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**United States Agency for International Development
Bureau for Global Programs, Field Support and Research
Center for Human Capacity Development**

DRAFT

**Strategic Plan
for the
Center for Human Capacity Development**

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Center for Human Capacity Development

USAID Strategic Goals

Stabilize population growth rate & protect health

Promote sustainable economic development

Reduce threats to global environment

Promote democracy & governance

Provide humanitarian assistance & prevent crises

Investing in People

HCD Goals to Help Attain USAID Goals

HCD Policy-Planning	Basic Education	Workforce Preparation	Global Information & Learning Systems	Science & Technology	Training for Impact
Improve policy-planning for HCD by 2005	Achieve quality education for all by 2015 & close gender gap by 2010	Achieve demand-responsive workforce training by 2015	Increase effective use of global information & learning systems by 2015	Improve quality & quantity of knowledge & achieve universal access to S&T by 2015	Assist Missions & Bureaus to attain objectives through improving training systems by 2000

HCD Strategic Objectives

Policy analyses, research & tools designed & adopted in half of USAID-assisted nations in 8 years	Operations research & program models used to expand & improve basic education in 10 nations in 5 years	Models of effective skills training systems adopted by 15 nations in 5 years	Information & learning systems developed in 15 nations in 8 years	Science & technology strengthened in all USAID-assisted nations in 8 years	New training policy, models and support services provided in 2 years
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HCD Strategic Support Objectives

Investment in HCD increased by 5% of national budgets in 10 nations in 8 years	Rates of school completion, women's literacy & participation in early childhood programs improved by 20% in 10 nations in 8 years	Technical assistance to 10 nations to apply models & improve economic productivity & restructure higher education in 8 years	Information, computer & distance learning systems effectively used in 15 nations in 8 years	Application of S&T cooperation developed in selected USAID-assisted nations in 8 years	All Mission & Bureau training portfolios improved in 8 years
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Part I

SUMMARY ANALYSIS OF ASSISTANCE ENVIRONMENT

Introduction

Human capacity -- the ability of people to discover, learn, maintain, improve and preserve -- is a *sine qua non* of development. The participation of people at all levels of society in matters which affect their lives is integral to the concept of sustainable development, and is essential to the USAID sustainable development strategy.

The development of human capacity is a lifelong learning process in formal, nonformal and informal educational settings. Beginning at birth in the family circle and extending into the community, marketplace and formal classroom, people gain the knowledge, cultural values, understanding and skills required for survival, individual fulfillment, and their participation in and contribution to society.

The Center for Human Capacity Development is committed to increasing people's equitable access to and improving the quality and effectiveness of these learning opportunities. To achieve this goal, the Center provides technical leadership, research and evaluation, sectoral assessments for policy-planning, program models and tools, and field support to help nations improve and expand education and training to achieve sustainable economic, political and social development.

The need to develop and improve human capacity is evident in all nations. Human capacity development is essential to promoting economic growth, protecting the environment, limiting population growth, improving child and family health, achieving democracy, and responding effectively to natural and manmade crises and disasters. People must be well-informed and trained at all levels, in order for them to contribute fully to the development process.

USAID, U.S. educational institutions and nongovernmental organizations are recognized internationally for pre-eminent leadership in educational policy-planning, program development and training. U.S. research, technological innovations and dissemination activities are unparalleled, and the advice of American specialists continues to be in high demand throughout the world. In the exercise of this leadership, the U.S. contributes not only to human capacity development abroad, but also maintains and strengthens its institutional capacity to continue to serve and innovate in partnership with other nations. This leadership must be preserved.

Human Capacity Components for Sustainable Development

To reach "take-off" for sustainable development, abundant research has demonstrated that nations must attain:

- an 80% adult literacy rate and improved gender parity;
- close to universal primary education;
- over 50% secondary education rate;
- virtual gender equity in both primary and secondary education;
- curricular and materials development to improve educational quality;
- post-secondary education directly linked to expansion of the work force, and policies to support job creation and employment;
- a higher education system focused on sustainable development goals, and
- a strong system for educational policy-planning which strives to ensure quality, continued expansion and revision in light of emerging socio-economic needs.

