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NEW ACTIVITY DESCRIPTION

Project Title: Girls' and Women's Education Project
Project Number: 936-5848
Estimated Term: FY 1995 - FY 2004
Funding Source: Multiple: DA, DFA, and Other Funding Sources
Project LOP Funding Levels: \$100 million

1. Project Rationale**A. Strategic Objective and Program Outcome Supported**

The **Girls' and Women's Education Project** directly supports the Human Capacity Development (G/HCD) Center's draft Strategic Objective (SO) for Basic Education: *to increase primary and secondary school completion rates for boys and girls, literacy rates for women, and early childhood program participation by 20 percent in twelve nations in eight years, through operational research, field support for innovations, and donor coordination.* The Project incorporates activities that address each of the Program Outcomes identified by the G/HCD Center for this SO: 1) nations increase completion rates for primary and secondary school girls and boys and increase literacy rates for women; 2) nations establish or improve policies for child and family development and achieve improved child stimulation, care, and support for later success in school; and 3) nations adopt educational innovations and improve student learning and transitions. The Project also directly supports the Human Capacity Development Center's Strategic Support Objective for Human Capacity Development: *Provide timely, effective, and efficient technical assistance and support for country program strategies to help Missions and Bureaus meet their objectives for human capacity development,* as well as the Program Outcome for the SO: all requests from Missions and Bureaus are monitored and met in a timely, effective, and efficient manner. The Project also supports the Agency's sustainable development goals.

B. Project Goal and Purpose

The goal of the Project is to enable targeted host-country governments and/or private sector/non-governmental entities to formulate, institutionalize, and implement country initiatives (national policy and program packages) to ensure substantially increased educational opportunities for girls at the primary and secondary school levels.

The purposes of the Project are: to enable Missions to develop, put in place, and manage programs to support host country efforts to increase educational opportunities for girls at the primary and secondary school levels; to institutionalize within USAID and its Missions the capacity to plan, support, and facilitate sustainable government and private

sector/non-governmental organization efforts to improve educational opportunities for girls at the primary and secondary school levels; and, on a demonstration and research basis, to pursue promising complementary approaches to expanding girls' education, such as integrated female adult literacy and early childhood education programs.

C. Expected Results

1) The Development Problem

Over thirty years of research has established that education--especially primary schooling--contributes to social development and is a vital factor in economic growth. More recently, female literacy and schooling have emerged as key variables in development gains in agriculture, family planning, child survival, environmental protection, and economic growth, as well as in the development of democratic societies. The World Bank has stated that investing in the education of girls may well yield the highest return available in developing countries, considering individual benefits, returns to other family members, and community development. Although worldwide primary-school enrollments have increased during the last two decades, more than two-thirds of the children who never go to school or who drop out before completing school are girls. When girls leave school before developing literacy skills, they join the population of adult illiterates--estimated at one billion--in which there are twice as many women as men.

Recent studies on country-specific barriers to girls' school participation have pointed to a broad range of factors, many of which are a function of social and economic conditions, cultural attitudes, family needs and resource levels, and school system and facility conditions. The basic education reform programs initiated by many host-governments and supported by donors have targeted disadvantaged populations, such as rural children and girls, as primary beneficiaries. They have entailed comprehensive changes in the educational systems to expand access, improve instructional quality, and increase efficiency. These programs have laid the fundamental groundwork for increased educational participation of all children, but they may not alone be sufficient to reduce existing gender disparities. The finding that many of the factors impeding girls' school participation are specific to girls and not to boys, and that many of the factors are non-school factors, has prompted USAID to broaden its focus to promote a cross-sectoral approach and to amplify its efforts to help governments, private-sector entities, and other non-governmental organizations increase educational opportunities for girls.

USAID is a major actor internationally in the field of female education, with successful experience in conducting research, promoting policy reform, and developing pilot programs to address girls' school participation. These programs have incorporated many lessons learned from the activities of other donors. The activities include providing incentives to girls and families; promoting government policy reform and increased budget allocations; developing local constituencies to promote girls' education policies, programs, and practices; reducing school fees; conducting social marketing campaigns; developing local

capacity for donor coordination; training local organizations in institutional strengthening and fund-raising; developing local participation and forming community committees to promote girls' education; and developing girls' education materials.

The major lesson learned from USAID's experience in girls' education is that to ensure sustainability, successful programs must take a systems approach to addressing country-specific barriers. Successful efforts should aim at developing country initiatives for girls' education that include a set of components congruent with a country's overall national education strategy: a national constituency of public- and private-sector leaders; policies and strategies for policy implementation; and programs, projects, and practices implemented with local funding.

The *Girls' and Women's Education Project* will take the lessons learned from USAID's experience in female education and, through long-term support, create a mechanism for providing USAID Missions with the knowledge and capacity to develop sustainable country initiatives for girls' education.

No existing USAID project is currently capable of providing these services to Missions. No project has been designed to provide Missions with the skills and knowledge to develop comprehensive country initiatives for girls' education that create a local capacity for designing, implementing, evaluating, and funding girls' education policies, programs, and practices over the long-term. The ABEL project, for example, is designed to provide only short-term assistance in an intentionally broad range of technical areas for the purpose of filling gaps in the capacity of Missions to design, implement, or evaluate their basic education programs. The *Girls' and Women's Education Project*, however, is designed to respond to a specific set of barriers to girls' education in emphasis countries by applying, in a flexible fashion, a limited number of long-term interventions that USAID and other donor experience, as well as research findings, have shown to be effective.

2) Results

The *Girls' and Women's Education Project* expects to achieve the following results:

- through support to Missions--**country initiatives** (national policy and program packages) formulated, institutionalized, and implemented by host-country governments and/or private sector/non-governmental entities that substantially increase educational opportunities for girls at the primary and secondary school levels.

These results will be achieved through activities of the HCD Center that provide the following to field Missions:

- knowledge and lessons learned distilled and consolidated from both USAID and others' efforts to increase educational opportunities for girls at the primary and secondary school levels;
- knowledge and lessons learned on promising complementary approaches to expanding girls' education, such as integrated women's literacy and early childhood care and development; and
- packages of program models and tools to ensure Missions' capacity to apply and operationalize the lessons learned.

The results will also be achieved through field support to Missions that ensures the following:

- Mission efforts are developed, implemented, and managed for planning, supporting, and facilitating sustainable government and private-sector/non-governmental organization efforts to improve educational opportunities for girls at the primary and secondary school level.

