

1995 RESULTS REVIEW (R2a)

**Center for Human Capacity Development
Bureau for Global Programs, Field Support
and Research**

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I. Progress in the Overall Program

The Global Bureau's Center for Human Capacity Development (G/HCD, formed in October, 1994, has made outstanding progress in uniting Agency programs for basic education, higher education, workforce development and participant training. Human capacity--the ability of all people to discover, learn, improve and maintain-- enables people to participate at all levels of society in matters which affect their lives. This life-long learning process begins in the home with early childhood care and development, extends to more formal education in the schools, and continues in the workplace, community and marketplace. Human capacity development is essential for attaining all Agency goals for sustainable development, including promoting economic growth, protecting the environment, limiting population growth, improving child and family health, developing democratic participation and governance, preventing crises and responding to post-crisis transition needs.

In accordance with the Strategic and Action Plans of G/HCD that were approved in FY 1995, the following Results Review (R2) is presented for Agency consideration. G/HCD's Strategic and Action Plans presented a bold vision for integrating the education and training programs of the Agency. G/HCD staff have brought this new vision to life through integrated team development and close collaboration with field missions, regional bureaus and other Global Bureau centers and offices. The following sections of G/HCD's R2 demonstrate the integration of virtually all of the Center's programs with regard to combining education and training, and to responding creatively to opportunities for collaborating with leading initiatives of other Agency units.

To fulfill its strategic objectives and strategic support objectives, G/HCD provides technical leadership, research, evaluation and field support to USAID field missions and other operating units. Special attention is given to the design, implementation and field testing of tools, program models, materials, and assessment instruments for all activities. The Center actively engages in research and evaluation activities to ensure Agency units have cutting-edge guidance for cost-effective program development. The Center also engages in a high level of interagency donor coordination in all thematic areas in order to optimize use of Agency resources and provide technical leadership and guidance for other agencies and institutions seeking to collaborate in priority program areas of the Center.

Major programmatic achievements of the Center in FY 1996 with regard to **Basic Education and Learning Systems (SO1 and SS0 1)**, include notable progress made through the **Advancing Basic Education and Literacy (ABEL2)** and the **Improving Educational Quality (IEQ)** activities. In addition, the Center is developing new initiatives for **Girls and Women's Education (GWE)**, **Early Childhood Development (ECD)**, and **Global Communications and Learning (GC&L)**. Programs for education in nations in crisis include the establishment of the **Global Information Network in Education (GINIE)**. A major research study on the conceptual basis of human capacity development was published and distributed widely in FY 1996, leading to extensive dialogue in the international education field with regard to the

future development of lifelong learning communities that will unite formal, non-formal and informal education. This emerging dialogue is part of an ongoing effort to shift analytic and advocacy attention from merely managing the inputs to education to improving and extending the impacts of education on the capacity of each group of learners to participate in the specific environments and opportunities which each will have.

During FY 1996, **Higher Education and Training Systems (SO2, SSO2 and SSO3)** focused on just three areas: 1) higher education revitalization through partnerships, linkages and networks; 2) innovative workforce development models, and 3) improvement of training policies and procedures for implementation in Agency missions. G/HCD has made notable progress in planning for and creating new international higher education partnerships, linkages and networks for development. The University Development Linkages Project (UDLP) has attained outstanding results in terms of university revitalization, faculty development, community outreach, product development and research programs. This program has achieved a two to one match for each Agency dollar invested.

The Association Liaison Office (ALO) has initiated two highly successful and cost-effective higher education networks with Mexican and Latin American institutions, with plans for networks in Africa and the Carpathian Region. An international conference on university linkages was held, and higher education policy roundtables have drawn considerable attention to the unique and valuable role of the higher education community in international development. The role of the U.S. community college in development was highlighted through the Report of the Community College Task Force. A major international study on innovative, market-driven workforce development models was launched, and its study report, guidebook and introductory video will be provided to all missions in FY 1996, followed by workshops and technical assistance in FY 1996 and 1997. This project has excited considerable interest not only in Agency missions but also in other donor agencies, permitting USAID to begin to play an important role in policy dialogue and investment in this area which is crucial to ensuring economic productivity. In FY 1995, the Agency issued new training policy and procedures (ADS 253), and during FY 1996, G/HCD has conducted extensive training with missions and contractors regarding the use of this new and more streamlined system. With G/HCD technical assistance, many field missions are reorganizing their training systems to ensure gaps in human capacity development are filled for attaining strategic objectives. G/HCD is collaborating with USIA and other agencies to streamline procedures and reduce costs related to training support activities.

In addition to these program-related initiatives, the Center has begun a series of new activities to promote human capacity development. These include: the HCD Council; the HCD Weekly Report (by e-mail); the HCD Forum; the HCD Directory; and the HCD Customer Service Plan. Educational journals, studies, reports, tools and packages have been provided to mission and central agency staff in education and training. During FY 1996, the Center will create a world-wide HCD Database on educational and social sector statistics which will build upon a user-friendly interactive database developed by the Africa Bureau. Parts of this database will be accessible on-line, with links to other education databases and

research centers, and all will be accessible on CD-ROM for easy use in the field.

To achieve progress, this year G/HCD had to overcome three major barriers: staff vacancies in crucial technical positions; steeply reduced core funding levels, and OE travel limitations. Through the establishment of teams, staff worked diligently and creatively to conduct all program activities. Contractors, cooperative agreement institutions and grantees collaborated fully to provide special services in crucial areas. The Center has secured some new staff members and more will join G/HCD shortly to ensure all program areas receive top-level leadership. Secondly, staff have learned how to focus on the essentials and utilize field support, OYB transfers and buy-ins to serve missions in a timely manner. Through donor coordination and building multi-institutional partnerships, the Center is seeking to leverage core funding to the maximum. Finally, travel limitations have led Center staff to make each field visit an occasion for full Center representation. Program-funded travel has been used to complement OE-funded travel for program development. Staff have utilized electronic communications to expand their technical reach, and regional meetings have been used extensively for the provision of professional development workshops.

In summary, the Center emphasizes the provision of high quality technical leadership and support for field missions, and seeks to respond creatively and rapidly to emerging needs for educational policy-planning, program design and development, evaluation, research and training support.

II. Progress toward Achievement of Strategic Objectives

Strategic Objective 1: Improved and Expanded Basic Education and Learning Systems.

A. Rationale

Human capacity development is the essential underpinning of sustainable development, and basic education is the foundation for all other aspects of human capacity development. Adequate investment in human capacity development is an essential precursor to the rapid economic growth of societies and contributes to their sustainable development through :

- supporting participatory democracy, open societies with easy access to information and stable governance;
- contributing to environmental awareness and mobilization to protect the environment and use resources efficiently;
- reinforcing changes in roles and opportunities for women; and,
- encouraging individual and community behaviors changes leading to declining fertility rates, improving child and family health nutrition and lowered health care costs.

Human capacity development begins with basic education¹. Basic education is a primary means for strengthening the human resource base and productivity. It is both a primary means in the sense of being the first priority and it is primary in that other investments in sustained human capacity development cannot be accomplished effectively without prior adequate investments in basic education. Basic education is a strategic goal for economic growth and also contributes to democracy, environment, health and population goals. Thus, by improving and expanding basic education and learning systems (SO1), the Center for Human Capacity Development (G/HCD) is contributing to the attainment of all of USAID's strategic goals.

USAID has played a strong leadership role over the past three decades in establishing understandings of roles of basic education in development. The Agency

¹ The term "basic education" refers to early childhood development as well as primary and secondary education.

has also provided technical leadership regarding learning technologies, instructional practices and systematic approaches to education reform and education management. Over this period, the Agency's knowledge about how best to expand and improve basic education has evolved considerably, as has its ability to work with host country governments and other donors to design and implement effective education programs. However, considerable work is needed to refine and develop tools, models, and materials in order to contribute further to international leadership in basic education and to enable countries to achieve the greatest possible impact in the area of basic education. An effective system of dissemination also is required to ensure that USAID missions benefit fully from these frameworks and models. To address these needs, the Center for Human Capacity Development will provide technical leadership in developing, identifying and disseminating appropriate tools, models and frameworks for basic education. In some instances, this will require undertaking additional research and continuing assessment and evaluation in order to assess adequately past experiences and barriers to program implementation.

The following five intermediate results are necessary to achieve the basic education SO:

SO 1 Intermediate Result 1.1 Tools, models, and materials for improved formal schooling and out-of-school learning systems developed and disseminated.

SO 1 Intermediate Result 1.2 Girls and Women's Education: Tools, models and frameworks developed and disseminated to support and facilitate sustainable efforts to increase and improve educational opportunities for girls and women.

SO 1 Intermediate Result 1.3 Early Childhood Models and Policy Tools: Models and policy tools of early childhood development programs developed and disseminated.

SO 1 Intermediate Result 1.4 Community Education Models: Models for community education and crisis response described and disseminated.

SO 1 Intermediate Result 1.5 Global Communications and Learning Systems developed and assessed for application.

SO 1 Intermediate Result 1.1 Tools, models, and materials for improved formal schooling and out-of-school learning systems developed and disseminated.

To identify more effective ways for addressing issues related to the quality, equity, and access of formal schooling systems, several tools, instruments, models and materials will be developed. These will be developed based on the analysis of USAID and other partners' experience, pilot studies, and research. During the last five years, USAID has developed and disseminated effective research-based models for: (1) policy reforms to increase investments in primary schooling and to decentralize school systems, (2) strengthening educational institutions, (3) improving teaching, curricula and educational materials, and (4) increasing participation in educational systems.

Additional models, tools and frameworks are required in order to address:

- increased attention to improving educational outcomes, requiring new approaches to education assessment, the development of additional assessment instruments, training and institutional strengthening for local research teams and specialized centers, more effective strategies for reporting and disseminating research results.
- a sharper focus on the use of materials within the classroom, with a particular emphasis on the initial acquisition of reading skills, small group and multi-grade instruction, cost-effective media, strategies for addressing gender bias, and strategies for in-service training and support of teachers.
- a broader focus on the socio-cultural and economic context of schools, with increased attention to community support and service systems, knowledge and information provided outside the schools and the social attitudes toward and expectations of schools.
- exploration of new partnerships with the employing sectors, looking for ways to ensure that basic education provides the foundation for the kinds of learning skills and use of information that will be required in more open and globally-competitive economies over the coming decades.
- more attention to integrated approaches addressing nutrition and health needs as well as early education and social support for the young child. Such approaches will require new assessment and monitoring tools as

well as new models for the delivery of public services and support of NGO-based and community-based programs.

- increased attention to educational governance and financing systems, with attention to the effects of alternative approaches to managing education systems and the corresponding systems of governance and financing in the larger society.

SO 1 Intermediate Result 1.2 Girls and Women's Education: Tools, models and frameworks developed and disseminated to support and facilitate sustainable efforts to increase and improve educational opportunities for girls and women.

Research has demonstrated that female schooling contributes in a more significant way to social development and economic growth than any other single factor. Although worldwide primary-school enrollments have increased during the last two decades, more than two-thirds of the children who never go to school or who drop out before completing school are girls.

Experience in other countries indicates that basic education reform programs aimed at improving the overall quality and efficiency of education policies and programs often overlook a key component — policies and socio-cultural and economic practices that address specific constraints to girls' primary school retention and completion. As a result, girls' enrollment, retention and completion rates continue to lag behind those of boys in many nations. Thus, the purpose of this intermediate result is to develop tools, models, and frameworks that will enable USAID missions to support effectively the efforts of host country governments and private sector entities to formulate, implement and institutionalize policies and programs that increase educational opportunities for girls and women.

The first step in this process is to distill the knowledge and lessons learned from USAID and others' efforts to increase educational opportunities for girls at the primary school level. This knowledge will be utilized in turn to develop innovative approaches and to assist missions in developing country initiatives for girls' education. A secondary focus will be to study existing models for early childhood education and integrated female literacy with the goal of disseminating research results widely.

SO 1 Intermediate Result 1.3 Early Childhood Models and Policy Tools: Models and policy tools of early childhood development programs developed and disseminated.

Learning begins at birth, if not before. In the early years, children learn fundamental skills and develop in ways that are crucial to their future educational success, and indeed, to the rest of their lives. At the same time, families and communities, by their actions and organization with respect to their generational responsibilities for young children, shape their basic attitudes, expectations for the future and the institutions through which they exercise these responsibilities. In this sense, strategies that help communities develop and implement effective responses to early childhood development (ECD) needs are both an essential component of basic education strategies and a significant part of the process of building viable civil societies leading to sustainable economies, viable systems of governance and healthy environments.

The aim of this intermediate result is to develop the models and policy tools that will enable USAID missions to integrate early childhood activities into their basic education programs. These same response mechanisms will enable missions to explore ways of using early childhood development as a component of integrated programs designed to achieve related goals across strategic objectives.

In some contexts, the integration of services will necessarily involve public services. However, in many contexts, the focus of ECD activities will be on NGO-based and community-based organizations, because these institutions have the greatest flexibility and are most able to respond to the diversity of community needs and the multiplicity of starting points for ECD activities.

