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Executive Summary

Since the founding of the U.S. Agency for International Development (USAID) in 1961, the Office of American Schools and Hospitals Abroad (ASHA) has proudly contributed to the achievement of the Agency’s goals as articulated in its recently adopted mission statement: “We partner to end extreme poverty and promote resilient, democratic societies while advancing our security and prosperity.” This new, five-year strategy lays out a plan for ASHA to continue serving that mission effectively – promoting sustainable partnerships, sharing the expertise of the United States to enhance the quality of health and education worldwide, and helping build dynamic civil society institutions abroad.

Section 214 of the Foreign Assistance Act of 1961 (Parts (a) and (b))

(a) The President is authorized to furnish assistance, on such terms and conditions as he may specify, to schools and libraries outside the United States founded or sponsored by United States citizens and serving as study and demonstration centers for ideas and practices of the United States.

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

In doing so, it grounds ASHA’s work in the program’s unique legislative mandate, codified in the Foreign Assistance Act of 1961, as amended (Section 214). This mandate is ASHA’s fundamental purpose, and identifies the distinct role that ASHA plays within USAID, building mutual understanding through the demonstration of the ideas and practices of the United States in health and education. This mandate has remained consistent throughout ASHA’s history, and it animates all of the program’s strategic decisions.

This strategy also updates ASHA’s work for the challenges of the 21st Century. Since 1961, USAID has grown to become one of the world’s foremost development agencies, combining technical expertise, continuous innovation, and a focus on results to help end extreme poverty. The world ASHA serves has become vitally interconnected, with people, money, and ideas crossing the globe at an unprecedented rate. The most coveted asset now for countries and businesses is well-educated global citizens, skilled at working across cultures and sectors. ASHA has also changed, going from a peak budget of \$30 million in 1970 (approx. \$180 million in today’s dollars), to its current budget of approx. \$20 million a year.

This strategy, ASHA’s first since 2007, will enable the program to balance its character as part of USAID, its public diplomacy mandate, and the needs of today through four key principles:

1. Refocusing on ASHA’s public diplomacy mission and legislative mandate.

The ASHA program was first authorized in the Smith-Mundt Act of 1948, which explicitly identified its objective as “to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries.” That is the purpose that ASHA is meant to achieve through the execution of its legislative mandate. Throughout ASHA’s history, this purpose has been endorsed repeatedly, by leaders in both the executive and legislative branches of government. This strategy provides ASHA with a new results framework that identifies “mutual understanding” as the overall goal of the program. ASHA will focus its investments and operations to achieve that goal.

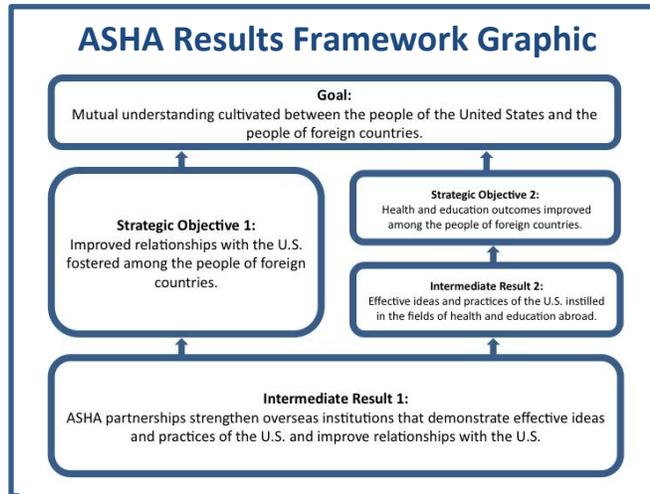
2. Developing a framework to monitor and evaluate for results.

ASHA requires a streamlined, more systematic approach to monitoring and evaluation, capturing its impact in public diplomacy and development. This strategy identifies specific indicators that ASHA will monitor to ensure alignment with its legislative mandate, and a plan for when and how ASHA will evaluate its work.

3. Prioritizing sustainable institutions; gender equality and women’s empowerment; inclusive civil society; and science, technology and innovation.

Focus has emerged as a cornerstone of sound practice in international development and public diplomacy today, both in the field generally and within USAID. This strategy includes three specific ways that ASHA will focus, while maintaining its overall inclusive approach to grant-making.

- First, ASHA will prioritize partnering with **sustainable institutions**. “Sustainable” in this context translates into institutions that are embedded in wider community health and education systems. They have strong connections to civil society and civil society leaders, and they are capable of supporting their own operations, administration, and growth. ASHA funding leverages greater resources and complements partner work, allowing ASHA’s relatively small investment to have a greater impact locally and be part of a greater ripple effect that will benefit generations and reach entire communities.
- Second, ASHA will require the integration of **gender equality and women’s empowerment** in all its awards and monitor and evaluate the program’s impact on gender issues, particularly with regards to promoting women’s education and leadership.
- Finally, ASHA will highlight two themes of ideas and practices of the United States – “**inclusive civil society**” and “**science, technology and innovation**” – in its communications, monitoring and evaluation, and collaborations with other offices in USAID, due to their global popularity, demonstrated development potential, and representation within ASHA’s portfolio. While ASHA will continue to fund projects promoting all “ideas and practices of the United States,” these themes will help focus internal efforts and resources.



4. “Partnerships” as the core of ASHA’s work.

ASHA’s legislative mandate comes to life through the work of its partners. Many of these organizations have long histories with the program and deep expertise serving as ambassadors of the United States abroad. At the same time, new partners bring new approaches and enable ASHA to adapt to a changing foreign policy landscape. Though an organization’s relationship with ASHA may extend for only the 2-to-4 year term of a grant, ASHA will work with them collaboratively during that time by prioritizing a transparent awards process, partner-oriented grants management systems, consistent communication, and added value beyond funding.

Drawing on these principles, ASHA envisions this strategy serving as a basis for transparency and consistency through 2018. This document itself has been developed collaboratively, drawing on the input of peer offices within USAID, implementing partners, and legislators. These groups, heterogeneous themselves, do not always have consistent perspectives. However, ASHA has identified common ground where possible, and difficult tradeoffs are unavoidable given limited resources. ASHA is in the process of developing a Communications and Outreach Sub-Strategy to ensure this strategy is implemented in a transparent and consistent manner. Continued feedback from all of ASHA’s stakeholders are welcome as ASHA serves its legislative mandate, USAID’s Mission, and the American people by supporting the demonstration of the ideas and practices of the United States.

I. Background

A. ASHA's Legislative Mandate

The Office of American Schools and Hospitals Abroad (ASHA) of the U.S. Agency for International Development (USAID) implements Section 214 of the Foreign Assistance Act (FAA) of 1961, as amended, supporting schools, libraries, and medical centers “founded or sponsored by United States citizens and serving as study and demonstration centers for ideas and practices of the United States.”