Macro-Level Needs for Human Capacity Development

Although there has been stunning progress in increasing and improving education, training and the utilization of science and technology by many developing nations with the assistance of USAID and other bilateral and multilateral donors during the past 20 years, major and pervasive needs persist in most world regions.

Policy-Planning for Human Capacity Development

- Levels of investment in primary, secondary and tertiary education are roughly similar in industrial countries. In most developing nations and especially in sub-Saharan Africa, tertiary education receives disproportionately high amounts of national budgets and per capita expenditures. Investment in education as a percentage of gross national product has risen slightly in some regions, but declined or remained static at low levels in the areas of greatest need, sub-Saharan Africa and South Asia.

- Educational planning requires greater structuring, rigor, participation and accountability in most countries to attain essential national goals for human capacity and sustainable economic development. Current experimentation in participatory and decentralized

decision making for educational development requires evaluative studies and technical assistance.

- Educational quality is lacking in many nations, most especially for impoverished and marginalized populations.

- Crises due to violence, famine and natural disasters usually require immediate action for basic and civic education and mental health services, as well as long-term planning for educational development and workforce training. Prevention and rapid response models need to be developed urgently in close collaboration with other donors.

- Research and the dissemination of results are required in most world areas to share lessons learned and reduce developmental time for educational interventions.

Basic Education

- Approximately 20% of the world's adults are illiterate, and rates of literacy are below 50% in many countries of sub-Saharan Africa, North Africa, Middle East and South Asia.

- While primary school enrollments have risen, completion rates remain low, quality is poor, and secondary school places, very limited in most developing nations, must be expanded quickly to meet development goals.

- Tested educational innovations, including computer and distance learning systems for improving the quality and increasing the coverage of basic education, are lacking in most developing nations.

Early Childhood and Family Development

- Children with developmental delays perform poorly in school, and the rates of underweight and otherwise stunted children (used as a proxy for developmental delays which are always in excess of malnutrition rates), are especially high in South Asia, Southeast Asia, and sub-Saharan Africa, where they have actually risen in the last decade.

- Low-cost, community-based, integrated, comprehensive and continuous early childhood and family development programs have been demonstrated to improve birth outcomes, child development, preventive health care practices, parenting skills, and later school achievement, as well as to reduce developmental delays, malnutrition and health care costs; however, most countries lack sizable programs to assist their most needy populations.

Girls' and Women's Education

- Approximately two-thirds of illiterate adults are women, and at least 60 percent of the children who do not complete primary school are girls.

- Girls' education is highly correlated with lowered infant and maternal mortality rates, improved child health care, reduced fertility rates, increased economic productivity, longer life expectancy, improved environmental protection, and participation in local governance; therefore, it must be expanded rapidly. However, it is not a priority as yet for increased investment in most developing countries.

Workforce Preparation: Investing in People

- Traditional technical/vocational education programs frequently have been conducted without ensuring future employment opportunities for trainees. Such programs need to be well articulated with strategic national objectives for achieving increased labor productivity and sustained economic development.

- Institutions of higher learning in several USAID-assisted nations urgently require reform and restructuring to contribute effectively to sustainable development goals, and many seek to accomplish this by establishing new linkages and networks with counterpart institutions in developing and industrialized countries.

- Educators in many developing nations need information about new models for effective workforce preparation, including on-the-job training, as well as innovative programs based in schools, universities and communities.

Global Information and Learning Systems

- All USAID strategic objectives require the efficient exchange of information, public awareness, participation, and enhanced learning among persons, groups and institutions.

- Advanced information and learning systems are required to ensure people in USAID-assisted countries gain the expertise needed to develop partnerships with other nations and achieve sustainable development.

- The U.S. comparative advantage in educational and communication technology, computer-mediated and distance learning, needs to be maintained within the context of emerging international markets.

Science and Technology

- Access to science and technology is required to enable USAID-assisted countries to achieve sustainable development in the modern world.

- Scientific research and its applications are especially needed as integral contributions to the Middle East Peace Process.