Among the tools, models, and materials for emphasis are:

- tools for assessing the status of children at all critical development stages, from birth onward, both as diagnostic tools for the assessment of individual children and as program design and monitoring tools. The development of research-based profiles of children at the point of entry to school is a priority, as this marks both one of the measurement points for the adequacy of community and family support in the early years and the baseline measure for the efficacy of the school-based services.
- approaches which integrate nutrition and family health components with early childhood education, addressing the micronutrient basis for many learning deficits and providing the early screening necessary to identify

learning problems and design effective early interventions.

- approaches which support the organizational strengthening of local community-based and NGO-based ECD activities, including training and materials development, technical assistance with the establishment of goals and objectives, tools for the monitoring of program performance, and networking to facilitate exchange with similar programs in other contexts.
- documentation of promising approaches and the dissemination of such documentation and data within USAID, among other donors and organizations concerned with ECD internationally and with U.S. research centers and organizations involved in ECD domestically.

SO 1 Intermediate Result 1.4 Community Education Models: Models for community education and crisis response described and disseminated.

USAID's experience in working with nations in crisis has shown that their education systems are often destroyed and urgently in need of comprehensive interventions to restore them to functioning states. In many instances, the original system was dysfunctional, limited in its coverage and poorly organized. During crises immediate educational services are required and pre-transitional planning must begin. The post-crisis period often presents opportunities for rapid educational innovation, the development of new and decentralized systems of governance and the use of new educational technologies. Frequently, pre- and in-service teacher training systems can be redesigned and improved, along with new curricula materials and methods.

Educational interventions during the immediate post-crisis and transitional periods can assist directly with the establishment of democratic systems of governance, along with new curricula, materials, and methods.

Educational interventions during the immediate post-crisis and transition periods can assist directly with the establishment of decentralized democratic systems of governance, improved national financial planning systems and planning for human capacity development for improving economic growth and productivity.

Many humanitarian assistance programs still focus solely on food, health, and infrastructure development, and ignore education. In contrast, parents in nations in crisis frequently identify the restoration and development of their educational systems as one of their most pressing needs. In order to assist nations in crisis to establish

strategies and programs for restoring their education systems, this intermediate result seeks to identify strategies and program models that can be described and accessed. Given the need for rapid response and effective planning in the field, priority will be given to developing a system for providing essential educational tools, models, materials, and research that can be accessed through international repositories and computer networks.

SO 1 Intermediate Result 1.5 Global Communications and Learning Systems developed and assessed for application.

The rapid advent of new educational and communication technologies, including those available on the "information highway," presents an opportunity for communities to improve the quality and accessibility of their basic education systems. The need for universal basic education and for continuous learning opportunities in a changing economic environment requires that the development of knowledge and skills takes place both within and outside of formal education systems, rapidly, cheaply, among large numbers of geographically dispersed people and continuously over time. Educational and communication technology applied well within learning systems offers some hope of meeting this challenge. The Global Communication and Learning Systems (GC&L) Activity will develop and disseminate tools and models for the effective use of educational and communication technology within learning systems for human capacity development. It is expected that these tools and models will enable USAID missions to increase the impact of their programs through the effective integration of educational and communication technology systems in their activities.

The tools and models for emphasis include:

- Assessment tools for defining the appropriate application of educational and communication technology within learning systems;
- Intervention models and tools based on state-of-the-art strategies to increase the impact of educational and communication technology within learning systems;
- Institutionalization strategies and guidelines for establishing the sustainable use of educational and communication technology within learning systems;
- Monitoring and evaluation strategies and tools for observing the impact of educational and communication technology within learning systems;
- System for the collection, demonstration and exchange of information and innovations on the use of educational and communication technology within learning systems.

The development of these seminal models and tools will depend of the synthesis of data and lessons learned from the field. They will as well provide guidance for

field activities while they are under development and refinement.

B. Summary of Data

SO 1 INDICATORS	TARGETS
1.1 Improved analytic models, assessment, and monitoring instruments for formal and out-of-school learning systems exist.	applications in 20 countries by 2001
1.2 "Best Practices" on girls' and women's education identified and disseminated.	applications in 5 countries by 2001
1.3 "Best practices on early childhood programs identified and disseminated.	applications in 10 countries by 2001
1.4 Models for community education and crisis response described and disseminated.	models used to assist 5 countries by 1998
1.5 Global communications and learning systems developed and assessed for application.	models and tools used in 18 countries by 2001

C. Analysis of Progress: Strategic Objective 1

During FY 1996, G/HCD has made major progress in developing and disseminating basic education tools, models and materials, especially under the Advancing Basic Education and Learning (ABEL) and the Improving Educational Quality (IEQ) activities. Most of the organizational work for the Girls' and Women's Education Initiative (GWE) has been completed, and by the end of FY 1996, this important program will be well in place serving six emphasis and five cooperating nations, and developing a wide range of tools, models, materials and studies. The "lessons learned" from the GWE Initiative will be disseminated to all USAID-assisted nations and utilized in USAID regional programs as well. In response to congressional attention, early childhood development has been emphasized, with several studies, considerable interagency coordination and planning activities moving forward. A mechanism for integrated early childhood development is currently under preparation. Notable progress has been made in establishing an international computer network for helping to ensure rapid educational development and innovation in nations in crisis. Finally, mission demand for technical assistance with computer mediated learning and other advanced educational technologies has led to the development of the global communications and learning activity. By the end of FY 1996, this cross-cutting mechanism will begin to serve many missions that are requesting assistance with program design, pilot implementation, evaluation and information on planning options for host-country institutions.

SO 1 Intermediate Result 1.1: Tools, Models, and Materials for Formal Schooling and Out-Of-School Learning Systems Developed and disseminated.

This has been a productive year for the development of tools, models, and materials to support basic education. The Improving Educational Quality Activity, building on research results from the previous four years of field work, produced a wide range of new materials and tools to improve the quality of education at the level of the classroom. These include:

- * curriculum-based assessment approaches and instruments for assessing the achievement of primary school pupils (e.g., numerical skills, oral proficiency, reading and writing) as well as for assessing the effectiveness of the instructional process and facilitating continuous feedback to improve teacher competencies and reinforce improved classroom practices;
- * Classroom observation instruments which document classroom experiences such as interactions between pupils and between teachers and pupils, ways in which instructional resources are used (or not used) by pupils and teachers, methods used by teachers to deliver content, and descriptions of the learning environment;
- * Curriculum-based language tests, in Spanish, for use in multi-grade classrooms in rural areas, to enable teachers to assess directly the progress of children learning in a bilingual environment; and
- * Impact assessment tools for use by local NGOs to monitor program effects and to identify areas for additional analysis and program redesign.

In addition, the IEQ Activity produced a range of summaries of research findings in formats useful to facilitate dialogue and debate as well as several training modules for use in professional development seminars to strengthen skills in qualitative research methodologies.

These tools were developed based on research and group work conducted in Ghana, Guatemala, Mali, South Africa, and Uganda. The challenges confronted in developing these tools and models in a collaborative way with local partners were many. Although members of the research teams possessed advanced degrees, many of them never had engaged in qualitative research, and thus they required additional professional training. In Mali, shifting priorities at the Ministry of Education caused some delays. All of these challenges were eventually overcome, and this year the project has reaped many benefits from these efforts in the form of new and improved tools and materials. These will be made available to potential users in Africa, Latin America, Europe and Asia/Near East who are interested in learning about classroom practice in their own countries. Several of these tools were presented at the Comparative International Education Society conference in March 1996, and were very well received. Further research and dissemination activities will take place during 1997.

The Advancing Basic Education and Learning (ABEL) Activity also had several important accomplishments during this reporting period. Donor partners of USAID sponsored several conferences and workshops using ABEL-developed models, tools and frameworks. UNICEF is preparing to use an ABEL module for increasing community participation to conduct a series of workshops in India. The International Institute for Educational Planning (IIEP, an agency of UNESCO) organized a workshop for representatives from five Southeast Asian countries, the contents of which were based on materials developed by ABEL to improve information and feedback at the school level.

In addition, after three years of developing interactive radio instruction materials for teaching English in first and second grades in South African schools, the lessons are now being broadcast nationally, and the largest newspaper chain in the country is publishing weekly supplementary materials for students and teachers at its own expense.

ABEL's collaboration with USAID/Quito for involving the private sector in educational reform has generated a great deal of national publicity based on the analysis conducted in collaboration with Fundacion Ecuador. For the first time, ABEL is applying principles of social marketing to promote and reinforce a national policy dialogue that is essential for a comprehensive educational reform process to take place.

In Bolivia, ABEL's work with applying interactive instruction has had two major results: 1) health education in grades four through six has become an integral part of the official curriculum, and research results demonstrate that it has changed practices related to basic good health behaviors; 2) ABEL's interactive radio instruction for early childhood education has found broad acceptance. The lessons learned from this program are being used in World Bank-financed child care centers all over Bolivia, and UNICEF has translated the early childhood lessons in Quechua and Aymara and has disseminated them widely.

In all, during the past year, ABEL has provided assistance in 14 countries. Work in eight of them will continue into the coming year, and two new countries are expected to be added.

SO 1 Intermediate Result 1.2 Girls' and Women's Education: Tools, Models and Frameworks Developed and Disseminated to Support and Facilitate Sustainable Efforts to Increase and Improve Educational Opportunities for Girls and Women.

This IR is supported by several of the Center's projects and activities because girls' and women's education is a special focus of all basic education activities. The design of the Girls' and Women's Education (GWE) Activity was completed this year. This Activity is intended to enable host-country governments and private sector/non-governmental entities to formulate, institutionalize, and implement initiatives to ensure substantially increased educational opportunities for girls. An RFP has been prepared and a pre-solicitation conference was held before it was issued. Potential partners were invited to provide input on the strategies and approaches described in the draft statement of work. G/HCD plans to have

a contract in place before the end of August, 1996. In the meantime, G/HCD staff have provided technical assistance for program design in Guatemala, India, Morocco, Ethiopia, Guinea and Egypt.

The first draft of a paper entitled, "Closing the Gender Gap: USAID Lessons in Basic Education with a Focus on Girls: Characteristics, Policy Options and Solutions" has been completed under the ABEL Activity. This paper summarizes USAID experience and lessons learned in the field of girls' education. The review identifies material and process variables that have been critical to achieving increased access to basic education for girls in certain USAID programs and projects, and specifies the determinants and contextual conditions that supported or impeded the achievement of outcomes. The audience for this paper is expected to be governments, NGOs, donors, other practitioners and students of education who are concerned with planning and implementing gender equitable basic education programs.

A monograph titled, "Girls in Primary Classrooms: A Handbook About Gender and Achievement" has been completed by ABEL. This handbook discusses gender, curriculum, instruction, and classroom interactions with girls in primary schools. Its purpose is to offer suggestions to educators for how to improve classroom practices for girls. Improved instruction leads to positive learning experiences in primary schools, expanded aspirations, improved academic and work-place achievements, and better quality of life for women. The audience for this handbook will be teacher trainers and teachers throughout the world. The handbook will serve as a basis for a workshop to be held in Malawi this summer.

SO 1 Intermediate Result 1.3 Models and Policy Tools of Early Childhood Development Programs Developed and Disseminated.

A video documentary of representative ECD activities in six USAID missions was prepared, illustrating the range of strategic objectives served by well-designed ECD activities and some models for integrating ECD components cost-effectively in other activities, ranging from a democracy activity to self-help road-building to a nutrition project, to refugee resettlement, to an adolescent health program, and to a community development and leadership training activity. The documentary was distributed to all missions, presented at four workshops within USAID, and disseminated to approximately 100 NGOs and international organizations.

The Consultative Group is maintaining an active knowledge exchange among some 1,500 participants in the ECD knowledge network. It has produced two issues of The Coordinators' Notebook (#16 on Men in the Lives of Children and #17 on Early Childhood Development Policy), and has issued a quarterly "Fundus Folio" report to a core group of funding agencies and foundations. The Group established an on-line website [<http://bis.map.com/ecdgroup>] with active links to the databases of the World Bank, UNICEF, USAID, Van Leer Foundation and other organizations playing leading roles on ECD internationally. These databases and others will be consolidated in 1996 as a shared

on-line service managed by the Christian Children's Fund of Norway for the Children's House [<http://childhouse@uio.no>]. Work continues in four countries (Jamaica, Kenya, Jordan, Colombia) on Profiles of the Status of Children. Two major new studies have been initiated, one on gender variables in ECD and one on policy frameworks for ECD. For the gender study, local researchers have been identified in six countries (Indonesia, Bolivia, Morocco, India, Mali and Jamaica) and work is underway on literature reviews and surveys of each country. These reviews will be presented at a meeting in the United States in April, 1996, along with a workshop on Participatory Rapid Appraisal techniques, leading to research plans to be implemented in 1996. The ECD policy study has resulted to date in Issue #17 of the Coordinators' Notebook and the collection of national case studies for review at a working group meeting in 1996 and a set of country case studies selected for further analysis and documentation. This will lead to a set of guidelines, which following vetting for review, will be published in late 1996 or early 1997.

