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USAID Education Strategy

**Outreach for
Collaborators from Ministries and Partners**

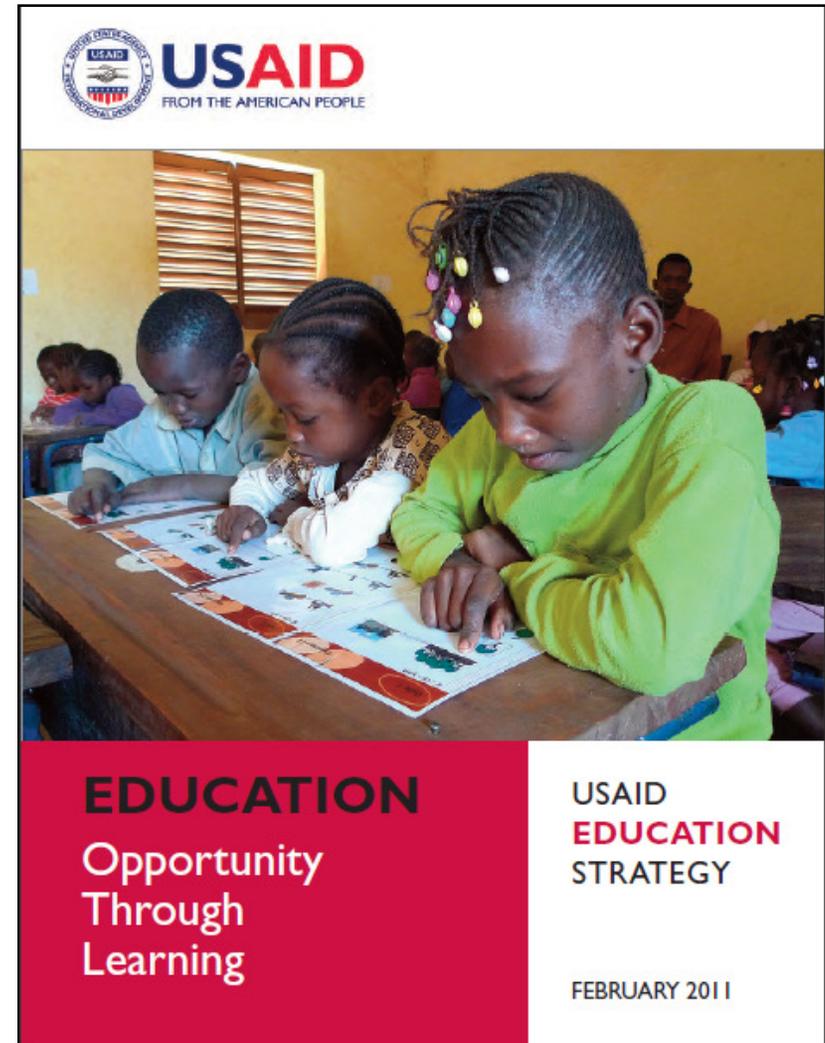
Location
Date



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Why a New USAID Education Strategy?

- ✓ Align with U.S. Global Development Policy, Paris Declaration/ Accra Agenda, Education For All goals and USAID Forward.
- ✓ Capture leading research lessons for program design, including through on-line global discussions of key research documents.
- ✓ Create strategic focus to achieve specific and measurable outcomes.
- ✓ Link a global network of USAID professionals more closely with host country and development partners around a clear vision of USAID comparative advantage.





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Education: Development Hypothesis

Quality education is critical for sustained and broad-based economic and social development

- Quality education is strongly related to economic growth. Individual's earnings increase by 10% for every year of school (Hanushek and Woessman).
- Approx. 50% of the decline in child mortality since 1970 is attributable to women's education (Gakidou et al).
- Countries that have surges in literacy rates of 20-30% have seen simultaneous increases in GDP of 8-16% (Fiske).
- One year of schooling has same stabilizing effect as an annual growth rate of 5% (Collier).
- Every additional year of formal schooling for males reduces the risk of their becoming involved with conflict by 20% (Collier).



