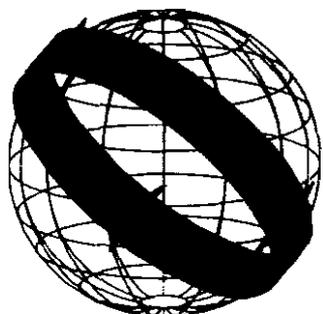


**G/HCD R4 2000  
Data Collection  
and Analysis**



**Human and Educational Resources Network Support**  

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**Funded by USAID**

# **G/HCD R4 2000 Data Collection and Analysis**

May 1998

**Submitted to:**

Center for Human Capacity Development  
USAID/G/HCD  
Washington, D.C. 20523

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**CHAPTER ONE:**

**INTRODUCTION**

# CHAPTER ONE: INTRODUCTION

## I. PURPOSE

The Global Bureau Center for Human Capacity Development (G/HCD) contracted under a Delivery Order with the Human and Educational Resources Network Support (HERNS) Project, managed by Aguirre International, to compile uniform information on indicator results and program successes for all G/HCD's activities for FY97.

The team was specifically tasked to do the following:

- To collect data for the Performance Data Tables required in the R4;
- To compile a series of Success Stories and Lessons Learned for each of the G/HCD Strategic Support Objectives;
- To assess the changes introduced into training systems design and management in the reengineered USAID; and
- To examine Indicators and Units of Measure for FY98 for their appropriateness, effectiveness, and validity.

The activity served to coordinate the data collection for and to apply a uniform methodology to the Center's R4 2000. The information will be used to show progress toward each Strategic Support Objective<sup>1</sup> and Intermediate Result as part of the annual R4 Review. It will also serve to explain the work of G/HCD to external stakeholders, to provide feedback to improve the delivery of services and program implementation, and to examine the entire range of program impact and monitoring issues within the Center.

Early in FY98, G/HCD's FY96 results were examined by the Inspector General's office as part of an audit of the 1999 R4s of about twenty randomly selected operating units Agency-wide. The Aguirre team participated in that review, which highlighted the need for rigorous definition and complete annotation of results and sources. Thus this Delivery Order provided G/HCD with an objective and rigorous process to collect, analyze, and evaluate results data for FY97 and to review and assist in revising, where necessary, indicators for FY98 and beyond.

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<sup>1</sup>G/HCD has four Strategic Support Objectives. This term is used interchangeably with Strategic Objectives.

## **II. METHODOLOGY**

The Aguirre International team used a variety of quantitative and qualitative methods to compile the information submitted in the body of the report. Both primary and secondary sources were used. The methods used for each of the areas are described below.

### **A. Performance Data Tables**

The data collection activity for the performance tables was characterized by continuous interaction with the SSO Teams to define the information needed, to identify data sources, and to report on the results being obtained from the contractors and from USAID field Missions. The activity began with a meeting with SSO team leaders to review the performance data tables, indicators, and units of measures within the context of each team's Strategic Support Objectives and Intermediate Results. After discussing specific concerns relating to the various SSO and IR tables, SSO team leaders arranged for team members to gain access to the sources of data for each table. G/HCD activity managers forwarded written documents, such as contractors' Quarterly and Annual Reports and program evaluations, if available, to the team. Aguirre International prepared an interview guide to use during the interviews. Each contractor identified the specific sources of information for its activity. These are listed in detail in each table and are summarized below, by SSO.

SSO team leaders also recommended that members of the research team participate in meetings with Inspector General staff as the SSO teams reviewed the data sources used in last year's R4, which reported on FY96 results.

Contractors and cooperators were very cooperative with the research team. Most contractors went to considerable lengths to make available the information relating to their activities. On occasion, they were unable to provide specific information if they had not been previously tasked with collecting it.

#### **1. SSO1—Basic Education**

The HCD Global Education database provided data for the first three tables under this SSO. The database provides standardized data for 200 countries, for 125 education and social indicators and is derived from UNESCO data. Project specific documents, primarily quarterly and annual reports and newsletters, provided data on specific results indicators. Representatives of the research team also attended project meetings and interviewed contractors staff. SSO contractors were helpful in clarifying and augmenting information for their tables. Indicators for Basic Education differ from those of the other SSOs in that they relate directly to standard, generic measures used by specialists worldwide. Major changes were made in the FY97 indicators for FY98.

## **2. SSO2—Higher Education and Workforce Development**

The principal sources of data for the university partnerships (University Development Linkages Program, UDLP) were the quarterly and annual reports from the U.S. based educational institutions. The prime institution managing the Cooperative Agreement provided information on the USAID indicators and measures to provide the quantitative data for the performance tables. Aguirre International evaluation specialists reviewed the reports on all 42 partnerships and recorded the data on a spreadsheet. These data were analyzed and reported in the tables. In addition, significant results not required or contemplated by the tables were also noted and reported in the commentary section of the tables. The principal sources of data for the Workforce Development Tables were interviews with the contractors, who provided the information verbally.

### *ATLAS Indicators: Issues*

The ATLAS program, which supports long-term academic professional development for individuals, is more than simply a leadership program, as suggested by the indicators. Candidates for the program are selected for academic, technical, and professional expertise as well as leadership potential. This greatly increases the likelihood that graduates of the program will have all the skills needed to achieve results. While the indicators focus on the provision of leadership skills, they do not focus enough on other results achieved which contribute to notable successes in development.

Tracking the number of individuals supported by ATLAS is feasible and is necessary background information. The ATLAS contractor accurately tracks the number of ATLAS leaders in the four major areas of emphasis: population, economic growth, democracy, and population and health. However, this does not tell the full and compelling story of the program. Reporting on the number of individuals in leadership skills and related areas does not reveal the changes occurring in the field as a result of the program. Indicators should be developed which reflect intermediate, short-, mid-, and long-term results which contribute significantly to the importance of skilled leaders in development.

Information on the current positions of responsibility of returnees should be collected and reported. These data are not systematically gathered currently. To obtain information on the current positions of responsibility of graduates, ATLAS has proposed an expanded monitoring and tracking system. It is anticipated that a questionnaire currently being designed for ATLAS' follow-on program, if approved and funded, will provide accurate data on graduates' activities upon their return home. In future years, these results can be available for reporting. Indicators for these results should be developed, as well. Otherwise, the contributions made by these talented individuals will be lost.

### *UDLP Indicators: Issues*

For the University Development Linkages Program, the indicator formulated as "the number of countries in which partnerships operate" is a valid base measure of the program and allows for an analysis of appropriate targeting of USAID resources to specific countries. The program, indeed, accurately tracks the number of countries. Other results indicators enumerate the "best practices" adopted in the four USAID program areas: environment, economic growth, democracy, and

population and health. While tracking practices adopted, these do not measure the results of these adopted practices. To obtain the results of these adopted practices will require additional resources.

These data were very time consuming to collect for FY97. Partners currently report their data by the stated objective of the cooperative agreements, not by the more recent R4 indicators, and the data must be interpreted and compiled to reflect R4 requirements. The data were often in the reports; however, since partners were not aware that G/HCD was using "best practices adopted" as an indicator, they did not highlight them. Follow-up phone calls were frequently needed to obtain the complete information.

Using as an indicator "the number of countries in which technology transfers occurred" is not a valid measure of how technology transfer has strengthened the private sector. There are two reasons for this: first, since several countries have hosted multiple partnerships, the work of each partnership is not distinguished separately, thus producing an undercount of the program's activities. Second, the "number of countries" does not measure the impacts of the technology transferred.

### *Recommendations*

For SSO2, the following actions would improve the monitoring and reporting process:

- G/HCD should communicate the indicators and units of measure to the university partnerships and request that the partners include the data in a specific section of the quarterly and annual reports.

G/HCD may wish to consider including indicators which focus more directly on the results achieved by the partnerships in the four areas, as monitoring resources permit.

- The data would be more compelling if more occurrences of technology transferred to the private sector were counted. Observers agreed that they would be most compelling if the measures included such items as increases in outputs, more effective use of resources due to new applications of technology, monies saved or production increased. This requires collecting data at the local level, which can increase the cost of monitoring.
- As most of the UDLP agreements will end in FY98 or FY99, it will not always be practical to add reporting requirements. However, the management of the new follow-on activity with the Association Liaison Office should assure collection and reporting of R4 data to G/HCD.

### **3. SSO3—Training**

Field visits of G/HCD personnel to Missions throughout the year provided data on systemic improvements in the provision of USAID participant training and furnished the list of countries for the sample chosen for the Best Practices Survey (see below). GTD contractors supplied results from evaluation and monitoring surveys administered to trainees six months after they return from training. These standardized questionnaires are routinely administered in one region, ENI, for the NIS and CEE countries. Individual USAID Missions also submitted results from Mission surveys of returned trainees. Cost data were estimated from U.S. Government reports on participant training.

The seven indicators used by this SSO team measure a range of factors necessary for the successful use of training to achieve institutional change, beginning with the use of a G/HCD programming mechanism (number of buy-ins to GTD) through the application of training on the job to achieve performance changes. Conclusions and recommendation about specific indicators follows:

#### *Indicators: Issues and Recommendations*

The number of Missions contracting for training through the GTD contract is only one indication of Mission satisfaction with the mechanism as a means to meet its training needs. G/HCD should conduct a customer satisfaction survey on a regular basis requesting information from Missions to measure the degree to which the GTD contract meets Mission and Bureau needs. In addition, G/HCD personnel should continue to survey Mission needs during scheduled field visits.

The number of SSO teams using best practices is a valid measure of the degree to which reengineered training is being integrated into Mission training programs. However, a clearer statement of the practices should be prepared and incorporated into the work plan for scheduled field trips. A short questionnaire could be prepared for use on each field visit to monitor the use at the Mission level.

Tracking the number of trainees returning home after U.S. training is a valid measure, since "return to country" is a necessary precondition for applying the training, as well as being an important political issue. As it is not a measure of the impact of training, it should therefore continue to be used in combination with the indicator showing application of training in the workplace.

Measuring the percent of trainees applying skills to fill performance gaps and tracking the number of trainees signing stakeholder agreements are valid indicators for measuring the use and impact of training. Currently, however, the data are not being collected in a uniform fashion. Individual Missions have administered surveys to returned trainees and data are collected in two regions, the NIS and CEE, through funded monitoring and evaluation contracts. It is anticipated that with the installation of TrainNet, more uniform data will be available on this measure.

The indicator on cost sharing as a percent of total program costs is dependent upon effective data collection by the Mission and accurate reporting for the Mission to G/HCD. In FY97, the

mechanisms were not in place to record these data in a uniform manner. TraiNet should also be able to provide HCD information on this issue in the future. G/HCD has commissioned a cost containment study in FY98 which will provide baseline cost data for the program. G/HCD should include in the scope of work for the study a request for recommendations on how to establish a system for reporting on cost data.

TraiNet was to be the source of much of the results data for FY97 and its delayed deployment was keenly felt. The imminent introduction of this comprehensive data and training design system will not only provide a much more comprehensive body of results data once it is in use worldwide, but also will serve as the structural framework for the adoption of best practices and the design of training along reengineered lines.

#### **4. SSO4—Telecommunications**

##### *Issues*

In FY97, this was a new activity. Only one of the five indicators required reporting in FY97, “trained professionals provide institutions with improved capacity.” The U.S. Telecommunications Training Institute (USTTI), the contractor responsible for training telecommunications specialists, provided the data on the number of individual trainees by country. Additional data were obtained from the results of an evaluation questionnaire administered to trainee’s supervisor some 2 to 3 months after training. The raw data were collated and analyzed by Aguirre International and reported to USTTI and G/HCD.

The indicator, measured by “number of professionals trained,” measures an important precondition for training to play a role in institutional change, but it is clearly a measurement of input, not results. The other SSO FY97 indicators measure the appropriate variables, although the units of measure selected are not sufficiently specific to provide detail on impact, a common problem with indicators of SSOs which provide services to Missions in pursuit of Mission results. Based on internal discussions and a more clearly defined program, the SSO4 Team has proposed a complete replacement of all its FY97 tables. These are appended to the current tables in the corresponding chapter to follow.

##### *Recommendation*

The SSO4 Team should consider reviewing the indicators used by SSO3, participant training, and the survey being designed for the SSO2, ATLAS program, to select additional indicators of the application of training to improve institutional performance. The remaining indicators should strive to be compatible with the measures used by the telecommunications industry.

## **B. Success Stories**

During the interviews with each contractor, the researcher asked for compelling success stories which demonstrated the achievement of the result for the indicator. The stories came in a variety of manners. From SSO1 (Basic Education), the stories were found principally within the Quarterly and Annual Reports prepared by the contractors. In the case of the IEQ I Project, the success stories came from the Evaluation Report completed on the program, from the Project Newsletters, and from personal interviews with three members of the IEQ I staff. Many of the cases have been included in the tables for SSO 1.

For SSO 2 (Higher Education and Workforce Development), the initial identification of potential success stories came from the review of the Quarterly and Annual Reports for the 42 partnerships. During phone interviews with the University Partnership Coordinators, the research team asked specific questions about the achievements attained by the individuals and organizations identified through the secondary sources and gathered additional information. In several cases, phone interviews were made to participants to obtain details about the economic and social impact of their programs.

The ATLAS Project Coordinator in New York provided several success stories compiled by the Atlas Follow-on Coordinators. Some additional material was obtained through the ATLAS Project newsletters. The EDC project officer reported on the outcomes of the three workshops, which were incorporated into success stories. Personal interviews were conducted with three AAAS scholars to ascertain the impact of their fellowships with USAID.

For SSO3 (Participant Training), success stories were obtained principally from GTD contractors in Central and Eastern Europe and the NIS, who regularly follow up with returned trainees. A smaller number of success stories was obtained from other regions through the GTD contractors.

For SSO4 (Telecommunications) a focus group was held in Sofia, Bulgaria with five participants in a USTTI training program to ascertain the extent to which the returnees were able to apply the training within their organization in Bulgaria. The focus group was conducted in January 1998 by an Aguirre International Evaluation Specialist on TDY there.

## **C. Assessment of Training Systems**

HERNS also was tasked to "collect data and report on the overall impact of G/HCD activities on Missions...where such information is not a part of G/HCD's formal R4; specifically for the Training SSO, and analyze the impact of G/HCD's overall training 'system' on the needs and results of Missions..." HERNS used a data collection instrument which focused on the three "best practices" that G/HCD used as indicators in FY97:

- Training programs are designed/selected to contribute to the improved performance of partner institutions.

- Stakeholders are actively involved in: (a) trainee selection and approval; (b) clarification of how training is intended to contribute to improved performance of partner institutions; and (c) recommending appropriate follow-on support.
- Local monitoring and follow-on support activities foster the application of USAID-training toward improved individual and institutional performance.

HERNS targeted 15 Missions, making substantive contact with 13 Missions from three geographic regions. The two main criteria in sample selection were (1) whether the Mission hosted a visit from a member of G/HCD staff, including RSSAs; and (2) the number of Mission staff who attended the G/HCD conference, in which several sessions focused on best practices and reengineering of training. The main method for collecting data was e-mail correspondence, followed by telephone interviews.

#### **D. Additional Activities Undertaken**

Members of the team worked with G/HCD staff to incorporate the information collected for the performance data tables and success stories into the Center's multi-media presentation and for potential use on the USAID Website. The team also participated in extensive discussions of the indicators and units of measure during the preparation of the Center's FY98 Strategic Plan, leading to changes in the indicators for FY98. The Aguirre team thus not only focused on documenting past results but also assisted in developing effective measures and strategies for the future.

### **III. CONCLUSIONS AND RECOMMENDATIONS**

#### **A. Performance Data Tables**

##### **1. Data Availability**

The reengineering process, with the development of Strategic Support Objectives, Intermediate Results, and performance data tables to monitor and report on results achieved, began after many of the current contracts were already designed and in place. Consequently, some contractors and cooperators are not yet fully synchronized with the principles of reengineering nor familiar with the data needed by G/HCD to report on the Strategic Support Objectives and the Intermediate Results. The annual reporting of results by contractors therefore focuses on the original objectives of the contract, not the performance data tables required for the R4. This is particularly the case with the Cooperative Agreements, such as the university partnerships under the University Development Linkages Program in SSO2, that will end by FY99 in the majority of cases.

While many contractors were not regularly reporting the data needed by G/HCD for the R4 Review, the data were, in most cases, available. However, since contractors were often not organizing their

reports according to HCD's data needs, the time required to locate and document the information was substantially greater than if the data requirements had been known by the contractors in advance.

In a very few cases, data were not available because mechanisms had not been put in place to collect the information, especially more detailed data at the local level. This was the case for Workforce Development (SSO2), for example, where the unit of measure was the "number of graduates of an employment program who had received employment." The contractor had not been tasked to collect this information and did not have resources available to secure it after the fact. In SSO3, TraiNet data was not available. Data was required on the number of participants applying their training, yet, with few exceptions, no central mechanism exists to gather information which may be collected by Missions from returned participants to determine their current work duties. The lack of a means to track costs to demonstrate cost containment in participant training made that information unavailable as well.

### *Recommendations*

G/HCD SSO team leaders and project managers should communicate with their contractors on a regular basis, but especially at the beginning of the Fiscal Year, about the data required to report on the Strategic Support Objectives and Intermediate Results. This should be a formalized process which is an integral part of the participatory nature of the partner relationship. G/HCD should include the requirement to report on the results needed for the R4 in each contract.

### **2. Baseline Data and Reliability**

In last year's R4, the sources of the baseline data used for FY96 were not adequately documented and the definitions of the variables were not clearly stated. This led to initial difficulties in collecting and reporting data for FY97. In the FY97 tables, the sources are documented in detail and the supporting evidence is available.

### *Recommendations*

Prepare operational definitions of the variables used in the indicators and units of measures. These definitions should be prepared collaboratively by G/HCD and their partners in order to ensure that the data are being collected in a uniform manner throughout the activities contributing to the results tables.

Document the sources of the data for each table, and maintain the records containing the supporting evidence used to prepare each table. The following conclusions refer to the data examined by SSO.

## **B. The Role of Training in a Reengineered USAID**

### **1. Training Design**

One of the greatest impacts of G/HCD activities, regarding training design, has been the increased attention given to the importance of linking training design to performance requirements of partner institutions and the results of such training. SSO teams manage the participant training in most of the Missions, and training is focused on achieving the objectives of each program.

The majority of the targeted Missions explained that they have designed training plans for each SSO and include the major partner institutions or stakeholders in this design process. These Missions first target the major partner institutions, or stakeholders, within each SSO and then look at the training needs within those partner institutions that are related to the relevant SSO. USAID/El Salvador, for instance, has taken the experience of the CLASP project which implemented the Best Practices in both planning and implementation of training and extended it to all the SSOs in the Mission. While other Missions are at a very nascent stage of strategic planning in their training design, they still have a clear agenda for creating strategic linkages with partner institutions. USAID/Ghana is at this very early design stage, but it is clear as they set the groundwork for the training design that the establishment of a solid linkage with the stakeholders will only help to further achieve strategic objectives in the future.

### **2. Stakeholder Participation**

As shown in the analysis of training design, most Missions are placing a greater emphasis on identifying the training needs of partner institutions and encouraging increased stakeholder participation in the selection process. Partner institutions are now actively involved in assessing their training needs and identifying how training can be implemented in order to narrow their performance gaps. There is a growing tendency among the Missions for SSO/RP teams and the partner institutions to actively work together during the entire training process. In a few Missions, substantive issues around the stakeholders' role are managed primarily by the SSO teams; however, most Missions encourage active participation of the partners as part of the reengineering process.

Two Missions, USAID/El Salvador and USAID/Bangladesh, organized workshops in order to address issues related to stakeholder needs. USAID/El Salvador's training office held a workshop specifically for stakeholders at the end of FY97, the first in a series of workshops intended to increase stakeholders' impacts through "best practices" implementation. The goal of these workshops is to create a selection committee which will be composed of SSO teams, partner institutions, and contractors. To support stakeholders, USAID/Bangladesh's HCD office held a small workshop for the SSO teams and contractors responsible for managing training. The workshop content was based primarily on ADS 253. In USAID/South Africa, stakeholder participation has been generally weak in past years. To reverse this process, the Mission held a two-day workshop in January 1998 and invited stakeholders to provide feedback and identify areas in which their participation can be enhanced.

### **3. Follow-on Activities**

Several Missions have demonstrated a very strong follow-on process. In USAID/Ethiopia, a set of questionnaires has been designed for the trainees and another set for the supervisors. The questionnaires for the trainees are disseminated six months after they return from training in order to assess the impact training has had on their work. In two Missions, USAID/Haiti and USAID/Egypt, there are established alumni follow-on programs which are now self-sustaining. The Mission in Haiti told how the alumni association has been helpful in tracking returned participants, while in Egypt, the alumni program provides a newsletter, counseling service, continuing education opportunities, and a resource center to those returning from training. In addition, USAID/Egypt uses the alumni association as a mechanism to conduct informal monitoring of the participants.

Several Missions, however, stated that there is a general lack of follow-on activities. The reasons varied, but revolved mainly around budgetary restrictions and an inability to get beyond the early training design phase. While follow-on activity is still a weak area for several Missions, all supported the need for follow-on and hoped that it would be implemented in due time. USAID/Tanzania reported an increased number of requests made by partner institutions for follow-on support and considers such follow-on activity as a way to reduce the constraints trainees face in applying their training.

### **4. Other**

- Several activities that do not fit within the framework of the above categories, yet grow out of G/HCD "best practices," include a monitoring system in USAID/Guinea and a Mission Order for Training at USAID/Egypt.
- Missions appear willing to implement and be guided by ADS 253. Some (see the following sections on individual Mission responses) require additional clarification about the document and perhaps some specific training around it.
- Overall, the attendees at the August 1997 HCD Conference seem to have benefitted from that event and have taken many useful skills back to their Missions. There is a sense that the newly-acquired information and knowledge could have been more widely shared within the Missions. One Mission is looking forward to the next conference and is requesting dates and an agenda.
- Technical assistance visits by RSSAs, FSTAs, or G/HCD staff have been popular services. They have been timely, have met Mission needs and expectations, and, perhaps, even more importantly, have demonstrated Washington's interest in and commitment to field operations.

- With respect to ongoing communication, the Missions have come to rely on G/HCD for prompt and thorough service, and those which have sought advice, assistance, and guidance from G/HCD (most of those surveyed) applaud its responsiveness and quick turn around (often within 24 hours). As one respondent said, "It (G/HCD) seems to have a more customer-oriented focus than in the past."

## **C. Success Stories and Lessons Learned**

### **1. Reporting**

Contractors are very aware of the successes of their projects and are reporting them in a variety of ways, including through periodic newsletters, (ATLAS, IEQ), on web sites (Education Development Center), conferences (ALO) and in their Quarterly and Annual Reports (UDLP, USTTI).

### **2. Qualitative and Quantitative Data**

Success stories and lessons learned form an important nucleus of qualitative data that support the quantitative data found in the Performance Data Tables.

### **3. Recommendations**

- Compiling success stories is an on-going activity that should be institutionalized by G/HCD in a uniform manner. This requires that contractors submit the stories on a regular basis and that G/HCD encourage the use of TraiNet for storing and accessing the stories as needed.
- The success stories should be collected in a rigorous manner, utilizing a more standardized format which highlights results attained rather than descriptive narrative. More emphasis on collecting a random sample of stories from all contracts and regions served would increase the utility of the data in measuring results.

## **D. The Effect of the New Components Introduced at the Mission Level Through G/HCD FY97 Activities on the Role of Training in a Reengineered USAID**

### **1. Training Design**

Many Missions stated that G/HCD activities have been instrumental in helping to create clearer linkages between the Missions and relevant partner institutions. G/HCD activities have helped primarily to target two main objectives, results-oriented training and increased attention towards

linkages with partner institutions. Most Missions have a more visible outline for the training design and how it fits within the context of achieving strategic objectives.

## **2. Stakeholder Participation**

Through G/HCD activities, Missions have placed a clearer emphasis on greater collaboration with partner institutions. Through these working relationship between stakeholders, SSO teams, and contractors, many Missions feel that they are better able to foster an emphasis on performance results in a way that they could not prior to reengineering. Only a few Missions were unable to promote some level of stakeholder, due either to budgetary reasons or the larger role SSO teams play in determining the substantive issues of stakeholder roles.

## **3. Follow-on**

The need and importance of follow-on activities is recognized by all Missions; however there is a general lack of follow through in several Missions. Many have a very strong follow-on activities program in place, which allow such Missions to track returned participants, provide continued education and achievement recognition for trainees. Yet, some Missions have not been able to reengineer their approaches to follow-on despite their desire to do so.

## **CHAPTER TWO:**

### **PERFORMANCE DATA TABLES**

## **STRATEGIC SUPPORT OBJECTIVE 1**

## STRATEGIC SUPPORT OBJECTIVE 1

Strategic Support Objective 1 is “Improved and expanded basic education and learning systems.” G/HCD has several programs to help it achieve this objective.

### **Program Overview: The Strategic Support Objective 1—Approach**

In FY97, G/HCD focused its efforts in basic education on policy reform; improving the quality of education, with a special emphasis on the use of communication technologies; and equity, with a special emphasis on girls and women. The following activities helped the Center achieve its goals.

**The Advancing Basic Education and Literacy (ABEL)** activity assists developing country governments and USAID Missions in the design and implementation of basic education programs. Now working in over 20 countries in Africa, Asia, Latin America, and the Middle East, ABEL offers technical assistance in project design, evaluation, policy reform support, pilot projects, and applied research. ABEL emphasizes increasing girls’ participation and persistence in basic education and supports Missions initiating basic education programs. ABEL also provides short-term training to build capacity within ministries of education and local schools; support in strengthening the policy reform process; assistance in improving the use of technology in education, and NGO development.

**The Improving Educational Quality (IEQ)** activity introduces innovations to improve educational quality in learning systems through applied research on classroom related activities. IEQ supports the development of a learning process by which local institutions carry out assessments of instructional practices and analyze, assimilate findings and assign interventions through a dialogue with education managers and policymakers.

In FY97, IEQ1 activities were ending. Activities in Ghana, Guatemala, and South Africa ended 2/1/97. Activities in Mali ended 9/30/96. Activities in Uganda ended 3/17/97. IEQ2 did not begin until 6/26/97 and the first few months were spent on project start-up and therefore no IEQ2 activities are reported for FY97.

**The LearnLink** activity focuses on the development of tools and methods to establish programs for the effective use of communication and learning systems for sustainable development. The use of education and communication technologies, such as computer-assisted learning and distance education through radio, are applied to facilitate access to education and learning to areas and communities traditionally underserved by the education system.

**The Global Information Network In Education (GINIE)** contributes to the provision of educational services to citizens of or refugees from nations in emergency or post-emergency transition, by assisting governments, international organizations and NGOs to draw on past

experience in order to fashion appropriate interventions quickly and efficiently. GINIE provides governments, donor and relief organizations with online information on crisis- and change-oriented educational services and materials. GINIE houses high quality materials, tools and strategies that may be adapted and applied for use in nations in crisis and/or in transition.

The following ten tables report the results achieved under Strategic Support Objective 1 during FY97. Preliminary conclusions about the validity of the indicators and feasibility of data collection are reported at the end of this section.

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>			
<b>APPROVED: 31/05/1995</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INDICATOR 1.0.1: Primary school access</b>			
<b>UNIT OF MEASURE:</b> Gross enrollment ratio increase of 1% per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Global Education Database	1996(b)		84.5%
<b>INDICATOR DESCRIPTION:</b>	1997	85.5%	92.0%
<b>COMMENTS:</b> This indicator was introduced in 11/96, used in 1997 and will be dropped in 1998.			

G/HCD has eliminated the three SSO1-level indicators of primary school access (gross enrollment ratio increase of 1% per year), primary school achievement (4th grade completion rate increase of 1% per year) and gender equity (improvement in girls gross primary ratio of 1.5% per year) for the following reasons:

- These three indicators are now nearly identical to three of the indicators that the Agency has recently established for the new Agency SSO3.1. They are at an inappropriately high level for G/HCD's SSO1.
- The most recent data available worldwide for these indicators (from UNESCO) are three years old.
- Currently, data for these indicators are only available on a worldwide basis every two years.