D. Relationship to Other Operating Unit Programs or Activities, Host Country Priorities, and Other Donors Activities

The Girls' and Women's Education *Project* is a joint G/HCD-Women in Development (WID) Office activity, with G/HCD/FSTA carrying leadership and managerial responsibility. The WID Office will ensure that its policies and priorities related to female education are incorporated into the Project, along with the lessons learned from its experience with girls' education activities to date. HCD will ensure that the Project is well-articulated with WID Office initiatives.

The *Project* is a key element in the Agency's *Girls' and Women's Education Initiative*, which includes other Center, Regional Bureau, and bilateral projects and efforts to promote girls' and women's education. All Project actions will be decided and designed in collaboration with the Regional Bureaus, USAID Missions, and host country stakeholders. USAID is working closely with other donors in a number of countries to promote female education opportunities. Donor collaboration is expected to grow, and opportunities will be sought for leveraging other-donor resources to promote girls' and women's education. The Japanese government is already contemplating working with USAID in at least two countries, and it is hoped that the Social Summit will further encourage other donor cooperation.

2. Proposed Project Interventions

A. Implementation Approach, Types of Interventions, and Mechanisms

1) Proposed Implementation Approach and Interventions

The Project will employ an implementation methodology--congruent with USAID's approach to education-sector development--that supports systemic change and expansion, national-level impact, and sustainable education reform. The Project will develop and apply analytical frameworks and flexible process models for creating country initiatives for girls' education (see Appendix A for a definition of a country initiative). The frameworks and process models will be based on lessons learned from USAID and other donor programs and projects. They will consist of detailed guidelines for a phased, incremental program implementation that includes clear benchmarks and indicators for measuring progress toward expanding educational opportunities and for achieving specific targets. They will present key activities and rationales that can be replicated, tested, and refined.

The Project will provide support initially to a total of 12 countries (see Appendix B for a list of countries and Appendix C for country selection criteria) in the Africa, Asia/Near East, and Latin America regions. The number will be limited for several reasons: 1) success is more likely if HCD can target efforts on a set of focused actions in a limited number of countries, refine the implementation approach in a systematic fashion, and then expand to other countries incrementally; 2) HCD's management capacity is limited by resource availability, and an excessive management burden would put the success of the project at high risk; 3) Missions can receive higher quality and more focused attention from HCD if the number of countries is limited; and 4) there is considerable pressure for the Project to show immediate and striking impact as a result of First Lady Hillary Clinton's announcement at the Social Summit in Copenhagen of the US Government's Girls' and Women's Education Initiative,

The Project will provide services to six *emphasis* countries and six *cooperating* countries (see Appendix E for a list of services to be provided). *Emphasis* countries will make a long-term commitment to applying a systems approach to creating a comprehensive country initiative for girls' education. *Emphasis* countries will focus on building a local capacity for identifying the country-specific barriers to girls' education and for developing and implementing girls' education policies, programs, and practices. The Project will provide *emphasis* countries with long-term assistance via a resident technical expert in girls' primary or secondary education who will assist the Missions and host governments and/or private-sector and non-governmental entities in creating sustainable programs and practices funded with local resources. The Project aims to ensure each country's capacity to coordinate local and international donor efforts and to expand educational opportunities for girls and women.

The Project will provide *cooperating* countries with support for conducting smaller, targeted female education activities rather than for developing comprehensive host-country initiatives. *Cooperating* countries will be committed to pursuing--on a research and demonstration basis--girls' education interventions or complementary approaches for expanding girls' education, such as integrated women's literacy and early childhood care and development. Six countries are currently informally committed to serving as *cooperating* countries. It is expected that additional countries will wish to participate as *emphasis* and *cooperating* countries in the future. Services to these countries can be provided under another implementation mechanism. Appendix B provides a list of *emphasis* and *cooperating* countries and the criteria for selection of *emphasis* countries.

Core support and field support services and activities will be provided to *emphasis* and *cooperating* country Missions. Core support will provide technical leadership, knowledge building, program models and tools, and dissemination services. Field support will provide direct technical services. Core activities will include:

- developing, publishing, updating, and disseminating lessons learned, country program descriptions, research findings on effective policies and practices, and evaluations of specific interventions;
- conducting applied research and monitoring services that respond to field Mission requests for information, program development and implementation, and evaluation;
- developing and disseminating models to reinforce linkages between female education policies and practices and Agency strategic objectives; and
- supporting networking, active donor coordination, and international meetings of experts to address, analyze, and promote solutions to key problems affecting female education.

Field support will include technical services for:

- policy formation, development of local constituencies, social marketing, publicity, and social advocacy;
- testing, refining, implementing, and expanding effective female education interventions (e.g., scholarships and other incentives, teacher training, educational materials, local parent committees, etc.);
- developing and coordinating efforts with other donors to expand substantially educational opportunities for girls and women;

- developing local institutional and technical capacity for conducting research and evaluation for assessing the local barriers to girls' education, for planning and implementing projects, for working with other donors, and for administering, monitoring, and evaluating programs and projects; and
- fund-raising and other training for local NGOs to promote and institutionalize projects and programs.

2) Implementation Mechanism

The Project is designed as a ten-year effort. The Project implementation mechanism will be a five-year indefinite quantity contract (IQC). The contract will be recompeted upon completion of the five-year contract term. An IQC is a basic contract in which individual orders are obligated. The basic agreement contract will have a ceiling amount. This contracting mechanism will have the advantage of providing flexibility in accessing a wide range of qualified personnel. Since long-range planning will take place with Missions for long-term services, the IQC will be able to tailor orders against this long-range planning. This mechanism puts a high degree of responsibility on the contractor to successfully deliver each order, thus promoting an efficient and effective use of project resources. The contract will be awarded through a full and open competition.

B. Expected Management Costs

The Project will be managed by the USDH coordinator for girls' and women's education in G/HCD/FSTA. In addition, a full-time RSSA assigned to G/HCD/FSTA will assist with the management responsibilities of the Project.

3. Statement of the Policy Agenda and General Strategy for Pursuing It

The HCD Center's policy agenda is to promote increased educational opportunities for girls and women to the fullest extent resources will permit. The strategy is to use central bureau resources in conjunction with Mission efforts to inform, influence, and leverage national policies, programs, and practices in collaborating countries.

4. Design and Analytical Work to be Completed in Preparing the PP for Approval and Obligation, Including any Policy Issues and/or Program Innovations to be Explored

Following the approval of the NAD, the members of the G/HCD/FSTA writing team, which consists of representatives of the Agency-wide Girls' and Women's Education Working Group, will prepare a Project Paper (PP) for review and approval. The team will also prepare a scope of work and RFP package. The design of the PP, scope of work, and

RFP is expected to be streamlined, consistent with the Interim Directive on Project Development prepared on November 18, 1994.

