students learn by doing and learn to think.

### Changing the role of teachers and parents

Through AED training and technical assistance, BASE Model School teachers learned to implement these interactive teaching methods and evolve from simple instructors to facilitators of learning. In addition to receiving training in the BASE approach, Mérida had the opportunity to develop her school’s learning guides, and her AED training also



changed her opinions about parental participation. She is now an ardent believer in parental involvement and has sharpened her ability to listen to others and value their views. She says, “I have learned that communication with parents is fundamental for children’s success.”

Throughout BASE Model Schools, parents who once were alienated from their children’s education are now enthusiastic supporters. They work with teachers and help with study groups. Parental assistance in the classroom enables even isolated communities with few teaching resources to provide a quality education.

### Setting new standards for schools . . . and Nicaragua’s future

The achievements Mérida has seen in her small communities are mirrored in other BASE Model Schools. Parental participation is as high as 90 percent in many schools. Retention rates are over 90 percent, and completion rates (through grade 6) are over 70 percent.

BASE has also delivered other, less easily quantified results. The new learning processes and teaching skills that AED has intro-

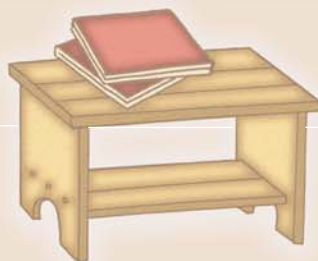
duced are developing a culture of teamwork and respect for others’ opinions.

In addition, parents and students, organized into elected, self-governing councils, are getting a firsthand understanding of democratic processes. For newly democratic Nicaragua, the opportunity to live as well as learn these principles benefits everyone.



## Making Girls' Education a New Priority in Ghana

When a girl works at domestic chores 15 hours a day, she has little time to study. When there are no desks other than a table brought from home, girls have little incentive to attend. These are just two of the constraints to girls' education that AED's **Strategies for Advancing Girls' Education (SAGE)** project has helped Ghana to identify and rectify. AED's workshop training, technical assistance, and coalition building have turned people across Ghanaian society into informed advocates for girls' education and have increased their capacity to support it. Ministry and District-Level Girls' Education Units are promoting girls' education and tracking gains. Media campaigns are increasing awareness. Grassroots committees—involving religious and business leaders—are recognizing local obstacles to girls' education and implementing solutions. In less than two years, needed facilities are being installed, families are setting aside space and time for daughters to study, and parents and daughters are discussing future ambitions never before imagined.



To learn more about AED's international education programs, visit [www.aed.org](http://www.aed.org).



## Strengthening Education to Build Namibia's Economy



An independent country for less than 15 years, Namibia has an ambitious goal: to attract East Asian manufacturing investment and become a middle-income industrial economy. Because a skilled workforce is needed to realize this goal, a better education system is a prerequisite. AED is working with Namibia to revolutionize its education system through the **Basic**

### **Education Support** project. Funded by

USAID, the project is building Namibia's capacity for interactive, learning-centered instruction and continuous self-assessment. Focusing on grades 1-4 in Namibia's heavily populated, disadvantaged northern region, the program engages the entire education system, top to bottom. Training and technology services reach from Ministry and circuit inspector levels, to teacher training levels, to individual school principals, teachers, and parents. The program now involves 2,050 teachers in 410 schools. As a result of the teaching methods and technology solutions AED has introduced, teachers are using new techniques; parents are participating in classroom activities; and students are more engaged in learning.

## U.S. Education and Workforce Development Group

### *Selected New Projects 2003-04*

#### **AED Center for School and Community Services**

Partnerships for College Access and Success

Middle Start Comprehensive School Improvement Program

Civic Mission of Schools Campaign

#### **AED Disabilities Studies and Services Center**

Family Center on Technology and Disability

National Dissemination Center for Children with Disabilities

#### **AED Higher Education Management Services**

Evaluation of University of Texas Pan Am PT3

Pennsylvania GEAR-UP Evaluation

#### **AED National Institute for Work and Learning**

Bridge to Employment

College and Career Transitions Initiative—Virtual Reader

Assessing the Quality of Career and Technical Education Transition Programs

#### **AED National Training Institute for Community Youth Work**

Implementing Quality—Youth Development Practitioner Apprenticeship Programs

#### **AED Early Care Initiatives/ Head Start Programs**

Region XI American Indian/ Alaska Native Program

Region XII Migrant Head Start

# People helping people transform lives with learning in the U.S.

Each year, over one million American children drop out of school, costing the nation an incalculable loss of human potential and over \$240 billion in lost earnings\*.

The AED U.S. Education and Workforce Development Group is helping transform education in America to ensure that students are better prepared to become productive citizens. In partnership with educators, community organizations, government agencies, families, businesses, and faith-based organizations, AED brings models of educational reform and best practices to sites across the country, preschool through college level. A key focus of this work is enhancing the quality of teacher preparation and professional development. In addition, AED supports lifelong learning and workforce development. Through AED's efforts, students of all ages and abilities are envisioning higher goals for themselves and learning how to reach them.

\*Jeff McQuillan. *The Literacy Crisis: False Claims, Real Solutions*. Portsmouth, NH: Heinemann, 1998.



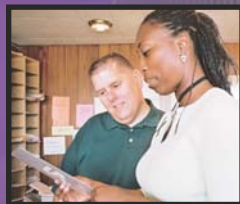


## Changing how, where, and what students learn

The change could not have been more dramatic. In one school year, **Akili Moses Israel** saw a complete turn-around in the vitality, reputation, and teaching quality of Sacramento's Hiram W. Johnson High School. Reforms helped radically change the school's image of student neglect and campus violence, reverse teachers' frustration, and meet the challenge of a school with 2,300 students—almost half of whom were non-English speakers. Akili, who helped implement these reforms, says, "Families now want their children to come here." Working with the school and the district is the AED **Schools for a New Society Technical Assistance** project, funded by the Carnegie Corporation of New York, with additional support from the Bill and Melinda Gates Foundation. ►



*"This is not just changing a system. You're on the front lines, to make sure poor kids don't grow up to become poor adults."*







*Schools for a New Society challenges high schools to reinvent themselves by rethinking how they are sized, structured, and operated.*

## Challenging schools to do something different

Recognizing that many high schools are failing students, Schools for a New Society urged school districts to make fundamental reforms. The five-year initiative, in seven school districts across the United States, encourages high schools to reinvent themselves by rethinking how they are sized, structured, and operated. To ensure that change is sustainable, it calls for leadership from the district and the community. AED helps site participants through its cross-site conferences, informative materials, on-site consultations, and development of a learning network across the sites.

Hiram W. Johnson High School, part of the Sacramento City Unified School District, focused on small learning communities (SLCs) as the principal strategy for achieving its goals. School improvement facilitator Akili Moses Israel says her job is “keeper of the plan to make sure schoolwide that SLCs work.” Like the hub of a wheel, Akili is helping people in a variety of networks—including students, teachers, and the district’s community partner, LEED (Linking Education and Economic Development)—move change forward.

## Giving large schools a human scale

Through SLCs, Hiram W. Johnson’s student body is divided into eight career and interest-based learning communities. Students take courses within the SLC they have selected and

continue their high school education with the same SLC students, teachers, and advisor. Regular sessions with advisors and individual lesson planning further personalize learning.

For Akili, who has a background in multischool reform efforts, the experience of working directly with students and teachers has been intensely rewarding. “This is not just changing a system. You’re on the front lines, to make sure poor kids don’t grow up to become poor adults.”

