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# Final Report for Fiscal Year 1998 R4 Data Collection

May 1999

**Submitted to**

G/HCD

US Agency for International Development

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Washington, DC 20523

**Submitted by**

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This report was prepared for the Center for Human Capacity Development, Global Bureau, U S Agency for International Development by Agurre International under Contract No FAO-O-00-99-00006-00 Its findings, conclusions, and recommendations are those of its authors and do not necessarily reflect the views and/or policies of the Center for Human Capacity Development

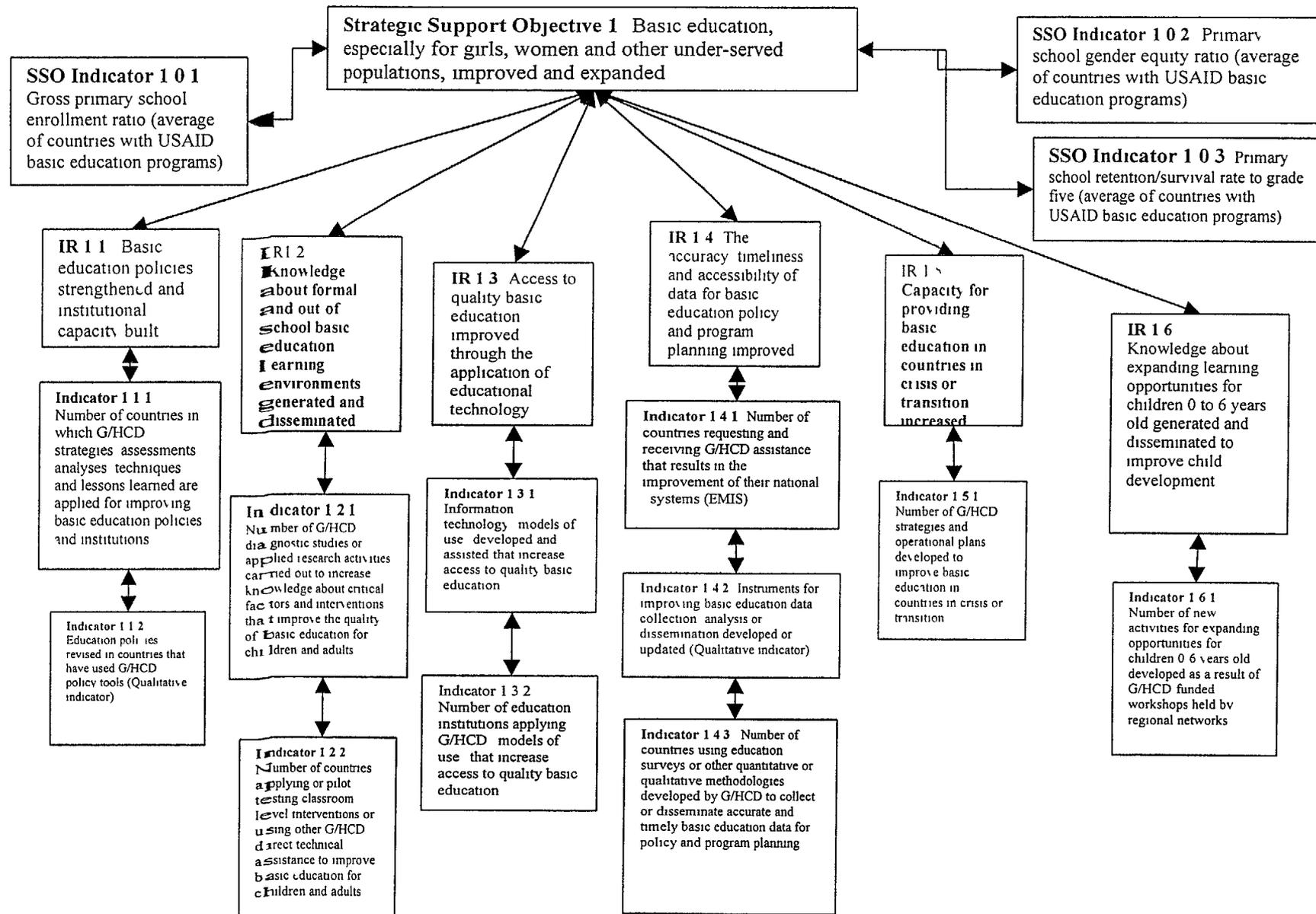
## CHAPTER ONE: INTRODUCTION

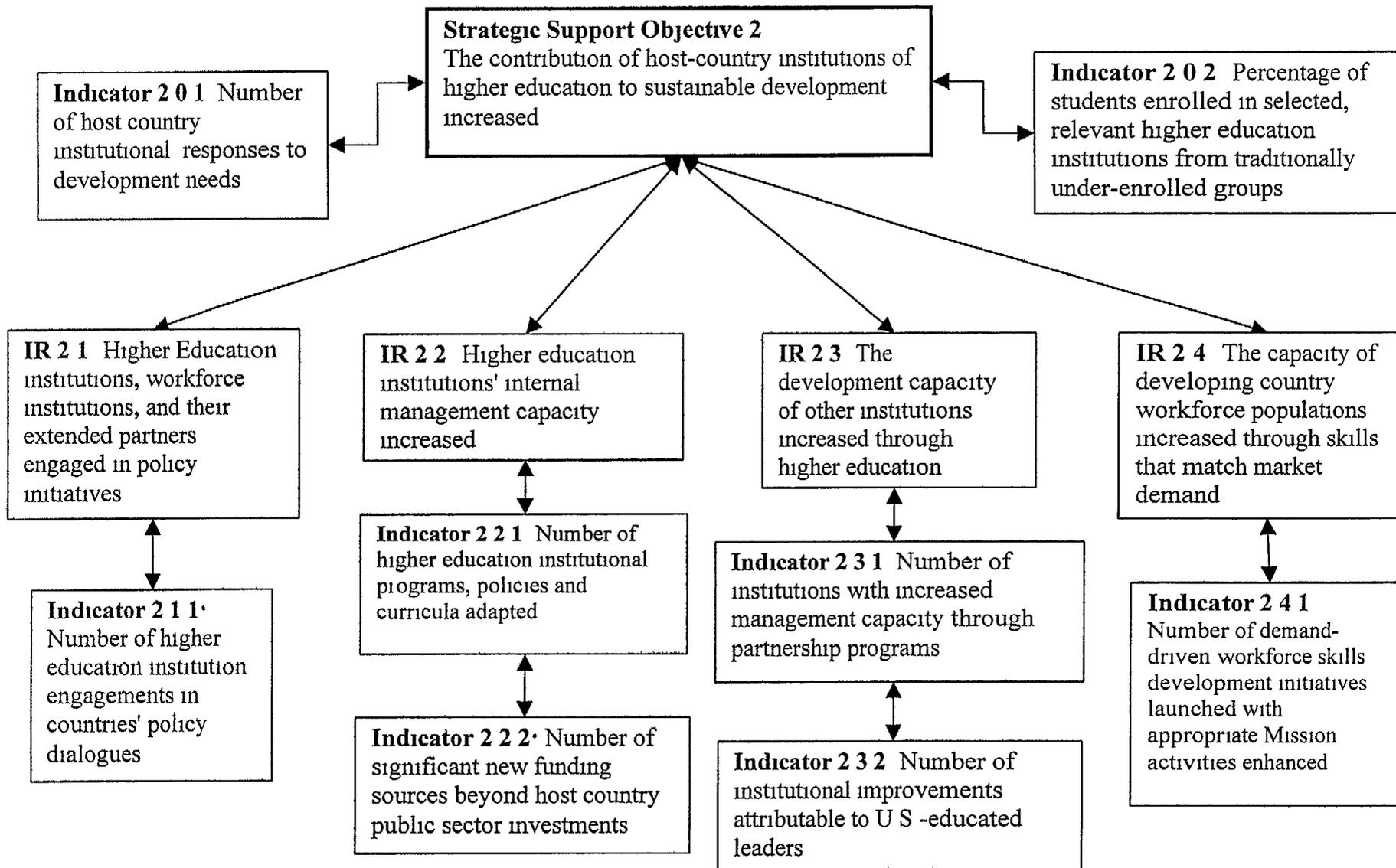
### I INTRODUCTION

During FY 1998, the Global Center for Human Capacity Development (G/HCD) finalized the Strategic Plan for the Center. In conjunction with that activity, and in light of the approval of the Agency's new Education and Training Goal, "Building Human Capacity through Education and Training," the Center undertook revisions to their Strategic Support Objectives, the Intermediate Results, and the results indicators. These revisions resulted in Performance Data Tables that were substantially different from those reported on for FY 1997.

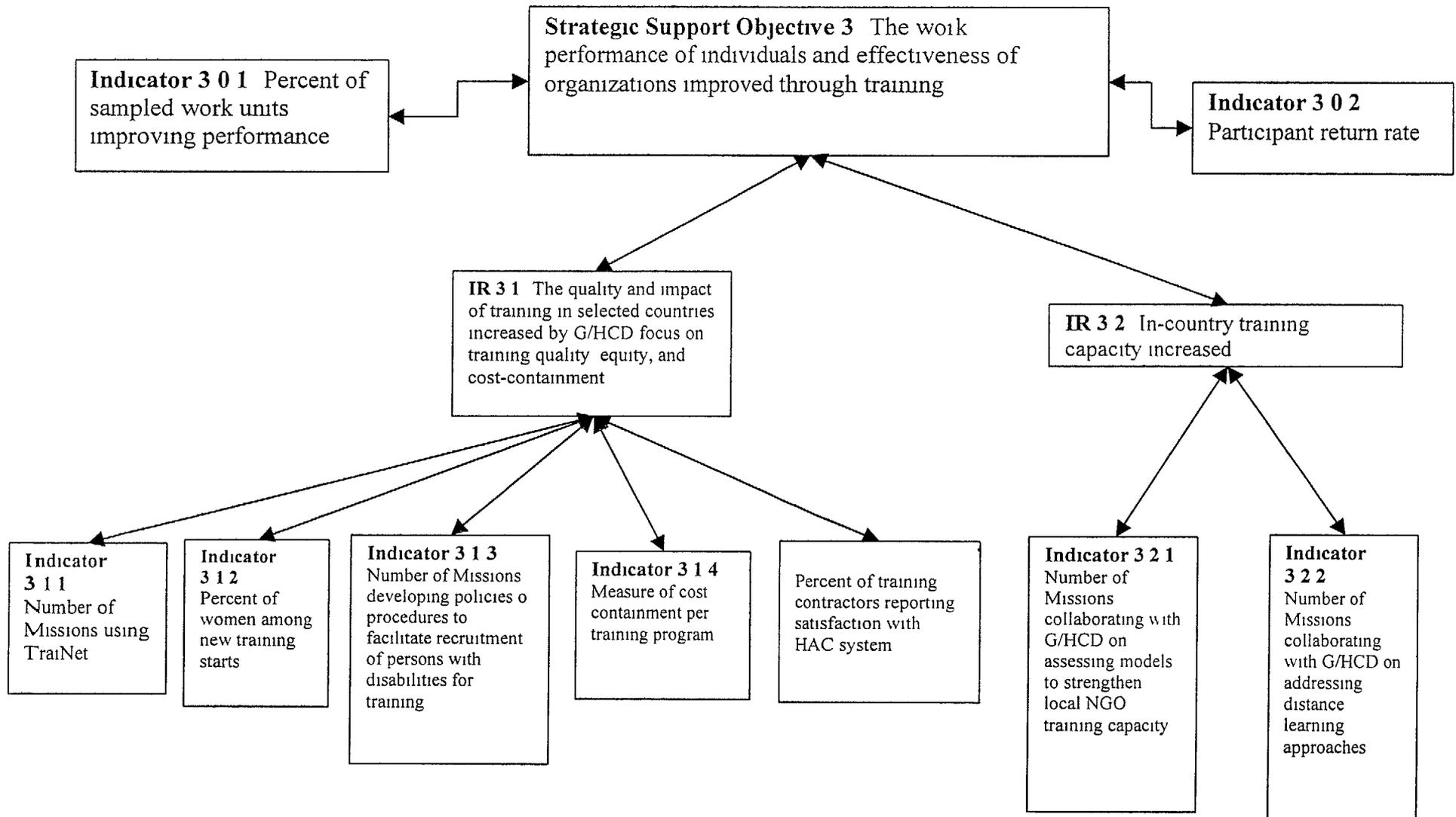
Approval of the new Agency Goal on Education and Training, elevating Basic Education and Higher Education to Agency Objectives led the SSO1 and SSO2 teams to restate their Strategic Support Objectives to more closely align with the Agency Goal Statements. G/HCD basic and higher education activities contribute to the attainment of the Agency goals. Training and Telecommunications' SSOs and IRs were revised to reflect the fact that they are crosscutting emphasis areas. The accountability for results in these areas is at a lower level than at the Agency Goal level. Additionally, the measurements adopted for these areas more clearly reflect G/HCD's role as technical leader and field support for the Agency's operating units in these areas. G/HCD's Strategic Support Objectives, Intermediate Results, and Indicators are illustrated in the results trees that follow (see pages 2 - 5).

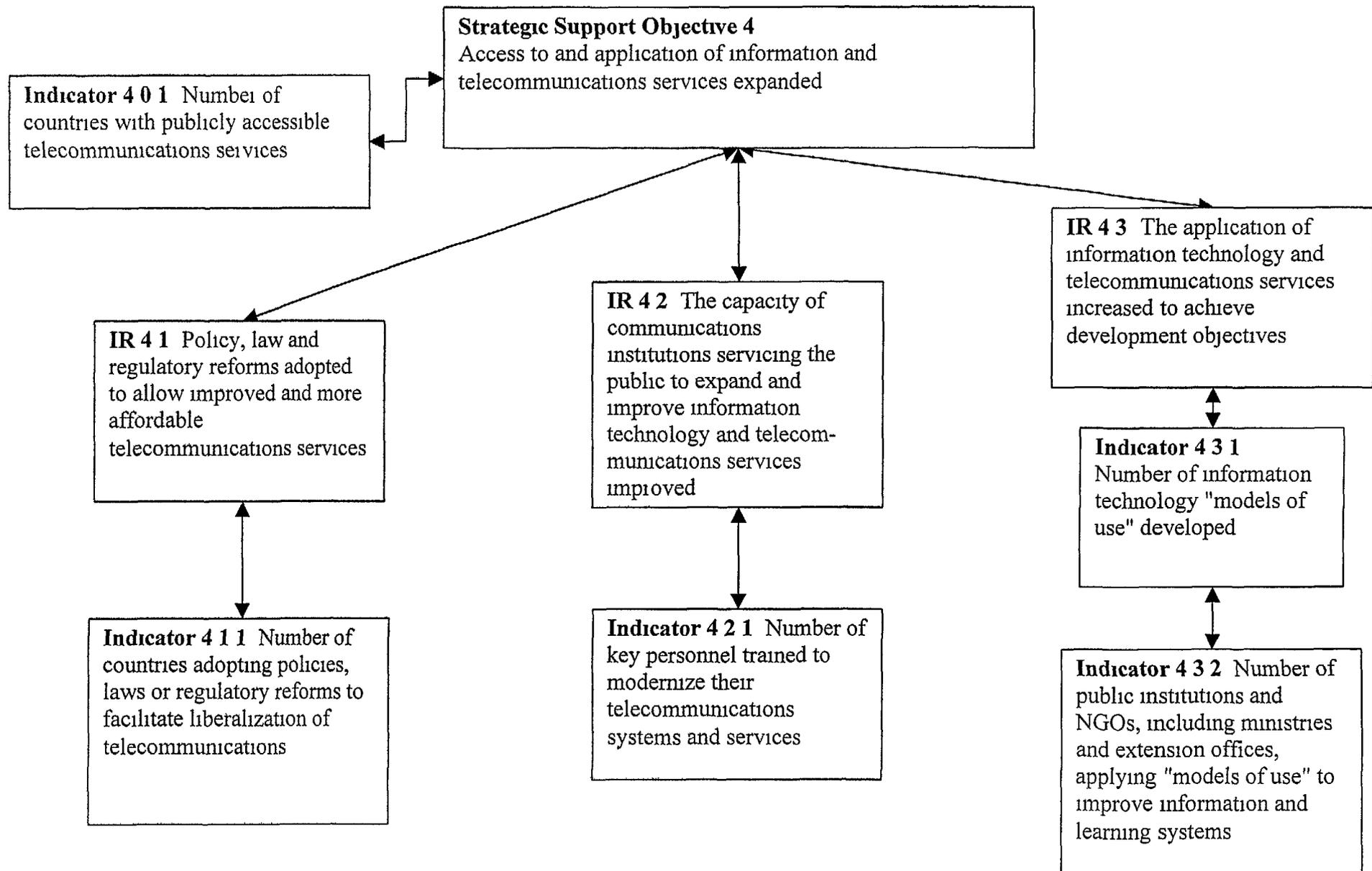
G/HCD contracted with Aguirre International (AI) under a HERNS Delivery Order and a Purchase Order, for the purpose of gathering FY 1998 performance data for the FY 2001 R4. The work was conducted between December 1998 and March 1999.





Higher education includes colleges universities, community colleges, vocational and training institutions and research institutes and other institutions at the post primary level





## **Part II Results Review by Strategic Support Objective**

### **A Objectives**

The study was intended to collect information on the FY 1998 indicator results and program successes for G/HCD's R4 Review from G/HCD Strategic Objective teams and their partners. The information was used to show progress toward each Strategic Support Objective (SSO) and Intermediate Result (IR) as part of the annual Results Review. The information will also serve to explain the work of G/HCD to external stakeholders, to provide feedback to improve program implementation, and to examine a range of issues related to monitoring program impact within the Center.