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Education: Development Hypothesis

Hanushek and Woessmann: The Role of Cognitive Skills in Economic Development 631

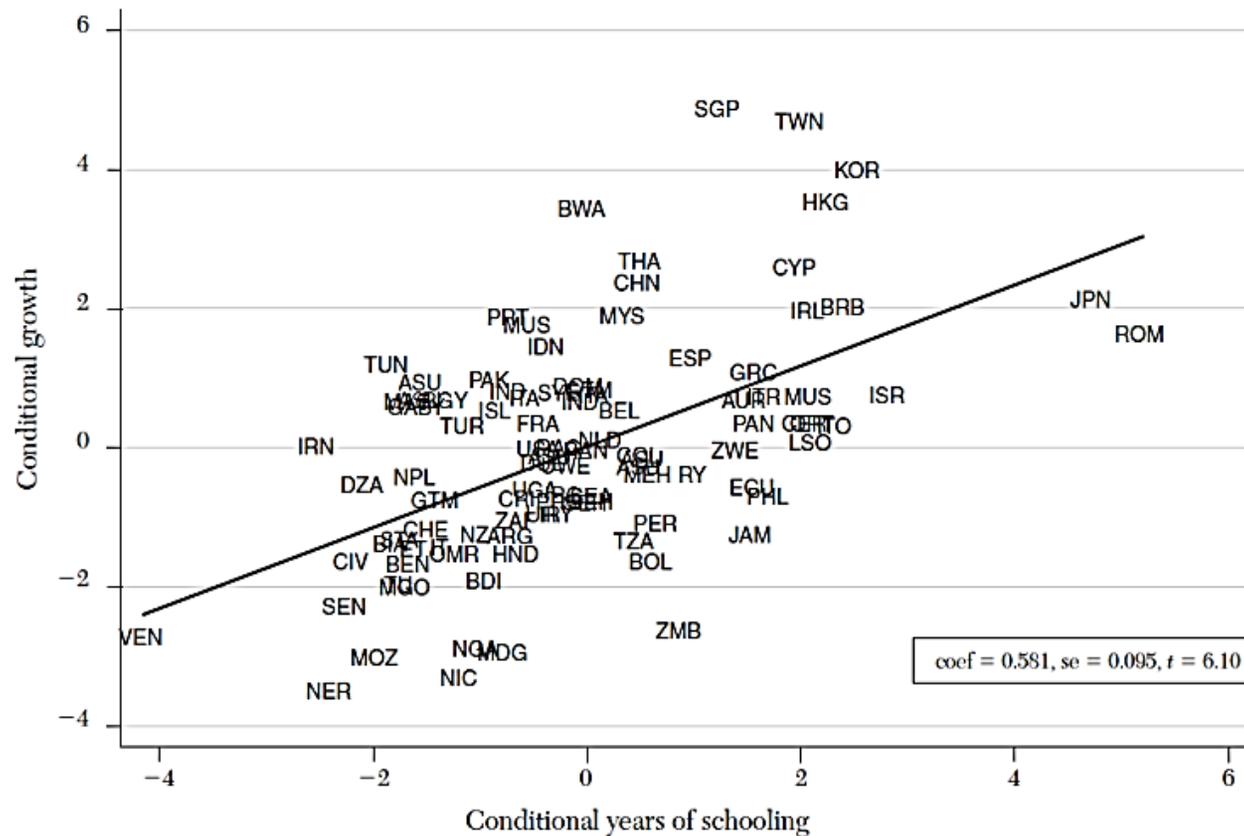


Figure 5. Added-variable Plot of Growth and Years of Schooling without Test Score Controls

Notes: Added-variable plot of a regression of the average annual rate of growth (in percent) of real GDP per capita in 1960–2000 on average years of schooling in 1960 and the initial level of real GDP per capita in 1960.