## Turning a school from failure to favorite—in one year

Already, Akili, says, the school’s new rigorous curriculum and reforms are changing students’ outlooks. “Students know someone is always looking out for them ... preparing them to have options in terms of being able to go to college and enter their career of choice.” The community’s views have changed as well. Thanks to LEED, the school is more connected to the community and has a more positive image.

AED’s breadth of experience in teacher preparation and multilevel partnerships has made a big difference. By bringing educators together, supporting their efforts, and sharing sound strategies, AED has helped make their every effort more effective. Akili says, “It’s been a real culture shift. Teachers are holding each other accountable, and they’re holding the administration accountable. And because we’re working with the community, the community and students are holding all of us accountable.”



### Schools for a New Society Sites

Boston, MA	Sacramento, CA
Chattanooga/Hamilton Co., TN	San Diego, CA
Houston, TX	Worcester, MA
Providence, RI	



## Opening Minds to Health Careers

How do you simultaneously help change the lives of at-risk students and meet the burgeoning demand for skilled health industry workers? Johnson & Johnson created **Bridge to Employment**, which gives students a chance to experience health careers through work-based learning activities such as job shadowing and internships. Chosen as a partner for the project in 2003, AED helps individual Johnson & Johnson companies team with local high schools to build the sustainable coalitions of area businesses, educators, community groups, and parents that make each program possible. Whether using technical equipment, conducting science projects, or learning a product's chemistry, students recognize the relevance of their studies to careers. They explore good jobs within their community and understand the additional education and training those jobs require. It works. At one site, students enrolled in the program were almost 25 percent more likely to continue their education than were other students. At another site, every student in the Bridge to Employment program enrolled in college.



*To learn more about AED's U.S. education and workforce development programs, visit [www.aed.org](http://www.aed.org).*



## Helping Children of Migrant and Seasonal Farmworkers



Early care and education are a special challenge for the very young children of migrant and seasonal farmworkers. Their families relocate with every harvest, and parents work long days in the field. AED's **Migrant and Seasonal Head Start** project helps ease the way. AED's Technical Assistance Center guides and supports the 66 Head Start agencies that serve more than 35,000 migrant family

infants, toddlers, and preschool children in how best to make a vital difference in these youngsters' education and lives. Through centralized information and in-the-field support, AED shares best practices on such issues as managing children's transition from one state's program to another, learning to speak English, supporting parental literacy and the involvement of fathers, and conducting health screenings. With its effectiveness established, the project is now mentoring the **American Indian Technical Assistance Network (AI-TAN)**. AI-TAN serves 155 American Indian Head Start grantees in 26 states, assisting them with a multitude of areas affecting young children.

**Global Health, Population, and Nutrition Group**

*Selected New Projects 2003-04*

**AED Center for Family Health**

Malawi HIV/AIDS Support to NGOs

Ethiopia Child Survival Project—Essential Services for Health in Ethiopia

Strengthening Essential Nutrition Actions in Pre-Service Training in Ethiopia

**AED Center for Global Health Communication and Marketing**

Rural Expansion of Afghanistan's Community-Based Health Care

Regional HIV/AIDS/STI Project

Ghana Social Marketing and Communications

**AED Center for Health Policy and Capacity Development**

West Africa Regional Health Program

Bangladesh Strategy Development

REDUCE Workshops

**AED Center for Nutrition**

Russia High-Level Advocacy Strategy

PROFILES Micronutrient Initiative

# People helping people protect health and well-being.

In a world challenged by HIV/AIDS, malaria, and malnutrition, there are signs of progress and reasons to hope. Prevention measures are being supported and adopted, and new nutrition strategies and better health services are offering a greater chance for survival.



The AED Global Health, Population, and Nutrition Group is spurring many of these advances. Active in 37 countries, AED works with policy makers, health providers, institutions, and individuals to protect the health and well-being

of vulnerable populations. Its diverse interventions include public-private partnerships, behavior change projects, policy dialogue, and capacity building. From ministries that have turned AED project recommendations into policy, to individuals acting on campaign messages, AED is improving lives and helping to shape a healthier future.



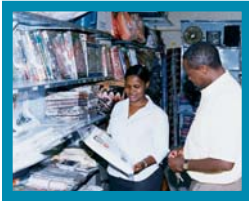


## Beating malaria with treated nets . . . and commercial markets

Even **George Baguma**, marketing director for a Ugandan company that distributes pharmaceuticals, did not sleep under a net. “I had heard about the effectiveness of nets in preventing malaria, but I never thought they worked. Here, even medical workers didn’t use nets.” Without a net, George was vulnerable to malaria, the mosquito-borne disease that kills more than 2 million Africans a year and costs Africa \$12 billion a year. AED’s **NetMark** project ([www.netmarkafrica.org](http://www.netmarkafrica.org)), funded by USAID and private-sector partners, is changing the habits and improving the health of millions of Africans, including George. NetMark is making people aware that insecticide-treated nets really can protect them from malaria and is developing sustainable distribution channels so nets are easier to buy. ►



*“NetMark is growing the market. That’s why it’s going to work.”*



*NetMark’s strategy is to generate demand for treated nets and, at the same time, develop a commercial infrastructure that can satisfy demand with greater product availability.*

### Fighting a nighttime killer

In Uganda, George Baguma says, 358 people die of malaria each day. Across Africa, the statistics are equally dreadful. An African child dies of malaria every 30 seconds. These tragic numbers are not inevitable; insecticide-treated sleeping nets (ITNs) can prevent the disease. ITNs work because, as George says, “Mosquitoes that carry malaria bite in darkness when we are sleeping.” George’s family began using ITNs and has been free of malaria for three years.

George’s company, Quality Chemicals Ltd., is part of the manufacturer-distributor-retail network that AED’s NetMark project has built to bring ITNs to market. NetMark’s strategy is to generate demand for ITNs and, at the same time, develop a commercial infrastructure that can satisfy demand with greater product availability. NetMark is creating public acceptance of nets through its own generic ITN advertising and community event marketing, complemented by brand-specific ITN promotion produced by net manufacturer-partners. George says the campaign is effective: “NetMark has put ITNs in people’s minds.”

### Making good health good business

In addition to benefiting from the umbrella marketing campaign to promote the use of ITNs, George’s distribution company received matching funds to procure and promote nets and assistance in community outreach activities.

Because of NetMark, George’s company has seen its retail outlets increase from about 150 to 350-400, and its overall business is up 30 percent. George says, “NetMark is growing the market. That’s why it’s going to work.”

### Bringing treated nets to Africa’s most vulnerable populations

While not operational in Uganda, a subsidy program in most NetMark countries targets those people for whom malaria is most often fatal: pregnant women and children under five. The program distributes NetMark vouchers—funded by NetMark partners ExxonMobil and UNICEF—through local health clinics to pregnant women and families with young children. The vouchers, redeemable at retail outlets, put lifesaving ITNs within reach of those who need them most and are at highest risk.

AED social marketing, technical assistance, and training are having an impact. Sales of ITNs through April 2004 are nearly five times what they were through April 2003. With ITNs’ effectiveness recognized more widely, and their availability increasing, NetMark countries can realistically consider the possibility of a future in which the economic and health burdens of malaria are greatly reduced. “The quality of life will improve. Productivity will improve. School absenteeism will drastically drop and student performance improve,” George says. “We are changing behaviors. It’s a new culture.”