5. Preliminary Identification of Key Stakeholders, Partners, and Beneficiaries; and Participation Plan for PP and RFP Preparation

The principal stakeholders of the project are USAID field Missions, host governments, and public- and private-sector leaders and entities in host countries. Partners and beneficiaries include other donors, interested PVOs and NGOs, the development community, academic institutions and education professionals, and girls, boys, women, and men in participating countries.

The PP and RFP will be prepared by G/HCD/FSTA, in collaboration with representatives of the Agency-wide Girls' and Women's Education Working Group, which consists of specialists from all centers and regional bureaus as well as field Missions.

6. Timetable and Resource Requirements

Preparations on the PP, scope of work, and RFP will begin immediately after the NAD is approved. It is expected that the preparation of the scope of work and RFP, announcement of the RFP in the Commerce Business Daily, a bidders' conference, receipt and evaluation of proposals, evaluation of best and final offers, awarding of a contract, and project authorization--will be completed before the close of FY 1995.

7. Recommendations for Review, Waiver Approval, and Project Authorization Authorities

The Working Group on Girls' and Women's Education will review the PP, scope of work, and RFP. The Assistant Administrator for the Global Bureau has delegated authority to Center Directors to approve new projects. Therefore, the Director of the Human Capacity Development Center is authorized to approve the Girls' and Women's Education Project. The HCD Center does not at this time expect to request any waivers.

8. Preliminary Logical Framework (Logframe)

The logical framework and a narrative describing the parameters for Project impact are attached as Appendix F.

Appendix A

Definition of Country Initiative for Girls' Education

A *Country Initiative for Girls' Education* will be defined as a dynamic process in which the principal philosophical, financial, and human resource commitments, support, and leadership are ultimately maintained and sustained by host country public- and private-sector individuals, institutions, and groups. In its early stages, the *country initiative* will need to be promoted and supported by bilateral or international donors or development banks or by international PVOs and NGOs. However, fundamental to the concept of a *country initiative* is the transfer of responsibility to local constituencies and advocacy groups for developing, promoting, and maintaining the host-country's vision, values, and principles concerning the purposes for the initiative, through specific strategies and training programs.

The implementation process includes clearly defined activities with critical benchmarks for creating the following components:

- a national constituency of public- and private-sector leaders promoting the goals and purposes of the initiative;
- policies and effective strategies for policy implementation; and
- appropriate programs, projects, and practices implemented and expanded with local funding sources.

Appendix B

Emphasis and Cooperating Countries¹

Region/Country	Emphasis Country	Cooperating Country
Africa		
Ethiopia	Girls' Education Country Initiative (see the definition of an initiative in Appendix A)	
Guinea	Girls' Education Initiative	
Mali	Girls' Education Initiative	
South Africa		Operations research and demonstration program on effects of women's integrated literacy (with a focus on early childhood development) on women's decision making
Asia/Near East		
Cambodia		Research on girls' primary education
Egypt	Girls' Education Initiative	
India		Operations research and demonstration programs for: 1) girls' education and 2) women's integrated literacy
Indonesia		Policy studies on girls' secondary education
Morocco	Girls' Education Initiative	
Nepal		Research on the effects of a women's integrated literacy program on women's decision making
Latin America		
Guatemala	Girls' Education Initiative	
Honduras		Research on the effects of a women's integrated literacy program on women's decision making

¹ See Appendix A: definition of a country initiative for girls' education.

Appendix C

Criteria for Country Selection

1. Mission interest and commitment to developing a country initiative (see Appendix A) for girls' education
2. Low girls' enrollment rates, low female literacy rates, or large disparities between girls' and boys' school enrollment
3. High degree of government interest and commitment
4. Soundness of proposed approach or intervention
5. Potential for contributing to the Agency's sustainable development goals
6. Potential for synergy with Agency programs in other sectors
7. Potential for achieving measurable results
8. Potential for increasing the knowledge base on successful interventions for promoting and expanding educational opportunities for girls

Appendix D

Illustrative Effective Strategies for Addressing the Barriers to Girls' Education

- Involving communities in activities to promote girls' education and linking these activities with improvements in other sectors in response to community demand (e.g., facilitating the provision of water and sanitation facilities and/or basic health services, as in UNICEF's Egypt Community Schools Program)
- Taking a systems approach that considers policies as well as programs and that targets both demand- and supply-side factors (e.g., Pakistan's Primary Education Development [PED] Program)
- Assisting governments and other major stakeholders in creating national constituencies to promote girls' education initiatives and in developing a supportive policy environment through the creation or elimination of specific policies (the Girls' Education Program of the Guatemala Basic Education Strengthening [BEST] Project)
- Identifying specific local barriers to girls' education (economic, political, cultural, religious, and legal) and developing interventions to address these barriers (e.g., Malawi's Girls' Attainment in Basic Literacy and Education Program [GABLE])
- Creating supportive school and classroom environments for girls such as establishing separate girls' (single sex) schools, adopting flexible schedules and appropriate curricula, training teachers and administrators to encourage the educational aspirations of girls, developing specific instructional strategies for increasing girls' school participation, developing appropriate curricula and instructional materials (e.g., the development of girls' education motivational materials, literature, songs, and teacher training materials for the Girls' Education Program of the Guatemala BEST Project)
- Lowering the cost of sending girls to school (e.g., reducing school fees or providing childcare support or scholarships--where appropriate and acceptable) (the Bangladesh Female Scholarship Program)
- Promoting reforms of curricula, materials, and teacher training to eliminate gender stereotyping (e.g., the SABE Project in El Salvador and the Primary Education Efficiency Project in Honduras)
- Linking mothers' literacy training with health and credit services and other activities that they value (the Health Education and Adult Literacy Project [HEAL] in Nepal)
- Supporting families and communities in meeting the needs of infant and young girls through early childhood development programs targeted at factors that limit readiness for further education (e.g., the Integrated Child Development Services program in India and the PIDI project in Bolivia)
- Facilitating the exchange of countries' and other donors' experiences, ideas, lessons learned, and effective approaches (e.g., the use of Bangladesh's BRAC experience by the GABLE project in Malawi)