- Linkages for science and technology need to be established to enable nations in transition to join the international scientific community and to apply research results to enhance the development process.

USAID's Training for Impact

- Currently USAID spends more than \$300 million annually on U.S. training and at least the same amount on in-country or third country training, all in direct support of Agency strategic objectives. An investment of this importance and magnitude requires guarantees of program integrity and quality.

- Program integrity is guaranteed through establishing sound and consistent training policy. The Agency needs to revise its training policies, procedures and support services to ensure this goal is met.

- USAID Mission teams need hands-on technical assistance in design, implementation and evaluation to achieve maximum development impact from their training investment.

The Center's Response

The Center for Human Capacity Development draws on over 30 years of USAID experience and leadership in a variety of educational and training efforts. They have included conducting policy-planning for educational development and administration, improving educational quality, providing appropriate instructional technologies and interactive media, linking institutions of postsecondary and higher education to achieve development goals, promoting and sponsoring cutting-edge research, and facilitating international training and professional exchange. The Center has pioneered in developing effective methods for policy-planning and sectoral assessments, applying telecommunications and development communication to education, conducting research and developing policy to expand girls' and women's education, advocating integrated early childhood and family development, improving instructional technologies in both formal and nonformal education, and linking U.S. and developing country institutions of higher education, especially for the promotion of science and technology. The Center also has provided leadership for the use of development communication in support of education and social marketing in health promotion, environmental protection, and substance abuse prevention. The Center coordinates and promotes the use of minority serving institutions in international development programs.

It is important to note that human capacity development activities continue to be integral to sectoral programs in democracy and governance, economic growth, population, health and nutrition, democracy and governance, and women in development. They also have been key in some disaster relief and humanitarian assistance programs, and promise to be of notable assistance with crisis prevention, rapid educational responses during crises and for long-term planning to achieve stable societies.

The challenges of the post-Cold War world require that energetic, creative and renewed efforts be made to develop human capacity. Rapid population growth places an added strain on educational and other essential service systems, and new policies, plans and investments are required to meet rising demands for a better life. The growing international interdependency requires new forms of international coordination, collaboration and cooperation. Virtually overwhelming all other changes is the global information and learning revolution, which instantly overcomes distance and time, and enables the design of low-cost, immediate educational systems to reach even the most remote town or village.

In this context, the Center for Human Capacity Development will exercise its leadership to:

- Increase national policy making capabilities to make effective use of human capacity development resources;
- Achieve, in collaboration with other donors, quality education for all and close the gender gap in educational access;
- Achieve, in collaboration with other donors, demand-responsive workforce skills training;
- Increase the effective use of global information and learning systems for sustainable development;
- Improve the quality and quantity of knowledge for sustainable development and achieve greater access to science and technology; and
- Assist field missions and regional bureaus to attain strategic objectives through improving their training systems and portfolios.

The Center will achieve these objectives through sector assessments, policy reform and planning; provision of program and training models and other tools; conducting research and evaluation; convening expert meetings; initiating donor coordination; developing strong interinstitutional partnerships for development; and providing field support and training services. The Center will focus on special areas of need -- namely, basic education, (and within it girls' and women's education, early childhood and family development), computer and distance learning, science and technology, the transition from school to work, and training. Throughout, the Center's emphasis will be on meeting national priorities for the quality, accountability, effectiveness and efficiency of these and other human capacity development endeavors.

Analysis of Constraints and Opportunities

In most developing nations, USAID's sustainable development objectives are constrained by low levels of human capacity development, underinvestment in people and lack of opportunity for full participation in society. At the same time, sustained attention to human capacity

development is difficult to accomplish in the face of economic mismanagement, undemocratic and authoritarian systems, high fertility rates, poor health and environmental exploitation.

The major conceptual constraint to implementing effective strategies for human capacity development is sectoral thinking that limits the discussion to education and training alone. The Center's strategy emphasizes the need to encourage integrated policy analysis and program design with consideration for cross-cutting impacts and explicit attention to achieving results. Among those results are increased capacities to acquire and use new knowledge to participate actively in society. Equity objectives include the full participation for girls and women in initial education and training as well as their continuing access to information and life-long learning resources.