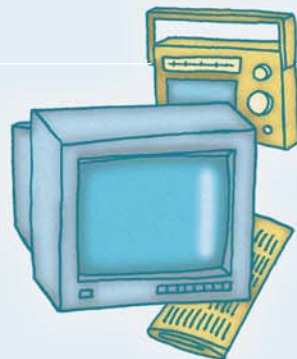
#### NetMark Countries 2003-04

Ghana	Nigeria	Uganda
Mali	Senegal	Zambia

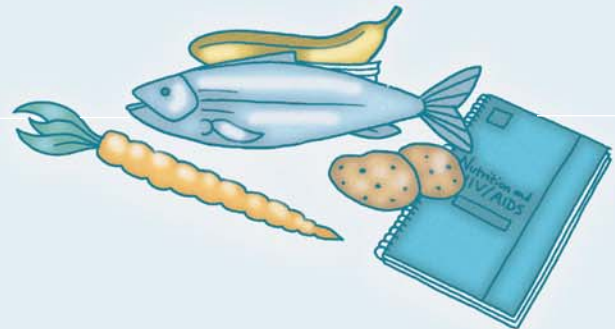


## Making Family Planning a Way of Life

Research shows that the vast majority of Filipinos approve of family planning. But only 35 percent of married women actually use modern contraception. Through **Strengthening Social Acceptance of Family Planning in the Philippines**, a USAID-supported project, AED is working to make family planning a routine part of family well-being. Innovative, AED-facilitated campaigns are bringing family planning messages to the public. Advocacy networks, formed from existing associations such as women's and religious groups, are mobilizing community spokespersons. AED is also training health providers to communicate evidence-based information to patients and caregivers, to remove myths about contraceptive safety and side effects. Project activities have led to a watershed event. In April, 200 clerics from the Autonomous Region of Muslim Mindanao publicly supported family planning because "it is for the welfare of the mother, the child, and the couple."



*To learn more about AED's international health programs, visit [www.aed.org](http://www.aed.org).*



## Improving HIV/AIDS Care—and People's Health—with Nutrition

AED has advanced the idea that people living with HIV/AIDS have special nutritional needs, and that specific nutritional strategies can help manage symptoms, reduce the risk of opportunistic infections, and lead to a healthier life. AED's expertise in the area is now reaching every level of society, primarily through three projects: **Food and Nutrition Technical Assistance/FANTA**

(<http://www.fantaproject.org>); **Support for Analysis and Research in Africa/SARA** (<http://sara.aed.org>); and **LINKAGES** (<http://www.linkagesproject.org>), an infant and maternal nutrition project. An AED handbook, developed in collaboration with the Regional Center for Quality of Health Care in Uganda, is helping countries develop national guidelines for integrating nutrition with HIV/AIDS services. An AED training manual for health care workers on nutrition and HIV/AIDS (also produced with RCQHC) was adopted recently by the Republic of South Africa for its national training initiative. Other AED efforts—tools for nutrition counselors, nutrition counseling for HIV-positive mothers, an electronic forum for professionals ([www.pronutrition.org](http://www.pronutrition.org)), and technical support for the World Health Organization and service providers—improve patient care and prospects.



**Leadership and Institutional Development Group**

*Selected New Projects 2003-04*

**AED Center for International Training**

START/Benin U.S.-Based Training Program

Caribbean Regional Internship-Scholarship Program

Pakistani Teacher Education and Professional Development Program

START/Zambia Economic Growth and Basic Education Training

**AED Center for International Exchanges**

Jordan Civic Awareness Project

Open World Program—Lithuania, Ukraine, Uzbekistan

Educational Partnerships Program in Higher Education

International Visitor Program

**AED Center for Leadership Development**

New Voices Fellowship Program

W. K. Kellogg Foundation Southern Africa Leadership Program

**AED Energy and Environment Training Programs**

Improved Energy Management to Enhance Energy Security in Armenia

People, Energy, and Development

Energy Distribution Reform, Upgrades, and Management

**Special Program:**

Partnerships for Learning Undergraduate Studies (PLUS)

# People helping people develop sound practices and policy.

Who are the people who will guide their countries, professions, and industries toward more effective practices? Who are the people who will trigger policy changes critical to opportunity and stability?

In the United States and more than 100 countries, the AED Leadership and Institutional Development Group reaches out to those individuals who can be linchpins of progress and helps develop their ability to lead the way. The projects it implements deliver ideas and skills essential for personal and economic growth and develop the cultural understanding necessary for ongoing international cooperation. Each year, AED Leadership and Institutional Development activities increase the abilities of hundreds of current and future leaders—people who, in turn, are able to affect the course of entire societies and institutions for generations to come.





## Changing mental health policies . . . and lives

**Alison Hillman** was the ideal person to work for Mental Disability Rights International (MDRI). She had been active in international human rights after college, had just been graduated cum laude from law school, and was fluent in Spanish. Alison also had a personal appreciation of the rights of individuals with mental disabilities after being diagnosed with bipolar disorder in her 20s. But MDRI, like many small, financially struggling nonprofit organizations, did not have the funds to hire her.

**New Voices** (<http://newvoices.aed.org>), an AED fellowship program supported by the Ford Foundation, changed all that. ►



*"Being someone with a mental disability, I recognize abuses someone else might not see and am able to connect with the people I'm dealing with."*





*“New Voices Fellow Alison Hillman’s award-winning investigation and video documentation of abuses at a Paraguayan psychiatric hospital led to national policy reforms.”*

### Bringing fresh voices to social justice

AED’s New Voices positions and prepares able, committed people such as Alison Hillman to make meaningful service contributions to social justice nonprofit organizations. It subsidizes Fellows’ salaries for two years, provides active mentoring, and offers intensive training in areas such as public speaking, fund raising, and leadership.

With New Voices’ financial support, Mental Disability Rights International could afford to hire Alison as its director of the Americas Advocacy Initiative and extend its mission to a new region of the world, Latin America. “Before I came to MDRI,” Alison says, “there were no programs focused in Latin America, no one with Spanish [fluency].” Already, Alison’s investigations and award-winning advocacy are changing policies and practices and improving the lives of people with mental disabilities in Peru, Uruguay, and Paraguay.

### Revitalizing tomorrow’s nonprofit leadership

Beyond invigorating nonprofits with critically needed human resources today, New Voices’ fundamental purpose is to develop the social justice leaders of tomorrow. Since 1999, the program has made 90 Fellowship awards, many purposefully made to people who may have experienced abuses or injustice themselves—as women, persons of color, gays, lesbians, immigrants, or people with disabilities, such as Alison.

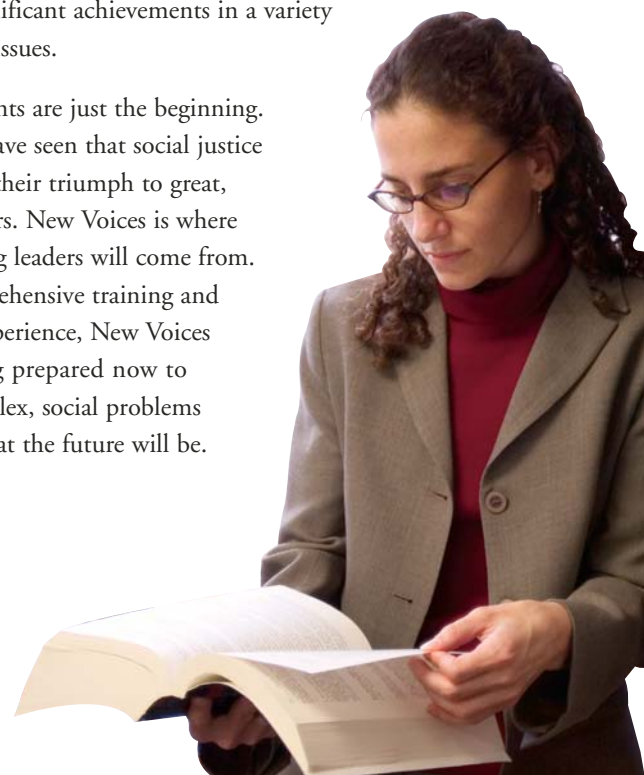
Their personal backgrounds are invaluable to their nonprofits and to people facing similar challenges. Alison says of her own experience, “Being someone with a mental disability, I recognize abuses someone else might not see and am able to connect with the people I’m dealing with.”