Appendix E

Project Outputs and Services

Girls' and Women's Education Project Outputs	Girls' and Women's Education Project Services
<p>1. Mission efforts developed, put in place, and managed for planning, supporting, and facilitating sustainable government and private-sector/non-governmental organization efforts to improve educational opportunities for girls at the primary and secondary school levels</p>	<p>Provide expert technical assistance, research findings, lessons learned, and models for the following:</p> <ul style="list-style-type: none"> a. carrying out the process of policy formation for female education b. creating local constituencies and advocacy groups c. designing, implementing, and evaluating social marketing, publicity, and social advocacy d. conducting fund-raising training for local NGOs to promote female education initiatives and to institutionalize projects and programs e. strengthening the institutional capability of local governmental and non-governmental organizations and private-sector groups <ul style="list-style-type: none"> ● board and staff development ● project development and implementation ● planning, administration, and budgeting ● indicator development, program monitoring, documentation, and evaluation ● working with donors f. developing a local capacity for institutional training and development g. testing, refining, implementing, and expanding effective female education interventions h. coordinating USAID efforts with other donors i. applying and integrating equitable policies and practices into the education system at all levels (e.g., organization, management, supervision, curriculum, training, and communication systems).

Girls' and Women's Education Project Outputs	Girls' and Women's Education Project Services
<p>2. Knowledge and lessons learned distilled and consolidated from both USAID and others' efforts to increase educational opportunities for girls at the primary and secondary school levels</p>	<p>a. Develop, publish, and update lessons learned from female education programs worldwide (case studies)</p> <ul style="list-style-type: none"> ● country program description ● research findings ● specific interventions <p>b. Update compendium of classroom practices, as needed - <i>What works for motivating girls' school participation</i></p> <p>c. Document findings from new educational incentive programs (e.g., matching grants, scholarships, fee/tuition waiver schemes, provision of supplies to students)</p> <p>d. Document and disseminate models of successful efforts to integrate female education policies and practices into curricula and programs (population, environment, democracy, and health).</p> <p>e. Update guidelines for developing baseline data and for conducting data collection and analysis of issues in female education, as necessary (e.g., country-specific barriers to girls' school participation)</p>
<p>3. Packages of program models and tools created to ensure Missions' capacity to apply and operationalize lessons learned in Mission/host country programs</p>	<p>a. Develop analytical frameworks and guide to the process of policy formation for female education</p> <p>b. Document lessons learned and create guidelines on changing female education policies by using conditionality in programs and projects</p> <p>c. Develop analytical frameworks and guide to implementing and expanding effective female education interventions</p> <p>d. Develop analytical frameworks and guide to developing local constituencies for advocating female education</p> <p>e. Develop sample flip chart and computer presentations, brochures, publicity materials, videos, and other informational and promotional materials for Mission replication or adaptation</p> <p>f. Document lessons learned and develop guide to coordinating efforts to promote girls' school participation with other donors</p>
<p>4. Knowledge and lessons learned distilled and consolidated on promising complementary approaches to expanding girls' education, such as integrated female literacy and early childhood education programs</p>	<p>a. Conduct dialogue and assessment with Missions to determine key information needs</p> <p>b. Provide TA in research design, instrument development, training of local research staff, research implementation, analysis, and dissemination</p> <p>c. Develop local capacity for monitoring, evaluation, and documentation of research</p>

Appendix F

Girls' and Women's Education Project

Logframe and Illustrative Indicators²

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
<p>Objectives (in descending order) beyond the manageable and attributable interests of the <i>Project</i> but within the domain of the Agency's Girls' and Women's Education Initiative, which includes other central, Regional Bureau, and Mission bilateral projects and efforts:</p> <p><i>1) To contribute to countries' social and economic development</i></p> <p><i>2) To increase household welfare</i></p> <p><i>3) To increase female literacy</i></p> <p><i>4) To increase girls' educational participation in primary school</i></p> <p><small>*not normally included in logframe</small></p>	<ul style="list-style-type: none"> ● standard development indicators (GNP growth rate, gini coefficient, economic structure, mortality/morbidity rates, etc.) ● household income, decision-making patterns, fertility rate, child mortality rates, entrepreneurship, etc. ● literacy/numeracy rates, disparity index ● standard student-level indicators (GER, completion, transition, drop-out, cycle time, achievement, and reduction in gender disparity index for indicators, etc.) 	<p>World Bank, UN data</p> <p>Demographic surveys, etc.</p> <p>UN data</p> <p>MOE data</p>	<ul style="list-style-type: none"> ● improvement in household welfare will increase and be captured in national economic and social statistics ● female literacy will result in improved household welfare ● increased girls' educational participation will result in increased female literacy

² The indicators for the Girls' and Women's Education Project can only be illustrative at this point for two reasons. First, specific country programs and Mission needs will determine the details of the results and their indicators. Second, at the output level, the Girls' and Women's Education Project will build on the work accomplished initially under the ABEL Project. What the ABEL Project has achieved in terms of consolidating knowledge and developing tools will serve as a point of departure for the Girls' and Women's Education Project efforts of this nature.

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
<p>Goal:</p> <p><i>To enable targeted host-country governments and/or private sector entities to formulate, institutionalize, and implement country initiatives (national policy and program packages) to ensure substantially increased educational opportunities for girls at the primary and secondary school levels</i></p>	<p>Measures of Goal Achievement:</p> <p><i>Immediately discernible:</i></p> <ul style="list-style-type: none"> ● government/ private sector task force(s) on girls' education formed ● background materials/research to define problem prepared, previous policies/interventions in country reviewed ● consultative meeting with stakeholders (government political/congressional/-bureaucratic/technical leaders, opinion-makers, teachers, parents, children in and out of school, etc.) carried out ● plan to develop national strategy formulated ● committees formed and tasks assigned ● information campaign conducted ● donor support requested 	<ul style="list-style-type: none"> ● Mission tracking system (to be developed with Girls' - and Women's Education Project), including newspaper reports, government documents, etc. 	<ul style="list-style-type: none"> ● government and/or private sector interest in girls' education exists or can be kindled ● Mission support exists for country efforts of appropriate type and of sufficient magnitude to capture and promote interest

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
	<p><i>Within 3 years:</i></p> <ul style="list-style-type: none"> ● national consensus on mission statement of national strategy achieved ● policy declaration issued ● detailed national strategy developed and authorized ● consensus achieved on codified statement of ground rules and parameters for actions (e.g., only empirically-based interventions, etc.) ● donor support negotiated ● policy readjusted/revised as required (e.g., punitive pregnancy policies, etc.) ● government budgetary resources allocated, as well as local (NGO, foundations, etc.) resources committed to girls' programs ● implementation of national strategy initiated 		<ul style="list-style-type: none"> ● consensus is possible within country ● major educational provider is credible and capable of leading and managing strategy development process