The team provided SSO teams with assistance to collect information for the Performance Data Tables, which appeared in the Center's FY 2001 R4 report. The performance data tables are found in Appendix A of this report. Additionally, the team prepared illustrative success stories for three SSOs. The team members also worked with G/HCD staff to incorporate the information collected into the text of the report, and prepared short versions of the success stories to illustrate key points in the R4 report.

The team was specifically tasked to do the following:

- To supply the data, derived from existing G/HCD data systems and other sources, for the Performance Data Tables required in the R4,
- To provide a total of 10 illustrative success stories across all G/HCD SSOs, for use in explaining the work of G/HCD and in improving the delivery of services and implementation of programs,
- To provide G/HCD with feedback on the soundness of its approaches to design and planning, client involvement, stakeholder consultation, implementation, and results monitoring, by individual Strategic Support Objective (SSO),
- To provide comments and recommendations on the quality and appropriateness of G/HCD activities and services supporting the Center's results,
- To assist in compiling the above materials along with G/HCD-written text into the final R4 document, and
- To provide G/HCD with follow-up assistance in strategic planning as part of finalization of the Center's Strategic Plan and refinement of the Agency's Third Goal.

### **B Methodology**

The Aguirre International team of two researchers, Janet Kerley and Christine Allison, had worked with the SSO teams on the FY 1997 R4 data collection activity and subsequent revisions of SSO, IRs, and results indicators. The experience of the team and the fact that contractors were familiar with the process from FY 1997 contributed to streamlining the process significantly this year. The team used a variety of methods to compile the information submitted in the report, which included

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both primary and secondary sources. One of the researchers also participated in the February 1999 Regional Conference held by SSO 2 (Higher Education Partnerships) in Zamorano, Honduras.

SSO Team Leaders introduced the annual data gathering process in December 1998 through a letter to their partners — contractors, cooperators, and grantees (see Appendix B for a listing of partners contacted by Aguirre International). Following the final approval of the Performance Data Tables in January 1999, Aguirre International sent the partners a copy of the SSO tree and a set of data tables corresponding to their program. The researchers then began working on an individual basis with the partners for SSO1, SSO2, and SSO3. The SSO4 team collected the performance data for their tables.

The methods to collect the information are discussed below by SSO

### *1 SSO1-- Basic Education*

The Economic and Social Data Service (ESDS) of USAID/PPC/CDIE provided the data for the first three tables under this SSO. The standardized data were obtained from the HCD Global Education database that provides information on 125 education and social indicators for some 200 counties. The data are derived from UNESCO data. Aguirre International was involved in the discussions of the use of the data and appropriate interpretations.

Project documents, including Quarterly and Annual reports, final activity evaluations when available, interim reports, Internet sites, and studies done by the contractors provided the information on the remaining SSO1 results indicators. The researcher also attended presentations by project field staff and interviewed contractor staff to complete the information provided in the written reports. In several cases, contractor staff provided additional information for success stories by calling their field offices.

### *2 SSO2-- Higher Education and Workforce Development*

SSO2's data tables combine the activities of several programs in higher education partnership, leadership development programs, and workforce development. The team constructed the Intermediate Results to report on four main categories of impact:

- Engagement in policy initiatives,
- Increased internal capacities of the institutional partners,
- Increased development capacity of other institutions, and
- Increased workforce development activities to meet the demands of the market place

#### *a The University Development Linkages Program (UDLP)*

The UDLP program currently reports 29 universities with active partnerships. During the R4 data collection effort, Aguirre International sent two letters to the U.S.-based university partner. The second letter (Appendix C) included an interview worksheet (Appendix D) to assist in collecting relevant data. These letters were followed by phone calls to all principal investigators (PIs) of the active partnerships. The quarterly and annual reports from the U.S.-based educational institutions were also consulted, when available.

Aguirre International called the representatives of all twenty-nine UDLP partnerships to schedule an in-depth telephone interview. Twenty-four UDLP representatives (83%) were interviewed by phone. Seventeen of those interviewed contributed information for the SSO2 Performance Data Tables. Seven of those interviewed did not contribute results for the tables for the following reasons:

- 2 projects ended in December 1997 and therefore the representatives said they had no results reported for the first quarter of FY 1998 (July 1-December 30, 1997)
- 2 project representatives were on travel during the period of data collection period and could not be reached
- 1 new project is in start-up mode and will have results to report for FY 1999
- 1 project representative requested information from the field to complete the worksheet. The information did not arrive by the end of the data collection period
- 1 partnership coordinator was new and unable to report on activities prior to his arrival

Representatives of five partnerships did not respond to telephone requests for information. The reports from one, State University of New York (SUNY) at Stonybrook were reviewed. In a second case, the reports from Sinclair Community College were reviewed, but there were no results to report since the partnership had ended in December 1997. The three universities that were did not respond were Boston University, Iowa State University, and Virginia Commonwealth University.

*b The African American Institute (AAI)*

AAI provided information on the ATLAS program, which supports the long-term academic/leadership development program for individuals. AAI field coordinators collect information on the ATLAS returnees, indicating current positions of responsibility and innovative results achieved. This information was incorporated into the results indicator 2.3.2.

### 3 SSO3-- Training

Three major changes in USAID training caused significant revisions in the FY 1998 SSO3's results indicators and the approach to data collection. First, training was recognized as a crosscutting emphasis area that contributes to achieving other USAID operating units' intermediate results at a lower level. Secondly, increasingly, training is expected to result in the improved performance of work units and institutions, which requires a substantially different approach to measuring the impact of training. This approach is reflected in indicator 3.0.1 *Percent of sampled work units improving performance*. Data will be gathered biannually from sample surveys, beginning with a baseline survey in FY 1999. Finally, recent analyses of USAID training statistics revealed the increase of in-country training programs versus third-country and US based training. This trend also required that new measures be designed.

G/HCD SSO3 Team members, TrainNet, and secondary source documents supplied information for the Performance Data Tables for SSO3. Aguirre International also interviewed representatives from four of the five Global Training for Development (GTD) Contractors (Academy for Educational Development (AED), Development Associates (DA), Institute for International Education (IIE), and World Learning, (WL)) to obtain information about results indicator 3.0.1 *Percent of sampled work units improving performance*. Aguirre International, the monitoring and evaluation contractor for the

ENI TRANSIT Project, provided the training success stories as well as the report, *Assessment of USAID Training*, which provided information on training issues for the R4 report

#### *4 SSO 4-- Telecommunications*

The SSO 4 Team members collected data for the SSO4 Performance Data Tables and success stories

### **C Organization of the Report**

The report is organized into three chapters. Chapter One is this introduction to the R4 data collection activity. Chapter Two presents a selection of illustrative success stories from SSO1, Basic Education, SSO2, Higher Education, and SSO3, Training. Observations, and Conclusions and Recommendations are presented in Chapter Three.

The appendices to the report include (A) G/HCD FY 1998 Performance Data Tables, (B) The List of Contractors, Cooperators, and Grantees Interviewed, (C) Letter for UDLP Partners, (D) The Higher Education Worksheet, and (E) Section V "Romania Child Welfare (SO3 2) - an Illustrative System for Planning and Evaluating Training," Central and Eastern Europe and New Independent States Training Program Impact

## CHAPTER TWO: ILLUSTRATIVE SUCCESS STORIES

### I INTRODUCTION

Success stories are a very useful addition to the quantitative data reported in the R4 Performance Data Tables. They convey the human dimensions behind the numbers, allow for the in-depth study of human capacity development activities, and provide a better understanding of the logical connection through which results attained can be attributed to USAID program interventions.

The success stories reported in this chapter are illustrative of the significant work being done under the auspices of G/HCD in cooperation with its partners. The format in which the majority is presented reports the context in which the USAID activity was undertaken and a brief description of the program's activity in order to create a logical chain of attribution for the results reported. In some cases, it was not possible to collect all the contextual information. Highlights of the stories were included in the R4 Report.

The stories came from a variety of sources. Often the written reports submitted to G/HCD provided glimpses of success stories that were expanded upon in detail during the interviews conducted by Aguirre International researchers with partner staff. The stories presented below are organized by Strategic Objective and Intermediate Result.

#### **A STRATEGIC SUPPORT OBJECTIVE 1 "Basic education, especially for girls, women and other under-served populations, improved and expanded"**

The most compelling success story reported for SSO 1 comes from the ABEL II work in Haiti (see Intermediate Result 1.2, p. 16). It is compelling because the reported results are directly attributable to the ABEL activity (students learned more as a result of lessons received over the radio) and the results are demonstrated using reliable and verifiable methods (pre-post testing). In this case, it is also commendable that the evaluation methods were designed as an integral part of the activity, so that pre-tests were given to the students.

*Intermediate Result 1.1 Basic education policies strengthened and institutional capacity built*

#### **Educational Policies Changed in Ecuador**

In Ecuador, the ABEL II office created a civil society consultative group of educational leaders that successfully lobbied policymakers to make education an important component of the country's new constitution. The group is now helping to draft a new education law. The Educational Reform Support (ERS) process, developed by RTI, under the ABEL II project, has assisted the Ecuadorian District Development Support Program, an effort aimed at operationalizing key policies and at putting in place new policies at various levels of the system.

*Source: Annual Report, ABEL II*

The next success story reveals the impact that USAID work can have beyond the borders where it was originally implemented. In this case from the ABEL II project, a participatory process for beginning educational reform, developed for the developing countries, was found useful to U S school systems. Further, when the process was presented for the U S audience, representatives from the Soros Foundation recognized the value of the USAID process as complementary to their work in education in Eastern Europe. Subsequently, USASID became involved in a jointly funded project with Soros in yet a different arena.

<b>Education Reform in ENI Countries Leverages Funding from Other Donors</b>	
<b>Context</b>	As a result of decentralization of governmental functions, many municipal officials in Eastern Europe are now held responsible for the schools in their towns. In addition to recognizing that education is, in most instances, the largest claimant on their budgets, many officials are coming to understand that the values of democracy must be taught and supported within the school system. The need for educational reform is serious.
<b>Program Activity</b>	Under the ABEL II contract, the Research Triangle Institute (RTI) developed a participatory process to assist governments in Educational Reform Support (ERS). The ERS process is largely a democratic means of education reform drawing on stakeholder participation, informed democratic deliberation, accountability, leveling of the political and economic playing field, and organizational learning.
<b>Impact</b>	<p>G/HCD, believing that the ERS process could inform educators in the U.S., funded RTI to participate in a conference of the Education Commission of the United States to help answer the question "Why does reform tend to remain isolated in small pockets?" As a result of the paper emanating from the workshop, <i>Education Reform Support: A Framework for Scaling up School Reform</i>, USAID was invited by Soros and USAID to work in Central and Eastern Europe.</p> <p>The Open Society's Institute for Education Policy invited RTI to help develop a strategy for reform of education systems in 39 member countries of the Soros Foundation Network. After the USAID/ERS strategy was presented at an Open Society workshop in Hungary, 5 countries (Bulgaria, the Czech Republic, Slovakia, Georgia, and Tajikistan) requested technical assistance.</p> <p>In Bulgaria, the RTI Education Reform Support process is being used to support the democratization of education.</p>
<b>Leveraged Funds</b>	<ul style="list-style-type: none"> <li>• The project leveraged funds from OSI-Budapest and OSF-Sofia</li> <li>• The World Bank Mission in Sofia is supporting the work with Japanese Grant money</li> <li>• RTI is negotiating with USAID/Sofia's Local Government Initiatives project to introduce the ERS process at the municipality level, since municipalities are responsible for education, under the recent decentralization of governmental functions</li> </ul>
<b>Application in the U.S.</b>	In the United States, The Rockefeller Foundation is supporting RTI to apply the ERS process in four U.S. communities (Albuquerque, Flint, San Antonio, and San Diego) through the Learning Communities Network (Cleveland OH) — helping establish what are called "Democratic Learning Communities"

Source: Aguirre International interview with Dr. F. Henry Healey, Senior Researcher and author of the ERS series, March 1999; F. Henry Healey et al. *Education Reform Support: A Framework for Scaling Up School Reform*. Research Triangle Institute, June 1997.

**Intermediate Result 1.2 Knowledge about formal and out-of-school basic education learning environments generated and disseminated**

<b>Distribution of Textbooks Study in Guinea Leads to Policy Changes</b>	
<b>Context</b>	A major problem in improving education in Guinea is ensuring student access to textbooks, one of the principal means for improving educational quality. Financing has been available since 1990 to produce books, problems occurred in the general management of the textbooks, especially in their distribution to the schools.
<b>Program Activity</b>	IEQ II researchers undertook a study, resulting in the report, <i>Analysis of Textbook Distribution and Management in the Republic of Guinea</i> . The study analyzed the administrative process of textbook publication, management, and distribution. Researchers also visited 363 schools to report on the current situation of textbook use and administration at the school level.
<b>Impacts</b>	<p>The study made use of an innovative instrument for assessing and rating the management procedures for textbook distribution. The research focused attention on educational practices at the classroom level and revealed that</p> <ul style="list-style-type: none"> <li>• “Only roughly 18 percent of the books procured for primary schools actually are distributed to students” (IEQ II Annual Report, p. 46)</li> <li>• The initial outcomes of the study were presented at a national symposium for a broad range of stakeholders: educators, Ministry officials, NGOs, donors, and the private sector.</li> <li>• The policy implications of the findings were discussed and a series of eleven recommendations made to the Ministry of Education was presented by the symposium attendees to the Ministry to “avoid falling back into old wasteful patterns.”</li> </ul>

Sources: LaCasse, Derrus et al. July 1998. *Analysis of Textbook Distribution and Management in the Republic of Guinea*. USAID/IEQ II project. Summary prepared by Aguirre International, April 1999.

### Participatory Action Research Results in Sustained Change in Uganda

Context	Schools and classrooms are where the work of policy makers, teacher training institutions, and administrators comes together. Reforms and policy changes must ultimately make a difference within the classroom, or they are of little value, says the Director of the Improving Education Quality (IEQ II) activity.
Program Activities	During phase one of IEQ, baseline studies conducted by IEQ I revealed, among other findings, that textbooks were not being used.
Impact on Policy	The Ministry of Education took action based on the findings about textbook use, and instituted a monitoring and evaluation system to ensure that textbooks were delivered and actually used in the classroom.
Program Activities	In 1998, IEQ II introduced participatory action research (PAR) to facilitate more improvements at the classroom level. PAR is a process that helps people collaboratively examine their situation, identify and analyze their strengths and weaknesses, reflect on the results, and take action to improve the situation in accordance with their needs. The objective of the project was to build ownership and increase involvement of all the stakeholders in improving the system to increase learning for the children.
Impacts Students' behavior	<p>Students met to discuss the questions "What makes a good Teacher?" and "What makes a Good Pupil?" They prepared a list of characteristics ("A good teacher does not use harsh punishment. A good teacher shouldn't get mad when pupils ask questions.") The list was shared with parents and fellow students and is read twice a month at the school assembly so that everyone can be reminded of the points.</p> <p>The Ugandan researchers noted that the teaching style encourages little pupil participation, so the fact that pupils discussed the question and made a formal presentation represented a major change.</p>
Parents' behavior	<p>A mistaken notion when "free schooling" was introduced in Uganda was that parents were free of responsibility for anything related to school. As part of the PAR program, researchers searched for ways to teach parents about their responsibility for their children's schooling. Parents met to discuss the question "What is quality education?"</p> <p>Teachers were surprised that parents defined quality education as meeting individual needs, encouraging self-reliance, and preparing them for the work-world, not preparing them to pass the required exams. Parents also identified the fact that they were not giving children time to do their homework and read, because they were expected to be fully engaged in farm chores.</p> <p>Parents have increased their self-confidence, rearranged children's schedules to make time for homework, and after learning that many children were not eating lunch, began sending lunches to school.</p>

<p><b>Teachers' Behavior</b></p>	<p>Teachers discussed the question "What are the conditions for achieving quality learning?" and "How can these be incorporated into their own teaching style?"</p> <p>The groups listed ideal conditions and then engaged in a peer visitation plan to identify how many of the ideal conditions were found in the classroom. They discovered that only one teaching method was being used in most of the classrooms. Many methods had been "taught" to the teachers in teacher training, but with little modeling of the method and little to no opportunity to practice the method. Teachers began introducing new methods, learning from each other and from IEQ II technical assistance advisers.</p> <p>While the finding offended the Teacher Trainers from the Teacher Colleges, the college began to consider how to provide better support for the classroom and provide student teachers a chance to practice all methods.</p> <p>An evaluation of the classroom, using pupil input, revealed, to many teachers' surprise, that various children couldn't see the black board. In spite of the lack of finances for furniture, parents and teachers combined to build simple benches for the classroom. Self-evaluation of teachers led to empowerment of teachers, increased teamwork, and less fear of the Head Teacher.</p>
<p><b>Impact on Student Learning</b></p>	<p>Data on increased learning of the pupils are not yet available. The central question, "As quality improves, has learning increased?" is under study. Ugandan researchers are planning to measure the degree to which "increased participation of pupils in a classroom" and increase in/variety of teaching methods improves learning.</p>

Source: Presentation of the Uganda case at AIR, February 1999. Case study prepared by Aguirre International, April 1999.

### Students in Haiti Demonstrate Improved Math Skills

<p><b>Context</b></p>	<p>In Haiti, the G/HCD-supported ABEL project provided technical assistance to the USAID Mission to establish a multi-channel interactive radio pilot program. EDC provided technical assistance to develop 63 reading lessons, 84 math lessons, master reading and math plans, teacher training, and broadcasting of math lessons.</p>
<p><b>Impact</b></p>	<p>Improved Learning in Math. The pilot project in mathematics was evaluated in FY 98. The results of student testing show that the performance of the students in the experimental group (students who listened to the math lessons provided by the interactive radio programs) significantly improved over the control group. Students in the control group improved their score by 7.67 percent, students in the experimental group improved their performance by 13.17 percent. The difference was found to be statistically significant.</p>

Source: EDC ABEL II Digest of Activities FY98 & FY99 undertaken by EDC. No date.