### Winning human rights victories

Alison’s biggest victory to date occurred in Paraguay. The conditions she found when she walked into a psychiatric hospital were far worse than even she had anticipated. “We had heard there were two boys, naked, living in six- by six-foot cells, without access to bathrooms, but we didn’t know the 458 other individuals retained in the facility were also in awful conditions.”

Alison videotaped what she found. The video, produced in conjunction with WITNESS, led to action by the Inter-American Commission on Human Rights, reforms in government policy, and real change for the people incarcerated without hope in the hospital. It also led to a prestigious national award for Alison herself. She is not alone in her successes. Alison’s colleagues are also marking significant achievements in a variety of human rights issues.

These achievements are just the beginning. In the past, we have seen that social justice movements owe their triumph to great, galvanizing leaders. New Voices is where tomorrow’s strong leaders will come from. Honed by comprehensive training and toughened by experience, New Voices Fellows are being prepared now to tackle new, complex, social problems and to define what the future will be.







## Introducing International Visitors to U.S. Professionals

Election officials from the Ukraine, educational leaders from the Middle East, museum managers from Europe—these are just a few of the more than 50 groups that AED brought to the United States in the past year alone as part of the **International Visitor Program**, a project funded by the U.S. State Department. Each year, thousands of promising individuals in a variety of fields get firsthand exposure to relevant U.S. practices and professionals, plus insights into the country itself as they travel through the nation, assisted by the National Council for International Visitors network. In turn, Americans have opportunities to meet emerging leaders from around the world. The impressions made, relationships formed, and information shared can have an extraordinarily lasting and profound impact: participants have included more than 200 current and former heads of government or chiefs of state.



## Adopting New Ways to Train English Teachers in Egypt



Throughout Egypt, students are now acquiring the English language skills essential for success in the nation’s travel/tourism industry and global commerce. Their achievement is the result of AED’s **Integrated English Language Program/IELP II** (<http://www.ielp2.org>), a six-year project funded by USAID that has brought enduring, systemic improvements to Egypt’s English

teaching practices. IELP II has directly trained 22,000 teachers nationwide, trained those who train Egypt’s teachers, strengthened the Ministry of Education’s own capacity, and developed a corps of education specialists to serve as ongoing resources. By working with people at all levels of the Egyptian education system, IELP II has set the stage for many innovations—interactive teaching, in-service training, setting educational standards, and evaluation—that will continue now that the project has concluded. In addition, Egypt will soon apply these approaches to teaching subjects other than English, with the support of a new AED project now underway.



*To learn more about AED’s leadership and training programs, visit [www.aed.org](http://www.aed.org).*

**AED Social Change Group**  
*Selected New Projects*  
 2003-04

**AED Center on AIDS & Community Health**

Asian Business Coalition on AIDS  
 HIV, STD & TB Prevention Programs

**AED Center for Applied Behavioral and Evaluation Research**

Study of Tobacco Industry Documents: Marketing to Women

National Urban League Campaign for African-American Achievement Evaluation

**AED Center for Civil Society and Governance**

South Asia Regional Initiative for Equity

Conflict Prevention and Resolution Activity in Guatemala

**AED Center for Environmental Strategies**

Irrigation Water Use Efficiency Jordan

Environmental Protection in the Dominican Republic

**AED Center for Health Communication**

Communications Planning for the National Institute on Aging

Agenda to Address Overweight & Obesity in the United States

**AED Center for Social Marketing and Behavior Change**

Social Marketing to Prevent or Treat Pediatric Type II Diabetes

Virginia Chesapeake Bay Media Campaign

**AED Center for Youth Development and Policy Research**

Cal Ripken, Sr. Foundation Best Practices Report

Promising Practices in Afterschool System: Expanding the Field

# People helping people change attitudes and actions.

How people view HIV/AIDS affects their ability to contain its spread. How a culture values its natural resources determines that culture's future. How well youngsters understand food and fitness can have lifelong impacts on their health.

The AED Social Change Group fosters positive, constructive behaviors by focusing on the attitudes behind them. Its particular emphasis is on youth, health, the environment, and democracy-building issues.

Often bringing together diverse organizations, AED makes their every

effort more effective by providing special

expertise in social marketing and

communications, capacity building,

research, grassroots organiza-

tion, and strategic partner-

ship development. In the

United States and around

the world, AED has

proven that attitudes

really can be altered and

actions changed, bettering

the lives of individuals and

the prospects of a society.





## Changing workers' attitudes about HIV/AIDS in Vietnam

**Tran Thi Dan** could see that HIV/AIDS threatened her company. The Haiphong Leather Shoe Company's 11,000 workers are very young, with many coming from the provinces—a workforce profile, she realized, that is particularly susceptible to the disease. As vice chairwoman of the company's labor union, Dan felt a responsibility to join a newly formed company committee that was targeting both HIV/AIDS infection and the harsh stigma Vietnamese society attaches to it. Already, she says, workers are more aware of preventive measures and "have changed their points of view. Now they don't feel scared when they talk to people who are infected." The committee making these gains is part of AED's **SMARTWork** ([www.smartwork.org](http://www.smartwork.org)), a project that reaches people where they spend the bulk of their time, on the job. ►

*"We clearly have an improved level of worker knowledge."*







*“When the project is finished, we will continue developing and implementing the program. HIV/AIDS prevention must be a long-term objective.”*

### Preventing an epidemic from crippling a nation

Vietnam’s rate of HIV/AIDS infection is just .3 percent, but even this modest rate signals a significant increase since 1997 and has the potential to halt Vietnam’s successful economic development. Long identified in Vietnam as a “social evil” because of its roots in drug use and prostitution, HIV/AIDS infection has traditionally resulted in total shunning and immediate loss of employment. With the disease now migrating into Vietnam’s general population, AED’s SMARTWork project, funded by the U.S. Department of Labor, is trying to reverse infection trends and protect the rights of people living with the disease.

The project works on two levels: national policy and workplace. It unites government, employer, and labor representatives to recommend national labor code changes and brings together management and labor representatives in workplace planning committees. AED workshop training and technical assistance prepare committees to develop their own policies and programs—from educational sessions to condom-dispensing initiatives. For Tran Thi Dan and her fellow committee members, support from SMARTWork has made it possible to “hold prevention activities on a systematic basis and integrate HIV/AIDS-related news into regular workplace meetings.”

### Changing corporate views for corporate survival

Dan says her company decided to participate in SMARTWork because it makes good business sense. “Business managers now

understand that if we do not pay sufficient attention to HIV/AIDS, we may lose skilled workers and have to devote more time and costs to training new employees. If we do pay attention, morale will be better, and productivity will increase.”