A study was completed on integrated approaches to human capacity development which considered the interactions of education factors with health, nutrition and psycho-social support for the young child and which traced impacts of these factors over the life cycle, from early childhood through adolescence into young adulthood. This resulted in a new analytic approach to human capacity development, based upon a more comprehensive understanding of the learning processes and of how such factors are integrated in specific learning environments and for specific groups of learners. The completed study, accompanied by a multi-media presentation software and database, was used for presentation at one workshop and one major HCD Forum with approximately 50 participants. A published version, titled Critical Transitions, was funded by UNDP and disseminated, with some 1500 distributed by G/HCD and some 6,000 disseminated by UNDP, UNICEF, UNESCO and other international organizations.

SO 1 Intermediate Result 1.4 Crisis Response: Models for Integrated Community Education and Crisis Response Developed and Disseminated.

In FY 1996, a computer-networked documentation center was established at the University of Pittsburgh with a computer node in Bosnia to assist Mission personnel, educational planners and international and national NGOs to access essential information on models, tools and documents related to education in nations in crisis. Data and information are being gathered from the University of Pittsburgh, other U.S. universities, the International Bureau of Education/UNESCO, UNICEF, and field specialists throughout the world. This information is being analyzed and incorporated in the computer-networked documentation center. Software enabling the rapid adaptation and translation of models, tools, and materials is also being supplied by the system. Plans are being developed to prepare for the description and analysis of educational innovations developed in nations in crisis as a basis for selecting models for replication and evaluation in future years.

SO 1 Intermediate Result 1.5 Models and Tools Developed and Disseminated for Effective Use of Educational and Communication technology within Learning Systems

The Global Communications and Learning Systems Activity has been designed. It will develop and disseminate tools and models for the effective use of educational and communication technology within learning systems. A wide spectrum of Missions and AID/W Offices have had the opportunity to participate actively in its design and review. An RFP has been prepared and soon, contract solicitation will begin, with the goal of awarding a contract by August 1996. A high level of demand for this activity has been registered from field missions.

D. Expected Progress for the FY 1997 - 1998 Period.

SO 1 Intermediate Result 1.1: Tools, Models, and Materials for Formal Schooling and Out-Of-School Learning Systems Developed and Disseminated.

During 1997-1998, work will continue to improve understandings of education quality and options for improving educational achievement at the classroom level. Work will focus on improved assessment instruments, particularly with respect to reading skills and language acquisition and on factors affecting differential achievement by gender. A new focus will be on multi-grade classrooms and more emphasis will be placed on specifying the new learning approaches and learning requirements appropriate for a changing workplace and information environment. HCD will look for additional ways to integrate across sectors and to support work at the community level on early learning as well as continuing education for adolescents and adults.

In order to fully capitalize on the models developed under the IEQ Project, in FY 1997 HCD will seek to help national teams apply these models more widely in the countries in which they were developed and will focus more sharply on the development of specific tools such as assessment and testing instruments, as well as on the development of modules for training of researchers in other contexts on the methodologies proven to work in other IEQ contexts. HCD also will work with missions to facilitate continued support for ongoing research by such teams and to support networking across countries among national research teams. In addition, modules and training packages on classroom practices, materials development or other promising innovations based on the results of these activities will be developed and used to hold professional development workshops for relevant persons in the field of education. ABEL will also incorporate IEQ findings and tools into its ongoing workshop series for USAIDs, ministry officials and NGO practitioners.

Work currently underway with AFR's collaboration will produce several products for field application in FY 1997. Policy Analysis and Dialogue tools will be completed by September, and will be ready for use in any country contemplating major educational reform. Newly-developed decentralization training modules will have been tested in Ghana this year,

and then will be ready for more general application in 1997. Other products will include a document on reform strategies and a "database shell" which will help improve education statistics in cooperating countries.

As illustrations of expected activities in 1997, three other ABEL activities will be in progress:

- Uganda has offered to participate in an effort to improve the assessment and testing of learning outcomes in the classroom.
- a multi-country study of non-traditional and community-based HIV/AIDS programs for school-age children is just beginning.
- Cambodia has requested ABEL assistance with policy dialogue as the Ministry of Education struggles to reconstitute itself and offer schooling opportunities in communities where it had been systematically destroyed.

SO 1 Intermediate Result 1.2 Girls' and Women's Education: Tools, Models and Frameworks Developed and Disseminated to Support and Facilitate Sustainable Efforts to Increase and Improve Educational Opportunities for Girls and Women.

FY 1997 will be an important year for improving education opportunities for girls. Under the GWE Activity, the Activity Center will collect, analyze, distill, document and disseminate research findings and lessons learned regarding specific interventions from girls' and women's education programs worldwide. The Activity Center is also expected to identify cost-effective and replicable community and classroom practices that work for increasing girls' participation.

Intermediate Result 1.3 Models and Policy Tools of Early Childhood Development Programs Developed and Disseminated.

In 1997, field tested measurement instruments will be available for four countries and disseminated as prototypes for adaptation in four other countries. Guidelines will be established and agreed upon at the technical level, with a sourcebook on relevant case studies, for establishing national and local public policy frameworks for supporting and assessing early childhood development activities. Case studies will be completed on gender variables in programs for young children in six countries. These will be used in at least one inter-regional workshop and disseminated for possible use in program design and assessment in at least four other countries. The database and web servers for the Children's House will be linked to online databases for HCD.

SO 1 Intermediate Result 1.4 Crisis Response: Strategies and Program Models for Integrated Community Education and Crisis Response Developed and Disseminated.

By FY 1997 and FY 1998, the Global Information Network in Education (GINIE) will have a rich array of educational documents, tools, materials, studies and software. Computer nodes will exist in at least three nations and specialists throughout the world will

be contributing to and utilizing GINIE services. Based on a qualitative review of the GINIE repository, leading program models for integrated community education and crisis response will be selected for in-depth study and evaluation. Study results will be disseminated to all relevant nations and to all international donors and non-governmental organizations dealing with nations in crisis. On the basis of these studies, new models for educational innovation will be designed and field tested. The results of these pilot efforts will be disseminated in FY 1999.

In addition, a strategy study regarding policy-planning for the use of education for crisis prevention, crisis intervention and post-crisis transition will be completed by FY 1998 and disseminated to all USAID missions. Special workshops to explore the role of educational policy-planning in humanitarian assistance and transition policies will be conducted in FY 1997 and 1998.

SO 1 Intermediate Result 1.5 Models and Tools Developed and Disseminated for Effective Use of Educational and Communication Technology within Learning Systems

Under the Global Communication and Learning System Activity, assessment tools will be developed and applied, including overall assessment guidelines and illustrative data collection instruments such as technology survey guidelines and hardware and software survey guidelines. Six seminal intervention models for the application of educational and communication technology within learning systems will be developed. Strategies and tools for monitoring these interventions models will be described; and a system for the collection, demonstration and exchange of information and innovations on the use of educational and communication technology within learning systems will be initiated.

SO 1: Performance Data Table

Strategic Objective 1: Improved and Expanded Basic Education and Learning Systems					
Indicator/Unit of Measure	1997	1998	1999	2000	2001
1.1 Improved analytic models, assessment and monitoring instruments for formal and non-formal schooling exist/applications in # countries (cumulative)	3	5	6	7	8
1.2 "Best Practices" on girls' and women's education identified and disseminated/applications in # countries/yr	2	3	4	3	
1.3 "Best practices" on integrated early childhood development programs identified and disseminated/applications in # countries (cumulative)	2	4	6	8	10
1.4 Models for community education and crisis response described and disseminated/# of countries (cumulative)	2	5			
1.5 Global communications and learning systems models and tools developed and disseminated/ # of countries involved (cumulative)	3	6	10	14	18
Intermediate Result 1.1: Tools, Models , and Materials for Improved Management of Systems Developed and Disseminated.					
# of countries receiving services and materials per year	4	4	4	4	4
Intermediate Result 1.2: Tools Models, and Frameworks Developed and Disseminated to Support Sustainable Efforts to Improve Educational Opportunities for Girls and Women					
Number of countries in which HCD materials are used by government/private sector.	1	1	1	1	1
Intermediate Result 1.3: Models and Policy Tools of Early Childhood Development Programs Developed and Disseminated					
Number of countries where models and policy tools are being disseminated/number of countries per year	4	4	4	4	4
Intermediate Result 1.4: Models for Community Education and Crisis Response Described and Disseminated.					
# of strategies & program models developed & disseminated.	1	1	1		
Intermediate Result 1.5: Models for Tools Developed and Disseminated for Effective Use of Educational and Communication Technology within Learning Systems.					
Number of countries using HCD models and tools.	1	1	1	1	1

Strategic Support Objective 1: Improved and Expanded Basic Education, Especially for Girls and Women.

A. Rationale

In the Center for Human Capacity Development, strategic support objectives refer to those activities whose implementation and results are shared with Agency field missions. Some of these shared objectives reflect the application of tools, frameworks, models, materials and studies developed under the Center's strategic objectives. In other cases, the Center assists missions by providing expertise for educational sector assessments, participatory policy dialogues, program design work, pilot activities, program implementation, evaluation, monitoring and reporting. A wide range of technical capacity is available, including new instructional technologies and computer-mediated education, teacher training, early childhood development, adult integrated literacy, civic education, health and nutrition education, crisis services, environmental education, and many more areas. These services can be provided speedily to assist missions to meet needs effectively in their host countries.

G/HCD registered a very high level of field support requests, buy-ins and OYB transfers in FY 1995, and from initial indications, the Center should have a similar number in FY 1996. Thus, it is anticipated that demand for applying the Center's tools, frameworks, models and materials and utilizing the Center's services will remain strong. However, in some instances, core support is required to ensure the maintenance of rapid response to requests for technical expertise from field missions. Should the Center's core support be reduced too far, then its ability to respond to requests for field support could become severely hampered, leading to the potential failure of strategic activities in field missions.

The five intermediate results under this SSO are as follows:

IR 1.1 : Improved tools, programs, and models applied in school and in out-of-school settings in target countries.

IR 1.2 : Sustainable host-country government and private-sector policies and programs established to increase educational opportunities for girls and women.

IR 1.3: Improved early childhood tools, programs, and models applied in target countries.

IR 1.4: Models for community education and crisis response applied in target countries.

IR 1.5: Tools, models, strategies, and programs for the application of educational and communication technology disseminated and adapted for use in target countries.

B. Summary of Data (SSO Indicators)

SSO 1 INDICATORS	TARGETS
1.1 Participatory policy-planning capacity improved and investment in basic education increased.	20 countries by FY 2001.
1.2 Programs that increase girls' primary school completion rates or women's literacy rates designed and managed using G/HCD's process framework for increasing girls' participation	5 countries by 2001
1.3 Policies and support for community based and integrated early childhood development activities improved.	5 countries by 2001
1.4 Models for community education crisis response applied in target countries.	5 countries by 2001
1.5 Global communication and learning systems models and tools adapted for use in target countries.	18 countries by 2001

C. Analysis of Progress: Strategic Support Objective I

Based on feedback recently provided from a customer satisfaction survey, the Center concludes it has been effective this year in supporting activities at the field level. Most respondents were very satisfied and some even commented that they wished that the Center had greater resources to respond to an even greater percentage of their requests. The impact of HCD supported activities has been significant. In FY 1996, HCD activities directly supported improvements in basic education systems in over 20 countries.

SSO 1 Intermediate Result 1.1 : Improved tools, programs, and models applied in formal and out-of- school settings in target countries.

One of the most important achievements contributing to this IR this year has been the policy dialogue that was set in motion at high levels in the South African Government through the application of several ABEL-funded policy framework tools and studies, and the provision of technical assistance at key junctures. The ABEL Project began facilitating policy discussions using a computer model several years before the new government came to power. These efforts came to fruition in 1995, when the government requested further technical assistance to provide an analysis of educational policy options and to facilitate a discussion of educational policy by the South African Council of Ministers.

HCD also had significant impact this year in terms of assisting Missions to apply learning technologies effectively. In Haiti, a pilot interactive radio program was implemented and found to be very effective for providing civic and basic education. Both the new government and the private sector are committed to expanding this pilot to additional regions. The expansion was to have taken place this past Spring, however, the transition of governments and delay in the appointment of a minister of education has delayed the expansion until the Fall of 1996.

SSO 1 Intermediate Result 1.2: Sustainable host-country government and private-sector policies and programs established to increase educational opportunities for girls and women.

This past year, HCD worked closely with USAID/Delhi to assist the Mission to develop and finalize the design for an activity that will develop a teacher training module for increasing girls' school participation. This module will be developed through a collaborative process in which teachers, administrators and community members undertake research to identify effective techniques, methods, and practices that can be used by teachers, parents and classmates.

Under the ABEL Project, technical support was provided to USAID/Egypt in developing its bilateral girls' education project and incorporating the activity in the Mission's new results framework. In-depth analytic studies were undertaken which enabled the Mission to identify the specific kinds of interventions to be included. As part of the start-up for the HCD-managed Girls' and Women's Education Initiative Activity, joint planning was undertaken by G/HCD and mission staff with key public and private decision makers in India, Morocco, Ethiopia, Egypt, and Guinea. These plans will provide the basis for the development of country initiatives in those countries.

SSO 1 Intermediate Result 1.3: Early childhood tools, programs, and models applied in target countries.

