

PD-ABR-041
100043

Strategic Plan
of the
Center for Human Capacity Development
1999 - 2003

January 25, 1999

DRAFT

United States Agency for International Development
Bureau for Global Programs, Field Support and Research

A

TABLE OF CONTENTS

Chart Agency Objectives and G/HCD Supporting Objectives		
I	Introduction	Page
A	Overview	1
B	Mandate	1
C	Human Capacity Development	2
D	G/HCD Approach	2
II	Analysis of the Assistance Environment and Rationale for Program Directions	
A	U S National Interests	4
B	Importance of Human Capacity Development	5
C	Human Capacity Development Responsibilities	7
D	G/HCD's Role in Technical Leadership and Coordination	10
III	Strategy Framework of the Center for Human Capacity Development	
A	Agency Goal Building Human Capacity Through Education and Training	12
B	G/HCD Strategic Support Objectives (SSOs)	13
1	Strategic Support Objective 1 - Basic Education	13
2	Strategic Support Objective 2 - Higher Education	44
3	Strategic Support Objective 3 - Training	63
4	Strategic Support Objective 4 - Information Policy and Technology	75
IV	Performance Monitoring Plan	85
V	Resource Requirements [distributed separately]	

AGENCY OBJECTIVES

AGENCY CROSS CUTTING EMPHASIS AREAS

Access to quality basic education for under-served populations, especially girls and women, expanded

The contribution of host-country institutions of higher education to sustainable development increased

Training expands the capacity of assisted countries to manage their own social and economic progress

Broad and equitable access to information and information technologies is essential to human capacity development

G/HCD Strategic Support Objectives

1 Basic education, especially for girls, women and other under-served populations, improved and expanded

2 The contribution of host-country institutions of higher education to sustainable development increased

3 The work performance of host country trainees and effectiveness of host country organizations improved through training

4 Access to and application of information and telecommunications services expanded

AGENCY OBJECTIVES		AGENCY CROSS CUTTING EMPHASIS AREAS	
Access to quality basic education for under-served populations, especially girls and women, expanded	The contribution of host-country institutions of higher education to sustainable development increased	Training expands the capacity of assisted countries to manage their own social and economic progress	Broad and equitable access to information and information technologies is essential to human capacity development
G/HCD Strategic Support Objectives			
1 Basic education especially for girls women and other under served populations improved and expanded	2 The contribution of host country institutions of higher education to sustainable development increased	3 The work performance of host country trainees and effectiveness of host country organizations improved through training	4 Access to and application of information and telecommunications services expanded
Intermediate Results			
1 1 Basic education policies strengthened and institutional capacity built	2 1 Higher education institutions workforce institutions and their extended partners engaged in policy initiatives	3 1 The impact of USAID-funded training in selected countries increased through G/HCD focus on training quality and cost-effectiveness	4 1 Policy law and regulatory reforms adopted to allow improved and more affordable telecommunications services
1 2 Knowledge about formal and out-of school basic education learning environments generated and disseminated	2 2 Higher education institutions internal management capacity increased	3 2 In Country Training activities in selected Missions conducted with increased instructional quality and impact	4 2 The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved
1 3 Access to quality basic education improved through the application of educational technology	2 3 The development capacity of other institutions increased through higher education		4 3 The application of information technology and telecommunications services increased to achieve development objectives
1 4 The accuracy timeliness and accessibility of data for basic education policy and program planning improved	2 4 The capacity of developing country workforce populations increased through skills that match market demand		
1 5 Capacity for providing basic education in countries in crisis or transition increased			
1 6 Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development			

J

I INTRODUCTION

The Center for Human Capacity Development (G/HCD, or the Center) is one of five Centers in USAID's Bureau for Global Programs, Field Support and Research, and serves as the Agency's central operations unit for basic education, higher education, workforce development, training, and telecommunications/ information technology. This document details the Center's strategy in each of these areas for the period 1999 through 2003.

A Overview of the Strategic Plan

G/HCD's Strategic Plan includes the following elements. Part I summarizes the Center's mandate, defines human capacity development and describes G/HCD's approach, Part II summarizes critical problems of human capacity development in USAID-assisted countries, outlines the roles of Agency offices, partners, stakeholders and other donors in responding to these problems, and discusses how G/HCD exercises leadership and promotes coordination within and outside the Agency, Part III provides a framework for making strategic program choices, explains the Center's Strategic Support Objectives, program approaches and program results/outcomes, and provides direction for implementing G/HCD programs over the period of the Plan, Part IV outlines G/HCD's Performance Monitoring Plan, and finally, Part V (a separate document) outlines G/HCD resource allocation across objectives and anticipated results.

B Mandate

The mandate of the Global Bureau's Center for Human Capacity Development (G/HCD or the Center) is to ensure the achievement of USAID's Goal Three -- "human capacity built through education and training." G/HCD does this in the following ways. First, it provides field support, i.e., assistance to other Agency bureaus, centers and missions, partners, stakeholders and customers, for the attainment of Goal Three. Second, it provides technical leadership through the study of emerging issues within the sector, and recommends "best practices." Finally, G/HCD develops, directly implements and evaluates selected programs to introduce new, often cutting edge, solutions to human capacity development (HCD) problems, with the full participation of other Agency offices.

The Center contributes to the development of USAID policies and strategies related to human capacity development (HCD), and ensures their implementation throughout the Agency. It develops and tests new technologies and approaches to improve the quality and relevance of education and training, and supports and monitors their application. Special efforts are directed to the needs of under-served populations, including girls, women, the disabled and victims of abusive child labor, in all of the Center's activities. For initial presentation in G/HCD's R4, the Center

will make a preliminary assessment of Agency progress toward the achievement of objectives under Goal Three, that will serve thereafter as a basis for dialogue among Global Bureau Centers and WID Office, the Regional Bureaus, and PPC. The adjusted and enhanced assessment will then feed directly into the Agency Performance Plan (APP) and the Annual Performance Review (APR).

C Human Capacity Development

Human capacity development (HCD) includes all formal and informal systems and institutions which seek to expand personal opportunities and improve the abilities of individuals and institutions to contribute to sustainable political, economic and social development. **Basic education** (including early childhood development, primary and secondary education, adult literacy and numeracy) is essential, particularly for disadvantaged and low income people to participate in political processes and to improve their economic and social well-being. **Higher education** and the development of workforce skills prepare individuals to carry out critical development tasks and enables societies to access the world's rapidly expanding store of scientific and technological knowledge. **In-country, third country and US training** (including formal, informal, on-the-job, academic or practical training) equips individuals to make immediate improvements in their performance and strengthens organizations critical to the development process. Finally, expanded access to **information technology and telecommunications services** enables broad and equitable access to the information required for successful functioning in political, economic and social spheres. Without such access, individuals, communities and societies will be increasing disadvantaged in the 21st century.

D G/HCD Approach

Although USAID's Strategic Goal Three was only recently established, the Agency, through G/HCD, has an established and dynamic institutional base for achieving this goal. G/HCD's experienced staff has worked in all of USAID's regions, and the Center has established close working relationships with all regional bureaus and most field missions. Staff members respond rapidly to problems arising in USAID's more traditional programs, and increasingly, G/HCD is positioned to address the immediate needs of countries in crisis and transition as well.

G/HCD has strong relationships with its partners and stakeholders through a variety of formal and informal working relationships, e.g., the HCD Sector Council, quarterly meetings with the International Education and Training Coalition (IETC) and the Association Liaison Office's Consultative Group, and regularly scheduled meetings with all grantees, cooperators and contractors. G/HCD emphasizes donor coordination, enabling USAID/Washington and field offices to keep abreast of plans and programs and leverage substantial complementary resources for achieving Agency objectives.

Through academic and institutional contacts, G/HCD monitors innovations and new experiences in the HCD realm, and sponsors research for the development and adaptation of appropriate technologies and learning systems to meet bureau and mission needs. G/HCD has also established a variety of grant and contractual mechanisms for rapid and flexible response. These mechanisms enable bureaus and missions to benefit from economies of scale in program design, implementation and evaluation, and to facilitate the transfer of experience and lessons learned across countries and regions.

PART II ANALYSIS OF THE ASSISTANCE ENVIRONMENT AND RATIONALE FOR PROGRAM DIRECTIONS

This part of the Strategic Plan outlines the importance of human capacity development (HCD) in serving U S national interests and attaining USAID's Strategic Goals. It summarizes the state of HCD in USAID-assisted countries and identifies the major obstacles that must be overcome in achieving Agency goals. It outlines the responsibilities of various USAID offices, stakeholders, partners and other donors in resolving HCD problems and pursuing Agency Goal Three. Finally, it discusses G/HCD's technical leadership, coordination and collaboration roles in greater detail.

A U S National Interests

Strengthening human capacity in the developing world contributes to meeting U S national interests by supporting and sustaining political, economic and social development, thereby helping to create a more secure, prosperous and democratic world. Adequate basic education and the development of marketable workforce skills provide increased opportunities for the poor and disadvantaged, that broaden participation in democratic processes and economic prosperity, and encourage application of the rule of law (including narcotics interdiction) and protection of human rights and environmental quality. Providing basic education specifically to girls and women provides the additional benefits of contributing to stabilizing the world population, protecting family health, and decreasing the spread of infectious diseases. Improved economic opportunity and quality of life in individual countries and regions reduces outmigration, and contributes to political stabilization and ethnic peace. Finally, with greater participation in broad-based economic growth as a result of education and training, people in the developing world become consumers of U S exports and otherwise participate in the global economy. For these reasons, the U S is committed to building human capacity through education and training, as well as through expanded access to information technology.

In countries in crisis or transition as the result of conflict, economic deterioration or natural disasters, the restoration or maintenance of broad access to quality basic and higher education is one of the key issues to be addressed. Children and families under extreme stress or in refugee camps look to education for stability, opportunity and hope. Where nations move from authoritarian command economies to free market democracies, new skills, management techniques and systems of governance are required. Education and training efforts can fill critical skill deficits created by the conflict or facilitate the development of new skills necessary to restore peace, prevent future conflict, decentralize decision making and encourage participation and democratic, market-oriented development.

B Importance of Human Capacity Development

1 Human capacity and the development process

Human capacity development has long been one of the Agency's most important tools for supporting and sustaining political, economic and social development. Its importance is recognized by USAID Goal Three - **human capacity built through education and training**. For program design, implementation and evaluation purposes, the achievement of Goal Three is divided into four areas: (1) basic education and early childhood development, (2) higher education and workforce development, (3) training, and (4) information and telecommunications services. In the Agency Strategic Plan, the first two of these areas are subsidiary strategic objectives of USAID's Third Goal. The last two areas have a cross-cutting role in the achievement of all Agency goals, with leadership placed under the Third Goal.

Basic education and early childhood development Econometric studies have demonstrated a high correlation between broad-based access to quality education and sustainable economic growth. The attainment of universal primary education, for example, was recognized as the largest single contributor to the economic growth rates of high-performing Asian economies. Given the Agency's goal of improving broad-based economic growth, there is no doubt that providing adequate basic education and literacy to all, but particularly to under-served groups -- including girls, women, minority and impoverished groups, persons with disabilities, and children in abusive child labor -- is a fundamental requirement of USAID's development efforts. The poor, in particular, benefit from public spending on basic education because such investments provide them with the tools they need to improve their political participation and economic and social well-being. Female education is now recognized as promoting particularly broad social benefits, including lower fertility, infant mortality and child morbidity rates, as well as improved family health and nutrition. High literacy rates enable local populations to mobilize effectively for sustainable environmental protection, and the reversal of environmental degradation.

Higher education and workforce development Institutions of higher education and workforce development prepare leaders, professionals and workers to build stable and prosperous public and private sectors and civil societies that achieve lasting stability, strong economic growth and improved quality of life. Universities and colleges equip individuals with the knowledge and skills required for leadership positions in the public and private sectors, produce new knowledge through research, transfer, adapt and disseminate knowledge generated elsewhere to enhance productivity, and provide advice and consultancy services to all sectors, including civil society. Partnerships between industrial, governmental, and non-governmental organizations and higher education and workforce development institutions enable the identification of new or different skill needs and provide learning systems to meet these needs in all sectors. The availability of an appropriately skilled workforce drives domestic and foreign investment decisions that close the virtuous circle by

providing expanded economic opportunities and improved physical quality of life -- including access to more and better education -- for the entire population

Training Training is financed by USAID to improve the effectiveness of host country individuals and institutions that are critical for the achievement of specific political, economic and social development objectives. In the developing world, institutions of higher education and workforce development often are not equipped to provide the crucial skills needed to support and sustain political, economic and social development. Similarly, countries in crisis typically lose their training capacity, while countries in transition find themselves lacking substantive knowledge or disciplines essential to their effective functioning as free market democracies. In these cases, human capacity development requires the development of demand-driven training interventions to meet specific and immediate needs. In all cases, training may take place in the U S , in third countries or in host countries, and distance learning is becoming an increasingly cost-effective option.

Information and telecommunications services In today's technologically sophisticated world, access to information technologies is an indispensable component of human capacity development. In the twenty-first century, access to information and information technologies will be determined by (1) international and national telecommunications policies, laws and regulations, (2) the technical capacity of key information-related institutions, and (3) the ability of local institutions to adopt and disseminate cutting-edge information technology applications.

2 Key human capacity development problems

The following points summarize the types of issues being addressed by all Agency bureaus, missions and stakeholders in achieving Goal Three

- While many developing countries have made substantial progress in recent decades in raising primary and secondary school enrollment rates and achieving basic literacy, many nations still have a long way to go to reach universal enrollment, even at the primary level
- Resources for basic education in most developing countries depend primarily on government funding, and are suffering relative declines while enrollment is increasing. The result is overly large class sizes, less effective teachers, and fewer textbooks, which add up to a poor quality education, that, in turn, reduces the benefits of attending school and raises the rates of grade repetition and school dropout
- In most regions, limited access and poor quality affect girls more severely than boys, leading to significant gender gaps in primary and secondary enrollment and completion

- Many countries have adopted financing and other policies that limit access to basic education for female and low-income populations, and impair the quality of basic education, while allocating scarce resources to subsidizing higher education for wealthier groups, or to supporting outdated vocational education institutions
- In many countries, there is a clear disconnect between the skills provided by publicly funded learning systems and those needed by emerging economies. Business and industry are unable to find adequately trained candidates at the same time that most school leavers at all levels experience severe unemployment or underemployment
- Few nations have developed public and private partnerships to ensure that appropriate policies and programs are in place for effective workforce development. As a result, countries fail to adapt to the rapidly changing global economic environment. An underdeveloped workforce with limited technological capacity attracts little domestic and foreign investment and becomes a barrier, rather than a contributor, to national development and economic growth
- Successful solutions and critical information required to address HCD problems and improve the quality and relevance of a developing country's education and training are seldom easily available to teachers or to educational planners and administrators. Great opportunity costs result from the inaccessibility of information, technologies, policies and program approaches that could bring about needed improvements

C Human Capacity Development Responsibilities

With human capacity development recognized as an important tool for meeting U.S. national interests, and as one of six USAID goals, the Agency has charged a number of operational units with various aspects of responsibility for the furtherance of human capacity development. To this end, G/HCD collaborates with other Agency centers, bureaus and missions, along with numerous stakeholders and other donors that make significant contributions in the area. Knowing what others do, what resources are available from them, when and where they plan to implement programs, and what lessons they have learned is crucial if Agency resources are to be soundly applied and their impact maximized. This Strategic Plan reflects the needs, views and interests of other USAID and external organizations regarding HCD development. An illustrative list of their interests follows:

- **Women in Development (WID) Office** Human capacity development at all levels is critical to enabling girls and women to gain equal participation in the economic and social development process. Attaining broad-based economic growth requires the full participation of educated women. Educated girls help to ensure improved community

health, nutrition and family prosperity, as well as continued access by all family members to basic education opportunities

- **Center for Democracy and Governance** Literacy and basic education underpin broad-based participation in the democratic process and contribute to local development. Higher education provides training for the leaders and managers to strengthen democratic institutions and establish a forum for the expression of pluralistic ideas. Decentralization of education and local participation in education management encourage effective democratic governance. Civic education is crucial to inculcating democratic practices in schools and communities.
- **Center for Economic Growth** Human capacity development provides the skills required by business (large and small), industry and the public and private institutions supporting the expansion of the global economy. Education often represents the largest sector of national budgets and is a central concern for maximizing the impact of social sector investment. Education and training are essential to the development of emerging markets.
- **Center for Population, Health and Nutrition** Basic education and specialized training for girls and women have a direct influence on fertility levels, child survival, improved nutrition and health, and curtailing the spread of infectious diseases. Early childhood development and youth programs in health and nutrition can benefit from integration with education programs, both formal and non-formal.
- **Center for the Environment** Education provides an understanding of why the environment must be protected as well as how citizens can do their part. Information technologies give them the wherewithal for effective action. Training is also necessary for the effective design and implementation of environmental programs. Improved environmental protection is highly correlated with universal basic education.
- **Regional Bureaus** The Regional Bureaus support a large array of human capacity development programs including basic education, higher education, workforce development, training and the application of information and telecommunications technologies. G/HCD provides extensive field support and technical leadership to each of these bureaus for their HCD programs, and works collaboratively with them on the direct implementation of selected activities.
- **USAID Field Missions** The human capacity development programs that most directly reach USAID's clients are administered by the Missions. Most HCD resources are controlled by the Agency's field Missions, and the Missions provide oversight to all USAID human capacity development programs implemented by Centers and regional bureaus in the

field Individual missions, however, have very different mixes of the specific HCD services which they implement, depending on varying national realities

- **Bureau for Humanitarian Response** Countries in crisis often require immediate human capacity development programs including assistance with resuscitating and redesigning damaged, destroyed or flawed education systems, and with the provision of training to break the cycle of violence, to restore normality, and to provide the necessary skills to support effective organizational performance BHR programs also benefit the HCD sector School feeding programs under Title II contribute directly to improving school achievement and rates of completion

USAID shares responsibility for addressing HCD problem areas with a number of stakeholders and partners A large number of private academies, institutes and foundations raise and deploy their own resources and also serve as USAID grantees and contractors for providing services to carry out HCD programs in developing countries In addition, institutions and organizations related to higher education and workforce development are engaged extensively in programs for improving HCD conditions It is to USAID's advantage to harness and support these private development efforts in carrying out programs that assist with the attainment of Agency Goal Three

In addition to USAID, other federal agencies provide or have the capacity to provide HCD-related services to USAID countries, including the Department of State, the United States Information Agency, the Department of Education, the Department of Labor, the Department of Health and Human Services, Peace Corps, the Department of Commerce, and the Federal Communications Commission, among others G/HCD benefits from collaborating with these government offices for mobilizing the HCD resources needed to address Agency goals, thereby attaining further efficiencies through coordination

Other donor organizations have far more resources than USAID to invest in the improvement of human capacity in the developing world Development banks such as the World Bank, the Inter-American Development Bank and the African and Asian Development banks not only provide loans for major programs but also finance specific research activities and develop learning technologies that are beneficial to USAID for the attainment of Agency objectives United Nations organizations such as the U N Development Program, UNESCO, UNICEF and the International Labor Organization (ILO) are also sources of funding, technologies and lessons learned In addition, other developed countries are engaged in extensive bilateral and multilateral assistance programs, many with substantial HCD expenditures G/HCD collaborates closely with other donor agencies through the International Working Group on Education (IWGE), the Education for All Steering Committee (EFA), and several other key international working groups

D G/HCD'S Role in Technical Leadership and Coordination

Neither the Center nor any other single Agency or external office will produce all of the results necessary to attain the Agency's HCD objectives. For USAID to maximize the impact of its relatively limited HCD resources, G/HCD must coordinate internally, as well as with national governments, other stakeholders, partners, other federal agencies and other donors, as described above. In this way, the Center's limited resources will be used to their best advantage, and problem areas critical to attaining USAID Goal Three will be appropriately identified and adequately addressed. G/HCD's ability to coordinate Agency activities and collaborate effectively with others depends on maintaining a leadership role as an innovative force in the HCD area.