We are pleased that the IG, in its audit of results accomplished by G/HCD in FY96, supports the elimination of these three indicators for the reasons listed above.

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INDICATOR 1.0.1: Number of times strategies, assessments, analyses, techniques, lessons learned, and software packages are applied in field operations for improving basic education policies and institutions</b>			
<b>UNIT OF MEASURE:</b> Number of applications	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Improving Education Quality, Advancing Basic Education and Literacy	1998	9	
<b>INDICATOR DESCRIPTION:</b>	1999	9	
<b>COMMENTS:</b>	2000	9	
	2001	9	

<b>PROPOSED</b>		
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>		
<b>APPROVED: D0MM/YYYY</b>		
<b>COUNTRY/ORGANIZATION: GHCD</b>		
<b>INDICATOR 1.0.2: Number of countries applying or pilot testing classroom-level interventions or requesting other direct technical assistance to improve basic education for children and adults</b>		
<b>UNIT OF MEASURE: Number of countries</b>		
<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
1998	5	
<b>SOURCE: Improving Education Quality, Advancing Basic Education and Literacy</b>		
<b>INDICATOR DESCRIPTION:</b>		
<b>COMMENTS:</b>		
2000	4	
1999	4	

We are pleased that the IG, in its audit of results accomplished by GHCD in FY96, supports the elimination of these three indicators for the reasons listed above.

- These three indicators are now nearly identical to three of the indicators that the Agency has recently established for the new Agency SSO3.1. They are at an inappropriately high level for GHCD's SSO1.
- The most recent data available worldwide for these indicators (from UNESCO) are three years old.
- Currently, data for these indicators are only available on a worldwide basis every two years.

GHCD has eliminated the three SSO1-level indicators of primary school access (gross enrollment ratio increase of 1% per year), primary school achievement (4th grade completion rate increase of 1% per year) and gender equity (improvement in girls gross primary ratio of 1.5% per year) for the following reasons:

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>		
<b>APPROVED: 31/05/1995</b>		
<b>COUNTRY/ORGANIZATION: GHCD</b>		
<b>INDICATOR 1.0.2: Gender equity</b>		
<b>UNIT OF MEASURE: Improvement in girls gross primary ratio of 1.5% per year</b>		
<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
1996(b)		84.3%
1997	85.8%	86.4%
<b>INDICATOR DESCRIPTION:</b>		
<b>SOURCE: Global Education Database</b>		
<b>COMMENTS: This indicator was introduced in 11/96, used in 1997 and will be dropped in 1998.</b>		

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>			
<b>APPROVED: 31/05/1995</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INDICATOR 1.0.3: Primary school achievement</b>			
<b>UNIT OF MEASURE:</b> 5 <sup>th</sup> Grade completion rate increase of 1% per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Global Education Database	1996(b)		84.2%
<b>INDICATOR DESCRIPTION:</b>	1997	65.2%	66.6%
<b>COMMENTS:</b> This indicator was introduced in 11/96, used in 1997 and will be dropped in 1998.			

GHCD has eliminated the three SSO1-level indicators of primary school access (gross enrollment ratio increase of 1% per year), primary school achievement (4th grade completion rate increase of 1% per year) and gender equity (improvement in girls gross primary ratio of 1.5% per year) for the following reasons:

- These three indicators are now nearly identical to three of the indicators that the Agency has recently established for the new Agency SSO3.1. They are at an inappropriately high level for GHCD's SSO1.
- The most recent data available worldwide for these indicators (from UNESCO) are three years old.
- Currently, data for these indicators are only available on a worldwide basis every two years.

We are pleased that the IG, in its audit of results accomplished by G/HCD in FY96, supports the elimination of these three indicators for the reasons listed above.

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INDICATOR 1.0.3: Number of countries using education survey module to collect accurate and timely basic education data in national household surveys</b>			
<b>UNIT OF MEASURE:</b> Number of countries	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES:</b> MEASURE-DHS+ Education Activities (EdData)	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	2	
	2001	3	

**STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems**

APPROVED: 31/05/1995

COUNTRY/ORGANIZATION: GHCD

**INTERMEDIATE RESULT 1.1: Education reform support for formal and out-of-school learning developed and disseminated, especially for girls and women (See proposed IR 1.1)**

**INDICATOR 1.1.1: Technical tools and strategies adapted for and applied within developing countries**

**UNIT OF MEASURE:** Number of approaches developed

**SOURCES:** ABEL; IEQ; LearnLink

**INDICATOR DESCRIPTION:** Definitions are derived from information provided by Project Managers and the GHCD SSO1 Team

**COMMENTS:** This indicator has been eliminated to reduce redundancy.

**Definitions:** *education reform support:* an operational framework for developing policy-analytical and policy-dialectical abilities, and institutional capacities, leading to demand-driven, sustainable, indigenous education policy reform. The purpose is to ensure that education policies, procedures, and institutions empower the system to define, develop, and implement reforms that foster relevant and meaningful learning for all children (p.vi, *Education Reform Support: Vol. 1*); *learning systems:* a system in which learning takes place, both in the formal education sector and nonformal sector, that can itself be as simple as one school or as complex as an entire national educational system; *tool:* an instrument that is used to inform and/or implement a particular activity, i.e., analytical frameworks, software programs, and assessment surveys; *strategy:* a broad plan of action to solve a specific problem or approach a particular task; *approach:* the use of the method — either a tool, strategy, or model— or some combination thereof, to support education reform. **Description of Tools and Strategies (14):** Under ABEL: (1) A package (*Planning for Community Participation in Education*), including a manual and computer diskettes, was developed to assist policy and program planners make informed decisions about community participation in education. (2) A database shell, ED\*ASSIST, was developed as part of the core database module for education statistics under development by NESIS. (3) The pilot project in multichannel learning in Haiti was expanded and applied. (4) A study on adult education *Adult Education in Asia and the Pacific: Policies, Issues, and Trends*, by L. Kalfa Roland was prepared in collaboration with the UNESCO Principal Regional Office for Asia and the Pacific. (5) A decentralization game for policymakers called DECIDE was developed. (6) The development and implementation of an early childhood cassette program in Ecuador was completed. Under IEQ1: (7) In South Africa, training programs in monitoring and evaluation were conducted so that NGOs could design evaluation tools such as a utilization plan of innovative NGO practices, that was applied by the provincial government. (8) In Mali, several assessment tools to measure French language teaching and learning and the quality of education were developed and applied. (9) In Ghana, curriculum-based assessment instruments measuring pupil skills in oral language, reading and writing and teacher performance were developed and applied. (10) In Guatemala, several tools for the evaluation of the Nuevas Escuelas Unitarias (NEU) program were developed and applied. (11) A study was published that focused on the teachers' role and the relationship to student experience and performance in primary schools in Uganda, *Antecedents and Consequences of Instructional Practice and Schooling Experience: The Determinants of Achievement in Ugandan Primary Schools*, by J.C. Munene, et al., (1997). Under LearnLink: (12) A strategy was developed for strengthening multi-grade community schools for girls in Egypt via pre-service and in-service teacher/facilitator training. (13) A strategy was developed for extending English as a Second Language instruction to multi-grade community schools for girls in Egypt via interactive radio instruction. (14) A strategy was developed for the assessment of the primary school system in Egypt to provide baseline data for teacher and student performance in newly forming multi-grade community schools for girls.

YEAR	PLANNED	ACTUAL
1997	4	14

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 1:** Improved basic education policies, institutions, learning environments, and data, especially for underserved populations

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 1.1:** Basic education policies and institutions improved

**INDICATOR 1.1.1:** Number of new USAID, government, and NGO collaborations established to improve basic education policies and institutions

<b>UNIT OF MEASURE:</b> Number of collaborations	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Improving Education Quality, Advancing Basic Education and Literacy	1998	9	
<b>INDICATOR DESCRIPTION:</b>	1999	9	
<b>COMMENTS:</b>	2000	9	
	2001	9	

**STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems**

APPROVED: 31/05/1995

COUNTRY/ORGANIZATION: GHCD

**INTERMEDIATE RESULT 1.1: Education reform support for formal and out-of-school learning developed and disseminated, especially for girls and women (See proposed IR 1.1)**

**INDICATOR 1.1.2: Techniques for institutionalizing tools and strategies within and across developing countries**

**UNIT OF MEASURE:** Number of approaches applied

**SOURCES:** ABEL; LearnLink; Improving Educational Quality

**INDICATOR DESCRIPTION:** Definitions are derived from information provided by Project Managers and the GHCD SSO1 Team.

**COMMENTS:** This indicator has been split into two indicators—1.1.1 and 1.1.2 for specificity and to highlight the value of collaborations (see proposed new indicators on next page). **Definitions:** *institutionalizing*: sustaining the use of a tool, model or strategy within an institution. *Techniques for institutionalizing tools and strategies (17)*: Under ABEL: (1) An evaluation *An Analysis of the Impact of Literacy on Women's Empowerment in Nepal* examined the impact on women's empowerment of two types of non-formal education programs. (2) A cross-sectional study *How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana* examined education's impact on household decision-making. (3) A study, *HIV/AIDS Education Programs for Youth* by Kim Seifert identified low-cost, community-based HIV/AIDS awareness programs in Africa. (4) A compilation of education reform research and case studies, *Evaluation and Educational Reform: Policy Options*, by Benjamin Alvarez and Monica Ruiz-Casares (Eds.), focused on four levels of evaluation. (5) A study was completed for policymakers *Improving Capacity for Policy Analysis and Planning in Cambodia's Ministry of Education* by Christopher Wheeler et al. (6) ABEL's *Education Reform Support: Vol. 1-6* summarized research on effective ways for donors to support education reform in developing countries. (7) A partnership for institutionalizing education policy reform called APOYO was created in Ecuador. (8) A one-day workshop trained scriptwriters in the national IRI project to integrate positive role models for girls in the scripts. (9) In Cambodia, ABEL provided assistance and training to the Planning Department of the Ministry of Education and Youth through two workshops for office staff. (10) In South Africa, ABEL provided continuing support to the provincial Ministries of Education and NGOs through capacity-building workshops. Under IEQ: (11) IEQ established ad hoc advisory committees for each evaluation conducted by the S. Africa host country research team. (12) In Guatemala, IEQ promoted and supported the host country partner, Universidad del Valle, and shared research findings and literature. (13) In Ghana, IEQ promoted and supported the University of Cape Coast's Centre for Research on Improving the Quality of Primary Education in Ghana (CRIQPEG), and shared research findings and literature. (14) In Uganda, IEQ promoted and supported the Uganda National Examinations Board (UNEB), and shared research findings and literature. (15) In Mali, IEQ worked with two host country partners, the National Pedagogic Institute and the Institute for Higher Education and Applied Research, sharing research findings and literature. Under LearnLink: (16) support was given for the formation of a non-formal coalition of teachers and school administrators, partners for the Internet in Education (PIE), in Ghana. (17) Partnerships were formed with Ministry of Education institutions in Egypt for the development of strategies to support multi-grade community schools for girls.

YEAR	PLANNED	ACTUAL
1997	5	17

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 1:** Improved basic education policies, institutions, learning environments, and data, especially for underserved populations

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 1.1:** Basic education policies and institutions improved

**INDICATOR 1.1.2:** Number of training centers and multilateral organizations that incorporate G/HCD strategies, assessments, analyses, techniques, lessons learned, and software packages to improve basic education policies and institutions

**UNIT OF MEASURE:** Number of institutions

**SOURCE:** Advancing Basic Education and Literacy

**INDICATOR DESCRIPTION:**

**COMMENTS:**

<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
1998	1	
1999	1	
2000	1	
2001	1	

**STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems**

APPROVED: 31/05/1995

COUNTRY/ORGANIZATION: G/HCD

**INTERMEDIATE RESULT 1.1: Education reform support for formal and out-of-school learning developed and disseminated, especially for girls and women (See proposed IR 1.1)**

**INDICATOR 1.1.3: Strategies, models and tools developed and disseminated**

**UNIT OF MEASURE: Number of approaches developed**

**SOURCES:** Advancing Basic Education and Literacy (ABEL); Global Communication and Learning Systems Activity (LearnLink); Improving Educational Quality (IEQ)

**INDICATOR DESCRIPTION:** The definitions are derived from information provided by Project Managers and G/HCD SSO1 Team members.

**COMMENTS:** This indicator has been revised to reflect a new focus on policy—see new indicator 1.1.4. **Definitions:** *model*: a programmatic design that serves as a guide for replication. **Strategies, models and tools (7):** (1) Under ABEL, workshops were held at USAID and the World Bank (December 2-3, 1997) on *Education Reform Support* (Vol. 1-6). (ABEL Quarterly Report, April-June 1997, p.7) (2) Under ABEL, the framework developed in *Education Reform Support: A Framework for Scaling Up School Reform in the United States* was disseminated at a conference in South Carolina. (3) Demonstrations of the *Planning for Community Participation in Education* materials were made to groups at USAID, the World Bank and at the CIES conference in Mexico City, Mexico. (ABEL Quarterly Report, April-June 1997, p.8) (4) Under ABEL, an upgrade of the *EPICS Simulation* on policy issues in girls' education was completed and demonstrations were conducted at the CIES Conference in Mexico City, Mexico. (5) Under ABEL, the study *Adult Education in Asia and the Pacific: Policies, Issues, and Trends* was disseminated at UNESCO International Conference on Adult Education held in Hamburg, Germany, July 1997. (6) Under ABEL, the findings in *HIV/AIDS Education Programs for Youth* were disseminated at several workshops and conferences. (7) Under LearnLink, an essential skills training program was developed and disseminated to female multi-grade, primary classroom facilitators in Egypt.

YEAR	PLANNED	ACTUAL
1997	5	7

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 1:** Improved basic education policies, institutions, learning environments, and data, especially for underserved populations

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 1.1:** Basic education policies and institutions improved

**INDICATOR 1.1.3:** Number of participatory basic education policy development procedures designed and tested

<b>UNIT OF MEASURE:</b> Number of procedures	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Advancing Basic Education and Literacy	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	0	
	2001	0	

STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems		COUNTRY/ORGANIZATION: GH/CD	
APPROVED: 31/05/1995		COUNTRY/ORGANIZATION: GH/CD	
INTERMEDIATE RESULT 1.1: Education reform support for formal and out-of-school learning developed and disseminated, especially for girls and women (See proposed IR 1.1)			
INDICATOR 1.1.4: Strategies and techniques applied to encourage adaptation and dissemination			
UNIT OF MEASURE: Number of approaches applied			
SOURCES: Advancing Basic Education and Literacy; LearnLink; Improving Educational Quality			
INDICATOR DESCRIPTION: The definitions are derived from information provided by Project Managers and GH/CD SSO1 Team members.			
COMMENTS: This indicator has been revised to focus on training centers and multilateral organizations. See new indicator 1.1.3.			
YEAR	PLANNED	ACTUAL	
1997	10	10	<p>Strategies and techniques (10): Under ABEL (1) The ABEL Cleaninghouse continued to respond to requests for educational support materials (publications, tools, resource packages) and has sent out over 900 information packets in response to requests. (2) The Human Capacity Development (HCD) Center asked ABEL 2 to assist it in developing and holding a conference in Washington, DC on July 14-16, 1997. The HCD Conference was a strategy to disseminate information on the issues, topics, programs and activities which the HCD Center sponsors and supports to all USAID staff. (3) Findings in <i>Evaluation and Educational Reform: Policy Options</i> by Benjamin Alvarez and Monica Ruiz-Casares (Eds.) were disseminated at a World Bank workshop, December 2, 1997. Under IEQ1: (4) National conferences (e.g., 12/96 in S. Africa) were conducted to encourage the adaptation and dissemination of educational research findings. (5) International exchanges (e.g., with Ghana, Guatemala, Mali, South Africa and Uganda in 1/87 in Washington, DC) were conducted to encourage dissemination activities that maximize the utility of research findings about learning and within-country research. (6) Country case studies, published papers, and a periodic bulletin, <i>The Quality Link</i>, were produced to encourage the adaptation and dissemination of educational research findings (e.g., <i>The Quality Link</i>, (Number 6, Winter 1997); <i>Collaborative Programme Evaluation: The Improving Educational Quality Project in South Africa</i> (January 1997), and <i>Antecedents and Consequences of Instructional Practice and Schooling Experiences: The Determinants of Achievement in Ugandan Primary Schools</i>, by J.C. Munene, et al., 1997) Under LearnLink: (7) Presentations were made to disseminate information at professional conferences (e.g., Global Knowledge '97, the 7/87 HCD Conference, the Society for International Development, and the African Studies Association). (8) The LearnLink web site bulletin board, and LearnLink-sponsored listserves and cyberactions are strategies applied to encourage the adaptation and dissemination of information on education reform support. (9) Special outreach strategies, including tailored demonstrations, on-site workshops and strategic planning sessions, were applied to encourage teachers, school administrators and Ministry of Education officials to support education reform in Ghana, Ethiopia, and Uganda. (10) Workshops were conducted to disseminate information on the role of the Internet in education in Ghana in February 1997 and was the training was tested later in Mali and Benin.</p>

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>			
<b>APPROVED: 31/05/1995</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 1.2: Education reform support for effective use of education and communication technologies in learning systems developed and disseminated, especially for girls and women (See proposed IR 1.3)</b>			
<b>INDICATOR 1.2.1: Strategies, models and tools developed and disseminated</b>			
<b>UNIT OF MEASURE: Number of approaches developed</b>			
<b>SOURCE: Global Communication and Learning Systems (LearnLink)</b>			
<b>INDICATOR DESCRIPTION:</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>COMMENTS: This indicator has been reworded. See new indicator 1.3.1. <u>Strategies and tools (3)</u>: (1) A strategy was developed for the incorporation of interactive radio instruction in English as a Second Language in multi-grade community schools for girls in Egypt. (2) A strategy was developed for enhancing basic education opportunities for formal and out-of-school learners through the establishment of Community Learning Centers with computer-assisted instruction and Internet access in Paraguay. The community learning center model was described and presented at international conferences. (3) An educational technology resource and reference guide was developed as a tool to promote education reform support for effective use of education and communication technologies in learning systems. The <i>Educational Technology Resource Handbook</i> was then ready for dissemination in early November 1997 (FY98).</b>	1997	2	3

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 1.2: Formal and out-of-school basic education learning environments improved</b>			
<b>INDICATOR 1.2.1: Number of diagnostic studies or applied research activities carried out to increase knowledge about critical factors and interventions that improve the quality of basic education for children and adults</b>			
<b>UNIT OF MEASURE: Number of studies or research activities</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: Improving Education Quality (IEQ)</b>	1998	3	
<b>INDICATOR DESCRIPTION:</b>	1999	3	
<b>COMMENTS:</b>	2000	3	

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>			
APPROVED: 31/05/1995		COUNTRY/ORGANIZATION: GHCD	
INTERMEDIATE RESULT 1.2: Education reform support for effective use of education and communication technologies in learning systems developed and disseminated, especially for girls and women (See proposed IR 1.3)			
INDICATOR 1.2.2: Strategies and techniques applied to encourage adaptation and dissemination			
UNIT OF MEASURE: Number of approaches applied			
SOURCE: Global Communication and Learning Systems (LearnLink)			
INDICATOR DESCRIPTION:	YEAR	PLANNED	ACTUAL
COMMENTS: This indicator has been reworded. See new indicator 1.3.2. <i>Strategies and techniques (5)</i> : (1) An electronic and print publication series, the <i>LearnLink QuickNote</i> series, on the role of education and communication technologies in support of learning systems, was developed. (2) A <i>LearnLink CyberSalon</i> , an occasional presentation series highlighting the role of education and communication technologies in support of learning systems was launched with three presentations in 1997. (3) There was continued development of content and hyperlinks for the LearnLink web site to encourage broader awareness and discussion of the role of education and communication technologies in support of learning systems. (4) Training on the role of the Internet in education was presented to Mission education partners in Ghana, Uganda, and Ethiopia in partnership with Leland Initiative. (5) Site visits were conducted to Bolivia, Ecuador, Jamaica, India, South Africa and Tanzania for assessment of basic education opportunities through educational technology.	1997	5	5

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
APPROVED: DD/MM/YY		COUNTRY/ORGANIZATION: GHCD	
INTERMEDIATE RESULT 1.2: Formal and out-of-school basic education learning environments improved			
INDICATOR 1.2.2: Number of workshops conducted on research methodology, data analysis or dissemination strategies to increase local capacity for assessing basic education quality and for promoting policies and practices that improve quality			
UNIT OF MEASURE: Number of workshops	YEAR	PLANNED	ACTUAL
SOURCE: Improving Education Quality, Advancing Basic Education and Literacy	1998	7	
INDICATOR DESCRIPTION:	1999	7	
COMMENTS:	2000	7	

<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved and Expanded Basic Education and Learning Systems</b>			
<b>APPROVED: 31/05/1995</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.3: Models for community education and crisis response described and disseminated (See proposed IR 1.5)</b>			
<b>INDICATOR 1.3.1: Models described and disseminated</b>			
<b>UNIT OF MEASURE: Number of approaches developed</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: Global Information Network in Education, University of Pittsburgh</b>	1997	1	1
<b>INDICATOR DESCRIPTION:</b>			
<b>COMMENTS: This indicator has been reworded. See new indicator 1.5.1. Approach (1): The approach is the design of the system. During FY97, the design process of the system was most important and refinements to it were made throughout the year. Several documents and models related to Bosnia were made available on the web site. Since May 1997, GINIE has been tracking the number of unique sites accessing the site, as well as file transfers (documents uploaded). Between May 1, 1997 and September 30, 1997, a total of 297 unique sites accessed GINIE and a total of 5,534 files were transferred.</b>			

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.3: Access to quality basic education improved through the application of educational technology</b>			
<b>INDICATOR 1.3.1: Number of models applying education technology developed and tested</b>			
<b>UNIT OF MEASURE: Number of models</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: LearnLink</b>	1998	2	
<b>INDICATOR DESCRIPTION:</b>	1999	2	
<b>COMMENTS:</b>	2000	2	
	2001	2	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Improved basic education policies, institutions, learning environments, and data, especially for underserved populations			
<b>APPROVED:</b> DD/MMM/YYYY		<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 1.3.2:</b> Number of institutions applying models of education technology applications			
<b>UNIT OF MEASURE:</b> Number of institutions	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES:</b> LearnLink	1998	5	
<b>INDICATOR DESCRIPTION:</b>	1999	5	
<b>COMMENTS:</b>	2000	5	
	2001	5	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Improved basic education policies, institutions, learning environments, and data, especially for underserved populations			
<b>APPROVED:</b> DD/MMM/YYYY		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.4:</b> Accurate and timely basic education data collected, analyzed, and disseminated			
<b>INDICATOR 1.4.1:</b> Number of countries requesting and receiving assistance in reviewing and revamping their national education management information system			
<b>UNIT OF MEASURE:</b> Number of countries	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES:</b> Advancing Basic Education and Literacy (ABEL)	1998	3	
<b>INDICATOR DESCRIPTION:</b>	1999	2	
<b>COMMENTS:</b>	2000	2	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.4: Accurate and timely basic education data collected, analyzed, and disseminated</b>			
<b>INDICATOR 1.4.2: Number of instruments (e.g. survey questionnaire modules, software packages, electronic databases) for improving basic education data collection, analysis or dissemination developed or updated</b>			
<b>UNIT OF MEASURE: Number of instruments</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: MEASURE-DHS+ Education Activities (EdData)</b>	1998	2	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	1	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.4: Accurate and timely basic education data collected, analyzed, and disseminated</b>			
<b>INDICATOR 1.4.3: Number of analyses of existing education data from household surveys conducted and results disseminated to improve basic education policy and program planning</b>			
<b>UNIT OF MEASURE: Number of analyses</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: MEASURE-DHS+ Education Activities (EdData)</b>	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	3	
<b>COMMENTS:</b>	2000	1	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.4: Accurate and timely basic education data collected, analyzed, and disseminated</b>			
<b>INDICATOR 1.4.4: Number of times the Global Education Database is requested or downloaded from the Agency Internet and Intranet web pages</b>			
<b>UNIT OF MEASURE: Number of requests or downloads</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: IRM-maintained site for monitoring USAID web site use</b>	1998	1000	
<b>INDICATOR DESCRIPTION:</b>	1999	1000	
<b>COMMENTS:</b>	2000	1000	
	2001	1000	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.5: Improved basic education in countries in crisis or transition</b>			
<b>INDICATOR 1.5.1: Number of strategies and operational plans developed to improve basic education in countries in crisis or transition</b>			
<b>UNIT OF MEASURE: Number of strategies and plans</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: Improving Educational Quality</b>	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	1	
	2001	1	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.5: Improved basic education in countries in crisis or transition</b>			
<b>INDICATOR 1.5.2: Number of electronic repositories of accessible information for basic education professionals working in crisis and transition nations developed</b>			
<b>UNIT OF MEASURE: Number of electronic repositories</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: Improving Educational Quality</b>	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	0	
	2001	0	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 1.6: Expanded learning opportunities for underserved children 0 to 6 years old</b>			
<b>INDICATOR 1.6.1: Number of regional workshops held for generating early childhood policies and practices</b>			
<b>UNIT OF MEASURE: Number of workshops</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: Improving Educational Quality</b>	1998	0	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	2	
	2001	3	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 1.6: Expanded learning opportunities for underserved children 0 to 6 years old</b>			
<b>INDICATOR 1.6.2: Number of approaches developed for responding to early childhood needs</b>			
<b>UNIT OF MEASURE: Number of approaches</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: Improving Educational Quality</b>	1998	1	
<b>INDICATOR DESCRIPTION:</b>	1999	1	
<b>COMMENTS:</b>	2000	1	
	2001	1	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Improved basic education policies, institutions, learning environments, and data, especially for underserved populations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 1.6: Expanded learning opportunities for underserved children 0 to 6 years old</b>			
<b>INDICATOR 1.6.3: Number of evaluations, diagnostic studies and pilot efforts conducted to test approaches for responding to early childhood needs</b>			
<b>UNIT OF MEASURE: Number of evaluations, diagnostic studies or pilot efforts</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES: Improving Educational Quality</b>	1998	5	
<b>INDICATOR DESCRIPTION:</b>	1999	2	
<b>COMMENTS:</b>	2000	2	
	2001	2	

## **Conclusions**

Overall, activity managers interviewed had the same general comments on all SSO1 IRs and Indicators.

The Higher Level IR and Intermediate Result 2 were confusing as their corresponding indicators seemed to be measuring the same thing. For example, it was difficult to distinguish between “techniques for institutionalizing tools and strategies” and “strategies and techniques applied to encourage adaptation and dissemination.” Two examples are presented below.

**Result Name:** (Higher Level) Education reform support, especially for girls and women, adapted and applied within learning systems

**Indicator:** Technical tools and strategies adapted for and applied within developing countries

**Indicator:** Techniques for institutionalizing tools and strategies within and across developing countries

**Result Name:** (1) Education reform support for formal and out-of-school learning developed and disseminated, especially for girls and women

**Indicator:** Strategies, models and tools developed and disseminated

**Indicator:** Strategies and techniques applied to encourage adaptation and dissemination

A suggestion from all activity managers was to collapse the Higher Level IR and Intermediate Result 1 (and corresponding Indicators) into one because

- formal and out-of-school learning together can be part of a learning system; and
- encouraging adaptation and dissemination can be “institutionalizing.”

Another observation was that the indicators under IR1 and IR2 are confusing since both list dissemination and therefore lend themselves to double-counting.

The R4 tables, however, can tell a compelling story if the strategies, models and tools are described in some detail. The collection of this data is feasible. Contractors reported that had they known at the beginning of FY97 the content of the IRs/Indicators and the data needed, they could have tracked their activities. They all agreed they could easily collect the information for the R4. However, since there was some confusion on definitions of the terms in the tables, clear definitions should be provided.

