

# THE CENTER FOR HUMAN CAPACITY DEVELOPMENT

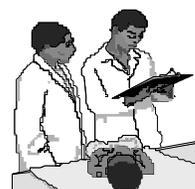
*Hope*

*Empowerment*

*Participation*

*Skills*

*Knowledge*



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**FY 2001 R4**

**Parts I and II**

**Results Review**

**March 1999**

## **Please Note:**

The attached FY 2001 Results Review and Resource Request ("R4") was assembled and analyzed by the country or USAID operating unit identified on this cover page.

The R4 is a "pre-decisional" USAID document and does not reflect results stemming from formal USAID review(s) of this document.

Related document information can be obtained from:

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## Center for Human Capacity Development R4

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## **G/HCD Vision**

### **Giving Missions the tools they need to increase the impact of education and training on development**

The attached results information is from the FY 2001 Results Review and Resource Request (R4) for the Global Center for Human Capacity Development (G/HCD) and was assembled and analyzed by G/HCD.

The R4 is a “pre-decisional” USAID document and does not reflect results stemming from formal USAID reviews. Additional information on the attached can be obtained from Ms. Yvonne Anduaem, G/HCD.

Related document information can be obtained from:

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AGENCY OBJECTIVES

AGENCY CROSS CUTTING EMPHASIS AREAS

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

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

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

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

G/HCD Strategic Support Objectives

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

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

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

SSO 4: Access to and application of information and telecommunications services expanded

AGENCY OBJECTIVES		AGENCY CROSS CUTTING EMPHASIS AREAS	
<p><b>Access to quality basic education for under-served populations, especially girls and women, expanded</b></p>	<p><b>The contribution of host-country institutions of higher education to sustainable development increased</b></p>	<p><b>Training expands the capacity of assisted countries to manage their own social and economic progress</b></p>	<p><b>Broad and equitable access to information and information technologies is essential to human capacity development</b></p>
<b>G/HCD Strategic Support Objectives</b>			
<p><b>1.</b> Basic education, especially for girls, women and other under-served populations, improved and expanded</p>	<p><b>2.</b> The contribution of host-country institutions of higher education to sustainable development increased</p>	<p><b>3.</b> The work performance of individuals and effectiveness of organizations improved through training</p>	<p><b>4.</b> Access to and application of information and telecommunications services expanded</p>
<b>Intermediate Results</b>			
<p><b>1.1.</b> Basic education policies strengthened and institutional capacity built</p>	<p><b>2.1.</b> Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives</p>	<p><b>3.1.</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity and cost-containment</p>	<p><b>4.1.</b> Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services</p>
<p><b>1.2.</b> Knowledge about formal and out-of-school basic education learning environments generated and disseminated</p>	<p><b>2.2.</b> Higher education institutions' internal management capacity increased</p>	<p><b>3.2.</b> In-country training capacity increased</p>	<p><b>4.2.</b> The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved</p>
<p><b>1.3.</b> Access to quality basic education improved through the application of educational technology</p>	<p><b>2.3.</b> The development capacity of other institutions increased through higher education</p>		<p><b>4.3.</b> The application of information technology and telecommunications services increased to achieve development objectives</p>
<p><b>1.4.</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved</p>	<p><b>2.4.</b> The capacity of developing country workforce populations increased through skills that match market demand</p>		
<p><b>1.5.</b> Capacity for providing basic education in countries in crisis or transition increased</p>			
<p><b>1.6.</b> Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development</p>			

## **Part I: Overview and Factors Affecting Performance**

As of the writing of this R4 in March 1999, the G/HCD Strategic Plan, which has been widely reviewed and revised to reflect the comments of both internal USAID and external partners, is in its final version for approval by the Assistant Administrator, Bureau for Global Programs, Field Support and Research. The Plan, which resulted from this consultation process, is significantly different from the draft plan against which last year's R4 was developed. Specifically, although the Plan continues to incorporate four strategic objectives, the language of each has been significantly revised to reflect clearer, more focused thinking in each area. In addition, for each objective, Intermediate Results (IRs) and Results Indicators (INDs) have been simplified and reduced in number to the minimum essential for effective assessment.

Like other Centers within the Global Bureau, G/HCD conducts the great majority of its activities in close collaboration with regional bureaus and/or individual missions. Because of this close collaboration, G/HCD has concluded that neither the Center's Strategic Plan nor its Results Review and Resource Request (R4) should attempt to take responsibility for in-country strategic objectives or results which are, by definition, more squarely within the manageable interest of individual missions or regions. G/HCD uses the term "Strategic Support Objective" (SSO) for the Center's four main focal areas to reflect the reality that the Center's role in each is predominantly to provide technical encouragement, leadership and support to USAID field missions and regional bureaus engaged more directly with national or regional programs. Both the G/HCD Strategic Plan and this and subsequent R4s will thus focus on projecting and assessing the value added to USAID's worldwide human capacity development efforts by the Center. Intermediate Results and Indicators under each Strategic Support Objective have been revised accordingly.

Toward the end of FY 1998, the Agency completed a broad review of the new Human Capacity Development Goal Three. The recommendations of this review were approved by the USAID Administrator on September 16, 1998, including: 1) the establishment of a basic education strategic objective for implementation of Goal Three, with the understanding that basic education is "the core of USAID's efforts in human capacity development;" 2) the establishment of a higher education strategic objective for implementation of Goal Three, with a definition of higher education to include "universities, community colleges, vocational and training institutions and research institutes at the post-primary level;" and 3) continuation of participant training and information technology efforts as cross-cutting development tools rather than as separate subsidiary objectives under Goal Three. These decisions formalized the parameters of both USAID's worldwide efforts in these areas and G/HCD's mandate for technical leadership, field support and, on occasion, direct implementation of relevant program activities.

Shortly thereafter, however, the Center's FY 1999 Operational Year Budget (OYB) was established at only \$8.945 million, slightly higher than FY 1998's \$7.524 million, but still significantly down from FY 1997's level of \$12.363 million (before the creation of Goal Three and its subsidiary basic and higher education objectives). Within its low OYB, G/HCD chose to protect basic education (SSO1). Although consistent with established priorities, this decision cost other strategic support objectives dearly in terms of their ability to support new or expanded activities.

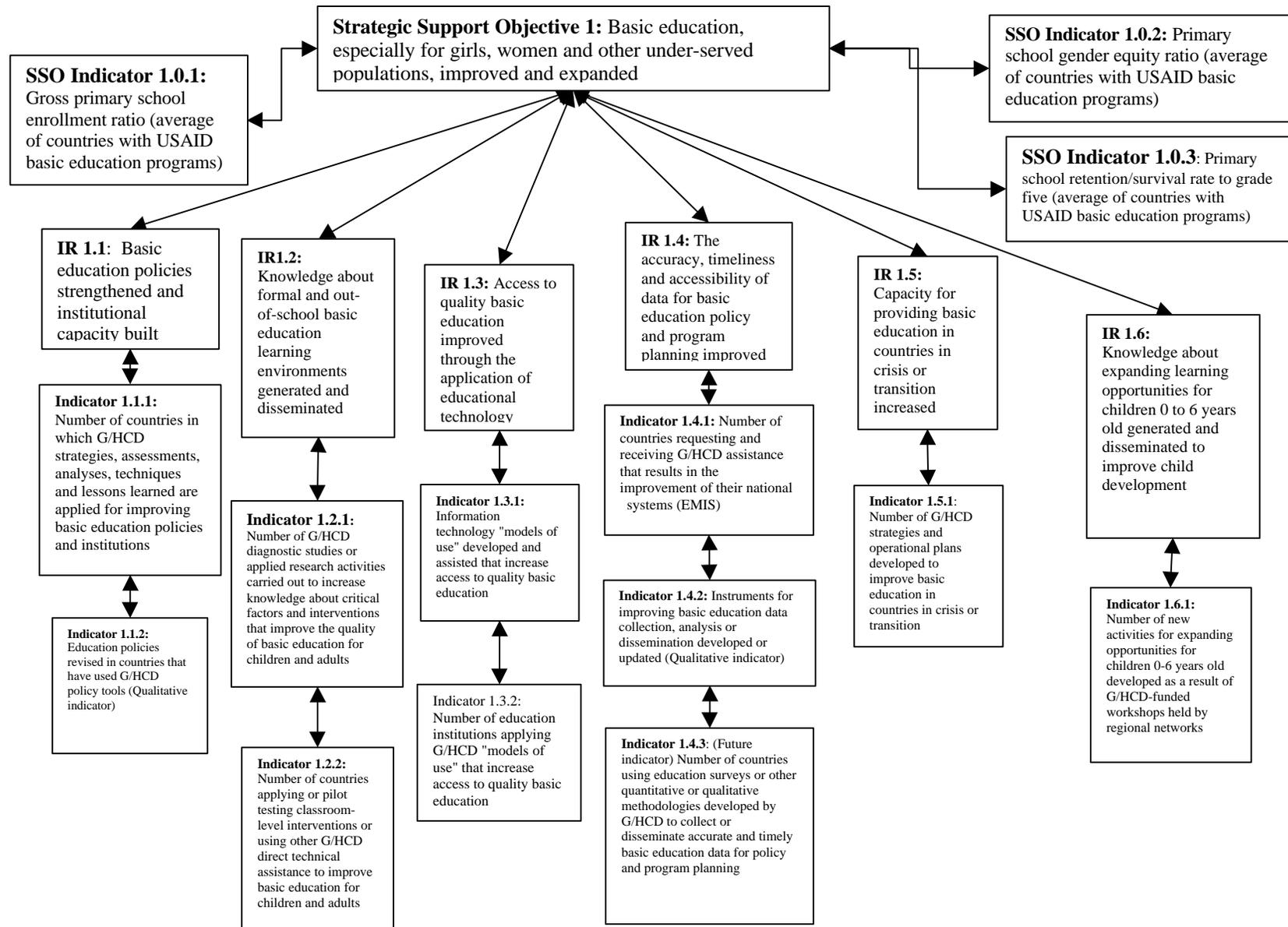
The squeeze on non-basic education objectives is only ameliorated slightly by the availability of \$2.7 million in Health and Accident Coverage (HAC) funding recaptured for FY 1998 and 1999 re-obligations. Because of their source, these funds cannot be allocated across the G/HCD portfolio, but must rather be used for those initiatives supporting training, particularly of the disabled. Their availability, however, allows the Center to meet the Administrator's recent commitment to expanded outreach to persons with disabilities, but only for FY 1999.

The FY 1999 budget squeeze has not allowed for planned support to key activities under the other three SSOs, notably: 1) continuation of a key higher education partnership program with Historically Black Colleges and Universities (HBCUs); 2) funding of new training-related activities strongly recommended by an excellent recent evaluation of worldwide training efforts; or 3) more than minimal efforts under information technology, the focus of a recent Presidential Initiative seeking broader USAID support. The Center remains optimistic that over the course of FY 1999, re-programmed funds may become available, particularly for new information technology efforts, and possibly for expanded higher education programs employing Minority Serving Institutions (MSIs). With respect to new training related activities, however, the Center hopes to leverage funding from the regional bureaus and other participating bureaus and offices, with the understanding that the recommendations of the evaluation have worldwide implications that require burden sharing.

Over the last two years, the Center has grown significantly smaller, reducing its direct-hire USAID staff from 32 FTE in FY 1996 to a projected 15 FTE in FY 1999, and a level of 14 FTE under discussion for 2001. At the same time, non-USAID DH staff (RSSAs and fellows) has increased only modestly from nine to 10 (an 11<sup>th</sup> -- a TAACS -- is in the pipeline). This reduction, coupled with the intensifying shortage of human capacity development officers in the Agency in general, and in the field in particular, requires that an expanding worldwide portfolio of human capacity development activities be designed, implemented and evaluated by an ever-shrinking cadre of technical specialists, working closely with generalists or non-HCD specialists. This reduction creates an additional burden for the Center which must provide not only stronger field support, but also ever more creative technical leadership for a broader range of less technically qualified staff. The Center must ensure that all those responsible for HCD activities in the field are adequately supported in terms of "best practices" and state-of-the-art thinking in the four areas for which G/HCD is responsible. It is the need to stretch the Center's USDH resources ever more thinly and to conceive mechanisms for more effective worldwide networking that drives the Center's increasing requirements for scarce Operating Expense resources, as discussed more fully later on in Part III - Resource Request of this R4.

Finally, we offer a general note on the process of setting targets to demonstrate value added by the Center to mission and regional bureau program efforts. Drafting this R4 with a focus on baseline data collection and reality-testing projected indicators of accomplishment revealed that many of the preliminary targets suggested in the Strategic Plan are much too modest. Our recent data-gathering exercise shows that across the Center's portfolio, there is significantly more HCD activity afoot in target countries and regions than has been previously indicated, and that much of it has roots in G/HCD-supported efforts. We are thus revising many of our targets upward in this R4, and are hopeful that with some additional funding and further

implementation of new initiatives now under design, this upward revision could become an annual process.



## Part II: Results Review by Strategic Support Objective

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

This SSO describes USAID's worldwide efforts to increase the percentage of individuals given access to basic education, literacy and numeracy over the course of their lives, improving not only their personal opportunities, but also their nations' capacity for sustainable political, economic and social development. As outlined in a Washington Post editorial of March 24, 1999, while great advances have been made in expanding worldwide access to basic education, much remains to be accomplished. Limited access to basic education is increasingly a problem of gender and/or minority status within individual societies. It is also, increasingly, an African problem, because it is in Africa where the least progress is being made in narrowing the access gap. Activities to achieve the SSO, including subsidiary Intermediate Results (IRs), as well as progress indicators, focus on special efforts to expand access for under-served groups.

In addition, the SSO reflects the reality that mere access to a poor quality basic education is insufficient to build the level of human capacity essential for sustainable development. Quality improvements are also required. In many cases, quality issues are also directly relevant to access concerns, e.g., poor educational quality or unfriendly educational environments contribute to low female attendance and retention rates in basic education. Even areas of the world which have, in recent years, made significant progress in expanding access to basic education, e.g., the Middle East and South Asia, continue to have significant work ahead of them in improving the overall quality and relevance of basic education.

G/HCD's technical leadership role under this SSO is to stimulate research and the transfer of knowledge among countries on "best practices" for addressing the various factors which affect access expansion and quality improvement. Three indicators measure progress in enhancing access at the SSO level. Over the strategy period the **gross primary school enrollment ratio** (an average of countries with USAID basic education programs) is projected to increase by one percent annually over the FY 1998 average base of 88. The **primary school gender equity ratio** is also projected to increase by one percent annually over the FY 1998 average of 86. Finally, the **primary school retention/survival rate to grade five** is projected to increase one percent annually over the FY 1998 base of 63. None of these indicators is within G/HCD's manageable interest (they are, arguably, only within the manageable interest of host country governments) but each of them is extremely useful in defining worldwide basic education trend lines against which the progress of individual countries or regions can be assessed.

Six IRs are targeted on areas that affect both access and quality. For each, relevant indicators are established to measure progress in policy and institutional strengthening; learning environments, including both formal and out of school; educational technology; data for policy and program planning; early childhood development; and, finally, special concerns for countries in crisis and transition.