A part of USAID since the Agency's creation in 1961, ASHA's initial legislative authorization was established 13 years earlier, in the Smith-Mundt Act of 1948. The Act identified its objective as “to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries.”¹ Section 203 of the Smith-Mundt Act contains nearly the exact legislative language for ASHA that stands today:

“The Secretary is authorized to provide for assistance to schools, libraries, and community centers abroad, founded or sponsored by citizens of the United States, and serving as demonstration centers for methods and practices employed in the United States...”

Though incorporated into USAID, the public diplomacy nature of ASHA's work has remained consistent over time, recognized by both the legislative and executive branches of the U.S. Government. As written in a report from the Near East Subcommittee of the House Committee on Foreign Affairs in 1971: “The primary purpose of section 214 [of the FAA]...is not to serve the educational and health needs of foreign countries but to demonstrate to the people of other countries, on a very selected basis, American ideas, practices, and technology in the fields of education and medicine.”² An opinion by USAID General Council in 1982 seconded this interpretation,³ and, as recently as 2013, the House Foreign Appropriations Committee noted the contributions of ASHA partners in “fostering a positive image of the United States that supports foreign policy goals.”⁴

This mandate of promoting understanding of the United States abroad is the fundamental operating “mission” of the ASHA program, and serves as the basis for all strategic and operational decisions. ASHA and its partners contribute in valuable ways to the health and education of the communities they serve, but those improvements are rooted in a spirit of good-will, greater understanding, and a desire for better relationships between the people of the United States and the people of other countries.

ASHA's Legislative Mandate: Sec. 214 of the Foreign Assistance Act of 1961 (22 U.S.C. 2174)

§ 2174. American schools, libraries, and hospital centers abroad

(a) Assistance for schools and libraries

The President is authorized to furnish assistance, on such terms and conditions as he may specify, to schools and libraries outside the United States founded or sponsored by United States citizens and serving as study and demonstration centers for ideas and practices of the United States.

(b) Assistance for hospital centers

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

¹ U.S. Congress. US Information and Educational Exchange Act of 1948. (Original Text). <http://www.state.gov/pdcommission/library/177362.htm>.

² U.S. Congress. House Foreign Affairs Committee. Report No. 92-380. July 26, 1971 (pg. 15).

³ Fries, Kenneth. “Applicability of OMB Circular A-110 to ASHA Grants.” June 17, 1982.

⁴ U.S. Congress. House Appropriations Committee. “H. Rept. 113-185 - STATE, FOREIGN OPERATIONS, AND RELATED PROGRAMS APPROPRIATIONS BILL, 2014.” July 30, 2013. (Title III)

B. ASHA's History

ASHA's record of contributing to and building bridges with vibrant networks of civil society institutions extends through 25 U.S. Congresses and 17 Presidential administrations. This history constitutes the ASHA program's greatest asset. This strategy draws on four specific trends from that history: ASHA's incorporation into USAID, its historical continuity, the value of partnering with sustainable institutions, and its ability to innovate to meet emerging needs.

Incorporation into USAID

The incorporation of ASHA into USAID at the Agency's founding constitutes a clear legislative and executive decision. Sister programs authorized in the Smith-Mundt Act, such as the Voice of America broadcast program, did not make the same transition. ASHA's inclusion in USAID reflects two important principles:

- **An affirmation that ASHA assistance contributes to a global development program.** Though ASHA's goals are best understood through the lens of public diplomacy, its method is enhancing the development of health and education sectors abroad. The "demonstration of ideas and practices" that ASHA enables contributes to the more prosperous, more stable world envisioned by President Kennedy when he first proposed establishing USAID in 1961. As he explained in his "Special Message to Congress on Foreign Aid," USAID and all the offices under its oversight aim to "make a historical demonstration that in the twentieth century, as in the nineteenth – in the southern half of the globe, as in the northern – that economic growth and political democracy can develop hand in hand."⁵ USAID and ASHA continue that tradition today.
- **An imperative to coordinate ASHA's work within USAID and the U.S. State Department.** The *2010 U.S. State Department and USAID Quadrennial Development and Diplomacy Review* (QDDR) established "Focusing Our Investments" as the foremost priority for U.S. foreign assistance in the 21st century. This focus maximizes the impact of foreign assistance, and it requires ASHA to coordinate closely with USAID and the U.S. State Department's frontline experts in Missions and Embassies worldwide. ASHA's unique role at the intersection of public diplomacy and development can enhance the objectives of both through closer collaboration.

A Tradition of Continuity

ASHA's distinctive business model, with its focus on tangible construction and commodity assistance and public-private partnerships, is increasingly relevant in meeting the health and education needs of today's interconnected world. Over the years, it has provided almost \$1 billion in assistance to approximately 300 organizations, building a network of sustainable civil society institutions that have survived and thrived throughout periods of war, political upheaval, revolution, and humanitarian crisis, while exposing a global audience to the best in the ideas and practices of the United States.

This business model has remained remarkably flexible and consistent over time. Though that continuity must be balanced with a need to innovate, several key components of ASHA's business model have proven reliably effective, including:

- A focus on organizational partnerships, specifically through funding pairs of "U.S. organizations" and "overseas institutions."
- The restriction of using ASHA funds to support construction, renovation, and the purchase of durable commodities, which necessitates leveraging non-USAID resources (discussed in more depth below).

⁵President John F. Kennedy. "Special Message to the Congress on Foreign Aid." March 22, 1961. Online by Gerhard Peters and John T. Woolley. *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=8545>

- An insistence on independence from government control among benefitting institutions.
- The requirement that benefitting institutions are open to all, regardless of race, ethnicity, religion, and other social categories.
- A focus on education at the secondary level or higher, and a requirement that medical organizations serve as education, training, or research centers.
- The flexibility of ASHA's grant-making instruments.
- Having no restrictions on eligible partners based on prior experience with ASHA. ASHA will continue to engage all potential, previous, and current partners equitably.
- Relying on a competitive and inclusive awards process for the determination of new partners, posted publicly and open to all organizations that meet ASHA's basic eligibility criteria.

This strategy recognizes the value of these components in ASHA's business model, and does not propose any substantial changes to them.

Partnership and Leveraging Resources

Engagement of non-traditional partners and private sector resources is a particular strength of ASHA's business model. In many ways, ASHA foreshadowed USAID's recent emphasis on collaboration and sustainability. As all ASHA grants are limited to the direct costs of construction, renovation, and commodities, all require the investment of resources by other partners, mostly from the private sector, to support project management and ongoing use. Overall, from FY10 through FY12, ASHA's \$61.4 million in grants was matched by \$45.3 million of cost-share by ASHA's partners, meaning that for every \$1 that ASHA spends, it unlocks another \$0.77 in funding from other sources.⁶ Over that same span, only four of ASHA's 102 grants did not include any cost-share whatsoever. These figures do not even include the greatest contributions of ASHA partners, as they support the ongoing costs of using the facilities and commodities ASHA provides, including crucial investments in quality teachers, doctors, and nurses.