For these reasons, the Center's strategy begins with policy analysis to provide a basis for assessing options and priorities for human capacity development in each national context, and includes attention to the generation of new knowledge through scientific and technological research, the dissemination of information and learning opportunities through communication technologies and the effective training of key personnel across all sectors.

Major quantitative constraints to human capacity development begin with limited national public revenue for education and training, particularly given the relatively young demographic profile of many developing countries. Despite expenditure levels for education that in most cases are relatively higher than in industrialized nations, most USAID-assisted countries underexpend per learner, especially at the primary and secondary school levels. This results in a very low quality of education at each level, an uneven distribution of investments, and serious problems of equity with regard to gender, socioeconomic or ethnic group, and rural/urban status.

Sub-Saharan Africa and South Asia face the most difficult demographic scenarios and revenue and resource constraints. However, during the next decade, in these and other areas, the rates of growth for school-age cohorts, and thus dependency ratios, are expected to moderate substantially. Over time, the improvement of basic education, especially for girls and women, is expected to help reduce fertility rates and to create demographic conditions wherein further options for human capacity development can be considered.

Also, much can be accomplished to improve human capacity development within the levels of resources available to countries. Remarkably little correlation exists between the levels of overall expenditures on education and training in national budgets and/or national income and the levels of achievement and participation in education and training. The variation among countries is explained mainly by differences in the policy environment affecting how resources are used, and particularly the distribution of public resources in favor of primary and secondary education and the administrative regulations affecting the amount of discretion local education managers have in the use of available resources.

Technical constraints include: large numbers of under-trained and poorly compensated teachers without professional support; lack of access to advanced learning technologies and

computer-mediated systems; inadequate access to other instructional resources, including basic furnishings, texts and classroom materials; lack of valid measures either of initial conditions and competencies of entering students or of achievement on appropriately normed assessment instruments; lack of attention to a wide range of health and nutrition variables affecting learning capacity, and a lack of focus on home and community variables that affect early learning, predict educational outcomes and enable the health psycho-social development of the young child. The technical constraints also include a general paucity of careful research on learning outcomes and the factors that account for differences, as well as access to useful research results from other settings.

Finally, perhaps the most difficult constraint to the full realization of human capacity development is that it is not possible to specify its limits. Each success creates new possibilities and new challenges for capacity building. For example, countries which make progress in facilitating basic education for most learners create imperatives for further education and advanced training. Rapid advances in the cognitive and information sciences will revolutionize our understanding of how people learn, process information and communicate. The changing nature of labor markets creates additional needs for skills training, improvements in worker productivity and access to information. These factors constrain our ability to make predictive statements of when or whether human capacity development will be effectively accomplished. The strategies presented here are intended only to establish some selected parameters and a sense of direction for how to proceed in this adventure.

Donor Coordination and Other Partnerships with NGOs, Universities and All Levels of Government

The Center is in constant communication with UNESCO, UNICEF, UNDP, and UNHCR to ensure close collaboration with their programs. It works closely with the Japanese International Cooperation Agency, especially but not exclusively with regard to girls' and women's education. In each USAID-assisted country, field missions work with many local offices of other multilateral and bilateral funding and technical agencies, including international and indigenous nongovernmental organizations, universities, foundations and corporations. During the coming eight-year period, the Center expects build a donor and program coordination plan for each of its centrally administered activities and related field projects. Within countries, special emphasis will be placed on building integrated and intersectoral programs, participatory practices and close collaborations with the private sector, indigenous nongovernmental organizations and all levels of government. It is through such collaborations that limited funding will yield excellent results and strategic objectives will be achieved.

Part II

PROPOSED STRATEGY, RATIONALE AND KEY ASSUMPTIONS

The Strategic Plan of the Center for Human Capacity Development has six objectives, each of which has a related *strategic support objective*:

- ***Policy-Planning.*** Policy analyses, research and management tools developed, disseminated and adopted for more effective planning and implementation of human capacity investments in support of sustainable development objectives in half of USAID-assisted countries in 8 years.