Finally, the indicators continue to focus heavily on measuring inputs and less on outcomes or impact. The critical questions are: Did the tools and strategies make a difference? What differences were seen after a strategy/model/tool was adopted?

## **STRATEGIC SUPPORT OBJECTIVE 2**

## STRATEGIC SUPPORT OBJECTIVE 2

Strategic Support Objective 2 is “Target countries use partnerships to revitalize higher education and thereby reduce child and maternal mortality; conserve biological diversity and manage natural resources better; strengthen markets and expand opportunities for the poor; and advance human rights and an active civil society.” HCD uses several different kinds of partnerships in order to achieve this goal.

### Program Overview: The Strategic Support Objective 2—Model

This pyramid illustrates how the partnerships work together to revitalize and strengthen higher education in developing countries. Program impacts are either at the policy, institutional, or individual levels (see Figure below), or they could have impacts at all three levels. For example, an ATLAS trainee becomes the Minister of Education and then changes educational policies that affect the educational institutions within a country.

Higher Education Partnerships for  
Development Project: *Policy Impacts*

University Development Linkages Project:  
*Institutional Impacts*

ATLAS & LAWA: *Individual Impacts*



### Level One: Individual Training and Capacity Building—ATLAS & LAWA

ATLAS, the Advanced Training for Leadership and Advanced Skills, is the program that forms the foundation for HCD’s higher education partnerships. ATLAS succeeds the African Graduate Fellowship Program (AFGRAD). The program trains key individuals for leadership positions. Ideally, the trainees then return to their home countries to work within the partnerships created between U.S. and host country universities and other institutions of higher learning. The leadership training is academic training at the B.A., M.A., or Ph.D. level within major areas of the USAID’s

work (Economic Growth, Governance, Environment, or Population and Health). There are a number of requirements surrounding the selection process, including being recommended by a supervisor to ensure that training is needed by the institutions.

USAID Mission Strategic Support Objective Teams and African institutions work together to identify development needs and to provide training to individuals in the four major areas targeted by USAID: health, environment, economic growth, and democracy and governance. Most ATLAS participants enroll in graduate programs, but opportunities to earn undergraduate degrees are offered to participants from countries with no national university and to women in non-traditional fields.

ATLAS supports SSO2 by creating a cadre of trained individuals in fields that are important to development. While it does not directly impact educational institutions in African countries, it does raise the standard for education in the disciplines that ATLAS participants study.

LAWA is the Leadership and Advocacy for Women in Africa program. It is conducted by Georgetown University's Women's Law and Public Policy Fellowship Program. This project has trained twenty female lawyers from Ghana, Tanzania, and Uganda who are interested in pursuing women's rights in their home countries. The trainees participate in a Masters of Law program, receive an LL.M., and then complete six month internships in a field of their choosing.

LAWA supports SSO2 at a policy level. The trainees are lawyers and whether their interests are in AIDS, economic opportunity, or equality, they try to influence policy when they return home.

The following seven tables report the results achieved during FY97 by the ATLAS and LAWA programs in the area of individual capacity building. Following each table is a short discussion of three issues: validity of the data, feasibility of data collection, and the degree to which the results reported tell a compelling story about the program.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: GHCD

**INDICATOR 2.0.1:** Number of target countries using partnership-based leadership training

UNIT OF MEASURE: Cumulative <sup>1</sup> number of target countries	YEAR	PLANNED	ACTUAL
<b>SOURCES:</b> ATLAS Trainee Database, ATLAS Program, African American Institute, New York, NY; LAWA Report on Accomplishments of LAWA Program Alumnae, January 1995-December 1997, Women's Law and Public Policy Fellowship Program, Georgetown University.	1996	10	16
	1997	18	24
<b>INDICATOR DESCRIPTION:</b> Partnership-based leadership training is defined as the training provided through the ATLAS training program. Individuals participate in academic programs at the B.A., M.A., and Ph.D. levels.	1996	22	
	1999	26	
<b>COMMENTS:</b> The countries represented in the ATLAS training program in FY97 are: Benin, Cape Verde, Congo, Equatorial Guinea, Guinea, Guinea Bissau, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Sao Tome and Principe, Senegal, South Africa, Tanzania, and Togo. In addition, there were nine trainees who either did not complete academic programs or did not return home in FY97 from the Central African Republic, Comoros, Nigeria, Rwanda, Uganda, and Zambia. In addition, LAWA works with Ghana.	2000	30	
	2001	35	
	2002		
	2003		

### Discussion of the Indicator

This is a valid measure.

It is feasible to track this information, however this table by itself does not tell a compelling story of the ATLAS and LAWA programs. It does give the reader important and necessary background information.

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<sup>1</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: G/HCD

**INTERMEDIATE RESULT 2.1:** Partnerships transfer technology and skills to build local child and maternal health care

**INDICATOR 2.1.2:** Individuals using advanced leadership skills to build local child and maternal health care capacity

**UNIT OF MEASURE:** Cumulative<sup>2</sup> number of leaders trained and current positions of responsibility

**SOURCE:** ATLAS Trainee Database, ATLAS Program, African American Institute, New York, NY; FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Number of individuals who completed academic programs in health fields and returning home in FY97.

Data are not yet available to measure current positions of responsibility.

**COMMENTS:** ATLAS participants were from Guinea (1), Madagascar (1), and Senegal (2). UDLP participants were from India (57). The ATLAS academic programs classified as health in FY97 were all public health.

YEAR	PLANNED	ACTUAL
1996	0	20
1997	30	81
1998	40	
1999	50	
2000	60	
2001	70	
2002		
2003		

## Discussion of the Indicator

This should be a valid measure. The desired result is transferring technology and skills to build local maternal and child health capacity and the unit of measure is the number of trainees who returned home and began practicing in the public health field. If data on current positions of responsibility could be collected, the data on impacts of the training program would be more compelling. The numbers need to be supplemented with examples of how program graduates are applying the training, i.e., number of new community clinics opened by graduates or the increase in vaccination rates due to a public health campaign started by graduates.

It is feasible to track the number of leaders trained and it is feasible to obtain information on current positions of responsibility of graduates with an expanded monitoring and tracking system. It is anticipated that the current questionnaire being designed for ATLAS' follow-on program will provide data on trainees' activities upon their return home.

<sup>2</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: G/HCD

**INTERMEDIATE RESULT 2.2:** Partnerships create adoption plans for managing natural resources and biologically diverse ecosystems

**INDICATOR 2.2.2:** Individuals transfer technology and skills to build local management capacity

**UNIT OF MEASURE:** Cumulative<sup>3</sup> number of leaders trained and current positions of responsibility

**SOURCE:** ATLAS Trainee Database, ATLAS Program, African American Institute, New York, NY; FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Number of individuals completing academic programs related to the environment and returning home in FY97.

Data are not yet available to measure current positions of responsibility.

**COMMENTS:** FY97 ATLAS participants were from Cape Verde (3), Congo (1), Madagascar (1), Mozambique (2), Namibia (1), and Senegal (2). UDLP participants were from Ecuador (2), Indonesia (2), and Madagascar (3). The ATLAS academic programs classified as environment are: Natural Resource Management (4), Environmental Engineering (1), Water Desalinization (2), Food Processing Technology (2), and Marine Biology (1).

YEAR	PLANNED	ACTUAL
1996	0	13
1997	15	30
1998	25	
1999	35	
2000	45	
2001	55	
2002		
2003		

### Discussion of the Indicator

This should be a valid measure. The desired result is creating plans for managing natural resources and biologically diverse ecosystems and the unit of measure is the number of trainees who returned home and began practicing in resource management. Since data on current positions of responsibility are not available, however, the data do not show the most compelling impacts of the training program.

It is feasible to track the number of leaders trained and it is feasible to obtain information on current positions of responsibility of graduates with an expanded monitoring and tracking system. It is anticipated that the current questionnaire being designed for ATLAS' follow-on program will provide data on trainees' activities upon their return home.

<sup>3</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MM/YY

COUNTRY/ORGANIZATION: G/HCD

**INTERMEDIATE RESULT 2.3:** Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

**INDICATOR 2.3.2:** Individuals use advanced leadership skills to provide services to the poor

**UNIT OF MEASURE:** Cumulative<sup>a</sup> number of leaders trained and current positions of responsibility

**SOURCE:** ATLAS Trainee Database, ATLAS Program, African American Institute, New York, NY; FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Number of individuals completing academic programs related to economic growth (EG) and returning home in FY97.

Data are not available to measure current positions of responsibility.

**COMMENTS:** In FY97, ATLAS participants were from Benin (10), Cape Verde (9), Congo (2), Equatorial Guinea (1), Guinea (2), Guinea Bissau (4), Madagascar (11), Malawi (10), Mali (3), Mozambique (3), Namibia (2), Niger (4), Sao Tome and Principe (1), Senegal (2), South Africa (1), Tanzania (6), and Togo (1). UDLP participants were from Madagascar (1) and Malawi (1). The ATLAS academic programs classified as economic growth are: Business Administration (29), Economics (10), Agricultural Economics (8), Rural Development (1), Engineering (15), Computer Science (1), Agriculture (8), Sciences (2).

YEAR	PLANNED	ACTUAL
1996	0	20
1997	30	94
1998	40	
1999	50	
2000	60	
2001	70	
2002		
2003		

## Discussion of the Indicator

This is a less valid measure for three reasons: (1) Data on current positions of responsibility are not available, however, so the table does not show compelling impacts of the training program; (2) The chosen indicator limits the amount of data that can be reported on economic growth. Providing services to the poor does not necessarily mean providing skills and technology, in which case the private sector is not being strengthened. (3) This indicator is largely unrelated to the unit of measure, the number of trainees who returned home and began practicing in the economic growth fields. The unit of measure ought to be services being provided to the poor by trainees upon return. Many of the fields of study, however, do not relate to service provision to the poor. One can not assume that because these people were trained that they are going to provide services to the poor.

It is feasible to track the number of leaders trained and it is feasible to obtain information on current positions of responsibility of graduates with an expanded monitoring and tracking system. It is anticipated that the current questionnaire being designed for ATLAS' follow-on program will provide data on trainees' activities upon their return home.

<sup>a</sup>“Cumulative” in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: GHCD

**INTERMEDIATE RESULT 2.4:** Partnerships strengthen rules regarding human rights and increase democratic governance within civil society organizations

**INDICATOR 2.4.2:** Individuals use advanced leadership skills to strengthen rule of law, respect for human rights, access to equal opportunity, and governmental accountability

UNIT OF MEASURE: Cumulative <sup>5</sup> number of leaders trained and current positions of responsibility	YEAR	PLANNED	ACTUAL
<b>SOURCES:</b> ATLAS Trainee Database, ATLAS Program, African American Institute, New York, NY; LAWA Report on Accomplishments of LAWA Program Alumnae, January 1995-December 1997, Women's Law and Public Policy Fellowship Program, Georgetown University; FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project  <b>INDICATOR DESCRIPTION:</b> Number of individuals completing academic programs related to Democracy and Governance (DG) and returning home in FY97. Data are not available to measure current positions of responsibility for ATLAS trainees.  <b>COMMENTS:</b> In FY97, ATLAS participants were from Benin (5), Guinea (1), Malawi (1), Mozambique (3), Namibia (7), and Niger (1). Five women from Ghana, Tanzania, and Uganda completed LAWA's program in 1997. UDLP participants were from Eritrea (2), Senegal (1), and Uganda (1). The ATLAS academic programs classified as democracy and governance are: Public Administration (4), Urban Planning (1), Education (7), Communications (4), Law (1).	1996	0	13
	1997	16	40
	1998	20	
	1999	25	
	2000	30	
	2001	35	
	2002		
	2003		

### Discussion of the Indicator

There are two problems with the validity of this measure. First, the desired result is for partnerships to strengthen rules regarding human rights and increase democratic governance *within* civil society organizations. These are problems that need to be addressed at a community or national level, not within organizations.

The second problem is that the indicator, individuals using training to strengthen rule of law, respect for human rights, access to equal opportunity, and governmental accountability, is not really measured by the unit of measure, cumulative number of trainees and current positions of responsibility. The number of people trained does not inform the reader of changes in human rights or the democratization process as a result of the training.

<sup>5</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**It is feasible to track the number of leaders trained and it is feasible to obtain information on current positions of responsibility of graduates with an expanded monitoring and tracking system. It is anticipated that the current questionnaire being designed for ATLAS' follow-on program will provide data on trainees' activities upon their return home.**

**ATLAS—FY97**  
**Number of Individuals Completing Academic Programs and Returning Home**  
**by Country and Field of Study**

Country	Total	Gender		Fields of Study			
		Male	Female	Economic Growth	Environment	Governance	Health, Population, and Nutrition
Benin	14	7	7	10		4	
Cape Verde	12	9	3	9	3		
Central African Republic	0						
Comoros	0						
Congo	2	2		2	1		
Equatorial Guinea	2	2		1			
Guinea	4	4		2		1	1
Guinea-Bissau	4	3	1	4			
Madagascar	13	8	5	11	1		1
Malawi	11	7	4	10		1	
Mali	3	2	1	3			
Mozambique	8	6	2	3	2	3	
Namibia	10	6	4	2	1	7	
Niger	5	4	1	4		1	
Nigeria	0						
Rwanda	0						
Sao Tome & Principe	1	1		1			
Senegal	6	5	1	2	2		2
South Africa	1		1	1			
Tanzania	6	2	4	6			
Togo	1	1		1			
Uganda	0						
Zambia	0						
<b>Total</b>	<b>103</b> <b>(100%)</b>	<b>69</b> <b>(67%)</b>	<b>34</b> <b>(33%)</b>	<b>72</b>	<b>10</b>	<b>17</b>	<b>4</b>

Source: Trainee Database; The African-American Institute, New York, NY  
Nine additional individuals completed their programs, but did not return home.

## Conclusions

The ATLAS program, a long-term academic training program, is not solely a leadership development program. Further, not everyone who completes an academic degree has necessarily been trained in leadership skills. This overarching definitional issue has been raised by the IG and by Aguirre International. It would appear that the program may be selecting individuals who have

exhibited leadership abilities in their professional lives, but the program itself does not have a leadership component, such as that developed in CLASP.

### **Level Two: Institutional Partnerships—UDLP**

The University Development Linkages Project (UDLP) provides American universities with seed money to establish institutional relationships with universities in developing countries. This program serves three main functions: 1) joint research on development issues in the host country; 2) more involvement of the host country university in its community; and 3) internationalization of both universities. Institutional ties between universities enhance capacity at both institutions and increase resources for the host country's institution.

UDLP supports SSO2 by increasing the institutional capacity of host country universities.

The majority of project directors who were interviewed said that the UDLP program was excellent. Some felt that the projects did not really "revitalize" higher education, but that they certainly improved it. In most cases, the results of the individual projects exceeded the expectations of the project director. One project director in particular stated that the UDLP program was unique because "it does get out to the producers in the field."

The following seven tables report the results achieved during FY97 by the ATLAS and LAWA programs in the area of institutional capacity building. Following each table is a short discussion of three issues: validity of the data, feasibility of data collection, and the degree to which the results reported tell a compelling story about the program. The data for the tables were available in quarterly and annual reports from partners. The tables are not complete because many schools did not meet their reporting requirements for the year and results may have been attained that are not represented in the results tables.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: GHCD

**INDICATOR 2.0.2:** Number of target countries using sustainable higher education partnerships

UNIT OF MEASURE: Cumulative <sup>9</sup> number of target countries	YEAR	PLANNED	ACTUAL
<b>SOURCES:</b> FY97 Annual and Quarterly reports from partner institutions, University Development Linkages Project	1996	20	29
<b>INDICATOR DESCRIPTION:</b> Higher education partnerships are defined as formal relationships between U.S.-based and host country institutions of higher learning with the principal goal of revitalizing and strengthening higher education in the host country.	1997	30	29
<b>COMMENTS:</b> Several countries had multiple partnerships, resulting in 41 active partnerships in FY97: Argentina, Bangladesh, Belize, Chile, Colombia, Costa Rica, Ecuador, Eritrea, Ghana, Guatemala, Guyana, Honduras, India, Indonesia, Jordan, Kenya, Madagascar, Malawi, Mali, Mexico, Morocco, Mozambique, Nepal, Nigeria, Senegal, Thailand, and Uganda. Botswana and Tunisia had partnerships that officially closed in FY96, but the institutional relations between the universities have continued.	1998	32	
	1999	34	
	2000	36	
	2001	40	
	2002		
	2003		

### Discussion of the Indicator

The number of countries in which the program is operating is a valid base measure for the program's reach. The only problem with this table is that "target countries" are not defined or specified, so there is no way for the reader to judge whether the UDLP program is an appropriate tool to address the development issues in any of the countries.

It is feasible to track the number of countries in which the UDLP program is operating.

This table by itself does not tell the entire story, but it gives the reader important and necessary background information. Listing the countries gives the reader a better idea of what can be reasonably expected from the next several tables, i.e., which USAID target area is most active or what the obstacles to USAID's goals might be.

<sup>9</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DDMMM/YYYY

COUNTRY/ORGANIZATION: GMCD

**INTERMEDIATE RESULT 2.1:** Partnerships transfer technology and skills to build local child and maternal health care

**INDICATOR 2.1.1:** Adoption of best practices by host-country partners

**UNIT OF MEASURE:** Cumulative<sup>7</sup> number of best practices adopted

**SOURCES:** FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project; LAWA Report on Accomplishments of LAWA Program Alumnae, January 1995-December 1997, Women's Law and Public Policy Fellowship Program, Georgetown University.

**INDICATOR DESCRIPTION:** Adoption of best practices is defined broadly as improved knowledge and application of health practices and nutrition, and improved access to health services.

**COMMENTS:** The best practices included in this table for FY97 are: 1) analysis of ingredients and mixtures of common foodstuffs in Kenya; 2) educational poster developed and disseminated on "inter-institutional Collaboration to Improve the Nutrition of Young Children in Kenya; 3) geriatric care training for 15 participants in India; 4) life adjustment skills workshop for adolescent girls in India; 5) three-day camp on cleanliness, AIDS, causes of common diseases, and the need for education for women in India; 6) technology training for veterinarians from Malawi; 7) vaccination campaign that led to increase rates of vaccination in experimental areas in Mali; 8) education program about contraceptives increased contraceptive use among rural women in Bangladesh; 9) training food science students for certification to test food for FDA standards and quality in Mexico; 10) use of goat milk and meat to decrease protein deficiency in infants and children in Malawi; 11) use of a new method to cook soybeans without changing their flavor and incorporating them into local recipes to increase dietary protein in Malawi; 12) established a community health surveillance and education program for Busiro North District, Uganda; and 13) developed the FIDA Handbook on Domestic Violence in Ghana.

Fifteen of the 41 linkages programs focused their primary activities in the areas of Health, Population, and Nutrition (HPN). In addition, two other partnerships reported impacts in HPN.

YEAR	PLANNED	ACTUAL
1996	0	12
1997	15	25
1998	20	
1999	25	
2000	30	
2001	40	
2002		
2003		

## Discussion of the Indicator

This is a valid measure. The desired result is to transfer technology and skills to increase local child and maternal health capacity. The number of best practices adopted should indicate an increased

<sup>7</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

capacity to manage maternal and child health difficulties. The definition chosen for best practices is actually improved practices, which might be better language. Several of the HPN-focused UDLP projects do not specifically address maternal and child health problems, but they were generally early grantees whose cooperative agreements are due to close soon. One contractor suggested that the following questions be turned into indicators: 1) What has been achieved?; 2) Is there an increase in immunization levels?; and 3) Has there been a reduction in mortality?

It is feasible but time consuming to collect these data due to the current style of data reporting by university partners. These data are often in the reports, but partners were not aware that HCD is using best practices adopted as an indicator, so the data are buried and the reports must be read carefully, and follow-up phone calls are often necessary to get complete information. To make this process easier, HCD could ask partners to enumerate and specify best practices adopted in HPN in a separate section of the quarterly and annual reports.

This measure could be more compelling. It currently enumerates the best practices adopted, but does not yet speak to the impact of those practices.

Other impacts of UDLP in HPN in FY97 were 57 people graduating with M.A.s, M.D.s, or Ph.D.s. Eleven faculty and students from host institutions visited U.S. institutions (short-term) and ten faculty and students from the U.S. visited host country institutions (short-term).

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: G/HCD

**INTERMEDIATE RESULT 2.2:** Partnerships create adoption plans for managing natural resources and biologically diverse ecosystems

**INDICATOR 2.2.1:** Adoption of agreed-to plans and practices by partners who manage natural resources and biologically diverse ecosystems

**UNIT OF MEASURE:** Cumulative<sup>a</sup> number of adoptions of agreed-to plans and practices by partners who manage natural resources and biologically diverse ecosystems

**SOURCES:** FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Adoption of agreed-to practices and plans is broadly defined as application of knowledge about better resource management gained through the partnership or from the partners.

Partners may be governments, farmers, or land owners.

**COMMENTS:** The agreed-to plans and practices included in the table for FY97 are the following: 1) adoption of the National Plan to Combat Desertification by the Chilean government; 2) natural resources professionals are using a new genetics laboratory in Belize; 3) farmers in Costa Rica use lime and manganese on soil around citrus trees to reduce the severity of corky root syndrome; 4) dairy farmers in Costa Rica use perennial peanut as pasture; 5) farmers in Costa Rica plant perennial peanut between rows of sorghum to act as a natural herbicide; 6) citrus farmers in Costa Rica use nutrient control techniques rather than oil sprays to deter pests; 7) shallot farmers in Indonesia use a new biological control system for the armyworm; and 8) adoption of a model for studying rainfall in mining areas by the Ghanian government.

Ten of the 41 linkages projects concentrated their activities in the area of environment (ENV). In addition, one other program reported impacts in the ENV area.

YEAR	PLANNED	ACTUAL
1996	0	7
1997	10	15
1998	12	
1999	14	
2000	18	
2001	25	
2002		
2003		

## Discussion of the Indicator

This measure is valid. The desired result is “partnerships creating plans for managing natural resources and biologically diverse ecosystems;” the unit of measure is the adoption of those plans. One contractor commented that this measure is biased by whether they know that recommendations have been adopted. He felt that changing the language to “supported” or “facilitated” would be better. Another option might be to count the increase in the number of partners adopting new plans and practices.

<sup>a</sup>“Cumulative” in each of the units of measure is counted as cumulative since the baseline year 1996.

It is feasible but time consuming to collect these data due to the current style of data reporting by university partners. These data are often in the reports, but partners were not aware that HCD is using adoption of agreed-to plans and practices as an indicator, so the data are buried and the reports must be read carefully, and follow-up phone calls are often necessary to get complete information. To make this process easier, HCD could ask partners to enumerate and specify agreed-to plans and practices adopted in ENV in a separate section of the quarterly and annual reports.

This measure is somewhat compelling, but it does not address the significant impacts of the agreed-to plans and practices. It would be more compelling to report on reduced levels of pollutants, economic savings from better management practices, and/or new government policies on natural resource management.

UDLP Environment programs had other results in FY97 as well. Seven students received their M.A.s and Ph.D.s. Nine faculty and students from host country institutions visited their partners for a short period of time and 15 American students and faculty visited host country universities. In addition, Virginia Commonwealth University coordinated a study abroad trip for students in environmental fields to visit its host country partner, but did not report how many students participated.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

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**INTERMEDIATE RESULT 2.3:** Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

**INDICATOR 2.3.1:** Partnerships adopt and transfer technology to the private sector

**UNIT OF MEASURE:** Cumulative<sup>9</sup> number of target countries in which technology transfer takes place

**SOURCES:** FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Adopt and transfer technology is broadly defined as an exchange of technological equipment or technical knowledge.

The private sector is broadly defined as any business or voluntary institution.

**COMMENTS:** The countries in which technology transfer to the private sector took place are: Chile, Belize, Guyana, Honduras, Costa Rica, Mexico, Thailand, Indonesia, India, Nepal, Senegal, Kenya, Ghana, Uganda, Madagascar, Morocco and Jordan.

Eleven of the 41 partnerships focus primarily on Economic Growth (EG). In addition, fifteen other partnerships reported impacts in this area. While technology was transferred in 17 countries, there were 36 occurrences of technology transfer to the private sector.

YEAR	PLANNED	ACTUAL
1996	0	15
1997	16	17
1998	20	
1999	25	
2000	30	
2001	35	
2002		
2003		

## Discussion of the Indicator

This is not the most useful measure. The number of countries in which technology transfer occurred does not measure how technology transfer has strengthened the private sector. Increases in output or more effective use of resources due to new applications of technology would be much better measures of strengthening the private sector. One project director stated that the only way to really measure economic growth is to collect village level data, since impacts often vary a great deal across areas, but that he knew it was costly to gather those data.

It is feasible to count the number of countries in which technology transfer occurred, but these data do not reflect the activity of the universities in the communities. Counting the number of countries rather than occurrences of technology transfer minimizes the credit that partners receive for sharing information. Furthermore, since several countries host multiple partnerships, the work of each partnership is not counted, just the country. If HCD chooses to count occurrences in future years, it

<sup>9</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

could ask partners to enumerate and specify technology transferred in EG in a separate section of the quarterly and annual reports.

These data would be more compelling if occurrences of technology transferred to the private sector were counted rather than number of countries. In addition, hard data on dollar savings or institutional capacity increase as a result of technology transferred would tell a very compelling story. Some of these data may be difficult to obtain, but should at least be included in the narrative about this table.

UDLP's other results in Economic Growth programs in FY97 include 2 M.A.s and Ph.D.s, 24 American faculty and students visiting host country universities for a brief period, and 38 host country faculty and students visiting U.S. institutions. In addition, veterinarians from Malawi received technology training for one month in the U.S., but the reports from the partner institution did not specify how many participants were trained.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: GHCD

**INTERMEDIATE RESULT 2.3:** Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

**INDICATOR 2.3.3:** Partnerships adopt and transfer technology, skills, and outreach services to the poor

**UNIT OF MEASURE:** Cumulative<sup>10</sup> number of host country partners

**SOURCES:** FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project

**INDICATOR DESCRIPTION:** Adopt and transfer technology, skills, and outreach to the poor is defined as an exchange of equipment, technical knowledge, services, or training.

The poor are broadly defined as people living in rural areas, small scale farmers, or those whom the partner reports specified as poor.

**COMMENTS:** In FY97, the university and extended partners who transferred technology or provided outreach to the poor are the following: Makerere University, Uganda; Ecole National d'Economie Appliquee, Senegal; Center for Vocational Education, India; University of Nairobi at Kabete, Kenya; Institut Pertanian Bogor, Indonesia; Jahangirnagar University, Bangladesh; Escuela Agricola Panamericana Zamorano, Honduras; Universidad de Costa Rica; Universidad Nacional-Heredia, Costa Rica; Bunda College of Agriculture, University of Malawi; Aldea Global, Honduras; ANAFEA, Honduras; Belize Audubon Society; Belize Center for Environmental Studies; COSECHA, Honduras; Center for Torture Victims, Uganda; DENIVA, Senegal; Family Planning Training and Service Center, Bangladesh; IIRR, Ecuador; CIDICCO, Honduras; Legal Aid Project, Uganda; Mexican Health Foundation; Monkey Bay Wildlife Sanctuary, Belize; PANACAM, Honduras; PRR, Honduras; Pallimangal Mangal Kendra, Bangladesh; Pastoral de la Tierra/MISEREOR, Honduras; Program for Belize; Proyecto Guayape, Honduras; UNICEF, Uganda; Uganda Association of Women Lawyers; and World Neighbors, Honduras.

Eleven of the 41 partnerships focus primarily on Economic Growth (EG). In addition, fifteen other partnerships reported impacts in this area. No data were available on which partners provided outreach in FY96.