*From FY10-FY12, ASHA's \$61.4M in grants unlocked \$45.3M in cost-share from partners, approx. \$0.77 for each dollar invested. **Ninety-eight of 102** grants contained some element of cost-share.*

This collaborative approach illustrates the potential of working with sustainable partners that can generate revenue independently and leverage ASHA's funds with other resources. Tapping into other sources of funding increases the cost effectiveness of projects, mitigates the risk borne by USAID, ensures sustainability, and leads to richer projects, as diverse partners bring their own experiences and perspectives. This approach has been formally endorsed by USAID as a whole, with the emergence of "Partnerships" as a key element of the USAID Forward Reform agenda and Global Development Alliances (GDAs) as a new program model. ASHA will continue to make public-private partnerships a cornerstone of its work by prioritizing partnerships with sustainable institutions.

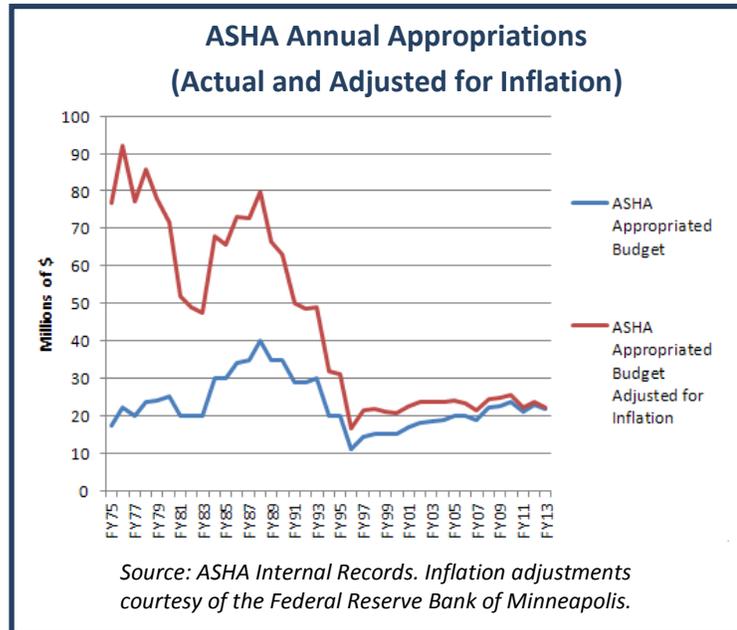
Program Innovation

We live in a constantly changing world. Since ASHA's last strategic plan in 2007, the U.S. has grappled with a global financial crisis, elected its first African-American President, wound down its commitments in Afghanistan and Iraq, "rebalanced" towards Asia, and launched one of the most ambitious reform efforts in the Agency's history in USAID Forward. ASHA must refine and adapt its work to fit today's strategic context, even as it maintains its core values.

⁶ These statistics omit one outlying grant made in FY12 that included more than \$37 million in cost-share.

In recent years, ASHA has instilled greater rigor in its award process, digitized its solicitation and grant-making process, and worked to harmonize its operations with those of the rest of USAID. It continues to engage diverse partners, some for only a brief time and some for decades. This process of growth and refinement is natural and necessary for a program to address the complexity inherent in public diplomacy and development.

The evolution of ASHA’s budget over the years highlights one specific opportunity for innovation today: greater focus. ASHA’s budget peaked at \$30 million in 1970, approx. \$180 million in today’s dollars. As recently as 1988, its budget was \$40 million, equivalent to more than \$80 million today. Since the late 1990s, however, the office’s budget has remained generally within a range of about \$20-\$25 million. Such a reduction in resources requires greater focus if ASHA is to sustain its impact. This strategy provides greater focus to ASHA in a number of ways, from identifying “mutual understanding” as the program’s primary goal to highlighting specific themes of ideas and practices. These efforts to focus are discussed in depth on pgs. 12-14 of this strategy.



C. Public Diplomacy

ASHA is part of a long history of public diplomacy and humanitarianism in the United States. The simple power of giving concrete, physical assistance distinguishes ASHA from the rest of the U.S. Government’s public diplomacy efforts.⁷ The legacy of U.S. assistance in Indonesia following the 2004 Indian Ocean tsunami, which significantly improved Indonesians’ views of the United States, testifies to the potential public diplomacy impact of serving basic human needs through tangible foreign assistance, such as commodities and construction. In today’s global landscape, ASHA’s model actually constitutes a more powerful tool for public diplomacy than ever before, owing to the emergence of three trends in the field.

Public Diplomacy’s Increasing Relevance

ASHA supports the 2010 U.S. State Department/USAID *QDDR*’s embrace of public diplomacy as “an essential element of effective diplomacy” for the United States Government.⁸ Its work is grounded in universal values that are intricately woven in the American tradition and based on lasting connections between the U.S. people, U.S. organizations, overseas institutions, and their beneficiaries. The ASHA program directly contributes to the realization of Goal #6 of the *QDDR*: “**Advance U.S. interests and universal values through public diplomacy and programs that connect the United States and Americans to the world.**”

⁷ See *U.S. Public Diplomacy: Background and Current Issues* by Kennon H. Nakamura and Matthew C. Weed of the Congressional Research Service for a comprehensive historical overview of public diplomacy in the United States.

⁸ USAID and U.S. State Department. *Quadrennial Development and Diplomacy Review*. (Washington, DC: USAID and U.S. State Department, 2010) pg. 60.

Relationships and Collaboration

ASHA's focus on sustainable partnerships reflects the increasing recognition within public diplomacy of the importance of relationships and collaboration. ASHA works hand-in-hand with U.S.-based organizations that join with sustainable overseas institutions to deliver concrete health and education improvements. To quote two leading writers on public diplomacy, "...nothing creates a sense of trust and mutual respect as fully as meaningful collaboration."⁹

Resonant Ideas and Practices

While views of the United States in other countries vary widely, certain ideas and practices associated with the United States that are deeply embedded in ASHA's portfolio have particular potential to achieve public diplomacy gains. By focusing on these key themes internally, without limiting the ability of its partners to innovate, ASHA can maximize the impact of its funding. These themes are:

Inclusive Civil Society

A 2011 overview of world opinion surveys found that majorities all over the world favor freedom of expression; freedom of assembly; freedom of the media; and equality regardless of religion, gender, race, or ethnicity.¹⁰ They strongly disapprove of discrimination, a belief echoed in ASHA's insistence that grantee organizations are open to all. The Pew Global Attitudes Project similarly found that publics in several Muslim countries embrace the institutions that underpin inclusive civil society, such as free speech and elected political leadership.¹¹ These norms also lead to better development outcomes in a range of sectors.¹² Of course, such ideas are not unique to the United States. The same Muslim publics studied by Pew expressed considerable skepticism of U.S. commitment to those ideas. That, however, only points to the greater need for the United States to continue to tangibly demonstrate its commitment to inclusive civil society abroad.