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New USAID Education Sector Strategy

Goal 1

Improved reading skills for 100 million children in primary grades by 2015

Goal 2

Improved ability of tertiary and workforce development programs to produce workforce with relevant skills to support country development goals

Goal 3

Increased equitable access for 15 million children in environments affected by crisis and conflict by 2015



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Illustrative Results to Achieve Improved Reading

I. Improved Reading Instruction

- ✓ Increase instructional time for reading;
- ✓ Establish and enforce reading standards and utilize reading diagnostic tools on a continuous basis;
- ✓ Address gender issues and reduce barriers that impact reading levels of girls and boys; and
- ✓ Make materials accessible to the disabled



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Illustrative Results to Achieve Improved Reading

II. Reading Delivery Systems Improved

- ✓ Assist the government to set clear standards and benchmarks for reading;
- ✓ Implement policies and programs to promote reading;
- ✓ Develop and implement school-based reading improvement programs;
- ✓ Strengthen reading systems such as those for testing reading outcomes, monitoring performance over time;



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Illustrative Results to Achieve Improved Reading

Reading Delivery Systems Improved (continued)

- ✓ Strengthen supervision (including teacher time on task and training of teachers);
- ✓ Promote parent and community engagement in children's reading outcomes, including through strengthened school management committees;
- ✓ Establish professional standards and codes of conduct and support professional development for teachers and administrators;



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Illustrative Results to Achieve Improved Reading

Reading Delivery Systems Improved (continued)

- ✓ Improve timely distribution of textbooks and instructional materials that utilize reading diagnostic tools;
- ✓ Develop relevant reading curricula and ensure an adequate and timely supply of reading materials;
- ✓ Support appropriate, cost-effective and scalable technologies that have the potential to improve reading or reading system performance; and,
- ✓ Identify and address gender dimensions that could contribute to reducing pupil absenteeism.



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Illustrative Results to Achieve Improved Reading

III. Greater Engagement, Accountability, and Transparency by Communities and the Public

- ✓ Establishing school management committees to include reading reports in school development plans;
- ✓ Mobilizing and engaging communities to address the reading issues of the school; and,
- ✓ Mobilizing and engaging the private sector to provide learning materials or to advocate for improved reading environment.



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Implications for USAID Education Programs and Partnerships

1

USAID education programs will transition to align with the new strategy

2

There will be increased evidence-based program planning and design

3

There will be renewed focus to work more directly with and strengthen host country institutions and systems

4

More robust M&E, Research, and Analytics will guide USAID education programs

USAID FORWARD
The United States Agency for International Development (USAID) has embarked on an USAID FORWARD, to change the way the Agency does business—with new partnership innovation and a relentless focus on results. It gives USAID the opportunity to transform and unleash its full potential to achieve high-impact development.

USAID POLICY FRAMEWORK 2011 – 2015

USAID EVALUATION POLICY

USAID EDUCATION STRATEGY
Opportunity Through Learning
FEBRUARY 2011



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Emphasis on Evaluation Standards

Integrated into Design

- Evaluation considered during strategic planning and project design.
- Key evaluation questions are identified at the outset of strategies and projects.

Minimized Bias

- Evaluation teams must be led by an expert external to USAID and the partner implementing the project that is being evaluated.

Relevant to Future Decisions

- Evaluation questions are linked to future decisions.
- Local partners and stakeholders are consulted during evaluation design, implementation, and interpretation of findings.

Based on Best Methods

- Methods generate reproducible and high quality evidence.
- Qualitative and/or quantitative methods applied with rigor.

Reinforcement of Local Capacity

- Evaluation capacity-building of partner governments and civil society.
- Use of host country systems and local expertise.

Commitment to Transparency

- Findings from evaluations are shared publically, as widely as possible, and in a timely manner.



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For Further Information

- [USAID Education Sector Strategy 2011](#)
- [USAID Evaluation Policy](#)
- [USAID Forward](#)

http://www.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf



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QUESTIONS?

THANK YOU!