*Intermediate Result 1.3.1* Information technology "models of use" developed and assisted that increase access to quality basic education

<b>High-Tech Community Learning Centers in Ghana Promote Access to Education</b>	
<b>Context</b>	RTI and AED through the LearnLink Project provided technical support to Community Learning Centers (CLC) in Kumasi, Ghana and to the Central Regional Economic Development Commission (CEDECOM) in Cape Coast, Ghana.
<b>Impact</b>	<p>As a result of the equipment installed in the centers, community members, NGOs, and schools have access to learning technologies that would otherwise be unattainable. In Kumasi, the Center provides</p> <ul style="list-style-type: none"><li>• public Internet access through seven networked personal computers,</li><li>• support for instructional materials and programs, and</li><li>• educational resources, opportunities, and constructive social activities for young people</li></ul> <p>Opened in December 1998, the center operates on a cost-recovery basis. In Ghana, RTI with LearnLink through the Leland Initiative began work on a Community Learning Center (CLC) in Accra to serve Partners for the Internet in Education (PIE), an NGO of primary school educators. The PIE CLC targets primary school educators to share instructional techniques and materials and use the Internet to enrich the curriculum. The CLC will provide Internet access on a cost-recovery basis.</p>

Source: Aguirre International's direct communication with LearnLink Deputy Director, Steven Dorsey, March 1999

## **B STRATEGIC SUPPORT OBJECTIVE 2 “The contribution of host-country institutions of higher education to sustainable development increased”**

The most compelling success story for SSO2 in FY 1998 was that of the integrated pest management (IPM) initiative in Indonesia (see Intermediate Result 2.3, p. 20). In FY 1997, the methods developed through research conducted with USAID funding saved Indonesian farmers over \$85 million in pesticides and product loss. Last year’s success encouraged farmers to take the initiative to create twelve local IPM centers where other farmers could learn about IPM methods and purchase the necessary supplies. The improved quality of food in the market, increased revenue to farmers and improvements in the soil profile, as well as water and air quality are a direct result of the application of the partnership’s research.

This year, the issue of how to deal with revenue-generating activities as a result of USAID-funded research arose. The research from one partnership earned a patent for animal vaccines, which represents an asset created by the partnership (see Intermediate Result 2.3, Vaccines Patented in Mexico, p. 14).

### *Intermediate Result 2.1 Engaged in policy initiatives*

<b>Training in Public Health Management in India</b>	
<b>Context</b>	Public health management is an important concern in India.
<b>Program Activities</b>	Education policy makers in the Indian state of Madhya Pradesh have adopted the lessons of the Tulane partnership and now require health management classes in community medicine programs. Training is offered in an on-off campus program that uses classroom learning, telephone and e-mail to reach students.
<b>Impact</b>	More graduates are trained in health management, increasing the pool of qualified candidates for local health positions.
<b>Performance Improvement</b>	Over the life of the partnership, improvements are expected to be achieved in the sector.

*Source: Aguirre International staff interview with Coordinator of the partnership.*

*Intermediate Result 2 2* Higher Education institutions' internal management capacity increased

**Distance Education in Morocco Program Enriches Curriculum**

The Institute Agricultural et Vétérinaire (IAV) in Morocco wished to improve its curriculum, particularly in the areas of irrigation and natural resource use

Utah State University and Institute Agricultural et Vétérinaire created a video-link through which classes were taught to students in both locations. Professors from both institutions conducted course, which greatly enriched the course offerings of both universities. In addition, the video-link is being used by IAV to train workers in extension areas

Extension workers now have more information on irrigation methods and resource conservation techniques and are able to convey that information to local farmers. Both universities have stronger and more diverse curricula in irrigation and natural resource management

*Source. Aguirre International staff interview with Coordinator of the Utah State IAV Partnership*

*Intermediate Result 2 3* The development capacity of other institutions increased through higher education

**Vaccines Patented in Mexico**

Concerns about the considerable cattle trade between the U S and Mexico and the easy transmission of diseases across the border, Texas A&M University and the Universidad Autonoma developed and patented vaccines for tuberculosis and brucellosis in cattle

The vaccines are now being produced and used in Mexico and the U S to control the spread of disease from cattle crossing the countries' border

*Source. Aguirre International staff interview with Coordinator of the partnership*

**Public Health Management Improved in Central America  
Through Technical Assistance**

Central American governments have recently found the need to conduct local health surveys to plan policy initiatives and service delivery

INCAP (Instituto de Nutrición Centro America y Panama), a regional research institute located in Guatemala participated in a UDLP partnership with the University of California-Davis. INCAP has provided technical assistance to every government in Central America to improve its ability to conduct local health surveys and public health management. It has also provided similar services to certain industries in Guatemala

*Source. Aguirre International staff interview with Coordinator of the INCAP UC Davis Partnership*

<b>Local Initiative in Indonesia Distributes IPM Information and Supplies</b>	
<b>Context</b>	Many Indonesian farmers produce shallots or cabbage, both of which are susceptible to certain pests. To combat the pests, they use excessive amounts of pesticide, which then taints local food and water supplies.
<b>Program Activities</b>	Through the Clemson University-Institut Pertanian Bogor partnership, Indonesian farmers were trained in integrated pest management (IPM) techniques to reduce the cost and harmful side effects of using chemical pesticides.
<b>Impact</b>	Last year, the IPM techniques saved Indonesian farmers in the test area (Java) over \$85 million. Training on the microbial agent used to control armyworm on shallots was given to extension agents in Western Sumatra, outside the test area, who are vigorously promoting its use. (Data on cost-savings outside the test area were not collected.)
<b>Performance Improvement</b>	Farmers produced healthier crops with less capital. Use of the IPM techniques increased in FY 1998 because the costs of imported chemical pesticides increased due to the financial crisis in Indonesia.
<b>Performance Improvement in the Organization</b>	Because the new methods are so effective, in FY98 the test area farmers established a network of "12 natural agent distribution centers" to distribute information and materials about IPM techniques. The distribution centers are operated by farmers to provide farmers in the area with sufficient microbial agents for each individual to propagate his/her own supply.
<b>Performance Improvement in the Region</b>	Two of the principal UDLP scientists attended a regional workshop on "Sustainable Horticultural Systems in Southeast Asia" in Thailand. The successful Indonesian IPM program was a key point of the discussion that focused on developing curricula for IPM and sustainable farming practices at other Asian institutions.
<b>Leveraged Funds</b>	The Food and Agriculture Organization of the United Nations (FAO) has agreed to provide funding to support the IPM laboratory in Bogor, established as a direct result of the five-year UDLP partnership. This will ensure that the research in IPM continues at the end of the UDLP partnership.

Source: Aguirre International staff interview with Clemson University Partnership Coordinator. *UDLP Quarterly Report from Clemson University and Institut Pertanian Bogor*, 1 April - 30 June, 1998.

### **“The Teach in Busiro Project in Uganda”**

The “Teach in Busiro Project” is a university outreach program in community health developed through the Makerere University Institute of Public Health and Case Western Reserve University UDLP partnership. The partners established the Busiro North District community Health project as an education and research site for the medical students at the Makerere University School of Medicine and Institute of Public Health. The project serves Busiro North, a poor rural district in northwest Uganda with very few health care facilities. There are three health posts but no hospitals in the district.

UDLP provided funds to conduct the initial base-line community health census and needs survey of 4,030 households, completed in April 1998. Local health facilitators were trained to conduct the survey and to provide preventive community health services (first aid, home hygiene, and administration of simple drugs). The base line data will be used by local officials to plan, implement, monitor, and evaluate the development of health projects and programs.

The project simultaneously improves the health services in this district, which was severely devastated by the civil strife of the 1980’s and strengthens the curriculum of the Institute of Public Health by providing field experience for the medical students.

The Ministries of Health and Education committed funds to improve the maintenance of health records and to provide facilities for education and research, as the UDLP partnership ended at the end of FY 1998.

Sources: Daniel, Thomas M., M.D. Quarterly Progress Report. Case Western Reserve University-Makerere University Public Health Linkage, April 14, 1998, Quarterly Progress Report. Case Western Reserve University-Makerere University Public Health Linkage, July 16, 1998, and Annual Activity report for Year 6, October 15, 1998.

### **District Health Management Made Easier in Uganda**

As part of curriculum revisions undertaken by the Makerere University and Case Western Reserve partnership, the *Manual of District Health Management for Uganda* was developed for MPH students. 500 copies were shipped to Uganda in December 1997. Institute of Public Health (IPH) faculty members are using the manual in their university courses. This manual became a text not only for current MPH students, but also a resource for District Medical Officers. District Medical Officers now have clearer guidelines for basic health practices and general planning purposes. This manual is a significant resource for the District Medical Officers who provide most of the health services available, as well as planning for service provision in future years.

These UDLP activities have contributed to accomplishing the original goal of the project, to “help Ugandan colleagues rebuild their once prestigious institutions of biomedical education.” (Daniel 1998: 1) Makerere University was at one time the premier medical school in East Africa and its Institute of Public Health the only degree-awarding school of public health. During the civil wars of the 1970’s and 1980’s, medical education all but collapsed in Uganda.

Sources: Daniel, Thomas M., M.D. Quarterly Progress Report. Case Western Reserve University-Makerere University Public Health Linkage, April 14, 1998, Quarterly Progress Report. Case Western Reserve University-Makerere University Public Health Linkage, July 16, 1998, and Annual Activity report for Year 6, October 15, 1998.

Over the course of several years, outstanding students with leadership qualities have received advanced training in their fields at universities in the United States through the ATLAS leadership training program. The impact of the training is often seen some years after their return home. The ATLAS program managers remain in contact with the graduates and report annually on achievements. A number of examples of their contributions to improvements in the performance of their institutions are highlighted below.

- **New Internet Services Provided (Comoros)** An ATLAS scholar who earned a BS in Electrical Engineering serves as the Network Assistant Administrator of the Internet Service for the country's postal and communication services. In 1989, the country barely had fax service due to poor telephone lines. Ten years later, Comoros is connected globally, as a result of the installation of Internet services by the ATLAS scholar. Government agencies (the Presidency, Ministries of Transport, Tourism, Telecommunication, and Health), international organizations such as UNDP and UNICEF, and local companies such as the BIC bank and major hotels, now have improved access to information.
- **Increased Openness to International Trade (Senegal)** With a new Master's in Business Administration, an ATLAS leader assumed the position of Manager of Port Maintenance Facilities for the Dakar Port Authority. His consistent improvements to the Dakar Port include electrification of the container terminal, acquisition of new boats (one ferryboat and three pilot vessels), and the design of the \$1.2 million renovation of the port. He was promoted to Director of the Fishing Port and is now responsible for supervising all public maritime transport for the city of Dakar. The renovation has increased the port's capacity, both in volume and size of ships.
- **Contributed to National Economic Plan (Cape Verde)** A finance graduate is presently employed as a Program Officer in the World Bank Capacity Building Project for Private Sector Development. He developed performance measurements for the Cape Verdean trade sector that were used in the preparation of the country's economic plan. He also produced a "Handbook for Food and Nutritional Planning."
- **Increased Economic Opportunities for Women (Mali)** An ATLAS graduate in Educational Administration was elected as a Deputy to the National Assembly of Mali (1997-2002). Her legislative activities have resulted in land being awarded directly to women for truck farming, increased revenues for women's cooperatives, and the promotion of savings accounts for women. She also founded a women's association "Groupe d'Action pour l'Épanouissement de la Femme et de l'Enfant, et la Protection de l'Environnement," which educates rural women about their rights, the environment, and decentralization.
- **Increased Private Investments (Guinea Bissau)** The Head of the Office for the Promotion of Private Investments is negotiating with international donors for the purchase and installment of pre-fabricated buildings to replace those destroyed by the war that broke out in June 1998. Housing is included for disadvantaged populations that fled to the countryside and who are returning to the capital since the peace agreement is in place. He also heads the ATLAS Alumni Association that recently organized into a consulting group to furnish professional services to both public and private firms. He has been instrumental in ensuring that participants who

studied in the U S create a ripple effect by sharing their knowledge with other staff members at the institutions where they are working

- **Developed Educational Tools for Country (Ghana)** The National Coordinator of Guidance and Counseling for the Ghana Education Service produced a handbook on educational opportunities for Senior Secondary School Graduates and coordinated the production of a handbook on family life for primary and secondary-school students Both handbooks are being widely used throughout the country
- **Developed HIV Preventive Programs for Adolescents (Uganda)** The Associate Dean of the Faculty of Social Sciences and Senior Lecturer at Makerere University has designed HIV preventive programs that are currently being applied by the Ministry of Health, especially to educate the adolescent population
- **Implemented Programs to Increase Awareness of STDs, HIV and AIDS (Niger)** Upon his return in August 1998, a recent ATLAS graduate with a Master's in Public Health was named Deputy Director of the National STDs/HIV/AIDS program in the country The research done in Niger for his Master's Thesis is the basis for implementing the AIDS prevention programs  
*Source. Africa America Institute report to Aguirre International and Ted Clarke March 23 1999*

**C STRATEGIC SUPPORT OBJECTIVE 3 “The work performance of individuals and effectiveness of organizations improved by training”**

<b>Model for an Integrated Training Evaluation System Designed For The Child Welfare Strategic Objective in Romania</b>	
<b>Context</b>	As training is a cross-cutting area, it is important to correctly determine the level at which training programs contribute to the achievement of Strategic Objectives and Intermediate Results. This approach avoids attributing “large changes to each training event – a process comparable to attributing the sale of a new automobile to the installation of the transmission system” (Gillies 1999: 49).
<b>Program Activities</b>	The ENI Bureau’s Transit Team, under a G/HCD GTD buy-in, instituted a process for evaluating training that focuses on reporting the impact of training at the specific intermediate result level. From this viewpoint, training impact data contribute at a level that <i>measures the steps of progress toward</i> achieving broader program objectives at the SO level.  A case study of U.S.-based training programs for Romanians working in social services was used for the analysis of training at the IR level.
<b>Impact</b>	The analysis of the contributions of training to the SO “Improving Welfare of Children and Women in Romania” resulted in a generic framework that can be applied to measuring the impact of training programs in all sectors. The framework emphasizes measuring the contribution of trainees to performance improvement of USAID’s partner organizations at the IR level. These performance improvements, along with other development tools, contribute to achieving the SO.  The complete analysis and framework is found in Appendix E, Section V “Romania Child Welfare (SO 3.2) — An Illustrative System for Planning and Evaluating Training.”

*Source: Aguirre International, March 1999. Section V “Romania Child Welfare (SO 3.2) — An Illustrative System for Planning and Evaluating Training.” Central and Eastern Europe and the New Independent States Training Program Impact Fiscal Year 1998. Submitted to ENI/DGSR/HRDSR.*

In a separate activity, “Lessons Learned for Social Sector Reform,” interviews were conducted with individuals who were actively involved in some aspect of social sector reform. Several of those interviewed participated in the social service training programs referenced in the preceding success story. Their achievements, listed by IR, are summarized below.

*USAID/Romania, SO 3.2 Improved Welfare of Children and Women*

*Intermediate Result 1 Decreased dependency on the use of institutions for children*

*IR 1.1 Improved child welfare policies and administrative procedures implemented*

Trainees in the course, *Social Services Management*

- established the criteria for selecting placement centers for child protection cases,

- elaborated the final draft of a new law on adoption and child protection,
- drafted a new Code for Children,
- worked on new legislation for the reorganization of the Institute of Child Protection, and
- drafted two laws now being reviewed by the Health Commission of the Senate (a Public Service Announcement Law and a Law for Tobacco Control, to institute health warnings and ban advertising and sales of cigarettes to minors),

Trainees in the program, *Lobbying and Public Relations*

- modified the Education Law for Children with Special Needs, in order to ensure that this population is integrated (mainstreamed) into the education system,

### *IR 12 Improved quality of community child welfare services*

An official in the State-run Department of Child Protection instituted a number of reforms She

- transformed “foundling homes” into placement centers based on the US foster family system (observed during US training),
- organized non-residential day-care centers for children with handicaps, and
- created maternal centers where an under-aged mother can find shelter if her family rejects her

A County Council member who participated in the US training program, *Management of Child Welfare Programs*, learned how the US protects its children. That information helped him create a number of special programs for the community He contributed to establishing a Maternal Center and a Foster family program in the region. He also founded the County Department of Child Protection and coordinated the work of the County Commission for Child Protection. With assistance from the Danish Government, he founded “the Club of Street Children ”

Another County Council Secretary in the same course

- learned how to supervise child protection services that new legislation recently delegated to the County Councils, and
- Coordinates the County Commission of Child Protection

### *IR 13 Increased parental and citizen involvement with children*

A trainee who is a member of the Administrative Board of an NGO supporting community integration of children with special needs recruited “resource people” to work with children with special needs, including high school volunteers for a Big Brother/Sister program and elderly volunteers for home care

*Source. Aguirre International. January 1999 Social Sector Reform Activity Directory of Experts Submitted to ENI/DGSR/HR*

## Other Training Success Stories

<b>Innovative Training Improves Albania's NGO Sector</b>	
<b>Program Activities</b>	In March 1997, trainers from various Non-Governmental Organizations (NGO) in Albania, attended a USAID-sponsored training program. The training, designed and delivered by CHP International in Chicago, provided numerous field visits and job-shadowing opportunities for the Albanian trainers to observe techniques for everything from NGO fund-raising and community needs assessment to recruitment and motivation of volunteers.
<b>Impacts</b>	The program not only provided the Albanian NGO sector with capable individual trainers, it has also led to the strengthening of an NGO training institution in Albania.
<b>Individual Performance Improvement</b>	One participant, who is now managing her own training organization called DeMeTra, reported that "Everything I learned and heard (in the US-based training program) is helping for the new work." On an individual level, the trainee perfected her training and coaching techniques and now employs small training groups that result in more interactive training. In a recent initiative to discover the goals of professional Albanians, she used the technique in a focus group of business people to help the group reach consensus.
<b>Organizational Performance</b>	The director of DeMeTra is applying US training to re-shape her organization. <ul style="list-style-type: none"> <li>• She incorporated new techniques, learned in training, to facilitate staff meetings to ensure that discussions always lead to solutions and that one person is appointed to be held responsible for action.</li> <li>• Her new management style includes increased delegation of responsibility. "Now I see the need to make DeMeTra an open instead of a closed organization," she said.</li> <li>• Improved management resulted in new funding for the organization.</li> <li>• The number of volunteers has increased.</li> </ul>
<b>Performance Improvement in the NGO Sector</b>	The DeMaTra Director and her colleagues have reached beyond their organization to improve the quality of training in the NGO sector. They have trained 10 NGOs in NGO and project management.