Because of HIV/AIDS’s fundamental effects on a business’s stability, even prospective customers have become concerned about company HIV/AIDS policies, Dan says.

### Protecting workers’ health with knowledge

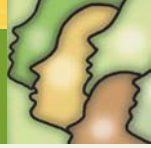
Dan reports that her committee’s SMARTWork activities are taking hold. “We clearly have an improved level of worker knowledge. Training courses, presentations, and reading materials prepared by SMARTWork have changed workers’ thinking. They now consider these issues normal and natural, and discuss them with colleagues.”

Current activities are merely the beginning. By building the capacity of committee members, AED has incorporated sustainability into the SMARTWork program. “SMARTWork has built a firm framework,” Dan says. “When the project is finished, we will continue developing and implementing the program, adjusting it to changing circumstances. HIV/AIDS prevention must be a long-term objective.”

#### SMARTWork Countries

Dominican Republic	Haiti Nigeria Ukraine	Vietnam Zimbabwe
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## Analyzing Media, Choosing Fitness

Why are more than 10 percent of U.S. children overweight? AED's **Media Smart Youth: Eat, Think, and Be Active!** focuses on the connection between media and health. In the United States, young people are flooded with media messages on food and eating, and many spend a good deal of passive, inactive time using media. The project, supported by the National Institute of Child Health and Human Development, created a curriculum of guided, fun activities for youth age 11-13. Developed with input from diverse after-school group leaders and youth, the curriculum helps youth understand and evaluate media messages and prepares them to make better eating and physical activity decisions. The program culminates in young people's own media productions. Whether video, newspaper story, or radio show, the productions demonstrate how youth have learned to use media techniques to promote healthier habits among their peers.



To learn more about AED's HIV/AIDS, U.S. health, and civil society programs, visit [www.aed.org](http://www.aed.org).



## Rallying Bangladeshis to Protect Women and Children



Tens of thousands of Bangladeshi women and children experience domestic violence and trafficking each year. AED's **More Effective Civil Society Advocacy of Human Rights** project, funded by USAID, brings these abuses to the attention of the Bangladeshi public and increases social pressure to prevent them. The project links local organizations already providing services to abuse victims and helps them become more effective advocates through AED training and technical assistance in research, analysis, strategic planning, network building, social marketing, and internal management. In combination with AED training of Bangladeshi journalists to report on human rights issues, coalition members are now ably spreading the word.

Their media campaigns are reaching defined audiences with carefully shaped messages. Local watchdog committees are forming. And the coalition's successful International Women's Day rally attracted extensive news coverage.

# Fund-Raising and Corporate Partnerships

## Change Through Children Campaign

[www.changethroughchildren.aed.org](http://www.changethroughchildren.aed.org)

Begun in 2003, AED's **Change Through Children** campaign is aimed at improving child survival; providing girls and boys a quality education; and reducing the spread of HIV/AIDS.

Our goal is to raise \$20 million in matching funds through individual giving, grants, and corporate partnerships for a 4-to-1 match—up to \$80 million—of already committed funds.

**Individual Giving:** Last year AED initiated its first program to solicit individual gifts and successfully participated in the **Combined Federal Campaign**. This year AED launched the **Orphan Support Pack Project** to provide the caregivers of Kenyan children under age five orphaned by AIDS with urgently needed services and care items. Each pack costs \$100 for a year's worth of services, including full immunizations, preschool fees, and weekly home visits by a trained community mentor ([www.changethroughchildren.org/orphansupport](http://www.changethroughchildren.org/orphansupport)).

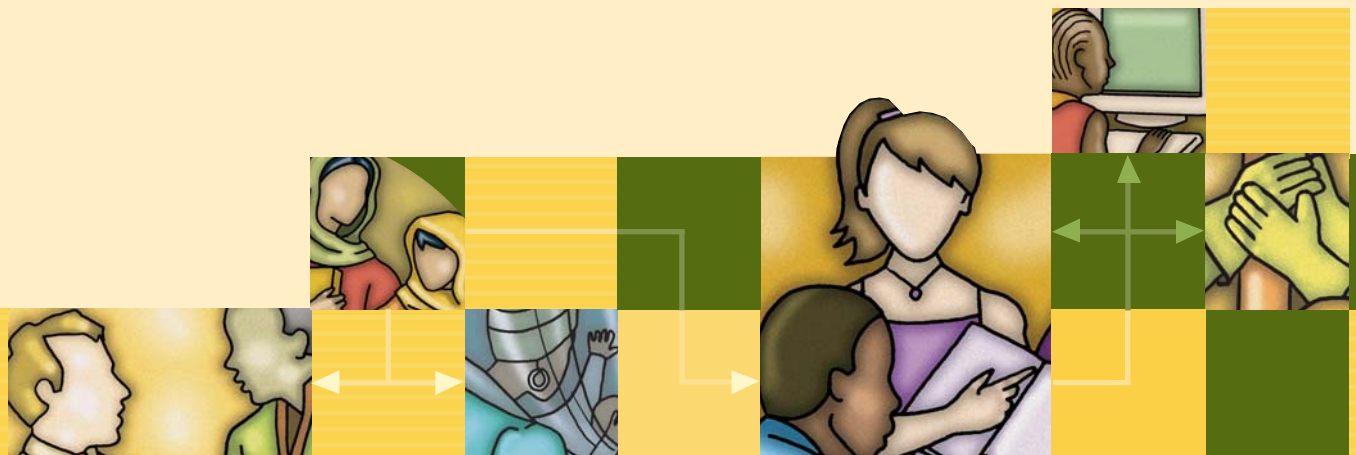
**Grants:** In May 2004, AED received a major grant from the Mosaic Foundation to implement girls' education programs in Djibouti, Egypt, and Yemen.

**Direct Program Support:** **Sun Microsystems** has provided hardware, software, and ongoing technical assistance for the **Global Learning Portal** ([www.glpnet.org](http://www.glpnet.org)), sponsored by AED and USAID. Through the portal, thousands of students in Mozambique, Brazil, Ethiopia, Uganda, Nicaragua, and South Africa are benefiting from improved educational opportunities, as teachers exchange lesson plans searchable by topic and grade and discuss common issues such as testing and the impact of HIV/AIDS.

## Corporate Partnerships

AED is forging new alliances with companies around the world, building on more than 25 years' experience in implementing dynamic, effective public-private partnerships. Examples include:

- AED is working with **Johnson & Johnson** to meet the growing demand for skilled health industry workers through the Bridge to Employment program.
- Through a groundbreaking, cause-related voucher program with **ExxonMobil**, AED's NetMark project is providing subsidized insecticide-treated bednets for pregnant women through ExxonMobil's retail networks and other distribution outlets in Ghana and, soon, Nigeria. A successful program has already been completed in Zambia.
- **IBM, Microsoft, and Banco do Brasil** are among the companies partnering with AED and four Brazilian NGOs to train disadvantaged Brazilian youth to obtain highly skilled technology jobs through the Programa para o Futuro.
- Under the MOST project, AED worked with **Procter & Gamble** to launch Nutristar, a multimicronutrient-fortified powdered fruit drink, in Nicaragua.





# Sharing Knowledge, Exchanging Ideas

AED is committed to actively disseminating information about our work. Through outreach, our Web site, publications, and presentations at more than 150 conferences, workshops, and professional meetings each year, AED regularly contributes to the knowledge base of social development.