1 Technical leadership

G/HCD is charged with exercising global leadership for the HCD issues most important for attaining USAID's Strategic Goals, especially Goal Three. By analyzing emerging HCD problems, and encouraging stakeholders, partners and other donors to become engaged in their solutions, USAID can leverage support for HCD objectives far beyond its own limited personnel and financial resources.

The most effective way of exercising leadership is to frame continuously the questions of greatest importance for improving the quality and relevance of human capacity development. Some of the questions currently being addressed are:

- When primary education is expanded rapidly, how can nations best improve learning outcomes and educational quality?
- What is the best mix of basic education, higher education and workforce training to meet the private sector's needs for skilled workers and to achieve sustainable development?
- What are the most effective ways to ensure local participation and the effective decentralization of education systems?
- How can community schools be scaled up to meet national education needs in the least developed nations?
- How can human capacity development better meet the needs of girls, women, ethnic minorities, persons with disabilities, victims of abusive child labor and other under-served groups?

- How can advances in organizational development in the U S private sector be applied to improving the performance of developing country institutions to achieve broad-based economic growth?
- Which countries can benefit most from the application of early childhood education as measured in later success in school?
- What are the best ways to plan and implement educational support for countries in crisis or transition?
- How can higher education and workforce training best be organized to help attain national sustainable development?
- What are the best programs and technologies for introducing rapid, cost-effective improvements in educational quality in countries with high dropout and repetition rates?

With selected stakeholders and partners, G/HCD will apply a small amount of resources in order to frame and conduct research on these and other questions. This new information will be tested and adapted by G/HCD with the participation of Agency bureaus and missions for application in meeting Agency objectives.

2 Coordination

As a Global Bureau Center, G/HCD is responsible for coordinating and reporting on all HCD efforts within the Agency, for ensuring Agency, bureau and mission adherence to established reporting requirements, HCD policies and procedures, and, on behalf of USAID, for systematic collaboration with relevant partners and stakeholders on topics of mutual interest. To exercise these responsibilities effectively, G/HCD has established four strategic objective teams (Basic Education, Higher Education/Workforce, Training, and Information Technology) two functional teams (Strategic Planning, Outreach and Communications) and two cross-cutting teams (Education Policy and Planning, Crisis and Transition). In addition, G/HCD has four regional teams (Africa, Asia/Near East, Europe/New Independent States, and Latin America and the Caribbean) and several country representatives to facilitate relationships with USAID's regional bureaus and mission staff in key target countries for HCD assistance, and ensure adequate and effective field support, technical leadership, and direct implementation, as appropriate.

Externally, G/HCD coordinates with over 35 bilateral and multilateral donors through the International Working Group in Education (IWGE), Education for All (EFA), and engages regularly with its partners in the International Education and Training Coalition (IETC) and with a broad range of international technical groups including those for persons with disabilities.

PART III STRATEGIC FRAMEWORK OF THE CENTER FOR HUMAN CAPACITY DEVELOPMENT

Part III outlines how G/HCD supports the Agency's attainment of Goal Three. Section A explains G/HCD's choice of focal areas, or Strategic Support Objectives (SSOs), by showing how they are linked to the Agency's two HCD objectives as well as its two cross-cutting emphasis areas. Section B explores each of G/HCD's four focal areas in turn, including an analysis of problem areas, critical assumptions, program approaches, results each SSO team is committed to achieving during the planning period, and indicators which will be used to measure progress in attaining results. Section C discusses how G/HCD is managed to support agency objectives through the intermediate results outlined in this plan, as well as to measure the effectiveness of its own efforts, including the provision of field support, technical leadership, and direct program implementation, as appropriate.

A Agency Goal Three: Building Human Capacity through Education and Training

Agency Goal Three, "**human capacity built through education and training,**" encompasses two Agency HCD objectives and two cross-cutting emphasis areas (see chart following the Table of Contents). The first Agency HCD objective is "**access to quality basic education for under-served populations, especially girls and women, expanded**." This Agency Objective is directly supported by the Center's focal area or Strategic Support Objective (SSO) 1 "*basic education, especially for girls, women and other under-served populations, improved and expanded*." The Agency's second HCD objective is "**the contribution of host-country institutions of higher education to sustainable development increased.**" G/HCD supports this Objective through its SSO 2 with identical wording "*The contribution of host country institutions of higher education to sustainable development increased*."

The two Goal Three cross-cutting emphasis areas are **training and information technology**. G/HCD supports training through SSO 3 "*The work performance of host country trainees and effectiveness of host country organizations improved through training,*" and information technology through focal area, or SSO 4 "*Access to and application of information and telecommunications services expanded*." These two cross-cutting emphasis areas relate to all Agency goals -- not just Goal Three. Training to improve individual and organizational performance is key to the achievement every Agency goal, as well as to subsidiary and related bureau and mission objectives. Similarly, access to and the application of information technology and telecommunications services support and sustain the accomplishment of all Agency goals.

The results targeted by G/HCD's four emphasis areas are tightly linked. Improved and expanded basic education will provide individuals and target groups in USAID countries with the essential

knowledge and abilities to participate fully in the political, economic and social life of their communities. Through partnerships between higher education organizations, the capacity of participating individuals and groups to meet their own development needs, including sustained professional and technical development will be enhanced. Training will meet the immediate skill deficits identified as barriers to the achievement of a broad range of USAID and development goals. Finally, broader and quicker access to information, knowledge and skills through the use of telecommunications and information technologies will serve all of these HCD purposes, as well as the broader range of Agency development goals. A common characteristic of each of the Center's focal areas is the identification of and reliance on the most cost-effective alternatives to attain intermediate results, and to further the Agency's Third and other Goals. These G/HCD efforts reinforce and expand HCD and other results produced elsewhere in USAID, as well as by USAID's stakeholders and partners.

B G/HCD Strategic Support Objectives (SSOs), Program Approaches, Anticipated Results and Performance Indicators

1 Strategic Support Objective 1 - Basic education, especially for girls, women and other under-served populations, improved and expanded

a Rationale including goals and objectives

While basic education in USAID-assisted countries is of critical importance for the attainment of Agency goals, it represents a major foreign assistance challenge. In most developing countries, funding for basic education is inadequate even though it represents one of the largest public sector expenditures. The number of actual and potential beneficiaries in basic education in any country is likely to be the largest identifiable beneficiary group of any public service. G/HCD must carefully develop its strategy in this extensive field if its limited resources are to achieve significant results.

Basic education has long been a major investment area of USAID and other donor assistance agencies. Decades of lessons have already been learned about how to improve the access, quality and relevance of basic education. Numerous effective approaches are available for adaptation and replication. Furthermore, educators and administrators in USAID-assisted countries frequently are open to changing the ways they have traditionally thought and behaved. For example, training programs that use simulation models for decision making help participants to consider options for introducing change while minimizing risks. Research at the local level, often conducted by teachers themselves, is another inexpensive way to strengthen and improve programs or adapt outside experiences to meet local needs. Also, new technologies can introduce change that is cost-effective and wide-spread.

G/HCD, with its limited resources and staff, has adopted a strategy to effect significant improvements in the access, quality and accountability of basic education by (1) taking advantage of what is currently known about improving basic education, (2) facilitating the adaptation of what is known to meet differing requirements in specific situations, (3) stimulating research and analysis at the local level to guide the application of solutions which address local problems, and (4) facilitating the application of new technologies. In many cases, this strategy begins with the identification of successful local experiences that have resulted in improvements in basic education. These "lessons learned" lead to replications of interventions at the local level. They demonstrate the viability and worth of the interventions and trigger participatory pilot activities involving local organizations that are willing to share the risks. Successful pilots frequently are replicated nationally and internationally.

G/HCD helps the Agency learn about cost-effective interventions for improving basic education. Interactive radio instruction is an example of how G/HCD has worked with low-cost technologies that increase the accessibility of basic education. This technology influences how instruction is delivered as well as how teachers and school administrators are trained. The quality of basic education is also improved by such technologies, as well as by assessment techniques that measure performance in particular subject areas. Improvements in the administration of basic education can be introduced through the use of computer models that facilitate planning and enable the analysis of current data. An approach pioneered by G/HCD is the application of research and analysis at the classroom level to identify how improvements in the quality of basic education can be introduced. Participating researchers in Ghana, Guatemala, Mali, Uganda and South Africa have been able to introduce changes that have had a major influence on national policies and the broader educational community. G/HCD's role of identifying, adapting, testing and applying appropriate technologies and approaches that improve the accessibility and quality of basic education requires close collaboration with Agency bureaus and missions as well as stakeholders.

An additional major role of G/HCD, through its staff and its contractors, is to provide technical assistance, advice and support to other Agency bureaus and field missions. Major regional efforts have benefitted from the technical participation of G/HCD staff and contractors. New mission strategic objectives in support of female literacy and basic education have been developed with G/HCD's technical assistance. Numerous workshops and other training services have been provided for mission staff or host country groups on such topics as the decentralization of education, teacher training, curriculum development, educational finance, and education management information systems. Finally, at mission request, direct technical assistance from G/HCD staff and contractors has been provided for a variety of host country activities affecting basic education.

G/HCD also provides support in the area of monitoring and evaluating bureau and mission programs related to basic education. The Center contributes technical expertise through its

contractors and takes the lead in developing impact indicators. For example, communication needs assessment tools for information technology are currently being developed for application in Egypt, Ecuador and Jamaica with G/HCD support. The results of evaluations and assessments provide valuable feedback on how to make additional improvements in basic education.

G/HCD does not limit its technical support to Agency offices. It works closely with the international donor community to facilitate their assistance in addressing problem areas related to SSO1. Examples include (1) a workshop developed for World Bank staff members on the decentralization of basic education, (2) a workshop in India for UNESCO and Indian government staff on the decentralization of education in that country, and (3) a G/HCD-designed software package for the collection of data on basic education that was made available to the Association for Development of Education in Africa (ADEA).

b Key problems to be addressed

Developing countries are making large investments in basic education. As a result, enrollments, teachers, schools and educational attainment have all increased. Between 1980 and 1990, net primary school enrollment in all developing countries increased from 69 to 76 percent. Most nations in East Asia, the Pacific, Latin America and the Caribbean have had almost universal primary school enrollment for two decades. Countries in the Middle East and North Africa are also making steady progress. Many nations in South Asia and Sub-Saharan Africa lag behind, but even there, net primary enrollment has increased from about 50 percent in 1965 to 70 percent in 1990. In spite of growing enrollment rates, the problems facing basic education in the developing world are overwhelming. As public sector resources decrease in a developing world more and more committed to private sector expansion, the funds available to basic education in some nations have been curtailed even as enrollments have increased. The result has been severe problems with the quality of basic education as evidenced by high dropout and repetition rates alongside low mean levels of achievement in reading, mathematics and science.

The problems facing basic education in developing countries are simply too costly to be addressed by USAID alone. Inadequate buildings, insufficient numbers of trained teachers, lack of textbooks and supplies, and other major deficits represent great investment needs that cannot be met by donors. However, a number of critical problem areas where G/HCD, working with bureaus, missions, stakeholders and other donors, can make significant contributions are listed below.

Inappropriate education policies Policies guiding basic education in developing countries often do not promote the widespread, equitable provision of quality services. Legal restrictions on employment may not exist to protect very poor school age children who are removed from school for economic purposes. While education expenditures may represent the largest single public sector expense (on average 16 percent of government spending in developing countries in 1990),

the distribution of these resources is seldom equitable. Higher income populations often benefit at a far greater rate than do the poor. While basic education provides the highest economic returns to a nation, it is often under-funded in comparison with more expensive secondary or higher education. Even the distribution among the courses offered within basic education often gives too little emphasis to those areas most related to growth and development. Few policy incentives are used in most developing countries to encourage parental or community participation in basic education. Policy reforms developed through dialogues at all levels present a fertile area for introducing significant changes in basic education without spending large amounts of money.

Nonstimulating learning environments and inadequate curricula. The quality deficiencies and poor performance that characterize basic education in developing countries can often be traced to poor learning environments, inadequate curricula and poor teaching methods. The least affluent and most under-served youngsters, including children with disabilities and learning disorders, are the ones most frequently subjected to these nonstimulating learning environments. Girls particularly, because of conceptions that they should be treated differently from boys, are often the most seriously affected. Primary schools in rural or low-income urban communities simply do not meet the needs of a growth economy. G/HCD's focussed technical advisory services assist nations to improve learning environments and outcomes for all children.

Poor management. The management of basic education is weak in many areas. Most often, management is provided by teachers promoted to become school directors or ministerial officials without receiving formal training or experience in management practices. The result is an inefficient use of the very limited resources available to basic education. Increased training in school management and educational administration helps to improve the efficiency of resource use.

Hard-to-reach populations. Many developing countries are characterized by widely scattered populations and schools which are inaccessible to significant numbers of school-aged children. The schools that are available to under-served groups are usually of inferior quality with respect to the kinds of programs offered and their relevance to national needs. Few inclusive education programs exist for children with cognitive and physical impairments. Research, training and technical assistance approaches help nations to identify and reach disadvantaged populations, including girls, ethnic minorities, and children with disabilities.

Inadequate and unreliable data. Developing countries typically suffer from an absence of reliable data for assessing the status of basic education, monitoring the quality and effectiveness of educational services, making decisions about the allocation of education resources, and designing new policies and programs. The most fundamental information about education -- such as the number and age of boys and girls who attend primary school, who complete primary school, and who drop out of school or repeat a grade -- is frequently inaccurate, out-of-date, or, in many cases, simply unavailable.

Lack of educational services for children 0 to 6 years of age The very young in poor and under-served populations do not receive the stimulation, nutrition and health support they need to develop their learning skills. Due to poverty and lack of political clout, they simply are not given the same opportunities as their better-off counterparts. By the time these children reach school age, they have life-long disadvantages. They have not only physical but also mental, social and emotional challenges that keep them from learning well in school. Such children become the first to drop out of school or to repeat grades, causing a high cost to fragile, resource-poor school systems. These problems can be alleviated through assistance with policy development, training and evaluation services for home and community-based early childhood development programs designed to ensure children enter school ready to learn.

Under-utilization of available communications technologies to improve the quality and results of learning systems Communications technologies that could have an impact on the quality and delivery of basic education are available but are not being used in many developing nations. Distance learning technologies using radio, television and internet can be used successfully by resource-poor school systems and teacher training programs. Widespread and affordable access to these learning technologies, for students and teachers, is an important policy and program goal.

c Critical assumptions

- External donors, such as USAID, can use their limited resources to leverage national spending priorities, improve educational policies, and strengthen management and teaching practices
- The efficiency and effectiveness of basic education can be increased without major additional resources by carefully selecting key interventions with high impact
- G/HCD has the flexibility and technical capacity to react rapidly to targets of opportunity as they present themselves
- G/HCD will have the staff and resources during the period of the Plan to carry out a program that is sufficient to enable targeted change to occur

d. Program approaches

G/HCD collaborated with other Agency offices to develop the following approaches which are used to aggregate results from bureaus and missions that help meet the Agency objective of **access to quality basic education for under-served populations, especially girls and women, expanded**. These Program Approaches are listed below.