There is increasing interest in integrated approaches to early childhood development, reflecting growing awareness that such activities are in most cases complementary to activities designed to meet other strategic objectives and that it is both possible and desirable to design activities to meet multiple objectives. Missions usually need assistance with design and assessment in the initial stages and with evaluation, training of key staff and networking to external research and centers of technical expertise during implementation. However, the implementation itself will be conducted in most cases through local NGOs or other local intermediaries.

One of the priorities for development is a mechanism for ongoing support of such NGOs and for easy access by the field to research and analytic support as needed. The development of measurement tools and assessment approaches that enable both large-scale public initiatives to be managed effectively and smaller-scale community-based NGO

activities to be designed and implemented using participatory approaches, are of particular importance. One of the promising technical innovations is the use of video and other media to facilitate training and information dissemination for field workers and for parents and community leaders concerned with activities to support early childhood development. Such use of media has been supported under ABEL but also may be provided on a continuing basis under the Global Communications and Learning activity or under the new activity for early childhood development.

SSO 1 Intermediate Result 1.4: Models for community education and crisis response applied in target countries.

Through the provision of models, tools, materials, studies and software, the Global Information Network in Education (GINIE) will serve one node in Bosnia, at a minimum. It is expected that this service will expand rapidly to other nations with crisis or post-crisis situations.

In addition, the GINIE database and staff represent an outstanding resource for technical assistance in education for nations in crisis. Upon request from central or mission staff, these and other specialists can be made available for sectoral assessments, activity design, teacher training workshops, advanced instructional media, evaluation and research. It is not anticipated that field support will occur in FY 1996, but the groundwork will be laid for field support activities in future years.

SSO 1 Intermediate Result 1.5: Tools, models, strategies, and programs for the application of educational and communication technology disseminated and adapted for use in target countries.

Initial planning is underway with three countries for applications in FY 97. Discussions continue with an additional five countries which have expressed interest in applications in FY 97.

D. Expected Progress for the FY 1997 -1998 Period.

SSO 1 Intermediate Result 1.1 : Tools, programs, and models adapted applied in formal and out of school settings in target countries.

Over the coming year, the ABEL Activity will continue to play an important role in facilitating policy dialogue in South Africa. In Bolivia, the Activity will support the institutionalization of radio interactive instruction for health and math. This activity was found to be very effective and needs to be incorporated into the national educational reform program. HCD through ABEL will help to facilitate this institutionalization.

In 1997-1998, the Improving Education Quality research will be continued in support of research teams in at least four countries, as well as in the measurement of education outcomes in the Africa region. There will be a sharper focus on the development and application of assessment tools, training of local researchers and capacity building of the research teams, including linking these teams to other research teams and to the relevant online research databases. New research activities will begin in two additional countries, in response to field requests.

SSO 1 Intermediate Result 1.2: Sustainable host-country government and private-sector policies and programs established to increase educational opportunities for girls and women.

During FY 1997, one of the primary foci of the GWE Activity will be to work with missions and host country partners to design and put in place strategies and approaches for creating country initiatives for girls' education in each of the six emphasis countries and analytic studies in the five cooperating countries.

SSO 1 Intermediate Result 1.3: Early childhood tools, programs, and models applied in target countries.

Field tested measurement instruments on the status of children at about age five will be disseminated effectively and used as prototypes for the development of initial baseline measures and/or program assessment instruments in at least four countries. Guidelines for public policy on early childhood development will be disseminated effectively and used to guide initial assessment and design of ECD activities in at least two countries. Gender variables affecting development opportunities for young children will be used in program design and assessment of basic education activities in two missions with basic education activities and two missions with activities in other sectors. At least five missions, G/HCD and one other USAID management unit will be active users of the Children's House on-line service and database.

SSO 1 Intermediate Result 1.4: Models for community education and crisis response applied in target countries.

Through the provisions of models, tools, materials, studies and software, the Global Information Network in Education (GINIE) will serve one node in Bosnia, at a minimum. It is expected that this service will expand rapidly to other nations with crisis or post-crisis situations.

In addition, the GINIE database and staff represent an outstanding resource for technical assistance in education for nations in crisis. Upon request from central or mission staff, these and other specialists can be made available for sectoral assessments, activity design, teacher training workshops, advanced instructional media, evaluation and research. It is not anticipated that field support will occur in FY 1996, but the groundwork will be laid

for such activities in future years.

SSO 1 Intermediate Result 1.5: Tools, models, strategies, and programs for the application of educational and communication technology disseminated and adapted for use in target countries.

Under the Global Communication and Learning System Activity, assessment tools will be applied in seven countries. Interventions applying educational and communication technology within learning systems will be initiated in three countries; and strategies for monitoring these interventions will be initiated.

SSO 1: Performance Data Table

Strategic Support Objective 1 : Improved and Expanded Basic Education, Especially for Girls and Women.					
Indicator/Unit of Measure	1997	1998	1999	2000	2001
1.1 Increased primary completion rates in 6 countries/# of countries (cumulative)	0	0	1	3	3
1.2. Participatory policy-planning capacity improved and investment in basic education increased/# of countries (cumulative)	2	6	12	16	20
1.3 Policies and support for community-based and integrated early childhood development activities improved/# of countries (cumulative)	0	2	5	8	10
1.4 Innovative programs for the effective use of communication for sustainable development established/ # of countries (cumulative).	1	4	6	9	10
Intermediate Result 1.1: Improved tools, programs, and models applied in formal and out of school settings in target countries					
Number of countries in which materials are applied/year	4	4	4	4	4
Intermediate Result 1.2: Sustainable host-country government and private-sector policies and programs established to increase educational opportunities for girls and women					
Number of countries (cumulative)	1	2	4	5	5
Intermediate Result 1.3: Improved Early childhood tools, programs and models applied in target countries.					
number of countries/year	3	3	3	3	3
Intermediate Result 1.4: Models for community education and crisis response applied in target countries.					
number of countries (cumulative)	1	2	3	5	5
Intermediate Result 1.5: Tools, models, strategies and programs for the application of educational and communication technology applied in target countries.					
Number of countries applying HCD models and tools (cumulative)	3	7	11	15	19

Strategic Objective 2: Improved Continuing and Higher Education and Training Systems in Support of Agency Strategic Objectives.

A. Rationale

Basic education is far from universal in most developing countries. Even if it were, many of today's youth and adults would not have had the benefit of a formal education. Over time in these nations, the proportion of educated and trained persons will increase significantly. However, during the next decade, new leadership and technical skills will be needed to move the development process forward in nations whose workforces lack even basic skills. In addition, developing nations will need to prepare many low-skilled youth and workers in new technological areas while ensuring a high level of worker flexibility. USAID traditionally has responded to the need for education and training on the part of adults through its participant training program, and the Agency also has provided selected programs to strengthen host-country institutions of higher education.

USAID's participant training program served over 18,000 individuals in FY 1995, primarily through short-term programs in the U.S. that are targeted to specific near term application, and secondarily through longer-term results-oriented programs. In both cases, these are individuals who have completed primary and secondary education in their countries, and for whom further specific training will prepare them to help attain the development objectives of their country and USAID field missions. An additional 250,00-300,000 persons are engaged annually in institutional strengthening or other job-related training within their respective countries.

The record is full of individuals who, after completing their training, have contributed significantly to development goals or attained influential public and private sector positions in their countries ranging from cabinet ministers to CEOs of major banks and corporations.

Yet higher education is in crisis in much of the developing world. Growth in levels of subsidization during the past decades, and in some cases promises of guaranteed government employment, have sparked annual enrollment increases of six to seven percent over the past 20 years. These levels have been fiscally unsustainable in several developing nations. As a result, the quality and cost-effectiveness of many higher education institutions have declined. Although rising enrollments have increased student access, many universities are still elitist and lack curricula relevant to the development needs of their nations and regions. In the face of these trends, USAID support for institutions of higher education has decreased in several nations.

Recently, however, the Agency has provided limited support to partnership linkages and networks between U.S. institutions of higher education and host-country institutions. These linkages and networks have focused on shared development objectives and have been supported by all parties. In essence, the linkages formed by the University Development Linkage Project (UDLP) and the networks developed under the cooperative agreement with the Association Liaison Office (ALO), have become part of a growing domestic and international trend to revitalize higher education. This process has served to sharpen the relevance of institutions of higher education and the services they provide to meet the broader economic and social development needs of their societies.

Higher education contributes to national and international development in many ways. A country's higher education system is the primary source of its national leadership. It produces the professional, administrative, managerial and technical cadres on which progress in all sectors of the economy and society are dependent. Higher education institutions are primary mechanisms for the discovery of new knowledge, repositories of culture and history, and may be conduits for the transfer, adaptation and application of imported knowledge. As essential "motors" of national systems of education, institutions of higher education play critical roles in all aspects of training, both formal and informal, from pre-school education through graduate research and teacher education and community service outreach.

Higher education is of particular importance for the development and maintenance of democratic societies. Higher education helps create a sense of national identity and an ethical environment in which democracy can take root and flourish. Institutions of higher education prepare those who sustain a democratic legal and judicial system, build a civic culture, and administer and manage public and private institutions and services that make a democratic system viable.

The Center proposes to support selectively those higher education revitalization efforts which contribute directly to the attainment of USAID's strategic objectives. International partnerships for development will help to support higher education revitalization in selected developing nations, combining the talents and resources of U.S. institutions of higher education with state, city and county governments, as well as with corporations, banks, businesses, chambers of commerce, foundations, corporate foundations and private membership associations. Essentially this effort will use multi-disciplinary teams to contribute to the strengthening of host-country institutions of higher education, with a special focus on helping to prepare the next generation of leadership.

However, a society is more than its leaders. The general level of capacity of its population will determine the ability of a society to compete in the global marketplace. Programs of workforce development, continuing education and training serve to equip individuals with skills necessary not only for competitive jobs in the market economy, but also for employment in such areas as health care delivery, the management of the environment, and agricultural development. Ultimately, such workforce training, much of which is frequently enterprise-based, fosters increases in productivity essential to continued

growth.

G/HCD will focus on:

- understanding the factors which foster sustainable, market driven workforce and higher education responses by the public and private sectors;
- identifying and disseminating information on individual workforce development and higher education revitalization models;
- assuring technical assistance to missions dealing with workforce initiatives, higher education revitalization for USAID funded training programs; and
- fostering multi-disciplinary higher education partnership teams to strengthen host institution capacities in areas of strategic priority.

The following three intermediate results are necessary to achieve SO 2:

Intermediate Result 2.1: Repertoire of Models for Revitalizing Higher Education Developed.

Intermediate Result 2.2 Market-driven combinations of public, private and/or enterprise-based workforce training (learning) models, systems and policy tools identified and disseminated.

Intermediate Result 2.3. Improved Agency training systems, including policies, procedures, models, contract mechanisms, management information system, and central services

SO 2 Intermediate Result 2.1: Repertoire of Models for Revitalizing Higher Education Developed.

USAID is faced with a rapidly changing world with concomitant changes required in the attainment of skills and knowledge to better prepare and meet these challenges.

Developing country institutions of higher education are faced with not only having to prepare people better for the global job market, they also have to meet the pressing need to assist people to understand and cooperate in addressing environmental, health, and other problems of worldwide consequence. Much is to be learned about how institutions can be revitalized to address these needs.

Massive global changes are creating a more interdependent world. Past institutional development efforts and improved international communications have necessitated shifting from earlier dependency relationships characterized by traditional technical assistance or one way "we know it all" approaches between institutions to relationships of equality,

characterized by collaborative linkages, partnerships, and twinning arrangements with mutual benefits. The net result of these arrangements is to revitalize institutions of higher education so that they are better prepared to meet the challenges of a changing world.

Revitalized institutions of higher education have begun to make contributions at international, national and local levels. The institutions involved in the University Development Linkages Project (UDLP) and networks of the Association Liaison Office (ALO) in Mexico and Latin America are demonstrating that they can play a substantial role in development, and that ties to experienced institutions in the U.S. gives them additional strength to play that role.

Methods employed by these higher education linkages to address development needs include applied research, teaching and community outreach. U.S. and developing country educators not only train undergraduate and graduate students but also reach beyond the classroom to participate in extension programs and other community education efforts. Outreach activities include policy formulation and analysis, community development, product development, and the origination of courses, departments and colleges. Many other groups are also enlisted in these linkages and partnerships, including community groups, women's cooperatives, extension agents. By being relevant to the needs of the society, community, and the workplace, and by including a greater array of stakeholders in their programs, institutions of higher education are expanding their roles and creating a broader basis for inclusion and participation in the development process.

USAID is playing a leading role in the development of new types of international partnerships and linkages for development. Topic areas range from problem solving linkages focused on a particular problem, such as water conservation, to electronic-based linkages for teaching courses simultaneously in different parts of the world. The realm of partnerships is expanding rapidly. Institutional linkages now are beginning to include other federal agencies, states, cities, counties, corporations, banks, businesses, chambers of commerce, foundations, corporate foundations and community groups. The added benefit of these partnerships are shared resources and a leveraging of funds to a far greater extent than would ordinarily be possible.