YEAR	PLANNED	ACTUAL
1996	0	18
1997	18	32
1998	21	
1999	25	
2000	30	
2001	35	
2002		
2003		

## Discussion of the Indicator

This is not the most useful measure. The number of partners who transferred technology or performed outreach does not measure how technology transfer has strengthened the private sector. It

<sup>10</sup>“Cumulative” in each of the units of measure is counted as cumulative since the baseline year 1996.

is not clear how outreach to the poor strengthens the private sector. Increases in output or more effective use of resources due to new applications of technology would be much better measures of strengthening the private sector. One project director believed that increased levels of self-sufficiency and an increase in employment and training were appropriate measures for economic growth among the poor.

It is feasible to count the number of partners who provided outreach. It minimizes the credit that partners receive for working toward multiple community development goals. If HCD chooses to count occurrences in future years, it could ask partners to enumerate and specify technology transferred and outreach performed in EG in a separate section of the quarterly and annual reports.

The definition of poor should be made explicit within HCD and to partners. Unfortunately, UDLP partners who have provided services or outreach to the poor do not generally report earnings of those served, so it is difficult to determine whether technology transfer has reached the poor or the private sector. For international comparisons, the World Bank defines poverty as US \$1 per day in consumption of goods and services for Africa and developing countries in Asia. In Latin America and the Caribbean, the poverty line is considered to be US \$2 per day. Eastern Europe and the former Soviet Union has a poverty line of US \$4 per day (World Bank, Human Development Report 1997, Glossary of Poverty and Human Development, p. 2. "<http://www.undp.org/undp/news/HDR97/pr7-eng.htm>"). This may or may not be an appropriate definition for HCD's purposes since it may not be feasible for grantees to obtain these data, but it may be a useful baseline for a new definition.

These data would be more compelling if occurrences of outreach to the poor were counted rather than number of partners. In addition, hard data on dollar savings, increases in vaccination rates or other health indicators, or an improvement in environmental conditions as a result of outreach would tell a very compelling story. Some of these data may be difficult to obtain, but should at least be included in the narrative about this table.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 2.4:** Partnerships strengthen rules regarding human rights and increase democratic governance within civil society organizations

**INDICATOR 2.4.1:** Installation of agreed measures, practices, and activities

**UNIT OF MEASURE:** Cumulative<sup>11</sup> number of measures, practices, and activities established

**SOURCES:** FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project; LAWA Report on Accomplishments of LAWA Program Alumnae, January 1995-December 1997, Women's Law and Public Policy Fellowship Program, Georgetown University

**INDICATOR DESCRIPTION:** Installation of measures, practices, and activities is defined as partners conducting activities or establishing practices that contribute to upholding human rights or enforcing democratic governance.

**COMMENTS:** The measures, practices, and activities included in this table for FY97 are the following: 1) short journalism class on media neutrality, Asmara University, Eritrea; 2) needs assessment of civic education and constitutionalism and a review of NGO activities in the human rights field, HURIPPEC, Uganda; 3) workshop on minorities, HURIPPEC, Uganda; 4) conflict mediation between the Chortis and local land owners mediated in Copan, Zamorano-Cornell University, Honduras; 5) conflict mediation between indigenous ethnic groups and recent migrants on the border of the Rio Platano Biosphere, Zamorano-Cornell University, Honduras; and 6) informational pamphlet entitled "Legal Requirements for Formation of NGOs in Uganda for a USAID project, PRESTO."

Five of the 41 linkages programs focused primarily on Democracy and Governance (DG) activities. In addition, two other partnerships reported impacts in this area.

YEAR	PLANNED	ACTUAL
1996	0	8
1997	10	14
1998	15	
1999	20	
2000	25	
2001	30	
2002		
2003		

## Discussion of the Indicator

This is a valid measure. The desired result is for partnerships to strengthen rules regarding human rights and increase democratic governance within civil society organizations. These are problems that need to be addressed at a community or national level, not within organizations. The indicator and unit of measure language should be simplified if possible (agreed by whom, established by whom).

<sup>11</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

It is feasible but time consuming to collect these data due to the current style of data reporting by university partners. These data are often in the reports, but partners were not aware that HCD is using installation of measures, practices, and activities as an indicator, so the data are buried and the reports must be read carefully, and follow-up phone calls are often necessary to get complete information. To make this process easier, HCD could ask partners to enumerate and specify measures taken, practices established or activities conducted in DG in a separate section of the quarterly and annual reports.

The data in this table would be more compelling if they were more specific. The reader learns that the partners conducted some activity and it in some way helped human rights or democratic governance (which are vague concepts). In addition to this table, referencing the Freedom Review's annual Freedom Index would provide readers with some idea of what the political climate in these countries is and whether significant changes can or have been made.

Other results the UDLP program had in Democracy and Governance in FY97 were 4 M.A.s, Ph.D.s, and LL.M.s. Six faculty and students from host country institutions visited their partner universities in the U.S. for a short period of time, as ten American students and faculty visited the host country institutions.

<b>STRATEGIC SUPPORT OBJECTIVE 2:</b> Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.			
APPROVED: DD/MMM/YYYY		COUNTRY/ORGANIZATION: G/HCD	
<b>INTERMEDIATE RESULT 2.4:</b> Partnerships strengthen rules regarding human rights and increase democratic governance within civil society organizations			
<b>INDICATOR 2.4.3:</b> Increased presence and activity of civil society organizations			
<b>UNIT OF MEASURE:</b> Cumulative <sup>12</sup> number of civil society organizations established <b>SOURCES:</b> FY97 Annual and Quarterly Reports from partner institutions, University Development Linkages Project; LAWA Report on Accomplishments of LAWA Program Alumnae, January 1995-December 1997, Women's Law and Public Policy Fellowship Program, Georgetown University <b>INDICATOR DESCRIPTION:</b> Increased presence and activity of civil society organizations is defined as an increase in the number of civil society organizations or in the instances of civil society organizations' involvement in the community. <b>COMMENTS:</b> The following NGOs were created in FY97: 1) Association of Guineans (Bissau) Trained in the USA; 2) CARE Foundation (Ghana); 3) Constitutional Connections (Uganda); 4) HURIPPEC Internship Alumni Club (Uganda); 5) Law and Advocacy for Women-Uganda; and 6) Women's Business and Assistance Agency (Ghana). In addition to the NGOs established this year, many were strengthened by their involvement in the UDLP program. Twenty-five NGOs were involved in UDLP programs, one of which is actually a network of 26 small NGOs.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1996	0	3
	1997	6	9
	1998	9	
	1999	12	
	2000	15	
	2001	18	
	2002		
2003			

**Discussion of the Indicator**

The indicator is valid, but the unit of measure is limited as it only addresses increased presence of civil society institutions. The unit of measure needs to address the increased activity of existing civil society institutions as well.

It is feasible to collect this data and most partners report these data when they have it. Some put these data in a separate section, but data collection in the future would be easier if all partners put this information in its own section.

It is compelling to the extent that it demonstrates something that is left behind at the end of the linkage. However, in many countries, civil society institutions are not long-standing organizations as they are in the US. Further, if these institutions are not representing their constituencies because they are beholden to certain funding sources, they are not contributing to the democratization process

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<sup>12</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

in that country. In addition to this table, referencing the Freedom Review's annual Freedom Index would provide readers with some idea of what the political climate in these countries is and whether significant changes can or have been made.

### **Additional Results**

Other results were reported which can not be included in the units of measures listed for the tables. Nevertheless, they represent significant contributions to the revitalization of higher education in several of USAID and host countries' stated areas of development focus.

As a result of the UDLP program, nine *new undergraduate or graduate degree programs* were established this year:

- Night School in India for early school leavers;
- A.A. program in Natural Resources Management in Belize;
- B.A. program in nursing in Uganda;
- Masters of Public Health program in Uganda;
- Masters of Agricultural Science in Malawi;
- M.S. of Water Resources in Jordan;
- Ph.D. of Natural Resources in Jordan; and
- Ph.D. of Agriculture and Sciences in Jordan.

In addition, five *curricula were revised or created* with the help of UDLP partners:

- Technology Management curriculum (revised), M.Sc. program, UADY-Northwestern;
- Environment curriculum (revised), University of Antananarivo-SUNY Stonybrook;
- Integrated Pest Management curriculum (created), Institut Pertanian Bogor-Clemson;
- Human Rights curriculum (created), Makerere University-University of Florida; and
- Training curriculum for the Ministry of Water (created), University of Jordan-Washington State University.

Three *new educational centers were established*: a new Center for Vocational Education in Shoolagiri, India, the University of Jordan Water and Environmental Research Study Center, and the Center for Human Resources Development at Jahangirnagar University.

Seventy people who were enrolled in U.S. institutions as part of the UDLP program *received M.A.s or Ph.D.s* in FY97. There were also many *short-term exchanges of faculty and students*. Excluding an unspecified number of veterinarians from Malawi who received short-term technology training,

64 students and faculty from host country institutions visited their American counterparts in FY97. Fifty-nine American students and faculty visited host-country institutions, plus an unspecified number of study abroad students from Virginia Commonwealth University.

## **Conclusions**

First, data are not being collected from the partnerships that would illustrate UDLP's effectiveness. Interviews with project directors often indicated that economic savings and other data could be collected fairly easily, but since they had not been asked to report on those topics, the data were not collected. Economic impact information would be helpful in all cases to make the UDLP program more compelling.

Second, most of the university partners were not familiar with the Strategic Support Objective and Intermediate Result framework. As a result, few had comments on it.

### **Level Three: Educational Networks—Higher Education Partnerships for Development Project**

The Higher Education Partnerships for Development Project aims to change educational policies in both the United States and the developing world through collaborative relationships between U.S. and host country institutions of higher education. As universities in many developing countries are not oriented toward community involvement, this program brings university deans together to discuss how teaching and research can serve the development needs of the community. The program also emphasizes ways universities can work effectively with business and industry, making education more relevant to the needs of local employers.

Higher education networks support SSO2 at the policy level and at the institutional level. They connect universities and create the potential for strong lobbying groups for education and development within a society. As the results indicate, changes have been made at the university level to make research and teaching more relevant to the needs of the community.

The Higher Education Partnerships for Development Project has piloted two educational networks for the past two years, each funded at around \$150,000. The networks aim to change educational policy by increasing its functionality in the workplace and linking teaching and research to the development needs of the community and nation.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

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COUNTRY/ORGANIZATION: G/HCD

**INDICATOR 2.0.3:** Number of countries using sustainable higher education networks

UNIT OF MEASURE: Cumulative <sup>13</sup> number of target countries	YEAR	PLANNED	ACTUAL
<b>SOURCES:</b> FY97 Quarterly Reports, Higher Education Partnerships for Development Project	1996	3	12
<b>INDICATOR DESCRIPTION:</b> Higher education networks are defined as relationships among national and regional organizations which facilitate policy dialogue on higher education.	1997	15	16
<b>COMMENTS:</b> Three networks were operational in FY97. The countries included are: Mexico, Brazil, Chile, Argentina, Ecuador, Venezuela, Poland, Slovakia, Hungary, Romania, Ukraine, Uganda, Tanzania, Ghana, Zambia, and South Africa.	1998	20	
	1999	25	
	2000	30	
	2001	40	
	2002		
	2003		

### Discussion of the Indicator

Number of countries participating in higher education networks is a valid measure, but it is not sufficient to show the success of the program. The contractor stated that a complementary measure would be “instances of mobilizing resources from different parties to address development problems.”

It is feasible to collect the number of countries. It is also feasible to collect the number of networks operating. Collecting data on every instance of resource mobilization would be difficult if the networks perform well and leverage resources from many different parties, but the information could be included in regular reports from network participants to the USAID contractor.

Other indicators of success that would tell a more compelling story include; “instances of money leveraged from different sources, number of contributors, and total resources leveraged. These would greatly enhance the reader’s understanding of the networks’ impact.

<sup>13</sup>“Cumulative” in each of the units of measure is counted as cumulative since the baseline year 1996.

## **Other Programs: AAAS**

The American Association for the Advancement of Science (AAAS) administers a fellowship program for advanced degree holders in scientific fields. Fellows work at USAID for two years and are then encouraged to enhance the international aspect of scientific institutions for which they work.

AAAS provides indirect support for SSO2. The impact on education in developing countries is limited to the contributions fellows make while they are with USAID. They may internationalize scientific institutions which could then engage the counterpart scientific institutions in developing countries in joint research or conferences, but the program does not enhance local capacity directly.

This is one of the few programs funded by USAID that provides training directly to American citizens. The contractor stated that it was a good program and that many of the fellows do complete the program and take positions in important scientific institutions and continue their work there.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INDICATOR 2.0.4:** Number of partnerships strengthened by Science Fellows

<b>UNIT OF MEASURE:</b> Cumulative <sup>14</sup> number of AAAS/USAID Science Fellows	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Innovative Scientific Research Project, American Association for the Advancement of Science <b>INDICATOR DESCRIPTION:</b> Science Fellows strengthen partnerships by enhancing the role of American scientific institutions in international development. <b>COMMENTS:</b> The FY97 program originally included 35 fellows; two men left the program mid-year. Of the 33 remaining, 29 were domestic fellows (12 men and 17 women); four were international fellows (1 man and 3 women).	1996	0	28
	1997	34	61
	1998	40	
	1999	45	
	2000	50	
	2001	55	
	2002		
	2003		

### Discussion of the Indicator

This measure is valid, but not totally sufficient. It is not clear how the fellows are linked to the other partnerships in higher education. The impact of the fellows' accomplishments in using their training are not documented. This program faces the same issue in candidate selection as the ATLAS program: candidates are predisposed to be interested in international development.

It is feasible to collect data on how many science fellows were active in any year.

This table gives no indication of why this program is more worthy of taxpayer dollars than federal student loans.

<sup>14</sup>"Cumulative" in each of the units of measure is counted as cumulative since the baseline year 1996.

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

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**COUNTRY/ORGANIZATION:** GHCD

**INDICATOR 2.0.5:** Number of target countries using partnership-based workforce development approaches

UNIT OF MEASURE: Number of target countries	YEAR	PLANNED	ACTUAL
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center; US-Egyptian Secretariat of the Gore-Mubarak Sub-Committee on Education	1996	0	0
<b>INDICATOR DESCRIPTION:</b> The principal approach was working with host-country partners to create collaborative relationships among host country institutions engaged in workforce development.	1997	1	4
	1998	3	
	1999	9	
<b>COMMENTS:</b> Workforce development partnerships were formed as a result of activities conducted in Egypt, India, Namibia, and Peru.	2000	12	
	2001	15	
	2002		
	2003		

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

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COUNTRY/ORGANIZATION: GHCD

**INTERMEDIATE RESULT 2.5:** Increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs

**INDICATOR 2.5.1:** Number of partner institutions identified and selected

UNIT OF MEASURE: Partners participating in workforce development	YEAR	PLANNED	ACTUAL
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center	1996	0	0
<b>INDICATOR DESCRIPTION:</b> "Partners identified and selected" is defined as those attending the country workshops.	1997	1	2
<b>COMMENTS:</b> Foundations were established in Namibia and Peru as a result of the workshops to formalize in-country workforce initiatives.  The contractor reports that their key role was to serve as a catalyst. The goal was to leverage additional resources through the initial workshops which could lead to an increased number of key people and institutions becoming involved in the solutions to the workforce problems. They report that over 20 specific collaborative partnerships are known to have emerged as a result of the workshops that are focusing on leveraging resources and mobilizing stakeholders. They are in various stages of development from initial discussions to fully-funded programs ready to begin.	1996	2	
	1999	3	
	2000	6	
	2001	6	
	2002		
	2003		

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** GHCD

**INTERMEDIATE RESULT 2.5:** Increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs

**INDICATOR 2.5.2:** Completed labor market, demographic, economic, and community surveys

<b>UNIT OF MEASURE:</b> Number of surveys completed	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center	1996	0	0
<b>INDICATOR DESCRIPTION:</b> The surveys contain a general country report and an analysis of labor market needs.	1997	1	2
<b>COMMENTS:</b> Two country assessments were completed in Peru and Namibia, providing a framework for the subsequent workforce development workshops in those countries.	1998	3	
	1999	4	
	2000	6	
	2001	6	
	2002		
	2003		

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** GHCD

**INTERMEDIATE RESULT 2.5:** Increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs

**INDICATOR 2.5.3:** Employment grows in target country

UNIT OF MEASURE: People employed in communities	YEAR	PLANNED	ACTUAL
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center	1996	0	0
<b>INDICATOR DESCRIPTION:</b> The collaborative partnerships are responsible for creating employment generation programs.	1997	500	
<b>COMMENTS:</b> Data are not available for this measure. The contractor reports that the goal of the project activities in FY97 was to generate collaboration and create partnerships and networks which would lead to employment programs, using the information from the Compass to Workforce Development Study and other information. Increased employment as a result of workforce development workshops proved an unacceptable measure due to the multiple variables affecting employment.	1998	1,500	
	1999	4,500	
	2000	6,000	
	2001	7,500	
	2002		
2003			

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 2.5:** Increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs

**INDICATOR 2.5.4:** Number of laws or policy changes implemented which increased incentives for private and public/private response to workforce development

<b>UNIT OF MEASURE:</b> Number of laws and policies	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center	1996	0	0
<b>INDICATOR DESCRIPTION:</b>	1997	0	0
<b>COMMENTS:</b>	1998	3	
	1999	6	
	2000	9	
	2001	12	
	2002		
	2003		

**STRATEGIC SUPPORT OBJECTIVE 2:** Target countries use partnerships to revitalize higher education and thereby: 1) reduce child and maternal mortality; 2) conserve biological diversity and manage natural resources better; 3) strengthen markets and expand opportunities for the poor; 4) advance human rights and an active civil society; and 5) increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs.

**APPROVED:** DD/MMM/YYYY

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 2.5:** Increase and enhance employment and human productive capacity through improved responsiveness to workforce development needs

**INDICATOR 2.5.5:** Number of workers and entrepreneurs graduating from workforce programs employed within six weeks of program completion

<b>UNIT OF MEASURE:</b> Number of graduates employed	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> The Center for Workforce Development, Education Development Center	1996	0	0
<b>INDICATOR DESCRIPTION:</b>	1997	0	
	1998	0	
<b>COMMENTS:</b> The contractor has requested that the workshop coordinators in Namibia and Peru survey the NGO representatives who participated in the conference to determine the number of graduates from the programs they instituted following the workshops. Data will be forthcoming.	1999	500	
	2000	5,000	
	2001	50,000	
	2002		
	2003		

**STRATEGIC SUPPORT OBJECTIVE 3**

## STRATEGIC SUPPORT OBJECTIVE 3

Strategic Support Objective 3 is "Training improves performance of individuals and effectiveness of host country organizations."

*"Training is a critical component of all our work and is intimately connected to the activities we fund in every sector. Training builds the human and institutional capacity that can make a modest investment by USAID last for generations."* J. Brian Atwood, Administrator, U.S. Agency for International Development, July 15, 1997.

### **Program Overview: The Strategic Support Objective 3—Approach to Reengineered Training**

Training is the ultimate cross-cutting Agency activity, contributing to the success and sustainability of virtually every USAID activity in the field. This has not always been the perspective at the operational level. G/HCD, through field visits, publications, conferences, ADS 253 guidance, the Global Training for Development Program, and information systems, has guided missions from viewing training primarily as an implementation detail to looking at it as a tool that supports all sectors of development.

Under reengineering, training must now be conceived with a clear understanding of the institutional and policy context in which new skills and knowledge will be utilized. The basic element in reengineered training is organizational performance improvement rather than the older conventional goal of individual development. The focus is on the identification and analysis of performance gaps in organizational work units and the achievement of strategic results.

This shift in focus requires the use of state-of-the-art training practices, both in planning the strategic use of training and in the implementation of the training programs. These "Best practices," identified from the accumulated experience of USAID training, universities, and private corporations, are now incorporated into Agency training policies and the Agency's training system. Strategic Support Objective 3 directly strengthens the strategic use and impact of mission and bureau training activities through improved training policies, promotion of best practices, and improvements to the Agency's training system.

### **G/HCD Activities**

In FY97, G/HCD engaged in a number of activities designed to improve training policy and practices.

- G/HCD streamlined and reissued a new version of Automated Directives System (ADS) 253.
- RSSA technical leadership teams and specialists made field visits to 10 countries in FY97 to assist missions in applying best practices, to strengthen mission Strategic Support Objective teams' understanding of human capacity development management, analysis, and planning techniques, and to integrate FSN training specialists into new SSO team working structures.
- G/HCD published and disseminated to the field research, evaluations, and professional experience through a series of publications from HERNS Reports and HRDA Best Practices Guides.
- In July 1997, G/HCD sponsored the USAID Human Capacity Development Conference for the 21<sup>st</sup> Century: *Reaping the Results of Investment and Experience*, held in Washington, D.C. The conference showcased the use of best practices in missions, and provided an intensive professional development experience for worldwide USAID and contractor personnel who are responsible for designing, managing, and implementing programs in education, training, and human resources development. In addition to increasing participants' professional skills, knowledge, and awareness of recent developments in education, training, and human resources development in general, a secondary benefit was the strengthening of networks among participants and institutions that has continued well beyond the conference setting.
- At this conference, USAID Administrator J. Brian Atwood announced publicly that he would be recommending the creation of a new goal for the Agency: "Building Human Capacity through Education and Training."

### **Global Training for Development Program**

The Global Training for Development Program initiated in FY96 continues to provide mission training support needs. The GTD mechanism, using the one-stop convenience of an IQC, provides missions with top-quality, low cost technical services from the finest U.S. training contractors, who are familiar with and follow best practices guidelines. While services may vary from mission-to-mission, according to the scope of work, some of the activities that may be undertaken under the GTD contracts include:

- assistance to USAID missions with program development and needs assessment, annual training plan development, participant recruitment and selection, testing and processing, program monitoring and evaluation, and follow-on support;

- the design and administration of in-country, third-country, or U.S.-based training programs; and
- support to other USAID contractors in the region with processing of their candidates for training.

## **TraiNet**

The Training Results and Information Network (TraiNet) is the official USAID information system for planning, managing, and reporting USAID funded training, with a focus on results. This worldwide management software system for tracking and monitoring of training, at the individual participant's level and for the systematic issues, was beta tested during the Fall of 1997 with USAID missions and their training contractors/grantees in South Africa, Madagascar, Namibia, Egypt, and Bulgaria. After these field experiments were completed, the TraiNet prototype software was reviewed and modified as appropriate. Installation of a full working version will take place in May 1998 in three or more of the aforementioned countries. Final deployment plans will be announced after arrangements for these first five field installations are completed and after M/IRM has satisfactorily completed its testing. OMB is presently reviewing a USAID request to replace the completion and submission of forms with TraiNet data transmissions.

TraiNet includes key features that can help missions plan, monitor, and evaluate training more effectively. Together, these features represent a suite of tools designed to support the reengineered training advocated by ADS 253. By utilizing the TraiNet system, missions will be able to monitor the use of the best practices of training as well as the application of training to achieve institutional change.

The following seven tables report the results achieved during FY97 by the Participant Training Program Team. Two supplementary tables are also included. Following each table is a short discussion of three issues: the validity of the data, the feasibility of data collection, and the degree to which the results reported tell a compelling story about the program.

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations**

APPROVED: DD/MMM/YYYY

COUNTRY/ORGANIZATION: GHCO

**INDICATOR 3.0.1: New training skills applied to fill identified work unit performance gaps**

**UNIT OF MEASURE:** Percent of returnees applying skills to fill identified work unit performance gaps

**SOURCE:** Aguirre International and Global Training for Development Contractors: Academy for Educational Development, Development Associates, Institute for International Education, World Learning

**INDICATOR DESCRIPTION:** These data are obtained through questionnaires administered by Missions' monitoring and evaluation systems after an individual returns from training. The questionnaire typically asks a trainee to report whether he/she is able to apply the training on the job.

**COMMENTS:** <sup>1</sup> Application of skills by returnees to fill work performance gaps was reported by several missions who conducted varying types of interviews or surveys. The results by region/country are listed below. "are doing their job better" (76%)—of returnees in ENI.

"I applied what I learned in my work" (85%)—returnees in the NIS Exchange and Training Project.

"successfully applied what they learned to influencing or making policy" (80%)—from Mongolia.

"using the skills, information and insights gained, on a regular basis" (88%)—of Egyptian returnees in the Decision Support Services Project.

YEAR	PLANNED	ACTUAL
1996	NA	NA
1997	25%	70-88% <sup>1</sup>
1998	50%	
1999	60%	
2000	70%	
2001	60%	
2002		
2003		

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations**

**APPROVED: DD/MM/YY**

**COUNTRY/ORGANIZATION: GHCD**

**INDICATOR 3.0.2: Decrease in non-returnee rate (to be changed for FY98 to "High returnee rate maintained and improved.")**

**UNIT OF MEASURE: Non-returnees as a percent of total trainees**

**SOURCE: SSO3, IAP66A (visa) forms, and GTD Contractors**

**INDICATOR DESCRIPTION:** The "non-returnee rate" is defined as the number of individuals who completed their U.S.-based training, did not return home, and were reported to the INS by USAID for overstaying their visas, as a percentage of the total number of individuals trained in the U.S. during FY97.

**COMMENTS:** <sup>1</sup> The five percent reported in 1996 was based on the more narrow definition of "non-returnee," which was dependent on unrealistically close monitoring in the field.

<sup>2</sup> In FY97, 39 individuals were reported to the INS for not returning to their country. The total number of participants in U.S.-based training in FY97 was 6,362.

<sup>3</sup> Beginning in 1996, the indicator will be stated as "high returnee rate maintained and improved." The numbers reported will be trainees who returned as a percent of total trainees. The percent of non-returnees can fluctuate in a given year because of unstable political conditions which are beyond USAID's control, as was the case in 1995 when the number of non-returnees increased due to political unrest in Somalia, Rwanda, and Haiti, for example. However, as a point of comparison, the non-returnee rate in 1994 was approximately .59%. A total of 102 individuals were reported to INS from a total of 17,112 participants in US based training in 1994.

YEAR	PLANNED	ACTUAL
1996	NA	5.0% <sup>1</sup>
1997	5.0%	0.6% <sup>2</sup>
1996	99.5% <sup>3</sup>	
1999	99.5%	
2000	99.5%	
2001		
2002		
2003		

### Discussion of the Indicator

Tracking the number of trainees who return home after U.S. training is valid, as it is a necessary precondition for applying the training. It is not a sufficient measure of the impact of training, however, and should be used in combination with the indicators which show use of training in the workplace and institutional change as a result of the individual's enhanced performance.

<b>STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country institutions</b>			
APPROVED: DD/MMM/YYYY		COUNTRY/ORGANIZATION: GHCD	
<b>INTERMEDIATE RESULT 3.1: USAID training policy and practice improved</b>			
<b>INDICATOR 3.1.1: Policies lead to performance changes</b>			
<p><b>UNIT OF MEASURE:</b> Number of trainee-stakeholder agreements defining training purposes and responsibilities entered into</p> <p><b>SOURCE:</b> Global Training for Development Contractors: Academy for Educational Development, Development Associates, Institute for International Education, World Learning.</p> <p><b>INDICATOR DESCRIPTION:</b> In 1997, the revised ADS 253 defined the stakeholder agreement as "a written statement between participants and other stakeholders specifying agreed-to performance targets within the organizational setting of the participants selected. "Stakeholder agreements are now an integral part of strategic planning for training. Execution of the agreement with all partners involved is a major step to improving the quality of the training, as it is considered an essential step in the performance gap analysis. SSO teams are expected to work with trainees and their supervisors within the partner institutions to produce agreed upon statements of expectations as to how training will be used.</p> <p><b>COMMENTS:</b> <sup>1</sup> In FY97, the planned number of stakeholder agreements was 10 as it was expected that only long-term trainees would be using agreements. In fact, the use of stakeholder agreements was implemented for many short-term trainees as well.</p> <p><sup>2</sup> 390 of 664 participants in the GTD-Transit-Europe training program, (World Learning, Inc.) had Training Agreements on file. Exempted from Training Agreements were 84 Macedonian participants and 190 Bosnian participants. AED reported that all trainees in Russia and the NIS (1933) signed stakeholder agreements with USAID, but these were defined more narrowly as "a formal agreement between USAID and the trainee." Approximately 50 percent of the agreements (966) are considered to be the expanded version as described in ADS 253.</p> <p><sup>3</sup> The use of TrainNet will provide uniform data on the use of stakeholder agreements. This will allow a reassessment of the target for FY 2000.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1996	NA	NA
	1997	10 <sup>1</sup>	1,356 <sup>2</sup>
	1998	15%	
	1999	25%	
	2000	<sup>3</sup>	
	2001		
	2002		
	2003		

### Discussion of the Indicator

The number of stakeholder agreements signed is a proxy measure of the degree to which changes in USAID training policies lead to performance improvement and institutional change. In the past, trainees signed a "conditions of training" agreement with the USAID Mission, which outlined the legal responsibilities of the trainee, to return home, etc. Rarely was the individual's supervisor involved in assessing with AID and the individual why the training was needed and how it would contribute to strengthening the institution's capacity to perform in the sector.