**IR 1.1: Basic education policies strengthened and institutional capacity built.**

Policies and institutional capacity can have direct impact on both access and educational quality. Curriculum reform, for example, can have both policy and institutional aspects; unreformed curricula reduce incentives for attendance and limit achievement even by faithful attendees. Two indicators, one quantitative and one qualitative, have been selected to measure G/HCD's technical leadership and field support success in these areas: 1) **the number of countries in which G/HCD strategies, assessments, analyses, techniques and lessons learned were applied for improving basic education policies and institutions;** and 2) **the quality of revised educational policies in countries that have used G/HCD policy tools.** Preliminary data-gathering for the first reveals that under the ABEL 2 and IEQ II projects, a total of 16 countries have used or incorporated at least one of G/HCD's policy or institution-building tools into their program portfolio. Some countries have adapted more than one tool, for a total of 25 actual improvements. For the second indicator, data gathering for FY 1998 indicates that policies strengthened and/or institutional capacities enhanced have tended to be key items on national education agendas.

In some cases, individual activities have impacted on several countries and several non-USAID organizations. For example, USAID funded the Research Triangle Institute (RTI) to conduct a small "scale-up" workshop with the Education Commission of the States (Denver, Colorado) to share USAID/G/HCD experiences in answering the question "Why does reform tend to remain isolated in small pockets?" G/HCD considered that the Educational Reform Support (ERS) process developed under ABEL 2 for developing countries could inform the process. The paper which flowed out of that workshop, *Education Reform Support: A Framework for Scaling-up School Reform*, has been well received in USAID's client countries. As a result, RTI received funding from the Soros Foundation's Open Society Institute for Education Policy to do ERS work in Bulgaria and Hungary, and from the Rockefeller Foundation for work in four U.S. communities. In Bulgaria, the ABEL-ERS process is being applied in the design and implementation of education reform support strategies to further the educational democratization processes underway.

**IR 1.2: Knowledge about formal and out-of-school basic education learning environments generated and disseminated.** Two indicators have been selected to measure this result: **the number of studies or research activities carried out each year in this area** and **the number of countries applying or piloting classroom-level interventions or using other G/HCD direct technical assistance to improve the quality of basic education.** For the first indicator, a total of 32 studies or activities were conducted in FY 1998, slightly above the target level of 30. Similarly, for the second indicator, a total of 11 countries were identified, slightly above the planned target of 10.

**IR 1.3: Access to quality basic education improved through the application of educational technology.** Two indicators have been selected to measure progress against this intermediate result: **the cumulative number of information technology "models of use" developed** and **the cumulative number of education institutions applying G/HCD "models of use" that increase access to quality basic education.** A "model of use" is a bundle of technologies and applications that provide a focus for the use of information technology within a sector.

Recent data gathering identified several more "models of use" in development through the ABEL 2 and LearnLink programs to date than the two which were originally estimated. Moreover, a total of 10 institutions were identified as applying "models of use," again, a significantly higher number than the eight estimated originally. For example, in Haiti, ABEL 2 established a multi-channel interactive radio pilot project. A FY 1998 evaluation of the pilot mathematics project showed that the performance of students in the experimental group improved by 13.17 percent, as opposed to an improvement of only 7.67 percent in the performance of the control group.

**IR 1.4: The accuracy, timeliness and accessibility of data for basic education policy and program planning improved.** Three indicators have been selected to measure progress toward achievement of this intermediate result. The first indicator focuses on **the number of new countries (annually) receiving G/HCD assistance that improves their education management information systems (EMIS)**. Our recent assessment revealed that eight national ministries of education are using the ABEL ED\*ASSIST data processing and related tools, significantly higher than the five planned. In addition, seven other countries have initiated dialogue with G/HCD on various aspects of EMIS, and some of these are likely to broaden their engagement or use of ED\*ASSIST tools.

The second indicator is a **qualitative assessment of the instruments being developed under G/HCD mechanisms for improving basic education data collection, analysis and dissemination**. Three instruments are in various stages of development; each of these will be assessed for next year's R4. The third and final indicator is the **number of countries using G/HCD-developed surveys or other methodologies for policy and program planning**. The targets for this last indicator were based upon the assumption that the DHS Ed Data household survey -- the primary survey instrument -- could be developed for availability in FY 1999. Procurement issues identified in recent months may require that these targets be stretched out longer over the strategy period.

**IR 1.5: Capacity for providing basic education in countries in crisis or transition increased.** Only one indicator has been identified for this result, i.e., **cumulative number of strategies and plans developed**. With the vehicle for this work currently under design and a new contract planned for late FY 1999 or early FY 2000, targets are not operative until at least FY 2000.

**IR 1.6: Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development.** Again, only one indicator is identified, i.e. **cumulative number of new activities developed as a result of G/HCD-funded regional networks**. For example, in El Salvador, IEQ II researchers are working with an NGO, Fundacion Salvadoreno de Salud y Desarrollo Social (FUSAL) to explore early child-rearing and instruction practices used by parents and preschool centers in two rural communities. The initial outcome is better-trained FUSAL staff who understands more clearly which behaviors and attitudes are most positively identified with learning. The longer-term outcome will be revised classroom materials developed by FUSAL for use in rural preschools.

<p><b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education,<sup>1</sup> especially for girls, women and other under-served populations, improved and expanded</p>			
<p><b>APPROVED:</b> 05/31/1995</p>		<p><b>COUNTRY/ORGANIZATION:</b> G/HCD</p>	
<p><b>INDICATOR 1.0.1:</b> Gross primary school enrollment ratio (average of countries with USAID basic education programs)</p>			
<p><b>UNIT OF MEASURE:</b> Percent</p>			
<p><b>SOURCE:</b> UNESCO education data accessible through the USAID Global Education Database<sup>2</sup></p>			
<p><b>INDICATOR DESCRIPTION:</b> Total number of children of any age enrolled in primary school divided by the population of children of primary school age.</p>			
<p><b>COMMENTS:</b> *There is no planned result for FY 1998 because the table was not used in FY 1997.</p>			
<p>**Regional and world averages are population-weighted averages of all data available from countries in which USAID has significant programs in basic education. Regional averages are: AFR- 79; ANE- 96; ENI- 105; LAC- 107.</p>			
<p><sup>1</sup> USAID defines the term basic education to include formal and non-formal education through primary schooling, secondary schooling, teacher training, adult literacy, and early childhood development.</p>			
<p><sup>2</sup> The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO. These data are at least two years old by the time they are collected in-country, sent to UNESCO, analyzed, and released to USAID for addition to the GED database. For gross enrollment ratios, the data that are available in 1999 provide a measure of enrollment in 1995-6 (see attached table for more detail). Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress.</p>			
<p>G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs, and other donors. GER was chosen instead of net enrollment ratios (NER) because GER data are available for 18 of the 23 countries with USAID basic education programs while NER data are available for only 13 of these countries (see attached table). Targets are estimated and are based on the current rate of progress. Primary GER can rise above 100 percent because of over-age children enrolled in primary school.</p>			
	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	*	88**
	1999	89	
	2000	90	
	2001	91	
	2002	92	
	2003	93	

<p><b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded</p>				
<p><b>APPROVED:</b> 05/31/1995</p>		<p><b>COUNTRY/ORGANIZATION:</b> G/HCD</p>		
<p><b>INDICATOR 1.0.2:</b> Primary school gender equity ratio (average of countries with USAID basic education programs)</p>				
<p><b>UNIT OF MEASURE:</b></p>				
<p><b>SOURCE:</b> UNESCO education data accessible through the USAID Global Education Database (GED)<sup>1</sup></p>		<p><b>YEAR</b></p>	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>
<p><b>INDICATOR DESCRIPTION:</b> Girls' GER divided by boys' GER multiplied by 100. (Assuming an approximately equal number of boys and girls in the population, this ratio is a measure of the approx. number of girls per 100 boys in primary school.)</p>		<p>1998</p>	<p>*</p>	<p>86**</p>
<p><b>COMMENTS:</b> *There is no planned result for FY 1998 because the table was not used in FY 1997.</p>		<p>1999</p>	<p>87</p>	
<p>**Regional and world averages are population-weighted averages of all data available from countries in which USAID currently has significant programs in basic education. Regional averages are: AFR- 83; ANE- 85; 102- ENI; 96- LAC.</p>		<p>2000</p>	<p>88</p>	
<p><sup>1</sup> The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO. These data are at least two years old by the time they are collected in-country, sent to UNESCO, analyzed, and released to USAID for addition to the GED database. For gross enrollment ratios used to calculate the gender equity ratio, the data that are available in 1999 provide a measure of enrollments in 1995-6 (see attached table for more detail). Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress.</p>		<p>2001</p>	<p>89</p>	
<p>G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs and other donors. This indicator was chosen because: 1) it is one of USAID's Goal 3 SO-level indicators, and 2) a parallel indicator (a combined primary and secondary ratio) was chosen by the UN, World Bank and UNESCO to monitor progress towards the DAC goals in education. Targets are based on rate of past progress. Improvements in this indicator have been slowing over time. This trend is expected to continue as parity in primary school enrollments is approached. A Gender Equity Ratio of 100 indicates parity.</p>		<p>2002</p>	<p>90</p>	
		<p>2003</p>	<p>91</p>	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 1.0.3:</b> Primary school retention/survival rate to grade five (average of countries with USAID basic education programs)			
<p><b>UNIT OF MEASURE:</b> Percent of primary cohort reaching grade five</p> <p><b>SOURCE:</b> UNESCO education data accessible through the USAID Global Education Database<sup>1</sup></p> <p><b>INDICATOR DESCRIPTION:</b> The percent of those who enter first grade and “survive” to fifth calculated from two consecutive years of enrollment data using UNESCO’s standard method, the reconstructed cohort method.</p> <p><b>COMMENTS:</b> *There is no planned result for FY 1998 because the table was not used in FY 1997.</p> <p>**Regional and world averages are a population weighted average of all data available from countries in which USAID currently has significant basic education programs. Regional averages are: AFR- 59; ANE- 78; ENI- 82; LAC- 60.</p> <p><sup>1</sup> Data for this indicator are available from only 11 of the 23 countries with USAID basic education programs. The most recent education data available that are comparable for all USAID-assisted countries are from UNESCO. These data are at least two years old by the time they are collected in-country, sent to UNESCO, analyzed, and released to USAID for addition to the GED database. For survival rates to grade five, the data that are available in 1999 provide a measure of survival rates in 1993-5 (see attached table for more detail). Therefore, these data provide a better of overall trends in education than a measure of year-to-year progress.</p> <p>G/HCD contributes to progress measured by this indicator in collaboration with host country governments, USAID Missions, NGOs and other donors. This indicator was chosen because: 1) it is a better measure of progress for the LAC and ENI regions than enrollment or gender equity; 2) most countries offer at least 5 years of primary education; 3) this indicator was chosen by the UN, World Bank and UNESCO to monitor progress toward the DAC goals in education; and 4) this is a USAID Goal 3 SO-level indicator. Please see attached table for more detailed data. Targets are estimated because there is little information on the historical rate of progress in this indicator. Also, since not all countries have data for this indicator, variability in averages is introduced as data for new countries becomes available. Targets may therefore need to be adjusted in future years.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	*	63**
	1999	64	
	2000	65	
	2001	66	
	2002	67	
	2003	68	