*Source: World Learning Transit Project, also reported on the ENI training website [www.entraining.net](http://www.entraining.net)*

<b>New Legislation Opens Alternative Health Care for the Elderly in Croatia</b>	
<b>Context</b>	<p>Croatia lacked non-institutional means for providing social care for the elderly. Previous laws addressing elderly care allowed only the state to operate homes for the elderly, eliminating any role for non-governmental organizations to provide such services.</p> <p>The head of the Department of Social Welfare in the Ministry of Labor and Social Welfare in Croatia participated in a USAID training program to improve health care for the elderly in Croatia. The program was sponsored by the College of Public Health at the University of South Florida.</p>
<b>Training Program</b>	<p>The main objective of the program on social care of the elderly was to introduce participants to options for elder care available in the US. Participants were able to explore such options as nursing and at-home family-care alternatives. In addition, the trainees witnessed first-hand how US non-governmental organizations care for the elderly. During the training program, participants traveled to different nursing homes, saw various at-home care facilities, and met several non-governmental organizations that provide a wide range of services for elder care that are offered by private and public institutions.</p>
<b>Impact of Training Policy Changes</b>	<p>Upon returning home, one participant coordinated and chaired a Ministry Working Group of twelve professionals. The group worked to draft a new law that would modify Croatian law regarding the care of the elderly. The new law, passed without a single opposing vote, provides a greater number of options for the elderly including:</p> <ul style="list-style-type: none"> <li>• private persons can open homes for the elderly (previously only state institutions were permitted),</li> <li>• private persons can open centers that provide at-home care, and</li> <li>• non-governmental organizations can offer a wide range of services for elder care.</li> </ul> <p>The new law has been well received in Croatia, and the participant stated that the successful passage of this law is in large part due to her participation in the USAID-sponsored training program. The program gave her in-depth knowledge of various elderly care options in the US, which she applied to the social care needs in Croatia. With the information she gained in the US, she was able to successfully modify Croatian laws regarding elder care.</p> <p>Now that the law has passed and non-governmental organizations play a large role in providing elderly care, the trainee expressed interest in further training that focuses upon the actual implementation process.</p>

Source: World Learning Transit Project

<b>Fighting Drug Addition in Slovakia</b>	
<b>Context</b>	<p>In recent years drug addiction has surfaced as a serious problem in Slovakia. Teenagers are especially at risk, currently representing the highest risk segment of the population. A large number of the teenaged drug addicts use heroin, a drug that tends to be popular among young adults in most societies, but is the drug of choice for young teenagers in Slovakia. Centers for drug treatment and prevention exist, however, a more community-involved effort to combat the drug problem was considered necessary.</p>
<b>Training Program</b>	<p>USAID sponsored a training program in the U.S. to provide key members of the health care community with the opportunity to observe alternative programs that actively involve members of the community. The group participated in training at the Greenfield Chemical Dependency Center in Jacksonville, Florida. The program consisted of several site visits to drug treatment centers and a short course at the Center's facility on drug rehabilitation.</p> <p>The participants visited drug facilities that offer preventative and treatment programs, observing various models for actions that they could take home and implement.</p>
<b>Impact of Training Individual Trainee Performance Improvement</b>	<p>The Vice-Director of a drug rehabilitation clinic views the drug addiction in Slovakia as "a plague that would drain his nation of its best minds for the next generation." Until his involvement in the U.S. training program, he had many ideas, but he did not have the necessary information to make these ideas a reality. He credits his involvement in the U.S. training program with helping him to actually formulate a specific action plan.</p> <p>Upon returning from training, he organized an education campaign, modeled on the DARE program that he observed in the U.S. The education program emphasizes getting the message out to youngsters about the negative effects of drug usage.</p>
<b>Increased Community Involvement</b>	<p>As a result of the new education campaign, university and secondary school students in Zilina are participating in drug education and prevention programs for the first time ever. Former drug addicts and respected leaders of the community are carrying the message to students that drugs can ruin their lives.</p> <p>The trainee continues to work on other drug prevention projects. He is working with Zilina's local government officials to build a new outpatient clinic as well as an in-patient hospital that would house up to thirty addicts. At this time, he feels that <i>in country training</i> would be a great help and hopes to arrange for American experts to travel to Slovakia in order to train his colleagues.</p>

Source: World Learning Transit Project

## **CHAPTER THREE: OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **I OBSERVATIONS**

#### **A Observations on SSO1 Indicators**

Many SSO1 contractors were not familiar with the changes that had been made in the SSO, IRs, and results indicators from FY 1997 to FY 1998. Consequently, the contractors were not collecting and reporting on these indicators in their quarterly and annual reports. In most cases, interviews with the contractor staff were sufficient to gather information on the results of the project activities for each table. However, in some cases, contractors had to contact field offices and/or review program activities with staff in order to accurately report on the specific indicators needed for the R4 Tables.

Some contractors noted that although they have performance monitoring and evaluation plans in place, these plans were designed to monitor the objectives of the original contract and may not necessarily include the new indicators required by G/HCD for the R4. A few requested assistance in designing a Performance Monitoring and Evaluation System that would permit quarterly tracking of the G/HCD indicators, as well as their lower-level outputs. The systematic collection of results data throughout the year would decrease the effort needed for the R4 exercise at the end of the year.

All of the SSO1 partners were enthusiastic about contributing their results to the R4 process. They also indicated an interest in working more closely with G/HCD in order to better understand, in a timely manner, the kinds of information that would be useful in the annual reporting process, so that they can be integrated into quarterly reporting.

#### **B Observations on SSO2 Indicators**

Overall, the university partner representatives were interested in discussing their programs and sharing the program results. They were also very interested in the outcome of the FY 1998 R4 exercise and would appreciate a follow-up letter with the results. They would also like to be included in discussions about the FY 1999 data collection plans.

In general, the university partners have undertaken significant work — work that is complex and sophisticated. However, these results and impacts are not being captured in the quarterly and annual reports. Many of the important results of the partnerships were only discovered through the interviews with the partnership representatives, and one very significant result was only learned about at the G/HCD Regional Conference, in Honduras. Some partners noted confusion about how to report on the results of research or partnership activities that resulted in commercial ventures, private enterprises, patents, and inventions that produced revenues. Since these were unexpected consequences of the partnership, as opposed to objectives of the partnership which form the basis for the quarterly reports, the partners omitted mention of them in the reports. As

this is a centrally managed activity and the results of the program are directly attributable to the Center, more complete information on the results of the UDLP program would benefit the Center

The partners also suggested that it is may not be feasible for their partnerships to achieve some of the results that the new indicators anticipate. The mature UDLP programs have established their workplans according to the objectives agreed upon when the cooperative agreements were signed. The results expected from the new indicators are not necessarily a part of their scope. The specific comments are grouped by results indicator.

***Indicator 2 0 2* Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups**

While UDLP partnerships were not required to report on this indicator for FY 1998, many of the partners nevertheless commented that their programs were not designed to address such issues and therefore they will not expect to achieve results for this indicator in the coming years. Others stated that the student body of their in-country partner institutions is composed almost exclusively of traditionally underserved populations already. In these cases, this indicator will not accurately reflect the fact that the university serves a large number of traditionally under-enrolled groups.

***Indicator 2 1 1* Number of higher education institution engagements in countries' policy dialogues**

Some UDLP representatives expressed concern that reducing the money available for and the length of the partnerships might mean that partnerships could not produce as significant results as the original UDLP program. For instance, universities often have been engaged in policy dialogue as a result of research conducted. Partners expressed concern that if G/HCD is no longer funding research, but giving a starter grant with which other funds are leveraged, universities may not be able to conduct the research that leads to policy dialogue and change. Further, they asked, "Can G/HCD take credit for such results if the research was funded by leveraged dollars?" It appears that the excellent results of the UDLP projects are due to the quality of the relationships developed over several years.

***Indicator 2 2 2* Number of significant new funding sources beyond host country public sector investments**

This indicator was introduced in FY 1998, with benchmarks to be set during FY 1999. Nevertheless many partners felt the goals of their programs did not include this type of activity. They also commented that it might be difficult to attribute acquisition of new funding sources to the USAID program, since these are substantive partnerships, not management partnerships. For example, if a university raises tuition, is it the result of a partnership with an academic department? If the new grant program is designed to be a base grant to leverage other funds, measuring the funds leveraged may be a better indicator of success for the number of new funding sources.

**C Observations on SSO3 Indicators**

With the shift to new measures of training, several of the constraints to data availability noted in FY 1997 were eliminated. However, the GTD contractors did note that they continue to encounter constraints in being able to conduct follow-on work, which also includes data collection on the impact of trainees within their organizations as a result of training. USAID Missions are not

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providing funding in the GTD contracts for follow-on work. The exception to this approach is the GTD contract with the ENI Bureau, which provides funding for a monitoring and evaluation program. Consequently, the success stories in training were available from the contractors for the ENI Transit Project.

Several of the issues related to the new measures of the impact of training were addressed in the recent report *Assessment of USAID Training* completed in January 1999. The report also served as another data source for the R4 review, as the information in the report referred to the activities of the sampled missions in FY 1998.

## II CONCLUSIONS AND RECOMMENDATIONS

Conclusions	Recommendations
<p>1 The data required from partners by G/HCD for FY 1998 was not clearly communicated to the partners at the beginning of the FY year. Therefore, contractors, grantees, and cooperators did not routinely collect the information needed for the R4 Performance Data Tables. They continued to collect information based either on FY 97 indicators or on the original objectives in their contracts, cooperative agreements, or grants.</p>	<p>1a At the beginning of each fiscal year, Partners should receive a copy of the Strategic Framework and G/HCD SSO teams should clearly communicate their requirements for results reporting to their partners. The information required for the R4 indicators should be presented in the format in which the reporting is to be done. The process is most transparent if changes to the Strategic Framework are only made at the beginning of the fiscal calendar.</p> <p>1b G/HCD should share the results of the FY 1998 R4 process immediately with the contractors, indicating, where possible, the information that will be needed for FY 1999.</p>
<p>2 The current reporting process does not capture the most important results of the G/HCD activities. Partners are very aware of the successes of their projects. However, they do not routinely write about the results in the Quarterly and Annual Reports submitted to G/HCD. With few exceptions, the reports are primarily activity descriptions.</p>	<p>2 A reports management system should be in place by which Team Leaders monitor (a) the timely submission of quarterly, semi-annual and annual reports, and evaluations, and (b) the adequacy of the data reported for project management as well as for reporting on the results/impacts of activities.</p>
<p>3 Not all G/HCD partners are collecting impact data. The best results data and success stories came from programs that had a well-defined performance monitoring and evaluation plan in place. These programs planned for the measurement of results of their activities from the beginning of an activity, as in the success story about improved scores of students in Haiti.</p>	<p>3 Within 30 days of the beginning of the fiscal year and the communication of requirements for results reporting by G/HCD SSO Teams, each G/HCD contractor should submit to G/HCD a performance and evaluation plan that outlines their project management plan and their plan for reporting on the results and impacts of activities. G/HCD SSO Teams should work with cooperators and grantees to devise effective reporting processes.</p>
<p>4 A solid Performance Monitoring and Evaluation Plan is the underpinning of the R4 process.</p>	<p>4 G/HCD and SSO teams should ensure that there is a continuum between the performance requirements of a contract and the results to be reported at the IR and SO levels.</p>

5 Success stories are an important complement to the quantitative data reported in the performance data tables. In order to serve the function of reporting on results, success stories need to include a number of core elements that allow attribution of the results to USAID programmatic intervention.

6 It is in the interest of G/HCD and all its partners to demonstrate the impact of their activities. Therefore, compiling information about the results of USAID program interventions should be an on-going activity that provides G/HCD with current information to be used with various audiences.

5 The success stories should be collected in a rigorous manner, perhaps on a quarterly basis, utilizing a format that highlights results attained and organizational improvement, rather than descriptive narrative. Collecting a random sample of stories from all contracts and regions served would increase the utility of the data, and demonstrate the broad-based impact of G/HCD mechanisms. A simple success story internet-based database would serve this process well.

6a G/HCD and SSO teams should convey to their partners that the annual R4 process is an annual summary of on-going results and is not ancillary to the regular reporting requirements of the G/HCD mechanisms.

6b G/HCD and SSO Teams should produce a quarterly fact sheet highlighting activity results and success stories for distribution to appropriate Congressional committees, other donor organizations, and G/HCD partners.

# Final Report for Fiscal Year 1998 R4 Data Collection

## Appendices

*Appendix A: Performance Data Tables*

*Appendix B: List of Contractors, Cooperators, and Grantees Interviewed*

*Appendix C: Letter to SSO 2 Contractors*

*Appendix D: Higher Education Worksheet*

*Appendix E: Central and Eastern Europe and New Independent States Training Program Impact Fiscal Year 1998, Section V: Romanian Child Welfare*

**APPENDIX A: PERFORMANCE DATA TABLES**

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, <sup>1</sup> especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INDICATOR 1 0 1</b> Gross primary school enrollment ratio (average of countries with USAID basic education programs)			
<b>UNIT OF MEASURE</b> Percent			
<b>SOURCE</b> UNESCO education data accessible through the USAID Global Education Database <sup>2</sup>		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION</b> Total number of children of any age enrolled in primary school divided by the population of children of primary school age		1998	88**
<b>COMMENTS</b> *There is no planned result for FY 1998 because the table was not used in FY 1997			
**Regional and world averages are population-weighted averages of all data available from countries in which USAID has significant programs in basic education. Regional averages are AFR- 79, ANE- 96, ENI- 105, LAC- 107		1999	89
<sup>1</sup> 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		2000	90
<sup>2</sup> The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO. These data are at least two years old by the time they are 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 1999 provide a measure of enrollment in 1995-6 (see attached table for more detail). Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress		2001	91
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 18 of the 23 countries with USAID basic education programs while NER data are available for only 13 of these countries (see attached table). Targets are estimated and are based on the current rate of progress. Primary GER can rise above 100 percent because of over-age children enrolled in primary school		2002	92
		2003	93

25

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INDICATOR 1 0 2</b> Primary school gender equity ratio (average of countries with USAID basic education programs)			
<b>UNIT OF MEASURE</b>			
<p><b>SOURCE</b> UNESCO education data accessible through the USAID Global Education Database (GED)<sup>1</sup></p> <p><b>INDICATOR DESCRIPTION</b> Girls' GER divided by boys' GER multiplied by 100 (Assuming an approximately 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 )</p> <p><b>COMMENTS</b> *There is no planned result for FY 1998 because the table was not used in FY 1997</p> <p>**Regional and world averages are population-weighted averages of all data available from countries in which USAID currently has significant programs in basic education Regional averages are AFR- 83, ANE- 85, 102- ENI, 96- LAC</p> <p><sup>1</sup> The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO These data are at least two years old by the time they are collected in-country, sent to UNESCO, analyzed, and released to USAID for addition to the GED database For gross enrollment ratios used to calculate the gender equity ratio, the data that are available in 1999 provide a measure of enrollments in 1995-6 (see attached table for more detail) Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress</p> <p>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, World Bank 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</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	*	86**
	1999	87	
	2000	88	
	2001	89	
	2002	90	
	2003	91	

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

**APPROVED** 05/31/1995

**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

**SOURCE** UNESCO education data accessible through the USAID Global Education Database<sup>1</sup>

**INDICATOR DESCRIPTION** The percent of those who enter first grade and "survive" to fifth calculated from two consecutive years of enrollment data using UNESCO's standard method, the reconstructed cohort method

**COMMENTS** \*There is no planned result for FY 1998 because the table was not used in FY 1997

\*\*Regional and world averages are a population weighted average of all data available from countries in which USAID currently has significant basic education programs Regional averages are AFR- 59, ANE- 78, ENI- 82, LAC- 60

<sup>1</sup> Data for this indicator are available from only 11 of the 23 countries with USAID basic education programs The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO These data are at least two years old by the time they are 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 1999 provide a measure of survival rates in 1993-5 (see attached table for more detail) Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress

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, World Bank 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

YEAR	PLANNED	ACTUAL
1998	*	63**
1999	64	
2000	65	
2001	66	
2002	67	
2003	68	

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

	Gross Enrollment Ratio						Gender Equity Ratio			Net Enrollment Ratio						Retention/Survival to Grade Five (Est )			
	Total			Female						Total			Female			Total		Female	
Africa	1980	1990	1995 6 <sup>#</sup>	1980	1990	1995 6 <sup>#</sup>	1980	1990	1995 6 <sup>#</sup>	1980	1990	1993 6 <sup>#</sup>	1980	1990	1993 6 <sup>#</sup>	1990	1993 5 <sup>#</sup>	1990	1993 5 <sup>#</sup>
Benin	67	58	78	43	39	57	47	50	58		49*	63		33*	47	55	61	56	57
Ethiopia	37	33	38	27	26	27	56	67	56		30*	28		25*	18	58*	55	54*	53
Ghana	79	75		71	68		81	83								81		79	
Guinea	36	37	48	25	24	33	52	48	53		26*	37		17*		59	54	49	68
Malawi	60	68	134	49	62	127	68	84	91	43	50	103	38	48	104	65		57	
Mali	26	26	45	19	19	35	56	58	64	20	18	28		14	22	77	82	77	82
Namibia		129	131		135	132		110	102		87	91		93*		63*	79	66*	84
S Africa	90	122	131		121	129		98	97		103*			104*		75		79*	
Uganda	50	75	74	43	66	68	77	80	84	39*			35*						
Zambia	90	99	89	83		86	85		95	77	86*	75	73	85*	74				
AFR Average**	60	70	79	41	62	71	67	84	83	43	56	46	44	52	78	67	59	63	63
Asia/NE																			
Egypt	73	94	101	61	86	94	73	85	88			93			88				
Morocco	83	67	86	62	54	74	61	68	76	62	58	74	47	48	65	75	78	76	77
Nepal	86	108		50	81		42	61			64*			43*		52		52	
ANE Average**	77	89	96	60	76	88	65	75	85	62	61	87	47	46	81	65	78	65	77