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations**

**APPROVED: DD/MMM/YYYY**

**COUNTRY/ORGANIZATION: G/HCD**

**INTERMEDIATE RESULT 3.1: USAID training policy and practice improved**

**INDICATOR 3.1.2: Training programs designed and implemented using Best Practices<sup>1</sup>**

UNIT OF MEASURE: Number of Strategic Support Objective Teams using Best Practices	YEAR	PLANNED	ACTUAL
SOURCE: Aguirre International Survey of 15 Missions; G/HCD e-mail survey to selected Missions	1996	60 <sup>2</sup>	80
INDICATOR DESCRIPTION: G/HCD intended to influence the use of three Best Practices in FY97, through technical assistance visits, publications, the annual conference, and on-going communication with Missions.	1997	150	145 <sup>3</sup>
<sup>1</sup> The three practices were a) the strategic use of training, b) expanded stakeholder agreements, and c) follow-up activities. Specifically, a) training programs designed with clear causal linkages to missions' SSOs; b) stakeholders actively involved in selection, clarification of goal of training to improve organizational performance; c) follow-up support fosters application of training.	1998	200	
	1999	250	
	2000	All	
COMMENTS: <sup>2</sup> A discussion of the formula for calculating the FY96 base number is presented below.	2001	All	
<sup>3</sup> A survey by Aguirre International in March 1998 of 15 countries revealed that an additional 37 SSO teams reported using Best Practices over those using them in 1996. Two additional countries, Philippines (6) and Mongolia (4) reported the use of Best Practices by all SSO teams (10 SSO teams). An additional 18 SSO teams are using Best Practices in Africa, according to the ATLAS program manager.	2002		
	2003		

**Best Practices Supported by G/HCD in FY97**

- Training programs are designed/selected with clear causal linkages to missions' desired strategic results.
- Stakeholders are actively involved in (a) trainee selection and approval, (b) clarification of how training is intended to contribute to improved performance of partner institutions, and (c) recommending appropriate follow-on support.
- Local monitoring and support activities foster the application of USAID-training toward improved individual and institutional performance.

**Formula for Calculating the Number of Strategic Support Objective Teams in FY96**

The number of SSO teams reported as using Best Practices in for FY96 was 80 and was derived in the following manner. Over the life of two centrally funded training programs, Caribbean and Latin American Scholarship Program (CLASP) and HRDA, a series of guidelines for planning and implementing training programs was developed and institutionalized in several Missions. These evolved into the established series of "Best Practices" that have been adopted for agency training-wide training through ADS 253.

In FY96, twenty-eight Missions which participated in the CLASP and HRDA programs were counted as using Best Practices in the following manner.

- Thirteen countries from the LAC Bureau which participated in CLASP; and
- Fifteen countries from the Africa Bureau participating in HRDA.

Assuming that SSO teams per Mission had adopted the Best Practices introduced by either CLASP or HRDA, a total of 56 SSO teams resulted. Further, the best practices were introduced in the ENI Bureau's training program. Assuming again that at least two SSO teams in 12 Missions adopted the practices, a total of 24 SSO teams results. The total number of SSO teams is 80 (24 + 56).

### **Discussion of the Indicator**

This is a valid measure of the extent to which G/HCD has been successful in implementing a system wide change to a reengineered training program. Future data will be drawn from a random sample of missions and information from RSSA visits to Missions.

When accompanied by qualitative descriptions of the results of the use of Best Practices, a compelling story can be told about the effectiveness of the redesigned approach to training as a contributor to the Intermediate Results of the Strategic Support Objective Teams.

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 3.1: USAID training policy and practice improved</b>			
<b>INDICATOR 3.1.3: Number of buyins for distance learning feasibility studies</b>			
<b>UNIT OF MEASURE:</b> Number of Missions buying in to SSO3/LearnLink feasibility studies; cumulative <b>SOURCE:</b> TraiNet, surveys <b>INDICATOR DESCRIPTION:</b> This indicator measures buyins to SSO3/LearnLink activity for local distance learning feasibility study. <b>COMMENTS:</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	1	
	1999	3	
	2000	6	
	2001	9	
	2002	TBD	
	2003	TBD	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INTERMEDIATE RESULT 3.1: USAID training policy and practice improved</b>			
<b>INDICATOR 3.1.4: Number of buyins for distance learning access and application</b>			
<b>UNIT OF MEASURE:</b> Number of Missions buying in to SSO3/LearnLink establishment of distance learning access and application; cumulative <b>SOURCE:</b> TraiNet, surveys <b>INDICATOR DESCRIPTION:</b> This indicator measures buyins to SSO3/LearnLink activity for full-scale distance learning access and application. <b>COMMENTS:</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	
	1999	1	
	2000	2	
	2001	3	
	2002	TBD	
	2003	TBD	

<b>STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations</b>			
<b>APPROVED: DD/MMM/YYYY</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 3.2: Systemic improvements increase the impact and cost effectiveness of USAID training</b>			
<b>INDICATOR 3.2.1: GTD programming mechanism meets mission needs <sup>1</sup></b>			
<b>UNIT OF MEASURE:</b> Number of buy-ins; cumulative  <b>SOURCE:</b> Tracking Report of Mission/Bureau Buy-ins to GTD, SSO3, USAID/G/HCD, January 27, 1998. <b>INDICATOR DESCRIPTION:</b> A buy-in is defined as a contract from a USAID Mission with one of the 5 GTD contractors. <b>COMMENTS:</b> <sup>1</sup> The number of buy-ins will fluctuate in a given year, based on the resources and needs of the Missions. (Most buy-ins are valid for more than one year.)	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1996	0	2
	1997	15	47
	1998	30	
	1999	45	
	2000	60	
	2001	TBD	
	2002		
	2003		

### Discussion of the Indicators

This is a feasible indicator to track, as G/HCD has in place a monitoring system that allows for efficient monitoring of the GTD contracts.

The number of Missions contracting for training through the GTD contract is only one indicator of Mission satisfaction with the mechanism. In addition, G/HCD meets regularly with the US contractors to discuss issues related to Mission training needs. A customer satisfaction survey requesting information from the Missions administered on a regular basis will complete the data needed to measure the degree to which the GTD Contract meets Mission and Bureau needs.

**Supplementary Table  
Number 1 - SSO3**

**Number of GTD Buy-ins by Region and Contractor**

Region	Contractor					Total
	AED	Dev. Assoc.	IIE	Pragma	WL	
Africa	9	3	6		9	27
Asia & Near East	2		5		1	8
Eastern Europe/NIS	2				2	4
G/HCD				1		1
Latin America/Caribbean		3			5	8
<b>Total</b>	<b>13</b>	<b>6</b>	<b>11</b>	<b>1</b>	<b>17</b>	<b>48</b>

Source: FY 1997 Tracking Report for GTD Contract; SSO3; USAID/G/HCD

**Supplementary Table  
Number 2 - SSO3**

**Size of GTD Buy-ins by Contractor**

Size of Contract	Contractor					Total
	AED	Dev. Assoc.	IIE	Pragma	WL	
Less than \$100,000	2	0	2	0	4	8
100,000 to One Million	8	4	6	1	10	29
One to Ten Million	2	2	3	0	3	10
Over Ten Million	1	0	0	0	0	1
<b>Total Number of Buy-ins</b>	<b>13</b>	<b>6</b>	<b>11</b>	<b>1</b>	<b>17</b>	<b>48</b>

Source: FY 1997 Tracking Report for GTD Contract; SSO3; USAID/G/HCD

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country institutions**

**APPROVED: DD/MMM/YYYY**

**COUNTRY/ORGANIZATION: GHCD**

**INTERMEDIATE RESULT 3.2: Systemic improvements increase the impact and cost effectiveness of USAID training**

**INDICATOR 3.2.2: Increased cost-sharing by stakeholders and partners in USAID-sponsored training**

**UNIT OF MEASURE: Aggregate cost-sharing as percent of total program cost**

**SOURCE: ADS 253; <sup>1</sup> International Exchange and Training Activities of the US Government, June 1996, page 76.**

**INDICATOR DESCRIPTION: Total program costs is the average monthly cost of technical or academic programs multiplied by the number of actual participant training months completed in each category. ADS 253 defines cost-sharing as "...financial or in-kind support from counterpart or non-governmental organizations to the benefit of a participant or training program."**

**COMMENTS: <sup>2</sup> The USAID guideline for host-country contributions to USAID-funded projects is 25%. The actual percentage may vary widely across activities. GHCD data provided in 1997 for USIA's annual report to Congress, *International Exchange and Training Activities of the U.S. Government*, show a 25% host-government and 20% private-sector contribution, on average. This is consistent with data from Georgetown University's Center for International Education and Development (CIED), which managed over 1,100 participants in 1996, indicating approximately 20% cost-sharing by the private sector.**

**<sup>3</sup> GHCD has commissioned a cost containment study in FY98 which will look at this indicator in greater depth.**

YEAR	PLANNED	ACTUAL
1996	NA	2% <sup>1</sup>
1996	NA	45% <sup>2</sup>
1997	5%	45% <sup>3</sup>
1998	10% <sup>3</sup>	
1999	15%	
2000	20%	
2001	25%	
2002		

## Discussion of the Indicator

These data will be routinely and uniformly collected through the management information system, TraiNet.

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations**

**APPROVED: DD/MMM/YYYY**

**COUNTRY/ORGANIZATION: GHCD**

**INTERMEDIATE RESULT 3.2: Systemic improvements increase the impact and cost effectiveness of USAID training**

**INDICATOR 3.2.3: Number of Missions using TraiNet**

**UNIT OF MEASURE: Number of Missions using TraiNet; cumulative**

**SOURCE: Tracking Report of Mission/Bureau Buy-ins to GTD, SSO3, January 27, 1998.**

**INDICATOR DESCRIPTION: TraiNet (Training Results and Information Network) is a performance monitoring software tool which will allow Agency management to track trainee information and cost information. TraiNet will permit the tracking of USAID's training programs worldwide.**

**COMMENTS: <sup>1</sup> Five countries were selected in May 1997 as early adopters of TraiNet: Bulgaria, Egypt, Madagascar, Namibia, and South Africa. Extensive testing and refinement by IRM to assure compatibility with NMS delayed final approval and deployment. TraiNet is expected to be fully approved and released in May 1998.**

YEAR	PLANNED	ACTUAL
1996	5	0
1997	15	5 <sup>1</sup>
1998	30	
1999	60	
2000	All	
2001	All	
2002		
2003		

The TraiNet software system provides Missions with several reporting options from reporting only on the basic indicators to planning, monitoring and evaluation indicators. The feasibility of the data for reporting on results of training depends upon Missions' use of the system.

### Discussion of the Indicator

Measuring the number of USAID Missions using TraiNet will provide a valid indicator of the extent to which the Agency is gathering uniform and reliable data sets on key training indicators.

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 3: Training improves performance of individuals and effectiveness of host country organizations**

**APPROVED: DD/MMM/YYYY**

**COUNTRY/ORGANIZATION: G/HCD**

**INTERMEDIATE RESULT 3.2: USAID training policy and practice improved**

**INDICATOR 3.2.4: Use of G/HCD interagency collaborative mechanisms**

**UNIT OF MEASURE: Number of Missions buying in to interagency mechanisms; cumulative**

**SOURCE: Interagency agreement documents**

**INDICATOR DESCRIPTION: This indicator measures buyins to G/HCD agreements with other U.S. agencies, such as Peace Corps.**

**COMMENTS:**

<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
1998	1	
1999	4	
2000	8	
2001	12	
2002	15	
2001	TBD	
2002		
2003		

## **STRATEGIC SUPPORT OBJECTIVE 4**

## STRATEGIC SUPPORT OBJECTIVE 4

Strategic Support Objective 4 is “expanded and more affordable telecommunications services.” HCD uses support for improved physical infrastructure, support for policy and regulatory changes, and technical training for telecommunications professionals in developing countries to achieve this objective.

### **Program Overview: The Strategic Support Objective 4—Model**

HCD works to privatize and improve physical and human capacity in the telecommunications field. It improves physical capacity by increasing the number of lines, particularly to rural areas, and managing traffic volume. It increases human capacity by training telecommunications professionals from developing countries in areas such as fiber optics, telecommunications planning, marketing and programming.

The following tables report on the results to be achieved in the area of telecommunications. However, for FY97, data were required for only one indicator “trained professionals provide institutions with improved capacity.” Seven supplementary tables are included, containing data from supervisors’ evaluations of USTTI trainees.

<b>TO BE ELIMINATED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Expanded and more affordable telecommunications services</b>			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INDICATOR 1.0.1: Number of target countries achieving goals for number of lines and traffic volume</b>			
<b>UNIT OF MEASURE:</b> Number of target countries <hr/> <b>SOURCE:</b> <hr/> <b>INDICATOR DESCRIPTION:</b> <hr/> <b>COMMENTS:</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1996	NA	NA
	1997	0	
	1998	0	
	1999	0	
	2000	3	
	2001	6	

### **Discussion of the Indicator**

Measuring the number of lines and traffic volume by number of countries is valid, assuming that goals have been established and achieved. It would be useful to know what the measures are and who sets them. In addition, this measure excludes wireless penetration. In countries where a big investment in infrastructure is not practical, wireless service is often an important factor, and thus adding an indicator to measure wireless penetration would be useful.

It is feasible to collect these data provided they are monitored by the Missions or reported reliably by phone companies in the target countries.

Setting a common goal of exchange lines per capita and cellular phones per capita would explicate the goals established and achieved for number of lines in each target country, as would goals for minutes of use and growth in minutes of use per capita for traffic volume.

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 4:** Expanded access to and application of information and telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** G/HCD

**INDICATOR 4.0.1:** Countries introducing policy or regulatory reform

<b>UNIT OF MEASURE:</b> Numbers of countries per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> USAID missions and partner institutions	1997	0	0
<b>INDICATOR DESCRIPTION:</b> Countries are counted if they are judged by USAID or partner institutions to have taken steps to introduce reform, such as new laws, privatization of services or new measures for spectrum management.	1998	1	
	1999	2	
	2000	2	
	2001	2	
<b>COMMENTS:</b>			

**TO BE ELIMINATED**

**STRATEGIC SUPPORT OBJECTIVE 1: Expanded and more affordable telecommunications services**

**APPROVED:**

**COUNTRY/ORGANIZATION: G/HCD**

**INDICATOR 1.0.2: Number of target countries achieving goals for service pricing**

<b>UNIT OF MEASURE: Number of target countries</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b>	1996	NA	NA
<b>INDICATOR DESCRIPTION:</b>	1997	0	
<b>COMMENTS:</b>	1998	0	
	1999	0	
	2000	3	
	2001	6	

### **Discussion of the Indicator**

Service pricing is a valid measure especially when the service targets are identified. Clarification of goals for service pricing would be helpful (who sets them, what are they for whom). Unlike number of lines and traffic volume, service pricing can not be set universally, which makes number of countries an acceptable unit of measure.

It is feasible to collect these data provided they are monitored by the Missions or reported reliably by phone companies in the target countries.

Consultation with a senior AT&T executive provided the following details on service pricing in developing countries. Service pricing has three parts: 1) an installation charge; 2) a monthly fee; and 3) a usage charge. The important question is what is the rate structure for the target audience? The combination of those three elements and government subsidies determine the demand for telecommunications services. In developing countries, a large investment in infrastructure is often required and telephone companies levy a high installation charge to help finance the investment. Premium pricing makes sense for the company; it requires less investment from the company and keeps demand for additional lines low. It works against the government's interests, however, since the government wants to connect businesses and industry to increase their efficiency (and therefore taxes). Since installation charges are often the biggest impediment to expanding telecommunications networks, it might be more compelling to measure number of countries meeting the goals for line installation charges.

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 4:** Expanded access to and application of information and telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** GHCO

**INDICATOR 4.0.2:** Institutions expanding or improving services

**UNIT OF MEASURE:** Number of institutions per year

**SOURCE:** USAID staff and partner agency reports

**INDICATOR DESCRIPTION:** Institutions are counted if they are judged by USAID or partner institutions to have expanded or improved information technology or telecommunications services to portions of the population underserved

**COMMENTS:**

YEAR	PLANNED	ACTUAL
1997	0	0
1998	1	
1999	2	
2000	2	
2001	2	

<b>TO BE ELIMINATED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 1: Expanded and more affordable telecommunications services</b>			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION: GHCD</b>	
<b>INDICATOR 1.0.3: Number of target countries achieving goals for rural or poor communities served</b>			
<b>UNIT OF MEASURE: Number of target countries</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b>	1996	NA	NA
<b>INDICATOR DESCRIPTION:</b>	1997	0	
<b>COMMENTS:</b>	1998	0	
	1999	0	
	2000	3	
	2001	6	

### **Discussion of the Indicator**

This is a valid measure and clarification of goals for serving rural and poor communities (who sets them, what are they) would increase its validity. Governments and monopolistic phone companies generally recognize that they have a universal service obligation over time, but that could constitute one or two pay phones installed in a rural community and the time lines for providing those services are generally not stringent.

It is feasible to collect these data provided they are monitored by the Missions or reported reliably by phone companies in the target countries.

Adding an indicator such as the number of new exchange lines installed in rural or poor communities in target countries would increase the compelling nature of the story.

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 4:** Expanded access to and application of information and telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** G/HCD

**INDICATOR 4.0.3:** Institutions adopting information technology "models of use"

<b>UNIT OF MEASURE:</b> Number of institutions per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> USAID staff and contractor reports	1997	0	
<b>INDICATOR DESCRIPTION:</b> Institutions are counted if they are judged by USAID to have adopted models which impact populations underserved.	1998	2	
	1999	2	
	2000	2	
	2001	2	
<b>COMMENTS:</b>			

**TO BE ELIMINATED**

**STRATEGIC SUPPORT OBJECTIVE 1: Expanded and more affordable telecommunications services**

**APPROVED:**

**COUNTRY/ORGANIZATION: G/HCD**

**INTERMEDIATE RESULT 5.1: Policy, law and regulatory reforms adopted to allow improved, expanded and more affordable telecommunications services.**

**INDICATOR 5.1.1: Number of target countries adopting reforms**

<b>UNIT OF MEASURE: Number of target countries</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b>	1996	NA	NA
<b>INDICATOR DESCRIPTION:</b>	1997	0	
<b>COMMENTS:</b>	1998	3	
	1999	6	
	2000	9	
	2001	12	

**Discussion of the Indicator**

The number of target countries may not measure the reforms adopted. Policy changes and regulatory reforms can be positive or negative and may not automatically lead to expanded and more affordable telecommunications service. Consultation with a senior AT&T executive leads us to suggest that this indicator should be refined to focus on two basic legal or policy changes that would lead to expanded and more affordable telecommunications service: privatization and liberalization.

Privatization is the first step in reforming telecommunications services. In many developing countries, the government owns the telecommunications infrastructure. In this phase, the new company will make investments to decrease operating costs and increase demand for services, but only if it can be a de facto monopoly for a period of time to recoup costs and gain profit.

Liberalization works against privatization because it allows competition and decreases or eliminates the privatizing company's de facto monopoly time. Regulatory changes redefine fair business procedures. The rules and regulations surrounding liberalization vary widely by country and are generally skewed to protect the incumbent company. If timed properly, liberalization can balance the incentives for privatization with efficiency (for example, British Telecommunications).

Because these are sequential steps in a process, it may be more useful and compelling to separate them and count instances of privatization and then instances of liberalization.

It is feasible to collect these data provided they are monitored by the Missions or reported reliably by phone companies in the target countries.

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 4: Expanded access to and application of information and telecommunications services</b>			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 4.1: Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services</b>			
<b>INDICATOR 4.1.1: Direct technical assistance to host countries on policy reform</b>			
<b>UNIT OF MEASURE: Number of missions by experts</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: G/HCD and contractor staff</b>	1997	0	0
<b>INDICATOR DESCRIPTION:</b>	1998	3	
	1999	3	
<b>COMMENTS:</b>	2000	3	
	2001	3	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 4: Expanded access to and application of information and telecommunications services</b>			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION: G/HCD</b>	
<b>INTERMEDIATE RESULT 4.1: Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services</b>			
<b>INDICATOR 4.1.2: Participation in international fora that influence telecommunications policy reform</b>			
<b>UNIT OF MEASURE: Number of countries participating</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE: USAID and partner institutions</b>	1997	0	0
<b>INDICATOR DESCRIPTION: Countries are counted if their participation is judged by USAID or partner institutions to support significant and appropriate policy or regulatory reform.</b>	1998	1	
	1999	2	
<b>COMMENTS:</b>	2000	2	
	2001	2	

**TO BE ELIMINATED**

**STRATEGIC SUPPORT OBJECTIVE 1:** Expanded and more affordable telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 5.2:** Improved capacity of key institutions to expand or improve telecommunications services

**INDICATOR 5.2.1:** Trained professionals provide institutions with improved capacity

**UNIT OF MEASURE:** Number of professionals trained

**SOURCE:** Telephone conversation with USTTI Director

**INDICATOR DESCRIPTION:** This is the number of trainees who attended USTTI-sponsored training in calendar year 1997. The courses are short-term, highly technical programs designed for communications professionals.

**COMMENTS:** Training programs at USTTI are conducted in trimesters, which ran as follows: April 10-July 4, 1997; July 10-October 7, 1997; September 11-November 14, 1997

YEAR	PLANNED	ACTUAL
1996	40	62
1997	50	80
1998	100	
1999	150	
2000	200	
2001	250	

### Discussion of the Indicator

This is a valid measure, and it is feasible to collect data on the number of trainees in a year.

This information, however, does not convey the compelling story of the impacts of the USTTI training program. Reporting the activities of the trainees upon returning to their countries will make a more compelling story.

In FY97, USTTI instituted a follow-on policy. The follow-on evaluation has provided the information in Tables 3 through 9, which indicate the program's success.

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 4:** Expanded access to and application of information and telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** G/HCD

**INTERMEDIATE RESULT 4.2:** Improved capacity of key institutions to expand and improve information technology and telecommunications services.

**INDICATOR 4.2.1:** Key developing country personnel trained

<b>UNIT OF MEASURE:</b> Number trained per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> USTTI	1997	50	80
<b>INDICATOR DESCRIPTION:</b>	1998	75	
<b>COMMENTS:</b>	1999	75	
	2000	75	
	2001	75	

**Supplementary Table 1—SSO 4.2.1  
Country of USAID Scholar**

<b>Country</b>	<b>Number</b>	<b>Percentage</b>
Bulgaria	4	9.3
Ecuador	1	2.3
Eritrea	1	2.3
Ghana	2	4.7
Guatemala	1	2.3
Honduras	6	14.0
Jamaica	1	2.3
Kenya	1	2.3
Latvia	1	2.3
Lithuania	1	2.3
Madagascar	1	2.3
Malawi	1	2.3
Peru	3	7.0
Philippines	1	2.3
Poland	1	2.3
Romania	2	4.7
South Africa	2	4.7
Tanzania	3	7.0
Uganda	3	7.0
Zambia	5	11.6
Zimbabwe	1	2.3
Not Identified	1	2.3
<b>Total</b>	<b>43</b>	<b>100.0</b>

Source: Aguirre International analysis of  
USTTI Supervisor Evaluation

**Supplementary Table 2—SSO 4.2.1**

**1. How did you or your organization first hear about USTTI?**

	Number	Percentage
Ministry/Company	6	14.6
ITU	0	0.0
USTTI Mailing	15	36.6
USTTI Graduate	16	39.0
U.S. Embassy/AID/ USIS Post	3	7.3
Other	1	2.4
<b>Total</b>	<b>41</b>	<b>100.0</b>

Two respondents made two selections, USTTI Mailing and USTTI Graduate.

Source: Aguirre International analysis of USTTI Supervisor Evaluation

**Supplementary Table 3—SSO 4.2.1**

**2. Please rate the following aspects of the USTTI course on a scale from 1 to 5:**

	Total #	Poor 1		2		Fair 3		4		Excellent 5	
		#	%	#	%	#	%	#	%	#	%
a. Objectives accomplished	43	0	0.0	0	0.0	2	4.7	10	23.3	31	72.1
b. Coverage of subject matter	43	0	0.0	0	0.0	2	4.7	12	27.9	29	67.4
c. Suitability of instructional materials	43	0	0.0	0	0.0	3	7.0	11	25.6	29	67.4
d. Level of difficulty	41	0	0.0	2	4.9	11	26.8	20	48.8	8	19.5
e. Length of course	42	0	0.0	2	4.8	7	16.7	19	45.2	14	33.3
f. Effectiveness of instructors	42	0	0.0	0	0.0	3	7.1	13	31.0	26	61.9
g. Applicability of subject matter to the job	43	0	0.0	0	0.0	3	7.0	7	16.3	33	76.7
h. Overall experience with the USTTI	43	0	0.0	0	0.0	2	4.7	5	11.6	36	83.7

Percentages may not add due to rounding.

Source: Aguirre International analysis of USTTI Supervisor Evaluation

**Supplementary Table 4—SSO 4.2.1**

**3. As a result of training, what contributions is your employee now prepared to make to your organization?**

	Total #	Not Applicable		No		Yes	
		#	%	#	%	#	%
a. Manage a project, office, or division	39	4	10.3	2	5.1	33	84.6
b. Initiate new projects or services	41	5	12.2	2	4.9	34	82.9
c. Improve operational procedures or services	43	2	4.7	1	2.3	40	93.0
d. Train others (work-shops, on-the-job training, etc.)	43	1	2.3	4	9.3	38	88.4
e. Participate in research activities	38	17	44.7	1	2.6	20	52.6

Percentages may not add due to rounding.

Source: Aguirre International analysis of USTTI Supervisor Evaluation

**Supplementary Table 5—SSO 4.2.1**

**4. Was the training your employee received relevant to the larger challenges facing your country as a whole?**

	Total #	Not Applicable		No		Yes	
		#	%	#	%	#	%
a. Transition to a free market	41	6	14.6	1	2.4	34	82.9
b. Transition to a democratic system of government (at any level)	37	13	35.1	4	10.8	20	54.1
c. Other	14	8	57.1	0	0.0	6	42.9

Percentages may not add due to rounding.

Source: Aguirre International analysis of USTTI Supervisor Evaluation

Supplementary Table 6-SSO4	Total #	Yes		No	
		#	%	#	%
5. Did you initiate, promote, or encourage your employee to participate in the USTTI program?	42	40	95.2	2	4.8
6. Were you involved in the selection of USTTI courses to which your employee applied?	43	35	81.4	8	18.6

Source: Aguirre International analysis of USTTI Supervisor Evaluation

Supplementary Table 7-SSO4	Total #	No		Not Sure		Yes	
		#	%	#	%	#	%
7. Would you recommend participation of other staff members in this USTTI training course?	43	0	0.0	0	0.0	43	100.0

Source: Aguirre International analysis of USTTI Supervisor Evaluation

**PROPOSED**

**STRATEGIC SUPPORT OBJECTIVE 4:** Expanded access to and application of information and telecommunications services

**APPROVED:**

**COUNTRY/ORGANIZATION:** GHCD

**INTERMEDIATE RESULT 4.2:** Improved capacity of key institutions to expand and improve information technology and telecommunications services.