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

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

*Center for Human Capacity Development FY 2001R4*

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

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

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

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

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

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.1:</b> Basic education policies strengthened and institutional capacity built			
<b>INDICATOR 1.1.1:</b> Number of countries in which G/HCD strategies, assessments, analyses, techniques and lessons learned were applied for improving basic education policies and institutions.			
<b>UNIT OF MEASURE:</b> Number of countries (per year)			
<p><b>SOURCE:</b> Improving Education Quality (IEQ) and Advancing Basic Education and Literacy (ABEL) quarterly reports; IQC reports; AIR, AED, Creative Associates, EDC, and DevTech education staff</p> <p><b>INDICATOR DESCRIPTION:</b> Countries that have used or incorporated at least one of G/HCD's policy or institution-building tools</p> <p><b>COMMENTS:</b> *<b>ABEL 2.</b> In <i>El Salvador</i> CIDE trained staff of an NGO in equivalency training for teachers in the ex-conflictive zones. In <i>South Africa</i>, provided support to provincial Ministries of Education and NGOs through capacity building workshops, task teams to implement reforms to curricula, learning and teaching, and study tours to the U.S. In <i>Haiti</i>, FONHEP received technical assistance to implement formative evaluation of reading and mathematics distance education package. Florida State University assisted with development of materials for the non-formal education sub-committee of the Association for the Development of Education in Africa (ADEA); EDC developed a training video in French on "Interactive Radio Instruction in <i>Haiti</i>." In <i>Uganda</i>, EDC produced a training video with and for education reform professionals on how to design and implement an ERS process. EDC produced a case study on Educational Television in China. In <i>Guinea</i>, EDC held a workshop on Interactive Radio Impact and Gender, using ABEL materials translated into French, and technical experience. In <i>Djibouti</i>, EDC trained scriptwriters from the Centre de Recherche d'Information et Production de l'Education Nationale on interactive strategies for scriptwriting using French language versions of ABEL publications. RTI applied ERS process in <i>Lesotho, Bulgaria and Hungary</i>, and conducted a workshop on ERS for 39 Open Society/Institute for Education Policy country representatives. Received requests for assistance from the <i>Czech Republic and Slovakia</i>. Workshop for Chiefs of Party of basic education projects in <i>Haiti, Ghana, and Benin</i> on ways to integrate ABEL tools into education projects. Dissemination seminar on Education Policy Reform in Latin American, with IDB, WB, OAS, and Inter-American Dialogue; Presentation Series for USAID staff and Education Practitioners about using ABEL tools at the CIES regional conference in Washington, and at the INNOTECH conference in the Philippines. Two-day seminar at the World Bank on ERS, as part of the Bank's professional training activities. <b>IEQ II</b> provided training to Host Country Research Teams in applied evaluation and assessment techniques, qualitative data collection, classroom and home observation skills, quantitative (SPSS), and qualitative data analysis, which increased the capacity of institutions in <i>Haiti</i> (FONHEP), <i>El Salvador</i> (FUSAL), <i>Uganda</i> (Ugandan National Examinations Board), and researchers in <i>Bulgaria, Kyrgyzstan, Romania, and Ukraine</i>. USAID mission education staff, other donor staff, and host government staff also received training from G/HCD in the use of the ABEL 2 and IEQ II tools.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	15	16*
	1999	10	
	2000	7	
	2001	10	
	2002	15	
	2003	15	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.1:</b> Basic education policies strengthened and institutional capacity built			
<b>INDICATOR 1.1.2:</b> Education policies revised in countries that have used G/HCD policy tools			
<b>UNIT OF MEASURE:</b> (Qualitative indicator)			
<p><b>SOURCE:</b> Improving Education Quality (IEQ II) and Advancing Basic Education and Literacy (ABEL 2) quarterly reports; contractors' reports; AIR, AED, Creative Associates, EDC, and DevTech education staff; G/HCD staff</p> <p><b>INDICATOR DESCRIPTION:</b> Qualitative descriptions of advances in education policy dialogue and policies in countries assisted by G/HCD policy tools. A qualitative indicator was chosen to allow for full reporting of the multi-faceted achievements required to improve education policies.</p> <p><b>COMMENTS:</b> *ABEL-2 - In <i>South Africa</i>, key facets of Educational Reform Support (ERS) were used to develop the Funding Norms for educational finance. These norms were written into law in early 1998 (ABEL-RTI). In <i>Ecuador</i>, the ABEL office created a civil society consultative group of educational leaders that successfully lobbied policymakers to made education an important component of the country's new constitution. The group is now helping to draft a new education law. ERS has been applied in support of the District Development Support Program, an effort aimed at operationalizing key policies and at putting in place new policies at various levels of the system. In <i>Hungary</i>, ERS has informed and influenced the Institute of Education Policy (a unit within the Open Society Institute-Budapest) modus operandi as a support unit for the Soros Foundation Network. IEP supports activities aimed at furthering the establishment of Open Society Education Systems in all 39 SFN countries.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	(Qualitative)	*
	1999	(Qualitative)	
	2000	(Qualitative)	
	2001	(Qualitative)	
	2002	(Qualitative)	
	2003	(Qualitative)	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded				
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD		
<b>INTERMEDIATE RESULT 1.2:</b> Knowledge about formal and out-of-school basic education learning environments generated and disseminated				
<b>INDICATOR 1.2.1:</b> Number of G/HCD diagnostic studies or applied research activities carried out to increase knowledge about critical factors and interventions that improve the quality of basic education for children and adults				
<b>UNIT OF MEASURE:</b> Number of studies or research activities (per year)		<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCE:</b> Advancing Basic Education and Literacy (ABEL 2) and Improving Education Quality (IEQ II) quarterly reports				
<b>INDICATOR DESCRIPTION:</b> Baseline studies, school profiles and assessments of school factors demonstrating quality improvements				
<b>COMMENTS:</b> * <b>IEQ II:</b> Research in <i>Uganda</i> to study teacher, pupil, and parent perception of educational quality; evaluation of GABLE project in <i>Malawi</i> ; two research studies in <i>Guatemala</i> : to provide baseline data on El Quiche population to compare with national data and collect qualitative data in the classroom with Quiche-speaking students to test indicators for measuring bilingual education, beyond the MIS national indicators; evaluation in <i>Haiti</i> to establish baseline data on 2 <sup>nd</sup> , 4 <sup>th</sup> , and 6 <sup>th</sup> grades in math, Creole & French; evaluation of SOROS Step-by-Step early childhood development program in <i>Bulgaria, Kyrgyzstan, Romania, and Ukraine</i> , to assess education performance of children in that program, compared to traditional schools; evaluation of text book distribution in <i>Guinea</i> ; longitudinal research on child-rearing practices and preschool education in 2 rural communities in <i>El Salvador</i> ; two training documents, a handbook of <i>Multiple Method Evaluations</i> and a compilation of <i>Classroom Observation Tools</i> . Preparation of <i>Educational Quality</i> , a review of state-of-the-art practices in education; preparation of <i>Education in Nations in Crisis or at Risk</i> by the University of Pittsburgh, under GINIE; four studies for the Africa Bureau by IEQ II: <i>Phoenix Rising: Success Stories about Basic Education Reform in sub-Saharan Africa</i> (summary of the following): <i>Kids, Schools, &amp; Learning: African Success Stories...</i> ; a comprehensive report of USAID's program successes in five African countries: <i>Benin, Guinea, Mali, South Africa, Swaziland, and Uganda</i> ; <i>How Do Teachers Use Text Books? A Review of the Research Literature</i> ; <i>Determinants of Education Achievement and Attainment in Africa: Findings of Nine Case Studies</i> , a comprehensive review of educational achievement in <i>Kenya, Malawi, Mali, Tanzania, South Africa, Egypt, Ghana, Benin, and Guinea</i> and conducted 2 research studies: in <i>Malawi</i> and <i>Ethiopia</i> to compare how different governments implement reform plans for basic education and in <i>Ghana</i> to evaluate CHILDSCOPE, a program to assist communities to take responsibility for improving primary education in rural areas. 2 videos produced from report, co-financed with the World Bank; <b>ABEL 2:</b> Translated into French: <i>Making Interactive Radio Even Better for Girls; Involving Communities: Participants in Delivery of Educational Programs</i> , a review of the effectiveness of community participation in education delivery in six countries; and <i>Volume One of Education Reform Support</i> ; in <i>Ecuador</i> , completed 20-year impact evaluation of non-formal education; research study on strategies for involving teachers' unions in education reform in the <i>LAC region</i> ; in <i>Haiti</i> , an evaluation of the impacts of the multi-channel distance education and a case study <i>Meeting the Needs of a New Democracy: Multichannel Learning and Interactive Radio Instruction in Haiti</i> ; in <i>LAC</i> , an evaluation of the effectiveness of "Fe y Alegria" program in 12 countries; in <i>Uganda</i> , a study on the <i>Impact of Examinations on Education</i> . In <i>Ghana</i> , a study, <i>Girls' Education in Ghana</i> ; impact studies: <i>Sustainability of Interactive Radio and Participation in the Balance, An Examination of Community Based Primary Education</i> .		1998	30	32*
		1999	20	
		2000	10	
		2001	15	
		2002	20	
		2003	30	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded				
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD		
<b>INTERMEDIATE RESULT 1.2:</b> Knowledge about formal and out-of-school basic education learning environments generated and disseminated				
<b>INDICATOR 1.2.2:</b> Number of countries applying or pilot testing classroom-level interventions or using other G/HCD direct technical assistance to improve basic education for children and adults				
<b>UNIT OF MEASURE:</b> Number of countries (per year)				
<b>SOURCE:</b> Improving Education Quality II (IEQ II) and Advancing Basic Education and Literacy (ABEL 2)		<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>INDICATOR DESCRIPTION:</b> G/HCD-sponsored classroom innovations in use by missions and ministries. Work measured by this indicator is accomplished collaboratively, usually through missions, but also through regional bureaus		1998	10	11*
<b>COMMENTS:</b> *ABEL 2. In <i>South Africa</i> , AED developed unit standards for a national level adult education program in two areas, agriculture and small and medium enterprise development and in-service-training-materials for members of the teachers' unions. In <i>Haiti</i> , EDC provided technical assistance for the interactive radio pilot to develop 63 reading lessons, 84 math lessons, master reading and math plans, teacher training, and broadcasting of math lessons. In <i>Guinea</i> , RTI assisted the Fundamental Quality and Equity Levels Project to improve access to and quality of primary schooling, with emphasis on girls' participation and education in rural areas. EDC assisted in developing teaching strategies, curricula, and teaching materials. <b>IEQ II.</b> Evaluated the active learning model of instruction in 4 ENI countries ( <i>Bulgaria, Kyrgyzstan, Romania, and Ukraine</i> ) and <i>Guatemala</i> . Developed student assessment instruments for <i>Haiti</i> and the ENI countries; classroom and institutional assessment instruments for <i>Guatemala, El Salvador, Haiti, Uganda, and ENI</i> ; materials surveys in <i>Guinea</i> ; and piloted tested a battery of instruments in <i>Malawi</i> . In <i>Uganda</i> , the qualitative research resulted in more participation by students in learning and use of active learning methods by teachers.		1999	6	
		2000	4	
		2001	6	
		2002	8	
		2003	10	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.3:</b> Access to quality basic education improved through the application of educational technology			
<b>INDICATOR 1.3.1:</b> Information technology "models of use" developed and assisted that increase access to quality basic education			
<b>UNIT OF MEASURE:</b> Number of "models of use" (cumulative)			
<b>SOURCES:</b> AED semi-annual reports for LearnLink and ABEL activities		<b>YEAR</b>	<b>PLANNED</b>
<b>INDICATOR DESCRIPTION:</b> A "model of use" is defined as a bundle of technologies and application approaches that represent an operational focus for the use of information technology with broad relevance to a sector, such as distance teacher training, computer- and Internet-assisted classroom instruction, and community learning centers. "Models of use" are counted if USAID Missions or partner institutions judge them to have broad relevance to the basic education sector.		1998	2
<b>COMMENTS:</b> *ABEL 2. EDC tested the effectiveness of multi-channel learning/distance education in improving the quality of instruction in Haitian primary schools. Formative evaluation results of the interactive radio reading scripts in <i>Haiti</i> led to a Reading Methodology Workshop in Washington, D.C. in March 1998. As a result, reading lessons were revised using the new reading methodology developed in the workshop. Creative Associates translated into French the manual for the <i>Community Participation Planning Tool</i> and coordinated the completion of the software tool. <i>EPICS</i> , the computer-aided simulation model for stakeholders in developing countries to explore the complexities of education policy making and planning, was translated into French, extending use into <i>French-speaking Africa</i> . In <i>Ghana</i> , RTI with LearnLink through the Leland Initiative began work on a Community Learning Center (CLC) in Accra to serve Partners for the Internet in Education (PIE), an NGO of primary school educators. The PIE CLC targets primary school educators to share instructional techniques and materials and use the Internet to enrich the curriculum. The CLC will provide Internet access on a cost-recovery basis.		1999	4
		2000	6
		2001	8
		2002	10
		2003	12
			6*

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.3:</b> Access to quality basic education improved through the application of educational technology			
<b>INDICATOR 1.3.2:</b> Number of education institutions applying G/HCD "models of use" that increase access to quality basic education			
<b>UNIT OF MEASURE:</b> Number of institutions (cumulative)			
<b>SOURCES:</b> AED semi-annual reports for ABEL activities and LearnLink			
<b>INDICATOR DESCRIPTION:</b> A "model of use" is defined as a bundle of technologies and application approaches that represent an operational focus for the use of information technology with broad relevance to a sector, for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community learning centers. Institutions are counted if they are judged by USAID staff experts in IT to have introduced a "model of use" into their operations.			
<b>COMMENTS:</b> * <b>ABEL 2.</b> Ten institutions applied models of use: FONHEP/Haiti; ED2004 education team/Haiti; Ministry of Education/Lesotho; INNOTECH/ Philippines; University of Fort Hare/South Africa; the Center for Educational Technology for Distance Learning in the Department of Education, South Africa; Community Learning Centers (CLC) in Kumasi and Cape Coast, Ghana; Songhai Centers, Benin; and Ministry of Education/Egypt. EDC provided technical assistance to FONHEP (Haitian Foundation for Private Education) to test the interactive radio multi channel learning/ distance education as a means for quality improvement in primary school instruction (FY 1998 work continued from previous years and marked the transition into the USAID/ED2004 project); Officials from the Ministry of Education in Lesotho received the two-three week training in ED*ASSIST; EPICS was presented at a workshop at the INNOTECH Regional Training Center in the Philippines; In South Africa, technical assistance was provided to the Distance Education Project at the University of Fort Hare on the design of educational materials to support the use of multi-media for distance education in the Eastern Cape; AED developed a strategic plan for the Center for Educational Technology for Distance Learning, in the Department of Education, South Africa; RTI and Learnlink provided technical support to the Community Learning Center (CLC) in Kumasi and the Central Regional Economic Development (CEDECOM) in Cape Coast, Ghana, hosted by the Center for the Development of People (CEDEP). The Centers provide public Internet access through seven networked personal computers, as well as supporting instructional materials and programs. LearnLink initiated collaboration with the Songhai Center in Benin, to establish Community Learning Centers at each of Songhai's regional offices in Porto Novo (headquarters), Savalou, and Parakou. Planning and design of the Centers is underway. LearnLink continued work on the development of Interactive Radio Instruction materials for teaching English to 4th and 5th graders in Egyptian classrooms, in conjunction with the Ministry of Education. Using digital (computer) production equipment, LearnLink is applying powerful and flexible new technologies to develop these materials. Pilot testing of programs in underway in selected classrooms.			
	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	8	10*
	1999	12	
	2000	14	
	2001	16	
	2002	19	
	2003	22	