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Country	Gross Enrollment Ratio						Gender Equity Ratio			Net Enrollment Ratio						Retention/Survival to Grade Five (Est)			
	Total			Female			1980	1990	1995 6#	Total			Female			1990	1993-5#	1990	1993 5#
1980	1990	1995 6#	1980	1990	1995 6#	1980				1990	1993 6#	1980	1990	1993 6#	1990				
Europe/NIS	113	100	107	111	100	108	96	100	102			102			103		82		83
Albania		101*	102		101*	102		100*	100										
Slovak Rep																			
FNI Average**	113	100	105	111	100	106	96	100	102			102			103		82		83
Latin America																			
Bolivia	87	95		81	90		87	91		79	91		74	87		61*		58*	
El Salvador	75	81	93	75	82	92	100	101	99		73*	78		75*	78	58*	77	61*	77
Guatemala	71	78	88	65		82	84		87	59			58*				50		47
Haiti		48			46				94			22			23		47*		46*
Honduras	98	108*		99	110*		101	105*		78	89*	90	78		91		60		
Jamaica	103	101	100	104	101	99	101	99	99	96	100*		97	100*		96*		98*	
Nicaragua	94	94	103	97	96	104	105	105	103	70	72	78	71	73	79	46*	54	58*	52
Peru	114	118	123	111		121	95		97	86	92*	91			90				
LAC Average**	96	94	107	94	83	104	96	98	96	78	78	87	71	66	87	57	60	58	59
WORLD AVERAGE**	72	80	88	59	70	81	75	83	86	60	62	67	53	53	62	65	63	64	63

Data are from the 1999 Global Education Database (GED), which uses the most recent data from UNESCO. A blank space means that the data are not available. Note that data from 1996 are the most recent data available from UNESCO (and from the GED) in early 1999.

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

#All data are from one of the years within this range.

\*\*Regional and world averages are population-weighted averages of all data available from countries in which USAID currently has significant programs in basic education.

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 1</b> Basic education policies strengthened and institutional capacity built			
<b>INDICATOR 1 1 1</b> Number of countries in which G/HCD strategies, assessments, analyses, techniques and lessons learned were applied for improving basic education policies and institutions			
<b>UNIT OF MEASURE</b> Number of countries (per year)			
<p><b>SOURCE</b> Improving Education Quality (IEQ) and Advancing Basic Education and Literacy (ABEL) quarterly reports, IQC reports, AIR, AED, Creative Associates, EDC, and DevTech education staff</p> <p><b>INDICATOR DESCRIPTION</b> Countries that have used or incorporated at least one of G/HCD's policy or institution-building tools</p> <p><b>COMMENTS</b> *ABEL 2 In <i>El Salvador</i> CIDE trained staff of an NGO in equivalency training for teachers in the ex-conflictive zones In <i>South Africa</i> provided support to provincial Ministries of Education and NGOs through capacity building workshops task teams to implement reforms to curricula, learning and teaching, and study tours to the U S In <i>Haiti</i> FONHEP received technical assistance to implement formative evaluation of reading and mathematics distance education package Florida State University assisted with development of materials for the non-formal education sub-committee of the Association for the Development of Education in Africa (ADEA) EDC developed a training video in French on "Interactive Radio Instruction in <i>Haiti</i> In <i>Uganda</i> EDC produced a training video with and for education reform professionals on how to design and implement an ERS process EDC produced a case study on Educational Television in <i>China</i> In <i>Guinea</i> EDC held a workshop on Interactive Radio Impact and Gender, using ABEL materials translated into French, and technical experience In <i>Djibouti</i>, EDC trained scriptwriters from the Centre de Recherche d'Information et Production de l'Education Nationale on interactive strategies for scriptwriting using French language versions of ABEL publications RTI applied ERS process in <i>Lesotho Bulgaria and Hungary</i>, and conducted a workshop on ERS for 39 Open Society/Institute for Education Policy country representatives Received requests for assistance from the <i>Czech Republic and Slovakia</i> Workshop for Chiefs of Party of basic education projects in <i>Haiti Ghana and Benin</i> on ways to integrate ABEL tools into education projects Dissemination seminar on Education Policy Reform in Latin American with IDB WB OAS and Inter-American Dialogue Presentation Series for USAID staff and Education Practitioners about using ABEL tools at the CIES regional conference in Washington and at the INNOTECH conference in the Philippines Two-day seminar at the World Bank on ERS as part of the Bank's professional training activities IEQ II provided training to Host Country Research Teams in applied evaluation and assessment techniques qualitative data collection, classroom and home observation skills quantitative (SPSS), and qualitative data analysis which increased the capacity of institutions in <i>Haiti</i> (FONHEP), <i>El Salvador</i> (FUSAL) <i>Uganda</i> (Ugandan National Examinations Board), and researchers in <i>Bulgaria Kyrgyzstan Romania and Ukraine</i> USAID mission education staff, other donor staff, and host government staff also received training from G/HCD in the use of the ABEL 2 and IEQ II tools</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	15	16*
	1999	10	
	2000	7	
	2001	10	
	2002	15	
	2003	15	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
APPROVED 05/31/1995		COUNTRY/ORGANIZATION G/HCD	
<b>INTERMEDIATE RESULT 1 1</b> Basic education policies strengthened and institutional capacity built			
<b>INDICATOR 1 1 2</b> Education policies revised in countries that have used G/HCD policy tools			
<b>UNIT OF MEASURE</b> (Qualitative indicator)			
<p><b>SOURCE</b> Improving Education Quality (IEQ II) and Advancing Basic Education and Literacy (ABEL 2) quarterly reports, contractors' reports, AIR, AED, Creative Associates, EDC, and DevTech education staff, G/HCD staff</p> <p><b>INDICATOR DESCRIPTION</b> Qualitative descriptions of advances in education policy dialogue and policies in countries assisted by G/HCD policy tools A qualitative indicator was chosen to allow for full reporting of the multi-faceted achievements required to improve education policies</p> <p><b>COMMENTS</b> *ABEL-2 - In <i>South Africa</i>, key facets of Educational Reform Support (ERS) were used to develop the Funding Norms for educational finance These norms were written into law in early 1998 (ABEL-RTI) In <i>Ecuador</i>, the ABEL office created a civil society consultative group of educational leaders that successfully lobbied policymakers to made education an important component of the country's new constitution The group is now helping to draft a new education law ERS has been applied in support of the District Development Support Program, an effort aimed at operationalizing key policies and at putting in place new policies at various levels of the system In <i>Hungary</i> ERS has informed and influenced the Institute of Education Policy (a unit within the Open Society Institute-Budapest) modus operandi as a support unit for the Soros Foundation Network IEP supports activities aimed at furthering the establishment of Open Society Education Systems in all 39 SFN countries</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	(Qualitative)	*
	1999	(Qualitative)	
	2000	(Qualitative)	
	2001	(Qualitative)	
	2002	(Qualitative)	
	2003	(Qualitative)	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded				
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD		
<b>INTERMEDIATE RESULT 1 2</b> Knowledge about formal and out-of-school basic education learning environments generated and disseminated				
<b>INDICATOR 1 2 1</b> Number of G/HCD 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				
<b>UNIT OF MEASURE</b> Number of studies or research activities (per year)				
<b>SOURCE</b> Advancing Basic Education and Literacy (ABEL 2) and Improving Education Quality (IEQ II) quarterly reports		<b>YEAR</b>	<b>PLANNED</b>	
<b>INDICATOR DESCRIPTION</b> Baseline studies, school profiles and assessments of school factors demonstrating quality improvements		<b>ACTUAL</b>		
<b>COMMENTS</b> *IEQ II Research in <i>Uganda</i> to study teacher pupil and parent perception of educational quality, evaluation of GABLE project in <i>Malawi</i> , two research studies in <i>Guatemala</i> to provide baseline data on El Quiche population to compare with national data and collect qualitative data in the classroom with Quiche-speaking students to test indicators for measuring bilingual education beyond the MIS national indicators evaluation in <i>Haiti</i> to establish baseline data on 2 <sup>nd</sup> , 4 <sup>th</sup> , and 6 <sup>th</sup> grades in math Creole & French evaluation of SOROS Step by Step early childhood development program in <i>Bulgaria Kyrgyzstan Romania and Ukraine</i> , to assess education performance of children in that program, compared to traditional schools, evaluation of text book distribution in <i>Guinea</i> , longitudinal research on child rearing practices and preschool education in 2 rural communities in <i>El Salvador</i> , two training documents, a handbook of <i>Multiple Method Evaluations</i> and a compilation of <i>Classroom Observation Tools</i> Preparation of <i>Educational Quality</i> , a review of state of-the art practices in education, preparation of <i>Education in Nations in Crisis or at Risk</i> by the University of Pittsburgh under GINIE four studies for the Africa Bureau by IEQ II <i>Phoenix Rising Success Stories about Basic Education Reform in sub Saharan Africa</i> (summary of the following) <i>Kids Schools &amp; Learning African Success Stories</i> a comprehensive report of USAID s program successes in five African countries <i>Benin Guinea Mali South Africa Swaziland and Uganda How Do Teachers Use Text Books? A Review of the Research Literature Determinants of Education Achievement and Attainment in Africa Findings of Nine Case Studies</i> a comprehensive review of educational achievement in <i>Kenya Malawi Mali Tanzania South Africa Egypt Ghana Benin and Guinea</i> and conducted 2 research studies in <i>Malawi</i> and <i>Ethiopia</i> to compare how different governments implement reform plans for basic education and in <i>Ghana</i> to evaluate CHILDSCOPE a program to assist communities to take responsibility for improving primary education in rural areas 2 videos produced from report, co-financed with the World Bank ABEL 2 Translated into French <i>Making Interactive Radio Even Better for Girls Involving Communities Participants in Delivery of Educational Programs</i> , a review of the effectiveness of community participation in education delivery in six countries and <i>Volume One of Education Reform Support</i> in <i>Ecuador</i> completed 20 year impact evaluation of non-formal education research study on strategies for involving teachers unions in education reform in the <i>LAC region</i> , in <i>Haiti</i> , an evaluation of the impacts of the multi channel distance education and a case study <i>Meeting the Needs of a New Democracy Multichannel Learning and Interactive Radio Instruction in Haiti</i> , in <i>LAC</i> an evaluation of the effectiveness of 'Fe y Alegria' program in 12 countries in <i>Uganda</i> , a study on the <i>Impact of Examinations on Education</i> In <i>Ghana</i> , a study <i>Girls Education in Ghana</i> impact studies <i>Sustainability of Interactive Radio and Participation in the Balance An Examination of Community Based Primary Education</i>		1998	30	32*
		1999	20	
		2000	10	
		2001	15	
		2002	20	
		2003	30	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 2</b> Knowledge about formal and out-of-school basic education learning environments generated and disseminated			
<b>INDICATOR 1 2 2</b> Number of countries applying or pilot testing classroom-level interventions or using other G/HCD direct technical assistance to improve basic education for children and adults			
<b>UNIT OF MEASURE</b> Number of countries (per year)			
<b>SOURCE</b> Improving Education Quality II (IEQ II) and Advancing Basic Education and Literacy (ABEL 2)		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION</b> G/HCD-sponsored classroom innovations in use by missions and ministries Work measured by this indicator is accomplished collaboratively, usually through missions, but also through regional bureaus		1998	10
<b>COMMENTS</b> *ABEL 2 In <i>South Africa</i> , AED developed unit standards for a national level adult education program in two areas, agriculture and small and medium enterprise development and in-service-training-materials for members of the teachers' unions In <i>Haiti</i> , EDC provided technical assistance for the interactive radio pilot to develop 63 reading lessons, 84 math lessons, master reading and math plans, teacher training, and broadcasting of math lessons In <i>Guinea</i> , RTI assisted the Fundamental Quality and Equity Levels Project to improve access to and quality of primary schooling, with emphasis on girls' participation and education in rural areas EDC assisted in developing teaching strategies, curricula, and teaching materials <b>IEQ II</b> Evaluated the active learning model of instruction in 4 ENI countries ( <i>Bulgaria, Kyrgyzstan, Romania, and Ukraine</i> ) and <i>Guatemala</i> Developed student assessment instruments for <i>Haiti</i> and the ENI countries, classroom and institutional assessment instruments for <i>Guatemala, El Salvador, Haiti, Uganda, and ENI</i> , materials surveys in <i>Guinea</i> , and piloted tested a battery of instruments in <i>Malawi</i> In <i>Uganda</i> , the qualitative research resulted in more participation by students in learning and use of active learning methods by teachers		1999	6
		2000	4
		2001	6
		2002	8
		2003	10
			11*

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 3</b> Access to quality basic education improved through the application of educational technology			
<b>INDICATOR 1 3 1</b> Information technology "models of use" developed and assisted that increase access to quality basic education			
<b>UNIT OF MEASURE</b> Number of "models of use" (cumulative)			
<b>SOURCES</b> AED semi-annual reports for LearnLink and ABEL activities		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION</b> 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, such as distance teacher training, computer- and Internet-assisted classroom instruction, and community learning centers "Models of use" are counted if USAID Missions or partner institutions judge them to have broad relevance to the basic education sector			<b>ACTUAL</b>
<b>COMMENTS</b> *ABEL 2 EDC tested the effectiveness of multi-channel learning/distance education in improving the quality of instruction in Haitian primary schools Formative evaluation results of the interactive radio reading scripts in <i>Haiti</i> led to a Reading Methodology Workshop in Washington, D C in March 1998 As a result, reading lessons were revised using the new reading methodology developed in the workshop Creative Associates translated into French the manual for the <i>Community Participation Planning Tool</i> and coordinated the completion of the software tool <i>EPICS</i> the computer-aided simulation model for stakeholders in developing countries to explore the complexities of education policy making and planning, was translated into French, extending use into <i>French-speaking Africa</i> In <i>Ghana</i> RTI with LearnLink through the Leland Initiative began work on a Community Learning Center (CLC) in Accra to serve Partners for the Internet in Education (PIE), an NGO of primary school educators The PIE CLC targets primary school educators to share instructional techniques and materials and use the Internet to enrich the curriculum The CLC will provide Internet access on a cost-recovery basis		1998	2
		1999	4
		2000	6
		2001	8
		2002	10
		2003	12
			6*

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
APPROVED 05/31/1995		COUNTRY/ORGANIZATION G/HCD	
<b>INTERMEDIATE RESULT 1 3</b> Access to quality basic education improved through the application of educational technology			
<b>INDICATOR 1 3 2</b> Number of education institutions applying G/HCD "models of use" that increase access to quality basic education			
<b>UNIT OF MEASURE</b> Number of institutions (cumulative)			
<b>SOURCES</b> AED semi-annual reports for ABEL activities and LearnLink			
<b>INDICATOR DESCRIPTION</b> 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. Institutions are counted if they are judged by USAID staff experts in IT to have introduced a 'model of use' into their operations.			
<b>COMMENTS</b> *ABEL 2 Ten institutions applied models of use FONHEP/Haiti ED2004 education team/Haiti Ministry of Education/Lesotho, INNOTECH/ Philippines, University of Fort Hare/South Africa, the Center for Educational Technology for Distance Learning in the Department of Education South Africa, Community Learning Centers (CLC) in Kumasi and Cape Coast, Ghana Songhai Centers Benin and Ministry of Education/Egypt EDC provided technical assistance to FONHEP (Haitian Foundation for Private Education) to test the interactive radio multi channel learning/ distance education as a means for quality improvement in primary school instruction (FY 1998 work continued from previous years and marked the transition into the USAID/ED2004 project), Officials from the Ministry of Education in Lesotho received the two three week training in ED*ASSIST, EPICS was presented at a workshop at the INNOTECH Regional Training Center in the Philippines, In South Africa, technical assistance was provided to the Distance Education Project at the University of Fort Hare on the design of educational materials to support the use of multi-media for distance education in the Eastern Cape AED developed a strategic plan for the Center for Educational Technology for Distance Learning in the Department of Education South Africa RTI and Learnlink provided technical support to the Community Learning Center (CLC) in Kumasi and the Central Regional Economic Development (CEDECOM) in Cape Coast, Ghana hosted by the Center for the Development of People (CEDEP) The Centers provide public Internet access through seven networked personal computers as well as supporting instructional materials and programs LearnLink initiated collaboration with the Songhai Center in Benin to establish Community Learning Centers at each of Songhai's regional offices in Porto Novo (headquarters) Savalou and Parakou Planning and design of the Centers is underway LearnLink continued work on the development of Interactive Radio Instruction materials for teaching English to 4th and 5th graders in Egyptian classrooms in conjunction with the Ministry of Education Using digital (computer) production equipment, LearnLink is applying powerful and flexible new technologies to develop these materials Pilot testing of programs in underway in selected classrooms			
	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	8	10*
	1999	12	
	2000	14	
	2001	16	
	2002	19	
	2003	22	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 4</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
<b>INDICATOR 1 4 1</b> Number of new countries requesting and receiving G/HCD assistance that results in the improvement of their national education management information systems (EMIS)			
<b>UNIT OF MEASURE</b> Number of countries (per year)			
<b>SOURCES</b> Advancing Basic Education and Literacy (ABEL) quarterly reports, ABEL staff at AED		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION</b> Number of new ministries of education using the ABEL ED*ASSIST data processing tool and related tools **Targets for 1999 and 2000 decrease because the ABEL 2 contract ends in 1999		1998	5
<b>COMMENTS</b> ED*ASSIST software was tested in <i>Benin</i> and <i>Uganda</i> , modified and adopted for use in <i>Nicaragua Lesotho</i> and <i>Kenya</i> ED*ASSIST provided in-country assistance to <i>Haiti</i> and <i>Zambia</i> In <i>Benin</i> , a pilot installation will serve the region In <i>Nicaragua</i> , fast-track installation completed In <i>Lesotho</i> , detailed EMIS design, approach training, Stage 1 of implementation In <i>Kenya</i> , detailed EMIS design, ED*ASSIST approach training, pre-Stage 1 of implementation In <i>Zambia</i> , detailed discussions on approach for EMIS In <i>Haiti</i> design suggestions regarding ED*ASSIST approach to indicators and structure of data capture Demonstration provided for officials from <i>Guinea</i> , also answered requests for information from <i>Cambodia Ethiopia India Morocco</i> and <i>South Africa</i> The ABEL2-RTI Educational Reform Support project provided policy support for EMIS activities in <i>South Africa, Bulgaria</i> and <i>Guinea</i> ERS-supported reform is in large part about reform support systems dialogue-based demand-driven EMIS's ERS is largely about strategic informed dialogue The ED*ASSIST approach has received interest and support from other donors, World Bank and the Inter-American Development Bank, building upon the USAID investment and support		1999	3**
		2000	2**
		2001	3
		2002	4
		2003	5
<b>ACTUAL</b>			