Program Approach 3 1 1 - Policies that promote access to quality basic education formulated, adopted, and implemented

Program Approach 3 1 2 - Institutional capacity to plan for, provide, and assess basic education services increased

Program Approach 3 1 3 - Educational settings and technologies to promote quality basic education expanded and improved

Program Approach 3 1 4 - Community capacity to participate in educational decision-making and to support quality basic education increased

Program Approach 3 1 5 - Applied research and pilot studies on innovative educational practices and policies that improve learning outcomes conducted

e. Program results

USAID has been a leader in supporting the expansion and improvement of basic education worldwide. As a result of substantial resources directed in the past to increasing educational access, equity and quality, indicators for these areas have all registered positive gains over the past several decades. To sustain these trends, continued investment in basic education will be required. USAID overall has been providing support for basic education to 23 countries worldwide with a contribution totalling approximately \$100 million per year. G/HCD's role in the overall support program is to work in critical areas providing technical leadership and support that complements and enhances individual USAID Mission activities.

The indicators at the G/HCD SSO1 level reflect the three areas of concern for improvement: primary gross enrollment ratios provide a widely available indicator of progress in access to basic education, gender equity ratios give a good indication of gender parity in primary school enrollments, and primary school retention rates provide a good proxy for an indicator of basic education quality, because good schooling tends to retain students. The indicators in each of these areas are projected to continue their positive increases at roughly historical rates of improvement.

G/HCD has identified six intermediate results that reflect G/HCD's technical leadership and field support capabilities. The combination of these IRs represents a wide-ranging contribution to the multi-faceted changes that are required to achieve improved and expanded basic education, especially for girls, women and other under-served populations, as stated in SSO1. The main elements required to improve access to and the quality of basic education are listed in the Agency Program Approaches as improved educational policies, institutions, settings, technologies, community participation and applied research (see above). G/HCD's IRs explicitly reflect the

Center's contribution to all of these elements except for one -- community participation. While this area is not specifically targeted at the IR level, Center activities make a clear contribution to enhancing community participation, particularly through the activities under IR 1.2 that include ongoing work with communities to effect positive change at the classroom level.

Technical Leadership/Field Support As reflected in IRs 1.1, 1.3 and 1.4 listed below, G/HCD's approach is to provide both technical leadership and high value-added field support to Mission activities worldwide for the improvement of education policies and institutions, the collection of reliable and timely education data, and the application of education technologies. As reflected in IRs 1.2, 1.5 and 1.6 below, G/HCD is providing primarily technical leadership through the generation (including pilot innovations) and dissemination of new knowledge about improving learning environments, providing basic education in countries in crisis or transition, and expanding learning opportunities for children 0-6 years old. (While the emphasis of these three IRs is on technical leadership, the activities contributing to these results also provide some field support to Missions.) G/HCD will focus its resources and energies on the attainment of targeted levels of the improvements needed to achieve each of these intermediate results.

IR 1.1 - Basic education policies strengthened and institutional capacity built

Technical Leadership/Field Support G/HCD is developing a new education policy activity to build on its previous technical leadership in analyzing and adapting successful experiences in policy dialogue for reform and institutional strengthening. The new activity will also provide field support for improving education policies to a broader range of USAID-assisted countries. The field support is provided in the form of technical assistance through G/HCD staff and contractors, publications, regional workshops, national programs, and computer software which helps to inform decision makers about how improvements in basic education can be implemented most effectively. G/HCD will also establish new partnerships with USAID mission bilateral programs, governments, NGOs, training centers, and multilateral organizations to improve basic education policies and institutions through the incorporation of G/HCD-developed strategies, techniques and lessons learned. G/HCD encourages the involvement, if at all possible, of teachers' unions in the planning, policy dialogue, administration, teacher training and other pedagogical aspects of USAID-assisted education development activities. G/HCD will provide the policy tools and techniques that it has already developed to an additional 12 USAID-assisted countries over the period of the Plan.

IR 1.2 - Knowledge about formal and out-of-school basic education learning environments generated and disseminated

Technical Leadership G/HCD will continue its technical leadership in improving learning environments since they greatly affect how youngsters and adults perform in basic education.

Special emphasis will be placed on how teachers relate to students including girls, under-served children, children with disabilities, and children from abusive labor situations. As teachers begin to participate with their students in the learning process, they become far more effective in improving student performance. This is especially true for girls in developing societies who may never have been treated as academically capable. The development of low-cost, highly effective learning systems adaptable to meet the unique requirements of individual countries can provide immediate improvements in the performance of basic education. Other factors affecting the learning environment to be addressed by G/HCD are the absence of opportunities to (1) engage in practical exercises, (2) apply practical skills to work and community problems, and (3) participate in group activities that stimulate students' ability to work with others. G/HCD is fostering policy dialogue and low-cost research applied at the classroom level, engaging in pilot applications with targeted missions, and sponsoring workshops on research methodology, data analysis and dissemination strategies to increase national and local capacity for improving the quality of basic education. Curriculum improvements are also being accomplished through the development of prototype instructional materials that can be adapted and replicated at a low cost. Over the period of the Plan, intensive work will be implemented in 10 countries. This implies setting up an applied research program focussed on high-quality classroom observation using local researchers.

IR 1.3 - Access to quality basic education improved through the application of education technology

Technical Leadership/Field Support: For over twenty-five years, G/HCD has been active in applying communication and education technology to help solve problems of access and quality in basic education. The use of radio for distance education and a variety of non-formal education methods have been in the forefront of this leadership history. Today, with the explosion of information technologies -- Internet, CD ROMs, computer-assisted learning, desk top publishing -- the opportunities are limitless for increasing access to and improving the quality of basic education learning opportunities. No aspect of basic education systems, formal or non-formal, should be untouched by this revolution. The management of these systems, the training and support of teachers, the quality of information and instructional materials, access by the under-served, learning in a problem solving mode, in relation to productive roles in a real economic environment -- can all be dramatically improved. G/HCD, in collaboration with other centers, the bureaus and missions, will provide technical leadership by systematically exploring "models of application" -- combinations of the information and educational technologies applied in a sustainable context -- that best increase the impact of basic education systems within and outside of school settings. Distance education through radio for teacher training and student learning, the development of community information and learning centers, the use of desk top publishing and CD ROM technology at resource centers such as libraries and reference schools, computer-assisted learning at teacher training institutes and in classrooms, and the incorporation of environmental, health and civic education into basic education learning systems through these technologies are among the

models of application being developed Over the period of the Plan, at least 10 models of use will be developed and applied, and, through the provision of field support, at least ten educational institutions serving the public will have systematically increased access to quality basic education through application of these models

IR 1 4 - The accuracy, timeliness and accessibility of data for basic education policy and program planning improved

Technical Leadership/Field Support G/HCD has launched an “Education Data Initiative” to provide both technical leadership and field support in improving the quality and accessibility of education data for policy development and program management in developing countries, and for monitoring USAID’s basic education programs The four components of this Initiative will achieve the following results

- **Ed Assist** Over the period of the Plan, field support will be provided to 14 additional countries to improve their education management information systems with the assistance of G/HCD’s “Ed Assist,” an innovative package of software and training that builds the capacity of education ministries to collect accurate education data, analyze data efficiently, and produce timely reports that can be used for policy and program planning Several ministries of education in USAID-assisted countries have already requested this program assistance

- **DHS EdData** G/HCD will continue its collaboration with G/PHN and AFR/SD to (1) provide technical leadership by conducting historical, cross-country, cross-sectoral, gender and rural-urban analyses of the large amount of education data that have been collected in over 60 countries by the USAID Demographic and Health Surveys and World Bank household and community surveys, (2) to provide technical leadership and field support by developing, testing and facilitating the use of education survey and other state-of-the-art data collection methodologies to collect data for education policy and program planning in at least nine USAID-assisted countries over the period of the plan, and (3) to provide technical leadership and field support by analyzing and disseminating the results of education data collection activities to education policy and program planners and other relevant stakeholders

- **Global Education Database (GED)** G/HCD will continue to provide technical leadership in the area of world-wide education statistics by updating and expanding the G/HCD GED, the first worldwide electronic database of its kind The GED makes available UNESCO and UN statistics from 1970 to the present for 125 education and other social indicators in over 200 countries worldwide It is accessible through an easy-to-use software program that is available on diskettes and is downloadable from the USAID “Education and

Training” Internet homepage Plans for the GED include adding education data that results from the collaborative work on DHS surveys (see above), and making the database directly searchable from the Agency internal and external home pages Over the Plan period, the GED will be disseminated to at least 1,000 users

- **Education Data Working Group** G/HCD is providing technical leadership among donors in education through a G/HCD-initiated multi-donor Education Data Working Group Representatives from UNESCO, UNICEF, the World Bank, the OECD, and the Association of Donors for Education in Africa (ADEA) have been and will continue to be invited to join USAID staff and partners to participate in the development of the DHS EdData education survey (see above) and to exchange information and ideas about improving the quality and accessibility of education data

IR 1 5 - Capacity for providing basic education in countries in crisis or transition increased

Technical Leadership G/HCD has exhibited technical leadership in its provision of critical information services to Bosnia and Croatia through the Global Information Network in Education (GINIE), maintained at the University of Pittsburgh GINIE provides governments, donor and relief organizations with on-line information, both current and historical, on crisis- and change-oriented educational services and materials G/HCD with its small staff of highly experienced technicians, its contractors, and its vast network of stakeholders and access to information is ready to serve USAID and the State Department in addressing targets of opportunity in crisis countries for planning and program development in basic and adult education For example, G/HCD, working closely with LAC Bureau staff and Missions in the region, is collaborating with Central America following the devastation of Hurricane Mitch G/HCD personnel, at the request of USAID/Honduras, participated in an educational strategy and planning workshop, and will co-sponsor a week-long participatory, national-level workshop on education reform in March The Center is also assisting LAC in obtaining the best possible technical assistance for the region, and in coordinating the donations of urgently needed school supplies Also, in the Dominican Republic, following Hurricane Georges, G/HCD has been invited to organize a participatory workshop on education reform G/HCD will ensure that the expertise and experience of teachers unions will not be overlooked during these reform efforts

IR 1 6 - Knowledge about expanding learning opportunities for children 0-6 years old generated and disseminated to improve child development

Technical Leadership The level of performance of youngsters in basic education is heavily dependent on the stimulation, nutrition and health care they receive in their earliest years The U S experience with Head Start and programs in all regions of the world have demonstrated the importance of early childhood interventions to ensure children are ready for school G/HCD is

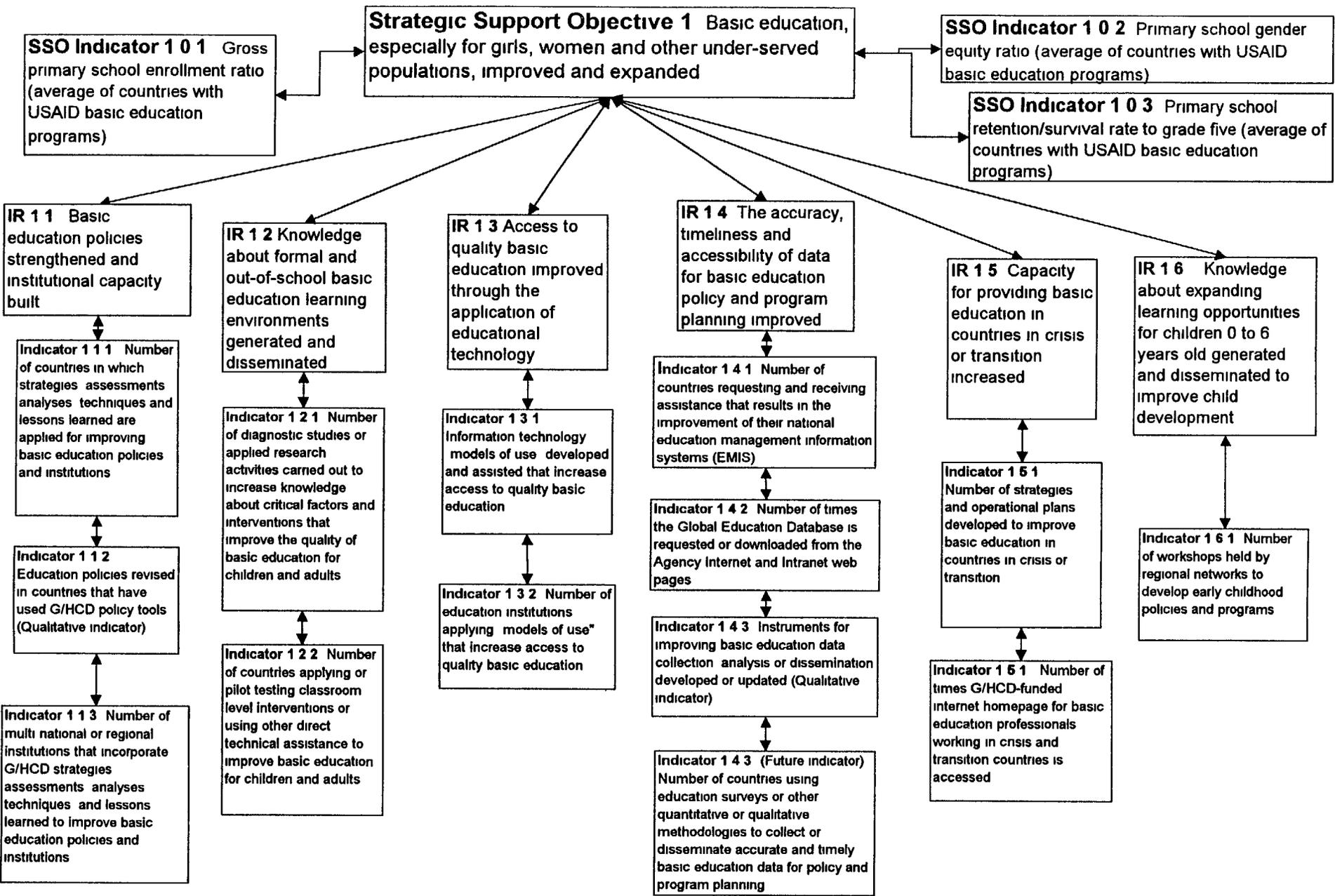
providing technical leadership in exploring policies and programs for expanding learning opportunities for very young children from poor and under-served groups in the developing world, especially those with developmental delays and disabilities. The first steps will be the development of training workshops, program models and policy tools adapted to meet the requirements and the resource potential of developing countries. Regional networks for early childhood development will be assisted to focus on research, pilot programs, training, and exchange activities.

f Judging program results

The table below summarizes performance indicators for SSO1 and each Intermediate Result. Detailed tables presenting performance targets and indicators for SSO1 and each Intermediate Result appear on the following pages.

SSO1 - Basic education, especially for girls, women and other under-served populations, improved and expanded	
Intermediate Results (IRs)	Results Indicators
SSO1 - Basic education, especially for girls, women and other under-served populations, improved and expanded	SSO1 I 1 - Gross primary school enrollment ratio (average of countries with USAID basic education programs) SSO1 I 2 - Primary school gender equity ratio (average of countries with USAID basic education programs) SSO1 I 3 - Primary school retention/survival rate to grade five (average of countries with USAID basic education programs)
IR 1 1 - Basic education policies strengthened and institutional capacity built	I 1 1 1 - Number of countries in which strategies, assessments, analyses, techniques and lessons learned are applied for improving basic education policies and institutions I 1 1 2 - Education policies revised in countries that have used G/HCD policy tools (Qualitative indicator) I 1 1 3 - Number of multi-national or regional institutions that incorporate G/HCD strategies, assessments, analyses, techniques, and lessons learned to improve basic education policies and institutions
IR 1 2 - Knowledge about formal and out-of-school basic education learning environments generated and disseminated	I 1 2 1 - Number of diagnostic studies or applied research activities carried out to increase knowledge about critical factors and interventions that improve the quality of basic education for children and adults I 1 2 2 - Number of countries applying or pilot testing classroom-level interventions or using other direct technical assistance to improve basic education for children and adults

<p>IR 1 3 - Access to quality basic education improved through the application of educational technology</p>	<p>I 1 3 1 - Information technology "models of use" developed and assisted that increase access to quality basic education I 1 3 2 - Number of education institutions applying "models of use" that increase access to quality basic education</p>
<p>IR 1 4 - The accuracy, timeliness and accessibility of data for basic education policy and program planning improved</p>	<p>I 1 4 1 - Number of countries requesting and receiving assistance that results in the improvement of their national education management information systems (EMIS) I 1 4 2 - Number of times the Global Education Database is requested or downloaded from the Agency Internet and Intranet web pages I 1 4 3 - Instruments for improving basic education data collection, analysis or dissemination developed or updated (Qualitative indicator) I 1 4 4 - (Future indicator) Number of countries using education surveys or other quantitative or qualitative methodologies to collect or disseminate accurate and timely basic education data for policy and program planning</p>
<p>IR 1 5 - Capacity for providing basic education in countries in crisis or transition increased</p>	<p>I 1 5 1 - Number of strategies and operational plans developed to improve basic education in countries in crisis or transition I 1 5 2 - Number of times G/HCD-funded internet homepage for basic education professionals working in crisis and transition countries is accessed</p>
<p>IR 1 6 - Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development</p>	<p>I 1 6 1 - Number of workshops held by regional networks to develop early childhood policies and programs</p>