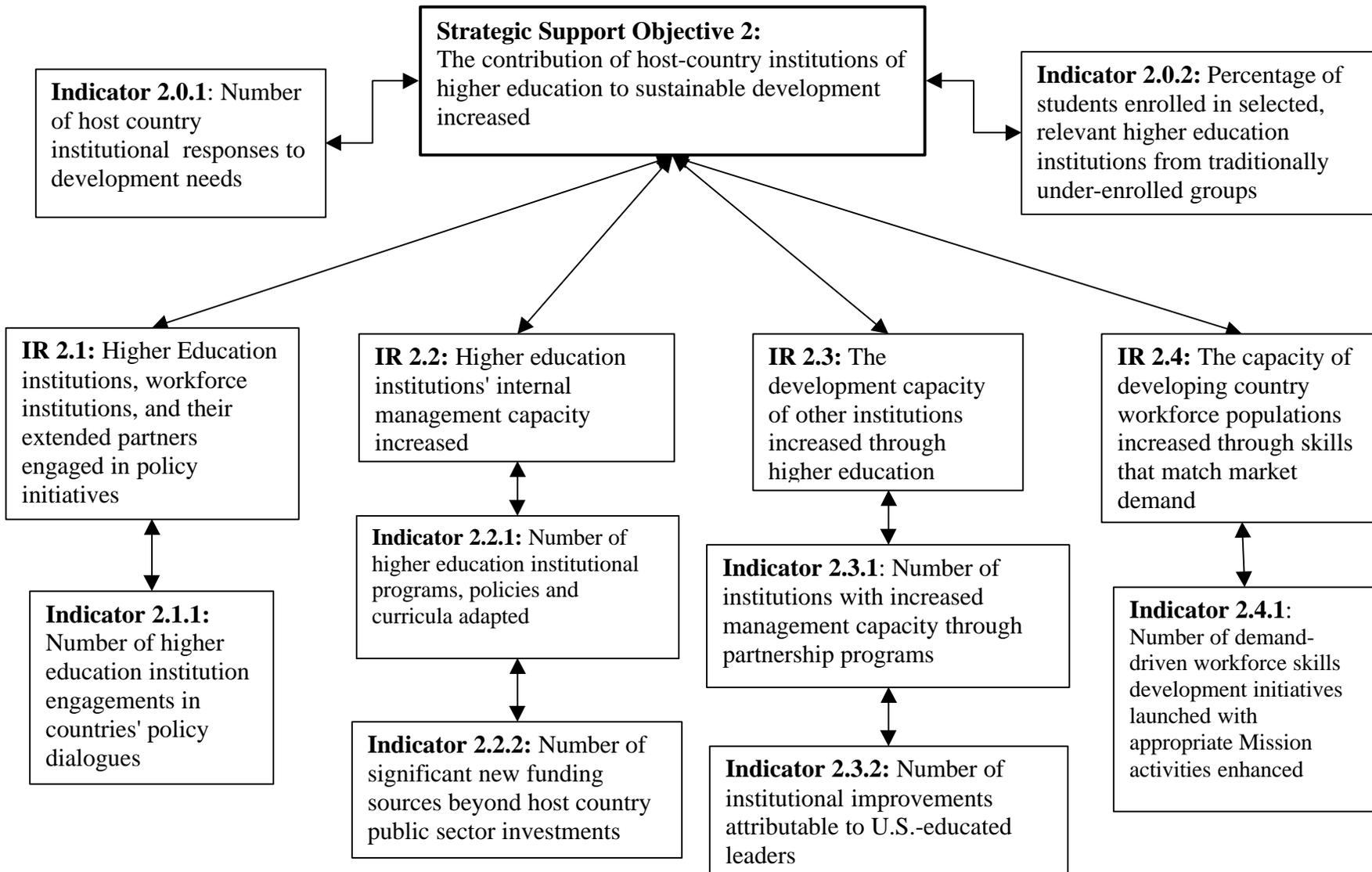
<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded				
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD		
<b>INTERMEDIATE RESULT 1.4:</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved				
<b>INDICATOR 1.4.1:</b> Number of new countries requesting and receiving G/HCD assistance that results in the improvement of their national education management information systems (EMIS)				
<b>UNIT OF MEASURE:</b> Number of countries (per year)		<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
<b>SOURCES:</b> Advancing Basic Education and Literacy (ABEL) quarterly reports; ABEL staff at AED				
<b>INDICATOR DESCRIPTION:</b> Number of new ministries of education using the ABEL ED*ASSIST data processing tool and related tools. **Targets for 1999 and 2000 decrease because the ABEL 2 contract ends in 1999.		1998	5	8*
<b>COMMENTS:</b> ED*ASSIST software was tested in <i>Benin</i> and <i>Uganda</i> , modified and adopted for use in <i>Nicaragua</i> , <i>Lesotho</i> , and <i>Kenya</i> . ED*ASSIST provided in-country assistance to <i>Haiti</i> and <i>Zambia</i> . In <i>Benin</i> , a pilot installation will serve the region. In <i>Nicaragua</i> , fast-track installation completed. In <i>Lesotho</i> , detailed EMIS design, approach training, Stage 1 of implementation. In <i>Kenya</i> , detailed EMIS design, ED*ASSIST approach training, pre-Stage 1 of implementation. In <i>Zambia</i> , detailed discussions on approach for EMIS. In <i>Haiti</i> , design suggestions regarding ED*ASSIST approach to indicators and structure of data capture. Demonstration provided for officials from <i>Guinea</i> ; also answered requests for information from <i>Cambodia</i> , <i>Ethiopia</i> , <i>India</i> , <i>Morocco</i> , and <i>South Africa</i> . The <b>ABEL2-RTI</b> Educational Reform Support project provided policy support for EMIS activities in <i>South Africa</i> , <i>Bulgaria</i> and <i>Guinea</i> . ERS-supported reform is in large part about reform support systems: dialogue-based demand-driven EMIS's. ERS is largely about strategic informed dialogue. The ED*ASSIST approach has received interest and support from other donors, World Bank and the Inter-American Development Bank, building upon the USAID investment and support.		1999	3**	
		2000	2**	
		2001	3	
		2002	4	
		2003	5	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.4:</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
<b>INDICATOR 1.4.2:</b> Instruments for improving basic education data collection, analysis or dissemination developed or updated (Qualitative indicator)			
<b>UNIT OF MEASURE:</b> Qualitative descriptive indicator			
<b>SOURCES:</b> DHS EdData and MEASURE <i>DHS+</i> quarterly reports, DHS EdData staff			
<b>INDICATOR DESCRIPTION:</b> Instruments developed or updated may include survey questionnaires, software packages, electronic databases or dissemination plans. A qualitative indicator was chosen to allow for a rich description of the development and updating of various types of instruments for improving basic education data collection, analysis and dissemination.			
<b>COMMENTS:</b> Three instruments were developed: (1) A new section on education was prepared for the Demographic and Health Survey (DHS) Household Schedule (core questions administered to all household members, including children ages 6 and older). The previous version of the DHS included three questions on education: student attendance rates and school attainment rates. Since "attendance rate" is not a standard indicator in the sector, five new questions measure gross enrollment rate (GER), net enrollment rate (NER), dropout and repetition rates, and student survival rate to Grade 5. Data obtained on household members' education are of use, not only to G/HCD, but also to G/PHN, for analysis of the relationship between schooling and fertility, infant mortality, and other health variables. (2) Questions were developed for an education survey that will be used in conjunction with the module of the DHS that asks questions of mothers about their children from age 6-15. The draft module has 40 questions, including questions on the age of school entry for each child, language used in classrooms, cost of schooling, frequency of attendance, reasons for non-enrollment and dropout, access to textbooks, and household and community inputs to schooling. (3) Questions on education were prepared for a community characteristics survey for USAID/Guinea. The education questions cover such variables as location of the nearest primary school, travel time to school, school characteristics, perceived reasons for non-enrollment in and non-completion of primary school, differences by gender, and degree of community involvement in the school. The data on community and schools resulting from these questions can be matched with household data for the same community clusters. In August 1998, education experts participated in a two-day conference to review and provide feedback on the draft instruments. Changes in the draft instruments were made based on their recommendations on such issues as the age range of children, measuring enrollment versus attendance, and ways to collect data on school expenditures. AED/LearnLink, in collaboration with the <i>Egyptian</i> Ministry of Education and other international donor partners, produced a first draft of basic education assessment to establish a baseline for future multi-grade school activities. Instruments include classroom observation instruments, teacher interview instruments and data collection of student performance indicators.			
	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	(Qualitative)	
	1999	(Qualitative)	
	2000	(Qualitative)	
	2001	(Qualitative)	
	2002	(Qualitative)	
	2003	(Qualitative)	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.4:</b> The accuracy, timeliness and accessibility of data for basic education policy and program planning improved			
<b>FUTURE INDICATOR 1.4.3:</b> Number of countries using education surveys or other quantitative or qualitative methodologies developed by G/HCD to collect or disseminate accurate and timely basic education data for policy and program planning			
<b>UNIT OF MEASURE:</b> Number of countries (per year)  <b>SOURCES:</b> DHS EdData and MEASURE <i>DHS+</i> quarterly reports, DHS EdData staff  <b>INDICATOR DESCRIPTION:</b> Number of countries in which data is collected by DHS EdData education surveys or other quantitative or qualitative DHS EdData data collection methodologies  <b>COMMENTS:</b> Countries requesting data collection may include countries that do not currently have a USAID basic education program. The targets were based upon the assumption that the DHS Ed Data household survey—the primary survey instrument—could be developed in for availability in FY 1999.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	1	
	2000	2	
	2001	3	
	2002	4	
	2003	5	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.5:</b> Capacity for providing basic education in countries in crisis or transition increased			
<b>INDICATOR 1.5.1:</b> Number of G/HCD strategies and operational plans developed to improve basic education in countries in crisis or transition			
<b>UNIT OF MEASURE:</b> Number of strategies and plans developed  <b>SOURCE:</b> Improving Educational Quality (IEQ II) and other mechanisms  <b>INDICATOR DESCRIPTION:</b>  <b>COMMENTS:</b> A mechanism for this activity is under design and is expected to be in operation in late FY 1999 or early FY 2000.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	0	
	2000	1	
	2001	2	
	2002	4	
	2003	6	

<b>STRATEGIC SUPPORT OBJECTIVE 1:</b> Basic education, especially for girls, women and other under-served populations, improved and expanded			
<b>APPROVED:</b> 05/31/1995		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 1.6:</b> Knowledge about expanding learning opportunities for children 0 to 6 years old generated and disseminated to improve child development			
<b>INDICATOR 1.6.1:</b> Number of new activities for expanding learning opportunities for children 0 to 6 years old developed as a result of G/HCD-funded workshops held by regional networks			
<b>UNIT OF MEASURE:</b> Number of new activities per year (cumulative)  <b>SOURCES:</b> Improving Educational Quality (IEQ II) and other mechanisms  <b>INDICATOR DESCRIPTION:</b> Activities are defined as those targeted at early childhood program or policy enhancements  <b>COMMENTS:</b>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	1	
	2000	3	
	2001	6	
	2002	9	
	2003	12	



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

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

This SSO describes USAID's broad objective of bringing the resources of U.S. and host country higher education to bear on the development process. Of all the Center's objectives, this is the SSO which has evolved the furthest since its inception, notably to incorporate a focus on higher education's contribution to sustainable development and, more recently, to include the contribution of post-primary education and training institutions to market-oriented workforce development. Once again, G/HCD is seeking to assess the value added by the Center's efforts to the Agency's overall accomplishments in this area.

As with basic education, the SSO encompasses both access and quality concerns. Access is an issue because the traditional under-enrollment of certain groups within each country in higher education limits the ability of these groups to participate in national development and, without participation from these groups, lessens the likelihood that national higher education institutions can effectively address the development issues. Quality concerns are also key, not only in the relevance of the education provided to the needs of their societies, but also in higher education's ability to become financially self-sustaining at an appropriate level of service, and to bring effective policy analysis and institutional support to bear on national development dialogues. Finally, the ultimate development test of an educational system, be it primary, secondary, higher, formal or non-formal is its ability to produce employable individuals, demonstrating or capable of developing the skills needed by national economies for success in an increasingly competitive international environment.

Two indicators have been selected to measure progress against the SSO itself. For both of these, additional baseline data collection will be required over the next year so that progress measurement can be made more precisely. With respect to the first of these indicators, however, **“the number of host country higher education institutional responses to development needs,”** 31 responses have been identified for FY 1998, a significantly greater number than originally estimated. The 31 responses include five in democracy and governance, 12 in population, health and nutrition, four in environment, three in human capacity development, and seven in economic growth. An excellent example from the latter category is the work of the Clemson University-Institut Pertanian Bogor partnership. The partnership trained Indonesian farmers in integrated pest management (IPM) techniques who then established 12 distribution centers in FY 1998, through which other farmers can learn more about IPM methods and obtain the necessary materials. Over the last two years, IPM techniques have saved Indonesian farmers over \$85 million dollars in pesticide expenditures and have significantly reduced the chemical run-off into groundwater supplies.

Similarly, a partnership between Texas A&M University and Mexico's Universidad Autonoma developed and patented vaccines for tuberculosis and brucellosis in cattle. The vaccines are now being produced and used in Mexico and the U.S. to control the spread of disease in cattle crossing the countries' border.

From the data gathered, it is unclear, however, if all the programmatic responses counted are of reasonably equivalent magnitude, or how the number of responses as a direct result of

G/HCD interventions relates to the much broader total of USAID-financed interventions worldwide. These areas will be investigated over the next year and assessed in the R4 for FY 2002.

In addition, four IRs have been identified, each with one or more progress indicators.

**IR 2.1: Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives.** Recognizing the stronger role that higher education plays in the developed world in policy analysis and formulation, this IR targets an expanded role for higher education and higher education partnerships in developing countries in this same area. Again, from preliminary analysis it appears that the original target has been significantly exceeded as a result of G/HCD efforts. Moreover, it is recognized that a single intervention can have a multiplier effect within a country, perhaps in effect creating competition for heightened higher education involvement in policy formulation. For example, education policy makers in the Indian State of Madhya Pradesh have adopted the lessons of Tulane's partnership with their state university and now require health management classes in all community medicine programs. Training is offered in an on-off campus program that uses classroom learning, telephone and e-mail to reach students.

An excellent example of a partnership which has improved the internal management capacity of higher education institutions is the partnership between Utah State University and the Hassan II Institute Agricultural et Veterinaire in Morocco which created a videolink via which classes could be taught to students in both locations. Courses were broadcast from both institutions, greatly enriching the course offerings of both universities. In addition, Hassan II (which was originally established primarily with USAID funding) is using the videolink to train much-needed Moroccan extension workers.

**IR 2.2: Higher education institutions' internal management capacity increased.** Two indicators are assessed here: the **number of higher education institutional programs, policies and curricula adapted**; and the **number of significant new funding sources beyond host country public sector investments**. For the former, actual performance identified for FY 1998 was extraordinarily high: 19 adaptations, more than 50 percent higher than the 12 estimated. This will require upward revision of future year targets. For the latter indicator, data for FY 1998 show only three new sources, one for each of three universities. For the future, FY 1999 will be the benchmark year for each institution targeted.

**IR 2.3: The development capacity of other institutions increased through higher education.** This result is to be measured using two very different types of indicators. The first involves **capacity increases through partnership programs between higher education and other types of national institutions**, e.g. government agencies, NGOs, commercial enterprises, etc. Once again, the number of institutions having institutional capacity strengthened through partnerships with higher education for FY 1998 is more than 100 percent higher (41, rather than 20) than originally estimated. This accomplishment will also require dramatic upward revision of future year targets. An excellent example of higher education's ability to enhance the development capacity of other institutions is found in the partnership between InCap, a Guatemalan local research institute, and the University of California-Davis. This partnership has

assisted every government in Central America (and many Guatemalan industries) to improve public health management and enhance their ability to conduct local health surveys.

**The second indicator involves capacity increases attributable to U.S.-educated leaders.** Actual accomplishments here during FY 1998 were on target with planned levels. There are numerous examples of U.S.-educated leaders contributing greatly to their nation's development. The following three ATLAS participant training programs had greater than average impact:

- 1) Mr. Ismael Hakim, B.S. Electrical Engineering, University of South Carolina, is now the Network Assistant Administrator of the Internet Service for the postal and communication service of Comoros. As a result of his Internet work, the public, private and NGO sectors of Comoros, which in 1989 barely had fax service due to poor telephone lines and bad weather in the Indian Ocean, are now connected to the world.
- 2) Ms. Zeria Banda, M.A. Journalism, Ball State University, is the Principal Reporter at the Malawi Broadcasting Corporation (MBC), and teaches at the University of Malawi where she is writing a textbook for the journalism curriculum. The management of MBC selected Ms. Banda's thesis design as the basis for the station's future programs and policies.
- 3) Dr. Charles Rwabukwali, Ph.D., Medical Anthropology, Case Western Reserve University, is the Associate Dean of the Faculty of Social Sciences at Makerere University. He designed HIV prevention programs now being implemented by the Ugandan Ministry of Health to influence sexual behavior and promote condom use among adolescents. Uganda is widely recognized as one of the most successful nations in the world at combating the spread of HIV/AIDS with public information and education programs.

**IR 2.4: The capacity of developing country workforce populations increased through skills that match market demand.** The indicator is the **number of workforce initiatives launched** as a result of G/HCD efforts. As expected, only one workforce initiative (in South Africa) has been launched to date. This number is expected to grow annually over the strategic plan period.

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased*			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 2.0.1:</b> Number of host country higher education institutional responses to development needs			
<b>UNIT OF MEASURE:</b> Number of responses (cumulative)			
<p><b>SOURCE:</b> Baseline survey to be conducted. Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate.</p> <p><b>INDICATOR DESCRIPTION:</b> *Higher education is broadly defined as universities, colleges, community colleges, vocational and technical institutions, research institutes and other institutions at the post-primary level. Partnerships and networks of mutual benefit are the means and methods of attaining strengthened capacity. "Responding to development needs" means addressing them with existing resources, human, technical, and financial or finding the resources to do so.</p> <p><b>COMMENTS:</b> 5 DG- training Ministry of Justice personnel, training Ministry of Public Information personnel (<i>Eritrea</i>); local governance (<i>Honduras</i>); training government officials (<i>Senegal</i>); human rights essay contest in secondary schools (<i>Uganda</i>). 12 PHN- training mothers for nutrition and villagers for goat husbandry (<i>Malawi</i>); providing technical assistance to Central American governments on population health surveys (<i>Guatemala</i>); sanitation and water (<i>Honduras</i>); vaccines developed and patented for TB and brucellosis for cattle (<i>Mexico</i>); primary care training for public in remote areas (<i>Thailand</i>); public health management required in Madhya Pradesh medical schools (<i>India</i>); Busiro North public health management, TB, AIDS, and malaria projects (<i>Uganda</i>). 4 ENV- use of citrus, cassava, and pineapple waste (<i>Costa Rica</i>); training for responding to forest fires (<i>Honduras</i>); beginning research on leaf miner management (<i>Indonesia</i>); teaching locals about biodiversity and preservation (<i>Madagascar</i>). 3 HCD- preparation of teachers (<i>Honduras</i>); distance learning program for health education (<i>India</i>); training industry and other universities in statistics and data collection and analysis (<i>Senegal</i>). 7 EG- development of cheaper cattle feed and new calf rearing system (<i>Costa Rica</i>); two solar driers and two weaning food products (<i>Kenya</i>); peanut crisp project (<i>Senegal</i>).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	25	31
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 2.0.2:</b> Percentage of students enrolled in selected, relevant higher education institutions from traditionally under-enrolled groups			
<p><b>UNIT OF MEASURE:</b> Percentage of under-served students in relation to the entire student population</p> <p><b>SOURCE:</b> Reports from relevant HEPD partnerships, advanced leadership skill contractors and workforce development partners, as appropriate.</p> <p><b>INDICATOR DESCRIPTION:</b> Under-served students could be male or female, disabled, and/or linguistic or ethnic minorities.</p> <p><b>COMMENTS:</b></p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	N/A	N/A
	1999	Benchmark to be set	
	2000	TBD	
	2001	TBD	
	2002	TBD	
	2003	TBD	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.1:</b> Higher education institutions, workforce institutions, and their extended partners engaged in policy initiatives			
<b>INDICATOR 2.1.1:</b> Number of higher education institution engagements in countries' policy dialogues			
<b>UNIT OF MEASURE:</b> Number of engagements (cumulative)  <b>SOURCE:</b> Reports from UDLP, HEPD partnerships, advanced leadership skill contractors and workforce development partners as appropriate  <b>INDICATOR DESCRIPTION:</b> "Engagement" is defined as the participation of an institution of higher education in policy dialogue, round tables, or the policy decision-making process.  <b>COMMENTS:</b> There may be several engagements in policy dialogue in any given country. They are reported from: <i>Chile, Costa Rica, Eritrea, Guatemala, India, Indonesia, Malawi, Mali, Mexico, Senegal, Thailand, and Uganda.</i>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	10	14
	1999	32	
	2000	45	
	2001	46	
	2002	47	
	2003	47	