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
	<p><i>Within 5 years:</i></p> <ul style="list-style-type: none"> ● tangible proof of strategy implementation (e.g., curriculum revised, interventions/subsidies in place, teachers trained in appropriate classroom techniques, etc.) ● private-sector initiatives underway ● complementary community initiatives started and underway ● positive stakeholder attitudes evinced towards girls' education, knowledge of benefits and services published, classroom observations of treatment of girls in school conducted, etc.) ● data collection systems (tracking girls' and boys' progress) designed, operating, and used for decision-making ● increases in selected student-level indicators in target countries (e.g., increase in third-grade completion for girls, increase in first-grade enrollments) in target areas within selected countries 	<ul style="list-style-type: none"> ● government and private sector reports ● classroom observations ● stakeholder and household surveys 	<ul style="list-style-type: none"> ● education providers have or are able to obtain sufficient resources/funding to put policies and programs in place ● education providers are able and willing to manage resources according to policy and program plans ● adequate data collection systems exist to track information required

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
	<p><i>Within 10 years:</i></p> <ul style="list-style-type: none"> ● effects on standard student-level indicators (GER, completion, transition, drop-out, cycle time, achievement, and reduction in gender disparity index for indicators, etc.)* <hr style="width: 10%; margin-left: 0;"/> <p>*Note that these measure the effect of purpose statement, not the actual activities associated with purpose</p>	<ul style="list-style-type: none"> ● government and World Bank data 	<ul style="list-style-type: none"> ● policies and programs are of the type and magnitude to effect increase in educational opportunities ● educational system in general has appropriate policies, inputs, and financing in place to allow for and support improvements at the margin

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
<p>Purpose:</p> <p>1) <i>To enable USAID Missions to develop, put in place, and manage their programs to support host country efforts to increase educational opportunities for girls at the primary and secondary school levels;</i></p> <p>2) <i>To institutionalize within USAID and its Missions the capacity to plan (and/or initiate), support, and facilitate sustainable government and private sector efforts to improve educational opportunities for girls at the primary and secondary school levels; and</i></p> <p>3) <i>On a demonstration and research basis--to pursue promising complementary approaches to expanding girls' education, such as integrated female literacy and early childhood education programs.</i></p>	<p>End of Project Status:</p> <ul style="list-style-type: none"> ●Project invited to work with Missions ●baseline data and analysis conducted to define magnitude and dimensions of - problem ●host country entities/individuals participate in problem definition ●local institutions strengthened ●Mission strategy implemented based on gov't and private-sector program ●Mission material used by the government and private sector to inform own activities/analysis ●overall, comprehensive Mission strategy developed re: girls' education using Project guidance and analytical tools/frameworks/ principles/approaches ● interventions and support activities defined and funded by Mission in partnership with gov't and/or private-sector (according to defined criteria of commitment for sustainable country efforts) ●Mission dialogue with government and stakeholders takes place and is facilitated on ongoing basis ●donors coordinate to either co-finance and/or harmonize support of government and/or private sector efforts/-activities ●gov't and/or private sector seek out USAID for advice and technical assistance (not only budgetary assistance) 	<ul style="list-style-type: none"> ●interventions and specific support activities defined and funded 	<ul style="list-style-type: none"> ●Missions are interested in seeing improved educational opportunities for girls ●Missions desire Project assistance ●Missions willing to follow Project guidance (e.g., focus on process) ●Project guidance is appropriate for Mission use/needs ●USAID priorities and directives do not change to dissuade Mission interest in Girls' Education Project approach

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
<p>Outputs:</p> <p>1) <i>Knowledge and lessons learned distilled and consolidated from both USAID and others' efforts to increase educational opportunities for girls at the primary and secondary school levels;</i></p> <p>2) <i>Knowledge and lessons learned distilled and consolidated on promising complementary approaches to expanding girls' education, such as integrated female literacy and early childhood education programs;</i></p> <p>3) <i>Packages of program models and tools created to ensure Missions' capacity to apply and operationalize lessons learned in Mission/host country programs; and</i></p> <p>4) <i>Mission efforts developed, put in place, and managed for planning, supporting, and facilitating sustainable government and private-sector efforts to improve educational opportunities for girls at the primary and secondary school level</i></p>	<ul style="list-style-type: none"> ●consultation/conferences carried out with groups working on girls education (HRDOs in charge of existing girls' education activities, USAID specialists and contractors; notable project leaders in countries, and other donors) to identify/analyze operational experiences ●lessons learned about specific interventions updated and refined (e.g., incentive programs, classroom practices) ●models of approaches to supporting girls' education for USAID Missions developed, with associated guidebook(s) and materials ●operational guides developed on specific aspects of process of supporting girls' education programs (e.g., how to conduct baseline research required, how to support policy dialogue, how to develop local constituencies, what social marketing really means) ●informational and promotion materials developed (e.g., computer models, videos) for Mission use with gov't and/or private sector ●training provided to Missions on approach, use of tools, etc. ●models developed for assessing results of Mission efforts to support girls' education ●panoply of technical assistance provided to support Missions' efforts to develop their girls' education activities and support interaction with groups within country 	<ul style="list-style-type: none"> ●project documentation, instruments, products 	<ul style="list-style-type: none"> ●useful knowledge exists and can be packaged in practical terms ●sufficient funds for Girls' Education Project will be available

Narrative Summary	Examples of Objectively Verifiable Indicators	Means of Verification	Key Assumptions
<p>Inputs</p> <p>Year One Funding:</p> <p>1. Technical leadership, knowledge building, and dissemination activities (e.g., consolidating and disseminating lessons learned, conducting applied research and monitoring services, developing and disseminating program models and packages of tools, supporting networking and meetings of experts): \$2 million</p> <p>2. Field technical support services (e.g., technical support for: developing local constituencies, policies, publicity; developing, implementing, and expanding effective interventions; developing local research capacity; training in fund-raising, coordinating with other donors): \$4.9 million</p>	<ul style="list-style-type: none"> ● compendium of lessons learned ● reports on applied research studies ● monitoring plan and reports ● report on program models ● packages of tools ● meetings of experts ● networking plan and network <ul style="list-style-type: none"> ● stakeholder meetings ● national plan of action on girls' education ● information campaign ● donor meetings ● press releases, newspaper articles, etc. ● project design document ● project agreements ● research design and research reports ● fund-raising campaign 	<ul style="list-style-type: none"> ● Project files ● USAID Controller reports ● Contractor progress reports ● Mid-term Evaluation Findings ● Site visits 	<ul style="list-style-type: none"> ● Funding is available beyond FY 1995