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 4</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
<b>INDICATOR 1 4 2</b> Instruments for improving basic education data collection, analysis or dissemination developed or updated (Qualitative indicator)			
<b>UNIT OF MEASURE</b> Qualitative descriptive indicator			
<b>SOURCES</b> DHS EdData and MEASURE DHS+ quarterly reports DHS EdData staff		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION</b> Instruments developed or updated may include survey questionnaires, software packages, electronic databases or dissemination plans A qualitative indicator was chosen to allow for a rich description of the development and updating of various types of instruments for improving basic education data collection, analysis and dissemination		1998	(Qualitative)
<b>COMMENTS</b> Three instruments were developed (1) A new section on education was prepared for the Demographic and Health Survey (DHS) Household Schedule (core questions administered to all household members, including children ages 6 and older) The previous version of the DHS included three questions on education student attendance rates and school attainment rates Since "attendance rate" is not a standard indicator in the sector five new questions measure gross enrollment rate (GER), net enrollment rate (NER), dropout and repetition rates, and student survival rate to Grade 5 Data obtained on household members education are of use, not only to G/HCD, but also to G/PHN, for analysis of the relationship between schooling and fertility, infant mortality and other health variables (2) Questions were developed for an education survey that will be used in conjunction with the module of the DHS that asks questions of mothers about their children from age 6-15 The draft module has 40 questions, including questions on the age of school entry for each child, language used in classrooms, cost of schooling, frequency of attendance, reasons for non-enrollment and dropout, access to textbooks, and household and community inputs to schooling (3) Questions on education were prepared for a community characteristics survey for USAID/Guinea The education questions cover such variables as location of the nearest primary school, travel time to school school characteristics, perceived reasons for non-enrollment in and non-completion of primary school differences by gender, and degree of community involvement in the school The data on community and schools resulting from these questions can be matched with household data for the same community clusters In August 1998 education experts participated in a two-day conference to review and provide feedback on the draft instruments Changes in the draft instruments were made based on their recommendations on such issues as the age range of children measuring enrollment versus attendance and ways to collect data on school expenditures AED/LearnLink, in collaboration with the Egyptian Ministry of Education and other international donor partners produced a first draft of basic education assessment to establish a baseline for future multi-grade school activities Instruments include classroom observation instruments, teacher interview instruments and data collection of student performance indicators		1999	(Qualitative)
		2000	(Qualitative)
		2001	(Qualitative)
		2002	(Qualitative)
		2003	(Qualitative)

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<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 4</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
<b>FUTURE INDICATOR 1 4 3</b> Number of countries using education surveys or other quantitative or qualitative methodologies developed by G/HCD to collect or disseminate accurate and timely basic education data for policy and program planning			
<b>UNIT OF MEASURE</b> Number of countries (per year)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES</b> DHS EdData and MEASURE <i>DHS+</i> quarterly reports, DHS EdData staff  <b>INDICATOR DESCRIPTION</b> Number of countries in which data is collected by DHS EdData education surveys or other quantitative or qualitative DHS EdData data collection methodologies  <b>COMMENTS</b> Countries requesting data collection may include countries that do not currently have a USAID basic education program. The targets were based upon the assumption that the DHS Ed Data household survey—the primary survey instrument—could be developed in for availability in FY 1999	1998	0	0
	1999	1	
	2000	2	
	2001	3	
	2002	4	
	2003	5	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 5</b> Capacity for providing basic education in countries in crisis or transition increased			
<b>INDICATOR 1 5 1</b> Number of G/HCD strategies and operational plans developed to improve basic education in countries in crisis or transition			
<b>UNIT OF MEASURE</b> Number of strategies and plans developed	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Improving Educational Quality (IEQ II) and other mechanisms  <b>INDICATOR DESCRIPTION</b>  <b>COMMENTS</b> A mechanism for this activity is under design and is expected to be in operation in late FY 1999 or early FY 2000	1998	0	0
	1999	0	
	2000	1	
	2001	2	
	2002	4	
	2003	6	

<b>STRATEGIC SUPPORT OBJECTIVE 1</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED</b> 05/31/1995		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 1 6</b> Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development			
<b>INDICATOR 1 6 1</b> Number of new activities for expanding learning opportunities for children 0 to 6 years old developed as a result of G/HCD-funded workshops held by regional networks			
<b>UNIT OF MEASURE</b> Number of new activities per year (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES</b> Improving Educational Quality (IEQ II) and other mechanisms  <b>INDICATOR DESCRIPTION</b> Activities are defined as those targeted at early childhood program or policy enhancements  <b>COMMENTS</b>	1998	0	0
	1999	1	
	2000	3	
	2001	6	
	2002	9	
	2003	12	

STRATEGIC OBJECTIVE 2 The contribution of host-country institutions of higher education to sustainable development increased*			
APPROVED	COUNTRY/ORGANIZATION G/HCD		
INDICATOR 2 0 1 Number of host country higher education institutional responses to development needs			
UNIT OF MEASURE	YEAR	PLANNED	ACTUAL
<p>Number of responses (cumulative)</p> <p><b>SOURCE</b> Baseline survey to be conducted Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate</p> <p><b>INDICATOR DESCRIPTION</b> *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</p> <p><b>COMMENTS</b> 5 DG- training Ministry of Justice personnel, training Ministry of Public Information personnel (<i>Eritrea</i>), local governance (<i>Honduras</i>), training government officials (<i>Senegal</i>) human rights essay contest in secondary schools (<i>Uganda</i>) 12 PHN- training mothers for nutrition and villagers for goat husbandry (<i>Malawi</i>) providing technical assistance to Central American governments on population health surveys (<i>Guatemala</i>), sanitation and water (<i>Honduras</i>) vaccines developed and patented for TB and brucellosis for cattle (<i>Mexico</i>), primary care training for public in remote areas (<i>Thailand</i>) public health management required in Madhya Pradesh medical schools (<i>India</i>) Busiro North public health management TB, AIDS, and malaria projects (<i>Uganda</i>) 4 ENV- use of citrus, cassava, and pineapple waste (<i>Costa Rica</i>) training for responding to forest fires (<i>Honduras</i>) beginning research on leaf miner management (<i>Indonesia</i>) teaching locals about biodiversity and preservation (<i>Madagascar</i>) 3 HCD- preparation of teachers (<i>Honduras</i>), distance learning program for health education (<i>India</i>) training industry and other universities in statistics and data collection and analysis (<i>Senegal</i>) 7 EG- development of cheaper cattle feed and new calf rearing system (<i>Costa Rica</i>) two solar driers and two weaning food products (<i>Kenya</i>) peanut crisp project (<i>Senegal</i>)</p>	1998	25	31
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INDICATOR 2 0 2</b> Percentage of students enrolled in selected relevant higher education institutions from traditionally under-enrolled groups			
<b>UNIT OF MEASURE</b> Percentage of under-served students in relation to the entire student population  <b>SOURCE</b> Reports from relevant HEPD partnerships, advanced leadership skill contractors and workforce development partners, as appropriate  <b>INDICATOR DESCRIPTION</b> Under served students could be male or female disabled, and/or linguistic or ethnic minorities  <b>COMMENTS</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	N/A	N/A
	1999	Benchmark to be set	
	2000	TBD	
	2001	TBD	
	2002	TBD	
	2003	TBD	

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INTERMEDIATE RESULT 2 1</b> Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives			
<b>INDICATOR 2 1 1</b> Number of higher education institution engagements in countries' policy dialogues			
<b>UNIT OF MEASURE</b> Number of engagements (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate	1998	10	14
	1999	32	
	2000	45	
	2001	46	
	2002	47	
	2003	47	
<b>INDICATOR DESCRIPTION</b> "Engagement" is defined as the participation of an institution of higher education in policy dialogue, round tables, or the policy decision-making process			
<b>COMMENTS</b> There may be several engagements in policy dialogue in any given country They are reported from <i>Chile Costa Rica Eritrea, Guatemala India, Indonesia Malawi, Mali Mexico, Senegal, Thailand and Uganda</i>			

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INTERMEDIATE RESULT 2 2</b> Higher education institutions' internal management capacity increased			
<b>INDICATOR 2 2 1</b> Number of higher education institutional programs, policies and curricula adapted			
<b>UNIT OF MEASURE</b> Number of programs, policies and curricula adapted (cumulative)  <b>SOURCE</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners  <b>INDICATOR DESCRIPTION</b> The adaptation of higher education institutional programs, policies, or curricula results in the improvement of higher education institutional management  <b>COMMENTS</b> MSc in Animal Nutrition, PhD in Sustainable Agriculture, two new environmental program and three revised curricula ( <i>Costa Rica</i> ) undergraduate and graduate curricula for economics and business administration ( <i>Ecuador</i> ) law, social science and journalism ( <i>Eritrea</i> ) nutritional epidemiology ( <i>Guatemala</i> ) MPH for physicians ( <i>India</i> ) Institute for Science and Technology of the Environment established ( <i>Madagascar</i> ) public health, immunization, applied research, English ( <i>Mali</i> ) public health and human rights ( <i>Uganda</i> )	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	12	19
	1999	15	
	2000	20	
	2001	25	
	2002	30	
	2003	30	

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b> DD/MMM/YYYY		<b>COUNTRY/ORGANIZATION</b> G/HCD	
<b>INTERMEDIATE RESULT 2 2</b> Higher education institutions' internal management capacity increased			
<b>INDICATOR 2 2 2</b> Number of significant new funding sources beyond host country public sector investments			
<p><b>UNIT OF MEASURE</b> Number of significant new revenue sources per institution (cumulative)</p> <p><b>SOURCE</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners</p> <p><b>INDICATOR DESCRIPTION</b> New funding sources include student fees, rental charges, service charges, and contracts</p> <p><b>COMMENTS</b> Activities in FY98 increased tuition and percentage of students paying tuition (<i>Honduras</i>) INCAP provided technical assistance to Central American governments and industry (<i>Guatemala</i>) conducted self-supporting research projects (<i>Senegal</i>)</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	3
	1999	Benchmark to be set	
	2000	Benchmark +10	
	2001	Benchmark +15	
	2002	Benchmark +25	
	2003	Benchmark +30	

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased				
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>		
<b>INTERMEDIATE RESULT 2 3</b> The development capacity of other institutions increased through higher education				
<b>INDICATOR 2 3 1</b> Number of institutions with increased management capacity through partnership programs				
<b>UNIT OF MEASURE</b> Number of institutions (cumulative)		<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners		1998	20	41
<b>INDICATOR DESCRIPTION</b> Partnership programs may take the form of 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 and specifically within their own institution		1999	25	
		2000	30	
		2001	35	
<b>COMMENTS</b> Ministry of Justice, Ministry of Public Information (Eritrea) Ministry of Health (Malawi Guatemala Belize El Salvador Honduras Nicaragua, Costa Rica Panama), Ministry of Agriculture and 10 farms (Costa Rica), cattle farmers association (Mexico) 12 distribution centers and 3 local NGOs (Indonesia), ANAFAE (Honduras) two nutribusiness cooperatives (Kenya) HURIPEC (Uganda)		2002	40	
		2003	45	

<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION G/HCD</b>		
<b>INTERMEDIATE RESULT 2 3</b> The development capacity of other institutions increased through higher education			
<b>INDICATOR 2 3 2</b> Number of institutional improvements attributable to U S -educated leaders			
<b>UNIT OF MEASURE</b> Number of institutional improvements (per year)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners	1998	10	10
<b>INDICATOR DESCRIPTION</b> Number of institutional improvements attributable to the application of knowledge and skills by U S -educated leaders U S educated leaders are those funded by USAID/G/HCD partnership programs *Institutions are defined as the private sector, government, NGOs or PVOs, or international organizations 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	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	
<b>COMMENTS</b> Economic Growth (7) - new services provided by company ( <i>Comoros</i> ) increased openness to international trade ( <i>Senegal</i> ) development of national economic plan ( <i>Cape Verde</i> ), improvement in national telecommunications services ( <i>Malawi</i> ) increased women's access to credit ( <i>Mali</i> ), increased marketing of agricultural products abroad ( <i>Guinea-Bissau</i> ) developed strategy to shift to an export economy ( <i>Eritrea</i> ) Human Capacity Development (1) - training for coordinators set throughout city ( <i>Ghana</i> ), Population, Health and Nutrition (2) - HIV preventive programs for adolescents developed and used by Ministry of Health ( <i>Uganda</i> ) programs to increase awareness of STDs, HIV and AIDS developed and implemented ( <i>Niger</i> )			

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<b>STRATEGIC OBJECTIVE 2</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INTERMEDIATE RESULT 2 4</b> The capacity of developing country workforce populations increased through skills that match market demand			
<b>INDICATOR 2 4 1</b> Number of demand-driven workforce skills development initiatives launched with appropriate Mission activities enhanced			
<b>UNIT OF MEASURE</b> Number of initiatives (per year)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Reports from Missions, contractors, and host countries to the Global Workforce Transition Team	1998	1	1
	1999	2	
<b>INDICATOR DESCRIPTION</b>	2000	4	
	2001	5	
<b>COMMENTS</b> One workforce initiative was launched in <i>South Africa</i> in FY 1998	2002	6	
	2003	7	

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION G/HCD</b>		
<b>INDICATOR 3 0 1</b> Percent of sampled work units improving performance			
<p><b>UNIT OF MEASURE</b> Percent of sampled supervisors of returned participants attesting to improved work unit performance</p> <p><b>SOURCE</b> TraiNet, biannual periodic sampling of supervisors in selected countries Performance improvement is not a required field in TraiNet, but it is expected that Missions will begin to use it as they become aware of its utility</p> <p><b>INDICATOR DESCRIPTION</b> Data will be gathered biannually from sample surveys, which will focus on work-unit changes in output/productivity attributable to training (Kirkpatrick Level 3) as perceived by supervisors</p> <p><b>COMMENTS</b></p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	NA	NA
	1999	40%	
	2000	NA	
	2001	60%	
	2002	NA	
	2003	70%	

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<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INDICATOR 3 0 2</b> Participant return rate			
<p><b>UNIT OF MEASURE</b> Returnees as a percentage of participants scheduled to return (per year)</p> <p><b>SOURCE</b> TraiNet, IAP66A (visa) forms, GTD contractor reports</p> <p><b>INDICATOR DESCRIPTION</b> A returnee is defined as an individual who is not reported by the training contractor or the Mission as having overstayed the visa and is therefore not reported to the INS</p> <p><b>COMMENTS</b> 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>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	99%	97 4%
	1999	99%	
	2000	99%	
	2001	99%	
	2002	99%	
	2003	99%	

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION G/HCD</b>		
<b>INTERMEDIATE RESULT 3 1</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3 1 1</b> Number of Missions using TraiNet			
<b>UNIT OF MEASURE</b> Number of Missions (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Reports from TraiNet contractor, Field Technical Advisor site visits	1998	5	6
<b>INDICATOR DESCRIPTION</b> 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. Missions expected to be closed by FY 2002 are not included in these figures.  <b>COMMENTS</b> Adoption of TraiNet by all Missions with continuous training activity is required in ADS 253. After uniform installation of TraiNet is achieved, refined indicators reflecting use of TraiNet for monitoring and evaluation will replace this basic-level indicator.	1999	38	
	2000	ALL	
	2001	ALL	
	2002	ALL	
	2003	ALL	

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION</b> G/HCD		
<b>INTERMEDIATE RESULT 3 1</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3 1 2</b> Percent of women among new training starts			
<b>UNIT OF MEASURE</b> Percent of women	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> TraiNet	1998	N/A	40%
<b>INDICATOR DESCRIPTION</b> 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%	
	2002	48%	
	2003	50%	
<b>COMMENTS</b> By FY 2003, half of all new training starts should be women			