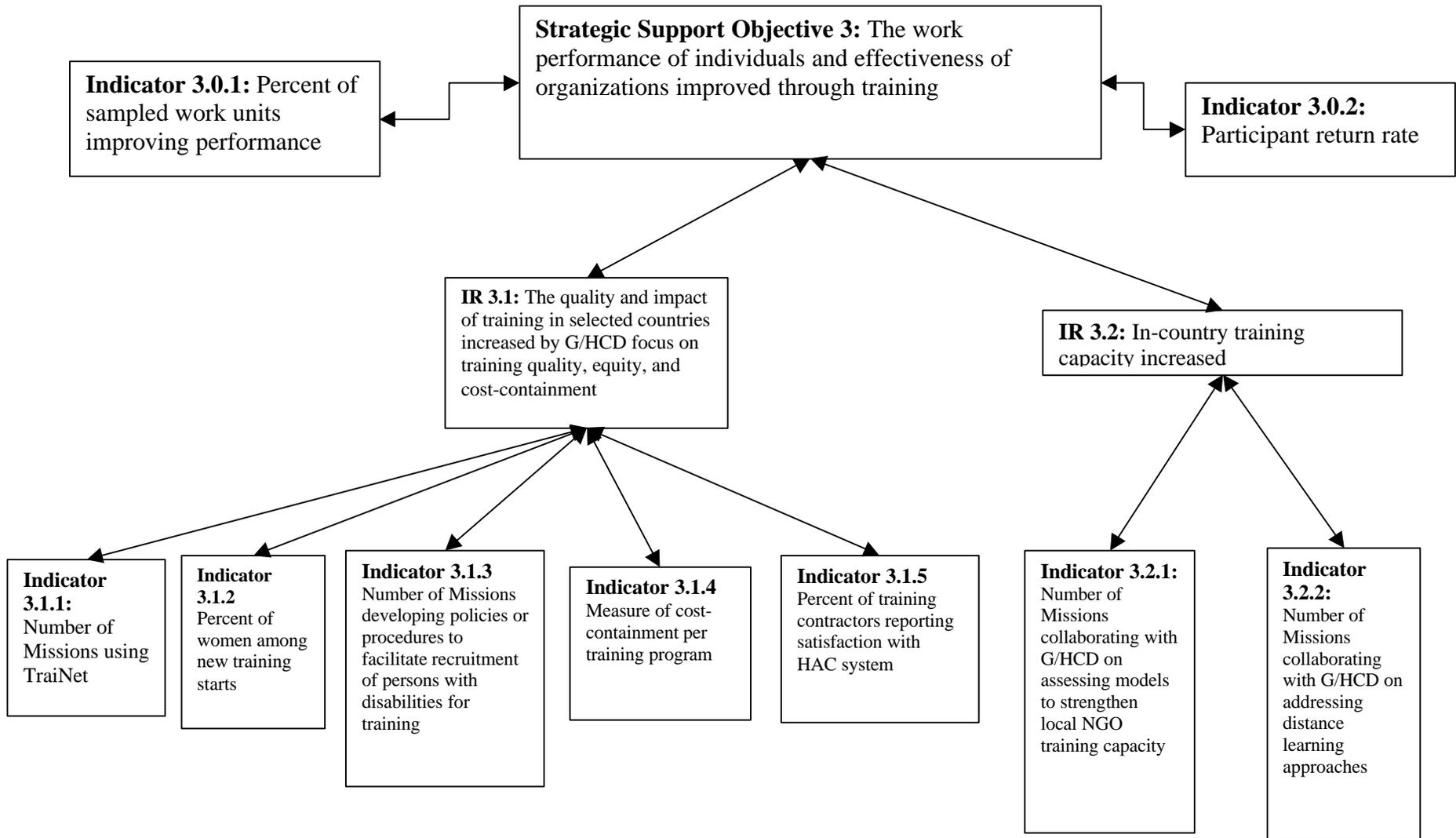
<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.2:</b> Higher education institutions' internal management capacity increased			
<b>INDICATOR 2.2.1:</b> Number of higher education institutional programs, policies and curricula adapted			
<p><b>UNIT OF MEASURE:</b> Number of programs, policies and curricula adapted (cumulative)</p> <p><b>SOURCE:</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners.</p> <p><b>INDICATOR DESCRIPTION:</b> The adaptation of higher education institutional programs, policies, or curricula results in the improvement of higher education institutional management.</p> <p><b>COMMENTS:</b> MSc in Animal Nutrition, PhD in Sustainable Agriculture, two new environmental program and three revised curricula (<i>Costa Rica</i>); undergraduate and graduate curricula for economics and business administration (<i>Ecuador</i>), law, social science and journalism (<i>Eritrea</i>); nutritional epidemiology (<i>Guatemala</i>); MPH for physicians (<i>India</i>); Institute for Science and Technology of the Environment established (<i>Madagascar</i>); public health, immunization, applied research, English (<i>Mali</i>); public health and human rights (<i>Uganda</i>).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	12	19
	1999	15	
	2000	20	
	2001	25	
	2002	30	
	2003	30	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b> DD/MMM/YYYY		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.2:</b> Higher education institutions' internal management capacity increased			
<b>INDICATOR 2.2.2:</b> Number of significant new funding sources beyond host country public sector investments			
<p><b>UNIT OF MEASURE:</b> Number of significant new revenue sources per institution (cumulative)</p> <p><b>SOURCE:</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners.</p> <p><b>INDICATOR DESCRIPTION:</b> New funding sources include student fees, rental charges, service charges, and contracts.</p> <p><b>COMMENTS:</b> Activities in FY98: increased tuition and percentage of students paying tuition (<i>Honduras</i>); InCap provided technical assistance to Central American governments and industry (<i>Guatemala</i>); conducted self-supporting research projects (<i>Senegal</i>).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	3
	1999	Benchmark to be set	
	2000	Benchmark +10	
	2001	Benchmark +15	
	2002	Benchmark +25	
	2003	Benchmark +30	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.3:</b> The development capacity of other institutions increased through higher education			
<b>INDICATOR 2.3.1:</b> Number of institutions with increased management capacity through partnership programs			
<p><b>UNIT OF MEASURE:</b> Number of institutions (cumulative)</p> <p><b>SOURCE:</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners.</p> <p><b>INDICATOR DESCRIPTION:</b> Partnership programs may take the form of courses, sessions, workshops, and conferences conducted in the community. Increased management capacity is defined as revised and/or adopted policies, programs, activities, courses, workshops, and/or curricula that enable an institution to better provide services for the benefit of individual citizens and society as a whole and specifically within their own institution.</p> <p><b>COMMENTS:</b> Ministry of Justice, Ministry of Public Information (<i>Eritrea</i>); Ministry of Health (<i>Malawi, Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, Panama</i>); Ministry of Agriculture and 10 farms (<i>Costa Rica</i>); cattle farmers association (<i>Mexico</i>); 12 distribution centers and 3 local NGOs (<i>Indonesia</i>); ANAFAE (<i>Honduras</i>); two nutribusiness cooperatives (<i>Kenya</i>); HURIPEC (<i>Uganda</i>).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	20	41
	1999	25	
	2000	30	
	2001	35	
	2002	40	
	2003	45	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.3:</b> The development capacity of other institutions increased through higher education			
<b>INDICATOR 2.3.2:</b> Number of institutional improvements attributable to U.S.-educated leaders			
<p><b>UNIT OF MEASURE:</b> Number of institutional improvements (per year)</p> <p><b>SOURCE:</b> Reports from UDLP and HEPD partnerships, advanced leadership skill contractors and workforce development partners.</p> <p><b>INDICATOR DESCRIPTION:</b> Number of institutional improvements attributable to the application of knowledge and skills by U.S.-educated leaders. U.S. educated leaders are those funded by USAID/G/HCD partnership programs. *Institutions are defined as the private sector, government, NGOs or PVOs, or international organizations. Institutional improvements include, e.g., the development of strategic plans or mission statements, institutional reorganizations, and administrative or financial improvements that increase the effectiveness of the institution in achieving its intended purposes.</p> <p><b>COMMENTS:</b> Economic Growth (7) - new services provided by company (<i>Comoros</i>), increased openness to international trade (<i>Senegal</i>), development of national economic plan (<i>Cape Verde</i>), improvement in national telecommunications services (<i>Malawi</i>), increased women's access to credit (<i>Mali</i>), increased marketing of agricultural products abroad (<i>Guinea-Bissau</i>), developed strategy to shift to an export economy (<i>Eritrea</i>); Human Capacity Development (1) - training for coordinators set throughout city (<i>Ghana</i>); Population, Health and Nutrition (2) - HIV preventive programs for adolescents developed and used by Ministry of Health (<i>Uganda</i>), programs to increase awareness of STDs, HIV and AIDS developed and implemented (<i>Niger</i>).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	10	10
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

<b>STRATEGIC OBJECTIVE 2:</b> The contribution of host-country institutions of higher education to sustainable development increased			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 2.4:</b> The capacity of developing country workforce populations increased through skills that match market demand			
<b>INDICATOR 2.4.1:</b> Number of demand-driven workforce skills development initiatives launched with appropriate Mission activities enhanced			
<b>UNIT OF MEASURE:</b> Number of initiatives (per year)  <b>SOURCE:</b> Reports from Missions, contractors, and host countries to the Global Workforce Transition Team  <b>INDICATOR DESCRIPTION:</b>  <b>COMMENTS:</b> One workforce initiative was launched in <i>South Africa</i> in FY 1998.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	1	1
	1999	2	
	2000	4	
	2001	5	
	2002	6	
	2003	7	



**Strategic Support Objective 3: The work performance of individuals and effectiveness of organizations improved through training.**

This SSO encompasses what many believe to be the great majority of USAID-financed development efforts, most, if not all, of which are targeted on improving the performance of individuals and institutions participating in the development process. Training is the predominant means of improving performance. This SSO focuses almost exclusively on formal (rather than informal, or on-the-job) training.

G/HCD has selected two indicators to directly measure performance under this SSO. The first, **percent of sampled work units improving performance**, represents a new twist on traditional training evaluations, which typically question only trainees about the value of their training experience. This indicator will require supervisor assessments, planned for alternate years beginning in FY 1999 in selected countries. One of the best examples of a training effort which has clearly improved the performance of the work unit is the program funded by USAID/Poland which exposed Polish officials responsible for the new social security legislation to the experience of Chile, well-known as a leader in pension reform. As a result of this study trip, Polish officials were able to quickly draft, enact, and initiate implementation of new social security legislation incorporating the Chilean experience.

The second, the **participant return rate**, is more traditional. It assumes that trainees receiving training in the U.S and third countries must return home in order for the training to enhance the effectiveness of a host country organization; this statistic is also needed to satisfy IG and Immigration and Naturalization Service (INS) requirements. Overall, the FY 1998 worldwide participant return rate, based on Missions' and contractors' information, was down slightly from the projected 99 percent. Of the 19 non-returnees, 11 were from countries with significant civil unrest (nine from various African nations, one each from Albania and Haiti). None of these, however, were from countries under the State Department's Temporary Protective Status Program.

**IR 3.1: The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity and cost-containment.** G/HCD has identified five indicators of progress against this result. The first, the **number of Missions using TraiNet**, measures process rather than product; it is nevertheless key to accurate assessment of quality and impact improvements. Unfortunately, final development and testing of TraiNet software could not be completed during FY 1998 as anticipated under the former Strategic Plan. IRM testing (for NMS and Y2K compatibility, as well as general performance) was more extensive and time-consuming than originally anticipated; it also led to some useful software changes. The target is adoption of TraiNet in all Missions not slated for closure by the beginning of FY 2002 by the end of FY 2000, with approximately half (38) using it by the end of FY 1999. After FY 2000, deeper penetration of the system among field contractors with training portfolios will be the goal. Achievement of the FY 2000 target is dependent upon the availability of additional resources over the next months for adequate field support to introduce and expand use of this mandated system.

Progress against the second indicator, **the percent of women among new training starts**, appears to be on track for achievement of the 50 percent objective by FY 2003.

FY 1998 was the first year for the Disability Initiative and thus, the third indicator, **number of Missions developing and implementing policies or procedures to facilitate recruitment for training of persons with disabilities**, is new. A total of 27 Missions reported some policy, procedural, or programmatic activity for training persons with disabilities, exceeding the target. Accordingly, future year targets are being revised upward significantly so that most, if not all, USAID Missions will be covered by the end of the strategy period.

The fourth indicator is designed to measure **cost-containment of training programs** through leveraged funding. During FY 1999, G/HCD will be developing a methodology for computing cost containment success, as well as benchmark data for future year comparisons.

The fifth and final indicator under this IR will measure the **satisfaction of Missions and their contractors with the new Health and Accident Coverage mechanism** that began in January 1999. This indicator is included as a measure of results for which G/HCD has direct implementation responsibility, i.e., contract management.

**IR 3.2: In-country training capacity increased.** The recent worldwide training evaluation sponsored by G/HCD concluded that for a number of reasons there is a dramatic shift occurring away from USAID-financed U.S. and third-country training and toward in-country training. It recommended that the Center devote increased attention to assisting Missions to enhance the capacity of local training providers, e.g. NGOs, or utilize distance learning approaches. During FY 1999, G/HCD staff will work with target missions to identify model approaches to local training institutional strengthening and to undertake feasibility studies and pilot distance learning applications. Indicators have been selected to measure progress in these two areas.