STRATEGIC SUPPORT OBJECTIVE 1 Basic education ¹ , especially for girls, women and other under-served populations improved and expanded			
APPROVED 31/05/1995		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 1 0 1 Gross primary school enrollment ratio (average of countries with USAID basic education programs)			
UNIT OF MEASURE Percent	YEAR	PLANNED	ACTUAL
SOURCE UNESCO education data accessible through the USAID Global Education Database ²	1998		97 ² (82-AFR 97-ANE 102-ENI 98-LAC)
INDICATOR DESCRIPTION Total number of children of any age enrolled in primary school divided by the total population of children of primary school age	1999	98	
COMMENTS G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs and other donors GER was chosen instead of net enrollment ratios (NER) because GER data are available for all 23 countries with USAID basic education programs while NER data are available for only 13 of these countries (see attached table) Targets are based on the current rate of progress Primary GER can rise above 100 percent because of over-age children enrolled in primary school	2000	99	
	2001	100	
	2002	101	
	2003	102	

¹ USAID defines the term "basic education" to include formal and non-formal education through primary schooling, secondary schooling, teacher training, adult literacy, and early childhood development

²The most recent education data available that is comparable for all USAID-assisted countries is from UNESCO This data is at least two years old by the time it is collected in-country, sent to UNESCO, analyzed and released to USAID for addition to the GED database For gross enrollment ratios, the data that are available in 1998 provide a measure of enrollments in 1996 (see attached table for more detail) Therefore, these data provide a better picture of overall trends in education than a measure of year-to-year progress

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under-served populations improved and expanded			
APPROVED 31/05/1995		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 1 0 2 Primary school gender equity ratio (average of countries with USAID basic education programs)			
UNIT OF MEASURE	YEAR	PLANNED	ACTUAL
SOURCE UNESCO education data accessible through the USAID Global Education Database ³	1998		87 ³ (79-AFR 77-ANE 101-ENI 97-LAC)
INDICATOR DESCRIPTION Girls GER divided by boys' GER multiplied by 100 (Assuming an approx equal number of boys and girls in the population, this ratio is a measure of the approx number of girls per 100 boys in primary school)	1999	87.5	
COMMENTS G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs and other donors This indicator was chosen because 1) it is one of USAID's Goal 3 SO-level indicators, and 2) a parallel indicator (a combined primary and secondary ratio) was chosen by the UN, WB and UNESCO to monitor progress towards the DAC goals in education Targets are based on rate of past progress Improvements in this indicator have been slowing over time This trend is expected to continue as parity in primary school enrollments is approached (A Gender Equity Ratio of 100 indicates parity)	2000	88	
	2001	88.5	
	2002	89	
	2003	89.5	

³The most recent education data available that is comparable for all USAID-assisted countries is from UNESCO This data is at least two years old by the time it is collected in-country, sent to UNESCO, analyzed and released to USAID for addition to the GED database For gross enrollment ratios, the data that are available in 1998 provide a measure of enrollments in 1996 (see attached table for more detail) Therefore, these data provide a better picture of overall trends in education than a measure of year-to-year progress

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls, women and other under-served populations, improved and expanded			
APPROVED 31/05/1995		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 1 0 3 Primary school retention/survival rate to grade five (average of countries with USAID basic education programs)			
UNIT OF MEASURE Percent of primary cohort reaching grade five	YEAR	PLANNED	ACTUAL
SOURCE UNESCO education data accessible through the USAID Global Education Database ⁴	1998		63 ⁴ (61-AFR 74-ANE 82-ENI 59-LAC)
INDICATOR DESCRIPTION The percent of those who enter first grade who "survive" to fifth calculated from two consecutive years of enrollment data using UNESCO's standard method, the reconstructed cohort method	1999	64	
COMMENTS G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions NGOs and other donors This indicator was chosen because 1) it is a better measure of progress for the LAC and ENI regions than enrollment or gender equity, 2) most countries offer at least 5 years of primary education, 3) this indicator was chosen by the UN, WB and UNESCO to monitor progress toward the DAC goals in education, and 4) this is a USAID Goal 3 SO-level indicator Please see attached table for more detailed data Targets are estimated because there is little information on the historical rate of progress in this indicator Also, since not all countries have data for this indicator, variability in averages is introduced as data for new countries becomes available Targets may therefore need to be adjusted in future years	2000	65	
	2001	66	
	2002	67	
	2003	68	

⁴Data for this indicator are available from only 11 of the 23 countries with USAID basic education The most recent education data available that is comparable for all USAID-assisted countries is from UNESCO This data is at least two years old by the time it is collected in-country, sent to UNESCO, analyzed and released to USAID for addition to the GED database For survival rates to grade five, the data that are available in 1998 provide a measure of survival rates in 1993-96 (see attached table for more detail) Therefore, these data provide a better picture of overall trends in education than a measure of year-to-year progress

**Primary School Enrollment Ratios, Gender Equity Ratios, and Retention Rates
in Countries with USAID Basic Education Programs**

Country	Gross Enrollment Ratio						Gender Equity Ratio			Net Enrollment Ratio						Retention/Survival to Grade Five (Est)			
	Total			Female			1980	1990	1996	Total			Female			Total		Female	
Africa	1980	1990	1996	1980	1990	1996				1980	1990	1996	1980	1990	1993-6	1980	1990	1994 6	1991
Benin	67	58	76	43	38	56	47	49	58		40*	62		27*	46	67	61	68	57
Ethiopia	36	33	43	25	27	31	53	69	57		30*	28		25*	22	22	55	21	53
Ghana	79	77	76	71	70	70	80	83	85							80*		79*	
Guinea	36	37	50	25	24	35	51	47	54		26*	37		17*		80	54	70	73
Malawi	60	68	133	48	62	126	67	84	91	43	50	104	38	48	105	42	34	48	32
Mali	26	23	37	18	17	29	56	57	64	20	18	26		13	21	82	82	82	81
Namibia	128	129	131	133	135	132	110	110	101		87*	91				63	79	65	84
S Africa	85	109	116	85	109	115	101	99	98		89	94		90	95	75*		79	
Uganda	50	74	74	43	66	68	76	80	84	39									
Zambia	90	98	88	83	95	85	85	93	94	77	86*	75	73	84*	75				
AFR Average	66	71	82	57	64	75	73	77	79	45	53	65	56	43	61	64	61	64	63
Asia/NE																			
Egypt	73	94	102	61	86	94	72	84	87			80			74				
Morocco	83	67	84	63	54	72	61	69	76	62	58	72	47	48	63	80	75	80	74
Nepal	86	108	105	50	81	84	42	61	67		64*			43		52		52	
ANE Average	81	90	97	58	74	83	58	71	77	62	61	76	47	46	69	66	75	66	74

Country	Gross Enrollment Ratio						Gender Equity Ratio			Net Enrollment Ratio						Retention/Survival to Grade Five (Est)			
	Total			Female						Total			Female			Total		Female	
	1980	1990	1996	1980	1990	1996	1980	1990	1996	1980	1990	1993 6	1980	1990	1993 6	1991	1993 5	1991	1994 5
Europe/NIS	113	100	102	111	100	103	96	100	101			96			97		82		88
Albania	100	98	102	99	101	102	99	106	100										
Slovak Rep	107	99	102	105	101	103	98	103	101	0	0	96	0	0	97	0	82	0	88
ENI Average																			
Latin America																			
Bolivia	87	95	105	81	90	101	87	91	92	79	91		74	87		60*		58*	
El Salvador	74	79	94	74	80	94	100	102	100		72*	79		73*	80	58	77	60	77
Guatemala	71	76	84	65	70	79	85	87	87	58							50		47
Haiti	76	56	50	70	54	48	86	94	94	38	26		37	26		47*		46*	
Honduras	98	109	108	99	111	109	101	105	102	78	89*	90	78		91		60		
Jamaica	103	108	107	104	109	107	101	102	100	96	102		97	104		96*		101	
Nicaragua	98	101	109	100	104	111	105	106	103	73	78	83	74	79	85	44	47	57	52
Peru	114	118	124	111	116	123	95	96	97	86	92*	91			90				
LAC Average	90	93	98	88	92	97	95	98	97	73	79	86	72	74	87	61	59	64	59
WORLD AVERAGE**	80	84	91	72	78	86	81	86	87	63	65	74	65	55	73	63	63	64	65

Data taken from the 1998 Global Education Database (GED), which uses the most recent data from UNESCO. A blank space means that the data is not available. Note that data from 1996 is the most recent data available from UNESCO (and from the GED) in 1998.

*Data is from one to two years earlier or one year later than the year indicated at top of table

**'World average' is the average of data from countries in which USAID currently has significant programs in basic education

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under served populations improved and expanded				
APPROVED		COUNTRY/ORGANIZATION G/HCD		
INTERMEDIATE RESULT 1 1 Basic education policies strengthened and institutional capacity built				
INDICATOR 1 1 1 Number of countries in which strategies, assessments, analyses, techniques and lessons learned are applied for improving basic education policies and institutions				
UNIT OF MEASURE Number of countries		YEAR	PLANNED	ACTUAL
SOURCE Improving Education Quality (IEQ) and Advancing Basic Education and Literacy (ABEL) quarterly reports, IQC reports, AIR, AED Creative Associates, EDC, and DevTech education staff, country reports and evaluations		1998	4	
		1999	5	
		2000	3	
		2001	4	
		2002	5	
		2003	5	
INDICATOR DESCRIPTION Countries that have used or incorporated at least one of G/HCD's policy or institution-building tools				
COMMENTS USAID mission education staff are inviting G/HCD to train their people in the use of our tools				

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under-served populations improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 1 Basic education policies strengthened and institutional capacity built			
INDICATOR 1 1 2 Education policies revised in countries that have used G/HCD policy tools (Qualitative indicator)			
UNIT OF MEASURE (Qualitative indicator)	YEAR	PLANNED	ACTUAL
SOURCE Improving Education Quality (IEQ) and Advancing Basic Education and Literacy (ABEL) quarterly reports, IQC reports, AIR, AED, Creative Associates EDC, and DevTech education staff, G/HCD, Regional Bureau and USAID Mission education staff	1998	(Qualitative)	
	1999	(Qualitative)	
	2000	(Qualitative)	
	2001	(Qualitative)	
	2002	(Qualitative)	
	2003	(Qualitative)	
INDICATOR DESCRIPTION Qualitative descriptions of advances in education policy dialogue and policies in countries assisted by G/HCD policy tools			
COMMENTS USAID mission education staff are inviting G/HCD to train their people in the use of our tools			

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls women and other under served populations improved and expanded			
APPROVED COUNTRY/ORGANIZATION G/HCD			
INTERMEDIATE RESULT 1 2 Knowledge about formal and out-of-school basic education learning environments generated and disseminated			
INDICATOR 1 2 1 Number of diagnostic studies or applied research activities carried out to increase knowledge about critical factors and interventions that improve the quality of basic education for children and adults			
UNIT OF MEASURE Number of studies or research activities	YEAR	PLANNED	ACTUAL
SOURCE Improving Education Quality (IEQ)	1998	3	
	1999	3	
INDICATOR DESCRIPTION Baseline studies, school profiles and assessments of school factors demonstrating quality improvements	2000	3	
	2001	3	
COMMENTS	2002	3	
	2003	3	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls, women and other under-served populations improved and expanded				
APPROVED		COUNTRY/ORGANIZATION G/HCD		
INTERMEDIATE RESULT 1 2 Knowledge about formal and out of-school basic education learning environments generated and disseminated				
INDICATOR 1 2 2 Number of countries applying or pilot testing classroom-level interventions or using other direct technical assistance to improve basic education for children and adults				
UNIT OF MEASURE Number of countries with improved classroom learning in pilot areas	YEAR	PLANNED	ACTUAL	
	1998	5		
	SOURCE Improving Education Quality, Advancing Basic Education and Literacy, IQCs	1999	4	
	INDICATOR DESCRIPTION HCD-sponsored classroom innovations in use by missions and ministries	2000	4	
		2001	4	
	COMMENTS Work measured by this indicator is accomplished collaboratively--usually through missions, but also through regional bureaus	2002	4	
		2003	4	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under served populations improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 3 Access to quality basic education improved through the application of educational technology			
INDICATOR 1 3 1 Information technology "models of use" developed and assisted that increase access to quality basic education			
UNIT OF MEASURE Number of "models of use"	YEAR	PLANNED	ACTUAL
SOURCES AED semi-annual reports for LearnLink and ABEL activities	1998	2	
INDICATOR DESCRIPTION "Models of use" are counted if they are judged by USAID Missions or partner institutions to have broad relevance to the basic education sector	1999	2	
	2000	2	
COMMENTS A "model of use" is defined as a bundle of technologies and application approaches that represent an operational focus for the use of information technology with broad relevance to a sector, for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community learning centers	2001	2	
	2002	2	
	2003	2	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls, women and other under-served populations, improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 3 Access to quality basic education improved through the application of educational technology			
INDICATOR 1 3 2 Number of education institutions applying 'models of use" that increase access to quality basic education			
UNIT OF MEASURE Number of institutions	YEAR	PLANNED	ACTUAL
SOURCES AED semi-annual reports for LearnLink and ABEL activities	1998	1	
	1999	2	
	2000	3	
	2001	3	
	2002	3	
	2003	3	
INDICATOR DESCRIPTION Institutions are counted if they are judged by USAID staff experts in IT to have introduced a "model of use" into their operations			
COMMENTS A "model of use" is defined as a bundle of technologies and application approaches that represent an operational focus for the use of information technology with broad relevance to a sector, for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community learning centers			

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under served populations, improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 4 The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
INDICATOR 1 4 1 Number of countries requesting and receiving assistance that results in the improvement of their national education management information systems (EMIS)			
UNIT OF MEASURE Number of countries	YEAR	PLANNED	ACTUAL
SOURCES Advancing Basic Education and Literacy (ABEL) quarterly reports, ABEL staff at AED	1998	3	
	1999	2	
INDICATOR DESCRIPTION Number of new ministries of education using the ABEL EdAssist data processing tool and related tools	2000	2	
	2001	3	
	2002	4	
COMMENTS Targets are based on the current rate of Mission requests for EdAssist assistance Targets for 1999 and 2000 are lower because of the end of the ABEL contract in 1999	2003	5	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls, women and other under served populations improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 4 The accuracy timeliness and accessibility of data for basic education policy and program planning improved			
INDICATOR 1 4 2 Number of times the Global Education Database is requested or downloaded from the Agency Internet and Intranet web pages			
UNIT OF MEASURE Number of requests or downloads	YEAR	PLANNED	ACTUAL
SOURCES IRM-maintained site for monitoring USAID web site use, CDIE's ESDS project records INDICATOR DESCRIPTION Number of downloads plus the number of sets of GED programs disks sent to requestors COMMENTS The GED became available on the Internet in February, 1998 The current plan is to update the GED each year Targets were based on information about initial use in 1998	1998	800	
	1999	1000	
	2000	1000	
	2001	1000	
	2002	1000	
	2003	1000	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under served populations improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 4 The accuracy timeliness and accessibility of data for basic education policy and program planning improved			
INDICATOR 1 4 3 Instruments for improving basic education data collection, analysis or dissemination developed or updated (Qualitative indicator)			
UNIT OF MEASURE Qualitative description	YEAR	PLANNED	ACTUAL
SOURCES DHS EdData and MEASURE DHS+ quarterly reports DHS EdData staff	1998	(Qualitative)	
	1999	(Qualitative)	
INDICATOR DESCRIPTION Instruments developed or updated may include survey questionnaires, software packages, electronic databases or dissemination plans	2000	(Qualitative)	
	2001	(Qualitative)	
	2002	(Qualitative)	
COMMENTS	2003	(Qualitative)	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls, women and other under served populations improved and expanded			
APPROVED	COUNTRY/ORGANIZATION G/HCD		
INTERMEDIATE RESULT 1 4 The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
FUTURE INDICATOR 1 4 4 Number of countries using education surveys or other quantitative or qualitative methodologies to collect or disseminate accurate and timely basic education data for policy and program planning			
UNIT OF MEASURE Number of countries	YEAR	PLANNED	ACTUAL
SOURCES DHS EdData and MEASURE DHS+ quarterly reports DHS EdData staff	1998	0	
	1999	1	
INDICATOR DESCRIPTION Number of countries in which data is collected by DHS EdData education surveys or other quantitative or qualitative DHS EdData data collection methodologies	2000	2	
	2001	2	
COMMENTS Countries requesting data collection may include countries that do not currently have a USAID basic education program Targets are set based on the fact that the DHS EdData household survey is under development in 1998	2002	2	
	2003	2	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education, especially for girls women and other under-served populations improved and expanded			
APPROVED	COUNTRY/ORGANIZATION G/HCD		
INTERMEDIATE RESULT 1 5 Capacity for providing basic education in countries in crisis or transition increased			
INDICATOR 1 5 1 Number of strategies and operational plans developed to improve basic education in countries in crisis or transition			
UNIT OF MEASURE Number of strategies and plans developed	YEAR	PLANNED	ACTUAL
SOURCE Improving Educational Quality and other mechanisms	1998	0	
	1999	0	
INDICATOR DESCRIPTION	2000	1	
	2001	1	
COMMENTS	2002	2	
	2003	2	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under-served populations, improved and expanded			
APPROVED	COUNTRY/ORGANIZATION G/HCD		
INTERMEDIATE RESULT 1 5 Capacity for providing basic education in countries in crisis or transition increased			
INDICATOR 1 5 2 Number of times G/HCD-funded internet homepage for basic education professionals working in crisis and transition countries is accessed			
UNIT OF MEASURE Number of times website accessed per year	YEAR	PLANNED	ACTUAL
SOURCE Improving Educational Quality GINIE	1998	0	
	1999	1000	
INDICATOR DESCRIPTION	2000	1000	
	2001	1000	
COMMENTS The website is under development in 1998	2002	1000	
	2003	1000	

STRATEGIC SUPPORT OBJECTIVE 1 Basic education especially for girls women and other under served populations improved and expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 1 6 Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development			
INDICATOR 1 6 1 Number of workshops held by regional networks to develop early childhood policies and programs			
UNIT OF MEASURE Number of regional workshops held per year	YEAR	PLANNED	ACTUAL
SOURCES Improving Educational Quality and other mechanisms	1998	0	
	1999	1	
INDICATOR DESCRIPTION	2000	2	
	2001	3	
COMMENTS	2002	3	
	2003	3	

g Sustainability

G/HCD has selected carefully the areas the Center will support to improve basic education. The first concern was to find ways that access to and the quality of basic education could be strengthened without costly interventions. G/HCD's focus on policy change, improving learning environments through building the capacity of local educators, introducing innovative technologies, and improving data and data analysis capabilities, reflect our orientation for supporting improvements that do not depend on continued donor funding for their sustainability. Secondly, G/HCD supports bureau, mission and stakeholder programs that have participation at the local level. G/HCD does not initiate or accept an activity which does not already have local capability to implement and manage. Finally, in designing programs at the local level, the planning process provides for mission and host country monitoring and support throughout the project period. G/HCD is very careful in its support of startup activities to make certain that the resources and managerial capabilities are in place to assure sustainability. This comprehensive planning always includes internal monitoring and evaluation so that useful lessons can be drawn and experiences used for the planning of subsequent activities.

h Other donor involvement

The number of other donor programs in support of basic education in USAID-assisted countries is too large to discuss in detail in the Plan. G/HCD collaborates closely with the International Working Group in Education, the OECD/DAC Committee on Education, and the Steering Committee for Education for All in UNESCO.