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Logical Framework and Parameters for Impact Girls' and Women's Education Project³

The Girls' and Women's Education Project, like all activities, is located within a hierarchy of objectives and results--a logical framework that attempts to chart the linkages between planned activities, expected impacts, and fundamental assumptions. In preparing this analysis, particular attention has been paid to where the Project fits in the constellation of cause-and-effect relationships, drawing on lessons learned about impact assessment from the Global Bureau's Prism Project and the Africa Bureau's analysis of its education programs. To delineate the pyramid of relationships that could lead to the Agency's overall goal of promoting social and economic development in poor countries, the logframe (see Appendix B) for the Project has been slightly amended to include higher objectives that surpass the "goal" level, which is normally the terminal point in a logframe. However, these higher objectives are within the domain of the Agency's Girls' and Women's Education Initiative, which includes other central, Regional Bureau, and bilateral projects and efforts.

The diagram makes explicit the conceptual hierarchy of objectives in which the Girls' and Women's Education Project fits. It is clear that the Project can **directly affect** the quality and content of Mission programs in support of girls' education. It is equally clear that the Project can **indirectly influence and contribute** to other links in the chain connecting girls' education with developmental goals. For example, the strengthened Mission programs supporting girls' education and enhanced skills of Mission staff, in turn, can have a positive influence on the quality, content, and effectiveness of the host-country public- and private- sector efforts aimed at promoting girls' education. With the development and implementation of an analytically sound, empirically-based, thoroughly vetted, and broadly-owned strategy to improve girls' education for host-country providers of schooling, the availability and accessibility of school places open to girls should increase. This, subsequently, could lead to greater educational participation of girls (i.e., increased enrollments and persistence, improved performance and achievement) whose natural consequence should be improved literacy in the younger female age cohorts of the population. As previously noted, it is female literacy that has demonstrated convincing correlations with developmental outcomes, such as increased productivity, improved child survival and nutrition, decreased fertility rates, etc. As earnings and health improve, household welfare should also improve. The cumulative effect of all these gains is country economic and social development, the pinnacle of the pyramid.

³ While the logical framework for the Girls' Education Project provides an overall picture of its activities and the context in which they occur, it should be noted that the support nature of the Girls' Education Project requires that its logframe be supplemented by country specific logframes that will better define and plot the inputs, indicators, results, and assumptions of a particular situation.

Pyramid of Objectives

To contribute to
countries' social
and economic de-
velopment -----

To increase household
welfare-----

To increase female literacy -----

To increase girls' educational participation in
primary and secondary school -----

----- GOAL -----

To enable targeted host-country governments and/or private sector entities to formulate, institutionalize, and implement country initiatives (national policy and program packages) to ensure substantially increased educational opportunities for girls at the primary and secondary school levels

----- PURPOSE -----

To enable USAID Missions to develop, put in place, and manage their programs to support host country efforts to increase educational opportunities for girls at the primary and secondary school levels; to institutionalize within USAID and its Missions the capacity to plan (and/or initiate), support, and facilitate sustainable government and private sector efforts to improve educational opportunities for girls at the primary and secondary school levels; and on a demonstration and research basis, to pursue promising complementary approaches to expanding girls' education, such as female integrated literacy and early childhood education programs.

----- OUTPUT -----

Knowledge and lessons learned distilled and consolidated from both USAID and others' efforts to increase educational opportunities for girls at the primary and secondary school levels; knowledge and lessons learned distilled and consolidated on promising complementary approaches to expanding girls' education, such as female integrated literacy and early childhood education programs; and packages of program models and tools created to ensure Missions' capacity to apply and operationalize lessons learned in Mission/host country programs; and Mission efforts developed, put in place, and managed for planning, supporting, and facilitating sustainable government and private-sector efforts to improve educational opportunities for girls at the primary and secondary school level.

While the diagram demonstrates the compelling logic and clear linkages of the Girls' and Women's Education Project program with higher developmental goals, it also illustrates the potential fragility of the connections, their vulnerability to intervening variables, and the increased assumption of "risk" as the Girls' and Women's Education Project--or any activity--make claims or is held accountable for impact at levels beyond its control or measurable influence.

As we move up the hierarchy of objectives, the level of control, authority, and sway the Girls' and Women's Education Project can exercise diminishes for a variety of reasons. First, the organizational location in the Global Bureau and the Mission support nature of the Girls' and Women's Education Project removes it somewhat from immediate interaction and influence with host countries' educational policy-makers and service providers. Second, this "distance" is also embedded in USAID's approach to the education sector, which emphasizes support of government or private-sector educational systems and the facilitation of policy analysis, planning, and strategy development. Consequently, the Girls' and Women's Education Project's influence and associated results on the host country educational system is necessarily filtered through both the Mission and the educational service provider.

Both the experience of the Prism Project and the Africa Bureau's analysis stress the problems of measurement and attribution, and caution against unrealistic or premature expectations of activity or project results. They encourage the detailed mapping of relationships, as has been done for the Girls' and Women's Education Project, in order to accurately identify indicators of success in order to better understand the overall strategy, judge effectiveness, and make critical mid-course corrections. The logical framework of the Girls' and Women's Education Project illustrates that it should be viewed as an important, necessary-but-not-sufficient means to improve the educational opportunities offered to girls and increase their participation. It also suggests that its effectiveness should not be primarily gauged at the student level, in terms of increased student enrollments, persistence, and performance. While these are indicators of the higher order objective of getting more girls into school and keeping them there, the Girls' and Women's Education Project cannot ensure that its guidance will be adapted or followed, on one hand, or sufficient to overcome all the deficiencies of the educational system that inhibit access, attainment, and achievement. Fortunately, these important indicators of progress toward the goal of social and economic development will not be ignored: they are best captured by the Mission in its assessment of the impact of its overall program, including all education sector activities. By tracking the impact of its strategic objective, the Mission will be able to tell whether its package of assistance has had the intended results.

Moving from the developmental context of the Girls' and Women's Education Project, the following paragraphs of this section discuss how and by what criteria the success of the Girls' and Women's Education Project should be measured.