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 3.0.1:</b> Percent of sampled work units improving performance			
<p><b>UNIT OF MEASURE:</b> Percent of sampled supervisors of returned participants attesting to improved work unit performance</p> <p><b>SOURCE:</b> TraiNet; biannual periodic sampling of supervisors in selected countries. Performance improvement is not a required field in TraiNet, but it is expected that Missions will begin to use it as they become aware of its utility.</p> <p><b>INDICATOR DESCRIPTION:</b> Data will be gathered biannually from sample surveys, which will focus on work-unit changes in output/productivity attributable to training (Kirkpatrick Level 3) as perceived by supervisors.</p> <p><b>COMMENTS:</b></p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	NA	NA
	1999	40%	
	2000	NA	
	2001	60%	
	2002	NA	
	2003	70%	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 3.0.2:</b> Participant return rate			
<p><b>UNIT OF MEASURE:</b> Returnees as a percentage of participants scheduled to return (per year)</p> <p><b>SOURCE:</b> TraiNet; IAP66A (visa) forms; GTD contractor reports</p> <p><b>INDICATOR DESCRIPTION:</b> A returnee is defined as an individual who is not reported by the training contractor or the Mission as having overstayed the visa and is therefore not reported to the INS.</p> <p><b>COMMENTS:</b> Returnee rates constitute the essential precondition for training impact on development. Pre-1998 measures were taken as the converse, number of NON-returnees annually, leading to definitional confusion over the term "non-returnee."</p> <p>Returnee rates planned for any one year cannot be achieved if unstable conditions that discourage returning home prevail to an above-average degree. Such nations may be deleted from this analysis in any given year as special exceptions beyond program control, following consultation with USAID and State Department Regional Bureaus.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	99%	97.4%
	1999	99%	
	2000	99%	
	2001	99%	
	2002	99%	
	2003	99%	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.1:</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3.1.1:</b> Number of Missions using TraiNet			
<p><b>UNIT OF MEASURE:</b> Number of Missions (cumulative)</p> <p><b>SOURCE:</b> Reports from TraiNet contractor; Field Technical Advisor site visits</p> <p><b>INDICATOR DESCRIPTION:</b> TraiNet (Training Results and Information Network) is a training performance monitoring software tool which allows sponsoring units of training to track trainee data and training activity cost information. Standardized use of TraiNet formats permits aggregated reporting on USAID's training programs worldwide.</p> <p>USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are counted here. Missions expected to be closed by FY 2002 are not included in these figures.</p> <p><b>COMMENTS:</b> Adoption of TraiNet by all Missions with continuous training activity is required in ADS 253. After uniform installation of TraiNet is achieved, refined indicators reflecting use of TraiNet for monitoring and evaluation will replace this basic-level indicator.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	5	6
	1999	38	
	2000	ALL	
	2001	ALL	
	2002	ALL	
	2003	ALL	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.1:</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3.1.2:</b> Percent of women among new training starts			
<b>UNIT OF MEASURE:</b> Percent of women  <b>SOURCE:</b> TraiNet  <b>INDICATOR DESCRIPTION:</b> This indicator tracks the ongoing effort to achieve gender equity in training. An overall level is measured here, without reference to length or location of training.  <b>COMMENTS:</b> By FY 2003, half of all new training starts should be women.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	N/A	40%
	1999	42%	
	2000	44%	
	2001	46%	
	2002	48%	
	2003	50%	

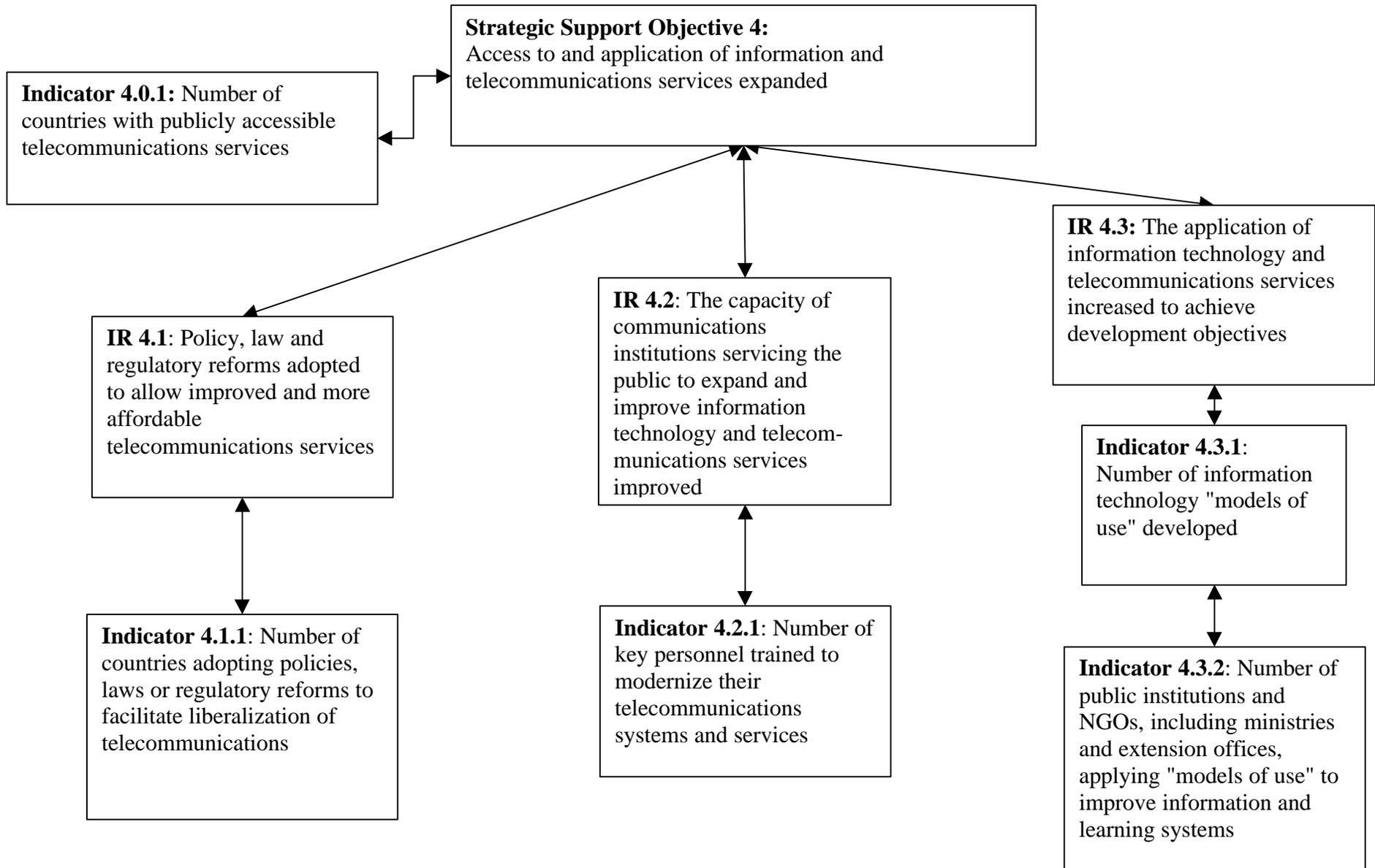
<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.1:</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3.1.3:</b> Number of Missions developing policies or procedures to facilitate recruitment of persons with disabilities for training			
<b>UNIT OF MEASURE:</b> Number of Missions (cumulative)  <b>SOURCE:</b> Mission surveys; G/HCD activity records; Field Technical Advisors' trip reports  <b>INDICATOR DESCRIPTION:</b> USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are counted here.  <b>COMMENTS:</b> G/HCD and sponsoring-unit activities include sensitizing Mission and Bureau staff to the potential that is often locked inside persons with disabilities; promoting existing models of disability programming; distributing available program guidance from USIA and other sources; and addressing problems of disability recognition by the public. Funds for leveraging sponsoring-unit commitment to disability programs for training will be applied if they become available.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	25	27
	1999	30	
	2000	35	
	2001	40	
	2002	45	
	2003	50	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.1:</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3.1.4:</b> Measure of cost containment per training program			
<b>UNIT OF MEASURE:</b> Ratio of non-USAID to USAID costs  <b>SOURCE:</b> TraiNet  <b>INDICATOR DESCRIPTION:</b>  <b>COMMENTS:</b> This measures an important dimension of cost-containment, the degree to which non-USAID funding sources are leveraged to support training. The focus is on US long-term training for comparability across programs and because that is the most expensive type of training. Targets to be based on FY 1999 benchmark.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	N/A	N/A
	1999	Benchmark to be set	
	2000	TBD	
	2001	TBD	
	2002	TBD	
	2003	TBD	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.1:</b> The quality and impact of training in selected countries increased by G/HCD focus on training quality, equity, and cost-containment			
<b>INDICATOR 3.1.5:</b> Percent of training contractors reporting satisfaction with HAC system			
<b>UNIT OF MEASURE:</b> Percent of contractors  <b>SOURCE:</b> Annual routine survey of contractors  <b>INDICATOR DESCRIPTION:</b> This indicator measures the quality of a basic support service provided for all U.S. participant programs by G/HCD. A new HAC approach and contract begun in FY 99 introduced competition for the first time and is expected to improve service and reduce costs.  <b>COMMENTS:</b> This measure can be used to complement other performance-based evaluation criteria in the HAC contract.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	N/A	N/A
	1999	Benchmark	
	2000	Benchmark +4%	
	2001	Benchmark +8%	
	2002	Benchmark +12%	
	2003	Benchmark +16%	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations are improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.2:</b> In-country training capacity increased			
<b>INDICATOR 3.2.1:</b> Number of Missions collaborating with G/HCD in activities to strengthen local NGO capacity in training and needs assessment			
<b>UNIT OF MEASURE:</b> Number of Missions (cumulative)  <b>SOURCE:</b> G/HCD activity records from field visits and direct correspondence  <b>INDICATOR DESCRIPTION:</b> NGO training capacity refers to training of grantee staff, as well as training of host country nationals working in the respective sectoral area. USAID/W Bureaus and other operating units implementing programs for Missions or in countries without Mission presence are among those counted here.  <b>COMMENTS:</b> Cooperating Missions/SO Teams to be identified by 5/1/99; consequently, no planned measures for FY 98. The extent of the development and sharing of model approaches to institutional strengthening will be limited by the availability of funds.	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	3	
	2000	9	
	2001	17	
	2002	25	
	2003	33	

<b>STRATEGIC SUPPORT OBJECTIVE 3:</b> The work performance of individuals and effectiveness of organizations improved by training			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 3.2</b> In-country training capacity increased			
<b>INDICATOR 3.2.2:</b> Number of SO Teams collaborating with G/HCD on addressing Distance Learning approaches			
<p><b>UNIT OF MEASURE:</b> Number of SO Teams (cumulative)</p> <p><b>SOURCE:</b> Field Technical Advisor trip reports; G/HCD e-mail Exchanges with field; LearnLink reports</p> <p><b>INDICATOR DESCRIPTION:</b></p> <p><b>COMMENTS:</b> Current funding for formal Distance Learning (DL) feasibility studies by G/HCD is very limited. Field Technical Advisors and G/HCD staff will work with SO Teams to develop local approaches to DL, responsive to prevailing local levels of electronic capacity and access, as a less costly means to quality training. In FY 99 the G/HCD LearnLink program will be working with two missions on feasibility studies and on pilot DL applications (Romania, Jordan.) Wider Mission interest in DL techniques in support of cost-effective training is anticipated through field visits of G/HCD staff from SSO3 and SSO4 (subject to funding availability). By the year 2003, 75 SO Teams will address DL approaches in their training programming.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	10	
	2000	15	
	2001	25	
	2002	45	
	2003	75	



#### **Strategic Support Objective 4: Access to and application of information and telecommunications services expanded.**

This SSO encompasses USAID's worldwide efforts to enhance access to, use and sharing of knowledge, information and data fundamental for broad-based participation in sustainable human development. In a global economy shaped increasingly by the electronic exchange of information, information technology has become a powerful and necessary engine for development. Yet the explosion of the Internet and information technology applications worldwide runs the risk of leaving USAID-assisted countries yet further behind.

Through SSO4, G/HCD collaborates with the Missions, regional bureaus and other USAID operational units to provide policy and technical leadership in expanding access to and making more affordable a broad range of information technology and telecommunications services, particularly (but not exclusively) in the area of human capacity development. Again, access and quality are key sets of concerns. To expand access, G/HCD supports telecommunications liberalization and policy, legal and regulatory reform (with related institutional strengthening) as a precondition for access to affordable information and telecommunications services. To enhance quality, activities also focus on policy, legal, and regulatory reforms, but include institutional strengthening through training, and the development and demonstration of information technology applications as well. These approaches directly support the Agency's crosscutting objective in the use of information and communication technology as well as serving the objectives of basic education, higher education and training within the Agency's Third Goal.

At the SSO4 level, a single indicator will assess progress towards the objective of expanded access to and application of information and telecommunications services: **number of countries with publicly accessible telecommunications services**. While improvements measured by this indicator require a high level of collaboration, G/HCD plans to make significant contributions to this indicator in one or two countries a year beginning in FY 2000 through the policy change, telecommunications training and information technology applications directly supported by its programs. This target is modest because G/HCD resources are limited and the interventions are complex. Yet, over the period of the Plan, the cumulative impact is expected to be dramatic, touching at least eight countries and the institutions serving them. Should additional resources become available, the stage will be set for a much expanded, more rapid impact on more countries.

G/HCD has targeted three intermediate results under this SSO. The achievement of each involves G/HCD's technical leadership and field support functions.

**IR 4.1: Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services.** Numerous USAID-assisted countries are engaged in telecommunications liberalization and reform, voluntarily or through the pressure of international expectations and private sector impatience. USAID is often pulled into these reforms by U.S. Embassies and/or U.S. commercial interests. G/HCD provides field support through the provision of technical assistance by staff and contractors and through an interagency agreement with the Department of State which, in turn, secures expertise from the Federal

Communications Commission (FCC), the Department of Commerce, the U.S. Trade Representative, and other U.S. agencies. It is realistic to expect that G/HCD will contribute directly to the adoption of policy and legal and regulatory reforms in at least one to two countries per year during the Plan, using these mechanisms or any new mechanism which might be created in future years. In FY 1998, G/HCD met its target by contributing to the passage of a telecommunications law in Kenya.

**IR 4.2: The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved.** As telecommunications policy reform moves forward in USAID-assisted countries, implementing institutions scramble to acquire the competency to meet the leadership challenge. G/HCD provides training through the U.S. Telecommunications Training Institute (USTTI) and agreements with the FCC and others, in both individual and workshop settings. G/HCD plans to maintain its pattern of support for approximately 75 developing country trainees per year during the Plan. The trainees are selected for their roles in telecommunications reform and cumulatively constitute a substantial fraction of the information sector decision-makers in the developing world. In FY 1998, 94 were trained, 25 percent more than planned.

**IR 4.3: The application of information technology and telecommunications services increased to achieve development objectives.** G/HCD is in the forefront of piloting several of the many emerging information technology applications that have the potential to revolutionize USAID and host country development efforts. These include: community learning and information centers, computer-assisted learning at teacher training institutes and model schools, school-to-school partnerships transcending national boundaries, networks of universities to participate in solving development problems and access to distance learning by the under-served. Through SSO4, G/HCD will support at least 19 developing country institutions during the period of the Plan in their adoption of key "models of use" in the information technology application arena. "Models of use" are bundles of technologies and applications that enable the use of broadly relevant information technology for a specific sector. Examples of "models of use" are distance education, including teacher training; computer- and Internet-assisted classroom instruction; and community information centers. Two models were developed and three were introduced, meeting or surpassing the targets.

Since January 1998, a network of Community Learning Centers called "amicas" (*aulos municipales de información, comunicación y aprendizaje*) has helped the municipality of Asuncion, Paraguay decentralize its services and improve communication between citizens and government. The program is so popular that USAID/Paraguay is doubling the number of centers from the number originally planned.