2 Strategic Support Objective 2 - The contribution of host-country institutions of higher education to sustainable development increased

a Rationale including goals and objectives

Since its inception, USAID has been a key player in the development of higher education in aid-recipient countries. Substantial USAID resources have been devoted to the creation of university and college faculties and technical and vocational training institutions charged with developing host country capacity to support development objectives. While some of the institutions created with USAID support have succeeded better than others at targeting and addressing developmental shortfalls within their own countries and regions, some of these institutions have established themselves as sustainable sources of higher learning, with a mandate for the education and training of a much-needed portion of the workforce. Some, plagued by national crises, faculty and student unrest, and inadequate policies and resources, still require considerable technical support.

Despite significant investments at the project and sectoral level, in many parts of the developing world the contribution of higher education to sustainable development remains limited by a number

of inappropriate policies and practices, e g , lack of immediate relevance to host country concerns (including the development of appropriate workforce skills and the improvement of basic education) and elitism In many countries, higher education is by, of and for the participation of the upper and professional classes, neither admissions policies nor course contents reflect the diversity of the population Few on-going efforts exist to make these institutions more relevant to the day-to-day lives and needs of average citizens

U S higher education institutions are recognized as world leaders in expanding the participation a diverse population in higher education, and in developing and implementing curricula, research and practical applications designed to address local, regional and national development needs Minority Serving Institutions (MSIs) have played a key role in all these activities The U S land-grant system has been a prime innovator in the adoption of new agricultural technologies and practices, and a driving force in America's high and growing agricultural productivity Similarly, U S community colleges and local, state and regional universities provide leadership in the identification and extension of models for local development, and support for public-private partnerships that advance education, employment, health and social welfare in U S communities

As higher education leaders in developing countries seek models for making their own systems more relevant to developmental needs, they increasingly look to U S institutions of higher education for support and guidance Almost any university in the developing world has a long list of U S institutions with which it has signed cooperation agreements Some reflect serious commitments of U S and host country personnel and financial resources, others, particularly in countries with budget deficits or serious balance of payments problems, are hampered by fiscal and human capital resource shortfalls that often make joint activities difficult to implement Higher education institutions in the developing world are seeking partners to assist in improving their effectiveness in meeting the professional, research and workforce needs of the local business and industrial communities they serve, as well as the developmental needs of the nation At the same time, many institutions of higher education want to make their operations more cost-efficient Increasingly, those that have relied heavily on the public sector for funding, must seek diversified funding sources as their public income sources are reduced

Recognizing that U S institutions of higher education have much to offer to host country partners on many critical levels, and that one of the most cost-effective approaches to institutional development is close dialogue among peers addressing similar issues and concerns, G/HCD has chosen partnerships between U S and host country institutions of higher education as an important vehicle for improving the contribution of higher education institutions to sustainable development G/HCD's emphasis on partnerships comes at a time when U S universities and institutions of higher education are making major efforts to reach out to developing country counterpart institutions, and all over the world new relationships and partnerships are forming Committees, programs, and even specific offices within U S higher education institutions, are engaged in a wide array of partnership efforts, focusing heavily on the scientific and technical leadership areas

that support political, economic, educational and social development. Because of the sizeable outreach efforts of the U S higher education community, and the relatively small amount of resources available to G/HCD for fostering key partnerships, G/HCD must be highly strategic in targeting and leveraging its limited resources.

Given the enormous number of U S universities, community colleges and other educational institutions seeking support for overseas efforts, G/HCD has targeted higher education associations and networks as its first level partners for the design, implementation and evaluation of institution-to-institution partnerships. Through these associations and networks, on behalf of bureaus and field missions, G/HCD can dialogue with a broad range of representative institutions, administrative and faculty members in an iterative process designed to identify the most innovative and successful activities focused on achieving specific Agency goals and mission strategic objectives.

Moreover, based upon its successful experience with partnerships and networks over the past five years, G/HCD has decided to place special emphasis on those through which community colleges foster public-private collaboration for workforce development, a strong force in contemporary American industrial development. The primary focus is on partnerships between U S and host country public institutions such as community colleges, technical programs, and private institutions which provide skills development responsive to business, industry, and community needs.

In addition to partnerships, through a variety of mechanisms and upon the request of field missions and regional bureaus, G/HCD will provide focused technical assistance to institutions of higher education in developing and transition countries and nations in crisis.

G/HCD has a firm commitment to building leadership skills through higher education. It acknowledges that, as a corollary to its partnership and institutional capacity programs, higher education benefits from the development of a cadre of well-trained leaders in critical areas. G/HCD's leadership skills development programs partner with host country governments and institutions, the U S higher education community, NGOs and PVOs, and the private sector. They provide specialized academic training and leadership skills to highly qualified individuals in developing countries. Aggressive follow-on components of each program permit G/HCD to support, monitor and report results achieved by these U S -educated leaders in their respective institutions and in the community.

b Key problems to be addressed

Lack of relevance to meeting national development needs. As developing countries increasingly demand that higher education institutions (many of which receive a disproportionate amount of national education budgets) become more relevant to and engaged in meeting national development needs, national leaders are expecting that these institutions will focus research,

teaching, and service (knowledge generation, learning, and outreach) on solving pressing social problems. However, in many places, institutional policies and practices hamper efficiency and cost effectiveness and divert administrators, faculty and students from national development priorities.

Lack of relevance to workforce requirements. In a rapidly evolving technological world, where successful economies depend on quick adjustment to international markets, many higher education and technical training institutions have not kept up with the demands of the emerging economy. Institutions responsible for education, research, and technical skills development must understand and respond to the technological and scientific demands of the productive sectors if they are to contribute effectively to broad-based sustainable economic growth. Appropriate policies forged through public-private collaboration as well as partnerships between institutions can foster best practices for workforce development as a key strategy for sustainable development.

Lack of engagement in policy initiatives. Research and "lessons learned" at the local level can inform policy dialogue and foster effective planning. But while many institutions of higher education conduct research that could guide the choices of policy makers in furthering national development, not only in education but also across all sectors, in many instances their findings and recommendations are not used to inform national political social and economic debates in their respective countries.

Lack of equitable and merit-based access to higher education. Although worldwide enrollment rates for traditionally less privileged populations, including women, ethnic minorities and persons with disabilities, are growing faster than in the past, higher education access is still very inequitable. Few countries collect data on the socio-economic origin of students, however, household survey data indicate that the majority of university students come from wealthier families. In Latin America white-collar employees make up 15 percent of the population, but their children account for 45 percent of higher education enrollments. In Francophone Africa, white-collar employees are only six percent of the total labor force, but account for 45 percent of enrollments. In 1989, women accounted for only 25 percent of enrollment in Africa, 35 percent in Asia, 36 percent in the Middle East and Northern Africa, and 47 percent in Latin American and the Caribbean. Inequities in access diminish the capacity of institutions to address the broadest possible range of development challenges and, particularly, to provide community outreach services as part of the educational process.

Lack of diversified financial resources. In most developing countries, higher education remains heavily dependent on increasingly strained government budgets. These institutions need to leverage and diversify their sources of funding, and to restructure internal management to provide cost-effective education and learning. Moreover, subsidies currently provided to all, i.e., subsidized student housing, food, and other services, would be better targeted on the basis of actual needs, freeing a portion of these resources for other purposes.

Lack of engagement and opportunities for returned leaders Many young, potential leaders in developing countries receive advanced technical education and workforce preparation in the U S and other developed countries. But oftentimes, returnees cannot use their newly acquired education or training effectively within the institutions which ultimately employ them. New ways need to be found continually to engage these individuals in the various tasks of policy development, institutional strengthening, research, teaching, and community service.

Lack of use of new learning technologies Increasingly institutions of higher education in developing and transition nations are seeking technical assistance to tap into and develop distance learning services. Inadequate attention has been paid to assisting such institutions to provide expanded and more affordable services through distance learning.

Lack of employment for young adults threatens civil society The number of unemployed workers worldwide is estimated to be a staggering 120 million people, moreover, it is estimated that 1.3 billion of the world's people live on less than one dollar a day -- a significant measure of underemployment. Worldwide, unemployment and underemployment are by far the highest among young adults. Over the next few years, 97 percent of the world's population growth will be in developing countries, where the absolute number of young adults is expected to grow by over 100 million by 2005. Even greatly strengthened institutions of higher education and workforce development cannot provide appropriate education or training for all of these unemployed or underemployed young adults, particularly when many of these individuals receive little or no basic education. A large population of un- and underemployed youth often results in ethnic or other tensions and civil unrest, which disrupt civil society and further depress economic prospects. Conversely, employment-related problems are prominent in countries in crisis and transition where education and skill development have been disrupted by violence and economic distress.

c Critical assumptions

--With technical support and guidance, developing country institutions of higher and technical education can reorient curricula, research, and outreach to address societal needs, diversify their sources of funding, with specific emphasis on increasing private sector support, improve their internal institutional management, and sharpen their relevance to national development priorities.

--Developing country higher and training institutions are willing to expand access to include more women, persons with disabilities and other traditionally underserved groups.

--U S institutions of higher education will be willing to orient their relationships with developing country counterpart institutions to focus on development needs and the improvement of internal efficiency and management.

--Collaboration among education, business, labor and government can increase educational relevance and foster development of skills that are consistent with market needs

d Program and technical approaches

The Center has collaborated with other Agency units to define a set of program approaches for which results will be aggregated to measure progress against the Agency's strategic sub-objective "the contribution of host-country institutions of higher education to sustainable development increased," and ultimately against the Third Goal

Program Approach 3 2 1 - Policies that foster the development role and cost-effectiveness of host-country higher education institutions adopted

Program Approach 3 2 2 - Application of science, technology and scholarship to development problems through collaborative higher education partnerships increased

Program Approach 3 2 3 - Information and communication technologies for higher education expanded and improved

Program Approach 3 2 4 - Funding of institutions of higher education diversified

Program Approach 3 2 5 - Targeting of higher education subsidies toward the poor strengthened

e Program results

Technical Leadership: G/HCD provides technical leadership to the Agency, regional and other central bureaus, other centers, and missions by 1) analyzing the effectiveness of global, regional and country higher education programs, 2) identifying regional higher education trends, 3) providing higher education profiles for strategic countries, 4) pinpointing other donor resources which can be tapped for synergies in higher education, 5) sharing "lessons learned" and "best practices" in higher education, and 6) identifying education resources to supplement regional and mission higher education programs with cost-effective activities

Field Support G/HCD provides a wide range of field support, primarily to missions in support of specific strategic objectives, but also to other centers and bureaus, through various mechanisms, including partnerships for higher education and workforce development channeled through U S associations, and fellows programs In addition, new mechanisms are on the drawing board to enhance G/HCD's capacity to support higher education policy change, and to encourage the development of livelihood skills in under-, unemployed and youth populations G/HCD currently supports higher education and workforce development activities in 25 Sub-Saharan African

countries, 15 countries in the Asia/Near East region, eight in Europe and the New Independent States, and 22 countries in Latin America and the Caribbean

Development Impact G/HCD activities have the most significant impact when they are jointly designed, funded, implemented, monitored and evaluated with field missions and regions. Our combined experience shows that significant developmental impact can occur through activities funded through the various G/HCD partnering mechanisms. For example: 1) the Vocational Community Center in Madras, India, originally partially funded under a G/HCD mechanism, is now being replicated region-wide with other USAID and donor funding as a community college model for skills training, 2) the Center for Human Rights and Peace, established at Makerere University in Uganda with partial G/HCD funding, has now expanded its coverage to the rest of East Africa, 3) integrated pest management research activities partially financed by G/HCD for the University of Bogor, Indonesia, have identified "best practices" for improving the health and wealth of Indonesian farmers and their families, 4) G/HCD's partial funding of a review of workforce policies and practices is assisting South Africa to better target skills training for employment in the tourism sector. These and other examples demonstrate that the impact of G/HCD-financed higher education activities extends far beyond the education sector.

Subject to the availability of funding, approximately 50 productive higher education partnerships and networks are targeted for initiation over the strategic plan. Each of these will support one or more of the four intermediate results (IRs) outlined below, with the objective of increasing the contribution of host-country partner institutions to sustainable development. At this focal area, or SSO level, Indicator 2.0.1 will assess the number of funded partnerships which succeed in increasingly involving higher education institutions in responding to development needs. Indicator 2.0.2 will assess performance in improving access to higher education for traditionally under-enrolled groups. The four IRs, taken together, cover the key outcomes required for the achievement of Strategic Support Objective 2. These IRs also incorporate and organize a majority of the Agency program approaches outlined above.

IR 2.1 - Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives

G/HCD will concentrate its efforts on ways technical assistance and partnerships and networks between U.S. and host-country institutions can increase their influence on the presence in policy development, initiation and evaluation that is essential for the resolution of specific national development problems. Particular emphasis will be placed on those policies which affect countries' abilities to develop a flexible, appropriately trained workforce capable of meeting the demands of international competition. Another emphasis area for higher education's role in policy development will be youth employment, particularly in countries where rapid population growth has produced a large, restive swath of the population with low levels of employment opportunity.

By 2003 G/HCD projects at least 30 instances in which institutions will become more actively engaged in policy dialogue addressing national development goals

IR 2 2 - Higher education institutions' internal management capacity increased

Through partnerships between U S and host country institutions and focused technical assistance services, G/HCD will improve the internal management capacity of targeted host country institutions so that they, in turn, can better contribute to the achievement of specific national strategic objectives. Specific management improvements may include, but are not limited to, such activities as new curricula development, the application of new learning technologies, enhancement of academic standards, implementation of organizational change to effect management efficiencies, and engagement with labor markets. Additionally, partnerships may explore ways to improve the use of facilities, establish linkages with business and industry, develop financial analysis skills and capacity for cost recovery, and diversify funding sources through such mechanisms as student tuition, fee-based training, facilities rentals, private contracts, privatization of business services, and private donations. By the end of the Strategic Plan period in 2003, it is projected that 30 institutions will improve performance in one or more targeted areas, including attention to funding diversity. Diversification of funding can be measured using the number of new revenue sources as a surrogate for all types of financial diversification.

IR 2 3 - The development capacity of other institutions increased through higher education

Higher education can increase the capacity of other institutions both through the development of individual leaders and groups who can have a direct impact on the capacity of the institutions with which they become associated, and through systemic interventions such as partnerships, technical assistance, leadership training, and participation in national and community action groups. A key priority in many countries is workforce development partnerships, which focus on building collaboration between community, business and education institutions to achieve higher levels of relevant skill development. By 2003, the number of institutional improvements attributable to various G/HCD financed higher education initiatives is projected to reach an annual level of 40.