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION G/HCD</b>		
<b>INTERMEDIATE RESULT 3 1</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3 1 3</b> Number of Missions developing policies or procedures to facilitate recruitment of persons with disabilities for training			
<b>UNIT OF MEASURE</b> Number of Missions (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Mission surveys, G/HCD activity records, Field Technical Advisors' trip reports  <b>INDICATOR DESCRIPTION</b> USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are counted here  <b>COMMENTS</b> G/HCD and sponsoring-unit activities include sensitizing Mission and Bureau staff to the potential that is often locked inside persons with disabilities, promoting existing models of disability programming, distributing available program guidance from USIA and other sources, and addressing problems of disability recognition by the public Funds for leveraging sponsoring-unit commitment to disability programs for training will be applied if they become available	1998	25	27
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

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**STRATEGIC SUPPORT OBJECTIVE 3** The work performance of individuals and effectiveness of organizations improved by training

**APPROVED**

**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-containment

**INDICATOR 3 1 4** Measure of cost containment per training program

UNIT OF MEASURE Ratio of non-USAID to USAID costs	YEAR	PLANNED	ACTUAL
SOURCE TrainNet	1998	N/A	N/A
<b>INDICATOR DESCRIPTION</b>	1999	Benchmark to be set	
<b>COMMENTS</b> This measures an important dimension of cost-containment, the degree to which non-USAID funding sources are leveraged to support training The focus is on US long-term training for comparability across programs and because that is the most expensive type of training Targets to be based on FY 1999 benchmark	2000	TBD	
	2001	TBD	
	2002	TBD	
	2003	TBD	

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>	<b>COUNTRY/ORGANIZATION</b> G/HCD		
<b>INTERMEDIATE RESULT 3 1</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3 1 5</b> Percent of training contractors reporting satisfaction with HAC system			
<b>UNIT OF MEASURE</b> Percent of contractors	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Annual routine survey of contractors	1998	N/A	N/A
<b>INDICATOR DESCRIPTION</b> This indicator measures the quality of a basic support service provided for all U S participant programs by G/HCD A new HAC approach and contract begun in FY 99 introduced competition for the first time and is expected to improve service and reduce costs	1999	Benchmark	
	2000	Benchmark +4%	
	2001	Benchmark +8%	
	2002	Benchmark +12%	
	2003	Benchmark +16%	
<b>COMMENTS</b> This measure can be used to complement other performance-based evaluation criteria in the HAC contract			

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<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations are improved by training			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION G/HCD</b>	
<b>INTERMEDIATE RESULT 3 2</b> In-country training capacity increased			
<b>INDICATOR 3 2 1</b> Number of Missions collaborating with G/HCD in activities to strengthen local NGO capacity in training and needs assessment			
<b>UNIT OF MEASURE</b> Number of Missions (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> G/HCD activity records from field visits and direct correspondence	1998	0	0
	1999	3	
	2000	9	
	2001	17	
	2002	25	
	2003	33	
<b>INDICATOR DESCRIPTION</b> NGO training capacity refers to training of grantee staff, as well as training of host country nationals working in the respective sectoral area USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are among those counted here			
<b>COMMENTS</b> Cooperating Missions/SO Teams to be identified by 5/1/99, consequently, no planned measures for FY 98 The extent of the development and sharing of model approaches to institutional strengthening will be limited by the availability of funds			

<b>STRATEGIC SUPPORT OBJECTIVE 3</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED</b>		<b>COUNTRY/ORGANIZATION</b>	<b>G/HCD</b>
<b>INTERMEDIATE RESULT 3 2</b> In-country training capacity increased			
<b>INDICATOR 3 2 2</b> Number of SO Teams collaborating with G/HCD on addressing Distance Learning approaches			
<b>UNIT OF MEASURE</b> Number of SO Teams (cumulative)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE</b> Field Technical Advisor trip reports, G/HCD e-mail Exchanges with field, LearnLink reports  <b>INDICATOR DESCRIPTION</b>  <b>COMMENTS</b> 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 less costly means to quality training. 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.	1998	0	0
	1999	10	
	2000	15	
	2001	25	
	2002	45	
	2003	75	

**APPENDIX B: LIST OF CONTRACTORS, COOPERATORS, AND  
GRANTEES INTERVIEWED**

**I Strategic Support Objective 1**

*A Advancing Basic Education and Literacy (ABEL) Activity*

- 1 Academy for Educational Development
- 2 CDIE
- 2 Creative Associates International
- 3 Education Development Center, Inc
- 4 Macro International
- 5 Research Triangle Institute

*B Improving Education Quality II (IEQ II) Activity*

- 1 American Institute of Research
- 2 Education Development Center, Inc
- 3 Harvard University
- 4 Juarez and Associates
- 5 University of Pittsburgh

**II Support Strategic Objective 2**

*A University Development Linkages Program (UDLP)*

- 1 Boston University
- 2 Case Western Reserve University (Thailand)
- 3 Case Western Reserve University (Uganda)
- 4 Central State University
- 5 Clemson University
- 6 Cornell University
- 7 Eastern Washington University
- 8 Iowa State University
- 9 Lincoln University
- 10 North Carolina State University
- 11 Northwestern University
- 12 Pennsylvania State University\*
- 13 Saint Louis Community College
- 14 Sinclair Community College
- 15 State University of New York-Stonybrook
- 16 Texas A&M University
- 17 Tulane University
- 18 University of Arizona\*

- 19 University of California-Davis
- 20 University of Connecticut
- 21 University of Florida
- 22 University of Massachusetts-Amherst
- 23 University of North Carolina-Chapel Hill (Colombia)
- 24 University of North Carolina-Chapel Hill (Eritrea)
- 25 University of Rochester
- 26 Utah State University
- 27 Virginia Commonwealth University
- 28 Washington State University
- 29 Worcester Polytechnic Institute

- Indicates that data were incomplete due to PI absence

*B Other programs*

- 1 Africa America Institute
- 2 American Association for the Advancement of Science
- 3 Association Liaison Office for University Cooperation and Development
- 4 Educational Development Centre
- 5 Georgetown University

**III Strategic Support Objective 3**

*A Global Training for Development Contractors*

- 1 Academy for Educational Development
- 2 Development Associates
- 3 Institute for International Education
- 4 World Learning

## APPENDIX C: LETTER TO SSO 2 CONTRACTORS

Dear

I am excited to inform you that we are well along in the data collection process for the Strategic Objective 2 team. I will call you early next week to review the results data we have for your partnership. We are collecting data in the three following areas: policy dialogue, increased university management capacity, and outreach. Below we have detailed the type of activities that partnerships have done that meet our criteria for the area.

**Policy Dialogue** Universities have a unique role to play in informing the policy debate with research findings and experiences from elsewhere. The following are some of the policy dialogue activities in which partners in the past: involvement in government-sponsored expert panels, consultations with parliamentarians and their staff writing legislation, and testimony in parliamentary hearings.

**Increased Internal Management Capacity** Universities are often the locus of new ideas and change in a country. Reforming internal university policies can improve the university's relevance to development efforts. Some of the activities in the past have been: adapting enrollment policies to increase the percentage of underserved students relative to the student population, diversifying funding sources (less reliance on public funds), increasing the number and variety of programs available to students, adapting curricula to make programs more relevant to development challenges within the country, and increasing internal management capacity.

**Outreach** Universities around the world are engaging in outreach efforts as their capacity to meet developmental needs increases. USAID is interested in knowing the extent to which its partners have performed outreach to NGOs, businesses, ministries, other organizations, and individuals. Past activities have included: workshops and seminars for the public, workforce training programs for the public or certain sectors of the workforce, training or technical assistance provided to certain portions of the population (i.e., soybean farmers, mothers of infants, etc.), inventions (with patents) that improve the quality of life for local residents, student and faculty exchanges, and transfer of technology.

Attached you should find a Strategic Objective 2 Worksheet as a guideline to help you think of any results from your project. If you have any questions, please feel free to contact me at (301) 664-5118 or [callison@aintl.com](mailto:callison@aintl.com). Otherwise, I look forward to speaking with you about your program soon.

Sincerely,

Christine Allison  
Aguirre International

**APPENDIX D: HIGHER EDUCATION WORKSHEET**

**I Policy Dialogue Activity**

Have *your partners* (as a result of the partnership) engaged in the following activities?

	Yes specify #	No	Have not, but may in future
“Engaging with relevant national institutions through ”			
Involved in government-sponsored expert panels?			
Consulted with parliamentarians and staff writing legislation?			
Testified in parliamentary hearings?			
Published policy position papers?			
Conducted research cited by policy makers?			

Please describe any other policy initiatives here

**II Increased Internal Management Capacity**

Have *your partners* (as a result of the partnership) done the following activities?

<b>Increased Internal Management Capacity (Intermediate Result 2 2)</b>	Yes specify #	No	Have not, but may in future
Developed a strategic plan and mission statement (department or university level)?			
Increased accountability (e g , established an independent board of directors)?			
Diversified funding sources?			
Started an endowment fund?			
Adapted enrollment policies to increase percentage of underserved students?			
Increased aid available to students, particularly those from underserved populations?			
Decreased absenteeism by instructors?			
Started new programs for students?			
Adapted curricula to developmental relevance?			

Please describe any other policy, program, or curricula activities here

### III Outreach Activity

Have you or your partners engaged in any of the following activities?

	Yes specify #	No	Have not, but may in future
Sponsored workshops and seminars for the public?			
Sponsored workshops and seminars for targeted institutions (NGOs, ministries, businesses, etc )?			
Provided training to targeted sectors of the population (farmers, mothers, etc )?			
Provided training to targeted institutions (NGOs, ministries, businesses, etc )?			
Participated in student and faculty exchanges?			
Conferred M A s as a result of the program?			
Conferred Ph D s as a result of the program?			
Donated computers, books, library supplies, etc to improve local resources?			
Provided technical assistance to targeted sectors of the population (farmers, mothers, etc )?			
Provided technical assistance to targeted institutions?			
Developed new inventions that improve quality of life locally?			
Received patents on new inventions?			
Created spin-off businesses?			
Leveraged funds from other sources?			
Transferred technology to the local university?			
Transferred technology or research findings to the community?			
<i>Workforce Development</i>			
Provided workforce training programs?			
Developed skills standards or certification programs?			
Provided customized training for a particular job (employer-specific)?			
Conducted skills or needs assessments?			

Please describe any other outreach activities here

APPENDIX E: CENTRAL AND EASTERN EUROPE AND NEW  
INDEPENDENT STATES  
TRAINING PROGRAM IMPACT FISCAL YEAR 1998  
SECTION V: ROMANIAN CHILD WELFARE

## Section V.

### Romania Child Welfare (SO 3 2)—An Illustrative System for Planning and Evaluating Training

The following discussion is intended to explore an approach to integrating participant and in-country training with program objectives in a useful way to more easily measure progress toward achievement of strategic objectives. It is intended to address the question that many missions have asked

*"What is the appropriate level of indicator for training and how can training be best related to strategic objectives and intermediate results?"*

The challenges of planning and measuring training is complicated when the training is implemented through a third party mechanism like GTD. While the GTD mechanism brings a degree of professional management and improved quality to the training program, it is often implemented and evaluated as a separate entity. This exacerbates the main challenge of evaluating participant training under reengineering, which has been to relate training events of groups and individuals to the broader program goals. The training experience of individuals is usually only one event in an on-going program with technical assistance and multiple training events. However, training evaluations often seek to attribute large changes to each training event—a process comparable to attributing the sale of a new automobile to the installation of the transmission system.

The issue at the core of the evaluation—*attribution* problem for training (as well as many other inputs) is that evaluations of a particular input *necessarily* use that input as the unit of analysis. In other words, a training evaluation focuses primarily on training activities. Moreover, because the individual participants are usually the source of evaluation information, the assessment focuses on individual accomplishments. The evaluation process can thus easily be turned from assessing program impact to simply a mechanism for justifying each individual training program by attributing important program achievements to the training. Another distinction in training evaluation is to assess participant training (outside of the country) and in-country training differently, with a greater emphasis on individual responses in participant training.

The ENI Transit team believes that the most appropriate and meaningful approach to planning for and assessing training impact is to focus on the programmatic goals and the skills, knowledge, and attitudes that support those goals. The primary orientation, or unit of analysis, of this "model" for tracking and reporting on the impact of training is the "results package" of a strategic objective and a specific intermediate result. In this sense, the evaluation data is much more oriented toward project and program results than toward training, *per se*. Training evaluation data answers a different set of questions.

From this viewpoint, training impact data contributes at a level that measures steps of progress toward achieving the broader program objectives, rather than the objectives themselves. As such, assessment information from training or technical assistance

activities is very important as a management tool in terms of making sense of the progress and accomplishments, and also as feedback to improve the effectiveness of the interventions. The objectives toward which training contributes (skills, knowledge, and attitude) might be considered operational objectives rather than high level program impact objectives. As long as an evaluation system asks the right questions for each level, all of the data can be used in an integrated fashion to inform both process and impact of programs. It should be emphasized that process and impact are inseparably integrated.

Training assessment data is one part of a program management information system. All of the data in this type of MIS system are categorized by where they fit into the following questions:

- ▶ *What information is needed to make decisions?*
- ▶ *What is the information used for?*
- ▶ *Who will use the information?*

The following table shows several levels of information about training and how they might be used for planning and evaluation. Traditional training planning and evaluation systems focus on the individual level. The approach taken in the ENI Bureau in recent years is similar to the second tier—results-based individual performance. The third level is program based, reflecting the aggregate accomplishments and goals of the program. The first two levels are useful and important for program management. The third and fourth levels are important for higher level management and impact reporting. Whereas training evaluation systems have tended to concentrate on one level or another, these are actually not mutually exclusive measures, but rather are an integrated continuum of results, each of which informs the others and gives them meaning.



**Table 28** Levels of Training Information

Level	Planning	Impact Evaluation	Romania Example
1 Individual	What skills or knowledge does the participant need?	What did she do after the training program with the new skills or knowledge? (open ended)	Child Welfare Directors need exposure to a full spectrum CW system in the US
2 Results-based individual participant	What task or performance goal does the participant have to accomplish? What skills or knowledge are needed to accomplish it?	Did she acquire the skills and knowledge desired? Did she accomplish the task or performance goal?	CW Directors need knowledge of US systems to develop a manual of procedures for a foster care program
3 Results-based program in which training of individuals is one input	What are the component tasks? Who is responsible for them? What skills are needed? What technical assistance is needed? What equipment and commodities are needed?	Are the tasks being accomplished? Are the responsible parties willing and able to implement the program? Is the equipment appropriate and timely? Are other types of assistance needed?	Three counties will establish full spectrum community child welfare services. Are the county executives establishing new policies? Are they committed? Etc
4 SO/IR	What is the problem to be resolved and what strategy can be used to resolve it?	Is the strategy effective?	Availability of good alternatives reduces rate of institutionalization of children

This illustrative approach to an integrated training information management system that collects appropriate and useful information that is used in higher level management and reporting uses the Child Welfare program in Romania as an example. This Child Welfare program is particularly appropriate for exploring options for this type of integrated evaluation process because it includes a strong training element and because it integrates the GTD training with in-country training and technical assistance. The factors that encourage this level of integration are

- ▶ Extensive use of the GTD mechanism in an integrated fashion in the project
- ▶ Outcomes are strongly dependent on the transfer of skills and knowledge
- ▶ The training process includes both participant and in-country training conducted over a period of time
- ▶ The goal is a combination of new policies, attitudes, and the establishment of organizational capacity in specific technical areas. Therefore, the training/TA combination is designed to help develop political will, understanding and acceptance of new approaches, and technical ability to implement the new changes
- ▶ The technical skills that will contribute to an established organizational capacity are based on established professional standards of care and practice for the industry

- ▶ The intermediate results are clearly stated and reflect the development and effective functioning of new institutions

## Program Background

During the twenty-four year rule of Nicolae Ceaucescu, Romania was faced with a situation of declining birthrates. Convinced that economic growth could only come with a growing workforce, the dictator implemented stringent pro-natalist policies that banned abortion and contraception for women under 45 years of age and with fewer than five children. To cope with the large numbers of unwanted children created by these policies, a centralized, nationwide system of orphanages was created. Prior to 1989, approximately 100,000 children, or 1.7 percent of all children in Romania, were living in orphanages. Child welfare policy was wholly focused on institutionalization of unwanted children. None of the alternatives found in the U.S. existed—family support services, adoption, family planning services, crisis intervention, etc. The institutionalized children even attended school within the orphanages, leaving them truly isolated from the communities. At the time of the revolution, the orphan situation was widely publicized.

Despite the worldwide attention to the Romanian orphans in the early 1990's, child welfare reform has been slow and the number of institutionalized children remains at almost the same number as under the communist regime. Two main reasons are cited for the continuing problem: economic poverty of families and the availability of institutions as an option. In 1997, the government began serious child welfare reform, creating a new organizational structure and decentralizing the responsibility and authority to the county level. Each county created a Commission for Child Protection, responsible for setting policy and implementing reform, and a Directorate for Child Protection, responsible for providing social workers to assess and implement the reforms.

## USAID Program

In 1998, USAID/Romania established the child welfare project to assist the government in implementing the reform program. The SO framework for Romania is shown below:

### **Strategic Objective 3.2 Improved Welfare of Children and Women**

#### *Intermediate Result 1* Decreased Dependency of the Use of Institutions for Children

- IR 1.1 Improved child welfare policies and administrative procedures implemented
- IR 1.2 Improved quality of community child welfare services
- IR 1.3 Increased parental and citizen involvement with children

#### *Intermediate Result 2* Increased Use of Women's Health Services

- IR 2.1 Improved quality of women's reproductive health services
- IR 2.2 Improved access to women's health services
- IR 2.3 Increased demand for women's health services

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The program consists of training officials in the child welfare system, supporting policy development, and managing a demonstration project in three counties. The training program has been organized by the GTD contractor in Romania and the current technical assistance contractor. The first stage consisted of three groups of Romanian child welfare officials visiting the U S to learn about child welfare policies, community-based program management, and professionalization of child welfare programs. The intended result of this training activity was to secure the attitudinal change and commitment by the key leaders needed to implement reform. One part of their program consisted of developing action plans for implementing reform in their counties.