<b>STRATEGIC SUPPORT OBJECTIVE 4 :</b> Access to and application of information and telecommunications services expanded			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INDICATOR 4.0.1:</b> Number of countries with publicly accessible telecommunications services			
<p><b>UNIT OF MEASURE:</b> Number of countries (cumulative)</p> <p><b>SOURCE:</b> USAID Missions and partner institutions which receive assistance under the Inter-Agency Agreement (IAA) with the Department of State or directly from USAID/Washington staff; activity reports under the IAA and e-mail communication with Missions</p> <p><b>INDICATOR DESCRIPTION:</b> Number of countries judged by USAID or partner institutions to have (1) extended public access to at least 100 new communities of 1,000 residents or more and/or (2) increased the number of Internet service providers or accounts by more than 10% in under-served areas.</p> <p><b>COMMENTS:</b> These countries are expected to be the same as those undertaking telecommunications policy reform (IR 4.1). Therefore, a time lag is expected between policy reform and actual extension of service.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	0	0
	1999	0	
	2000	1	
	2001	3	
	2002	5	
	2003	8	

<b>STRATEGIC SUPPORT OBJECTIVE 4 :</b> Access to and application of information and telecommunications services expanded			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.1:</b> Policy, law and regulatory reforms adopted to allow improved and more affordable telecommunications services			
<b>INDICATOR 4.1.1:</b> Number of countries adopting policies, laws or regulatory reforms to facilitate liberalization of telecommunications			
<p><b>UNIT OF MEASURE:</b> Number of countries (cumulative)</p> <p><b>SOURCE:</b> USAID Missions and partner institutions which receive assistance under the Inter-Agency Agreement (IAA) with the Department of State or directly from USAID/Washington staff; activity reports under the IAA and e-mail communication with Missions</p> <p><b>INDICATOR DESCRIPTION:</b> Countries are counted if the reforms are judged by USAID staff experts in IT to have the potential to impact privatization and/or access.</p> <p><b>COMMENTS:</b> Donald MacKenzie, Regional Director, REDSO/ESA/OD (Nairobi) has described the contribution of a G/HCD TDY in the development and passage of a new national telecommunications law in <i>Kenya</i>.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	1	1
	1999	3	
	2000	5	
	2001	7	
	2002	9	
	2003	11	

<b>STRATEGIC SUPPORT OBJECTIVE 4 :</b> Access to and application of information and telecommunications services expanded			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.2:</b> The capacity of communications institutions servicing the public to expand and improve information technology and telecommunications services improved			
<b>INDICATOR 4.2.1:</b> Number of key personnel trained to modernize their communications systems and services			
<b>UNIT OF MEASURE:</b> Number of key personnel (per year)  <b>SOURCE:</b> USTTI annual report  <b>INDICATOR DESCRIPTION:</b> Trainees are considered trained after attending short-term, highly technical training courses designed for communications professionals.  <b>COMMENTS:</b> *The USTTI program has a track record of training well-qualified decision-makers and key technical staff with stable positions in their institutions who return to their positions after training. Analysis of the participants shows that 29 were female (31%); 31 countries were served; 58 organizations were served (44 government, 14 private).	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	75	94*
	1999	75	
	2000	75	
	2001	75	
	2002	75	
	2003	75	

<b>STRATEGIC SUPPORT OBJECTIVE 4 :</b> Access to and application of information and telecommunications services expanded			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.3:</b> The application of information technology and telecommunications services increased to achieve development objectives			
<b>INDICATOR 4.3.1:</b> Number of information technology "models of use" developed			
<p><b>UNIT OF MEASURE:</b> Number of "models of use" (cumulative)</p> <p><b>SOURCE:</b> Academy for Educational Development semi-annual reports for "LearnLink"</p> <p><b>INDICATOR DESCRIPTION:</b> A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector; for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers. Models are counted if they are judged by USAID Missions or partner institutions to have broad relevance to a sector.</p> <p><b>COMMENTS:</b> Two models developed and applied are: 1) an institutional networking capacity-building model used to assist the Jamaica National Family Planning Board with a local area network (LAN) to manage internal operations and communications, and e-mail and Internet services to promote external networking; and 2) a community learning center model used to assist the Municipality of Asuncion (Paraguay) to allow citizen access to selected municipal information as well as learning applications such as Internet, e-mail, videoconferencing, and interactive, multimedia CD-ROMs.</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	2	2
	1999	4	
	2000	6	
	2001	8	
	2002	10	
	2003	12	

<b>STRATEGIC SUPPORT OBJECTIVE 4 :</b> Access to and application of information and telecommunications services expanded			
<b>APPROVED:</b>		<b>COUNTRY/ORGANIZATION:</b> G/HCD	
<b>INTERMEDIATE RESULT 4.3:</b> The application of information technology and telecommunications services increased to achieve development objectives			
<b>INDICATOR 4.3.2:</b> Number of public institutions and NGOs, including ministries and extension offices, applying "models of use" to improve information and learning systems			
<p><b>UNIT OF MEASURE:</b> Number of institutions (cumulative)</p> <p><b>SOURCE:</b> Academy for Educational Development semi-annual reports for "LearnLink;" e-mail communication with Missions, reviewed at time of R4 preparation</p> <p><b>INDICATOR DESCRIPTION:</b> A "model of use" is defined as a bundle of technologies and application approaches that represents an operational focus for the use of information technology with broad relevance to a sector; for example, distance teacher training, computer- and Internet-assisted classroom instruction, and community information centers. Institutions are counted if they are judged by USAID staff experts in IT to have introduced a "model of use" into their operations.</p> <p><b>COMMENTS:</b> The institutions are the Jamaica National Family Planning Board, the Municipality of Asuncion (Paraguay), and the Centro de Estudios de Poblacion y Paternidad Responsable (Ecuador).</p>	<b>YEAR</b>	<b>PLANNED</b>	<b>ACTUAL</b>
	1998	1	3
	1999	3	
	2000	6	
	2001	9	
	2002	14	
	2003	19	

# THE CENTER FOR HUMAN CAPACITY DEVELOPMENT

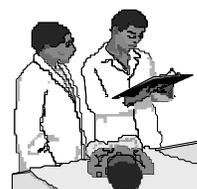
*Hope*

*Empowerment*

*Participation*

*Skills*

*Knowledge*



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**FY 2001 R4**

**Part III**

**Resource Request**

**March 1999**

### Part III: Resource Request

**Program Budget.** For FY 2001, G/HCD's base request straightlines the \$14.170 million currently requested for FY 2000. The Center's actual request, however, is \$18.843 million, as shown in the Strategic Plan. The difference of \$4.673 includes an additional \$2.8 million for SSO 4 (information technology), \$375,000 for SSO 3 (training), and \$1.498 million for SSO 2 (higher education). These additional amounts are requested based upon a combination of performance to date under the individual SSOs and the Center's recognition that new or expanded program mechanisms will be required to continue satisfactory progress toward meeting the agency's goals, particularly Goal Three.

The bulk of additional funding is requested for information technology, where funding limitations to date have seriously limited the nature and scope of G/HCD's capacity to provide technical leadership or field support. Despite the designation of this area as a Presidential Initiative, the program remains a patchwork of the USTTI earmark, a tiny, if excellent, interagency agreement, and whatever funding can be captured out of other program mechanisms for such things as distance education. If the agency is serious about remaining a premiere development assistance agency in the next millennium, it will need to enhance significantly its commitment to information technology (particularly if the FY 2000 election produces strong national leadership in this area).

A relatively small amount of additional funds is requested for training, primarily to allow for expansion of activities and increasingly user-friendly mechanisms to improve the effectiveness of local training institutions. Such activities might include partnerships between U.S. and host country training institutions or associations, and/or co-financing of key pilot activities with regional bureaus or missions.

Finally, additional funds are requested for higher education, with an eye toward bringing planned partnership programs more squarely to bear on specific regional or mission strategic objectives or intermediate results. One idea under consideration is a program through which missions could compete with each other for additional resources devoted to very specific pieces of development work to be undertaken by the U.S. and local higher education community.

A relatively cursory review of program pipeline reveals that **with minor exceptions (because of projected budget increases for which expenditure rates have not yet been effectively calculated), the Center's pipeline does not appear to violate forward funding guidelines.** This is particularly true if it is understood that growing delays in obligations, particularly for new activities, often means that pipelines become large in the early years before "rightsizing" in the later years of a program.

Most operational units would end the pipeline discussion here. **G/HCD, however, hereby commits itself to a much more detailed pipeline review over the coming year,** for the following reasons:

- 1) The Agency's forward funding guidance is flawed. By and large, effective cash and pipeline management in times of budgetary shortfalls should require funding to stretch until next year's money is reasonably expected to be made available. In times past, this would have meant through the second quarter of each FY. Now, prudence dictates that funding should carry through the third quarter. It should not, however, carry through to October of the next FY, when it is not possible to add new money.
- 2) The G/HCD portfolio is changing. Many older mechanisms included a sizeable number of relatively small activities with differing completion dates. This type of mechanism is notoriously difficult to close out or scrub because of the multiplicity of organizations involved in the process. Now, however, because of budget reductions and increased reliance on OYB transfers and "ManageOrg" arrangements to implement specific country and regional activities, project portfolios should be more easily scrubbed in the future.
- 3) Because of budget shortfalls to date, G/HCD has reached the stage where failure to manage cash and pipelines effectively and in a timely fashion can have high opportunity cost. Recapturing these funds can mean the difference between starting one or more new activities this year or waiting until the next.

The Center is hopeful that a close scrub of its finances over the next year will provide some additional budgetary flexibility, and may actually reduce future year requirements. No matter how much effort the Center puts into effective pipeline and cash management, however, absent a reliable Agency system accounting for expenditures in a timely fashion, it will not be possible to manage funds with the kind of precision needed in times of such serious budget shortfalls.

**Personnel.** The Center's request for FY 2001 is that the USAID direct-hire level of 15 established for FY 1999 and FY 2000 remain stable in FY 2001, rather than showing a decrease to 14 as has been suggested. G/HCD believes that this request is consistent with its enhanced program budget request, as well as with the plan for G/HCD to assume responsibility for ENI training programs. With the likely portfolio evolution underway, it is also likely that, if approved, the requested level of 15 USAID direct-hires would be deployed somewhat differently than is currently the case. We would also expect that the number of non-USAID direct-hire staff will need to increase slightly to accommodate the ENI portfolio and that the mix of RSSAs, fellows and TAACS staff could change as well.

**Operating Expenses.** As noted in Part I of this R4, the decline in the number of USAID HCD officers puts an additional burden on the Center 1) to use its OE funded direct-hire technical staff (along with its Program-funded staff) to provide more technical support to Missions which lack technical capacity; and 2) to facilitate continuing education and professional networking for the HCD staff which remains, and for non-HCD specialists and generalists who manage HCD activities. Some of these requirements can be met with program funding, and the Center is more than willing to use funds for these needs. However, there is an irreducible minimum of Operating Expenses required. Our current OE budget of \$95,000 is beneath that minimum. Not only are we extremely limited in the amount of field support travel which can be

undertaken; we are also overly limited in the amount which can be devoted to needed workshops and conferences. To meet this shortfall, we have asked our partners to provide in-kind support for the HCD conference now scheduled for August 1999. They have been extremely forthcoming with their support — perhaps more than may be wise for us to continue to accept in coming years. We need to be able to pay our own way in this regard so as not to be overly reliant on the kindness of partners.

## FY 1999 Budget Request by Program/Country

Program/Country: G/HCD

(Enter either DA/CSD; ESF; NIS; or SEED)

15-Apr-99

07:18 AM

Approp Acct: DA/CSD

Scenario: Base

O. # , Title		FY 1999 Request													Est. S.O. Expenditures	Est. S.O. Pipeline End of FY 99	
		Bilateral/Field Spt	Total	Micro-Enterprise	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Other Health	Environ			D/G
SSO 1: BASSIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & OTHER UNDER-SERVED POPULATIONS, IMPROVED & EXPANDED																	
	Bilateral	4,595				4,595										7,390	9,949
	Field Spt	0															
		4,595	0	0	0	4,595	0	0	0	0	0	0	0	0	0	7,390	9,949
SSO 2: THE CONTRIBUTION OF HOST-COUNTRY INSTITUTIONS OF HIGHER EDUCATION TO SUSTAINABLE DEVELOPMENT INCREASED																	
	Bilateral	3,075					3,075									5,230	11,860
	Field Spt	0															
		3,075	0	0	0	0	3,075	0	0	0	0	0	0	0	0	5,230	11,860
SSO 3: THE WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS IMPROVED BY TRAINING																	
	Bilateral	775					775									430	1,020
	Field Spt	0															
		775	0	0	0	0	775	0	0	0	0	0	0	0	0	430	1,020
SSO 4: ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES EXPANDED																	
	Bilateral	500					500									300	700
	Field Spt	0															
		500	0	0	0	0	500	0	0	0	0	0	0	0	0	300	700
SO 5:																	
	Bilateral	0															
	Field Spt	0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 6:																	
	Bilateral	0															
	Field Spt	0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 7:																	
	Bilateral	0															
	Field Spt	0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 8:																	
	Bilateral	0															
	Field Spt	0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Bilateral</b>	<b>8,945</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,595</b>	<b>4,350</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13,350</b>	<b>23,529</b>
	<b>Total Field Support</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>TOTAL PROGRAM</b>	<b>8,945</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,595</b>	<b>4,350</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13,350</b>	<b>23,529</b>	

FY 99 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	8,945
PHN	0
Environment	0
Program ICASS	0
<b>GCC (from all Goals)</b>	<b>8,945</b>

FY 99 Account Distribution (DA only)	
Dev. Assist Program	4,350
Dev. Assist ICASS	0
<b>Dev. Assist Total:</b>	<b>4,350</b>
CSD Program	4,595
CSD ICASS	0
<b>CSD Total:</b>	<b>4,595</b>

Prepare one set of tables for each appropriation Account  
 Tables for DA and CSD may be combined on one table.  
 For the DA/CSD Table, columns marked with (\*) will be funded from the CSD Account

## FY 2000 Budget Request by Program/Country

Program/Country: G/HCD

(Enter either DA/CSD; ESF; NIS; or SEED)

15-Apr-99

07:18 AM

Approp Acct: DA/CSD

Scenario: Base

O. # , Title		FY 2000 Request													Est. S.O. Expenditures	Est. S.O. Pipeline End of FY 00	
		Total	Micro-Enterprise	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Other Health	Environ	D/G			
SSO 1: BASIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & OTHER UNDER-SERVED POPULATIONS, IMPROVED & EXPANDED																Year of Final Oblig:03	
Bilateral		9,695				9,695										10,290	16,744
Field Spt		0															
		9,695	0	0	0	9,695	0	0	0	0	0	0	0	0	0	10,290	16,744
SSO 2: THE CONTRIBUTION OF HOST-COUNTRY INSTITUTIONS OF HIGHER EDUCATION TO SUSTAINABLE DEVELOPMENT INCREASED																Year of Final Oblig:03	
Bilateral		3,000					3,000									6,130	13,960
Field Spt		0															
		3,000	0	0	0	0	3,000	0	0	0	0	0	0	0	0	6,130	13,960
SSO 3: THE WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS IMPROVED BY TRAINING																Year of Final Oblig:03	
Bilateral		775					775									660	1,565
Field Spt		0															
		775	0	0	0	0	775	0	0	0	0	0	0	0	0	660	1,565
SSO 4: ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES EXPANDED																Year of Final Oblig:03	
Bilateral		700					700									510	1,190
Field Spt		0															
		700	0	0	0	0	700	0	0	0	0	0	0	0	0	510	1,190
SO 5:																Year of Final Oblig:	
Bilateral		0															
Field Spt		0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 6:																Year of Final Oblig:	
Bilateral		0															
Field Spt		0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 7:																Year of Final Oblig:	
Bilateral		0															
Field Spt		0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SO 8:																Year of Final Oblig:	
Bilateral		0															
Field Spt		0															
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Bilateral		14,170	0	0	0	9,695	4,475	0	0	0	0	0	0	0	0	17,590	33,459
Total Field Support		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PROGRAM</b>		<b>14,170</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,695</b>	<b>4,475</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17,590</b>	<b>33,459</b>

FY 00 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	14,170
PHN	0
Environment	0
Program ICASS	0
GCC (from all Goals)	14,170