Strategic Support Objective: Investments in human capacity development substantially increased by 5% of national budgets in half of USAID-assisted nations in 8 years.

Rationale. More effective use of resources can be obtained through policy-planning and systematic analysis, open debate and feedback of education and training information. These processes and capacities are strategic to improving the efficiency of education and training systems and their effectiveness in supporting other economic, political and social objectives (including each of the objectives in USAID's sustainable development strategy), and enhancing participation, accountability and citizenship at each level of governance.

Assumption and Risk. It is assumed that 50% or more of the field missions will be engaged in a sustained and strategic commitment to the improvement of education and training capacity. This is expected to be either a sectoral activity or an integral part of other sustainable development strategic objectives.

The risk is that analysis and planning will be pursued in too narrow or sectoral fashion, seen primarily as managerial and technical improvements. Sufficient participation is required across sectors and from the full range of stakeholders interested in setting and monitoring human capacity development objectives and performance.

- ***Basic Education.*** Operational research and evaluation, information on innovations, planning tools and program models developed, tested and disseminated to expand and improve the quality of basic education in at least 10 countries in 5 years.

Strategic Support Objective: Primary and secondary school completion rates for boys and girls, women's literacy rates, and participation in early childhood programs increased by 20% in 10 nations in 8 years.

Rationale. Basic education is essential to the economic, political and social development of all countries. Early childhood and family development is the first stage of a comprehensive strategy of human capacity development. In the early years, children learn fundamental skills and develop in ways that are critical to the success of their future education, and they develop capacities that will enable them to be full participants in society. To meet the multifaceted needs of children and their families, services need to be cross-sectoral and community-based. Given limited resources and serious need, priority is placed on the education of girls and women, because it is through them that the benefits of knowledge can be spread most effectively and rapidly throughout society.

Assumptions and Risks. The assumptions are: (a) field missions and host countries are committed to basic education, and can be persuaded to include cross-sectoral, integrated community-based early childhood and family development programs and to give special attention to girls' and women's education; (b) field mission support of host country efforts will be appropriate and of sufficient magnitude; (c) host country education providers are able to obtain sufficient resources from national budgets and USAID and other donor assistance; (d) there is no major decrease in the Center's basic education funding.

The risks are: (a) the approach will continue to be sectoral and narrow and without cross-sectoral participation and integration of services; (b) USAID, other donor and host country priorities will change and, therefore, their commitment of resources; (c) the staffing and resources of the Center's vehicles, will be reduced below a workable minimum; and (d) the Center's support services are not utilized by field missions.

- ***Workforce Preparation: Investing in People.*** New models for effective on-the-job, school, university and community-based skills training systems and university linkages adopted by 15 countries in 5 years.

Strategic Support Objective: Ten nations engaged in vocational and workforce training and higher education reform improve economic productivity in 8 years.

Rationale. Postsecondary education helps provide individuals and societies with the knowledge, skills and leadership needed for sustainable development. Nevertheless, increasing enrollments, decreasing budgetary support, high levels of subsidization and deteriorating curricula and facilities have combined to make postsecondary education institutions in some countries administratively and fiscally unsustainable and increasingly irrelevant and marginal in their contributions to national growth and development. Sustainable development requires quality, relevant and cost-effective participation of postsecondary education linked to the employment sector.

Assumptions and Risks. The assumptions are: (a) field missions and host countries are interested in improving and facilitating the transition from school to work and through various educational levels; (b) collaboration is possible among local and national educational leaders, business and industrial managers and other employers and government officials; (c) affordable, relevant quality postsecondary education is attainable; and (d) sufficient national, USAID and other donor resources are available.

The risks are: (a) field missions and host countries do not give sufficient priority to this need; (b) collaboration is not achieved and sustained to enable collaboration between the public and private sectors; and (c) resources are insufficient.

- ***Global Information and Learning Systems.*** Information and learning systems developed in 15 USAID-assisted countries in 8 years.

Strategic Support Objective: Effective use of information, computer-mediated and distance learning systems, advanced learning technologies and operational research achieved in 15 countries in 8 years.