New models for partnership and linkage arrangements that result in revitalized institutions of higher education are demonstrating that:

- Mutual interests and changed relationships between U.S. and developing country institutions of higher education are altering the role of developing country institutions from a traditional teaching focus to constituency building through outreach, applied research and professional training;

- New information technologies such as e-mail and Internet are changing the basis for greater collaboration;

- Matching funds provided by the stakeholders involved in the partnership or linkage arrangements create greater ownership and sustainability;

- Sustainability of partnerships and linkage arrangements is contingent on a number of factors that include having the products of these arrangements be of mutual benefit, permitting each of the partners to have a vested interest and ensuring the partnerships or linkages will be responsive to emerging needs.

The upgrading of skills, the revitalization of institutions of higher education, and the reinvigoration of teaching methods, curricula, and courses are all fundamental to ensuring that institutions not only keep pace with changing times but also stay on course for sustainable development, especially with regard to:

- maintaining democratic and pluralistic, open societies;
- advancing economic growth;
- protecting the environment and the efficient use of resources;
- improving health and decreasing population growth.

An extensive array of models of higher education partnerships and linkages will provide greater insight and knowledge about how these arrangements effectively help to meet development needs and at the same time accelerate the revitalization of developing country institutions of higher education.

In addition, the Center seeks to ensure the full availability of Minority Serving Institutions (MSI) of higher education for participation in the development process. MSIs have valuable staff and student resources to contribute to international educational development, and increasingly are participating in the planning and development of international partnerships, linkages and networks.

SO 2 Intermediate Result 2.2: Market-driven combinations of public, private and/or enterprise-based workforce training (learning) models, systems and policy tools identified and disseminated.

According to the World Bank, it is estimated that there are at least 1.3 billion unemployed and underemployed in the developing world. Skilled technical workers in developed countries earn over 60 times that of farmers in the Sahel. Faced with the need for jobs and income, nations strive to develop product niches in the global economy. Becoming competitive, however, means developing a national workforce with the requisite technical skills, the capability to work in teams, and the ability to learn new skills rapidly as technologies advance and markets change.

Ideally, the basic education system of a nation lays the groundwork for national productivity by ensuring that all students acquire essential reading, writing and numeracy skills. In such a system, secondary school graduates would seek to enter the job market or

to continue their education especially in order to enhance their employability. In reality, however, the investment in people is neither comprehensive nor systematic in most developing nations. Many individuals who enroll in primary school never acquire basic skills because the quality of their education is deficient or because they drop out of school along the way. Some complete primary school or lower secondary but do not continue with formal education. In some situations, those who do acquire secondary or higher education diplomas find themselves with skills the marketplace now considers to be largely irrelevant. Underemployment and unemployment are results of these educational realities and of a lack of interaction between the educational sector and the employing sector.

To meet these needs, new, innovative market-driven, enterprise-based workforce training programs for the poor and the underskilled are emerging in the modern sector of developing societies. Given the level of the students' knowledge, many of these programs must begin with the basics. Once students have acquired basic competencies, most effective workforce models provide specialized training in the workplace, or a significant part of the training takes place on the job. Both private and public initiatives have been developed in most world areas to provide workforce training options responsive to the needs of the market place.

While targeted interventions may be appropriate in addressing specific training needs in the informal sector, if training for work is to assume meaningful proportions, ultimately intervention is needed at the macro-level. Interventions at the national level usually address pertinent policies for the development of large-scale, market-driven and flexible training systems. They frequently have goals for strengthening the national workforce training framework, creating an "enabling environment", and addressing linkages between education, training and the employing sectors.

G/HCD, under its mandate to improve human productivity, will support the development of host-country capacity to provide workforce learning opportunities in areas directly related to the attainment of country-level strategic objectives. These areas frequently include: economic development; micro-enterprise (self-employment); health care; environmental management, and teacher training.

The Center has become increasingly aware that little is known about the innovative workforce development models currently being implemented especially in developing nations. Few have been evaluated adequately. Many educational planners are looking to these models for inspiration to replace out-dated and dysfunctional vocational/training programs designed twenty to thirty years ago to meet the needs of different economic realities. Increasingly, mission staff and host-country educators and trainers are enquiring about these models, their purposes, the macro-level considerations that make them viable, and about how they are financed.

SO 2 Intermediate Result 2.3: Improved Agency training systems, including policies, procedures, models, contract mechanisms, management information system, and central services

Training -- in country, in the United States, and in third countries -- is one of the most powerful sustainable development tools of the Agency. It plays a major role in almost all mission strategic objectives. Training represents one of USAID's largest investments, amounting to more than \$600 million in total annual expenditures. G/HCD's role is to enable missions to maximize the impact of all training activities for attaining their strategic objectives.

This intermediate result is concerned with the improvement of the Agency's overall training system. This is achieved by:

- Codifying training policies and procedures in ADS Chapter 253;
- Managing central programming mechanisms - the Partners for International Education and Training consortium, which programs a major portion of U.S. participants, its successor, the Global Training for Development IQC, and three Africa regional training activities, African Training for Leadership and Advanced Skills (ATLAS), Africa Graduate Fellowships (AFGRAD), and Human Resources Development Assistance (HRDA);
- Managing technical assistance mechanisms - the Field Technical Assistance RSSA team, ATLAS/HRDA activities and the Human and Educational Resources Network Support activity;
- Developing an integrated field and central training information management system;
- Providing central participant support services - health coverage, English language testing and training, visas, taxes, and allowances
- Preparing and producing of training materials and models for mission use via central programming and technical assistance mechanisms.

The rationale for focusing on these areas is that each component of the system is vital to the ability of training programs to serve the Agency's and missions' strategic objectives.

B. Summary of Data (SO indicators)

SO 2 INDICATORS	TARGETS
Improved models and other tools identified, described, and disseminated for use in USAID strategic results packages.	10 countries in 8 years

C. Analysis of Progress: Strategic Objective 2

SO 2 Intermediate Results 2.1: Repertoire of Models for Revitalizing Higher Education Developed.

Over the past year, the UDLP has been reaping the results of a successful model where U.S. and developing country institutions of higher education are operating collaboratively and working directly to achieve sustainable development in all USAID priority areas. The progress in FY 1996 of revitalized developing country institutions of higher education includes:

- University students in Morocco and Utah are participating in the same course sessions on soil conservation through satellite technology;
- National systems are being revamped through educational and vocational programs that provide commercial and other skills appropriate to a country's economic reform efforts;
- Labor-saving food processing equipment is being developed;
- Educators are working directly with health or agricultural service delivery agencies to analyze public needs and develop prototype delivery activities;
- Training programs for public health professionals are being revised and upgraded;
- Business analysts from both U.S. and Mexican Universities are working with Mexican manufacturers to promote the adoption of new production technologies;
- Institutions in Uganda, Argentina, Chile and Eritrea are working to advance legal scholarship and to promote democratic principles and human rights in their legal systems; and
- Educators working directly with women in the creation of nutri-businesses are involved in producing and selling weaning foods for profit to promote self-sufficiency.

During FY 1996, the Association Liaison Office (ALO), that represents six associations of higher education institutions in the U.S. has developed two thriving networks for international collaboration between such institutions in Mexico and in Latin America. These networks focus on faculty development and the revitalization of higher education administration, respectively. Several institutional linkages are evolving out of these networks. By the end of FY 1996, the ALO will have created two other higher education networks for Africa and the Carpathian Region. The ALO has also held two successful Higher Education Policy Roundtables focussing on the role of higher education linkages with states, corporations and communities, and more roundtables are planned.

This year, the Center has led Agency efforts to ensure the full utilization of MSI resources at all levels of programming and to acquaint MSI institutions with USAID policies and procedures. This effort has included tracking and reporting on the involvement of Historically Black Colleges and Universities and of Hispanic Serving Institutions in USAID activities worldwide. With the Center's support, the United Negro College Fund and Hispanic Association of Colleges and Universities (UNCF/HACU) has provided information and workshops for MSIs in various regions of the U.S. to encourage their greater involvement in Agency activities.

SO 2 Intermediate Result 2.2 Market-driven combinations of public, private and/or enterprise-based workforce training (learning) models, systems and policy tools identified and disseminated.

The objective of the workforce models activity is to identify worldwide at least 20 "best practice" models and related tools, and to prepare and disseminate a comparative study, a user-friendly guidebook and a video as an introduction to the key elements in the models. These products are to be used by USAID missions in the development of their strategic results packages and by host-country institutions in developing new, flexible and adaptable workforce programs.

In FY 1995 this study of workforce development "best practice" models was designed, and a contract was negotiated and executed. In FY 1996, a technical workshop was convened to explore the essential characteristics of workforce development models, to develop a preliminary list of criteria by which models would be assessed for inclusion in the study, and to identify potential cases. The workshop report provides the basis for identifying potential models world-wide as well as the criteria for selecting a minimum of 20 "best practice" cases.

Trips have been scheduled by the study team to four world regions to describe and assess the most successful models. By the end of FY 1996 the guidebook, analytical study and video will be distributed to field mission staff and host country specialists in education and training. An initial training workshop will be presented in at least one region.

Simultaneously, through existing contractual relationships, G/HCD will respond to

mission requests for assistance to design new workforce development models and to evaluate existing systems.

Intermediate Result 2.3. Improved Agency training systems, including policies, procedures, models, contract mechanisms, management information system, and central services

Training policies and procedures developed and improved. ADS Chapter 253, developed over the last two years, was completed in FY-95 and superseded Handbook 10 as Agency training policy on October 1, 1995. It was designed to make policies and procedures more user-friendly and in line with reengineering principles. This new and evolving directive delegates increased authority to missions, reduces the regulatory burden on missions and other users, provides greater ease of compliance, and makes rapid use of mission feedback in policy revision -- all geared toward a more appropriate and practical body of policies and procedures in line with reengineering values, new technology and reduced Agency resources.

G/HCD central programming mechanisms managed and improved. During FY 95, a new programming mechanism, the Global Training for Development (GTD) IQC, was developed. This will replace the existing Partners for International Education and Training (PIET) contract. A major departure from the present arrangement, this mechanism will provide in-country services and will enable missions to contract directly with one of the IQC contractors for local, third country, and U.S.-based services. The in-country presence is designed to enable missions to manage their training portfolios more effectively, given staff reductions. The RFP for the GTD IQC was released in early FY 96, and the contract is expected to be awarded by the end of the fiscal year.

Technical assistance mechanisms improved. Coordination among technical assistance units was strengthened as a result of the incorporation of the ATLAS and HRDA projects, along with the ATLAS and HRDA RSSAs, into G/HCD. These teams, along with the FTA/RSSA and the HERNS activity, improved their coordination through regular meetings designed to exchange information on activities and the production of models and materials. Links were forged with personnel who have training responsibilities in other Global Centers, and periodic contractor forums were reinstated. Particularly close contacts were developed with the training coordinator in the Center for the Environment, with whom three joint TDYs were undertaken.

Also during the past year, a new contract was awarded for the implementation of ATLAS, which includes a flexible option for missions to fund services incrementally, as well as to use traditional OYB transfers. This will enhance the ability of ATLAS to respond to mission SO teams' special in-country needs, such as conferences, workshops, grants, recruitment, and technical assistance, in addition to the leadership-building training programs in the U.S.

Training information management systems developed and improved. Progress has

been made toward unifying the training data systems in use in the field by introducing the Participant Training Management System (PTMS) as the worldwide standard. This has involved the conversion of old data from previous systems and the training of staff in the full and effective use of PTMS, both for data collection and as an important tool for training management. The final DOS version of PTMS, including software documentation, was developed in FY 95 and has been introduced in 45 missions worldwide.

The primary focus of MIS activities in FY 96 includes the reengineering of USAID's programmatic training processes, including in-country training and the completion of the design of a new training information system. The new system will play a significant enabling role in the reengineering effort and will provide quantitative and qualitative data to mission SO teams and management while also providing comprehensive aggregated data to G/HCD for analysis and reporting.

G/HCD also completed development of the International Training Opportunities (ITO) infobase. This allows viewers easy access to multiple databases of international training providers worldwide, including USAID's Global Training Information, PIET's database, and UNDP's Information Referral System (INRES) database.

Central participant support services improved. In line with the simplification of training policies and procedures, efforts have been undertaken to streamline several aspects of G/HCD's support services and to collaborate closely with USIA.

Options other than the current plan are being examined for the provision of health and accident coverage for U.S. participants. In accordance with the recommendations of the National Performance Review Board, USAID is examining the impact on participants should the current HAC coverage be changed to be compatible with the coverage provided by USIS. With the end of the Master Disbursing Account system, the HAC administrator will be authorized to handle all billing and premium collection functions, previously managed by M/FM.

Reassessment of English language testing and training will be undertaken this year. The management of visa support services, by which G/HCD implements the J-1 exchange visitors visa under authority from USIS, will be reassessed and better coordinated with USIS.

Materials and models for improving training design and management developed, disseminated, and taught. A major aspect of the Center's role in providing technical leadership is the development of materials to enable missions to benefit from four decades of USAID training evaluation and the extensive literature in the field. A substantial portion of the activities have been focused on Africa through the activities of the Africa regional HRDA project. During this period, the HRDA team produced an initial version of a "Best Practices Guide: A Roadmap to Results-Oriented Training." Further refinements based on user feedback and adaptations for emerging USAID requirements will continue. They also conducted a regional workshop and other training activities for over 40 USAID staff with

training management responsibilities. Quarterly newsletters providing information on state-of-the-art training management, lessons learned in HRDA countries, and strategies for improving training management were published by HRDA.