These training programs in the U S were notably effective in developing the basic knowledge about child welfare programs and the range of community based services that constitute the full continuum of family support. They were also effective in developing and strengthening the commitment of key leaders on a national level and in target communities for welfare reform. An outcome of the training experience was the development of a network of county officials, including both the Secretary and the child welfare director, that community and share experience in implementing welfare reform.

However, there is still a significant distance between the initial training activities, much less the experience of each individual participant, and even the lowest level intermediate results. Implementation of the child welfare reforms and achievement of substantively better quality child protection services is an involved process that will take years of work. The U S based training is one element in the program.

The entire child welfare program consists of a range of support activities aimed at a broad swath of officials and social workers in target communities. After the U S training, follow-on training was conducted with returnees that included project implementation of community based child welfare programs, and citizen participation in child protection at the local level. These follow-on activities were designed to discuss the action plans and to develop strategies for implementing them.

In addition to the activities linked to the US training, three technical assistance contractors in child welfare programs are providing training for community social workers. This program builds on the foundation created by the U S training but reaches out to the *retail* level to achieve a degree of professionalization of thousands of social workers interacting with children at risk. This in-country training activity includes short-term modules of continuing professional education as well as long-term training in comprehensive child welfare curriculum for social workers unable to attend college.

Finally, the program also includes demonstration programs managed by the institutional contractors to develop and demonstrate improved policies and administrative procedures, improve quality of community child welfare services, increased use of community child welfare services, and increased parental and community involvement. These demonstration projects will establish services based on the case management model, which is new to Romania, to achieve the linked goals of de-institutionalization, family preservation, and community protection. All

of these programs also include a substantial amount of training, which may include U S based, third country, and in-country training

The following Training Impact Map illustrates the concept that each of the training events is contributing a piece to a broader puzzle. The Map is an illustrative attempt to relate the key training activities to the process goals and intermediate results. This training impact map seeks to accomplish several goals. First, it identifies the many key actors who are responsible for implementing the child welfare reforms in Romania. Training and technical assistance are directed toward assisting these people to implement a new program and to improve job performance. Second, it identifies (1) the skill/knowledge/attitude constraints to successful program implementation, (2) the training or TA activity that might address the constraint, (3) the task or job performance of each actor that will be facilitated by the assistance, and (4) the broad process objective that must be accomplished in order to achieve the intermediate result. The process objectives might be considered to be key milestones in the program. It is evident from this impact map that a significant number of key actors and skill/knowledge elements contribute to improved performance and milestones. It is also clear that the links between the actors, skills, and outcomes are neither isolated nor linear, in the sense that a single training event may support knowledge that leads to multiple outcomes (or process objectives). It is also clear that some process objectives require a complex combination of people and skills to make it happen.

**Table 29** Training Impact Map

Target Participant	Skill/Knowledge Goal	Training Activity	Job Performance	Process Objective	Intermediate Result
Minister of Health Minister of Child Protection	Understand U S approach to CW Understand policy support needed for decentralization and local support	U S Training activity ICT with CW advisor and Judet Secretaries	Develop supportive policies and resources for decentralizing CW programs to the Judet level	Central Government policy support for decentralized CW reform	
Secretary of Judet all regions, but particularly the three target Judets	Knowledge of issues and alternative approaches to CW Commitment to reforming the system Recognition of the importance of reform Understand the issues and technical support needed Understand linkages to decentralization, financial control and policies	U S training activity with other secretaries and CW directors ICT with CW advisor and Judet Secretaries On-going ICT workshops with CW advisor other Secretaries and CW directors	Implement CW reform in Judet Provide resources and political support for reform Collaborate with CW directors to identify needs Strategic and tactical plan with CW director for creating and managing the services	Child Protection Commission established in each Judet Department of Child Protection Established Establish clear Judet policy in support of reform Establish reform programs with continuum of care in all three Judets	Decreased dependency on institutions for children
Child Welfare Director in three target Judets	Knowledge of issues and alternative approaches to CW Commitment to reforming the system Recognition of the importance of reform Understand the issues in each stage of the continuum of care, and the coordinated management of the continuum Management skills and knowledge of effective administrative procedures Knowledge of 'best practices' in each area and means of selecting appropriate response Knowledge of monitoring and evaluation methods	Selected CW directors attend US training with Judet Secretaries and Ministry staff U S or TCT activities on CW policy and procedure development XX ICT workshops and seminars on standards of care Periodic working workshops with secretaries and directors from the other target Judets On-going OJT with CW advisor	Establish Judet level policies and administrative support procedures for managing continuum of care Identify needs for resources and negotiate with Secretary Develop training plans for social workers in collaboration with CW advisor Develop and implement community and family participation Establish on-going monitoring and evaluation of social worker activities Strategic plan for creating and managing programs	Acceptance of alternatives to institutionalization in staff and general public Increased participation of community in CW activities Functioning procedures for contracting of services Consistent and regular assessments of children in institutions and community care up-to-date inventory of available programs Procedures for decreasing availability of institutions	Decreased dependency on institutions for children Improved quality of community child welfare services

Target Participant	Skill/Knowledge Goal	Training Activity	Job Performance	Process Objective	Intermediate Result
Family support or preventative services staff (JUDET and project demonstration centers)	Understanding and support of preventative family support Knowledge and skills in standards of care for preventative services Basic child care for paraprofessionals	ICT activities, approximately XX per year, in workshops and shortcourses OJT with CW advisor and Judet CW director	Regularly applying effective social work skills Standards of practice are achieved in tests and in practice, as measured by monitoring process	Reduced rate of child abandonment Community acceptance of alternatives to institutionalization	Decreased dependency on institutions for children
Family preservation and acute intervention staff (Judet and project centers)	Understanding and support of family preservation and acute intervention strategies Knowledge and skills in standards of care for acute intervention Basic child care for paraprofessionals	ICT activities, approximately XX per year, in workshops and shortcourses OJT with CW advisor and Judet CW director	Regularly applying effective social work skills Standards of practice are achieved in tests and in practice, as measured by monitoring process	Reduced rate of child abandonment Reintegration of children into natural family Community acceptance of alternatives to institutionalization	Improved quality of community child welfare services Increased use of community child welfare services
Protective services office staff (Judet and project centers)	Understanding and support of family preservation and acute intervention strategies Knowledge and skills in standards of care for acute intervention Basic child care for paraprofessionals	ICT activities, approximately XX per year, in workshops and shortcourses OJT with CW advisor and Judet CW director	Regularly applying effective social work skills Standards of practice are achieved in tests and in practice, as measured by monitoring process	Community acceptance of alternatives to institutionalization Child abuse and injury cases reduced	Decreased dependency on institutions for children Improved quality of community child welfare services
Temporary Substitute office staff (Judet and project centers)	Understanding and support of community based care, foster homes etc Knowledge and skills in standards of care for community based child care and foster programs Basic child care for paraprofessionals	ICT activities, approximately XX per year, in workshops and shortcourses OJT with CW advisor and Judet CW director	Regularly applying effective social work skills Standards of practice are achieved in tests and in practice, as measured by monitoring process	Community acceptance of alternatives to institutionalization Foster care program established Child care program established	Increased use of community child welfare services
Permanent Substitute Office staff	Understanding and support of adoption alternative Knowledge and skills in standards of practice for managing adoption programs Administrative and professional process for adoption screening families, etc	U S or third country study tours ICT activities, approximately XX per year, in workshops and shortcourses OJT with CW advisor and Judet CW director	Regularly applying effective social work skills Standards of practice are achieved in tests and in practice, as measured by monitoring process Administrative procedures created and functioning	Community acceptance of alternatives to institutionalization Adoption program established	Decreased dependency on institutions for children Improved quality of community child welfare services Increased use of community child welfare services

## Evaluation of Training Impact and Use of Data

As is clear from the preceding discussion, the program interventions needed to accomplish the goals of the child welfare reform program are based on an integrated web of training and technical assistance activities. In this, it is not significantly different than most development programs. It is also clear that each training event, whether in the U.S., third countries, or in Romania, contributes to the ultimate goal of successful reform in an incremental fashion. These incremental improvements or contributions measure the *progress* towards achieving the desired impact. Taken in isolation, each training event has only a modest contribution and none can be directly linked in a causal relationship to the ultimate accomplishment of establishing community based programs. Taken as part of a whole, however, each training event demonstrates progress towards those goals in a way that can be planned and implemented.

Given this, how can SO Teams and Missions best use training monitoring and evaluation information for program management and for reporting results? How can the training impact information be most usefully integrated into the broader M&E system of the Results Package team?

As we have argued earlier, the assessment of training activities is most useful and meaningful in the broader context of the SO/IR. What does this mean in operational terms? To begin with it means that the focus of the evaluation, the unit of analysis, should not be on the individual participants or on the participant training activity. The central question is not "what did Mr. X accomplish?", but rather would be phrased in terms of the process goals, "Is the county leadership committed to reform of the child welfare system and have functioning Child Protection committees been established?" Whereas many of the same questions will be asked, the emphasis will be on different elements of the problem.

Implementation of a planning and evaluation system for measuring and reporting on program impact is relatively straightforward for a program such as the child welfare activity. Each of the individual training activities links defined skill or knowledge needs to a training activity, and improved job performance. The combined efforts of many people's improved job performance results in accomplishment of the intermediate results and, eventually, the strategic objective.

Using this framework, each trainee can be assessed in terms of whether he or she gained the skills and knowledge desired and whether the appropriate job performance was accomplished. This measure of training results can be regularly collected as the training activities are implemented. The process level indicators can be measured periodically to determine whether the appropriate milestones are being accomplished and, if not, what additional activities might be needed. This same measurement process can be applied to U.S., third country, and in-country programs.

## Model for an Integrated Training Evaluation System

The following approach for integrating the training evaluation information into the SO Team M&E system uses a training information system composed of training plans and data, exit questionnaires or course evaluations, and follow-on interviews or surveys. For the most part, this information is useful at two levels—monitoring project and contractor performance, and assessing and interpreting progress towards achieving milestones. As such, the training impact information does not directly figure into IR reporting, but it is an essential element in making those reports meaningful.

The monitoring function is mainly used by the contractors to track the quality of their programs and to identify problems as they arise. Some elements of the monitoring function may also be useful to USAID in assessing contractor performance and in identifying new opportunities or needs to adapt the program. The monitoring function answers the following questions:

- ▶ Is the training of good quality?
- ▶ Is the training well managed and at reasonable cost?
- ▶ Do the participants learn the desired skills and attitudes?
- ▶ Are the performance objectives achieved?

An effective monitoring system has the following characteristics:

- ▶ The information flow quickly completes the feedback loop to the key decision makers affected by the program—the training provider, the supervisors and key counterpart clients, and the technical advisors
- ▶ The data is systematically collected and saved, but at the minimum cost commensurate with the cost and importance of the training
- ▶ Both process and impact data are collected

The stage of assessing and interpreting progress towards milestones uses the same information about training outcomes and impact to answer program level questions from a broader perspective. The accomplishments of milestones is the effective point of interface between the reporting on training (and technical assistance) outcomes and the program level assessment needed by the SO team. These questions are more oriented toward understanding the process of development and whether the training and TA are effective in achieving the expected progress. Questions at this interpretive level might include:

- ▶ Are the county executives committed and knowledgeable about the child welfare reform program? Which are most committed? Which are least committed? How can they be better supported?

- ▶ Are the child welfare department directors capable of implementing the new programs? Do they understand the steps needed to establish and implement procedures to assure acceptable standards of practice? Do they have the skills to train staff? Do they understand the problem areas in different care situations? Are they networking effectively with their colleagues in other counties?
- ▶ Are the social workers trained to a level of competence in standards of practice? What percentage of social workers in each of the three target counties can be considered fully capable?

The table below presents a M&E framework for reporting on this SO. The table is a partial look at a few of the key processes of one IR. This framework reflects the monitoring and evaluation of the Results Package, to which the training evaluations contribute selected information at a certain level. The impact chain for this particular example moves from SO/IR level goals to Process goals that are necessary to accomplish the IR. Within each of these Processes, a number of specific, concrete Milestones can be identified that show whether the project is making progress. The next level, which we are calling Actions or activities, represent the combination of actions, acquired skills, knowledge, and essential attitudes that will enable the project team to complete each milestone. The contribution of the training program, as well as the contribution of the technical assistance program, is measured directly at the most fundamental levels of the program—inputs and activities.

This sample framework is far from comprehensive, or probably even particularly accurate in a technical sense. The formulation of comprehensive, insightful, and focused measures of progress are best developed by the professionals in the field. Rather, the utility of this framework is in developing an approach for understanding what kinds of information can most effectively be used to report on the process. And, equally importantly, how each kind of information can be used in an integrated fashion to support other sources of information. What we are seeking to do is to place the participant training information into the reporting system at an appropriate and useful level.

In this framework, evaluation information on U.S. and third country training, which is the “meat” of training evaluations, is not used directly to report on IR accomplishments. In fact, reporting on training impact may not show up at all in IR quantitative reports. However, data collected at this level is essential in making sense of the key indicators as well as in understanding whether the development process is happening as planned. It may be best used as narrative support to the evaluation reports.

**Table 30** Monitoring and Evaluation Framework for SO/IR Reporting

Level	Activity or Milestone	Evaluation Measure	Source
SO 3 2	Improved Welfare of Children and Women	Achievement of IR objectives	Mission M&E
IR 3 2 2	Improved Quality of community child welfare services	Achievement of designated Indicators showing effective CW systems in 3 Judets Reduction of institutionalized children	Mission M&E
Process	Viable options to institutionalization available in 3 Judets  Key staff skills in independent community based child welfare meet professional standards	Identified milestones achieved	SO team M&E system
Milestone	Establishment of Judet level CW policies and programs  Establishment of child protection department  Procedures for allocation of cases and case management  Increasing percentage of key staff meet professional care standards	Policies in Place  Department functioning  Procedures written and used  Passing grade on professional certification assessment	SO team M&E system and reporting
Actions/ activities	Judet Secretary supports and understands CW needs  Secretary and CW director are familiar with best practice procedures and can implement them  Staff training and professional development activities are conducted regularly and systematically  Key staff develop measurable skills in CW practices	Secretary displays commitment to CW reform by initiating activities  Director displays knowledge of procedures  Contractor and CW department conduct on-going training  Staff are able to pass professional standards of care tests	Participant training follow-up interviews  Follow up interviews  Follow-on training  Training provider skill testing
Inputs - quality	In country training Participant training Technical assistance Commodities and equipment	Training is cost effective  Trainees are satisfied with training  Counterparts are satisfied with TA  Commodities are delivered on time	Training exit questionnaire  Customer surveys

Using the above example, an annual progress report would use the training evaluation information in a descriptive manner to make the milestone information meaningful. It would not, however, be directly reported as an IR measure. It might look like the following table

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**Table 31** IR 3 2 2 Improved Quality of Community Child Welfare Services

Indicators	Planned	Achieved
Judets with CW reform policies in place	3	7
Continuum of care services available in three target Judets	3	2
Community increasingly using alternative Child welfare mechanisms	3	—
Institutionalization level reduced by	25%	14%

## Discussion

The CW reform program has developed a strong foundation with the training programs and follow-on networking training provided to the target Judet Secretaries and CW Directors. The U S training programs for 15 Judet secretaries and CW directors gave them a broad knowledge of what a full-fledged community based CW system can accomplish, and resulted in their strong commitment to reform. Seven of the secretaries have organized regular networking and workshops, supported by the technical assistance contractor, to share their experiences and reinforce their programs.

A series of 12 professionalization workshops on standards of practice for family support and preventative services, and family preservation and acute intervention, are being provided to the CW staff in three target counties. Twenty (20) percent of the CW staff in Cluj, 14 percent in Constanta, and 12 percent in Iasi counties have passed the professional certification exam after completing the series. It is anticipated that by the end of five years, at least 80 percent of the working staff will have been certified. The skills that have been most difficult to transfer have been in the foster care program—screening, placements, training foster parents, and monitoring. An intensive new program combining internships in U S foster home programs and follow-on workshops is planned for the coming year.

Thirty-four CW Directors and community leaders have participated in study tours in Hungary and the US on foster care programs. Upon return, they have established foster care programs in four Judets, with aggressive community outreach activities to share their experience and enthusiasm with other members of the community.

## Summary Observations

For the ENI Bureau, the implication of this approach to planning and evaluation is that there may not be an overriding need to collect and analyze training data at the Bureau level. Nor should the bureau necessarily be encouraging missions to collect, analyze, and report on training results at the country level. Training impact information is mainly meaningful in the context of a specific results package. Identifying and reporting on the training impact of the U S trainees in an isolated fashion might be interesting and even impressive, but is not particularly meaningful in terms of the SO/IR. Rather, the assessment of training impact can be appropriately and effectively integrated into the program assessment process to answer questions at an operational level. The role of the Bureau might usefully be to

continue to provide tools and technical assistance for the planning, implementation, and evaluation of training, but only to the extent that it is of use by the missions

The key to using this information system effectively is that the development process is envisioned so that the linkages between inputs, actions, milestones, process objectives, and IR goals are defined. In other words, the requirements needed at each step of the process must be understood and incorporated into the evaluation model. Many of these will be directly related to the training and technical assistance activities, because skills, knowledge, and attitude of the participating host country counterparts are usually 99 percent of program success.

The other major component of the ENI participant assessment system is "success stories." These stories with a focus on individual participant accomplishments are usually used for USAID reporting to outside interest groups rather than for R4 reporting. While they are necessary as an accessible means for non-USAID people to visualize the impact of foreign aid, they can be strengthened with greater program context information. The ENI Bureau has promoted a success story format that moves in this direction. If training impact information is used in the integrated fashion discussed in this illustrative example, these contextualized success stories may be easier to write.