## 2003-2004 Selected Publications

*Digital Opportunities for Development: A Sourcebook on Access and Applications*

*Twenty Years of Strengthening Institutions and Bridging Cultures*

*The Health Sector Human Resource Crisis in Africa: An Issues Paper*

*Making Sense of Focus Group Findings—A Systemic Participatory Analysis Approach*

*Beyond Basic Education: Secondary Education in the Developing World*

*Infant Feeding Options in the Context of HIV*

*Review of Potential Interventions to Reduce Child Mortality in Iraq*

*Building Public-Private Partnerships to Address HIV/AIDS*

*Speak for the Child Case Study: Kenya Community Care for Orphans and AIDS-Affected Children*

*Establishing Apprenticeship Programs for Youth Workers: A Planning Guide*

*HIV/AIDS, A Humanitarian and Development Crisis. Addressing the Challenges for PVOs and NGOs in Africa*

*Teaching as Inquiry: Asking Hard Questions to Improve Practice and Student Learning*

*Food and Nutrition Implications of Antiretroviral Therapy in Resource-Limited Settings*

## Selected Articles, Papers, and Presentations

"Asthma: Behavior Change and Challenges"

"Loss of Forest Cover in Kalimantan, Indonesia, Since the 1997-1998 El Niño"

"New Directions in Teacher Induction: Emerging Strategies from the Teachers for a New Era Initiative"

"Science, Gender, and After-School: A Research-Action Agenda"

"Bangladesh's Reproductive Health Policies and the Emerging 'Smart Woman'"

"Thinking Like a (Social) Marketer"

"Condom Availability Programs in Massachusetts High Schools: Relationships between Condom Use and Sexual Behavior"

"Children of Poverty Have Parents, Too!"

"Food Security Performance Indicators: Household Nutrition and Agriculture Productivity"

"BEST: A Youth Worker Training and Education Program"

"ICT in Education: Some International Experiences"

"Sports as a Hook: Engaging Children and Youth in the Out-of-School Hours"

"Girls' Education and the Multi-Sectoral Approach: A Winning Battle"

"Technology and Disability"

"Understanding Patterns of Gender Differentials to Improve Policy for Girls' Education"

"Rural Middle-Grades Schools in the Mid-South Delta: An In-depth Look at Poverty, School Climate and School Culture"

"Infant and Young Child Feeding at a Crossroads"

"New Paradigms in Education: Reconceptualizing Education to Meet the Needs of Secondary Students"

"Communications for Change: Facts not Fiction"

"HIV/AIDS: A Global Problem and Workplace Solutions"

## Recent Symposia and Conferences

*AED hosts a wide range of symposia, meetings, and conferences through the AED Conference Center, a fully accessible facility which has served more than 100,000 since it opened in 1999. Recent meetings include:*

"Creating the Environment for Racial and Ethnic Diversity in the Public Service Workplace"

"Breastfeeding: Thinking Globally, Acting Locally"

"Adequate Yearly Progress: Progress and Challenges"

"Moving to the Next Phase in HIV Prevention"

"Voice of Arab Youth"

# Funding Partners

## Foundations

Annenberg Foundation  
 Annie E. Casey Foundation  
 CAEAR Coalition Foundation  
 Carnegie Corporation of New York  
 Charles Stewart Mott Foundation  
 Child Nutrition Foundation  
 David and Lucile Packard Foundation  
 Edna McConnell Clark Foundation  
 Ewing Marion Kauffman Foundation  
 Ford Foundation  
 Foundation for the Mid South  
 Fund for the City of New York  
 Prudential Foundation  
 Research Foundation of the City University of New York  
 State Farm Companies Foundation  
 William and Flora Hewlett Foundation  
 W.K. Kellogg Foundation

## Associations/Nonprofit Organizations/Coalitions

ACDI/VOCA  
 American Association of Homes & Services for Aging  
 American Institutes for Research  
 American Lung Association  
 American Red Cross  
 DC Children and Youth Investment Trust Corporation  
 Education Commission of the States  
 Education Development Center  
 EngenderHealth  
 Farmers Association/Jordan Valley District  
 Global Forum for Health Research  
 Institute for Educational Leadership  
 Management Sciences for Health  
 Mid-Atlantic Renal Coalition  
 National Center for Family Literacy  
 National Center for Strategic Nonprofit Planning  
 National Urban League

National Writing Project Corporation  
 Parent Advocacy Coalition  
 Partnership for Child Healthcare, Inc.  
 Pathfinder International  
 Planned Parenthood Federation of America  
 Save the Children  
 Service Employees International Union  
 Social Marketing Institute  
 System Science Consultants  
 United Way of Metropolitan Nashville  
 World Education

## Corporations

Africon  
 ChevronTexaco  
 Development Alternatives, Inc.  
 Direction Service, Inc.  
 DTI Associates  
 Fleishman-Hillard, Inc.  
 IBM  
 International Science and Technology Institute  
 John Snow, Inc.  
 John, Bassin, and Shaw, Inc.

Johnson & Johnson  
 Koei Research Institute  
 Louis Berger Group  
 Microsoft Corporation  
 Northrup Grumman Corporation  
 Pacific Consultants International  
 PA Consulting Group  
 PADECO Co., Ltd.  
 REDA International, Inc.  
 RJ Myers Publishing Company  
 Westat, Inc.

## U.S. Government

Library of Congress  
 U.S. Agency for International Development  
 U.S. Department of Agriculture  
 U.S. Department of Defense  
 National Security Education Program  
 U.S. Department of Education  
 Office of Disability Employment Policy  
 Office of Special Education Programs

U.S. Department of Health and Human Services

Centers for Disease Control and Prevention

Centers for Medicare and Medicaid Services

Head Start Bureau

Health Resources and Services Administration

National Institutes of Health

U.S. Department of Labor

U.S. Department of State  
Office of International Visitors

U.S. Department of Transportation

National Highway Traffic Safety Administration

U.S. Environmental Protection Agency

### U.S. State, Local Government

Kentucky Council on Post-Secondary Education

New York City Board of Education

Pennsylvania State System of Higher Education

### Public and Private Educational Institutions

Andrew College

Chaminade University of Honolulu

GED Testing Service

Harvard Medical School

Johns Hopkins University

Lehman College

Massachusetts Institute of Technology

Oregon Health and Science University

Stark State College of Technology

University of Minnesota

University of North Carolina

### Multilateral Agencies and National Governments

Asian Development Bank

Cherokee Nation

Government of Afghanistan

Government of Bangladesh

Government of Botswana

Government of Jordan

International Development Center of Japan

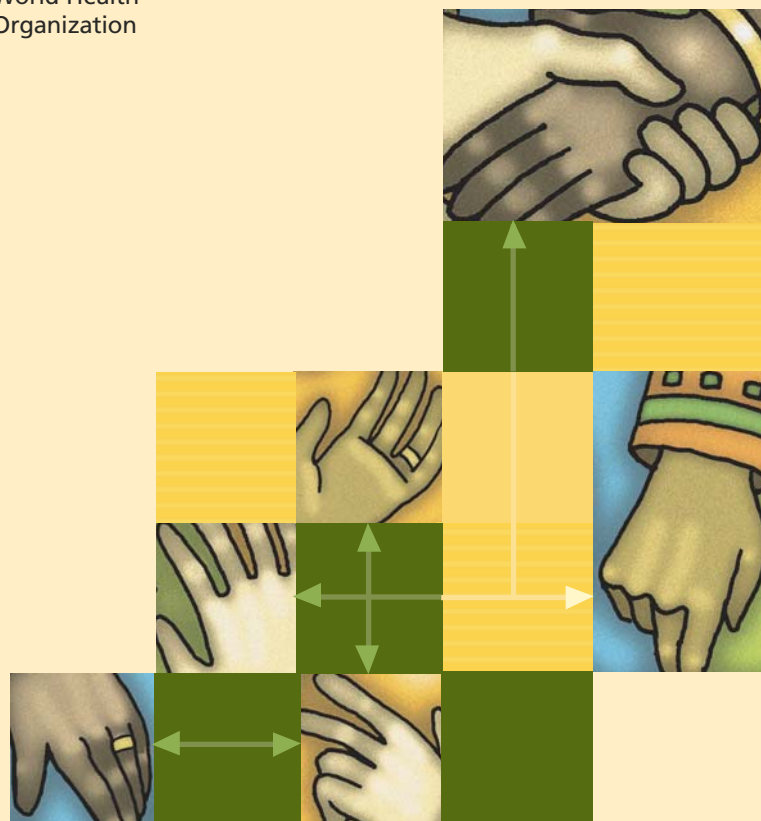
Japan Bank for International Cooperation