Similarly, the HERNS activity has also begun producing and compiling resource materials for use by SO teams and external partners. As part of a larger Global Bureau skill enhancing effort for staff, G/HCD organizes and conducts professional development programs on an annual basis, covering both training and education topics.

D. Expected Progress for the FY 1997 -1998 Period.

SO 2 Intermediate Result 2.1: Repertoire of Models for Revitalizing Higher Education Developed.

During the coming year, a study will be conducted on the array of linkages, including partnerships, alliances, twinning arrangements and networks that are effectively revitalizing higher education and at the same time addressing development issues. The study will also examine partnerships that include various entities such as industry, other funding agencies, and community groups to discern functional aspects and basic guidelines for collaborative, co-funded productive ventures. This study of models will result in a manual of guidelines that will be disseminated widely.

The ALO will continue to provide technical leadership for the formation of international partnerships for development, develop an interactive database on international linkages, networks and partnerships, hold policy and development roundtables, and implement the networks of higher education institutions in Africa and the Carpathian Region.

The MSI Coordinator will facilitate an active program of information exchange on MSIs for missions and the MSI institutions themselves.

SO 2 Intermediate Result 2.2 Market-driven combinations of public, private and/or enterprise-based workforce training (learning) models, systems and policy tools identified and disseminated

Given sufficient budgetary resources in FY 97, the Center will conduct four regional workshops focused on workforce development needs and options for activity planning, design, implementation and evaluation. The guide, analytical study and video will provide the organizing content for workshop sessions, in addition to substantive input from appropriate USAID or host country individuals reflecting their experience, national constraints and programmatic options.

During FY 1997, action will be taken to ensure the existence of an appropriate contract mechanism for the provision of technical assistance and field support for missions

requesting help with the design, implementation and evaluation of workforce development policies and models.

In FY 1997, the Center also plans to initiate a study of the macro-level policy constraints and strategies for promoting an environment that will enable the private and public sectors to provide, individually or collaboratively, effective workforce training programs in response to market requirements. This study will augment the one now underway, and will provide USAID personnel as well as customers and stakeholders with further insights relevant to facilitating the establishment of sustainable processes for responding to market needs for improved human capacity development.

Intermediate Result 2.3. Improved Agency training systems, including policies, procedures, models, contract mechanisms, management information system, and central services

Training policies and procedures improved. Further refinement of Agency policies and procedures will be reflected in quarterly releases of ADS 253. Important changes will be announced by cable without waiting for the next quarterly release. During this time, materials in the two component sections (Required Policies and Essential Procedures and Supplementary References) will be realigned based on their mandatory or optional application and synthesized materials added to the appropriate section.

G/HCD central programming mechanisms improved. FY 1997 will be a transition year for GTD, which will be fully implemented in FY 1998. A considerable investment of time will be required to assist missions to access GTD, but the expected payback is expected to be more effective management of training as the number of contractors involved in the process decreases.

Technical assistance mechanisms improved. Progress in coordination with local training partners will build on the momentum gained in the preceding year. G/HCD staff will continue to strengthen collaborative working relationships with staff from other Centers with training-related responsibilities. The Center will expand its Forum series in which guidance on policy changes, and reengineering principles and new guidance are given to local partners.

Training information management systems improved. Further development of an integrated Agency information system is planned to occur in 1997-98, including exploration of emerging technologies to enable more cost-effective training information gathering, delivery and management. One area of exploration is the use of Internet's World Wide Web to facilitate the collection of course and cost information from training providers as well as to provide an easy way to distribute this type of information. The use of Internet will primarily be focused on gathering U.S.-based information, to be distributed to the field by various methods, including but not limited to, the gopher, CD-ROM, and AIDNET.

Central participant support services improved. Further development of all central support services will be dependent on the results of assessments to be carried out in 1996 and 1997.

Materials and models for improving training design and management developed, disseminated, and taught. User feedback will determine the course of the development of new models and materials.

SO 2: Performance Data Table

Strategic Objective 2: Improved Continuing and Higher Education and Training Systems in Support of Agency Strategic Objectives.					
Indicator/Unit of Measure	1997	1998	1999	2000	2001
Improved models and other tools identified, described, and disseminated for use in USAID strategic result packages/# of countries in 8 years (cumulative)	1	3	5	8	10
Intermediate Result 2.1: Repertoire of models for revitalizing higher education developed.					
1. Study of models and manual of guidelines completed and widely disseminated/ 1 study in 2 years, 1 manual in 2 years.		2			
2. Database of linkages and networks established and functioning/ 1 database/3 years			1		
Intermediate Result 2.2: Market Driven Combinations of Public, Private and/or Enterprise-Based Workforce Training (Learning) Models, Systems, and Policy Tools Identified and Disseminated.					
Number of countries receiving materials and services/All Missions in FY 1997	-	-	-	-	-
Intermediate Result 2.3: Improved Agency Training System Including Policies, Procedures, Models, Contract Mechanisms, Management Information System, and Central Services					
1. Training system more supportive of mission and bureau SOs (percentage of missions confirming)	20%	40%	60%	75%	75%
2. Training system more closely in line with reengineered Agency core values (percentage of missions confirming)	20%	40%	60%	75%	75%
3. Training systems more efficient (percentage of missions confirming)	20%	40%	60%	75%	75%

Strategic Support Objective 2: Better Fit Attained in Priority Areas of Higher Education and Workforce Readiness Education and Learning Systems within the Country/Region

A. Rationale

There are four intermediate results under SSO 2, as follows::

IR2.1 Increased human and organizational capacity of host country higher education institutions in support of USAID and country priority objectives.

IR 2.2: Mission/host countries identify and apply skill training model(s) in selected workforce sector(s) within country in support of mission strategic objectives.

IR 2.3: Policies modified/adopted in interested host countries which encourage sustainable market and responsive public or private workforce learning programs that support the attainment of mission strategic objectives.

IR 2.4: Improved mission ability to work with host country in the integration of workforce demands and higher education capabilities.

SSO2 Intermediate Result 2.1: Increased human and organizational capacity of host country higher education institutions in support of USAID and country priority objectives.

Higher education has a key, yet currently under-utilized, role to play in the social and economic development of countries. Revitalizing higher education to better fit priority mission and host country strategic development objectives is necessary to capture the known potential benefits of higher education as well as to understand the unprecedented, but less well understood, opportunities made possible by new communications technologies.

Higher education institutions have the main responsibility for training the professional cadre of entrepreneurs, managers, health care providers, scientists and technicians who participate in the development, adaptation and diffusion of innovations in the economy. The importance of reforming higher education to produce graduates oriented toward the actual and projected workforce requirements cannot be overemphasized. Higher education plays a particularly critical role in training the trainers of basic skills and education. The more effectively and equitably higher education institutions provide such training, the more they become engines of development.

Higher education faculty and staff have knowledge and resources that should be utilized in development cooperation activities. By encouraging and supporting their participation in pilot projects, extension and outreach, and applied research relevant to developing country priorities, development activities become less dependent on external interventions and more sustainable. As higher education institutions become more proactive in meeting their societies' needs, opportunities for creating synergistic collaborations among higher education institutions, development ministries, and the private sector will increase.

The primary focus of this IR is to help facilitate change and reform at the field level through the direct application of tools, models and technical services for human capacity development. In particular, these materials are intended to strengthen the role of host institutions of higher education in support of the attainment of mission strategic objectives.

SSO 2 Intermediate Result 2.2: Mission/host countries identify and apply skill training model(s) in selected workforce sector(s) within country in support of mission strategic objectives.

SSO 2 Intermediate Result 2.3: Policies modified/adopted in interested host countries which encourage sustainable market and responsive public or private workforce learning programs that support the attainment of mission strategic objectives.

As societies grow, the skills and capabilities their members need to obtain jobs and generate income also change. In this context a sustainable workforce development process at the macro level is needed which fosters response to evolving needs. Experience indicates that frequently the private sector or some combination of the private and public sector provide the most relevant, cost-effective and timely response, providing that the enabling environment support such initiatives.

In the USAID mission context, the question becomes whether host nationals with the necessary qualifications will be available to assume responsibility for USAID supported functions. Is there an enabling and supportive policy and regulatory environment which provides incentives for timely development of relevant, cost-effective educational responses? Will there be the incentives and places where the requisite education and training can be obtained? Does the enabling environment encourage private sector initiatives to provide training opportunities, or is inordinate reliance placed on traditionally less responsive more costly governmental structures.

The Center's aim, by the provision of information regarding the best practices in workforce development, is to permit country programs to apply adaptations from among the options, as appropriate, in pursuit of their strategic objectives. The option is theirs. This is a demand driven process.

Similarly, as assisted countries inevitably deal with the related macro context, our intent through the study of policy and strategic options is to foster an environment which

provides relevant workforce learning opportunities in a cost-effective manner.

SSO 2 Intermediate Result 2.4: Improved mission ability to work with host country in the integration of workforce demands and higher education capabilities.

The Center seeks to support the country programs as they address workforce and higher education constraints to attainment of strategic objectives. The Center will achieve this by providing technical assistance directly by its staff as well as through support contractors. Additionally, the Center will provide current information on the resources available through Minority Serving Institutions as well as through established higher education linkages, networks and partnerships. These on-line data bases will permit missions and host countries to identify on-going workforce and higher education related initiatives of potential relevance as they plan results packages. Increasingly the higher education community is expanding its collaborative arrangements to include corporations, banks, businesses, states, counties, cities and foundations. The on-line data base will provide Missions with an increased number of potential options for leveraging the resources of a much wider community.

B. Summary of Data

SSO 2 INDICATORS	TARGETS
1.1 Adoption of training/learning models.	10 countries in 5 years.
1.2 Adoption of supportive policies.	10 countries in 5 years.
1.3 Number of countries in which educational institutions are contributing to country priority objectives.	7 countries in 5 years

C. Analysis of Progress: Strategic Support Objective 2

SSO2 Intermediate Result 2.1: Increased human and organizational capacity of host country higher education institutions in support of USAID and country priority objectives.

During FY 1996, the Center is exploring new ways to develop multi-institutional international partnerships for development, bringing together missions, and U.S. and host-country institutions of higher education, government agencies, private sector businesses and corporations, foundations and community groups to help achieve mission strategic objectives for sustainable development. This effort should lead to the development of broadly-based partnerships that leverage additional resources and tap into and reinforce the civic commitment of citizens of all partnering communities.

SSO 2 Intermediate Result 2.2: Mission/host countries identify and apply skill training model(s) in selected workforce sector(s) within country in support of mission strategic objectives.

SSO 2 Intermediate Result 2.3: Policies modified/adopted in interested host countries, which encourage sustainable market and responsive public or private workforce learning programs that support the attainment of mission strategic objectives.

At this time, it is possible for Missions to access technical assistance in the workforce development realm through existing HCD contractual mechanisms. Additionally, as noted under SSO3 of this R2, HCD has the on-going capacity to respond to field needs in planning USAID-funded training programs related to their strategic objectives.

The attainment of SSO 2 IR2.2 and SSO2 IR2.3 assumes the completion of the currently on-going workforce models study, the proposed strategies and policies study, and the field workforce workshops. It is further assumed that as Missions focus increasingly on using their resources to assure strategic objective attainment, they will wish to explore, at the micro level, alternative approaches to workforce development in both the modern and the informal sector. Subsequently some will find it logical to examine ways to facilitate the evolution of an enabling environment at the macro level.

SSO 2 IR 2.4: Improved mission ability to work with host country in the integration of workforce demands and higher education capabilities.

Missions now have access to technical assistance in the workforce development realm and on issues of revitalizing higher education, including assessing potential collaborative options with Minority Serving Institutions. This year, the Center has led Agency efforts to ensure the full utilization of MSI resources at all levels of programming, to acquaint MSI institutions with USAID policies and procedures, and to monitor and report the involvement of MSI institutions in USAID programs. With support from the Center, the United Negro College Fund and Hispanic Association of Colleges and Universities (UNCF/HACU) have provided information and workshops for MSIs in various regions to encourage greater involvement in all aspects of Agency activities.

Progress has also been made this year in the planning of the comprehensive inventory of higher education partnerships, linkages and networks. This on-line database will not only be for Mission use, but will also permit institutions of higher education, other donors and host nations to identify initiatives of mutual interest. The database, a collaborative effort of ALO and the Center, is planned to provide brief descriptions of individual linkages and networks. Basic data will include the names of those participating, the program objectives, the locations in which activities take place and the names of the partner entities. The database will be searchable by any of the main identifiers. It is to be updated annually. It will be established to be a self-sustaining activity in the ALO, supported by subscriptions from institutions of higher education.

D. Expected Progress for the FY 1997 -1998 Period.

SSO2 Intermediate Result 2.1: Increased human and organizational capacity of host country higher education institutions in support of USAID and country priority objectives.

By 1998, at least eight new host country higher educational institutions will be better fitted to meet their countries' priority development needs as a result of capacity enhancing partnerships. Focus will also be placed on taking advantage of the rapidly expanding use of telecommunication technology and its utility in creating virtual linkages that address country specific SOs with regional applicability. An interactive on-line database on partnerships, linkages and networks will be created and will help to enlist more institutions and communities in the revitalization of higher education for helping to achieve sustainable development.