Science, Technology and Innovation

Among 31 countries surveyed in 2012 and 2013, only four (India, Pakistan, Russia, and Turkey) did not

Illustrative Ideas and Practices of the U.S

ASHA's implementing partners have identified over 40 illustrative "ideas and practices" of the U.S. that their organizations are currently demonstrating abroad, summarized below. These ideas and practices speak to core parts of the American tradition valued worldwide.

Inclusiveness and Equality

- Equality of access to and quality of services regardless of race, ethnicity, religion or disability
- Gender equality and women's empowerment
- Plurality and inter-faith tolerance
- Belief in opportunity for all

Independence

- Free expression and discussion
- Independent enquiry, study and critical thinking
- Risk-taking
- Entrepreneurialism
- Individual empowerment

Civic Engagement

- Charity and volunteerism
- Community service
- Humanitarianism and generosity

Citizen-led Government

- Democracy and participatory governance
- Accountability
- Teamwork

Science and Technology

- Innovation
- Sharing knowledge and disseminating U.S. technology and best practices
- Environmental stewardship

⁹ Geoffrey Cowan and Amelia Arsenault. "Moving From Monologue to Dialogue to Collaboration: The Three Layers of Public Diplomacy." *Annals of the American Academy of Political and Social Science*. Vol. 616 (March 2008). pg. 10-30.

¹⁰ Council on Foreign Relations. *Public Opinion on Global Issues*. "Chapter 8: World Opinion on Human Rights." (New York, NY: Council on Foreign Relations, 2011.) See: <http://www.cfr.org/thinktank/iigg/pop/>

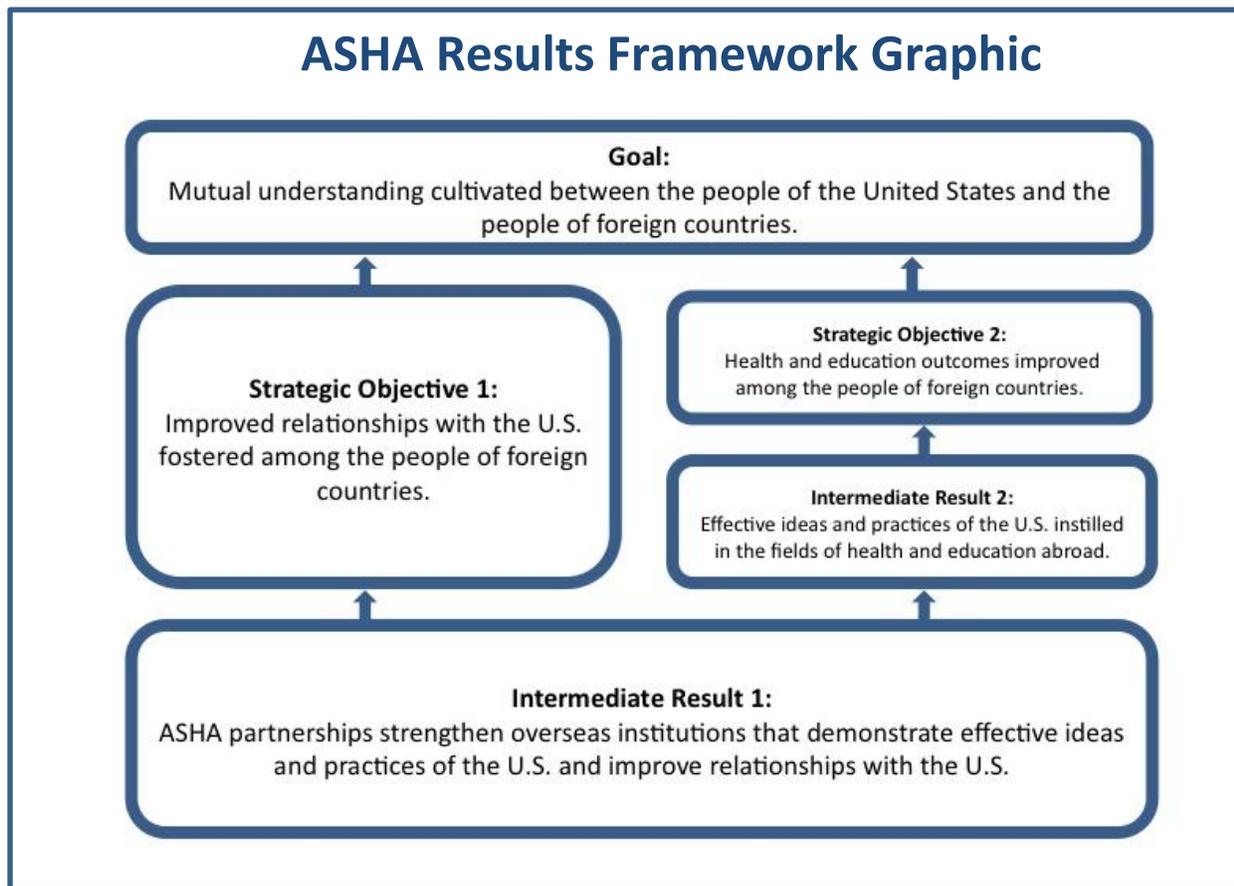
¹¹ Pew Research: Global Attitudes Project. "Most Muslims Want Democracy, Personal Freedoms, and Islam in Political Life." July 10, 2013. See: <http://www.pewglobal.org/2012/07/10/most-muslims-want-democracy-personal-freedoms-and-islam-in-political-life/>

¹² USAID. *USAID Strategy on Democracy, Human Rights and Governance* (Washington, DC: USAID, 2013).

have majorities that “admire the United States for its technological and scientific advances.”¹³ The countries that “admired” the United States in this way stretched from Venezuela through Lebanon, Egypt, Nigeria, and China. The United States continues to maintain an unrivalled excellence in higher education and research. This recognition aligns with USAID’s embrace of science, technology and innovation in the USAID Forward Agenda and U.S. Global Development Lab, allowing a synergy in “nation branding” between ASHA and the rest of USAID. The development potential of science, technology and innovation is, in a quite literal way, limitless. In the words of USAID Administrator Rajiv Shah, “Fundamentally, that’s what our work is about – designing, testing, and applying innovations in local communities to help end extreme poverty and its most devastating consequences.”¹⁴

Recognizing the power of its tangible assets, leveraging its model’s emphasis on collaboration and relationships, and drawing on its experience with key themes in priority regions, ASHA can be a potent public diplomacy tool. (The intersection of public diplomacy today and ASHA’s work is discussed in more depth in Annex A, available on request.)

II. Results Framework



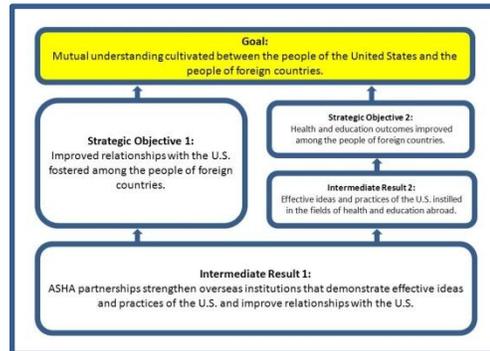
¹³ See the Pew Global Attitudes Project’s “Indicators Database.” <http://www.pewglobal.org/database/indicator/>

¹⁴ Administrator Rajiv Shah. Remarks to the USAID Alumni Association Meeting. October 24, 2013.