IR 2 4 - Nations' workforces improved through skills development that better match market demand

G/HCD's Global Workforce in Transition (GWT) initiative focuses on developing and applying diagnostic tools to assessing workforce capacity, and on involving all categories of concerned stakeholders in determining how existing laws, policies, rules and incentives can promote and enable the development of a workforce responsive to market needs. Program experiences worldwide indicate that public-private partnerships provide a market-sensitive response to the need for relevant skills. It is expected that the GWT methodology will be used successfully in several

countries during the period of the Strategic Plan, and that in some of these countries the most important focus will be on skill development for unemployed and underemployed youth

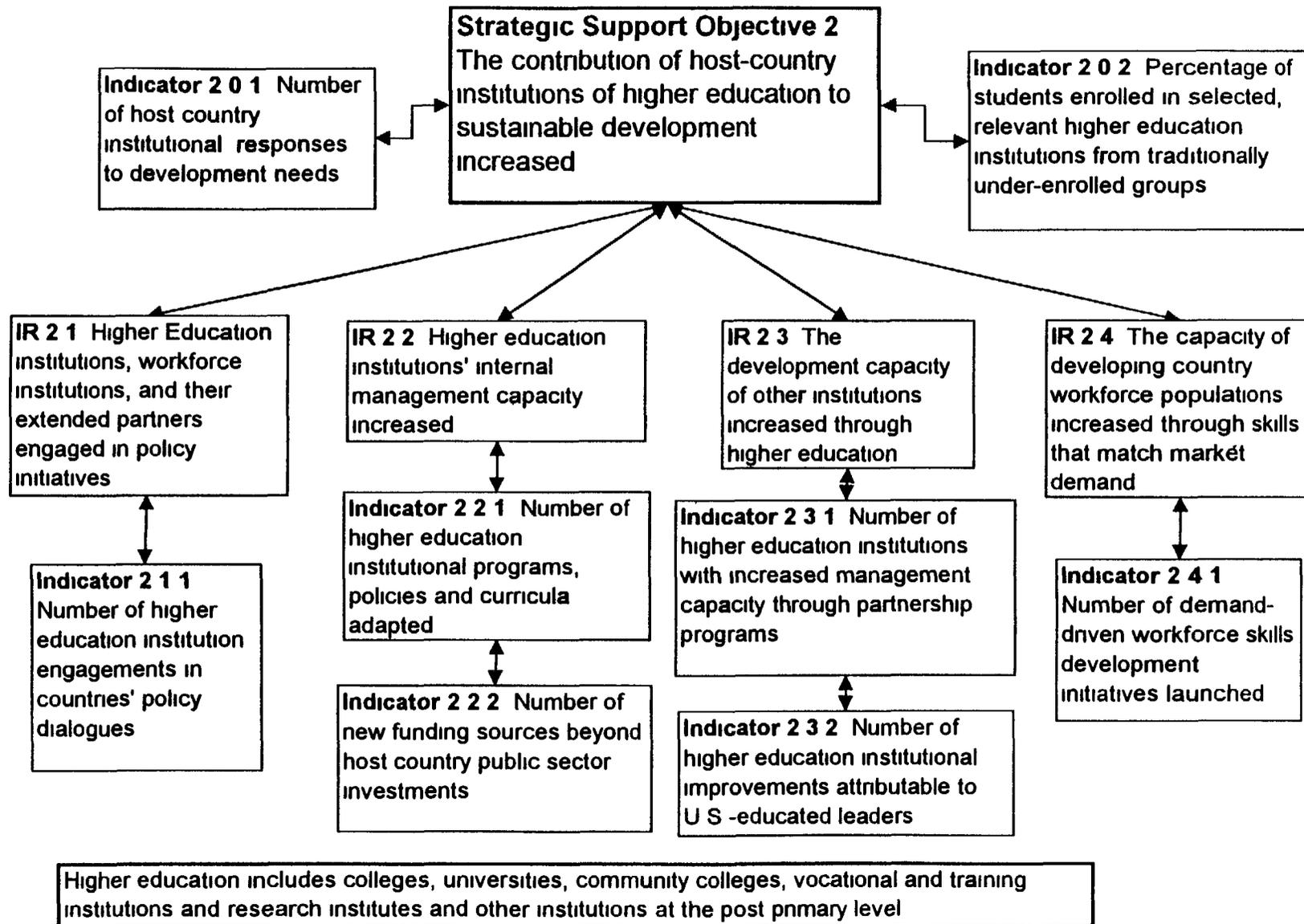
f Judging program results

The table below summarizes performance indicators for SSO2 and each Intermediate Result. Detailed tables presenting performance targets and indicators for SSO2 and each Intermediate Result appear subsequently.

SSO 2 - The contribution of host-country institutions of higher education to sustainable development increased	
Intermediate Results (IR)	Results Indicators (Ind.)
SSO 2 - The contribution of host-country institutions of higher education to sustainable development increased	<p>Ind 2 0 1 - Number of host country higher education institutional responses to development needs</p> <p>Ind 2 0 2 - Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups</p>
IR 2 1 - Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives	Ind 2 1 1 - Number of higher education institutional engagements in countries' policy dialogues
IR 2 2 - Higher education institutions' internal management capacity increased	<p>Ind 2 2 1 - Number of higher education institution programs, policies and curricula adapted</p> <p>Ind 2 2 2 - Number of new funding sources beyond host country public sector investments</p>
IR 2 3 - The development capacity of other institutions increased through higher education	<p>Ind 2 3 1 - Number of higher education institutions with increased management capacity through partnership programs</p> <p>Ind 2 3 2 - Number of higher education institutional improvements attributable to U S -educated leaders</p>
IR 2 4 - The capacity of developing country workforce populations increased through skills that match market demand	Ind 2 4 1 - Number of demand-driven workforce skills development initiatives launched

The principal sources of partnership data are the quarterly reports from the U S based institutions and organizations in each partnership. The institution managing the cooperative agreement/contract will also be requested to provide quantitative information for each indicator in

the format required by USAID's performance tables. Partners submit on a quarterly basis such information as successful applications of research conducted as a result of the partnership, participation in national program and policy developments, curriculum innovations, descriptions of community-based implementation of new technologies developed through the partnerships, and individual leadership-directed successes. Definitions of such terms as "advanced technologies" and "policy and program approaches" are provided to assist them in reporting qualitative data. In addition, workshop proceedings and occasional special reports on regional applications of partnership innovations are available.



STRATEGIC OBJECTIVE 2 The contribution of host-country institutions of higher education to sustainable development increased*			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 2 0 1 Number of host country higher education institutional responses to development needs			
UNIT OF MEASURE Number of responses	YEAR	PLANNED	ACTUAL
SOURCE Baseline survey to be conducted Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate INDICATOR DESCRIPTION *Higher education is broadly defined as universities colleges, community colleges, vocational and technical institutions research institutes and other institutions at the post-primary level Partnerships and networks of mutual benefit are the means and methods of attaining strengthened capacity "Responding to development needs" means addressing them with existing resources, human technical, and financial or finding the resources to do so COMMENTS Data compiled from discreet measurements in each agency goal area (PHN, DG EG, ENV, HCD and BHR)	1998	25	
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

STRATEGIC OBJECTIVE 2 The contribution of host country institutions of higher education to sustainable development increased				
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/H		
INDICATOR 2 0 2 Percentage of students enrolled in selected relevant higher education institutions from traditionally under enrolled groups				
UNIT OF MEASURE Percentage of under-served students in relation to the entire student population	YEAR	PLANNED	ACTUAL	
	1998	*		
	SOURCE Reports from relevant HEPD partnerships advanced leadership skill contractors and workforce development partners, as appropriate	1999	*	
		2000	5%	
	INDICATOR DESCRIPTION	2001	1 0%	
		2002	1 5%	
	COMMENTS * Start-up and benchmark years	2003	2 0%	

STRATEGIC OBJECTIVE 2 The contribution of host country institutions of higher education to sustainable development increased			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 2 1 Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives			
INDICATOR 2 1 1 Number of higher education institution engagements in countries' policy dialogues			
UNIT OF MEASURE Number of engagements*	YEAR	PLANNED	ACTUAL
SOURCE Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate	1998	1	
	1999	19	
INDICATOR DESCRIPTION *"Engagement" is defined as the participation of an institution of higher education in policy dialog round tables or the policy decision-making process	2000	24	
	2001	31	
COMMENTS There may be several engagements in policy dialog in any given country	2002	36	
	2003	38	

STRATEGIC OBJECTIVE 2 The contribution of host country institutions of higher education to sustainable development increased			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 2 2 Higher education institutions' internal management capacity increased			
INDICATOR 2 2 1 Number of higher education institutional programs policies and curricula adapted			
UNIT OF MEASURE Number of programs, policies and curricula adapted SOURCE Reports from UDLP HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate Data compiled from discrete measurements in each agency goal area (PHN DG EG ENV HCD and BHR) INDICATOR DESCRIPTION COMMENTS The adaptation of higher education institutional programs policies or curricula results in the improvement of higher education institutional management	YEAR	PLANNED	ACTUAL
	1998	0	
	1999	15	
	2000	20	
	2001	25	
	2002	30	
	2003	30	

STRATEGIC OBJECTIVE 2 The contribution of host-country institutions of higher education to sustainable development increased			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 2 2 Higher education institutions' internal management capacity increased			
INDICATOR 2 2 2 Number of new funding sources beyond host country public sector investments			
UNIT OF MEASURE Number of new revenue sources	YEAR	PLANNED	ACTUAL
SOURCE Reports from UDLP HEPD partnerships advanced leadership skill contractors and workforce development partners as appropriate	1998	0	
	1999*	*B	
INDICATOR DESCRIPTION New funding sources include student fees, rental charges, service charges and contracts	2000	B+10	
	2001	B+15	
	2002	B+25	
COMMENTS * Benchmark year	2003	B+30	

<p>STRATEGIC OBJECTIVE 2 The contribution of host country institutions of higher education to sustainable development increased APPROVED DD/MMM/YYYY COUNTRY/ORGANIZATION G/HCD</p>			
<p>INTERMEDIATE RESULT 2 3 The development capacity of other institutions increased through higher education</p>			
<p>INDICATOR 2 3 1 Number of higher education institutions with increased management capacity through partnership programs</p>			
<p>UNIT OF MEASURE Number of institutions</p>	<p>YEAR</p>	<p>PLANNED</p>	<p>ACTUAL</p>
<p>SOURCE Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate</p>	<p>1998</p>	<p>10</p>	
<p>INDICATOR DESCRIPTION * Partnership programs are defined as courses, sessions, workshops, and conferences conducted in the community "Increased management capacity" is defined as revised and/or adopted policies, programs, activities, courses workshops, and/or curricula that enable an institution to better provide services for the benefit of individual citizens and society as a whole</p>	<p>1999</p>	<p>20</p>	
	<p>2000</p>	<p>30</p>	
	<p>2001</p>	<p>35</p>	
	<p>2002</p>	<p>40</p>	
	<p>2003</p>	<p>45</p>	
<p>COMMENTS</p>			

STRATEGIC OBJECTIVE 2 The contribution of host-country institutions of higher education to sustainable development increased			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 2 3 The development capacity of other institutions increased through higher education			
INDICATOR 2 3 2 Number of higher education institutional improvements attributable to U S educated leaders			
UNIT OF MEASURE Number of institutional improvements	YEAR	PLANNED	ACTUAL
SOURCE Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate	1998	10	
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	
INDICATOR DESCRIPTION Number of institutional improvements attributable to the application of knowledge and skills by U S -educated leaders *Institutions are defined as the private sector government, NGOs or PVOs Institutional improvements include e g , the development of strategic plans or mission statements institutional reorganizations, and administrative or financial improvements that increase the effectiveness of the institution in achieving its intended purposes			
COMMENTS U S educated leaders are those funded by USAID/G/HCD partnership programs			

STRATEGIC OBJECTIVE 2 The contribution of host country institutions of higher education to sustainable development increased			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 2 4 The capacity of developing country workforce populations increased through skills that match market demand			
INDICATOR 2 4 1 Number of demand driven workforce skills development initiatives launched			
UNIT OF MEASURE Number of initiatives	YEAR	PLANNED	ACTUAL
SOURCE Reports from Missions, contractors, and host countries to the Global Workforce Transition Team	1998	1	
	1999	4	
	2000	5	
	2001	5	
	2002	6	
	2003	7	
	INDICATOR DESCRIPTION		
COMMENTS			

g Sustainability

The concept of partnerships and networks applied by G/HCD promotes long term relationships. New partnerships are supported only when the participating institutions strongly indicate their interest and willingness to share common agendas and financial burdens over the longer term. Historically, the partnerships supported by G/HCD have leveraged a minimum of two dollars for each USAID dollar and networks have contributed up to as much as \$13 dollars per USAID dollar, strong evidence that future non-USAID funding is likely to be available. Moreover, as a result, these partnerships demonstrate returns vastly superior to those available through the USAID contribution alone.

h Other donor involvement

G/HCD addresses the area of higher education and workforce development through supporting networks and partnerships which have extensive counterpart funding from state, national and other international sources. The Center collaborates with other donors to keep abreast of new technologies and the kinds of assistance they provide through the International Working Group in Education and the Working Group for International Co-operation in Vocational Skills Development.

3 Strategic Support Objective 3 - The work performance of host country trainees and effectiveness of host country organizations improved by training

a Rationale including goals and objectives

Sustainable, broad-based development depends on closing skill and knowledge gaps in key areas of host country institutional and individual performance. The role of SSO3 training activities in helping to close these critical gaps is to ensure the quality and impact of USAID training by 1) guiding Missions and Bureaus in designing and developing cost-effective, results-oriented training in the U.S. and other appropriate countries ("participant training"), and 2) working collaboratively to fill Missions' training needs by developing and improving effective in-country training programs -- drawing on distance learning technologies where possible.

b Key problems to be addressed

USAID's many years of experience in providing critical training for developing countries has resulted in a strong Agency capability to identify, process, train and support host-country leaders in acquiring and applying new skills. Nonetheless, some problem areas, that have been identified by evaluations of Agency training programs over several decades, still exist.

Need for greater impact of trainees on the organizations where they work There are many issues that contribute to the major problem that training evaluations identify -- that many training returnees are unable to introduce the changes in their organizations that were expected as a result of their training. Many new approaches in organizational development work, developed from research on individuals performing as teams in organized work settings, have not yet been successfully adapted to USAID's host country training designs. Instead, individuals still are trained mainly as individuals, in isolation from the reality of their work performance context. Also, trainees' home organizations do not always participate adequately in the process of training program design or trainee selection and the most appropriate training candidates with requisite leadership skills and job responsibilities are not always those who are selected for training. The candidates that are selected for training are often not aware of why they were selected or what is expected of them when they return to their home countries. In many cases, country program managers and contractors have not defined adequately the precise nature of the training required and results intended, making it difficult for training providers in the U S or third countries to render relevant services. In some cases, trainees are well prepared by their training to introduce organizational changes, but resource allocations and policy reforms necessary to carry out training-based changes have not been made or adequate authority was not given the returnee to support necessary performance changes.

Need for effective in-country training and needs assessment capabilities Developing countries seldom have the training and needs-assessment capacity necessary to provide the quality and range of training required for organizational performance improvement. Host countries often have limited ability to develop effective training programs that incorporate adult learning approaches and new instructional technologies to ensure accelerated learning. Also, donor agencies have tended to under-invest in local institutional capacity-building in this area, favoring home-based technical assistance and training solutions instead. USAID is no exception.

Under-representation of women and other under-served populations Women, persons with disabilities and other under-served groups in developing countries are under-represented among the individuals selected to participate in USAID-sponsored training programs. A recent Agency policy determination to include disabled persons as beneficiaries of all program planning has allowed G/HCD to show technical leadership in this area in FY 98-99, implementing one of USAID's first worldwide support efforts specifically benefitting the disabled.

Rapidly increasing costs When aggregated, the total cost to the Agency for providing U S and third country training is enormous. As development budgets shrink, U S university tuition and related costs are soaring. New flexible approaches, including the use of distance training, satellite campuses and virtual universities, will be required.

Overly complex and inappropriate programming mechanisms USAID must make every effort to put in place the guidance, directives and mechanisms that make it easy and cost-effective for bureaus and missions to train the right candidates, while ensuring that training meets high standards of quality, impact and Federal law

Absence of an efficient tracking system to measure results The Agency has often been reminded of its lack of a uniform tracking system for monitoring training activities Legislative requirements, the proper management of public resources and audit requests require USAID to track the impact of training activities and the number of non-returnees to their home countries or work organizations Statutory Federal obligations related to our J-1 visa use for US training require record-keeping and reporting as well Before the recent development of G/HCD's TraiNet tracking software, the volume of training activities, their contribution to achieving mission/bureau objectives, and the costs of providing training were not tracked consistently

c Critical assumptions

- Missions and host countries are willing and prepared to take responsibility for the design of effective training programs, for selecting those individuals most capable of introducing organizational change, and for providing the resources and authority needed for returnees to introduce performance improvements
- U S and third country institutions want to join USAID in implementing more cost-effective training programs that meet mission and host-country requirements Examples include linked in-country and foreign country training programs and the use of distance learning, options that are becoming viable, cost-effective substitutes for some aspects of U S and third country participant training
- Missions will choose to take advantage of services offered to improve the quality of in-country programs

d Program results

G/HCD's contributions to cost-effective, results-oriented training fall under the following broad headings technical leadership (introducing and teaching about applications of new design approaches, procedures or policies which break conceptual or operational logjams and stasis, gearing service mechanisms and approaches to sustain training investments in non-presence countries), and field support (collaborating with USAID staff, contractors and partners in individual countries to make new approaches work, transferring model programs for training support to closeout missions/graduating countries across geographic regions)

SSO3 -- "the work performance of individuals and effectiveness of organizations improved by training" -- captures the strong causal relationship between learning gains made by training participants and individual, work unit, and organizational performance improvements. Since USAID's training investments focus on the ultimate development of the trainee's home organization, Missions and Bureaus have the opportunity to target performance improvement efforts strategically at organizational bottlenecks to development.

The forthcoming transfer of ENI training contracts to G/HCD management creates an opportunity for focusing on training support in non-presence countries. Many ENI countries in Central Europe are transitioning toward scheduled closeout by the end of FY 2001. This timeline allows for the development of regional approaches to resolving problems of closeout and for coordination with G/HCD in all areas of education and training.

Two indicators measure progress at the SSO3 level. The "percent of returned participants in selected Missions who regularly apply new skills at worksite" was high in FY 1997 and is projected to increase steadily year by year. The "participant return rate" measures whether trainees actually return home after training. Return rates vary widely depending on prevailing home conditions when it is time to return, but when trainees become non-returnees, development resources are wasted and the Agency's obligations to Congress and other Federal agencies and statutes are compromised. Current return rates in the aggregate are over 99 percent -- a very good record that G/HCD will assist the Agency to track and maintain.