Rationale. Information and communication methods and technologies make available the knowledge and skills required to support sustainable development and are essential to achieving its strategic objectives. During the past 25 years, USAID has become a leader in the use of information and communication for development purposes. Its expertise includes distance learning, computer-based educational systems, development communication, nonformal education and social marketing, which have assisted host country institutions to introduce and support change and development. No other donor has such a long, diverse and successful history with these methods and technologies. No other country can lead this revolution in learning as can the United States. The U.S. will gain in terms of trade and economic development as these systems are implemented.

Assumption and Risk. The assumption is that field mission and host country interest in funding and demand for services will enable USAID to invest in these essential programs for global learning.

The risk is that economic, political and/or social instability will not permit needed collaboration and support in some nations.

- ***Science and Technology.*** Science and technology strengthened in all USAID-assisted countries in 8 years.

Strategic Support Objective: Application of science and technology cooperation developed in selected countries as a means of achieving objectives of the Middle East peace process and the transition from communism in 8 years.

Rationale. Human intellectual capacity is heavily dependent on the knowledge available to people. Critical gaps in understanding the learning process and the lack of appropriate technology to meet developing country needs also hinder the effectiveness of human capacity development. Modern scientific and technological research is essential to validate existing knowledge and generate new knowledge, thereby improving human capacity development and supporting sustainable development.

Assumptions and Risk. It is assumed that there will be support for high quality, relevant collaborative research on the learning process and learning environments and technology, and that the research results will be utilized to enhance human capacity development.

The risk is that there will not be continuing support from USAID and the U.S. scientific and technological community for building collaborative research and development linkages with developing and transitional countries.

- ***Training for Impact.*** Effective contracting mechanisms, training policy and models, evaluation and central training support services provided within 2 years' time.

Strategic Support Objective: Mission and regional bureau training portfolios for in-country, third-country and participant training improved by providing design, contracting, evaluation and other technical assistance during 8 years.

Rationale. Training is an essential component of most USAID projects and is central to their implementation and the sustainability of the results. Although it is a multimillion dollar investment, training is conducted primarily on a project-by-project basis, often with limited consideration of the role and impact of training in meeting field mission and Agency strategic objectives. In addition, the management of training programs varies considerably in field missions, exacerbated by staff turnover, retrenchment, and the increasing use of local employees. It is proposed that "training for impact" will revolutionize the quality of USAID's training portfolio

Assumptions and Risk. The assumptions are that training will continue to be a valuable, recognized and promoted major tool of development, and that field missions will seek technical assistance to improve the design, management and impact of their training programs.

The risk is that there will be insufficient support from USAID/Washington and the field missions to elevate the status of training and improve its impact.

See further, the appended charts which outline the program outcomes, performance indicators, performance targets and time frames for each strategic objective and related strategic support objective.

STRATEGIC PLANNING CHARTS

Policy-Planning for Human Capacity Development

Goal:

Improve by 2005, in collaboration with USAIDs and other partners, national capacities to make effective use of human capacity development resources

Strategic Objective:

Policy analyses, research and management tools developed, disseminated and adopted for more effective planning and implementation of human capacity investments in support of sustainable development objectives in half of USAID-assisted countries in 8 years.

Indicator: Annual national assessments

Program Outcome	Indicator	Target	Time Frame
Policy analyses, research and decision-making and monitoring tools developed and disseminated	Toolkits exist and are used in analysis, planning and monitoring of country program activities	Toolkits for each sustainable development goal disseminated to each USAID and in use in 50% of USAID-assisted country programs	2 years 5 years
Decentralized participation models tested in 10 countries in setting goals and objectives for human capacity development	Identifiable budget components allocable on basis of local decisions	At least 10 USAID-assisted countries	8 years

Strategic Support Objective:

Investments in human capacity development substantially increased by 5% of national budgets in 10 USAID-assisted nations in 8 years.