SSO 2 IR 2.2: Mission/host countries identify and apply skill training model(s) in selected workforce sector(s) within country in support of mission strategic objectives.

SSO 2:IR 2.3: Policies modified/adopted in interested host countries which encourage sustainable markets and responsive public or private workforce learning programs that support the attainment of mission strategic objectives.

The level of host country concern and interest in this arena is projected to expand, resulting in increasing calls for technical assistance at both the level of model adaptation and application, and the macro planning level.

SSO 2 IR 2.4: Improved mission ability to work with host country in the integration of workforce demands and higher education capabilities.

The Center plans a series of field workshops designed to acquaint Mission personnel with the range of resources represented by Minority Serving Institutions. Simultaneously, these workshops will provide MSI personnel first-hand information on the USAID programming process and more importantly, on the strategic objectives of missions. 2-4 workshops are planned during the two year period ending in FY 1998.

Both the Comprehensive Inventory of Higher Education Partnerships, Linkages and Networks and the MSI Database are expected to come on-line during the next two years. The existence of these data bases will permit Mission personnel direct and timely access to current data on what institutions of higher education are doing, where they are doing it, and the nature of the partnerships involved. As the facilitative role of missions expands, this data will enable them to foster collaboration in the use of limited resources in pursuit of priority objectives.

SSO 2: Performance Data Table

Strategic Support Objective 2: Better Fit Attained In Priority Areas of Higher Education and Workforce Readiness Education and Learning Systems within the Country/Region					
Indicator/Unit of Measure	1997	1998	1999	2000	2001
1. Adoption of training /learning models/# of countries (cumulative)	2	4	6	8	10
2. Adoption of supportive policies/# of countries (cumulative)	2	4	6	8	10
3. Revitalized educational institutions/# of institutions (cumulative)	1	3	5	7	8
Intermediate Result 2.1: Increased Human and Organizational Capacity of Host Country Higher Education Institutions in Support of USAID Country Priority Objectives.					
Number of host country educational institutions revitalized to meet developmental needs/ # of institutions (cumulative)	1	3	5	7	8
Intermediate Result 2.2: Missions/Host Countries Identify and Apply Skill Training Models in Selected Workforce Sectors within Country in Support of Mission Strategic Objectives					
Number of countries apply models/# of countries (cumulative)	1	3	5	6	7
Intermediate Result 2.3: Policies Modified/Adopted in Interested Host Countries which Encourage Sustainable Market and Responsive Public or Private Workforce Learning Programs the Support the Attainment of Mission Strategic Objectives.					
Policies, strategies, and models adopted/# of countries (cumulative)	1	3	6	9	10
Intermediate Result 2.4: Improved Mission Ability To Work with Host Country in the Integration of Workforce Demands and Higher Education Capabilities.					
1. HCD technical expertise and information provided/# of MSI utilization workshops (cumulative)	2	4	6	8	8
2. Documentation and database center for MSI activities established.		1			
3. Database established on higher education linkage, networks and partnerships.		1			

Strategic Support Objective 3: Improved Capacity in Missions to Identify and Remove Strategic Objective Human Capacity Constraints Amenable to Training.

A. Rationale

The ability to identify and remove human capacity constraints to the achievement of SO results is the core responsibility of any SO training specialist. This involves developing mission and contractor skills in the institutional analysis of performance gaps and in removing them through the design and delivery of appropriate training. The development hypothesis for G/HCD's assistance efforts is:

G/HCD produces technical assistance and materials, combining features of successful USAID regional and bilateral training projects with state-of-the-art findings in the training literature.

G/HCD disseminates these to SO teams and contractors and, where possible, trains them directly in their use.

SO teams and contractors adopt and apply these tools, thereby improving the identification of human performance gaps and the design and delivery of their training programs to fill them.

With the human capacity gaps filled, success in achieving SO results rests on the remaining components of the SO team's strategy.

B. Summary of Data

SSO 3 INDICATORS	TARGETS
3.1 Percentage of missions with SO teams able to identify human capacity constraints.	75% of mission SO teams, by end of FY 1999
3.2 Percentage of SO teams which successfully remove human capacity constraints identified.	50% of mission SO teams, by end of FY 2000

C. Analysis of Progress: Strategic Support Objective 3

The Center's assistance to mission training staff has been directed toward building skills in training needs assessment and broader areas of institutional analysis and development. However, many missions have not yet fully adapted the performance gap mandate to their training planning. Some still approach training as a stand-alone exercise not intrinsically linked to the removal of strategic constraints. Thus, this linkage is the focus of the two indicators and of all mission training assistance efforts of the Center. Because of impending cutbacks in mission staff, we expect that much of this intensive process will be done by the Global Training for Development IQC or other contractors as part of their contracts with missions.

The intermediate results are:

SSO 3 Intermediate Result 3.1: Missions skilled in human capacity development techniques.

A draft version of the "Best Practices Guide: A Roadmap to Results-Oriented Training," designed to provide these skills, was produced by the HRDA project and utilized in technical assistance visits to a number of missions. It has also been circulated in USAID/Washington. It has been received with enthusiasm and is expected to become widely used by missions as a manual for institutional assessments and as a guidebook for G/HCD staff when training mission personnel in these skills.

During the past year, G/HCD staff provided direct technical assistance to approximately 40 missions through field visits in areas such as designing an impact monitoring plan, improving training management, conducting training needs assessments, designing mission training strategies, amending an activity paper to provide an integrated mission training system, developing the training component for new activities, evaluating training projects, designing new mission training management system to service the entire portfolio, and training staff in strategic planning skills for training and education activities, among other tasks.

SSO 3 Intermediate Result 3.2: Effective mechanisms for developing and programming training activities utilized.

This intermediate result will provide missions with the capability to access G/HCD central programming mechanisms. The major mechanism that the Agency will rely on for implementation of the component parts of the training system (described under SO2.3) will be the Global Training for Development (GTD) IQC. Since this is in the pre-award stage, there has been only minimal preparation given to missions to date.

D. Expected Progress for the 1997-1998 Period

SSO 3 Intermediate Result 3.1: Missions skilled in human capacity development techniques.

G/HCD staff will provide technical leadership and assistance to at least 75% of missions through electronic means. This will include the Communication Network linking 30 major missions through e-mail, established at the G/HCD-sponsored staff development workshop in El Salvador in 1995. Direct assistance through field visits will be provided to 40% of missions over the next two years, and 75% by the end of FY 2000, depending on funding.

SSO 3 Intermediate Result 3.2: Effective mechanisms for developing and programming training activities utilized.

As a result of assistance under SSO 3.1, missions will be able to fully utilize the broader services to be provided by the GTD IQC. This will enable SO teams to implement best practices and to manage their training interventions more efficiently.

SSO 3: Performance Data Table

Strategic Support Objective 3: Improved Capacity in Missions to identify and remove Strategic Objective Human Capacity Constraints Amenable to Training					
Indicator/Unit of Measure	1997	1998	1999	2000	2001
3.1 Percentage of mission SO teams able to identify human capacity constraints.	25 %	50 %	75 %	TBD	TBD
3.2. Percentage of mission SO teams which successfully remove human capacity constraints identified.	N/A	N/A	25 %	50 %	75 %
Intermediate Result 3.1: Missions skilled in human capacity development techniques					
Percentage of mission SO teams using appropriate techniques for human capacity development constraints analysis.	25 %	50 %	75 %	TBD	TBD
Percentage of SO teams using appropriate human capacity development techniques for training design and management.	25 %	50 %	75 %	TBD	TBD
Number of technical assistance visits, depending on funding (% of missions visited)	20 %	40 %	60 %	75 %	TBD
Effective assistance from G/HCD and contractor staff (% of missions confirming)	20 %	40 %	60 %	75 %	TBD
Number of SO teams on which G/HCD training staff participate as virtual members (number)	3	5	7	9	12
Intermediate Result 3.2: Effective mechanisms for programming training activities utilized.					
Number of missions accessing mechanisms (%)	20 %	40 %	60 %	75 %	TBD
Number of missions receiving assistance in accessing and utilizing mechanisms (% , depending on budgets)	20 %	40 %	60 %	75 %	TBD

STRATEGIC OBJECTIVE 1: Improved and expanded basic education and learning systems

IR: 1.1
Tools, models and materials for formal schooling and out of school learning
Tools, models and materials for improved management of systems developed and disseminated

IR: 1.2
Girls & Women's Education
Tools, models and frameworks developed and disseminated to support and facilitate sustainable government and private-sector efforts to increase and improve educational opportunities for girls and women

IR: 1.3
Early Childhood Models and Policy Tools
Models and policy tools of early childhood development programs developed and disseminated

IR: 1.4
Community Education Models and Crisis Response Models
Models for community education and crisis response described and disseminated

IR: 1.5
Global Communications and Learning Systems (GC/L)
Models and tools developed and disseminated for effective use of educational and communication technology within learning systems.

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**IR 1.1: Tools, Models, Materials for Formal Schooling
and Out of School Learning**

Tools, models and materials for improved management
of formal schooling systems developed and disseminated

Indicator:

Number of countries receiving services and materials

Target: 20 countries in 5 years

**IR 1.1.1: Research-based
Models, Strategies**

New models, strategies, tools,
and information products
developed and disseminated

Indicator 1: Number of models,
strategies, tools, products
developed and disseminated

Target: 3 per year

Indicator 2: Number of cases
where models, strategies,
tools are applied

Target: 10 in 5 years

**IR 1.1.2: Models,
Strategies, Tools**

Existing models, strategies,
tools and information
products adapted for use

Indicator: Number of existing
models, strategies, tools and
products adapted for use

Target: 3 per year

IR 1.1.3: Services

Services to support planning,
implementation, and evaluation
of basic education activities

Indicator: Number of mission
requests responded to

Target: 15 per year

IR 1.1.4: Coordination

Coordination of Agency's
basic education activities
with other donors
and partners improved

Indicator: Number of joint-
participation meetings,
seminars and workshops held

Target: 12 per year

IR 1.1.5: New Program Areas

New programmatic areas
for Agency investment
in basic education
developed or refined

Indicator: Number of new topical
areas developed and receiving
USAID responses

Target: 1 per year

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IR 1.2: Girls' & Women's Education

Flexible frameworks developed and disseminated to facilitate sustainable government and private-sector policies and programs to increase and improve educational opportunities for girls and women

Indicator: HCD materials used by government/private sector to inform own activities/analyses.

Target: 5 countries in 5 years

IR 1.2.1: Knowledge

Knowledge and lessons distilled and consolidated from both USAID's and others' efforts to increase educational opportunities for girls at the primary school level

Indicator: Compendium of lessons learned on specific interventions, e.g., incentive programs and classroom practices

Target: 3 documents in 5 years

IR 1.2.2: Capacity

Missions and local entities capable of formulating, implementing, institutionalizing, and sustaining efforts to increase educational opportunities for girls

Indicator: Mission and local entities actively fostering local constituency for girls' and women's education

Target: 5 countries in 5 years

IR 1.2.3: Tools

Package of tools created that enable Missions to apply and operationalize lessons learned from worldwide experience with girls' education programs

Indicator: Package of tools including models, operational guidebooks, and materials

Target: 1 package in 5 years

IR 1.2.4: Research on Complementary Approaches

Knowledge and lessons distilled and consolidated on promising complementary approaches to expanding girls' education, such as women's integrated literacy and early childhood education and development programs

Indicator: Completed analytic studies on women's literacy and ECD programs

Target: 3 studies in 5 years

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IR 1.3: Early Childhood Models, Policy Tools

Models and policy tools of early childhood programs developed and disseminated

Indicator: Number of countries where models and policy tools are being disseminated.

Target: 10 countries in 5 years

IR 1.3.1: Research-based Instruments

Research-based instruments of child status developed and disseminated

Indicator: Consensus on child status profiles exists with measurement instruments disseminated and staff trained

Target: 10 countries in 5 years;
5 country profiles in 5 years

IR 1.3.2: Capacity for Technical Support

Capacity established to provide technical support to NGO-based ECD activities

Indicator: U.S.-based NGOs have research and analysis, program design and professional development capacities to provide high quality technical support to local NGO affiliates working in ECD.

Target: U.S.-based NGOs initiate technical support for ECD activities through 10 local NGOs in 5 countries in 5 years.

IR 1.3.3: Cross-sectoral Working Group

Cross-sectoral working group established to provide technical support for ECD research, program design and assessment

Indicator: Guidelines exist for integrated approaches and comprehensive assessment of outcomes, with ongoing research and effective dissemination of promising approaches and analytic tools.

Target: Integrated approaches are developed and comprehensive assessment methodologies are applied in 10 countries in 5 years

IR 1.3.4: Institutional & Organizational Capacity

Institutional and organizational capacities for training and professional support of ECD specialists established

Indicator: Training modules developed and disseminated with local staff and NGOs utilizing materials

Target: 10 countries, 10 NGOs utilizing materials in 3 years

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**IR 1.4: Community Education
and Crisis Response Models**

Strategies and program models for integrated
community education and crisis response
developed and disseminated.

Indicator: Strategies and program
models developed and disseminated.