Goal:

Mutual understanding cultivated between the people of the United States and the people of foreign countries.

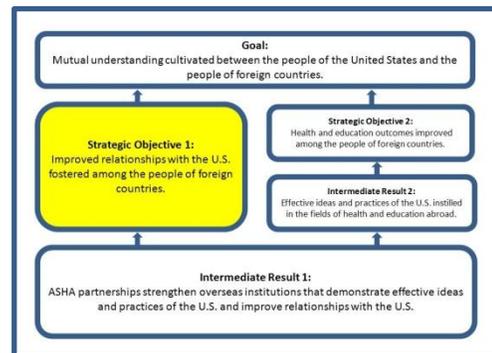
This goal embraces ASHA’s heritage as a public diplomacy organization, echoing the Smith-Mundt Act of 1948, and current U.S. Government policy, in line with the 2010 *QDDR*’s endorsement of public diplomacy as an “essential element” of effective diplomacy. In embracing “mutual” understanding, it also recognizes that ASHA is only one part of the U.S. Government’s overall public diplomacy efforts. Finally, it identifies the primary way that ASHA will focus its work, by prioritizing building mutual understanding with the United States among audiences abroad. This goal will guide all of ASHA’s work.



Strategic Objective 1:

Improved relationships with the United States fostered among the people of foreign countries.

This strategic objective: 1) identifies ASHA’s contribution to the U.S. Government’s overall public diplomacy strategy as building relationships with the U.S. among audiences abroad and 2) builds on modern developments in public diplomacy practice that suggest that understanding is a by-product of strong relationships. It recognizes that ASHA’s work is a long-term endeavor and prioritizes more durable – if perhaps also more subtle – concepts such as *trust* and *engagement* over mere *awareness* and *favorability*. These foundational concepts are necessary but not sufficient if ASHA’s hope is to cultivate deeper understanding. Similarly, a long-term endeavor requires partners committed to their communities for years to come, a primary motivation for the emphasis on supporting sustainable institutions in this strategy.



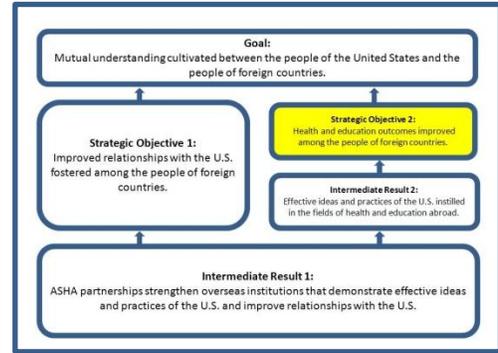
AUB engineering students in an ASHA-funded laboratory.

Education and Civil Society: The American University of Beirut

The American University of Beirut (AUB), one of ASHA’s first partners, illustrates how a commitment to the ideas and practices of the United States combines with excellence in education for a region-wide impact. The school received its first ASHA grant in 1959, and has since produced more than two generations of leaders in fields ranging from medicine to business, governance to the arts. Its student body, approx. 16% of which comes from outside Lebanon, is steeped in an environment that celebrates a dynamic civil society, supported by initiatives such as the Asfari Institute for Civil Society and Citizenship, a regional hub for research on civic life in the Arab world. ASHA support for AUB in recent years has focused on science, technology, engineering, and mathematics (STEM). Students who graduate from these programs will go on to serve as leading doctors, engineers, scientists, and policy-makers throughout the Arabic-speaking world, creating a cadre of influential experts in a range of disciplines who understand the importance of tolerance, critical enquiry, open debate, and accountability in civil society.

**Strategic Objective 2:
Health and education outcomes improved among the people of foreign countries.**

This strategic objective is based on an assumption that the United States can gain greater understanding by providing needed and tangible improvements to schools, libraries, and medical centers. It intends to improve understanding by *improving lives*, in this case in the fields of health and education. In doing so, it reconciles ASHA’s development character with its public diplomacy mission.

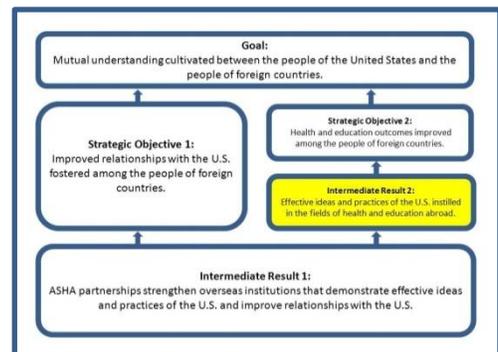


“Health and education outcomes” can include at least two types of results: the direct services offered by ASHA partners (for example, the services provided to patients at an ASHA-funded hospital) and the “ripple effect” that ASHA-funded institutions can have in their community and society, as they publish original research or train leaders. This latter type of result can raise the standard of practice in an entire field to achieve national and regional outcomes that go far beyond ASHA’s small direct contribution.

ASHA will closely collaborate with two groups to give the broad concept of “health and education outcomes” operational specificity. First, ASHA will look to its implementing partners to design and propose projects they believe are necessary. Second, ASHA will engage relevant local and technical experts within USAID in the evaluation of proposals to help it evaluate and prioritize among projects.

**Intermediate Result 2:
Effective ideas and practices of the U.S. instilled in the fields of health and education abroad.**

The location of this intermediate result, linked directly to SO 2, argues that effective ideas and practices of the United States will add value to local efforts in health and education. It also specifies how ASHA’s work to enhance health and education outcomes differs from that of USAID generally: its rooting in the ideas and practices of the United States. Throughout its history, ASHA’s partners have identified the ideas and practices of the United States that are most relevant to the needs of their communities and blended them with equally valuable local ideas and practices to create new ways of thinking and performing. While working through local systems is valuable, ASHA’s role is helping inject new ideas into the status quo, sparking innovation in the process.



A patient in surgery at the Tilganga Institute of Ophthalmology in Nepal.

Health and Innovation: The Himalayan Cataract Project

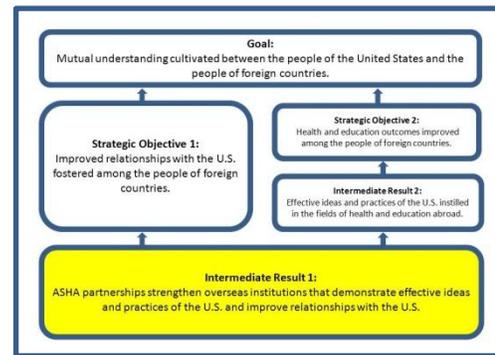
The work of the Himalayan Cataract Project illustrates the potential for impact when American expertise combines with local ingenuity. The organization was born out a friendship between Dr. Geoff Tabin, an American, and Dr. Sanduk Ruit, a Nepali, based on their shared vision of ending preventable and curable blindness around the world. Its signature innovation is a system developed by Dr. Ruit to allow for high-volume, low-cost cataract surgery in extremely resource-poor environments. Working in close partnership with the Tilganga Institute of Ophthalmology in Nepal, HCP has trained doctors all over the world and treats over 12,000 patients each year. ASHA has provided \$6,000,000 to HCP over the last ten years, helping the organization scale its impact worldwide and establish a new training center in Ghana that helps restore sight to more than 1,300 patients annually.