IR 3.1 - The quality and impact of USAID-funded training in selected countries increased by G/HCD focus on training quality, equity and cost-effectiveness

Technical Leadership G/HCD provides technical leadership by reviewing relative training costs and cost-benefits in the field to identify those programming solutions, including distance learning, that best serve USAID needs at the lowest costs. The Center is identifying methods to negotiate better rates and lower cost institutions, exploring alternatives to the traditional U.S. graduate training, and testing the combination of in-country with foreign training. G/HCD is also studying ways it can assist missions and contractors to develop high quality solutions to in-country training and needs assessment capacity-building. G/HCD is assisting Mission SO teams to include one effective solution, distance learning, in their plans for training, whether in-country, U.S. or third-country. Technological advances strengthen pedagogical technique and yield cost savings, significantly heightening the impact of training in times of hard-pressed budgets. Distance learning opportunities are adapted to local conditions of access, connectivity and other logistics, and applied where appropriate. The main local precondition for success is that there be broad enough access to distance learning outlets by the intended trainee population.

The potential savings to the Agency through G/HCD's technical leadership activities are great. G/HCD has undertaken a major cost containment study, for use and adaptation by Agency sponsoring units and contractors, and will continue to focus on this critical concern.

Field Support USAID training is implemented through a variety of central office and mission-specific programming mechanisms. G/HCD is responsible for some of the programming mechanisms used by missions and bureaus to place and monitor training participants. Examples include the central Health and Accident Coverage (HAC) program, the Global Training for Development (GTD) indefinite quantity contract (IQC), and the Global Evaluation and Monitoring (GEM) IQC. In addition, G/HCD staff support Missions and contractors by interpreting Agency policies and external regulations and assisting in emergency situations.

During the period of the Plan, SSO3 activities will place a high priority on improving the effectiveness of training programming mechanisms while simplifying procedures and giving concrete guidance on lower-cost solutions to training. Bureaus and Missions are concerned about how they can provide the volume and quality of training they require while remaining within limited budgets. At the end of the Plan period, the GTD contract (G/HCD's programming mechanism for universal trainee placement), or its successor, will offer lower cost and more flexible alternatives for training services procurement. HAC insurance rates have dropped substantially over the last three years and continued improvements in cost and coverage will be sought.

SSO3 activities also address the outreach of training providers to women and persons with disabilities as legitimate trainee pools for inclusion in USAID's skillbuilding process. More effective development and utilization of the potential of women and persons with disabilities to strengthen critical institutions is necessary on grounds of both economic efficiency and social equity.

Finally, G/HCD is introducing a new system for tracking Agency training efforts which includes the tracking of training costs and results. This system, known as Trainet (Training Results and Information Network), enables individual training managers to analyze cost and impact of their programs on meeting Agency objectives. This management information system will help to identify the most successful and cost-effective solutions to meeting training needs, thus providing Agency managers with significant alternatives for reducing costs. Trainet will be installed and used throughout the Agency by the end of FY 1999.

IR 3.2 - In-country training capacity increased

Technical Leadership Given the phenomenal level of in-country training as the preferred Mission venue, progress towards this IR has the potential for great development impact. The use

of in-country training resources, including expatriate trainers teamed up with local ones, strengthens local institutions for self-sufficient operation in future years. However, a major concern is the quality assurance of such local providers. Activities under this IR focus on improved instructional quality and an increased impact of in-country training activities, as measured by the number of missions field-testing models of building the capacity of local training-providers so that they can be certified to become recipients of Mission funds.

G/HCD will continue to work with Regional Bureaus, Missions and stakeholders to focus its guidance to Missions on strengthening in-country training institutions and on selecting and training the most appropriate candidates for quality in-country instruction. G/HCD will periodically update USAID's Automated Directives System 253 (which provides guidance on all training, including in-country) that facilitates mission/contractor work, while ensuring that quality training that is focused on performance improvements in the workplace will take place. G/HCD will also continue its work in assembling models and mechanisms for high quality, performance-oriented in-country training and will disseminate the models and mechanisms to all Agency sponsoring units. Local NGOs already involved in training will be the early target of G/HCD's efforts to help Missions build in-country capacity.

Another important aspect of IR 3.2 is to ensure that the "lessons learned" about how best to provide in-country training are incorporated into every training program administered by the Agency. G/HCD will observe Mission progress in observing best practices via selective field visits by its staff and will actively disseminate realistic guidance for improved USAID training, in the form of regularly updated Training Directives and best practice summaries. By the end of the Strategic Plan period, G/HCD, through field visits, evaluations, surveys and workshops, will make certain that lessons learned and best practices for in-country training are understood by all Agency trainee sponsoring units.

Field Support: G/HCD staff provide on-site assistance to Missions, contractors and partners in support of local capacity building.

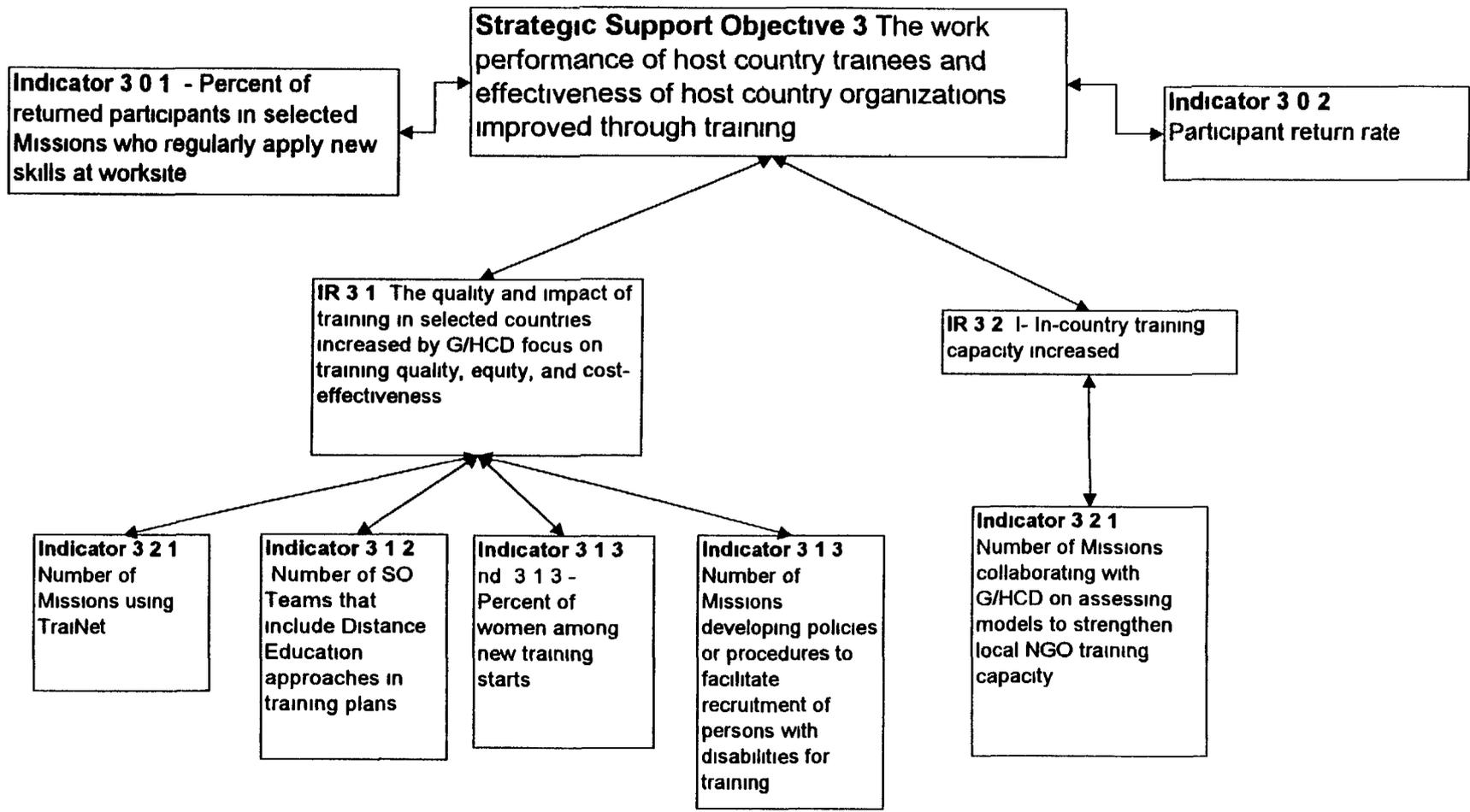
Direct Development Impact: Two mechanisms that contribute to direct development impact are an Interagency Agreement with the Peace Corps and a G/HCD Human Resources Development Assistance (HRDA) core activity, both of which contribute directly to development of local training capacity.

e Judging program results

The following tables outline the Results Indicators that are used to measure success in meeting G/HCD results. Following the initial summary table, the performance tables give more details about each indicator, including yearly targets and data sources.

SSO 3 - The work performance of individuals and effectiveness of organizations improved by training	
Intermediate Results (IRs)	Results Indicators (Is)
SSO 3 - The work performance of individuals and effectiveness of organizations improved by training	<p>Ind 3 0 1 - Percent of returned participants in selected Missions who regularly apply new skills at worksite</p> <p>Ind 3 0 2 - Participant return rate</p>
IR 3 1 - The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-effectiveness	<p>Ind 3 1 1 - Number of Missions using TraiNet</p> <p>Ind 3 1 2 - Number of SO Teams collaborating with G/HCD on addressing Distance Learning approaches in their training</p> <p>Ind 3 1 3 - Percent of women among new training starts</p> <p>Ind 3 1 4 - Number of Missions developing policies or procedures to facilitate recruitment of persons with disabilities for training</p>
IR 3 2 - In-country training capacity increased	Ind 3 2 1 - Number of Missions collaborating with G/HCD in activities to strengthen local NGO capacity in training and needs assessment

TraiNet will enable Agency training providers to measure the impact of participant training in achieving G/HCD, Bureau and Mission intermediate results. Quarterly reports from contractors who manage training are available for measuring improvements in efficiency and reductions in costs. Finally, workshops, field visits and surveys by G/HCD staff will provide data on systemic improvements in providing USAID sponsored training. Field visits and surveys measure progress in applying Agency "Best Practices" to in-country training, encourage applications of distance education to mission training activities, where appropriate, and assess the utility of TraiNet and other G/HCD training support activities.



69A

STRATEGIC SUPPORT OBJECTIVE 3 The work performance of individuals and effectiveness of organizations improved by training			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 3 0 1 Percent of returned participants in selected Missions who regularly apply new skills at worksite			
UNIT OF MEASURE Percent of returnees (cumulative)	YEAR	PLANNED	ACTUAL
SOURCE TraiNet G/HCD surveys to targeted missions and contractors reports from training contractors to G/HCD Field Technical Advisor trip reports (review of local stakeholder agreements and monitoring results)	1998	65%	
	1999	70%	
INDICATOR DESCRIPTION Data are regularly obtained through questionnaires administered by SO Teams' monitoring and evaluation systems after trainees return from training The questionnaire typically asks a trainee to rate how s/he is applying learning gains on the job	2000	75%	
	2001	80%	
COMMENTS Reports are not yet uniform across all regions, but standardization will increase through G/HCD efforts at information-sharing subject to the availability of funds By the year 2003, 90% of sponsored returnees in selected countries will be documented to have applied new skills at the worksite	2002	85%	
	2003	90%	

STRATEGIC SUPPORT OBJECTIVE 3 The work performance of individuals and effectiveness of organizations improved by training			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 3 0 2 Participant return rate			
<p>UNIT OF MEASURE Returnees as a percentage of participants scheduled to return (cumulative)</p> <p>SOURCE TraiNet IAP66A (visa) forms, GTD contractor reports</p> <p>INDICATOR DESCRIPTION The returnee rate is defined as the number of individuals who completed their U S - based training and who returned home within INS deadlines without being reported to INS</p> <p>COMMENTS</p> <p>Returnee rates constitute the essential precondition for training impact on development Pre-1998 measures were taken as the converse, number of NON-returnees annually, leading to definitional confusion over the term "non-returnee "</p> <p>Returnee rates planned for any one year cannot be achieved if unstable conditions that discourage returning home prevail to an above-average degree Such nations may be deleted from this analysis in any given year as special exceptions beyond program control, following consultation with USAID and State Department Regional Bureaus</p>	YEAR	PLANNED	ACTUAL
	1998	99%	
	1999	99%	
	2000	99%	
	2001	99%	
	2002	99%	
	2003	99%	

STRATEGIC SUPPORT OBJECTIVE 3 The work performance of individuals and effectiveness of organizations improved by training			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 3 1 The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-effectiveness			
INDICATOR 3 1 1 Number of Missions using TraiNet			
UNIT OF MEASURE Number of Missions (cumulative)	YEAR	PLANNED	ACTUAL
SOURCE Reports from TraiNet contractor, Field Technical Advisor site visits	1998	5	
INDICATOR DESCRIPTION TraiNet (Training Results and Information Network) is a training performance monitoring software tool which allows sponsoring units of training to track trainee data and training activity cost information. Standardized use of TraiNet formats permits aggregated reporting on USAID's training programs worldwide. USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are counted here	1999	ALL	
	2000	ALL	
	2001	ALL	
	2002	ALL	
	2003	ALL	
COMMENTS Adoption of TraiNet by all Missions with continuous training activity is required in ADS 253			

STRATEGIC SUPPORT OBJECTIVE 3 The work performance of individuals and effectiveness of organizations improved by training			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 3 1 The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost effectiveness			
INDICATOR 3 1 2 Number of SO Teams collaborating with G/HCD on addressing Distance Learning approaches in their training			
UNIT OF MEASURE Number of SO Teams (cumulative)	YEAR	PLANNED	ACTUAL
SOURCE Field Technical Advisor trip reports G/HCD e-mail exchanges with field LearnLink reports	1998	0	
INDICATOR DESCRIPTION	1999	10	
COMMENTS Current funding for formal Distance Learning (DL) feasibility studies by G/HCD is very limited Field Technical Advisors and G/HCD staff will work with SO Teams to develop local approaches to DL, responsive to prevailing local levels of electronic capacity and access, as a cost-effective means to quality training for SO Team training candidates In FY 99 the G/HCD LearnLink program will be working with two missions on feasibility studies and on pilot DL applications (Romania, Jordan) Wider Mission interest in DL techniques in support of cost-effective training is anticipated through field visits of G/HCD staff from SSO3 and SSO4 (subject to funding availability) By the year 2003, 75 SO Teams will address DL approaches in their training programming	2000	15	
	2001	25	
	2002	45	
	2003	75	

STRATEGIC SUPPORT OBJECTIVE 3 The work performance of individuals and effectiveness of organizations improved by training			
APPROVED DD/MMM/YYYY		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 3 1 The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-effectiveness			
INDICATOR 3 1 3 Percent of women among new training starts			
UNIT OF MEASURE Percent of women	YEAR	PLANNED	ACTUAL
SOURCE TraiNet	1998	N/A	40%
INDICATOR DESCRIPTION This indicator tracks the ongoing effort to achieve gender equity in training. An overall level is measured here, without reference to length or location of training	1999	42%	
	2000	44%	
	2001	46%	
COMMENTS By FY2003, half of all new training starts should be women	2002	48%	
	2003	50%	

f Sustainability

By addressing the quality and impact of USAID's human capacity improvement efforts through training, SSO3 supports the sustainability of host country organizational effectiveness in meeting development goals. As development evolves, host country organizations will increasingly find local sources of high-quality training to meet their needs. Tailor-made training solutions provided either in the U S or third countries or through USAID funded in-country programs will become less critical. At the present time, however, for host country organizations to become more effective and sustainable, access to international training and professional development resources is a critical requirement for broad-based social development and economic growth.

g Other donor involvement

All international donor agencies engage in some form of participant training to address the critical skill deficits which affect the success of their development programs. Each of these programs reflects the particular requirements of the donor agency. There are, however, many lessons to be learned from other donors about how to make programs more effective and less costly. G/HCD investigates these lessons through its participation in the International Working Group in Education (IWGE).

4 Strategic Support Objective 4 - Access to and application of information and telecommunications services expanded

a Rationale including goals and objectives

Access to information through telecommunications reform and applications is a fundamental requirement for broad-based participation in sustainable development, including participation in quality education and training systems. Indeed, the explosion of the Internet and information technology applications world-wide runs the risk of leaving USAID-assisted countries yet further behind. Through SSO4, **G/HCD will provide policy and technical leadership to expand access to and make more affordable a broad range of information technology and telecommunications services, particularly in the area of human capacity development.** SSO4 activities will assist the other focal areas of G/HCD as well as the strategic objectives of other Global Bureau centers, the regional bureaus and missions. In addition, this emphasis supports the Agency's cross-cutting area of information and communication technologies.

U S companies are leading the world in the creation of the newest generation of communication systems and products, while U S universities and research labs are leading in the creation of the next generation. As a result, leaders from developing countries are looking to USAID for assistance in dealing with the new technologies and deciding how best to apply them to the greatest

social and economic benefit. In this context, USAID currently has an opportunity to forge strategic partnerships with the American private sector and university community.

G/HCD is not a newcomer to the use of information and communication technologies. For twenty-five years, USAID has shown leadership in this area with showcase programs in providing distance education through radio, in achieving literacy through the use of newsprint and cassettes, in using social marketing for behavior change, in enhancing public awareness and participation in support of policy reform, and in networking for development through satellite telecommunications.

b Key problems to be addressed

Children cannot learn, adults cannot continue to learn, careers cannot shift, institutions cannot build and the economy cannot grow without putting in place a basic information infrastructure accessible by the broad majorities of populations. This is even more true as the new information technologies become better and cheaper and increasingly represent a short-cut to improved human capacity development. Yet developing countries are only beginning to build their information infrastructure and to apply information technologies for political, social and economic benefit.