FY 00 Account Distribution (DA only)	
Dev. Assist Program	4,475
Dev. Assist ICASS	0
Dev. Assist Total:	4,475
CSD Program	9,695
CSD ICASS	0
CSD Total:	9,695

Prepare one set of tables for each appropriation Account  
 Tables for DA and CSD may be combined on one table.  
 For the DA/CSD Table, columns marked with (\*) will be funded from the CSD Account

## FY 2001 Budget Request by Program/Country

Program/Country: G/HCD

(Enter either DA/CSD; ESF; NIS; or SEED)

15-Apr-99

07:18 AM

Approp Acct: DA/CSD

Scenario: Base

O. # , Title		FY 20001 Request													Est. S.O. Expenditures	Est. S.O. Pipeline End of FY 01	Future Cost (POST-2001)
		Bilateral/Field Spt	Total	Micro-Enterprise	Agri-culture	Other Economic Growth	Children's Basic Education (*)	Other HCD	Population	Child Survival (*)	Infectious Diseases (*)	HIV/AIDS (*)	Other Health	Environ			
SSO 1: BASIC EDUCATION, ESPECIALLY FOR GIRLS, WOMEN & UNDER-SERVED POPULATIONS, IMPROVED & EXPANDED													Year of Final Oblig:03				
Bilateral	9,695				9,695										13,190	23,539	12,966
Field Spt	0																
	9,695	0	0	0	9,695	0	0	0	0	0	0	0	0	0	13,190	23,539	12,966
SSO 2: THE CONTRIBUTION OF HOST-COUNTRY INSTITUTIONS OF HIGHER EDUCATION TO SUSTAINABLE DEVELOPMENT INCREASED													Year of Final Oblig:03				
Bilateral	3,000					3,000									7,030	16,260	11,910
Field Spt	0																
	3,000	0	0	0		3,000	0	0	0	0	0	0	0	0	7,030	16,260	11,910
SSO 3: THE WORK PERFORMANCE OF HOST COUNTRY TRAINEES & EFFECTIVENESS OF HOST COUNTRY ORGANIZATIONS IMPROVED BY TRAINING													Year of Final Oblig:03				
Bilateral	775					775									890	2,110	9,775
Field Spt	0																
	775	0	0	0		775	0	0	0	0	0	0	0	0	890	2,110	9,775
SSO 4: ACCESS TO & APPLICATION OF INFORMATION & TELECOMMUNICATIONS SERVICES EXPANDED													Year of Final Oblig:03				
Bilateral	700					700									720	1,690	14,300
Field Spt	0																
	700	0	0	0		700	0	0	0	0	0	0	0	0	720	1,690	14,300
SO 5:													Year of Final Oblig:				
Bilateral	0																
Field Spt	0																
	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0
SO 6:													Year of Final Oblig:				
Bilateral	0																
Field Spt	0																
	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0
SO 7:													Year of Final Oblig:				
Bilateral	0																
Field Spt	0																
	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0
SO 8:													Year of Final Oblig:				
Bilateral	0																
Field Spt	0																
	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0
Total Bilateral	14,170	0	0	0	9,695	4,475	0	0	0	0	0	0	0	0	21,830	43,599	48,951
Total Field Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL PROGRAM</b>	<b>14,170</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,695</b>	<b>4,475</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21,830</b>	<b>43,599</b>	<b>48,951</b>	

FY 01 Request Agency Goal Totals	
Econ Growth	0
Democracy	0
HCD	14,170
PHN	0
Environment	0
Program ICASS	0
GCC (from all Goals)	14,170

FY 01 Account Distribution (DA only)	
Dev. Assist Program	4,475
Dev. Assist ICASS	0
Dev. Assist Total:	4,475
CSD Program	9,695
CSD ICASS	0
CSD Total:	9,695

Prepare one set of tables for each appropriation Account  
 Tables for DA and CSD may be combined on one table.  
 For the DA/CSD Table, columns marked with (\*) will be funded from the CSD Account

Workforce Tables

Org: G/HCD								Total	Org.	Fin.	Admin.	Con-	All		Total	Total
End of year On-Board								SO/SpO	Mgmt.	Mgmt	Mgmt	tract	Legal	Other	Mgmt.	Staff
FY 1999 Estimate		SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2								
<b>OE Funded: 1/</b>																
U.S. Direct Hire								0							0	15
Other U.S. Citizens								0							0	0
FSN/TCN Direct Hire								0							0	0
Other FSN/TCN								0							0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
<b>Program Funded 1/</b>																
U.S. Citizens								0							0	11
FSNs/TCNs								0							0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Total Direct Workforce		0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
TAACS								0							0	1
Fellows								0							0	1
IDIs								0							0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL WORKFORCE</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	28

1/ Excludes TAACS, Fellows, and IDIs

Workforce Tables

	SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2	Total SO/SpO	Org. Mgmt.	Fin. Mgmt	Admin. Mgmt	Con- tract	Legal	All Other	Total Mgmt.	Total Staff
<b>FY 2000 Target</b>																
<b>OE Funded: 1/</b>																
U.S. Direct Hire								0							0	15
Other U.S. Citizens								0							0	0
FSN/TCN Direct Hire								0							0	0
Other FSN/TCN								0							0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
<b>Program Funded 1/</b>																
U.S. Citizens								0							0	9
FSNs/TCNs								0							0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Total Direct Workforce	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
TAACS								0							0	1
Fellows								0							0	1
IDIs								0							0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL WORKFORCE</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26

<b>FY 2000 Request</b>																
<b>OE Funded: 1/</b>																
U.S. Direct Hire								0							0	15
Other U.S. Citizens								0							0	0
FSN/TCN Direct Hire								0							0	0
Other FSN/TCN								0							0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
<b>Program Funded 1/</b>																
U.S. Citizens								0							0	11
FSNs/TCNs								0							0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Total Direct Workforce	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
TAACS								0							0	0
Fellows								0							0	1
IDIs								0							0	1
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL WORKFORCE</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28

1/ Excludes TAACS, Fellows, and IDIs

Workforce Tables

Org: G/HCD										Total						Total	Total	
End of year On-Board										SO/SpO	Org.	Fin.	Admin.	Con-	All		Total	Total
FY 2001 Target		SO 1	SO 2	SO 3	SO 4	SO 5	SpO1	SpO2	Staff	Mgmt.	Mgmt	Mgmt	tract	Legal	Other	Mgmt.	Staff	
<b>OE Funded: 1/</b>																	14	
U.S. Direct Hire										0						0	0	
Other U.S. Citizens										0						0	0	
FSN/TCN Direct Hire										0						0	0	
Other FSN/TCN										0						0	0	
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	
<b>Program Funded 1/</b>																		
U.S. Citizens										0						0	9	
FSNs/TCNs										0						0	0	
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	
Total Direct Workforce		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	
TAACS										0						0	1	
Fellows										0						0	1	
IDIs										0						0	0	
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
<b>TOTAL WORKFORCE</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	

<b>FY 2001 Request</b>																	
<b>OE Funded: 1/</b>																	15
U.S. Direct Hire										0						0	0
Other U.S. Citizens										0						0	0
FSN/TCN Direct Hire										0						0	0
Other FSN/TCN										0						0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
<b>Program Funded 1/</b>																	
U.S. Citizens										0						0	11
FSNs/TCNs										0						0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Total Direct Workforce		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26
TAACS										0						0	1
Fellows										0						0	1
IDIs										0						0	0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>TOTAL WORKFORCE</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28

1/ Excludes TAACS, Fellows, and IDIs

OC	Resource Category Title	FY 1999 Estimate	FY 2000 Target	FY 2000 Request	FY 2001 Target	FY 2001 Request
11.8	<b>Special personal services payments</b> IPA/Details-In/PASAs/RSSAs Salaries	Do not enter data on this line.				
	<b>Subtotal OC 11.8</b>	0.0	0.0	0.0	0.0	0.0
12.1	<b>Personnel Benefits</b> IPA/Details-In/PASAs/RSSAs Salaries	Do not enter data on this line.				
	<b>Subtotal OC 12.1</b>	0.0	0.0	0.0	0.0	0.0
21.0	<b>Travel and transportation of persons</b>	Do not enter data on this line.				
	<b>Training Travel</b>	Do not enter data on this line.				
	<b>Operational Travel</b>	Do not enter data on this line.				
	Site Visits - Headquarters Personnel	75.0	75.0	120.0	75.0	120.0
	Site Visits - Mission Personnel					
	Conferences/Seminars/Meetings/Retreats	20.0	20.0	100.0	20.0	100.0
	Assessment Travel					
	Impact Evaluation Travel					
	Disaster Travel (to respond to specific disasters)					
	Recruitment Travel					
	Other Operational Travel					
	<b>Subtotal OC 21.0</b>	95.0	95.0	220.0	95.0	220.0
23.3	<b>Communications, Utilities, and Miscellaneous Charges</b> Commercial Time Sharing	Do not enter data on this line.				
	<b>Subtotal OC 23.3</b>	0.0	0.0	0.0	0.0	0.0
24.0	<b>Printing &amp; Reproduction</b> Subscriptions & Publications	Do not enter data on this line.				
	<b>Subtotal OC 24.0</b>	0.0	0.0	0.0	0.0	0.0
25.1	<b>Advisory and assistance services</b> Studies, Analyses, & Evaluations Management & Professional Support Services Engineering & Technical Services	Do not enter data on this line.				
	<b>Subtotal OC 25.1</b>	0.0	0.0	0.0	0.0	0.0
25.2	<b>Other services</b> Non-Federal Audits Grievances/Investigations Manpower Contracts Other Miscellaneous Services Staff training contracts	Do not enter data on this line.				
	<b>Subtotal OC 25.2</b>	0.0	0.0	0.0	0.0	0.0
25.3	<b>Purchase of goods and services from Government accounts</b> DCAA Audits HHS Audits All Other Federal Audits Reimbursements to Other USAID Accounts All Other Services from other Gov't. Agencies	Do not enter data on this line.				
	<b>Subtotal OC 25.3</b>	0.0	0.0	0.0	0.0	0.0
25.7	<b>Operation &amp; Maintenance of Equipment &amp; Storage</b>	Do not enter data on this line.				
	<b>Subtotal OC 25.7</b>	0.0	0.0	0.0	0.0	0.0
25.8	<b>Subsistence and support of persons (contract or Gov't.)</b>	Do not enter data on this line.				
	<b>Subtotal OC 25.8</b>	0.0	0.0	0.0	0.0	0.0
26.0	<b>Supplies and Materials</b>	Do not enter data on this line.				
	<b>Subtotal OC 26.0</b>	0.0	0.0	0.0	0.0	0.0
31.0	<b>Equipment</b> ADP Software Purchases ADP Hardware Purchases	Do not enter data on this line.				
	<b>Subtotal OC 31.0</b>	0.0	0.0	0.0	0.0	0.0
	<b>TOTAL BUDGET</b>	95.0	95.0	220.0	95.0	220.0

## **Annex A: Environmental Impact**

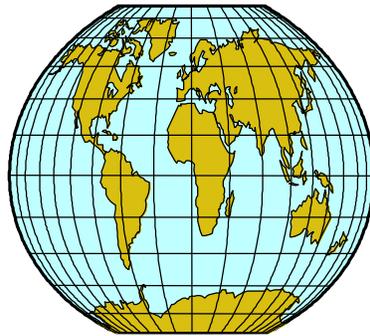
Almost by definition, human capacity development activities are expected to require little in the way of environmental examinations or assessments, as it assumed that any impact on the environment as a result of education and training would be positive. Given this reality and our expectation that there would be few new results packages for FY 2001, G/HCD does not currently project the need for any new or amended Initial Environmental Examinations or Environmental Assessments. To the extent that there turn out to be environmental issues not anticipated, e.g., under one of the university partnerships programs, or with respect to a telecommunications issue, the Center will, of course, flag them, and follow appropriate guidance.

To the best of the Center's knowledge, all G/HCD activities are in compliance with their corresponding IEEs, CEs, or EAs.

## CENTER FOR HUMAN CAPACITY DEVELOPMENT

<b>NAME</b>	<b>PHONE</b> (202)	<b>POSITION</b>	<b>ROOM</b> RR Building	<b>E-MAIL</b>
ANDUALEM, Yvonne	712-5394	University Program Specialist	3.09 – 095	andualem@usaid.gov
BITTNER, Gary W.	712-1556	University Program Development Spec	3.09 – 092	gbittner@usaid.gov
BROOKS, Ethel	712-0496	Field Technical Advisor/Training	3.09 – 103	ebrooks@usaid.gov
CHATMAN, Mel	712-1579	Development Training Officer	3.09 – 082	mchatman@usaid.gov
CLARKE, Ted C.	712-1847	University Program Specialist	3.09 – 096	clarke@usaid.gov
DANIELS, Freeman L.	712-0204	Training Specialist/TraiNet & HRDA	3.09 – 094	fdaniels@usaid.gov
DONNELLY Geraldine	712-5243	Deputy Director	3.10 – 002	gdonnelly@usaid.gov
EL SAWI, Gwen	712-1849	Youth Development Specialist	3.09 – 076	gwelsawi@usaid.gov
FEEZEL, Charlie	712-1853	Human Resources Development Spec.	3.09 – 067	cfeezel@usaid.gov
FOSTER-GROSS, Don	712-1573	International Education Specialist	3.10 – 013	dfoster-gross@usaid.gov
HOXENG, James P.	712-5191	International Education Specialist	3.10 – 012	jhoxeng@usaid.gov
JESSUP, John K. Jr.	712-0172	Education Development Specialist/Training	3.09 – 102	jjessup@usaid.gov
JORDAN, Louise	712-5376	Development Training Specialist	3.09 – 106	ljordan@usaid.gov
LANDRON, Georgia	712-4273	Secretary	3.09 – 091	glandron@usaid.gov
McCLUSKY, Robert S.	712-5414	Education Development Specialist/Workforce	3.09 – 081	rmclusky@usaid.gov
MEHEN, Tom	712-5415	Education Development Specialist	3.10 – 011	thmehen@usaid.gov
MEYER, Anthony J.	712-4137	Education Development Specialist/LearnLink	3.10 – 014	ameyer@usaid.gov
OUTTERBRIDGE, Gwendolyn	712-0208	Program Analyst	3.09 – 038	goutterbridge@usaid.gov
PADGETT, Linda	712-4161	Education Data Specialist	3.10 – 015	lpadgett@usaid.gov
RAPHAEL, Ronald P.	712-5244	Field Technical Advisor/Training	3.09 – 104	rraphael@usaid.gov
RODRIGUEZ, Luis	712-0168	Education Development Specialist	3.10 – 025	lrodriguez@usaid.gov
RUSSO, Sandra	712-1572	Senior Science Scholar	3.09 – 101	srusso@usaid.gov
SWALLOW, John	712-1559	Education Development Officer	3.09 – 085	jswallow@usaid.gov
TOURNAS, Stephen	712-0154	Computer-Assisted Learning Specialist	3.10 – 026	stournas@usaid.gov
VARGAS-BARON, Emily	712-0236	Deputy Assistant Administrator/Center Director	3.09 – 036	evargas-baron@usaid.gov
WALKER, Linda	712-0271	Program Analyst	3.09 – 083	lwalker@usaid.gov
FAX	216-3229/ 216-3050			
Mailing Address:	USAID/G/HCD Ronald Reagan Building, Room 3.09 1300 Pennsylvania Avenue, NW Washington, DC USA 20523-3901			

*Center for  
Human Capacity Development*



*Global Bureau*

*United States Agency for International Development*