Girls' and Women's Education Project Purpose and Measures of Success

The purpose of the Girls' and Women's Education Project is three-fold. Through its distillation of the substantive and procedural lessons learned about girls' education from actual field experience into readily usable tools and their dissemination to the Missions, the Girls' and Women's Education Project will accomplish its purposes of enhancing both Mission and Agency programs and capacity for supporting host country effort to increase educational opportunities for girls. First, the Project will:

- *Enable USAID Mission to develop, put in place, and manage their programs to support host country efforts to increase educational opportunities for girls at the primary and secondary levels.*

Second, it will:

- *Institutionalize within USAID and its Missions the capacity to plan (and/or initiate), support, and facilitate sustainable government and private-sector efforts to improve educational opportunities for girls at the primary and secondary levels.*

Third, it will

- *on a demonstration and research basis--pursue promising complementary approaches to expanding girls' education, such as female integrated literacy and early childhood education programs*

Within these three statements are several key points that are essential to defining and evaluating the Girls' and Women's Education Project's success. They are:

(1) An internal, intra-Agency focus. The Girls' and Women's Education Project will provide both the Agency and its field Missions with planning, analytic, and evaluation tools, as well as technical assistance in their use and application, to better and more expertly craft their programs supporting indigenous efforts to increase the availability and accessibility of schooling for girls. It will build on and codify the existing, rich experience of the various USAID activities already underway to promote girls' education.

(2) Emphasis on the primary and, where appropriate, secondary school levels.

(3) Increasing educational opportunities for girls. The Girls' and Women's Education Project will aim at assisting Missions to improve education opportunities for girls, rather than directly increasing girls' participation. By focusing its programs on helping host countries remove demand and supply-side barriers to girls' educational participation, increase the number of accessible school places for girls, and improve the learning environment, the Girls' and Women's Education Project will give practical and actionable guidance to Missions and--through them--governments on the means to increasing participation.

(4) A context of educational reform or functioning educational system. The foundation of improving girls' educational participation in most developing countries is the existence of an expanding and improving educational system, which offers both a school place and instruction deemed valuable by its clientele. Isolated efforts to increase educational opportunities for girls will not have the substantive impact desired if the educational system either does not meet these criteria or is not attempting to.

The measures of success or indicators at the purpose level are relatively straightforward, easy to track, and to attribute. The sphere of influence is limited to the Agency and Missions. The timeframe is the end-of-Project, although monitoring and tracking of the indicators will occur over the course of the Project's life. Two dimensions of "success" should be examined at this level.⁴

The first dimension and types of indicators relate to those sets of activities over which the Project exercises primary control--actual support to the Agency and Missions in terms of products, guidance, training, etc. The evaluative question posed is *"to what extent did the Girls' and Women's Education Project provide assistance to the Mission and Agency."* This aspect would include both the indicators of output (such as the development and dissemination of analytic frameworks, informational materials, guides, etc.), and--more important--that this output was needed and valued by its clientele, as indicated by requests for assistance from the Project in planning Mission or Agency strategy and programs, field visits, training sessions, and materials, publications, etc. Although there is, of course, no magic number of requests or field visits, which would absolutely certify whether the Project is a popular success, evaluators should be able to establish some relative orders of magnitude on which to base a determination.

The second dimension and set of indicators seeks to capture the effect or impact of the Girls' and Women's Education Project on Agency or Mission policy or actions. *The evaluative question posed is "to what extent does the Agency or Mission reflect input or assistance from the Girls' and Women's Education Project?"* The indicators necessary to answer this question would be found in the content and approach of the Agency and Mission strategy to promote girls' education. For example, does the development of a Mission strategy include the components and steps recommended by Girls' and Women's Education Project guidance or technical assistance? This could include evidence of Mission adoption or adaptation of Project guidance on policy dialogue or baseline research methodologies.

⁴ Specific indicators will not be listed in this section; readers interested in illustrative indicators should refer to the logframe. Moreover, the indicators for the Girls' and Women's Education Project can only be illustrative at this point for two reasons. First, specific country programs and Mission needs will determine the details of the results and their indicators. Second, at the output level, the Girls' and Women's Education Project will build on the work accomplished initially under the ABEL Project. What the ABEL project has achieved in terms of consolidating knowledge and developing tools will serve as a point of departure for Girls' and Women's Education Project efforts of this nature.

Within the Agency, indicators would include other offices' use, such as the WID office or PPC, of the Girls' and Women's Education Project guidance/expertise in crafting their own guidelines and operational policies and practices.

Within this dimension, there is another aspect of demonstrated success of the Girls' and Women's Education Project, which entails how USAID and its Missions are perceived by host governments and other donors. As Agency and Mission capacity is strengthened and Project guidance/expertise is disseminated, it is not unlikely that the reputation of USAID's expertise in the area of girls' education will grow. This recognition will be evident when countries, donors and other groups turn to USAID as a source of support, information, guidance, and technical assistance in developing their girls' education programs.

Girls' and Women's Education Project Goal and Measures of Success

The goal of the Girls' and Women's Education Project is:

To enable targeted host-country governments and/or private sector to formulate, institutionalize and implement country initiatives (national policy and program packages) to ensure substantially increased educational opportunities for girls at the primary and secondary school levels.

By convention, the purpose level of the logical framework captures the central objective of the activity or project, presents the criteria or indicators anticipated at the end-of-activity, and generally represents the last stage at which the results are within "the manageable interests of" or can reasonably be ensured by the implementor, in this case the Global Bureau. However, the support nature of the Girls' and Women's Education Project suggests that the envelope of its success (or measures thereof) should be pushed to the goal level. Because the Girls' and Women's Education Project is conceived as a major means of reinforcing and strengthening Mission and Agency programs aimed at improving host country provision of educational opportunities for girls, the effectiveness of the Girls' and Women's Education Project may reasonably be captured--in the short-term, at least--in certain actions, policies, and program decisions of the public- and/or private-sector education providers.

Also, while conceptually it is useful to think of the purpose and goal levels as consecutive, with purpose preceding goal, in reality the two may overlap or occur simultaneously in some instances. For example, it may be that a Mission will develop its program overtime in partnership with a host country. In tandem with Mission actions or activities, the host country may undertake related or complementary actions or activities, such as baseline research. The result is that some goal-level indicators may be available in terms of host country action at the same time purpose-level indicators are available in terms of Mission level action. It would be a loss to ignore them, simply because they are not "scheduled" to occur. Thus, the evaluative question at the goal level is *"to what extent has the Mission--and, by extension, the Girls' and Women's Education Project--influenced host-countries'*

educational policies and programs to increase educational opportunities for girls at the primary and secondary levels?"