ASHA will continue to ask its partners to choose the right ideas and practices for their own communities, refraining from identifying specific ideas and practices for selection in its annual solicitation. This flexible approach has allowed the office’s work to stay relevant across generations and continents. Internally, ASHA will focus on two general themes of ideas and practices, “inclusive civil society” and “science, technology, and innovation” (see, “Focus and Sustainability” below), but not at the cost of limiting the freedom of its partners to innovate. This demand-driven approach will allow ASHA to remain sensitive to local context and changes in the perception of the United States abroad.

**Intermediate Result 1:
ASHA partnerships strengthen overseas institutions that demonstrate effective ideas and practices of the United States and improve relationships with the United States.**

The distinctive feature of the results framework proposed here is the foundational element of IR 1, which contributes directly to both SO 1, “Improved relationships with the United States fostered among the people of foreign countries,” and SO 2, “Health and education outcomes improved among the people of foreign countries.” The interrelated nature of this intermediate result reflects the fact

that ASHA cannot achieve the impact it seeks if it pursues either of its Strategic Objectives independently of the other. Relationships that do not enhance the well-being of citizens abroad are empty, and contributions that do not occur in the context of a relationship with the United States are meaningless from the standpoint of mutual understanding. ASHA’s challenge is finding the overseas institutions that combine both of these elements in their work, and partnering with them to strengthen their impact.



The use of the word “partnerships” in this IR also indicates ASHA’s emphasis on engaging with partners more deeply and working with institutions that can contribute their own resources to projects. The nature of these relationships is discussed in depth in “ASHA and Its Partners” (pg. 16). An important implication of this change is the high bar of selectivity a deeper relationship entails. The ability to both demonstrate effective ideas and practices of the United States and serve as an ambassador for the United States is a *prerequisite* of ASHA support, not only an outcome of ASHA support. Organizational capacity and the demonstrated ability or potential to carry out ASHA’s legislative mandate over the long term will continue to be a priority in ASHA’s annual selection criteria.

III. Focus and Selectivity

While this results framework is consistent with ASHA’s heritage, greater focus is needed to allow ASHA to maintain its effectiveness. As discussed in Presidential Policy Directive 6 on Global Development, “The United States cannot do all things, do them well, and do them everywhere. Instead, the U.S. must focus its efforts in order to maximize long-term impact.”¹⁵ As one small component of the U.S. Government’s public diplomacy efforts and a steward of limited funds, ASHA must balance budget and program constraints. This strategy will focus ASHA grants in four ways: 1) embracing ASHA’s legislative mandate and public diplomacy objectives (discussed in the “Results Framework” section above); 2) prioritizing sustainability within its grant selection criteria; 3) requiring the integration of gender equality and women’s empowerment in its work; and 4) emphasizing inclusive civil society and science, technology, and innovation.

¹⁵ For more information on PPD-6, see: <http://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy>

A. Sustainability

This strategy makes explicit a theme that has been implicit in ASHA's work for decades: building sustainable institutions that serve as "study and demonstration centers" for the ideas and practices of the United States. "Sustainability" here is defined differently than it is in much of USAID's development work.

Whereas "sustainability" in many cases means shepherding organizations through a process of graduation from the need for aid, for ASHA it means partnering with institutions that are embedded in local health and education systems and have a wider social impact beyond ASHA's direct contribution. ASHA funds complement their work, adding to sustainable civil society institutions. Nascent and growing organizations will remain eligible for ASHA support, but they must be able to show their potential to achieve this sustainability. The commodities and capital improvement projects ASHA funds are durable; so too must be the institutions that house them.

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ASHA has long evaluated the applications it receives for sustainability. However, whereas in the past this often focused narrowly on an organization's ability to maintain the commodities and facilities that ASHA funds, this strategy expands sustainability for ASHA's purposes to also include the system sustainability of projects, focusing ASHA's work on those institutions that have an impact in promoting change throughout an entire sector. It also includes overall organizational health, including an organization's ability to raise funds and thrive without ASHA support.

B. Gender Equality and Women's Empowerment

Widely valued in the United States and emphasized at the highest levels of the U.S. Government, gender equality and women's empowerment is a powerful "idea and practice of the United States" itself, meriting particularly attention in ASHA's work. Practically speaking, many of the projects ASHA funds support greater gender equality. Some do so directly, such as the SEGA Girls School, which provides high-quality secondary education to at-risk girls in Tanzania. Others do so indirectly, such as Bethlehem University, a co-educational school that has produced several prominent Palestinian women graduates, like Vera Baboun, Bethlehem's first female mayor.

To maintain and expand the contributions that its work makes to gender equality and women's empowerment, ASHA will continue to assess how proposed projects interact with gender during its evaluation process; monitor the extent to which its projects contribute to gender equality and women's empowerment, with a particular focus on women's leadership; and help its implementing partners better understand the intersection of their work and gender issues.



Launching the sewage treatment plan at Vellore CMC's College of Nursing.

Sustainability in Action: Vellore Christian Medical College

The work of Vellore Christian Medical College (Vellore CMC), near Chennai, India, illustrates how ASHA partnerships can contribute to more sustainable institutions and communities. Clean water is a perennial need locally, as pollution has rendered river water unusable and depleted local groundwater. To address this need, Vellore CMC combined two ASHA grants, separated by more than 10 years, for an integrated water treatment system that saves 160,000 liters of water daily. A water treatment plant on the campus of its hospital, funded by ASHA in 1994, turns unusable "black water" into "gray water," suitable for functions like flushing toilets and watering plants. Meanwhile, a second, more advanced plant at its College of Nursing campus, funded by ASHA in 2006, turns "gray water" into clean water, fit for human consumption, although Vellore uses it only for cooling and laundry purposes. Vellore has worked with local authorities to lay pipes between the two sites, separated by nearly a half-a-mile, to allow it to cycle water seamlessly from use to re-use, developing a new model for sustainable water management in a region where innovative approaches are sorely needed.

C. Inclusive Civil Society and Science, Technology and Innovation

“Inclusive civil society” and “science, technology, and innovation” merit special consideration as themes of ideas and practices for ASHA in this strategy. Both are generally popular across the globe, represent a significant portion of ASHA’s historical and current portfolios, and are proven tools for individual and community development. They are also core competencies for USAID and ASHA’s home bureau, the Bureau of Democracy, Conflict and Humanitarian Assistance (DCHA). ASHA can leverage this opportunity by highlighting these ideas and practices in communications, monitoring and evaluation, and, where possible, connecting with other Agency initiatives.