The World Bank

UNICEF

United Nations Population Fund

World Health Organization





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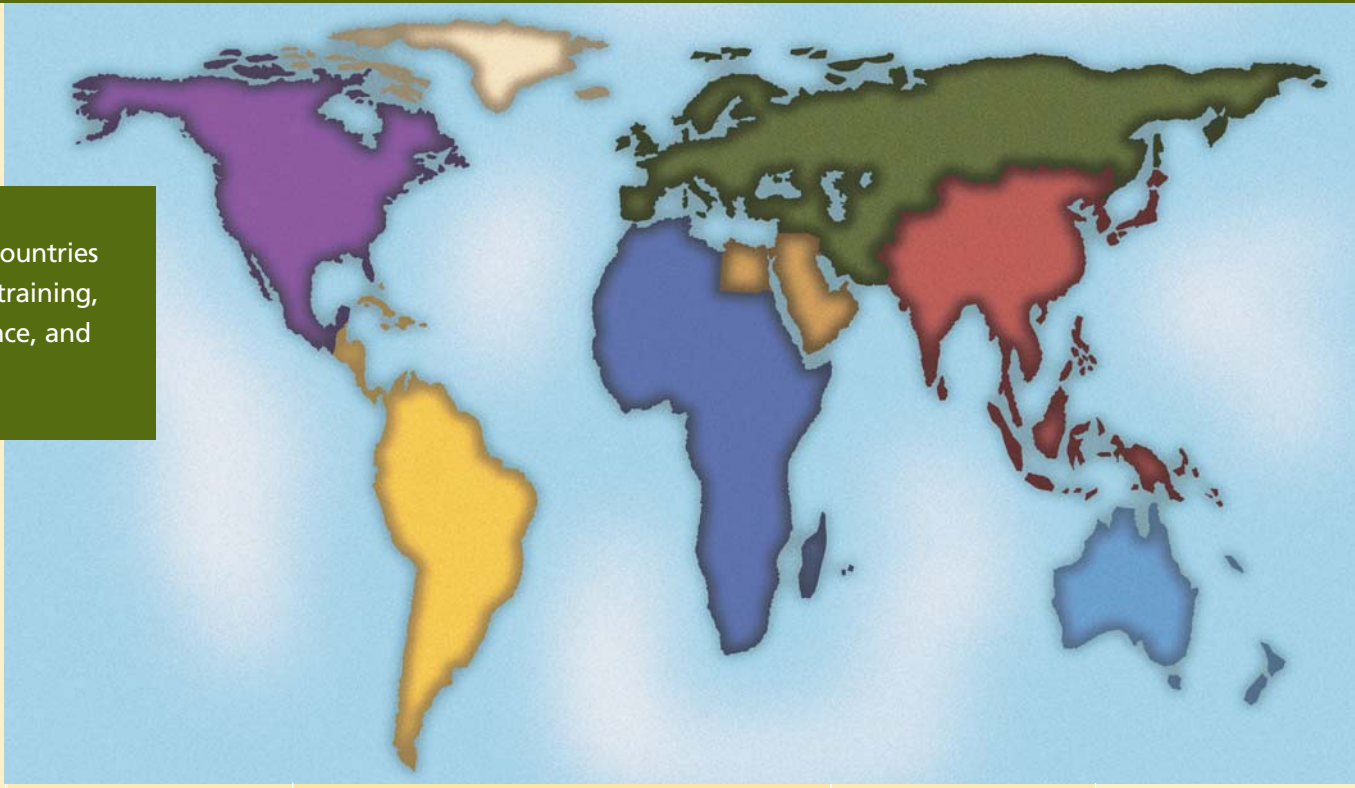
## **Niara Sudarkasa**

*Scholar in Residence,*  
African-American Research Library and Cultural Center;  
Former President, Lincoln University



# Where We Work

AED serves 150 countries with education, training, technical assistance, and visitor programs.



## AFRICA

Algeria  
Angola  
Benin  
Botswana  
Burkina Faso  
Cameroon  
Côte d'Ivoire  
Democratic Republic of Congo  
Djibouti  
Eritrea  
Ethiopia  
Gambia  
Ghana  
Guinea  
Kenya  
Lesotho  
Liberia  
Libya  
Madagascar  
Malawi  
Mali  
Mauritius  
Morocco  
Mozambique  
Namibia  
Niger  
Nigeria  
Rwanda  
Senegal  
Sierra Leone  
South Africa  
Swaziland  
Tanzania  
Togo  
Tunisia  
Uganda  
Zambia  
Zimbabwe

## ASIA

Afghanistan  
Bangladesh  
Brunei  
Cambodia  
China  
India  
Indonesia  
Japan  
Laos  
Malaysia  
Maldives  
Mongolia  
Myanmar  
Nepal  
North Korea  
Pakistan  
Philippines  
Singapore  
South Korea  
Sri Lanka  
Taiwan  
Thailand  
Vietnam

## EUROPE and EURASIA

Andorra  
Armenia  
Austria  
Azerbaijan  
Belarus  
Belgium  
Bulgaria  
Croatia  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Georgia  
Germany  
Greece  
Hungary  
Iceland  
Ireland  
Italy  
Kazakhstan

Kyrgyzstan  
Latvia  
Lithuania  
Macedonia  
Moldova  
Netherlands  
Norway  
Poland  
Portugal  
Romania  
Russian Federation  
Serbia-Montenegro  
Slovenia  
Spain  
Sweden  
Switzerland  
Tajikistan  
Turkey  
Turkmenistan  
Ukraine  
United Kingdom  
Uzbekistan  
Yugoslavia

## LATIN AMERICA

Argentina  
Bolivia  
Brazil  
Chile  
Colombia  
Costa Rica  
Dominican Republic  
Ecuador  
El Salvador  
Grenada  
Guatemala  
Guyana  
Haiti  
Honduras  
Jamaica  
Nicaragua  
Panama  
Paraguay  
Peru  
Trinidad and Tobago  
Uruguay  
Venezuela

## MIDDLE EAST

Bahrain  
Egypt  
Iraq  
Israel  
Jordan  
Kuwait  
Lebanon  
Oman  
Qatar  
Saudi Arabia  
Syria  
United Arab Emirates  
West Bank/Gaza  
Yemen

## NORTH AMERICA

Canada  
Mexico  
United States

## OCEANIA

New Zealand

# Financial Statements

## The Academy for Educational Development

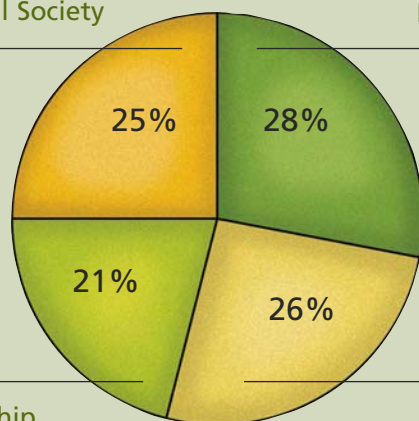
is an independent, nonprofit, charitable organization that is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Contributions to the Academy for its exempt purposes and mission are tax deductible.