Indicator: Annual UNESCO, IBRD and IMF Reports

Support Program Outcome	Indicator	Target	Time Frame
Improved national five-year plans for increasing primary school enrollment in 10 USAID-assisted countries	Nations increase investment in HCD and allocate greater percentage of national budget to primary and other basic education	Budget and performance data demonstrate that each USAID-assisted education sector reform activity increased budgets accordingly	8 years
Improved educational quality and outcome measures	Host-country national centers for curriculum and materials development and research	At least 10 centers improved and curriculum-based learning assessment systems implemented in at least 10 countries	8 years
Effective models developed and successfully tested to ensure timely crisis prevention and response to crises with effective planning for human capacity development	Timeliness and effectiveness in accomplishing outcomes	Contingency planning, database and analytic capacities adequate for initial response within 30 to 60 days with outcome criteria established	2 years

Basic Education

Goal:

Achieve, in collaboration with other partners, quality education for all by 2015, and close gender gap by 2010

Strategic Objective:

Operational research and evaluation, information on innovations, planning tools and program models developed, tested and disseminated to expand and improve the quality of Basic Education in at least 10 countries in 5 years

Indicator: Annual assessment of progress

Program Outcome	Indicator	Target	Time Frame
Nations adopt educational innovations and improve student learning and transitions	Sector assessments EMIS systems	10 sector assessments	5 years
Innovative program models and tools developed and disseminated	Models and tools for girls' and women's education and early childhood education developed and disseminated widely	Models and tools applied in technical assistance activities	5 years
Evaluation and monitoring tools developed for improving educational achievement	Research-based innovations with systematic evaluation of learning improvement	Effect size of .5 achieved in areas impacted by innovations	5 years

Strategic Support Objective:

Primary and secondary school completion rates for boys and girls, women's literacy rates, and participation in early childhood programs increased by 20% in 10 nations in 8 years

Indicator: Annual UNESCO and other UN databases, plus national studies

Support Program Outcome	Indicator	Target	Time Frame
Policies and programs implemented to increase completion rates for primary and secondary school, and women's literacy	Policies implemented	Policies established in 10 countries	8 years
	Primary and secondary completion rates rise	Completion rates rise by 20%, especially for girls	
	Women's literacy rates rise	Women's literacy rates rise by 20%	
Participatory program processes developed	Participatory program processes	Assessments demonstrate participation and transparency	5 years
Nations establish or improve policies for child and family development and achieve improved child stimulation, care and support for later success in school	Policies established	10 countries establish policies	8 years
	Community-based services expanded	Numbers of services increased by 20%	
	School participation rates in grades 1 to 3 improved	Participation rates improve by 20%	

Workforce Preparation: Investing in People

Goal:

Achieve, in collaboration with other donors, demand-responsive workforce skills training in USAID-assisted countries by 2015

Strategic Objective:

New models for effective on-the-job, school, university and community-based skills training systems and university linkages adopted by 15 countries in 5 years

Indicator: Specific periodic case studies

Program Outcome	Indicator	Target	Time Frame
Effective skills training program models and university linkages and networks identified and assessed	Information on workforce preparation programs and university linkages prepared and disseminated	15 countries adopt models for workforce preparation programs and university linkages	5 years

Strategic Support Objective:

Ten nations engaged in vocational and workforce training and higher education reform improve economic productivity in 8 years

Indicator: Annual country reports and national economic indicators

Support Program Outcome	Indicator	Target	Time Frame
Improved use of skills training in community-based and employer-provided training programs to increase labor productivity	Models of community-based and employer-provided training implemented	10 models implemented	8 years
	Labor productivity rises	20% increase in labor productivity of target groups	
Improved systems for school-based skills training and school-to-workforce transition to increase labor productivity	Systems implemented	10 models implemented	8 years
	Labor productivity rises	20% increase in labor productivity of target groups	
Linkages of institutions of higher education created to increase professional workforce productivity and improve higher education efficiency	15 linkages for restructuring of higher education implemented	15 universities linked	8 years
	Evaluations demonstrate improved efficiency	Improved efficiency achieved in universities linked for reform	

Global Information and Learning Systems

Goal:

Increase the effective use of global information and learning systems for sustainable development by all nations by 2015

Strategic Objective:

Information and learning systems developed in 15 USAID-assisted countries in 8 years