IV. Monitoring and Evaluation

Historically, ASHA has limited its monitoring and evaluation efforts to counting basic inputs and outputs – applications received, grants made, countries of operation, etc. The ASHA program has made considerable strides in recent years to improve the control environment for its grants, and in this strategy it will move beyond due diligence to monitoring for results.

A. Performance Monitoring

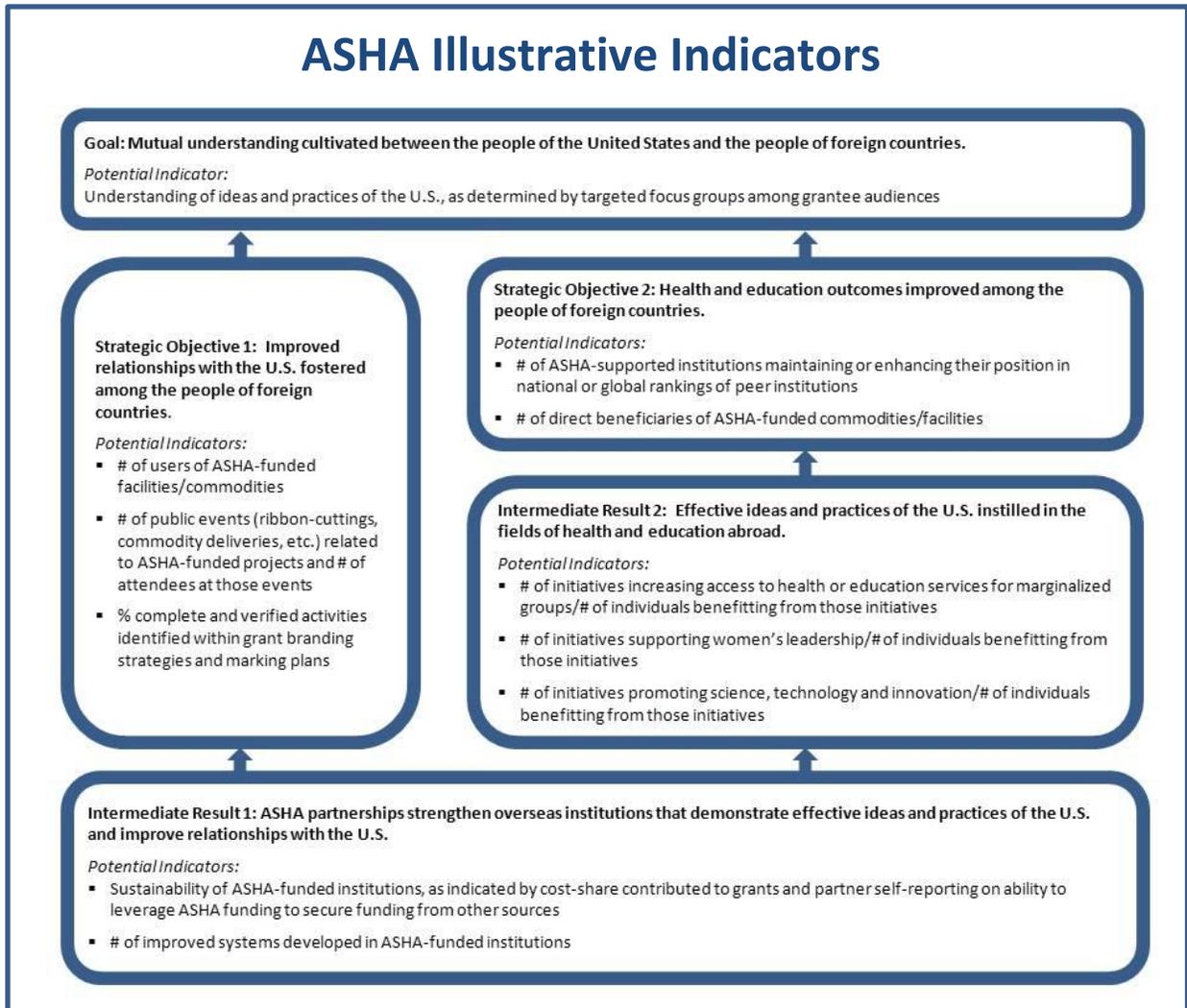
Sound performance monitoring will require the development of specific, measurable, achievable, realistic, and time-bound objectives. As a first step, this strategy proposes potential categories of indicators that ASHA will monitor at each level of its results framework (see next page). As recommended by ADS 203, ASHA will complete the process of developing specific, well-defined indicators and a comprehensive monitoring plan 4-6 months after completion of this strategy.¹⁶

Some of the indicators proposed here can be monitored by ASHA itself. Others will require the assistance of ASHA implementing partners. However, ASHA will work with implementing partners to ensure that any additional reporting requirements can be integrated into existing structures and will not be either unduly burdensome or interfere with service delivery.

Focus: What It Means In Practice

- ASHA will continue to make grants via an annual, competitive awards process with a solicitation such as an Annual Program Statement, posted publicly on grants.gov.
- The evaluation criteria for each year’s competition will be spelled out in that solicitation, as it has been in prior years. Clear, objective evaluation criteria are key to a successful competition process.
- The priorities in this strategy will inform those evaluation criteria and their relative weights. For example, ASHA will ask applicants to explain how they achieve the objectives of ASHA’s legislative mandate and to demonstrate their sustainability.
- Other elements, such as an organization’s technical capacity and a project’s cost effectiveness, will continue to be included, but priority elements will drive scoring.
- ASHA will continue to evaluate how every application contributes to gender equality and women’s empowerment, as per Agency policy.
- The two themes of “inclusive civil society” and “science, technology, and innovation” are primarily designed to help ASHA focus internally. As such, they may not be emphasized in evaluation criteria.
- These plans are subject to change, and, as always, the elements set forth in a particular solicitation are the controlling parameters for each award cycle.

¹⁶ USAID. *ADS 203: Assessing and Learning*. (Washington, DC: USAID, 2012). Pg. 25.



B. Evaluation

Using the indicators above, ASHA will identify specific evaluation questions that will help it assess its effectiveness and guide further program enhancements. Illustrative questions include:

- How effectively is ASHA supporting the demonstration of ideas and practices of the United States?
- How do ASHA funds translate into community impact? When can it achieve the “ripple effect” in communities that it seeks?
- Does ASHA funding add value to grantees’ efforts beyond the amount of funding provided? If so, in what ways?
- What kinds of activities or branding/marketing tactics most effectively raise awareness of ASHA support or contribute to “improved relationships,” as described in SO 1?
- How do ASHA-supported institutions compare to their peers in the provision of health/education services? In what ways does ASHA contribute to these differences?