Target: 3 Models developed and disseminated
and 5 nations assisted in 3 years.

IR: 1.4.1: Strategy Development

Strategies for education in nations
in crisis described and analyzed.

Indicator: Strategy study
completed and disseminated.

Target: Study disseminated
to all USAID missions in 2 years.

IR 1.4.2: Model Development

Program models for integrated community
education and crisis response evaluated.

Indicator: Existing program models
analyzed and prototypical models based
on field experiences developed.

Target: Existing models analyzed in 2 years
and new models developed and evaluated
in 3 years.

IR 1.4.3: Model Dissemination

International repository and computer network
for integrated community education and crisis
response developed and accessed by missions,
international and national NGOs, and nodes
established in crisis nations.

Indicator: Computer documentation center
established and nodes established.

Target: Center established at 1 U.S. university in 1 year
and at least 3 nodes established in 5 crisis nations in 2 years.

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IR 1.5: Global Communication and Learning Systems (GC&L)

Models and tools developed and disseminated for effective use of education and communication technology within learning systems

Indicator: HCD models and tools in use by USAID assisted countries.

Target: 5 models in 5 years; 18 countries in 5 years.

IR 1.5.1: Assessment Tools

1. Assessment tools for defining appropriate application of educational and communication technology within learning systems.

Indicator:

1. Package of assessment tools developed.

Target: Initial version in 2 yrs.
Validated/modified in 5 yrs., 7 yrs.

2. Cases applied

Target: 5 countries in 2 yrs.;
10 in 5 yrs.; 15 in 7 yrs.

IR 1.5.2: Intervention Models

2. Intervention models and tools based on state-of-the-art strategies to increase the impact of educational and communication technology within learning systems.

Indicator:

1. Intervention models and support tools developed.

Target: Six seminal models with tool package, initial version in 2 yrs.
Validated/modified in 5 yrs., 7 yrs.

2. Cases applied.

Target: 3 countries in 2 yrs.;
5 in 5 yrs.; 8 in 7 yrs.

IR 1.4.3: Institutionalization Strategies

3. Institutionalization strategies and guidelines for establishing the sustainable use of educational and communication technology within learning systems.

Indicator:

1. Strategies and guidelines developed.

Target: Initial version in 3 yrs.
Refined version in 5 yrs., 7 yrs.

2. Cases applied.

Target: 3 countries in 3 yrs.;
5 in 5 yrs.; 8 in 7 yrs.

IR 1.5.4: Monitoring/Evaluation Strategies

4. Monitoring and evaluation strategies and tools for observing the impact of educational and communication technology within learning systems

Indicator:

1. Strategies and tools developed.

Target: Initial version in 3 yrs.
Refined version in 5 yrs., 7 yrs.

2. Cases applied.

Target: 5 countries in 3 yrs.;
5 in 5 yrs.; 8 in 7 yrs.

IR 1.5.5: Exchange System

5. System for the collection, demonstration and exchange of information and innovations on the use of educational and communication technology

Indicator:

1. System developed and operational.

Target: Initial operation in 3 yrs.
Refined in 5 yrs., 7 yrs.

STRATEGIC SUPPORT OBJECTIVE 1: Improved and expanded basic education, especially for girls and women

IR 1: Improved tools, programs, models, applied in formal and out-of-school settings in target countries.

Indicator:

Number of countries

Target:

20 countries in 5 years

IR 2: Sustainable host-country government and private-sector policies and programs established to increase educational opportunities for girls and women.

Indicator:

Number of countries

Target:

5 countries in 5 years

IR 3: Improved early childhood tools, programs and models applied in target countries.

Indicator:

Number of countries

Target:

20 countries in 5 years

IR 4: Models for community education and crisis response applied in target countries.

Indicator:

Number of countries

Target:

5 countries in 5 years

IR 5: Tools, models, strategies and programs for the application of educational and communication technology disseminated and adapted for use in target countries.

Indicator:

Global communications and learning system developed and assessed for application.

Target:

Models and tools used in 18 countries by 2001.

**STRATEGIC OBJECTIVE 2: Improved continuing and higher education
and training systems in support of Agency strategic objectives**

Indicators:

1. Improved models and other tools identified, described and disseminated for use in USAID strategic results packages.

Targets:

1. 10 countries in 8 years

**IR 2.1: Repertoire of models for revitalizing
higher education developed.**

**IR 2.2: Market driven combinations of public,
private and/or enterprise-based workforce training
(learning) models, systems and policy tools
identified and disseminated.**

**IR 2.3: Improved Agency training system, including
policies, procedures, models, contract mechanisms,
management information system, and control services.**

IR 2.1: Repertoire of models for revitalizing higher education developed.

Indicator 1:

Study of models and manual of guidelines completed and widely disseminated.

Target:

1 study in 2 years; 1 manual in 2 years

Indicator 2:

Database of linkages and networks established.

Target:

1 database in 3 years

**IR 2.1.1: Spectrum of models identified and assessed.
Networks (including electronic networks), linkages,
retaining arrangements, training, franchising, partnerships.**

Indicator 1:

Study of models completed.

Target 2:

1 study in 2 years.

Indicator 2:

Interactive database of higher education linkages
and networks established and maintained.

Target 2:

Established in 1 year; maintained for at least 2 years.

**IR 2.1.2: Guidelines developed for tailoring
models to USAID SO's and country priorities.**

Indicator:

Manual developed.

Target:

1 in 2 years.

**IR 2.1.3: Policy dialogue regarding the evolving
role of higher education in development facilitated.**

Indicator:

Number of higher education roundtables held and completed.

Target:

6 roundtables held and reports disseminated in 2 years.

IR2.2 Market Driven combinations of public, private and/or enterprise-based workforce training (learning) models, systems and policy tools identified and disseminated.

Indicators:

Number of countries receiving materials and services.

Targets:

All Missions in FY 97

I.R.2.2.1 "Best Practice" workforce learning models identified and described.

Indicator:

Number of models.

Target:

20 Models identified and described in FYY96.

Indicator:

Guidebooks, supportive analytical study and video prepared.

Target:

Guidebook, study and video distributed to missions, donors, host countries.

Indicator:

Field Workshops.

Target:

3 regional workshops in FY 97.

IR 2.2.2 Strategies for workforce development in support of Agency strategic objectives analyzed and described.

Indicator:

Strategy study completed and disseminated.

Targets:

Study disseminated to all USAID missions.

IR 2.2.3 Services established to support planning, implementation, and evaluation of workforce development activities.

Indicators:

Number of mission requests responded to.

Targets:

10 Missions.

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SO2:IR2.3: Improved Agency training system, including policies, procedures, models, programming and technical assistance mechanisms, management information system, and central participant services

Indicators:

1. Training system more supportive of mission and bureau SOs
Target: Confirmed by 75% of missions in surveys, by end of FY2000
2. Training system more closely in line with reengineered Agency core values
Target: Confirmed by 75% of missions and bureaus in surveys, by end of FY2000
3. Training system more efficient
Target: Confirmed by 75% of missions and contractors in surveys, by end FY2000

SO2:IR2.3.1: Training policies and procedures (PPs) improved

Indicators:

1. More mission autonomy in policy decisions
Target: 80% decrease in waivers to G/HCD
2. Reduction in number of policy areas [TBD]
Target: TBD
3. Greater ease of compliance
Target: Confirmed by majority of missions by FY2000
4. Decreased lagtime in announcing ADS 253 policy changes in response to mission feedback
Target: Within 30 days for majority of changes
5. PPs viewed by missions, bureaus, and contractors as more appropriate and practical
Target: Majority attest in surveys, by end of FY2000

SO2:IR2.3.2: G/HCD central programming mechanisms improved

Indicators:

1. Programming mechanisms more conducive to uniform application of PPs and models
Target: Confirmed by majority of missions in survey, by end FY2000
2. Programming mechanisms more conducive to planning, achieving, and monitoring
Target: Confirmed by majority of missions in surveys, by end FY2000
3. Smooth transition to new mechanism
Target: No disruption of services

SO2:IR2.3.3: Technical assistance mechanisms improved

Indicators:

1. Greater consistency in guidance and assistance to missions from USAID/Washington
Target: Confirmed by majority of missions in survey, by end of FY2000
2. Greater communication and coordination among G/HCD training RSSAs, HERNS, and training contractors
Target: Participation in regular joint meetings and in regular G/HCD Training Contractor Forum sessions; joint production of resource materials
3. Greater communication and coordination between G/HCD entities and Global Center training staff
Target: Participation by majority of identified G training staff in G/HCD forum sessions

SO2:IR2.3.4: Training information management system improved

Indicators:

1. Greater comprehensiveness of data captured
Target: All training-related data, by end of FY2000
2. Greater use worldwide
Target: All missions and contractors using it worldwide by end of FY2000
3. Integration with other Agency systems
Target: Ability to interface with home pages, webs, etc., by end of FY2000

SO2:IR2.3.5: Central Participant support services improved

Indicators:

1. New maintenance rate structure in place
Target: By end of FY96
2. HAC self-funding principle reassessed and options developed
Target: By end of FY97
3. English language testing and training mechanisms reassessed
Target: By end of FY96
4. Visa support services management better coordinated with USIS
Target: By end of FY96
5. Mechanism for compliance with Tax Reform Act reassessed and redesigned
Target: By end of FY96

SO2:IR2.3.6: Materials and models for improving training design and management developed, disseminated, and taught

Indicators:

1. Lessons learned and best practices from regional and bilateral training programs produced, refined, and disseminated
Target: To all missions, annually
2. Current learning theory synthesized for application to training
Target: 4 studies per year
3. Staff professional development workshops conducted
Target: Annually

STRATEGIC SUPPORT OBJECTIVE #2: Better fit obtained in priority areas of higher education and workforce readiness between demands of workplace and persons emerging from education and learning systems within the country/region.

Indicator 1:
Adoption of training/learning models.

Target:
10 countries in 5 years.

Indicator 2:
Adoption of supportive policies.

Target:
10 countries in 5 years.

Indicator 3:
Number of host country higher educational institutions contributing to country priority objectives.

Target 3:
7 countries in 5 years.

IR 2.1: Increased human and organizational capacity of host country higher education institutions in support of USAID and country priority objectives.

Indicator:
Number of host country educational institutions revitalized to meet developmental needs.

Target:
8 institutions in 5 years

IR 2.2: Missions/host countries identify and apply skill training model in selected workforce sector within country in support of mission strategic objectives

Indicator:
Number of countries

Target:
7 countries in 5 years

IR 2.3: Policies modified/adopted in interested host countries which encourage sustainable market and responsive public or private workforce learning programs that support the attainment of mission strategic objectives.

Indicator:
Policies, strategies and models adopted.

Target:
10 countries over 5 year period.

IR 2.4: Improved selection ability to work with host country in the integration of workforce demands and higher education capabilities.

Indicator 1:
WCD technical area expertise and information provided.

Targets:

1. Database established on higher education linkages, networks and partnerships.
2. 8 MSII utilization workshops in 5 years.
3. Documentation and database center for MSII activities established.

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**IR 2.1: Increased human and organizational capacity
for host country higher education in support
of USAID and country priority objectives.**

Indicator:

Number of host country higher educational institutions
revitalized to meet development needs through public/private
partnerships and/or other models.

Target:

8 institutions in 5 years

**IR 2.1.1: Institutional strategic
planning capacity increased.**

Indicator: Number of institutions
with strategic plans in place.

Target:

8 institutions in 5 years

**IR2.1.2: Community outreach and
participation strategies developed.**

Indicator: Number of institutional programs that
involve communities and address their needs.

Target:

4 programs

**IR 2.1.3: Staff professional
skills upgraded and relevant.**

Indicator: Number of faculty involved
trained in priority areas.

Target:

8 institutions in 5 years

STRATEGIC SUPPORT OBJECTIVE 3: Improved capacity in missions to identify and remove SO human capacity constraints applicable to training

Indicators:

1. Percentage of SO teams able to identify human capacity constraints
Target: 75% of mission SO teams, by end of FY1999
2. Percentage of SO teams which successfully remove human capacity constraints identified
Target: 50% of mission SO teams, by end of FY2000

SSO3/IR1: Missions and bureaus utilize G/HCD materials, models, contract mechanisms, and data systems (CRITICAL ASSUMPTION)

Dotted box indicates not under G/HCD control

SSO3/IR3.1: Missions skilled in human capacity development techniques

Indicators:

1. Number of mission SO teams using appropriate techniques for human capacity constraints analysis
Target: 75% of mission SO teams by end of FY1999
2. Number of mission SO teams using appropriate human capacity development techniques for training design and management
Target: 75% of SO teams by end of FY1999
3. Number of technical assistance visits
Target: 75% of missions visited by end FY2000
4. Effective assistance from G/HCD and contractor staff
Target: Percentage of missions confirming
5. Number of SO teams on which G/HCD training staff participate as virtual members
Target: Virtual membership on 12 teams by the end of FY2001

SSO3/IR3.2: Effective mechanisms for programming training activities utilized

Indicators:

1. Number of missions accessing mechanisms (%)
Target: 75% of missions worldwide by end of FY2000
2. Number of missions receiving assistance in accessing and utilizing mechanisms (%)
Target: 75%, by end of FY2000 (depending on budget)

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