AED is the 46th largest nonprofit in the United States and is also registered with the U.S. Agency for International Development as a private voluntary organization. Seventy percent of AED's programs are implemented internationally, 30 percent in the United States. AED is committed to using donor resources effectively and efficiently. We maintain very low administrative costs, with 90 percent of our expenses going toward programs and 10 percent allocated for administration and fund-raising.

AED's financial statements are audited annually by KPMG PEAT MARWICK LLP. This Statement of Financial Position as of December 31, 2003, and Statement of Activities for the year ending December 31, 2003, are part of AED's financial statement. The complete audited statements are available upon request to the Chief Financial Officer, Academy for Educational Development.

## Programs by Sector

Social Change, including Environment, Energy, and Civil Society



Education

Leadership Development and Training

Health, Population, and Nutrition

## Statement of Financial Position: Year Ending December 31, 2003

### ASSETS

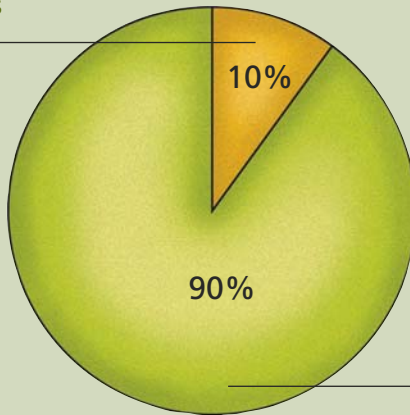
Total current assets . . . . .	\$53,137,508
Property and equipment, net . . . . .	\$6,951,849
Long-term investments . . . . .	\$5,279,501
Other assets . . . . .	\$839,084
<b>Total assets . . . . .</b>	<b>\$66,207,942</b>

### LIABILITIES

Total current liabilities . . . . .	\$48,763,166
Accrued rent abatement . . . . .	\$808,299
Net assets—unrestricted . . . . .	\$16,504,483
Net assets—Board-designated . . . . .	\$110,200
Net assets—temporarily restricted . . . . .	\$21,794
<b>Total liabilities and net assets . . . . .</b>	<b>\$66,207,942</b>

## Program Expenses

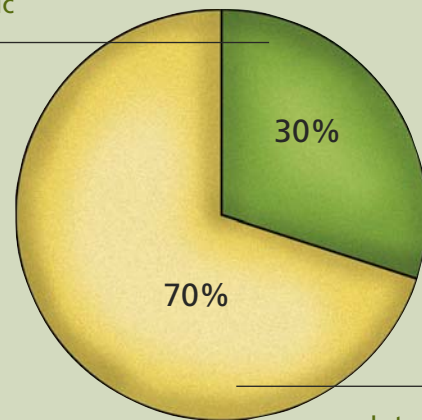
Administrative/  
Fund-raising  
Expenses



Program Expenses

## Program Funding

Domestic



International

## Statement of Activities: Year Ending December 31, 2003

### REVENUE

Studies and projects .....	\$195,430,641
Investments .....	\$506,611
Restricted contributions .....	\$1,942,700
Other .....	\$8,397
<b>Total revenue .....</b>	<b>\$197,888,349</b>

### EXPENSES

Program services .....	\$176,366,481
Management and administration .....	\$16,308,758
Program development .....	\$3,371,243
<b>Total Expenses .....</b>	<b>\$196,046,482</b>

### CHANGE IN NET ASSETS

Unrestricted .....	\$1,841,867
Temporarily restricted .....	\$(15,565)
Net assets, beginning of year .....	\$14,810,175
Net assets, end of year .....	\$16,636,477



# AED at a Glance

## ▶ Profile

Founded in 1961, AED is an independent, nonprofit, charitable organization that operates development programs in the United States and throughout the world.

## ▶ Mission

To improve peoples' lives and solve critical social problems by offering the best thinking, technologies, and multidisciplinary approaches to human development.

## ▶ Programs

More than 250 currently underway worldwide and in all 50 U.S. states

## ▶ Headquarters

Washington, D.C.

## ▶ Offices

New York City and 52 in countries throughout Africa, Asia, Latin America, the Caribbean, and the Middle East

## ▶ Staff

More than 1,200 worldwide

## ▶ 2004 Budget

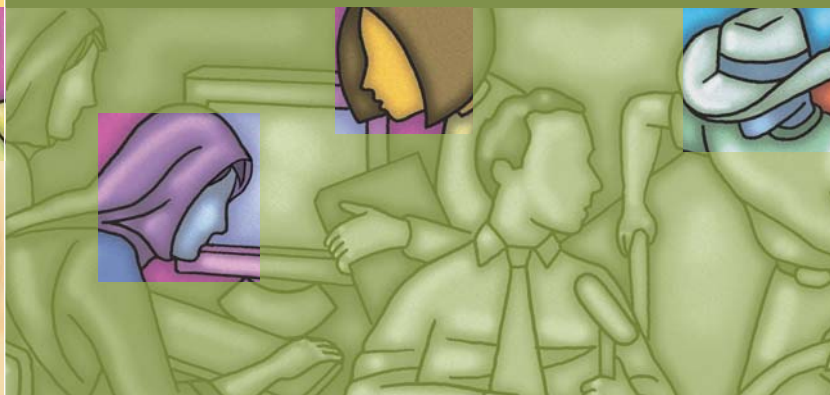
\$225 million

## ▶ Areas of Expertise

- Behavior change
- Civil society
- Disabilities
- Education
- Environment
- Gender
- Health
- Information systems
- Leadership development
- Nutrition
- Population
- Telecommunications
- Workforce and community development
- Youth development

## ▶ Capabilities

- Building skills and institutional capacity
- Communication and behavior change strategies
- Community mobilization
- Information technology applications
- Needs assessment
- Planning
- Policy analysis and advocacy training
- Program design and implementation
- Public-private partnerships
- Research and evaluation
- Social marketing
- Technical assistance
- Training





Academy for Educational Development  
Connecting People > Creating Change

**AED Headquarters**

1825 Connecticut Ave., NW  
Washington, D.C. 20009-5721  
Tel. 202-884-8000  
Fax 202-884-8400

**New York Office**

100 Fifth Ave.  
New York, NY 10011  
Tel. 212-243-1110  
Fax 212-627-0407

**Web site:** [www.aed.org](http://www.aed.org)

**Email:** first initial and  
first seven letters of  
last name@aed.org

**Photography:**

Adam Auel	Pages 2, 3, 17, 18
Esteban Felix	Pages 5, 6, Inside back cover
Clarence Williams	Pages 9,10
Do li co Studio	Pages 13, 14
Richard Lord	Pages 21, 22, Back cover foldout (right)
Cade Martin	Back cover foldout (left)

<b>Writing:</b>	Jean Waterman
<b>Editorial:</b>	Mary F. Maguire
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<b>Illustration:</b>	Andy Dolan
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