G/HCD will assist missions and, in turn, developing countries with these tasks by (1) supporting policy, legal and regulatory reforms aimed at improved and more affordable telecommunications services, (2) training key personnel to improve the capacity of institutions charged with the development and implementation of these policies and services, and (3) developing and introducing sustainable "models of use," that is, bundles of technologies and applications which enable the use of broadly relevant information technology for a specific sector. Examples of "models of use" are distance education, including teacher training, computer- and Internet-assisted classroom instruction, and community information centers.

USAID needs to be, and is -- in part through this SSO -- at the forefront of the information technology and telecommunications revolution. G/HCD will take a leadership role in the interpretation and application of information technologies to make the work of USAID Missions, regional bureaus and other Global Bureau centers more effective in achieving their objectives. In this context, SSO4 is cross-cutting, its assigned team will work collaboratively with the Centers for Environment, Population, Health and Nutrition, Economic Growth, Democracy and Governance, the Office of Women in Development, as well as with the Bureaus for Program and Policy Coordination, Management and Legislative and Public Affairs.

In particular, women in developing countries are representative of the large information-deprived, under-educated and under-served segments of the populations that USAID intends to benefit. Information technology knows neither gender nor other social boundaries. Insofar as G/HCD can

change the ground rules of access through telecommunications policy reform, training and innovative applications, the Agency will have a notable impact on ameliorating social disparity

c Critical assumptions

- Sufficient USAID and host country institution support
- Demand for telecommunication and information services continues to grow
- USAID can form partnerships with other key federal agencies and the private sector

d Program results

At the SSO4 level, a single indicator will assess progress towards the objective of expanded access to and application of information and telecommunications services. Number of countries with publicly accessible telecommunications services increased. While improvements measured by this indicator require a high level of collaboration, HCD plans to make significant contributions to this indicator in one or two countries a year through the policy change, telecommunications training and information technology applications directly supported by its programs. This target is modest because HCD resources are limited and the interventions are complex. Yet, over the period of the Plan, the cumulative impact is expected to be dramatic, touching at least eight countries and the institutions serving them.

G/HCD has identified three intermediate results that each reflect G/HCD's technical leadership and field support capabilities. The combination of these IRs represents a wide-ranging contribution to the achievement of SSO4 -- expanded access to and application of information and telecommunications services.

IR 4 1- Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services.

Technical Leadership/Field Support: Numerous USAID-assisted countries are in the midst of telecommunications liberalization and reform, voluntarily or through the pressure of international expectations and private sector impatience. USAID is often drawn into these opportunities. G/HCD responds through the provision of technical assistance by staff and contractors and through an interagency agreement with the Department of State which, in turn, secures expertise from the Federal Communications Commission (FCC), the Department of Commerce, the U.S. Trade Representative, and other U.S. agencies. It is realistic to expect that G/HCD will contribute directly to the adoption of policy and legal and regulatory reforms in at least one to two countries per year during the Plan.

IR 4 2 - The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved

Technical Leadership/Field Support As telecommunications policy reform moves forward in USAID-assisted countries, implementing institutions scramble to acquire the competency to meet the leadership challenge G/HCD provides training through the U S Telecommunications Training Institute (USTTI) and agreements with the FCC and others These mechanisms provide training in both individual and workshop settings G/HCD plans to maintain its pattern of support for approximately 75 developing country trainees per year during the Plan The trainees are selected for their roles in telecommunications reform and cumulatively constitute a substantial fraction of the information sector decision-makers in the developing world

IR 4 3 - The application of information technology and telecommunications services increased to achieve development objectives

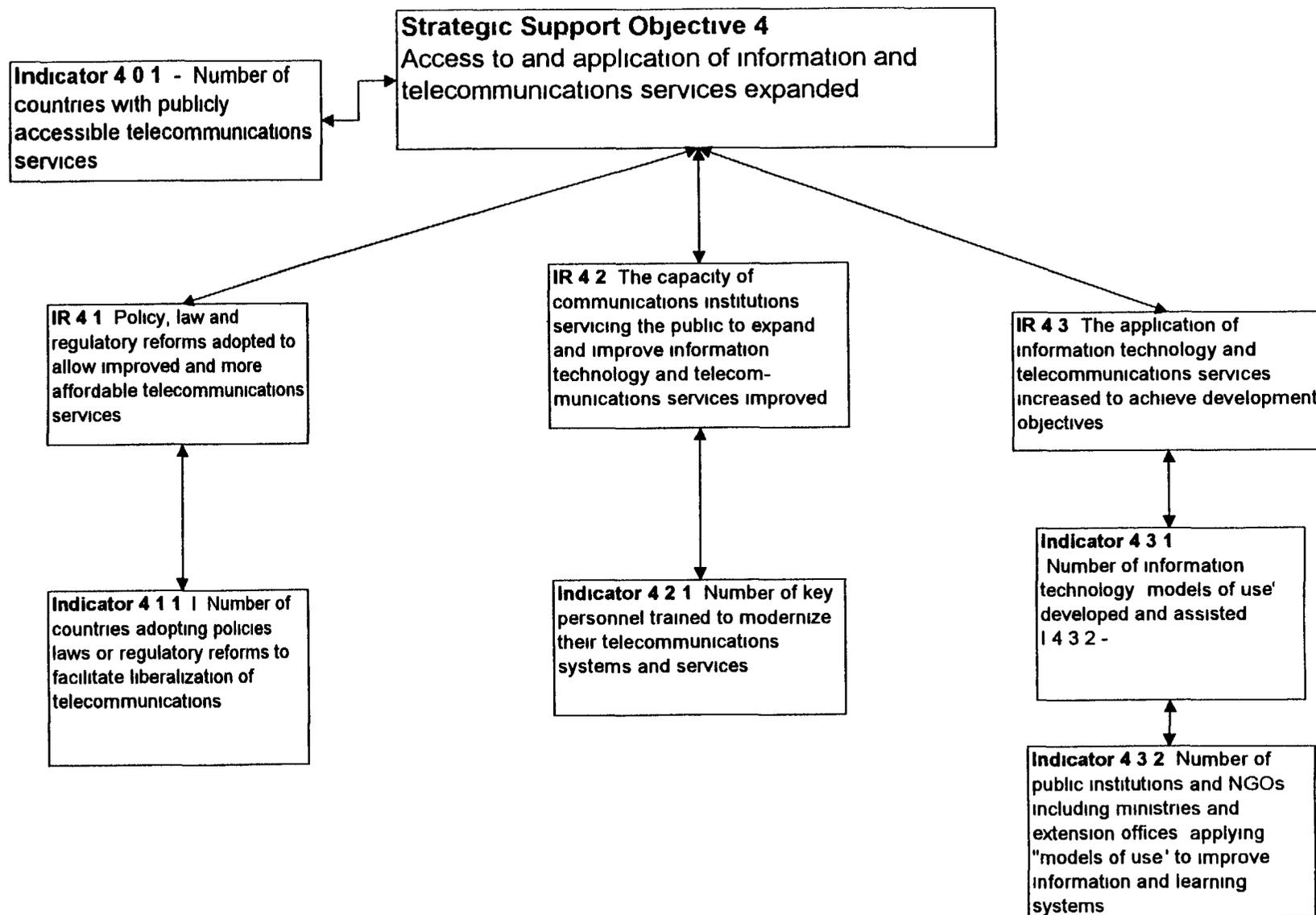
Technical Leadership/Field Support G/HCD is in the forefront of several of the many emerging information technology applications that have the potential to revolutionize USAID's development efforts These include community learning and information centers, computer-assisted learning at teacher training institutes and model schools, school-to-school partnerships transcending national boundaries, networks of universities to participate in solving development problems, and universal access to distance learning Through SSO 4, G/HCD will support at least 19 developing country institutions during the period of the Plan in their adoption of key "models of use" in the information technology application arena

e **Judging program results**

The table below outlines the Intermediate Results and the Results Indicators for SSO 4 Also below is a description of the sources of data that are available to measure progress in attaining results Detailed tables of performance indicators and targets are presented on the following pages

SSO4 - Access to and application of information and telecommunications services expanded	
Intermediate Results (IRs)	Results Indicators (Is)
SSO 4 - Access to and application of information and telecommunications services expanded	SSO 4 I 1 - Number of countries with publicly accessible telecommunications services
IR 4 1 - Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services	I 4 1 1 - Number of countries adopting policies, laws or regulatory reforms to facilitate liberalization of telecommunications
IR 4 2 - The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved	I 4 2 1 - Number of key personnel trained to modernize their telecommunications systems and services
IR 4 3 - The application of information technology and telecommunications services increased to achieve development objectives	I 4 3 1 - Number of information technology "models of use" developed and assisted I 4 3 2 - Number of public institutions and NGOs, including ministries and extension offices, applying "models of use" to improve information and learning systems

Reports from contractors together with field visits and the monitoring of program implementation will provide the data on policy reforms and applications of information technology attributable to the implementation of SSO4 USTTI, the training contractor, provides reports on the number of trainees by course and the results of the training, drawn from trainee evaluations using a standardized questionnaire



79A

STRATEGIC SUPPORT OBJECTIVE 4 Access to and application of information and telecommunications services expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INDICATOR 4 0 1 Number of countries with publicly accessible telecommunications services			
UNIT OF MEASURE Number of countries per year	YEAR	PLANNED	ACTUAL
SOURCE USAID Missions and partner institutions which receive assistance under the Inter-Agency Agreement (IAA) with Dept of State or directly from USAID/Washington staff, activity reports under the IAA and e-mail communication with Missions, reviewed at time of R4 preparation	1998	0	
	1999	0	
INDICATOR DESCRIPTION Number of countries judged by USAID or partner institutions to have (1) extended public access to at least 100 new communities of 1,000 residents or more and/or (2) increased the number of Internet service providers or accounts by more than 10% in under-served areas	2000	1	
	2001	2	
COMMENTS These countries are expected to be the same as those undertaking telecommunications policy reform (IR 4 1) Therefore, a time lag is expected between policy reform and actual extension of service	2002	2	
	2003	3	

STRATEGIC SUPPORT OBJECTIVE 4 Access to and application of information and telecommunications services expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 4 1 Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services			
INDICATOR 4 1 1 Number of countries adopting policies, laws or regulatory reforms to facilitate liberalization of telecommunications			
UNIT OF MEASURE Number of countries per year	YEAR	PLANNED	ACTUAL
SOURCE USAID Missions and partner institutions which receive assistance under the Inter-Agency Agreement (IAA) with Dept of State or directly from USAID/Washington staff, activity reports under the IAA and e-mail communication with Missions, reviewed at time of R4 preparation	1998	1	
	1999	2	
	2000	2	
	2001	2	
	2002	2	
	2003	2	
INDICATOR DESCRIPTION Countries are counted if the reforms are judged by USAID staff experts in IT to have the potential to impact privatization and/or access			
COMMENTS			

STRATEGIC SUPPORT OBJECTIVE 4 Access to and application of information and telecommunications services expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 4 2 The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved			
INDICATOR 4 2 1 Number of key personnel trained to modernize their communications systems and services			
UNIT OF MEASURE Number of key personnel per year	YEAR	PLANNED	ACTUAL
SOURCE Grantee USTTI annual report	1998	75	
INDICATOR DESCRIPTION Trainees are considered trained after attending short-term, highly technical training courses designed for communications professionals	1999	75	
	2000	75	
COMMENTS The USTTI program has a track record of training well-qualified decision-makers and key technical staff with stable positions in their institutions who return to their positions after training	2001	75	
	2002	75	
	2003	75	

STRATEGIC SUPPORT OBJECTIVE 4 Access to and application of information and telecommunications services expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 4 3 The application of information technology and telecommunications services increased to achieve development objectives			
INDICATOR 4 3 1 Number of information technology "models of use" developed and assisted that achieve development objectives			
UNIT OF MEASURE Number of "models of use" per year	YEAR	PLANNED	ACTUAL
SOURCE Contractor Academy for Educational Development semi-annual reports for 'LearnLink'	1998	2	
INDICATOR DESCRIPTION Models are counted if they are judged by USAID Missions or partner institutions to have broad relevance to a sector	1999	2	
	2000	2	
	2001	2	
	2002	2	
COMMENTS A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector, for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers	2003	2	

STRATEGIC SUPPORT OBJECTIVE 4 Access to and application of information and telecommunications services expanded			
APPROVED		COUNTRY/ORGANIZATION G/HCD	
INTERMEDIATE RESULT 4 3 The application of information technology and telecommunications services increased to achieve development objectives			
INDICATOR 4 3 2 Number of public institutions and NGOs, including ministries and extension offices, applying "models of use" to improve information and learning systems			
UNIT OF MEASURE Number of institutions per year	YEAR	PLANNED	ACTUAL
SOURCE Contractor Academy for Educational Development semi-annual reports for "LearnLink," e-mail communication with Missions, reviewed at time of R4 preparation	1998	1	
INDICATOR DESCRIPTION Institutions are counted if they are judged by USAID staff experts in IT to have introduced a "model of use" into their operations	1999	2	
	2000	3	
COMMENTS A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector, for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers	2001	3	
	2002	5	
	2003	5	

g Sustainability

G/HCD SSO 4 operations are always implemented within the context of larger, on-going regional bureau and mission programs. Its inputs and results are part of a network of local institutions and partnerships which are expected to be sustainable. Pilot programs are designed at the outset for ease of replication and expansion.

h Other donor involvement

Donors generally provide enthusiastic support for information technology applications within their own programs and are generally willing to collaborate with USAID on these applications. Since collaboration is best realized in specific country contexts with highly defined roles, HCD expects to take regular advantage of these opportunities. At a global level, HCD seeks to collaborate with the World Bank, the Inter-American Development Bank, UNESCO and relevant foundations and corporations.

IV PERFORMANCE MONITORING PLAN

G/HCD's Performance Monitoring Plan is for the collection, analysis, dissemination and use of data needed to track indicators for G/HCD's SSOs and IRs. These indicators are listed in a summary table found in each of the four strategic objective sections under "Part II G/HCD's strategic Framework "

The purpose of this plan is to ensure that data for monitoring G/HCD's programs is collected on a timely and regular basis and is reliable and comparable from year to year

A Performance Indicator Definitions and Data Sources

G/HCD indicators reflect the nature of G/HCD's field support and technical leadership roles. In providing field support, G/HCD assists USAID Missions and other operating units with making progress towards the Agency's objectives. In providing technical leadership, G/HCD develops human capacity building strategies, techniques, analyses and lessons learned and makes these tools available for use by field missions, regional bureaus, USAID partners, other donors, host country governments, regional organizations, NGOs and others throughout the world.

A definition of each indicator is provided in the INDICATOR DESCRIPTION section of the indicator tables accompanying each of the four SSO chapters in this document. Definitions of terms that are relevant to a given indicator can also be found in the INDICATOR DESCRIPTION section. Likewise, the exact source of the data for each indicator is listed on each table under the SOURCE heading. Pre-existing data sources will be used, in most cases, the program activity monitoring documents of G/HCD's implementing partners will provide indicator data. In the case of long-standing activities that predate the R4 process, collection will continue to be carried out on the basis of arrangements made for the FY2000 R4 exercise.

Targets for indicators were set by the SSQ teams with primary responsibility for specific IRs in collaboration with their partners in the Washington, DC area. Where necessary, the "COMMENTS" section of the indicator tables includes an explanation of how specific targets were set. Since it has not been possible to obtain data to set baselines for all indicators, early phase targets for some indicators are still tentative at this stage of the plan's development. As necessary, targets and baselines will be refined by the SSO teams and partners.

B Method and Frequency of Data Collection

All of the data for G/HCD indicators will come from secondary data sources. No primary data collection will be conducted. Where calculations are required, these have been described in the INDICATOR DESCRIPTION section of the relevant indicator tables.

Most of the collection function will be incorporated into the standard monitoring procedures of G/HCD implementing partners

G/HCD will collect data for the majority of its indicators on an annual basis at the end of each fiscal year. This schedule will allow the reporting of data in G/HCD's R4 document, which is completed annually in March. The frequency of data collection for the few indicators for which data will be collected more frequently has been noted in the SOURCE section of the relevant indicator tables.

C Data Collection Responsibilities

Ultimate responsibility for G/HCD data collection rests with the G/HCD SSO teams who manage the results package(s) for the results measured by a given indicator. These teams are supported by the Center's partners, including the contractors and grantees that work with G/HCD. The groups listed in the "SOURCE" section of the indicator tables are responsible for the initial work of collecting and documenting data.

D Data Analysis Plans

Performance data will be analyzed at frequent intervals during the year, including in team reviews, contractors' quarterly reports, and annual center performance retreats.

E Plans for Complementary Evaluations

More formal analyses of progress towards G/HCD's strategic support objectives will be conducted for the Agency Annual Performance Reviews and for the annual G/HCD R4 reviews. To analyze costs and results that are not on target and require a more formal evaluation, the center has a mechanism in the Global Evaluation and Monitoring IQC.

F Plans for Communicating and Using Performance Information

Additional information for monitoring and evaluating G/HCD's programs will be appended in a separate volume to the R4 to provide more in-depth and illustrative material upon which further analysis and resource decisions can be based.

G Budget for Data Collection, Analysis and Dissemination

Because results monitoring is a crucial management tool, data collection for results reporting should be an integral part of activity management. Most of the initial collection of data for G/HCD indicators is incorporated into the standard monitoring procedures of G/HCD.

implementing partners. However, considerable time is required to consolidate, analyze, and present results data and success stories for the entire Center. The assistance of an outside contractor not involved with program implementation is necessary, given center staff time constraints. This outside involvement also lends more objectivity to the exercise.

Implementing contractors' costs of collecting data and other results information will be absorbed as part of ongoing activity costs. The cost of compiling the R4 is estimated at approximately \$80,000, based on FY2000 R4 experience. These funds will be provided by center core funds.