**INDICATOR 4.2.2:** Number of workshops and/or courses for current and future telecommunications regulators developed

<b>UNIT OF MEASURE:</b> Number of workshops and/or courses per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> G/HCD	1997	0	0
<b>INDICATOR DESCRIPTION:</b>	1998	2	
<b>COMMENTS:</b>	1999	2	
	2000	2	
	2001	2	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 4:</b> Expanded access to and application of information and telecommunications services			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.3:</b> Increased application of information technology and telecommunications services to achieve development objectives.			
<b>INDICATOR 4.3.1:</b> Direct technical assistance to missions in application of information technology			
<b>UNIT OF MEASURE:</b> Number of missions per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> G/HCD and contractor staff reports	1997	0	0
<b>INDICATOR DESCRIPTION:</b>	1998	5	
	1999	5	
<b>COMMENTS:</b>	2000	5	
	2001	5	

<b>PROPOSED</b>			
<b>STRATEGIC SUPPORT OBJECTIVE 4:</b> Expanded access to and application of information and telecommunications services			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.3:</b> Increased application of information technology and telecommunications services to achieve development objectives.			
<b>INDICATOR 4.3.2:</b> Information technology "models of use" developed and assisted within USAID programs			
<b>UNIT OF MEASURE:</b> Number of models developed and assisted per year	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> USAID and contractor reports	1997	0	0
<b>INDICATOR DESCRIPTION:</b> An application is counted as having been developed and assisted if it is judged by USAID missions to play a significant role in pursuing its strategic objectives	1998	2	
	1999	2	
	2000	2	
<b>COMMENTS:</b>	2001	2	

## **Conclusions**

USAID could tell a more compelling story by emphasizing the fact that improved telecommunications services are essential to increasing GDP. When one plots GDP per capita against teledensity per capita (number of exchange lines per capita), one finds that they are highly correlated. This is one reason why telecommunications are so important in developing countries.

The first element in improving telecommunications in developing countries is addressing legal reform. Telecommunications firms need to be able to grow and prosper without violating national laws.

The second element in improving telecommunications services is to design and build networks. One overarching problem with expanding telecommunications access in developing countries is that telecommunications equipment must generally be bought with hard currency. This requires a large up-front investment, which may not be practical for many countries. This problem can often be solved using vendor financing.

Another way to solve this problem is to use build, operate, and transfer mechanisms. Private capital, generally from foreign investors, can be used to build and operate a telecommunications network if the government is willing to offer incentives for a period of time. In these situations, foreign investors buy a share of the local phone company and gets the following returns on investment: 1) it earns dividends; 2) it can have exclusive management contracts for training; and 3) in-feeding (sale of equipment, technical services, and traffic management systems, etc.).

The third element in improving telecommunications services is training workers on the local infrastructure. When a foreign investor is present, it may provide training. In other cases, a people may receive training from national or foreign firms or international donors.

**CHAPTER THREE:**

**BEST PRACTICES**

## CHAPTER THREE: BEST PRACTICES

### INTRODUCTION

As part of the larger Scope of Work, HERNS was asked to “collect data and report on the overall impact of G/HCD activities on Missions...where such information is not a part of G/HCD’s formal R4; specifically for the Training SO, and analyze the impact of G/HCD’s overall training ‘system’ on the needs and results of Missions...”

This Chapter presents:

- the research methodology used in the Missions targeted for this data collection;
- the findings and conclusions drawn from the research;
- descriptions of three “best practices” in each Mission; and
- G/HCD activities, which affected Mission implementation of “best practices” activities.

### RESEARCH METHODOLOGY

HERNS used a data collection instrument that was designed to: (1) ascertain which G/HCD activities affected individual Missions; and (2) describe the impact of those activities on the Missions’ implementation of “best practices”. The instrument focused on the three “best practices” that G/HCD intended to influence in FY97.

- Training programs are designed/selected to contribute to the improved performance of partner institutions.
- Stakeholders are actively involved in: (a) trainee selection and approval; (b) clarification of how training is intended to contribute to improved performance of partner institutions; and (c) recommending appropriate follow-on support.
- Local monitoring and follow-on support activities foster the application of USAID-training toward improved individual and institutional performance.

HERNS targeted and contacted fifteen Missions and was able to make substantive contact with thirteen of the Missions. The sample included countries from three geographic regions. Within each region, countries were selected based on the extent of contact they had with G/HCD and G/HCD contractors. The two main criteria in sample selection were (1) whether the Mission hosted a visit from a member of G/HCD staff, including RSSAs; and (2) the number of Mission staff who attended the G/HCD conference.

The main method for collecting data was e-mail correspondence. Initial contact and several follow-up attempts were made through e-mail. Missions not responding by e-mail were interviewed by telephone.

## **FINDINGS AND CONCLUSIONS**

### **Training Design**

#### **▪ Findings**

One of the greatest impacts of G/HCD activities, regarding training design, has been the increased attention given towards the importance of linking training design to performance requirements of partner institutions and the results of such training. SSO teams manage the participant training in most of the Missions, and training is focused on achieving the objectives of each program.

The majority of the targeted Missions explained that they have designed training plans for each SSO and include the major partner institutions or stakeholders in this design process. These Missions first target the major partner institutions, or stakeholders, within each SSO and then look at the training needs within those partner institutions that are related to the relevant SSO. USAID/El Salvador, for instance, has taken the experience of the CLASP project which implemented the Best Practices in both planning and implementation of training and extended it to all the SSOs in the Mission. While other Missions are at a very nascent stage of strategic planning in their training design, they still have a clear agenda for creating strategic linkages with partner institutions. USAID/Ghana is at this very early design stage, but it is clear as they set the groundwork for the training design that the establishment of a solid linkage with the stakeholders will only help to further achieve strategic objectives in the future.

#### **▪ Conclusions**

Many Missions stated that G/HCD activities have been instrumental in helping to create clearer linkages between the Missions and relevant partner institutions. G/HCD activities have helped primarily to target two main objectives, results-oriented training and increased attention towards linkages with partner institutions. Most Missions have a more visible outline for the training design and how it fits within the context of achieving strategic objectives.

## **Stakeholder Participation**

### **▪ Findings**

As shown in the analysis of training design, most Missions are placing a greater emphasis on identifying the training needs of partner institutions and encouraging increased stakeholder participation in the selection process. Partner institutions are now actively involved in assessing their training needs and identifying how training can be implemented in order to narrow their performance gaps. There is a growing tendency among the Missions for SSO/RP teams and the partner institutions to actively work together during the entire training process. In a few Missions, substantive issues around the stakeholders' role are managed primarily by the SSO teams, however, most Missions encourage active participation of the partners as part of the reengineering process.

Three Missions, USAID/El Salvador and USAID/Bangladesh, organized workshops in order to address issues related to stakeholder needs. USAID/El Salvador's training office held a workshop specifically for stakeholders at the end of FY97, the first in a series of workshops intended to increase stakeholders' impacts through "best practices" implementation. The goal of these workshops is to create a selection committee which will be composed of SSO teams, partner institutions, and contractors. To support stakeholders, USAID/Bangladesh's HCD office held a small workshop for the SSO teams and contractors responsible for managing training. The workshop content was based primarily on ADS 253. In USAID/South Africa, stakeholder participation has been generally weak in past years, however to reverse this process, the Mission held a two-day workshop in January and invited stakeholders to provide feedback and identify areas in which their participation can be enhanced.

### **▪ Conclusions**

Through G/HCD activities, Missions have placed a clearer emphasis on greater collaboration with partner institutions. Through these working relationship between stakeholders, SSO teams, and contractors, many Missions feel that they are better able to foster an emphasis on performance results in a way that they could not prior to reengineering. Only a few Missions were unable to promote a stakeholder relationship at the level seen in the majority of Missions, due either to budgetary reasons or the larger role SSO teams play in determining the substantive issues of stakeholder roles.

## **Follow-On Activities**

### **▪ Findings**

Several Missions have demonstrated a very strong follow-on process. In USAID/Ethiopia, a set of questionnaires has been designed for the trainees and another set for the supervisors. The questionnaires for the trainees are disseminated six months after they return from training in order to assess the impact training has had on their work. In two Missions, USAID/Haiti and USAID/Egypt, there are established alumni follow-on programs which are now self-sustaining. The Mission in

Haiti told how the alumni association has been helpful in tracking returned participants, while in Egypt, the alumni program provides a newsletter, counseling service, continuing education opportunities, and a resource center to those returning from training. In addition, USAID/Egypt uses the alumni association as a mechanism to conduct informal monitoring of the participants.

Several Missions, however, stated that there is a general lack of follow-on activities. The reasons varied, but revolved mainly around budgetary restrictions and an inability to get beyond the early training design phase. While follow-on activity is still a weak area for several Missions, all supported the need for follow-on and hoped that it would be implemented in due time.

USAID/Tanzania reported an increased number of requests made by partner institutions for follow-on support and considers such follow-on activity as a way to reduce the constraints trainees face in applying their training.

#### ▪ *Conclusions*

The need and importance of follow-on activities is recognized by all Missions, however there is a general lack of follow through in several Missions. Many have a very strong follow-on activities program in place, which allow such Missions to track returned participants, provide continued education and achievement recognition for trainees. Yet, some Missions have not been able to reengineer their approaches to follow-on despite their desire to do so.

#### **Other**

Several activities that do not fit within the framework of the above categories, yet grow out of G/HCD "best practices," include a monitoring system in USAID/Guinea and a Mission Order for Training at USAID/Egypt. Several years ago, USAID/Guinea developed a Training Impact Monitoring Systems (TIMS), and reportedly it will be incorporated into the training "best practices." USAID/Egypt has also taken significant steps towards reengineering its training program by drafting a team charter and holding team meetings on a regular basis to provide strategic oversight and guidance for its training program. In addition, USAID/Egypt developed a new Mission Order for Training which reflects the principles of USAID reengineering in general, and reengineered training specifically.

#### **ADS 253**

#### ▪ *Findings*

All of the Missions responding to the survey were aware of ADS 253. USAID Missions which have used and applied ADS 253 find the document to be clear, simple, specific, instructive, and useful. One Mission found it useful for informing SSO teams about guidelines and "best practices." Others were appreciative that G/HCD responded to their feedback on the draft ADS 253. There seems to be a little confusion, however, over the relationship between ADS 253 and HRDA Best Practices. According to USAID/Egypt, the greatest impact that G/HCD had on Egypt's training program came

through the new policies and guidance that G/HCD disseminated through various ADS 253 revisions.

A few Missions have not fully implemented ADS 253, either because they are waiting for the installation of TraiNet or they are uncertain about which version of ADS 253 to use. One Mission wanted to know if the current version is the final revision.

- *Conclusions*

Missions appear willing to implement and be guided by ADS 253. Some (see the following sections on individual Mission responses) require additional clarification about the document and perhaps some specific training around it.

### **G/HCD Conference**

- *Findings*

Twelve of the surveyed Missions sent representatives to the HCD Conference in July 1997. Outcomes of their attendance include: increased awareness of “best practices” and organizational performance; adoption of the Kirkpatrick Model (in several Missions); increased confidence for working with Strategic Support Objective teams; a Mission-directed “best practices” workshop; a greater understanding of training professionals; and clarification of concepts and practices associated with performance technology. Some attendees found the conference useful for information sharing and linkages with other training officers in their region. In a few instances, the impact of the conference on attendees was unknown.

- *Conclusions*

Overall, the attendees seem to have benefitted from the HCD Conference and have taken many useful skills back to their Missions. There is a sense that the newly-acquired information and knowledge could have been more widely shared within the Missions. One Mission is looking forward to the next conference and is requesting dates and an agenda.

### **G/HCD Technical Assistance Visits**

- *Findings*

Six of the surveyed Missions hosted a G/HCD staff member or a FSTA during FY97. Since FY97, several additional Missions were visited by G/HCD staff or FSTAs. The Missions were assisted by G/HCD in the development of Mission Orders, by workshops for Strategic Support Objective teams, by instruction in “best practices” and strategic planning, and on participant training with contractors (Nepal). In Egypt, the HCD HERNS contractor was funded for several visits for TraiNet development and installation, facilitation of a team charter, and revision to the Mission Order.

- **Conclusions**

Technical assistance visits by RSSAs, FSTAs, or G/HCD staff have been popular services. They have been timely, have met Mission needs and expectations, and, perhaps, even more importantly, have demonstrated Washington's interest in and commitment to field operations.

### **G/HCD Communications**

- **Findings**

Missions which have sought advice, assistance, and guidance from G/HCD (most of those surveyed) applaud its responsiveness and quick turn around (often within 24 hours).

- **Conclusions**

The Missions have come to rely on G/HCD for prompt and thorough service. G/HCD appears to be up to the challenge. As one respondent said, "It (G/HCD) seems to have a more customer-oriented focus than in the past."

## **MISSION RESPONSES**

### **Africa**

- **Benin**

**Background.** USAID/Benin has had a recent change in personnel. The person formerly responsible for training no longer works in the Mission and his replacement is still quite new, making it difficult to assess the impact of G/HCD's activities in FY97.

***Mission Implementation of Best Practices.***

**Training Designs:** USAID/Benin has given increased attention to the importance of linking training design to performance requirements of partner institutions. While there is no formal document in the Mission that articulates the linkage, the training staff stress the importance of strategic linkages to all stakeholders.

**Stakeholder Participation:** Overall, stakeholder participation has increased since reengineering began in the Mission. Partner institutions attend USAID meetings more frequently, sharing information about their institutions' needs, and learning more about USAID strategic interests. In particular, partner institutions and SSO teams are responsible for nominating and selecting participants. Partner institutions are actively involved in assessing their training needs and clarifying how training can help close performance gaps.

*Follow-on Activities:* This is still a weak area for the Mission and there have been no significant efforts to improve or reengineer this aspect of training. The Mission recognizes its weakness in the areas of follow-on and monitoring and intends to make improvements.

#### ***G/HCD Impact on Mission Practices.***

*ADS 253:* The Mission has access to ADS 253, but does not refer to it on a frequent basis. The one person who read it some time ago thought that it was clear. However, she would have liked more detail about “best practices.” She did not know of any connection between ADS 253 Supplemental References and the HRDA Best Practices Guides. It appears that no one in the Mission has used the HRDA guides.

*G/HCD Conference:* Three individuals from the Mission attended the HCD Conference in Washington. Two attendees focused their attention primarily on girls’ education. The individual who represented training is no longer in the Mission. It is, therefore, unlikely that attendance at the conference had much impact on the Mission’s training program.

*G/HCD Technical Assistance Visits:* The Mission has not hosted any visitors from G/HCD.

*G/HCD Communications:* The Mission is aware that it may seek information and guidance from G/HCD. While no one has taken advantage of this service in recent months, they report that when they have requested help in the past, G/HCD has been quite responsive.

- ***Ethiopia***

#### ***Mission Implementation of Best Practices.***

*Training Designs:* Training programs have been designed under each of the SSOs. They are targeted towards achieving the objectives of each project. For example, an Interactive Radio Instruction training was organized under the Basic Education System Overhaul project. This training is expected to achieve two of the major objectives of the BESO project, objectives #2 (to improve efficiency and effectiveness of key quality related series) and #3 (improve decentralized management administration of primary education). Training is processed and arranged by contractors.

*Stakeholder Participation:* The identification of training needs in the partner’s institution and the selection of trainees with the greatest potential to initiate and support changes is identified by the institutions and technical advisors where present. The training unit has very little or no role in such areas.

*Follow-on Activities:* USAID/Ethiopia designed two sets of questionnaires (one for trainees and the other for supervisors) and distributed them to trainees who worked for at least six months after their USAID training. Some questionnaires have been received but the Mission is waiting for the remainder in order to process the results.

### ***G/HCD Impact on Mission Practices.***

***G/HCD Conference:*** After the conference, the Mission started to use the Kirkpatrick Model to see the application of skills and knowledge that are acquired through the training the Organizational Performance.

- ***Ghana***

### ***Mission Implementation of Best Practices.***

***Training Designs:*** The implementation of “best practices” is at a very nascent stage. Currently USAID/Ghana is at the design stage, working on RFPs and setting the groundwork for working with local agencies. The relationships between the Mission and the stakeholders are being worked out in terms of training procedures in the U.S. and third-country training. The Mission is taking time to establish a solid planning structure before moving on implementation. Only one of the four SSOs is beyond the planning stage. The one SSO regarding health is working under the same procedure implemented before “best practices,” therefore its implementation should not be credited to “best practices.”

***Stakeholder Participation:*** Stakeholder participation is still in the planning stage.

***Follow-on Activities:*** No follow-on activity will take place until the planning stage is complete and solid.

### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** ADS 253 has been helpful to the Mission in that it offers a necessary finished set of guidelines. It is a good, specific document that was greatly needed.

***G/HCD Conference:*** The Mission sent representatives to the HCD Conference in Washington, which was most useful in that it offered a time for information sharing.

***G/HCD Technical Assistance Visits:*** Technical Assistance visitors set up a one-day workshop several months ago which was very helpful. The four SSOs were discussed, and it was at the July HCD Conference in Washington that the need for the workshop was addressed.

***G/HCD Communications:*** USAID/Ghana often contacts G/HCD for interpretation of guidelines and help via e-mail. G/HCD serves as a focal point for the Mission and has always been very responsive to its needs.

- **Guinea**

**Background.** The Mission has been heavily involved in the reengineering process. The Mission considers one of its main objectives as providing HCD support to implement SSOs through analysis formulation design, implementation, and evaluation, as well as follow-up activities. The Mission provides consultancy, personnel help, and responds to any USAID needs. The number of participants has increased over the past several years. For FY97, 18 were trained in the U.S., 24 in third-countries, and 5,473 in-country.

***Mission Implementation of Best Practices.***

**Training Designs:** Training design revolves around the four SSOs of the Mission, which are identified as natural systems management, health and family planning, primary education, and democracy and governance. All training is related to one of the SSOs, and stakeholders are greatly involved in the entire training process. The Mission first starts with training analysis and analysis of the targeted organizations. USAID/Guinea has a multi-step training plan in place, and each step is implemented with the stakeholder's participation. There is a training transfer strategy which defines at the beginning of the process how training can be transferred to the workplace and targeted to the needs of the institution. After that is complete, the trainees are identified and a partnership is developed between the employer, the trainee, and the trainers through contracts which spell out the role of each involved. The training program is designed and then delivered as well as monitored. After each training system, an Action Plan for each trainee is created, which is very specific and involves benchmark indicators along with the role of the employer and employee. The Action Plan is usually implemented within six months to a year after training, and there is a participatory impact evaluation process which involves all participants identified in the multi-step training process. This system matches very well with the "best practices."

**Stakeholder Participation:** The Mission conducts periodic workshops for SSO partner institutions. The purpose of the workshops is to teach reengineering core values and the "best practices." This was part of the HCDO's central responsibility to ensure that the overall training interventions with the Mission are carried out according to "best practices."

**Follow-on Activities:** USAID/Guinea considers this an integral part of the training process. There are two phases of follow-on: 1) training and performance analysis; and 2) post-follow-up analysis of the trainee Action Plan. Mission members go to the field in order to evaluate the ability and impact of each Action Plan after a certain time period upon the trainee's return. The Kirkpatrick Model is used in the evaluation process.

**Other:** Several years ago, USAID/Guinea developed the Training Impact Monitoring System (TIMS). It is reported to be incorporating the training "best practices."

### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** ADS 253 is the main reference source for USAID/Guinea training processes. All training has been developed in accordance to ADS 253. It has proved to be a very helpful resource to the Mission.

***G/HCD Conference:*** Two people from the Mission attended the conference. The participants felt the conference to be very successful as there was a great deal of exchange among colleagues. It was a very rich forum with a lot of experienced participants and institutions. Many positive results have evolved from the conference.

***G/HCD Technical Assistance Visits:*** There were no visits in FY97 from G/HCD staff or RSSAs.

***G/HCD Communications:*** Through various contacts with G/HCD, the Mission was able to refine its TIMS, especially with regard to the three "best practices" identified above.

***G/HCD Contractors:*** The Mission's Global Training for Development (GTD) program organized four sessions to acquaint the core members of the USAID/Guinea's Strategic Support Objective teams with the "best practices." The HCDO staff also organized several workshops for contractors and key local training institutions. Hand-outs provided by the GTD contractor were widely distributed.

Overall, the Mission believes that the influence of G/HCD activities was important to the Mission's efforts to implement "best practices." Likewise, the reengineering process within the Mission influenced the use of the "best practices."

- ***Malawi***

Contact with the Mission revealed that training was pretty much at a standstill in FY97, therefore, the Mission had nothing to report.

- ***South Africa***

***Background.*** USAID/South Africa has focused more on in-country and short-term training over the past several years. U.S. training still exists but to a lesser extent than in previous years, due in part to a downsizing in funding for training. It is more cost-effective to send participants to in-country training, so U.S. and third-country training has decreased.

### ***Mission Implementation of Best Practices.***

***Training Designs:*** In the past, the training office was not involved in working with the SSO teams. However, under reengineering, a new plan is being implemented. There are six SSOs for USAID/South Africa, and only SSO2 was involved in training in the past. The shift is to now

involve all six SSOs in training designs and practices. The Mission is establishing a Training Committee which will have a training representative from each SSO. A training office staff member will be involved regularly in SSO meetings. The Mission's goal is to align SSOs needs and training practices and create a direct connection between the two.

*Stakeholder Participation:* In the past, there was little stakeholder participation nor input into Mission training. There is now a changing vision for the role of stakeholders in the training process. In January, a two-day workshop was held in which stakeholders participated and provided input regarding their potential role. Feedback from the stakeholders included: lack of information regarding "best practices;" insufficient information-sharing from the Mission; and a need for greater collaboration between stakeholders and the Mission. The USAID/South Africa strategy is to address the stakeholder feedback and create a training design which involves them in the process. In order to increase stakeholder participation, a design which addresses needs assessments, fact finding, and information sharing will be implemented. A training representative from each SSO and representatives from the partner institutions will work together to form extended teams and provide the means for increasing collaboration.

*Follow-on Activities:* Two SSO teams have conducted alumni workshops; however the remaining SSO teams have not implemented a great amount of follow-on activities in any formal sense. Never before was follow-on incorporated or addressed in the scope of work for the Mission, but that is changing, and USAID/South Africa is now looking at "best practices" and how to incorporate them into the scope of work for each SSO. Follow-on activities will become a primary goal for each SSO.

#### ***G/HCD Impact on Missions Practices.***

*ADS 253:* ADS 253 has been very useful to the members of the training office. Their goal is to design training in a way that complies with ADS 253 guidelines. The Mission organized a small workshop in October to review ADS 253 with its partners outside the training office, and information was disseminated regarding USAID training policy.

*G/HCD Conference:* Three members from the Mission attended the HCD Conference in July and found it to be very helpful in providing information sharing. It offered very broad information, which has been useful to the Mission. However, now the training office in USAID/South Africa would like to see a more specific-oriented conference that would address issues such as needs assessments and evaluation processes.

*G/HCD Technical Assistance Visits:* Through an HRDA initiative, a TA attended the January workshop held at USAID/South Africa and was able to enhance the output of the workshop. The technical assistance visit allowed the Mission to receive input from G/HCD and elaborate on newer concepts and developments concerning HCD. The visit helped the Mission to proceed with its training plan.

***G/HCD Communications:*** Whenever the Mission has a problem or questions concerning training issues, they will, via e-mail, contact G/HCD. The response time has always been within 24 hours, and the advice or answers have always been helpful.

***G/HCD Contractors:*** G/HCD's TraiNet contractor visited the Mission to assess Mission needs for the new system. Mini-briefing sessions were held for each SSO regarding TraiNet. In addition, data was collected for follow-on workshops to be held in the Mission.

- ***Tanzania***

***Mission Implementation of Best Practices.***

***Training Designs:*** The training office is working hard to share the message about results-oriented training. When they receive training requests that do not articulate the expected results, the training office asks for a description of how the training is linked to the partner institution's performance objectives and how those are linked to USAID Strategic Support Objectives. In turn, the Training Implementation Plans now are much more focused on results.

***Stakeholder Participation:*** The Mission training office is working with stakeholders to focus on partner institutions' performance results in nominating appropriate candidates for training.

***Follow-on Activities:*** There is an increased number of requests coming in from partner institutions for follow-on support. The requests seek support in reducing the constraints that trainees face in applying their training.

***G/HCD Impact on Mission Practices.***

***ADS 253:*** The Mission received a great deal of support on interpreting policy. When the Mission had a conflict with USIS on a particular policy, it sought guidance from G/HCD. G/HCD's response was quick and useful in resolving the conflict.

***G/HCD Conference:*** Two people from the Mission attended the HCD Conference in Washington. They received much valuable information that helped increase their awareness of "best practices." Since the conference, they have worked closer with SSO teams, and the SSO teams seem to have more confidence in the training office and an increased appreciation of "best practices." The people who attended the conference are also better linked to other training officers in the region.

***G/HCD Technical Assistance Visits:*** There were no technical assistance visits in FY97 from G/HCD. However, the Mission requested assistance recently and the visit was quickly arranged.

***G/HCD Communications:*** The Mission is extremely pleased with the quick turn around on all requests for information and guidance. It reported that all e-mail requests are responded to within 24 hours.

Overall, there is more interest in the Mission for training, possibly because there is a greater ability to show results from training activities. There is also a greater commitment to understanding and following the policies.

## **Latin America and Caribbean**

### **▪ El Salvador**

**Background.** USAID/El Salvador's CLASP project expired in FY96. The Mission took advantage of the opportunity to completely reengineer its training system in early FY97. A new activity was designed to respond to ADS 253 requirements and to incorporate the "best practices" of training. While there will not be significant resources for participant training, the new activity will provide training support services to all the Mission's SSOs, including partner institutions and contractors. Implementation of the new activity had not begun by the end of FY97 (the Mission signed off in September 1997). However, the Mission made some efforts toward a reengineered training program during the FY using remaining CLASP funds and SSO funding.

#### ***Mission Implementation of Best Practices.***

**Training Designs:** The training office is actively spreading their "reengineered training" message. Their efforts to affect institutional performance are concentrated on the practice of "critical mass" training. They are working most closely with the health SSO, trying to have a major impact on the Ministry of Public Health.

**Stakeholder Participation:** The training office is working more closely with SSO teams throughout the Mission, trying to get them to "think strategically" about training. Near the end of FY97, the training office organized a workshop for stakeholders. (However, it was not implemented until October 1997.) This was the first in a series of workshops intended to increase impact through implementation of "best practices." The one and one-half day event brought together SSO teams, partner institutions, and contractors to discuss performance-based training. In addition to the workshop series, the Mission is planning a selection committee which will be composed of SSO teams, partner institutions, and contractors. The main role of the committee will be to establish selection criteria.

**Follow-on Activities:** The Mission did not implement new activities on this front in FY97.

**Other:** The Mission now requires that all SSOs and RPs have a general HCD plan within their overall strategy. Likewise, each new activity design document must include a detailed HCD plan.

The Mission has developed a new Training Agreement, which includes an action plan. Several other countries have requested copies.

### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** The Mission carefully reviewed several versions of ADS 253 during the FY, in an effort to keep abreast of the changes and to provide feedback from the field.

***G/HCD Conference:*** Two people from the Mission attended the conference. They reported that it was very helpful in their efforts to reengineer their training program. In fact, they are using some of the ideas and information as they develop their “best practices” workshop series.

***G/HCD Technical Assistance Visits:*** None in FY97. However, there was a RSSA visit to the Mission in early FY98 to develop a new Mission Order for Training. Several Missions requested copies of El Salvador’s Mission Order.

***G/HCD Communications:*** The Mission makes frequent inquiries to G/HCD. It is quite pleased with the speed and helpfulness of the responses.

#### **▪ *Haiti***

***Background.*** USAID/Haiti participant training is housed in the Education Office under the Improving Human Capacity (IHC) area. The training staff feels that this new reengineered structure has given their unit much needed stability and support. The Mission, which works with all four Strategic Support Objectives, considers itself a results-oriented Mission. They feel that they have been especially active in reaching out to customers.