Indicator: Periodic surveys on development of systems

Program Outcome	Indicator	Target	Time Frame
Program models, advanced learning technologies, and assessment tools developed and tested	Policy analyses, program models, technologies, assessments and other tools and models provided	15 USAID-assisted countries receive these documents, tools and technologies and plan systems	8 years

Strategic Support Objective:

Effective use of information, computer-mediated and distance learning systems, advanced learning technologies and operational research achieved in 15 countries in 8 years

Indicator: Periodic case studies

Support Program Outcome	Indicator	Target	Time Frame
Policies established for effective use of information and learning systems	Policies established	At least 8 priority countries establish policies	8 years
Communication and learning systems established	Increased use of communication and computer-mediated and distance learning centers for sustainable development	At least 15 countries establish systems Systems are maintained and expanded over 2 year period, at a minimum	8 years
Learning nodes for global connectivity established	Number of access nodes for learning and global connectivity	At least 8 countries establish learning nodes	8 years
	Increased growth of learning nodes	At least 50% growth in number of learning nodes	
	Increased population coverage	At least 15% of target population use nodes Systems are maintained and expanded over 2 year period, at a minimum	

Science and Technology

Goal:

Improve the quality and quantity of knowledge for sustainable development and achieve universal access to science and technology by 2015

Strategic Objective:

Science and technology strengthened in all USAID-assisted countries in 8 years

Indicator: Documented international linkages from host country institutions

Program Outcome	Indicator	Target	Time Frame
Science and technology research collaborations created to achieve human capacity development and other sustainable development goals	Assessments by independent panels of experts Evaluations of all programs	Panels state that program makes substantive and significant contributions	8 years

Strategic Support Objective:

Application of science and technology cooperation developed in selected countries as a means of achieving objectives of the Middle East peace process and the transition from Communism in 8 years

Indicator: Annual case studies of cooperative efforts

Support Program Outcome	Indicator	Target	Time Frame
Linkages for science and technology established to promote the Middle East peace process	Assessments by independent panels of experts, site visits and surveys	Panels and evaluators state that program is meeting its stated objectives	8 years
	Linkages established	Linkages established between Israel and at least 10 Moslem countries and 40 USAID-supported countries	
Linkages for science and technology established to promote the transition of NIS to democratic and free-market systems	Assessments by independent panels of experts, site visits and surveys	Panels and evaluators state that program is meeting its stated objectives	8 years
	Linkages established	Number of linkages to be established at time of buy-in process	

Training for Impact

Goal:

Assist Missions and Bureaus to attain strategic objectives through improving their training systems by 2000

Strategic Objective:

Effective contracting mechanisms, training policy and models, evaluation and central training support services provided within 2 years' time

Indicator: Biennial external evaluation

Program Outcome	Indicator	Target	Time Frame
New training policy and procedures for in-country, third country and participant training	Policy developed, Handbook 10 revised and training system designed	All USAID Missions and Bureaus assisted and policy and procedures fully implemented	1 year to revise 1 year to implement
New contracting mechanisms, training models, cost containment methods, evaluation tools, related technical assistance, and support services for taxes health, visas and English language testing	Contracting mechanisms, models, cost containment methods, and evaluation tools designed and implemented, and support services reviewed, improved and provided	Mechanisms, models, methods and tools plus revised support services provided to all USAID Missions and Bureaus	2 years
MIS data variables identified and system designed	MIS system designed and implemented	Reports issued quarterly to all USAID Bureaus	3 years

Strategic Support Objective:

Mission and Bureau training portfolios for in-country, third-country and participant training improved by providing design, contracting, evaluation and other technical assistance during 8 years

Indicator: Annual survey of Mission and Bureau satisfaction

Support Program Outcome	Indicator	Target	Time Frame
Training for impact models designed, training conducted and models implemented in all Missions and Bureaus	Training portfolios improved in all Missions and Bureaus	Models implemented and independently evaluated in 10 missions with positive results	2 years to implement in 10 missions; 4 years to evaluate
	Training portfolios evaluated	6 field evaluations performed	
	Survey of Missions and Bureaus	Survey conducted and improved satisfaction noted	
		Costs reduced	