Because the Project is expected to work in countries that have different needs, have used different approaches, and are at different stages in formulating and implementing strategies to increase educational opportunities for girls, the indicators of Girls' and Women's Education Project impact (via the Mission) are likely to vary. More important, change at the government level is likely to be incremental and take place over an extended time period. Analysis of education programs in Africa has shown that change will manifest itself over a continuum of intermediate steps within the educational system, before impact will occur at the student level and can be measured in terms of educational outcomes, which is standard practice. By developing a range or series of process indicators, the Girls' and Women's Education Project provides a means of measuring progress as the public and/or private sector puts the necessary machinery in place to increase girls' participation.

Consequently, the logframe for the Girls' and Women's Education Project presents its indicators in terms of stages in the development and implementation of a country's program. Although these stages and timelines are illustrative, they do draw on actual experience in the development and implementation of policy reform initiatives in Latin America and Africa. There are four stages for indicators that are temporally tied to the initiation of the Mission program. The first is that set of indicators that should be "immediately discernable" following the start of a Mission program. This would include indicators of host country preparations for the development of a national strategy or plan that deals with girls' education, such as the formation of a task force, the conduct of baseline research or analysis of data to better define the problems, or the detailed formulation of a plan for the formulation of a strategy.

The second stage is "within three years" of the initiation of the Mission support program. Its and Girls' and Women's Education Project effectiveness to spur or initiate government action could be measured in terms of the finalization of a national strategy, allocation of resources to implement it, and specific activity start-up. The third stage occurs "within five years." Indicators at this stage include proof of strategy implementation (such as revised curriculum, teachers trained, etc.), assessment of stakeholder attitudes towards the host country program, and evidence of program institutionalization (such as creation and use of data collection systems). At this stage, as well, student-level indicators that are sensitive to change at early program stage would be measured, such as level of first grade enrollments, third grade completion rates, etc. The fourth and final stage is "within ten years." At this stage, often within five years of start-up, the impact of the host country program will be felt in terms of student-level indicators--gross enrollment ratio, transition/completion/drop-out rates, etc. As a corollary of increasing girls' educational participation is reducing gender disparity, a gender disparity index will measure gains.

The preceding discussion makes it clear that there is not a single definition of success, but many whose form will change with the level of intervention, the particular country, and

over time. The staged approach and illustrative indicators in the logframe attempt to capture this variability and fluidity. A complicating factor for assessment, of course, is that the Girls' and Women's Education Project's influence on host-country action can only be diffused and refracted through the prism of the Mission. Attempting to disaggregate influence--the Mission's from The Girls' and Women's Education Project, the Mission's from the host-country, and other donors--may prove difficult, if not impossible.

To conclude, the Girls' and Women's Education Project should have accomplished the following by the time it ends:

- *on its own*, consolidated and operationalized lessons learned from other girls' education programs, and put in a format that can be used by the Agency and Mission;
- *in partnership with the Agency and Missions*, consolidated and disseminated knowledge and lessons learned on promising complementary approaches to expanding girls' education, such as adult literacy and early childhood care and development;
- *in partnership with the Agency and Missions*, developed approaches and strategies to support the increase of educational opportunities for girls.
- *through the Missions*, influenced the initiation, formulation, and/or implementation of public and/or private sector strategies to increase educational opportunities for girls.

Procedures for Monitoring and Evaluation

The Girls' and Women's Education Project will employ several means to ensure that its activities are regularly monitored and evaluated. Although the Project Paper will elaborate on the mechanisms, they are briefly discussed here.

Country-specific logframes and baseline data. The foundation of operationalizing the Project monitoring and evaluation system will be established through (1) the development of individual country logframes and (2) the specification of baseline data. Using the Girls' and Women's Education Project logframe as a general template, the country logframes will reflect Mission expectations and requirements of the Girls' and Women's Education Project, as well as particulars about its program of support with the government and/or private sector. Indicators at both the purpose and goal levels will be tailored to the type and level of girls' education activity at the Mission and in the host-country. Many Missions will have already established baseline education data as a part of their overall strategy. However, the baseline data should be reviewed for accuracy, appropriateness, and availability at the outset of Girls' and Women's Education Project activities in the country. In the instances of less standard indicators, such as third grade completion rates disaggregated by gender, it may be necessary to work with the ministry of education or other data collection groups to ensure that the data will be collected.

Monitoring and tracking. Monitoring of Girls' and Women's Education Project will consist primarily of reporting on the different type and frequency of its activities to determine whether it has produced the analysis, materials, and tools, as well as the technical assistance, it is mandated to do. An annual review of its activities, products, and work plan accomplishment will take place both in Washington with a committee of peer reviewers from the Global and regional bureaus. Annual work plan reviews will also take place with Mission personnel and other appropriate persons, in countries where the Girls' and Women's Education Project is active. These meetings will identify where and how the Project has assisted the Mission program, as well as future needs. The result will be included in the annual report of the Project. The Girls' and Women's Education Project review will be complemented by the results of Missions' annual or bi-annual review of portfolios and reckoning of progress toward their strategic objectives and targets.

Feedback at a conference and meeting organized by the Girls' and Women's Education Project will also become part of the tracking mechanism.

Evaluation and assessment. Individual Mission's routine tracking of progress towards its strategic objective and targets should, in principle, provide the Girls' and Women's Education Project with regular data on Mission and Project impact on public and/or private sector actions and activities. However, since Mission tracking systems do not always include reports on process indicators to the extent desired, the Girls' and Women's Education Project will have to work with the Mission to ensure that mutually agreed-to indicators are tracked as part of the exercise.

In some instances, the Girls' and Women's Education Project will conduct selected impact assessment studies where Mission and Project influence seem to have ignited significant or notable action by the host country. Such studies would not only provide data on impact, but would also serve to enrich the paradigm for supporting host country action. The girls' education project in Guatemala is a good example of an instance that merits in-depth examination. Surveys about stakeholder attitudes (i.e., parent, students, out-of-school children, teachers) will also be conducted where appropriate, as will classroom observations, if not provided by the host country as part of its data collection program.

A mid-term review and formative evaluation will be scheduled at the end of the third year of the Project. A second mid-term evaluation will be conducted at the end of the sixth year, if the Project is extended to ten years. The mid-term reviews will be participatory in nature, including in-house, Mission, and host-country personnel on the team. They will draw heavily on the experience of other countries and activities or projects that have used this approach. Provision for formal feedback and response on the part of the Girls' and Women's Education Project, Missions, and host country will be incorporated into the evaluation process.

A summative evaluation will take place in the final year of the Project. It will be conducted by an external team, but will include components--stakeholder surveys and teacher interviews--that will involve host-country and Mission personnel.

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