### ***Mission Implementation of Best Practices.***

***Training Designs:*** Training programs are designed to contribute to the improved performance of partner institutions and these institutions are very much involved in the design (see below).

***Stakeholder Participation:*** Stakeholders are actively involved in trainee selection and approval. The stakeholders, often referred to as the *partners*, consist of USAID Mission staff, contractors, alumni association members, partner institutions, training providers, and other donors. The partners collaborate well. An example of this collaboration came when the partners joined together to give a quick response to an OMB request for information on U.S., third-country, and in-country training. This year the training staff have plans to go to the field more often and to assist in seminars with training institutions and other customers.

***Follow-on Activities:*** Follow-on activities include an alumni association which is now self-sustaining. In addition to helping with identification and selection of participants, the alumni association has been very helpful in tracking returned participants. The training staff has maintained particularly close contact with returned trainees from the democracy and civil society programs.

### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** The training staff appreciates the simplification of ADS 253, has found it very useful in performance of their own duties, as well as instructive for members of the SSO teams, who might not always be aware of such things as training agreements, follow-on, etc. They would like to know if ADS 253 is finalized and accessible on the Internet.

***G/HCD Conference:*** Two training staff members attended the last HCD Conference in Washington. They found it very helpful, but suggested that future conference have fewer overlapping sessions which compete for their attendance. They are also interested in the date for the next conference and the agenda.

***G/HCD Technical Assistance Visits:*** Technical assistance visits have been most helpful. The visit of a G/HCD staff member in FY97 was instrumental in getting "best practices" and the new engineered training practices out to the Strategic Support Objective teams, to the contractors, and to the partners. The training staff would appreciate more visits by HCD or FSTAs, but caution that it currently takes about three months to get Mission approval because of the large number of visitors.

***G/HCD Communications:*** The Mission looks forward to communications from HCD and finds the *HCD Weekly Report* to be especially appreciated by the SSO teams. The training staff would like to have more information on and receive samples or models of other Mission Orders.

***Other:*** The training staff appreciates very much the responsiveness of G/HCD to their requests for visits, for information, and for advice.

#### **■ *Paraguay***

***Background.*** Since FY96, there has been a significant downsizing of participant training in USAID/Paraguay. The training was full scale in FY94 and 95. After FY96, training was not included in the budget. By FY97, only one participant was sent for training. The budget no longer accommodates participant training, and the one participant for FY97 was sent under an IQC in Bolivia. The only SSO is focused on democratic institutions.

### ***Mission Implementation of Best Practices.***

***Training Designs:*** Since there is no training in the budget, there is no design plan. The Mission wants to implement training, however, there are no plans to allocate a portion of the budget for this.

***Stakeholder Participation:*** There are stakeholder activities on a local level. However, this community focus is not connected to the participant training program.

***Follow-on Activities:*** USAID/Paraguay would like to implement a follow-up evaluation program of past participants. This has never been implemented, and therefore valuable knowledge, in terms of

successes and lessons learned from the training program and its impact at the local level, cannot be gleaned from the program. USAID/Paraguay would like to see results so as to assess where the need for training would be—although there is little hope of receiving funding for such training in the near future.

#### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** ADS 253 has been used by USAID/Paraguay and has proven to be very helpful. When a problem or question arises the Mission looks to ADS 253 for guidelines and answers.

***G/HCD Conference:*** No one from USAID/Paraguay attended the HCD Conference in Washington. The Mission needed to focus TDY on areas in which it is working, and since training is no longer a focus, it did not seem necessary to send anyone.

***G/HCD Technical Assistance Visits:*** Since no participant training was implemented, there were no technical assistance visits by G/HCD during FY97.

***G/HCD Communications:*** The Mission has often looked to G/HCD for advice and information, and the response by G/HCD has always been timely and helpful. In one instance, a training participant wished to extend her time in America beyond her allotted training time, and when USAID/Paraguay called for advice, G/HCD was very supportive and helpful.

#### **▪ *Peru***

The contact person in Peru informed us that he was not the right person to respond to the questions and, while his office used to be the training office for the Mission, that activity ended some two years earlier. He advised that the Mission does very limited training, does not have a training office nor training officer, and has not really worked with G/HCD.

#### **Asia Near East**

#### **▪ *Bangladesh***

***Background.*** USAID/Bangladesh had a relatively large training program in the past (300-400 participants per year), but in FY97, had only 100-200 participants. This is in addition to the 3,000-4,000 in-country trainees. The HCD office is responsible for managing all in-country, U.S. and third-country training, under the direction of SSO teams.

#### ***Mission Implementation of Best Practices.***

***Training Designs:*** In planning training, the Mission first targets the major partners within each SSO. They then look at the training needs within the partner institution that are related to the relevant

SSO/IR. Some, but not all, program designs explicitly link the proposed training to IRs. Much of the planning is now done by the SSO teams.

*Stakeholder Participation:* SSO teams are actively involved in setting policy for training. They also collaborate with partner institutions and contractors in planning training programs. To support stakeholders, the HCD office held a mini-workshop for SSO teams and contractors responsible for managing training. The workshop content was based on ADS 253 and various articles from trade journals.

In terms of trainee selection, both partner institutions and contractors nominate trainees. The HCD office tests nominees and verifies their qualifications. SSO teams have final approval authority.

The Mission is not yet using an official "stakeholder compact." This is in the development stage and HCD plans to pilot a compact with the Mission's smallest SSO.

*Follow-on Activities:* At this point, the Mission has not reengineered its approach to follow-on and monitoring. Its sole source of follow-up contact and monitoring information is the post-training evaluation instruments that are self administered by trainees at one month, six months and two years after training.

#### ***G/HCD Impact on Mission Practices.***

*ADS 253:* The Mission has recently received ADS 253 and has developed a transition plan for implementing the new policies and guidance. It awaits installation of TrainNet in the Mission so that they can fully implement ADS 253.

*G/HCD Conference:* One person from USAID/Bangladesh attended the G/HCD conference. The main impact from attending the conference was a better understanding of training professionals. In particular, the conference helped clarify concepts and practices associated with "performance technology." The messages from the conference were shared with other Mission staff.

*G/HCD Technical Assistance Visits:* In FY97, USAID/Bangladesh benefitted from a technical assistance visit by a G/HCD RSSA. The purpose of the visit was to develop a Mission Order and assist SSO teams with strategic planning. The visit seems to have met the Mission's expectations.

*G/HCD Communications:* The Mission is pleased and impressed by the quick response it gets on all inquiries to G/HCD. It reports a one-day turn-around.

#### **▪ *Egypt***

***Background.*** In FY97, USAID/Egypt began implementing the Development Training II (DT2) project. The project is designed to provide planning, management, and monitoring and evaluation services for all Mission-funded training. While Mission RPs are allowed to continue using existing

contractors to manage training, all new RPs are required to use DT2 for U.S. and third-country training.

### ***Mission Implementation of Best Practices.***

***Training Designs:*** Under DT2, training needs assessments are conducted to determine the performance requirements that are critical to achieving desired results. Training plans are then designed for each SSO/RP. These plans link the partner institution's performance requirements to USAID IRs. Requests for training that precede or are outside the training plan must link the training request to institutional performance requirements and SSO/IRs. The linkage is reinforced in the Training Implementation Plans (TIPs). Strategic interests are explained to all stakeholders (including the trainee) and are communicated to the training providers.

***Stakeholder Participation:*** Under DT2, representatives from SSO/RP teams and the partner institution are encouraged to participate in planning. They are involved in the training needs assessments and in recommending training solutions that address performance requirements. Depending on the situation, stakeholders sign the SSO/RP training plan. Trainees are nominated and approved by SSO/RP teams or partner institutions. A stakeholder agreement is signed by the USAID contractor, DT2 COTR, SSO/RP team leader, partner institution, and trainee. As part of the agreement, stakeholders agree to the conditions of training and the trainee action plan. The stakeholders are encouraged to maintain contact with long-term trainees. The nature of stakeholder participation planning follow-up activities is not yet known.

***Follow-on Activities:*** DT2 has a follow-on program that is available to all USAID alumni. The program includes a newsletter, counseling services (focusing on the application of training), achievement recognition, continuing education, and a resource center. Individual or group training plans may include follow-on support to address unique needs. Each SSO/RP training plan must budget five percent of training costs for follow-on support. Informal monitoring is taking place among DT2 trainees, with more formal monitoring and evaluation to begin soon.

***Other:*** USAID/Egypt has taken other significant steps toward reengineering its training program. In FY97, a USAID team was formed to provide strategic oversight and guidance for the training program. A team charter was drafted and team meetings are held on a regular basis. Also in FY97, a new Mission Order for Training was developed which reflects all the principles of USAID reengineering in general, and reengineered training specifically. It is also consistent with ADS 253. Additionally, in FY97, USAID/Egypt was a major player in developing a management information system that incorporates principles of "best practices" and the requirements of reengineering. The Mission served as a Beta test sight for TraiNet.

### ***G/HCD Impact on Mission Practices.***

***ADS 253:*** Various drafts of ADS 253 influenced the Mission's understanding of "best practices." The Mission is following ADS 253 as strictly as possible. This has been a challenge, however,

because of the numerous versions of ADS 253 and the Mission's uncertainties about which version to use, as well as internal inconsistencies within ADS 253.

*G/HCD Conference:* Two people from USAID/Egypt attended the HCD Conference in Washington, but the impact of their attendance is not known.

*G/HCD Technical Assistance Visits:* One visit to USAID/Egypt was made by G/HCD staff (a non-RSSA visit). The Mission funded several visits by the HERNS team (a G/HCD contractor) for TraiNet development and installation, revision of the Mission Order, and facilitation of a team charter. Implementing "best practices" was a fundamental theme of all HERNS visits. Mission staff valued the technical assistance visits in that they helped reengineer the training program.

*G/HCD Communications:* G/HCD was timely in its responses to the team drafting the MO.

The greatest impact that G/HCD had on USAID/Egypt's training program came through the new policies and guidance G/HCD disseminated through various ADS 253 revisions. These had a major impact on the policies and guidance that were formulated for the Mission. G/HCD was also able to impact the Mission's program through the HERNS mechanism. Through Mission buy-ins to HERNS, there was impact on the strategic management of DT2, Mission training policies, and the MIS for training (TraiNet).

There are several other factors that influenced the Mission's implementation of "best practices." One factor is a COTR for DT2 who has a deep understanding of training and a commitment to keep pace with Agency-wide reengineering. A second factor was that DT2 is managed by a contractor that has a strong commitment to implementing a reengineered training activity. The contractor was awarded DT2 through a full-and-open competition, rather than through G/HCD's Global Training for Development (GTD) contract.

#### ▪ *Nepal*

*Background.* Over the past year, there have been two major adjustments in USAID/Nepal's training program. There has been a downsizing from three training officers to a single training officer, as well as a shift from PIET to a contract with AED. Both the TDY of a G/HCD staff member and the TDYs of three FSN staff to Washington for training with G/HCD proved critical to these training changes becoming possible.

#### *Mission Implementation of Best Practices.*

*Training Designs:* USAID/Nepal had been able to identify training needs and design/selection of participants even before the identification of "best practices."

*Stakeholder Participation:* The annual training plan (ATP, 1997) was prepared before the July conference. However, while selecting participants, USAID/Nepal involved, directly and indirectly, its partners, stakeholders and SSO/RP team members.

#### ***G/HCD Impact on Mission Practices.***

*G/HCD Conference:* The HCD conference helped USAID/Nepal attendees to understand the three “best practices” along with other training related policies and procedures which the Mission is trying to implement in its training programs.

*G/HCD Technical Assistance Visits:* In the past, USAID/Nepal has been visited by a G/HCD member to help install PTMS and develop a Training Mission Order. A Field Training Advisor (FTA) visit was key to helping USAID/Nepal implement “best practices.”

*G/HCD Communications:* USAID/Nepal is frequently in contact with G/HCD through e-mail in order to seek advice regarding training related issues and problems. G/HCD’s timely responses to training related issues proved very helpful for implementing the training program.

#### ▪ ***Philippines***

***Background.*** USAID/Philippines no longer funds a great deal of overseas training. Most training takes the form of in-country seminars or short-term attendance at seminars, conferences, or study tours. Third-country training is often used. From what they learned at an HCD Conference workshop, it became apparent that many forms of funded training are actually business facilitation trips, not training per se.

#### ***Mission Implementation of Best Practices.***

*Training Designs:* Participant training is managed by the various SSO teams, with a focus on achieving a strategic objective. With some exception, training is implemented by TA contractors or grantees, rather than the GTD IQCs. Whereas the Mission once maintained an entire division to coordinate participant training, it now only uses about half of the Participant Training Coordinator’s time. The training in the Mission has become highly decentralized. Due to delays in revising ADS 253 and implementing TraiNet, the Mission is only now beginning to grasp basic procedures. A new Mission Order on participant training is soon to be approved.

*Stakeholder Participation:* Substantiative issues of the role of stakeholders and linking training to performance are largely left to the SSO teams to work out.

*Follow-on Activities:* There is a general lack of follow through. It is hoped that as the new system is established, the Participant Training Coordinator will be able to devote more attention to identifying and disseminating “best practices” and less to processing.

***G/HCD Impact on Mission Practices.***

***ADS 253:*** In drafting ADS 253, language was accepted that USAID/Philippines requested regarding centrally-funded training, and omitted language that posed problems for the Mission.

***G/HCD Conference:*** The Participant Training Coordinator attended the July HCD Conference in Washington.

***G/HCD Technical Assistance Visits:*** A G/HCD staff member visited the Mission last year and provided a very useful workshop on participant training with contractors. The intelligent presentation and flexible responses to contractor questions were probably the best service G/HCD provided the Mission last year. G/HCD also visited the Mission last year and installed the PTMS tracking system.

***G/HCD Communications:*** G/HCD has been quite helpful to USAID/Philippines in terms of updating the participant training system. Overall, G/HCD has been as helpful as they can be, “given the cumbersome legal framework in which they have to work. It seems to have a more customer-oriented focus than in the past.”

**CHAPTER FOUR:**

**SUCCESS STORIES**

## *Success Stories*

**Strategic Objective:** 1 Basic Education - Improved and expanded basic education and learning systems

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

**Project Name:** IEQ

**Organization** American Institutes for Research

### **Success Story:**

**Capacity Building in Program Evaluation: "I've Learned A Lot From Planning and Conducting Evaluations."**

"As a program coordinator, I've learned a lot from planning and conducting an evaluation of our teacher training with evaluation specialists. When they've questioned me about what we're trying to achieve, I've been pushed to reflect on what differences we expect to see at the classroom level, in terms of teaching and learning, as a result of teachers participating in our training program. Now I ask myself not "What did you do?" but "What was the impact?" It's a sobering question." (Program Coordinator, Inservice Training Non-governmental Organization)

These comments reflect feelings of in-service teacher-training program coordinators about the value of collaboration with the IEQ project in conducting program evaluations. They reflect a dramatic shift away from the traditional approach to evaluation and an opportunity to think in new and creative ways about intended program outcomes and the use of evaluation as a tool under their control. For the coordinators involved in this project, it is the first time they were involved as participants in planning with an evaluation specialist, rather than being subjected to evaluative scrutiny. For the IEQ, evaluation studies and building the capacity of others to use evaluations were important to the success of the project.

Outcomes showed that ongoing communication and collaboration throughout the assessment process played a critical role in promoting successful integration of the process into the everyday life of the organization. In such a way, evaluation findings were actually used - both to assist individual program improvement efforts and, collectively, to inform policy formation in a number of ways:

Staff of in-service training organizations used the classroom-observation instruments in their daily work with teachers; developed additional instruments to monitor and evaluate intended

## ***Success Stories***

program outcomes; and collected and analyzed their own data to monitor progress.

Provincial and National Departments of Education examined the results of the evaluation studies of in-service teacher-training programs and discussed the implications of findings for educational policy.

Only in place since the newly-elected democratic government replaced the apartheid regime, these provincial and national departments of education have indicated an urgent need for the types of monitoring and evaluation capacities that have been cultivated among the staff of NGOs through their work with the IEQ Project.

## *Success Stories*

**Strategic Objective:** 1 Basic Education - Improved and expanded basic education and learning systems

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

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**Project Name:** ABEL

**Organization** Academy for Educational Development (AED)

### **Success Story:**

#### **Interactive Radio Instruction in Ecuador**

Through the ABEL Project, a new model of interactive radio instruction (IRI) was created to support critical thinking, conflict prevention and resolution skills, and emotional development in children. The pilot project, which began in December 1996, used the IRI model to teach adults how to work with children in problem-solving and conflict resolution.

As a result of the project, a partnership of ten organizations was created (APOYO). This partnership has allowed the project to leverage resources and institutionalize the IRI model. For example, an agreement was signed with the Instituto Nacional de Niños y Familia (INNFA) to provide free airtime for the programs; to reproduce the cassettes for 900 INNFA centers across Ecuador; and to cover local costs for a formative evaluation in two regions, Guayaquil and Cuenca. Another agreement was established with *Diario Hoy*, a local newspaper, to provide lower rates on Saturday inserts, and on the printing of posters and materials, for their distribution of 72,000. The newspaper also provided an additional free 2,000 copies for distribution outside of the newspaper. Also, Plan Internacional has financed the development of 10 additional programs to continue the pilot project in their six field offices.

By reaching the audiences of two of the partners, *Diario Hoy* and INNFA, over 200,000 children and adults can be reached each year. This estimate is based on agreements with the partner institutions who have asked for copies of cassettes to be distributed and institutionalized within their own systems and is not based on casual radio listening.

## ***Success Stories***

**Strategic Objective:** 1 Basic Education - Improved and expanded basic education and learning systems

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

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**Project Name:** ABEL

**Organization** Academy for Educational Development (AED)

**Success Story:**

In Haiti, ABEL concluded a pilot project to develop and test a set of interactive radio instruction lessons in reading and math for grade three students in forty (40) primary schools. The result is that students receiving the radio lessons have demonstrated a significantly superior performance on mathematics achievement when compared with control students. USAID/Haiti has decided to include and expand the pilot under its ED2004 project.

## ***Success Stories***

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**Strategic Objective:** 1 Basic Education - Improved and expanded basic education and learning systems

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

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**Project Name:** ABEL

**Organization** Academy for Educational Development (AED)

### **Success Story:**

Under ABEL activities, a one-day workshop to train scriptwriters in Nepal's national Interactive Radio Instruction project was conducted on how to integrate positive role models for girls, and supportive content related to young girls, in the scripts. The result is that all scripts in the national Bhanyang Chouthari series contain two active and inquisitive female role models. Thirty percent of the learning objectives are specific to improving the lives and perceptions of young girls. The creation of the series was funded by UNICEF and has been institutionalized in the Ministry of Education's kindergarten program. It will be aired twice a week nationally beginning mid-January 1998.

## *Success Stories*

**Strategic Objective:** 1 Basic Education - Improved and expanded basic education and learning systems

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

**Project Name:** IEQ

**Organization** American Institutes for Research

### **Success Story:**

During the apartheid era in South Africa, educational reform initiatives were supported through the funding of non-governmental organizations (NGOs). The IEQ Project worked with USAID- funded NGOs whose focus was on improving the quality of basic education for disadvantaged majority students in four key areas: school administration, curriculum development, teacher training, and the provision of materials and technology.

The IEQ Project worked in collaboration with NGOs grantees to assess the impact of training at the classroom level, in terms of teachers' instructional practices and active participation by learners in classroom activities. By collaboratively designing studies, developing data collection instruments, and gathering and analyzing classroom data, capacity has been built among NGOs to monitor systematically outcomes of their programs.

In December of 1996, the IEQ Project initiated a national exchange with representatives of provincial and national departments of education, colleges of education, in-service teacher-training NGOs, research institutes and funders on "Quality Assurance through Monitoring and Evaluation." This exchange highlighted the need to assure educational quality through the systematic use of monitoring and evaluation as tools to guide and inform decision-making. As reforms move forward in South Africa, it will be important to gauge the extent to which national policies and goals are making a difference at the classroom level for the intended beneficiaries -- the learners.

"We need a national Indaba on monitoring and evaluation of our reform efforts." This was the concluding sentiment of the IEQ exchange, expressed by a member of the new National Department of Education Office of Quality Assurance. In Zulu, an Indaba is a representative meeting on a matter of the utmost importance.

The exchange created opportunities for dialogue among the various stakeholder groups. As planned change efforts by the new democratic South African Government of National Unity

## *Success Stories*

are implemented at the national and provincial levels, the idea of using evaluation as a tool to assess progress and outcomes is gaining momentum in South Africa. Dr. Blade Nzimandfe, chair of the Portfolio Committee on Education in the Parliament and the keynote speaker, addressed a number of issues relating to the quality assurance through monitoring and evaluation, emphasizing the joint national objectives of quality and equity of access for all South Africans. IEQ and an NGO representative presented highlights of collaborative evaluations of NGO teacher training programs and how these results are being used to improve training programs and practices and influence policy. Subsequently, examples of monitoring and evaluation efforts in South African organizations were presented by a variety of participants, and small group discussions by sectors -- government, NGOs, colleges of education and funders -- provided opportunities to discuss issues and suggest next steps.

The discussions surrounding assessment and the need for using assessment through the change process, not only at the end, revealed the concerns among South Africans for "making reform work." Under the auspices of the National Department of Education, the dialogue will continue, with potential long-term benefits for creating and sustaining quality education and access to all citizens of South Africa.

## ***Success Stories***

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

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**Project Name:** LearnLink

**Organization** Academy for Educational Development (AED)

### **Success Story:**

Under LearnLink, an educational technology resource and reference guide was developed in FY97 as a tool to promote education reform support for effective use of education and communication technologies in learning systems. The Educational Technology Resource Handbook was first published in early November 1997 (FY98).

The Educational Technology Resource Handbooks have been very well received by USAID. To date, an estimated 100 have been disseminated by the National Demonstration Laboratory (NDL). The handbooks continue to change as more references are added and it expands in response to requests and comments from users. With each new request, the latest insertions are included and enough copies are printed for distribution. The NDL anticipates that the original handbook will eventually be divided into several smaller, more specialized handbooks that will be of interest to professionals with specialized interests.

Distribution has focused primarily to USAID employees in Washington, D.C., as well as to some USAID Missions in Latin America. The handbook was also distributed at LearnLink's Technical Advisory Group Meeting in November 1997, a group of leading experts in basic education, distance education and information technology.

## ***Success Stories***

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.1 Partnerships transfer technology and skills to build local child and maternal health capacity

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**Project Name:** ATLAS

**Organization** African American Institute

**Success Story:**

Ms. Janet Banda of Malawi was a legal practitioner with a private law firm in Lilongwe prior to her graduate program in the United States. She completed a Master's degree in Law at the University of Georgia in the summer of 1997. Upon her return to Malawi, Ms. Banda was named Principal State Attorney with the Ministry of Justice.

## *Success Stories*

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.3 Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

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**Project Name:** Establishment of Collaborative Linkages between NCSU, the Universidad de Costa Rica, and the Universidad Nacional

**Organization** North Carolina State University

### **Success Story:**

This partnership has concentrated its efforts on certain concepts: sustainable agriculture, decreasing pesticide use, and decreasing herbicide use. In doing so, it has made contributions in economic growth, the environment, and public health.

One of the contributions is the use of perennial peanut. This plant has several applications. The first is nitrogen fixation. It increases the nitrogen content of the soil, thus decreasing the need for fertilizers and concentrates farmers had previously used and saving the farmer money.

The peanut also acts as a natural herbicide when planted between rows of sorghum, decreasing the use of herbicides on sorghum crops. The farmers save on herbicide and increase their yield by using the peanut.

Finally, dairy farmers have found that it can be used as a cut-and-carry crop, meaning that cattle can graze on it or it can be cut in the field and carried a short distance to feed the cattle. This will save dairy farmers money as well.

These figures do not include the benefits consumers gain by eating foods exposed to fewer chemicals and the public health benefits of cleaner water supplies (without concentrate and herbicide run-off).

These practices were originally only used by farmers who were working with the program, but their effectiveness has spread by word-of-mouth and they have since been adopted by many other farmers in Costa Rica.

## ***Success Stories***

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**If these practices were used in the US, American farmers would save annually on concentrates, herbicides, and increase their yields.**

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.3 Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

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**Project Name:** Collaborative Development of Integrated Pest Management Methods for Secondary Food Crops in Indonesia

**Organization** Clemson University

### **Success Story:**

This linkage has had significant impact in FY 1997. Clemson and the Bogor Agricultural University established a new integrated pest management system to kill the armyworm, which preys on shallots, and the diamondback moth and the cabbage head caterpillar, which prey on cabbage.

The test areas for shallots were the Districts of Brebes, Tegal, and Cirebon in Central and West Java. Approximately 14,000 hectares are planted with shallots annually in these Districts. Armyworms oviposit on the leaves and the larvae hatch and burrow into the plant, making them impervious to pesticide applications. They cause the plants to die or produce small bulbs.

Farmers commonly applied chemical pesticides comprised of fungicide, insecticides, a foliage fertilizer, and a surfactant every three weeks. Two or three insecticides were used, more expensive one were chosen when infestation levels were higher. One problem with this is that the pests could develop a resistance to insecticides. When a health study was conducted on the topic in 1995, researchers found that no farmers used proper safety precautions and many suffered from pesticide poisoning.

The Clemson-Bogor University system requires farmers to use a virus that preys on the armyworm. The virus is indigenous to Indonesia. The use of the virus and the virus in addition to hand-picking larvae and egg masses provided higher yields of better quality than in fields where the farmers applied chemical pesticides.

Dr. Hammig estimates that annual benefits per hectare to the farmers would accrue as follows:

## ***Success Stories***

Number of insect control sprays needed: 14 (a decrease from the 21 needed with chemicals)

Number of handpickings requires: 12 (a decrease from the 29 required with chemicals)

Cost of virus: \$4.30 (Compared to the cost of insecticides: \$647.00)

Spray application labor: \$302.00 (compared to \$452.00 with chemicals)

Handpicking labor: \$130.00 (compared to \$528.00)

Estimated yield: 15.71 tons (compared to 9.38 tons)

Price per ton: \$280.00 (compared to \$172 for chemical grown, lower quality bulbs)

Net benefit to farmers: \$3,976.00 per hectare

When these results are aggregated for the 14,000 hectares in the experiment (only 25 percent of Indonesia's shallot growing area), the savings reached US \$55 million.

A similar system for cabbage was established and cash savings to farmers are approximately \$25 million annually with that IPM system.

These figures do not include the benefits to the local population from decreased chemical pesticides, such as an increase in water quality in the surrounding areas, a decrease in pesticide poisoning, and an increase in food quality.

To the best of Dr. Hammig's knowledge, the IPM systems have been adopted by farmers across Indonesia and are spreading to other islands in the Pacific as well. He stated that he would not be surprised if the practice spread as far as Latin America within the next year.

Source: Quarterly and annual reports to USAID, telephone interview by Christine Allison, and "Integrated Pest Management in Non-Rice Food Crops in Indonesia: Opportunities to Reduce Chemical Pesticide Use."

## *Success Stories*

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** HL - Education reform support, especially for girls and women, adapted and applied within learning systems

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**Project Name:** LearnLink

**Organization** Academy for Educational Development (AED)

### **Success Story:**

**JAIF Initiative Launches Municipal Electronic Government and Community Centers in Paraguay**

On January 28, 1998, a special ceremony attended by the U.S. Ambassador to Paraguay, Maura Harty, and the Mayor of Asuncion, Dr. Martin Burt, marked the inauguration of the first Municipal Electronic Government and Community Learning Center in Paraguay. This initiative is funded by the Global Bureau Joint Action Implementation Fund (JAIF), in collaboration with USAID/Asuncion. Under the JAIF, the Environment Center Urban Programs office (ENV/UP) is partnering with the Human Capacity Development Center (HCD) for this activity. The activity is implemented under HCD's LearnLink IQC, operated by the Academy for Educational Development.