V. ASHA and Its Partners

This strategy explicitly highlights the role of ASHA as a “partner” to its benefitting institutions, a more active and collaborative role than “funder.” While ASHA remains accountable first and foremost to U.S. citizens as a steward of public funds, it serves them best through the execution of its legislative mandate, which in turn comes to life through the work of its partners.

This focus on partnership as a way of doing business should not be construed to indicate that receiving one grant from ASHA entitles an organization to a relationship that extends beyond the term of its contract. ASHA’s partnerships are a direct function of its annual competitive awards process. Rather, it refers to the way in which ASHA will engage organizations during the term of their engagement, however long that engagement lasts.

Specifically, ASHA will embrace four pillars in its approach to partnership:

- **A Transparent and Simplified Award Competition Process:** ASHA has significantly simplified its Annual Program Statement (APS) to reduce applicant burden. For example, it has drastically reduced the requirements for eligibility for an ASHA award, allowing more organizations to compete. ASHA will continue to make this process more user-friendly. Of particular importance is providing clear evaluation criteria. In FY13 and FY14, ASHA posted its APS online for comment by all interested stakeholders. It will continue to do so to enhance transparency throughout the process. Additional adjustments to assist partners, both new and old, in navigating ASHA’s awards process include providing robust debriefs and continuing to streamline APS requirements.
- **Partner-Oriented Grant Management:** Working with the U.S. Government is a challenge for any organization, and this is true for many ASHA partners. Even organizations that have worked with USAID and ASHA extensively in the past can find it difficult to navigate the Agency’s new initiatives, changing policies, and evolving priorities. ASHA will develop supplementary tools and training to assist these partners, including web-based training, to help them understand how ASHA operates, how it implements USAID’s policy requirements, and how they can engage the Agency at large. It will simplify processes under its own control (for example, its “substantial involvement” requirements), and, to the greatest extent possible, conduct regular site visits to assess partner progress and learn their priorities, needs, and concerns.
- **Two-Way, Transparent and Predictable Communication:** ASHA is in the process of developing a Communications and Outreach Sub-Strategy as a critical component of this strategy, which will include specific communication goals for its implementing partners. ASHA’s rapid modernization in the past 3-5 years has led to confusion among some partners that have worked with ASHA in the past and a potentially higher barrier for those new to the program. ASHA will address this uncertainty by striving to provide timely responses to its partners’ queries, establishing a consistent communication calendar, and providing guidelines for the information ASHA requests.
- **Value-Added:** ASHA’s partnerships strengthen institutions that have demonstrated their ability to achieve ASHA’s legislative mandate. By using its abilities to convene other stakeholders to interact

On Construction and Renovation

ASHA’s flexibility in funding construction and renovation projects constitutes a unique grant-making asset. Its in-house engineering expertise enables it to conduct the necessary due diligence to support these functions. Using these tools, ASHA can contribute efficiently to the development of physical, visible structures for medical and educational institutions abroad. This in turn creates high-impact opportunities for public diplomacy for the U.S. Government in the field as ASHA projects complement the work of USAID Missions and Embassies. While ASHA’s approach to construction and renovation differs from that of the rest of USAID in important ways, it shares the same responsibilities for sound, sustainable construction and renovation management.

with these partners and facilitate conversation amongst partners, ASHA can further amplify their impact – whether they are well developed, established institutions or emerging study and demonstration centers.

- **Connecting to Opportunities:** ASHA will seek to help partners identify opportunities where they can participate in other USAID and U.S. Government activities. This includes exposing them to new initiatives of USAID, such as those housed within the new U.S. Global Development Lab, or helping them leverage the resources and communication assets of Missions and Embassies abroad. The capabilities and experience of ASHA’s implementers makes these collaborations a win-win: increasing the impact of ASHA partners and providing the U.S. Government with capable collaborators.
- **Facilitating Knowledge-Sharing:** Through its annual conference, outreach, and the development of an interactive forum, ASHA will actively support the exchange of ideas and practices amongst its partners. While newer partners will benefit from the knowledge of those who know ASHA well, traditional partners will develop a global network of collaborators and a source of new ideas.

VI. Outreach and Communications

A core objective of this plan is to increase and improve communication with ASHA’s stakeholders. ASHA is in the process of creating a Communications and Outreach Sub-Strategy to explain how it will engage all relevant stakeholders as it launches this strategy. This plan specifically focuses on how ASHA will communicate with three audiences:

- **ASHA will systematically collaborate with internal audiences, in particular USAID Mission and U.S. State Department Embassies, to monitor project performance and identify public diplomacy and USG outreach opportunities.** ASHA has enlisted USAID Mission staff and Embassy Public Affairs Officers (PAO) to vet potential partners, ensure proposed project alignment, identify press and public diplomacy opportunities, and assist ASHA in monitoring and oversight of activities. ASHA will also work closely with USAID pillar and regional bureaus to raise the program’s profile and develop advocates and linkages within the Agency.
- **ASHA will provide greater clarity and consistency to its implementing partners, and support them in their communication efforts with overseas audiences.** These partners have a special role in ASHA’s work as the “last mile” of project implementation, directly communicating with the overseas audiences that ASHA aims to influence. In recognition of this critical role, ASHA will develop a consistent communication schedule and expectations and provide partners with easy tools and templates to communicate their success. It will work closely with partners to ensure they are enhancing mutual understanding overseas through tools such as their required branding strategies and marking plans.
- **ASHA will communicate results and seek guidance from the American public, its most important stakeholder.** ASHA will engage the American public directly, using tools like social media and ASHA’s website to communicate the results of their investment in foreign assistance generally and ASHA specifically. ASHA will also engage them via their elected representatives in the U.S. Congress, collaborating with legislators to ensure that ASHA serves its legislative mandate as effectively and efficiently as possible.

VII. Conclusion

The architects of the ASHA program could hardly have foreseen a world where global communication would be near instantaneous, where electoral democracy had surpassed all its ideological competitors on

the global stage, or where private foreign capital flows dwarf the direct assistance of the U.S. Government. In creating a program that allowed for the demonstration of the best in the ideas and practices of the United States, however, they created a durable legacy that has adapted and remained relevant. USAID and ASHA are trustees of this legacy, just as they are the trustees of the American people. This strategy will enable the office to continue to honor these two trusts – its responsibility to the American people most of all – by focusing its resources, holding itself accountable for results, and communicating transparently and consistently with stakeholders.

This strategy is a foundation for consistency, but it is not immutable. ASHA recognizes that its context will continue to change and that it will learn as it implements this strategy. ASHA will continue to monitor the extent to which all elements of this strategy help or hinder its achievement of its legislative mandate, and it welcomes the input of all stakeholders – current and potential partners, colleagues in foreign assistance or public diplomacy, legislators, the American public, and the overseas publics it hopes to engage – in this ongoing effort. The free and open exchange of ideas is itself an important practice of the United States, and in publishing this strategy, ASHA hopes it can begin a robust conversation on how the office can best cultivate mutual understanding with the people of other nations today.