Speeches by Mayor Burt, Ambassador Harty, and Dr. Eduardo Contreras, LearnLink Assessment and Evaluation Specialist, heralded the event as a leap forward providing citizens access to municipal information and lifelong learning opportunities. A formal Letter of Understanding was signed at the event by Mayor Burt and USAID/Asuncion Representative Barbara Kennedy, with Ambassador Harty and Dr. Contreras signing as witnesses. After the Speeches, the first center was officially opened with the untying of a ceremonial ribbon.

This was the first of six pilot centers to be set up by the municipality of Asuncion with the assistance of the JAIF. Mr. Sergio Aranda, LearnLink Resident Advisor in Asuncion, greeted the guests and led a demonstration of the many potential uses of the computer and networking technologies made available to the community via the center. At the center, citizens will be given free orientations to computers and the systems and services provided. As the

## ***Success Stories***

Municipality of Asuncion progresses in its plans to automate many of its citizen services and digitize municipal information sources, these centers will provide convenient and efficient access to these services and information sources. In addition, a range of learning tools, including interactive multimedia encyclopedias, interactive CD-ROMs for learning languages, and tools for vocational instruction will be made available at the centers. Internet access and free email services will open up a world of information and learning sources and modern communication means to citizens who otherwise would not have an opportunity to participate so actively in the Information Age. LearnLink will assist the Municipality in monitoring closely how the centers are utilized and measuring the benefits they bring to the community over the 18 month activity period.

Following are excerpts from the speeches given at the ceremony.

### **Mayor Burt - Leapfrogging Development**

"With these centers we are pursuing an hypothesis and a dream - one can leapfrog a development stage... What we want to do is to strengthen decentralization and give our neighborhoods the opportunity to solve their own problems. ....I want to thank the Ambassador and USAID for not giving us books! They could give us books, but they know a book isn't what we need. What we need to know is where and how we can find all books! What they're saying is "Asuncion, here is a window of opportunity. Open the window and you'll find a world full of light, full of information, full of the future."

### **Ambassador Harty - Strengthening Democracy**

"With the signing of today's agreement, the municipality will use electronic technologies to improve its information systems which will result in greater efficiency and greater transparency in municipal administration. This will promote the use of information systems in the provision of more and better services and information to citizens, with a better view of the future, in other words to introduce the concept of electronic government... With these types of projects the Municipality is anticipating the future. This example of reduction and simplification of bureaucracy and improved information for citizens deserves to be imitated by other communities. I hope that the opening of these Learning Centers and the strengthening of the community centers help to solidify the vision of a Municipality that is responsible, efficient and participatory."

### **Dr. Contreras - Providing Lifelong Learning**

"These Municipal Electronic Government and Community Learning Centers will provide concrete opportunities for citizens, community members, youth and municipal employees. They will be the laboratories for learning, experimenting, cultivating, and transmitting. They are not school classrooms, neither are they computer institutes. What they can be are universities of lifelong learning."

## *Success Stories*

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.1 Partnerships transfer technology and skills to build local child and maternal health capacity

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**Project Name:** Collaborative Undertaking of Morgan State and Jahangirnagar University Aimed at Promoting Research and Action Studies in Health, Family Planning....

**Organization** Morgan State University

### **Success Story:**

Women in rural Bangladesh have difficult lives. They are often poor and health services are not readily available. Dr. Amin developed a model program to alleviate poverty and better maternal health in rural Bangladesh.

In order for women to receive and respond to new information about reproductive health, they needed to be away from their husbands and children. The project accomplished this by offering farm credit to women. In order to remain eligible, they had to attend monthly meetings where they were informed about developments in reproductive health and offered an array of health services.

As a result, there was economic growth in the communities because the credit allowed farmers to expand their operations or invest in new equipment. There has also been an increase in contraceptive use and maternal and child health due to the services that were made available to the women.

The program was so successful that the Government of Bangladesh has adopted the model and allocated \$200,000 over the next five years to continue and expand the program.

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.1 Partnerships transfer technology and skills to build local child and maternal health capacity

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**Project Name:** Linkages Program in Health Science

**Organization** Boston University

**Success Story:**

Program managers believed that the relationship could be maintained through electronic communication and regular correspondence. There was no communication between the parties in FY 1997, however. The lesson learned from this program is that personal contacts are important in maintaining program activities.

## *Success Stories*

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.4 Partnerships strengthen rules regarding human rights and increase democratic governance within civil society organizations

**Project Name:** Establishing a Joint Cornell University/Escuela Agricola Panamericana Master of Professional Studies in Tropical Agriculture and Natural Resource Mgmt

**Organization** Cornell University

### **Success Story:**

Cornell and Escuela Agricola Panamericana's conflict management workshops have ended armed conflict between the factions in Honduras. These parties are now involved in a peaceful dialogue and are working toward resolving their differences.

This is a change in course for the program, which was established to create a MPS in Tropical Agriculture. It did so, and continued to work with local NGOs to provide information to isolated citizens.

These information requests enabled the program managers to involve people from other fields in the UDLP program at both universities.

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.2 Partnerships create adoption plans for managing natural resources and biologically diverse ecosystems

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**Project Name:** ATLAS

**Organization** African American Institute

**Success Story:**

Mr. Alphonse Adite of Benin completed a Master's degree in Fisheries at Texas A&M University in December of 1995. Mr. Adite, who has had extensive training in aquaculture is founder and President of the Panafrican Center of Basic and Applied Research for the Environment and Socio-Economic Development (CEPRAEDES). The global objectives of this organization as outlined in its charter are to identify, diagnose and initiate applied research on environment and socio-economic problems with the collaboration of local communities, NGOs and national and international institutions for ecosystem restoration and sustainable development. Prior to formation of this research center, Mr. Adite worked for the Ministry of Rural Development in Benin on fisheries projects for the FAO and UNESCO.

## *Success Stories*

**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.3 Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

**Project Name:** ATLAS

**Organization** African American Institute

**Success Story:**

Mr. Ali Diouf of Senegal completed a Master's degree in Business Administration at Emporia State University. He also holds a degree in mechanical engineering and completed a certificate program in port facilities in Antwerp, Belgium. Mr. Diouf joined the Dakar Port Authority in Senegal in 1985 as Manager of Port Maintenance Facilities. He has managed some of the main port projects, including container terminal electrification and acquisition of one ferryboat and three pilot vessels. He designed and implemented a \$1.2 million port. In January 1997, Mr. Diouf was named Director, du Port de Peche of the Port Authority. He is responsible for supervision of public maritime transport in the capital city of Dakar.

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.3 Partnerships expand access to technology, skills, and outreach services for the poor, thus strengthening the private sector

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**Project Name:** ATLAS

**Organization** African American Institute

### **Success Story:**

In December 1996, three ATLAS alumni in Togo joined together to form a management consulting firm. Messrs. Mawuko Agbobli, Messan Klouvi and Koffi Ekon are partners in KEKAR-United Consulting International. Mr. Agbobli completed a Master's degree in Accounting at Jackson State University and is the Senior Partner and Manager of the Audit and Accountancy Department. Mr. Messan Klouvi completed a Master's degree in Accounting at California State University in Fullerton and is a Partner and Manager of Marketing and Mr. Ekon completed a Master's degree in Accounting at Roosevelt University and is a Partner and Technical Director. The firm provides accounting and auditing services and management advice in the areas of operations, human resources and marketing.

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.1 Partnerships transfer technology and skills to build local child and maternal health capacity

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**Project Name:** ATLAS

**Organization** African American Institute

### **Success Story:**

Ms. Oumou Ba Sangare completed a Master's degree in Education with an emphasis on Institutional Planning and Development. Ms. Sangare was a Teacher of English, Director of Studies and General Director of Administration at the Girls High School in Bamako prior to her ATLAS program. She also served as a language instructor and cultural leader of new volunteers of the Peace Corps/Mali. Ms. Ba Sangare has stated her commitment to the development of programs for children (particularly girls) and women, and is a member of the Action Committee for the Defense of Rights of Women and Child in Mali. Ms. Ba Sangare returned to Mali in 1996 to work for the Ministry of Education. In August 1997, Ms. Ba Sangare was elected to Deputy to the National Assembly of Mali.

## *Success Stories*

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**Strategic Objective:** 2 Higher Education Partnerships - Target countries use partnerships to revitalize higher education, and thereby (1) reduce child and maternal mortality; (2) conserve biological diversity and manage natural resources better; (3) strengthen markets and expand opportunities for the poor; and (4) advance human rights and an active civil society.

**Intermediate Result:** 2.2 Partnerships create adoption plans for managing natural resources and biologically diverse ecosystems

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**Project Name:** Innovative Scientific Research Project

**Organization** American Association for the Advancement of Science (AAAS)

**Success Story:**

One AAAS fellow used her training at USAID and in Bangkok in environmental studies to secure a job at the World Bank in the Environmental Office. While this may be a good career move for Ms. Cleese, it does not achieve the goals of the AAAS program.

AAAS fellows are supposed to work in scientific institutions and work to make them more internationally oriented. While she contributes to global work in the environment, she is not making the organization any more aware of global problems than it was before, and is thus not meeting the objectives of the program.

## ***Success Stories***

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**Latvian Resort Town on the Rise**

Jurmala is a resort town located on the coast of Latvia. The seaside paradise suffered immensely following the collapse of the Soviet Union. Government funding ran dry, and the Soviet elite, who once flocked to the town for health spas and rehabilitation clinics, no longer came. Jurmala was left to its own devices. In August of 1996, tourism industry in Jurmala increased for the first time since the collapse of the Soviet Union.

This increase came two months after the return of Jurmala City Planner, Gunta Lukstina, from the United States where she participated in a USAID sponsored program. The program took place in Annapolis, Maryland, which bears many similarities to Jurmala. Ms. Lukstina studied how Annapolis city planners evaluate real estate prices, attract new businesses and preserve cultural heritage. Ms. Lukstina applied what she learned in Annapolis to Jurmala. She began by recording all of her town's real estate appraisals for the first time. She initiated a project, which is currently in effect, to zone the town, and the Jurmala City Council is beginning to establish property values.

Already, changes in city planning have produced results. Jurmala now offers many activities for visitors including beach volleyball, horseback riding, sailing and jetskiing. The word is getting out about this hot vacation spot and since last year tourists have hailed from other cities all around the world. Ms. Lukstina feels certain that the possibilities for Jurmala are endless. She is grateful that she can contribute to her town's full potential with the tools she learned from her USAID program.

## *Success Stories*

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

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**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**Quality Hospital Care Will Soon be Standard in Slovakia**

Mr. Pavol Sedlacek, of Slovakia, participated in a Hospital Administration Training Program in March of 1997. He has reported since his return that the most valuable information he gained from his program was in regards to quality control in hospitals. Mr. Sedlacek had the opportunity to observe how hospitals are administered and managed in the US. He also studied the process of hospital accreditation.

Before, the quality of hospital care in Slovakia was not monitored or controlled. Slovak citizens could never be sure of what kind of medical treatment they would receive at the hospital. Checking in for a routine procedure could easily become a life-threatening situation. Something had to be done, and Mr. Sedlacek recognized this need for change. He took his first steps by actively pursuing legislation that would foster a transformation within the healthcare industry. The result is that a hospital in Trencin was chosen to be the subject of a Pilot Hospital Accreditation Program. The Ministry of Justice appointed a group of specialists who will visit the Trencin hospital at the end of the year to evaluate the quality of medical care. The group will also make suggestions for improvements. This review of the hospital in Trencin will serve as a basis for future evaluations, and help to create a universal standard for Slovak hospitals. Mr. Sedlacek has distributed a copy of the Manual on Hospital Accreditation in the U.S. which he obtained during his training program. His input and the manual have aided Slovakia in a process that is changing the way Slovaks perceive hospital care.

## ***Success Stories***

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**A Mayor From Slovakia Introduces New Approach to Problem Solving**

Mr. Juraj Cech, the Mayor of Ruzomberok, took part in a training program in the Summer of 1996. His program aimed to demonstrate city management in the United States, as well as the creation of a budget for local government and the general operation of infrastructure. Mr. Cech was especially impressed by the method of problem solving employed by U.S. government officials. In the U.S., cooperation between the various affected parties and compromise are stressed. This is very different from previous Slovak approaches, where centralization meant that the power to make decisions rested in the hands of the very few. Mr. Cech has initiated regular meetings, which bring together members and representatives of all political parties in order to discuss the city's and the region's problems and work together toward solutions, which are beneficial for all. Mr. Cech also learned about pre-election campaigns and plans to implement some of these strategies in the upcoming 1998 elections. In an interview conducted by a local newspaper paper Mr. Cech stated that his program was extremely fulfilling. He attended many meetings and activities and felt that his time was used very well.

## ***Success Stories***

**Strategic Objective:** 3     **Participant Training - Training improves performance of individuals and effectiveness of host country organizations**

**Intermediate Result:**

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**Project Name:**     **GTD**

**Organization**   **World Learning**

**Success Story:**

**First Romanian Bank Issues Bonds without Governmental Guarantee**

Ms. Cornelia Busca took part in a TRANSIT-Europe program which focused on loan management, risk assessment, cash management, and how to forecast foreign debt service. Her goal was to apply the new information to her position in the External Debt Department of the Ministry of Finance in Romania. When Ms. Busca returned to Romania she was offered a position as an external relationship counselor with the Romanian Commercial Bank (BCR), one of several banks in Romania that are being privatized. The BCR was preparing to issue international bonds for the first time without a governmental guarantee. The BCR felt that, with her relevant training in the U.S., Ms. Busca was the perfect candidate to assist with negotiations.

Due to excellent preparation and management of the campaign, the demand of bonds exceeded the initial issue of 60 million USD. The overwhelming success led to the additional issue of 15 million USD worth of bonds. Ms. Busca was able to utilize the skills acquired during her U.S. AID sponsored program. She was especially grateful for what she learned about risk assessment methods and the management of loans.

## *Success Stories*

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**Legislation Passed In Croatia Regarding the Care of Elderly**

Mrs. Ana Balaband is the Head of the Department of Social Welfare in the Ministry of Labor and Social Welfare of Croatia. She is also a woman of action. Mrs. Balaband attended the TRANSIT-Europe Program on Social Care of the Elderly, and immediately formulated a plan to modify Croatian laws regarding the care of elderly. Upon returning, she coordinated and chaired a Ministry Working Group of twelve professionals to prepare a new law.

Mrs. Balaband found the knowledge she gained during her program to be very useful. She learned about the wide range of private organizations, which provide care for the elderly in the United States. Mrs. Balaband was able to explore options such as nursing and family homes, at-home care and non-governmental organizations. Croatia previously lacked non-institutional means for providing social care for the elderly. The new law aims to provide a greater number of favorable options for the elderly.

The law passed through the Croatian Parliament without a single vote in opposition. This law allows private persons to open homes for elderly care (previously, only the state was permitted to engage in this activity); allows private persons to open centers for providing care at-home; and, changes the previously unclear role of non-governmental organizations, allowing them to provide a wide range of services.

The results of the new law have been well received. Mrs. Balaband expressed her pleasure with the law's success and gratitude for the role that her USAID-sponsored program played in the implementation of the reforms.

## *Success Stories*

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

**Success Story:**

### **A Smoother Transition for Elderly Bulgarians**

The transition from a planned economy to a free market system is never smooth. The people of Central and Eastern Europe will readily attest to this. A profound problem for these people is that their familiar social safety nets no longer exist. The elderly have been especially hard-hit. Retired men and women who once were able to live on the money collected from their pension funds have found that their payments have not kept astride of inflation, or have ceased entirely. Large levels of poverty prevail among older generations. In order to help combat this problem in Bulgaria, six participants were chosen to attend a 1996 PTPE Training Program on Private Pension Funds and Social Security.

These six individuals examined the role of private pension funds in the United States as a supplement to the federal social security system. The Free Trade Union Institute of Washington, DC, provided their training. All participants worked together upon their return to create a report on the subject. The purpose of the report was to share what they had learned with others in their field, but the results were much more far-reaching. The report was published and is now being used as a manual by Bulgarian trade unions and Private Pension Funds. It was also presented to USAID where it was received very well. So well in fact, that USAID decided to sponsor a conference where the report could be presented, and as the subject of a discussion panel.

Those who attended the conference decided that the report would be the basis for a new social security law scheduled to be voted on in January of 1998. Ivan Neykov, a Minister at the Ministry of Labor and Social Welfare, and former PTPE participant, appointed a team of experts to draft the law. The law will stipulate regulations for private pension funds, thereby creating guidelines for their development. The knowledge that former participants have shared with their colleagues has initiated a commitment to change that is certain to improve the quality of life for elderly Bulgarians.

## *Success Stories*

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

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**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**Making Amends in War Torn Croatia**

War and the perils associated with it are merely fleeting thoughts for most Americans. For the people of Croatia, however, they are a deadly reality. Violence and fighting has disrupted the economy, destroyed the infrastructure, displaced thousands of people and changed the lives of everyone in some way. One woman has devoted herself entirely to aiding her people find their lives again.

Ms. Gordana Stojanovic is the President of the Association for Peace in Baranja, an organization which encourages tolerance and aims to decrease regional tensions. She has spent over three years bringing families back together who were separated by the war. She also acts as a mediator between former colleagues who are trying to reestablish business ties. The association has been able to make a genuine impact on the lives of many Croatians. It has provided legal help and advice to more than 800 people in their region.

Ms. Stojanovic has been recognized for her outstanding work by many. In 1996 she received the International Pax Christi Award, and she was selected to be a PTPE participant. Her training program at the School for International Training in Vermont, titled International Policy Advocacy, focused on methods to reach more people in lasting ways. Her organization is one of the first NGOs to be formed in Croatia, and benefited greatly from the training program she attended. One of the most profound influences that the program had was that a local television station learned of her experiences in the United States. The station decided to run a story on Ms. Stojanovic and her organization. The publicity was great for the association, and has summoned forth large numbers of Croatians who want to help Ms. Stojanovic, or are in need of her services.

## ***Success Stories***

**Strategic Objective:** 3    **Participant Training - Training improves performance of individuals and effectiveness of host country organizations**

**Intermediate Result:**

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**Project Name:**        **GTD**

**Organization**   **World Learning**

**Success Story:**

### **Lithuania's Energy Market Deregulated**

For years the Lithuanian government priced tariffs for electricity, heat and natural gas well below economic costs. The result was inefficient energy use, and a constant struggle on the part of the government to maintain unnaturally low prices. In order to combat the problem an independent Energy Pricing Commission was established, and Mr. Vidmantas Jankauskas, the Deputy Head of the Commission, was chosen to attend a PTPE training program that would guide him in his new role.

His program lasted four weeks and addressed issues of regulation, the restructuring of the energy sector, and energy pricing in particular. Mr. Jankauskas attended meetings at the U.S. Department of Energy, the Federal Energy Regulation Commission and a few energy associations in Washington, DC. In addition, he made several site visits in California where he observed energy production, distribution, and research institutions. His training in California was scheduled so that Mr. Jankauskas could also attend a Conference of the U.S. Association of Energy Engineers entitled, "Deregulation of Energy: Intersecting Business, Economics and Policy."

Mr. Jankauskas returned to Lithuania with a clear action plan of how to apply his new knowledge to energy reform. First, he created federal and state utility commissions. The sub-commissions manage the challenges of transition and report directly to the Energy Pricing Commission. He led reforms by introducing new methodologies for calculating heat and electricity costs, performing analysis and issuing approvals for heat cost proposals. Mr. Jankauskas' exposure to public hearings and open discussions during his training in the U.S. led him to employ a similar approach in Lithuania in order to obtain community input from municipalities.

The reforms have been a great success. As a result of Mr. Jankauskas and his Commission's work, heat and energy prices have adjusted to regular market levels, and for the first time

## ***Success Stories***

Lithuania is reporting varying regional prices based on local needs and capabilities. The liberalized energy market has relieved the Lithuanian government of a great burden, and will allow government funding to be spent more productively.

## *Success Stories*

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

### **Success Story:**

#### **Romanian Sex-Ed NGO Led by Ambitious Former Participant**

Ms. Roxana Girip, of Romania, began her work in sex education and AIDS prevention as a volunteer in 1992 with SECS, a USAID-funded sex education and family planning project. She counseled young college women about family planning and contraception. She says that her most memorable case was a young woman who was planning on getting an abortion. Ms. Girip advised the young woman of all her options, and in the end she decided to keep her baby and continue her studies. Ms. Girip explains, "I was a friend to someone, and that started me on my way."

Now she works for the Association of Romania Against AIDS (ARAA) and was recently a participant in a USAID-funded program. The training program helped Ms. Girip to develop her managerial skills while she studied the role of NGOs in the U.S. as government contractors. When asked if her training has had an impact since her return, her answer is resoundingly positive. She states, "During my training, I felt I increased my confidence as a manager." She also explains her understanding of the government paying an NGO for services:

"Our relationship would be as a contractor...They (the government institution) would monitor us, but not manage. I saw how this process was organized in the States, and saw first-hand how a local community planning group interviews non-profit organizations who are applying for funding from the local government."

A law was recently passed in Romania authorizing county governments to use the mechanism of purchasing service, described above. Ms. Girip is eager to take advantage of this new legislation and feels that her training has given her the tools to become a government contractor.

Ms. Girip has also been working alongside a fellow PTPE participant, Ms. Elena Raicu, who

## *Success Stories*

is an administrator of another NGO in Romania. The two women have outlined a plan for creating a more active role for their NGOs. This plan includes the idea to produce inserts for newspapers which provide detailed information about their NGOs, a technique they learned in the US. They are also planning a forum in September for Romanian NGOs. The forum will give guidance for greater collaboration between the organizations. Ms. Girip has ambitious goals for her own organization as well. She plans to expand her AIDS Hotline to become more of a Health Hotline, and has organized a summer camp through a local church for Romanians with AIDS. Ms. Girip is a genuinely dedicated woman, who will undoubtedly use her training experience to continue to touch the lives of many Romanians.

## ***Success Stories***

**Strategic Objective:** 3 Participant Training - Training improves performance of individuals and effectiveness of host country organizations

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

### **Success Story:**

#### **Lithuanian PTPE Participants Increase Role of Women and NGOs in Community**

Ms. Birute Vesaite, the managing director of the Women's Employment and Information Center, a Non-Governmental Organization (NGO) established in 1994, and Ms. Mecajeva the director of another NGO, the Social Innovation Fund, attended a World Learning training program in the of fall 1996. The program was designed to develop the participants' general project management and fundraising skills. The program also introduced the participants to various NGO marketing strategies and forms of NGO cooperation with local, national, and international institutions.

Since returning to Lithuania Ms. Vesaite organized a 3-day conference called "Women's Project 97." The conference featured the successes of women's businesses in Lithuania. The conference included an open forum to discuss a more active role for women in society. Ms. Andre Biskis, World Learning Training Coordinator in Lithuania, gave a presentation about the possibility of international assistance for the women of Lithuania. Seminar speakers included Ms. Kazimiera Prunskiene, former Prime Minister of Lithuania, as well as many other notable women. The event hosted forty-eight exhibitors from businesses and NGOs. It received considerable media attention and was described as one of the most popular information programs in the country.

Ms. Vesaite reports that her organization is experiencing higher levels of volunteer participation. She also informed us that at least ten new organizations have arisen as a result of consultation with Ms. Vesaite and her center. According to Ms. Vesaite, her recent accomplishments were a result of her TRANSIT-Europe training experience.

## ***Success Stories***

**Strategic Objective:** 4 Telecommunications - Expanded and more affordable telecommunications services

**Intermediate Result:** 4.2 Improved capacity of key institutions to expand or improve telecommunications services

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**Project Name:** USTTI

**Organization** USTTI

**Success Story:**

Four staff members of the Bulgarian Telecommunications Company who participated in USTTI training in 1997 were unable to implement changes in policies or procedures following their training.

Sylvia Uzunova, an information technology expert, took courses in network solutions and the internet; Bogdana Kountcheva and Mariana Kostova, both experts in marketing, took courses in marketing; and Krassimira Toshkova, a project implementation expert, took courses in privatization. Although each woman found her training useful, none was able to utilize the training to make changes in the workplace.

The trainees reported two major constraints: bureaucracy and upcoming privatization. They felt powerless in the face of the BTC bureaucracy, and the plans for privatization prevented any major changes from being implemented. One trainee said, "We have made many suggestions for changes, but our bosses can't implement the changes because it is too complicated. Our boss is not powerful enough in this big powerful machine. We cannot set up joint ventures — such as calling cards — because we are underway in privatization."

## ***Success Stories***

**Strategic Objective:** 4 Telecommunications - Expanded and more affordable telecommunications services

**Intermediate Result:** 4.2 Improved capacity of key institutions to expand or improve telecommunications services

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**Project Name:** USTTI

**Organization** USTTI

### **Success Story:**

John Stuart Kannonyele of the Tanzania Telecommunications Company participated in a fiber optics course through USTTI in 1997. During his training, Mr. Kannonyele learned of the reliability of employing mechanical splicers for optical fiber connections — a technique previously thought unreliable by Tanzania Telecommunications Company. As a result of his training, Mr. Kannonyele implemented changes in how work was performed. He noted the following tangible benefits of these changes:

minimized costs (fusion splicing technique previously used was more expensive),  
saved time (mechanical splicing is easier and quicker),  
reduction of man-hours needed for the tasks, and  
provided training in the new technique to other staff.

## ***Success Stories***

**Strategic Objective:** 4 Telecommunications - Expanded and more affordable telecommunications services

**Intermediate Result:**

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**Project Name:** GTD

**Organization** World Learning

**Success Story:**

EMED -- Calendar Sales

Mr. Valerij Paluch of Slovakia owns a printing company in Slovakia which produces calendars, postcards, brochures, and posters. He came to the United States through the EMED training program to learn more about management, marketing, and printing technology. Mr. Paluch attended courses and visited with several American printing and publishing companies to share ideas. Thanks to the EMED program, Mr. Paluch met with a printer from New York City who was so impressed with the quality of his work that he expressed interest in future collaboration. The New York printer visited Mr. Paluch in Slovakia, and the two struck up a joint venture. After the U.S. printer advised on content, Mr. Paluch printed a collection of 12 calendars for 1998, totaling 40,000 pieces. On the one hand, this EMED program expanded Mr. Paluch's production by 33% and allowed him to reach new markets including the U.S. and Russia. At the same time, the program provided the New York printer with a new source of top quality products.

## ***Success Stories***

**Strategic Objective:** 4 Telecommunications - Expanded and more affordable telecommunications services

**Intermediate Result:**

**Project Name:** GTD

**Organization** World Learning

**Success Story:**

**AFRICA REGION -- Mobilizing Central African environmental organizations**

Louis Djomo heads the Africa Forest Action Network, a small environmental advocacy and lobbying organization in Cameroon. In 1997, he came to the U.S. through the PARTS program to examine the structure, activities, and resources of similar lobbying and research organizations. Upon his return to Cameroon, Mr. Djomo organized a multi-country workshop entitled, "The Role of NGOs in Natural Resource Management in Central Africa." The workshop multiplied the effectiveness of Mr. Djomo's U.S. training program by sharing his new ideas for advocacy, partner relationships, lobbying, and fundraising among NGOs from several countries.

## ***Success Stories***

**Strategic Objective:** 4 Telecommunications - Expanded and more affordable telecommunications services

**Intermediate Result:**

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**Project Name:** GTD

**Organization** World Learning

**Success Story:**

Mr. Thomas Bisika, an academic student from Malawi, completed his Master of Arts in Demography at Georgetown University in the summer of 1997 at the record pace of just one year. Not only did Mr. Bisika quickly obtain his degree, but his thesis adviser, Jacob Seigal, has decided to include Thomas' thesis as a chapter in the new version of his book, *Methods and Materials of Demography*. This is quite an honor since the widely used Seigal text is the one Thomas himself used as an undergraduate. Thomas is now teaching Social Research to undergraduate students in Malawi and working on a project to study the demographic aspects of eye problems and how they are distributed.