Executive Summary

G/WID Results Framework for Strategic Support Objective 2: Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis Countries

GEMS Team Review

Introduction

This document summarizes recommendations made by the GEMS (Girls’ Education Monitoring System) project team after a review of the G/WID Strategic Support Objective 2 results framework for girls’ education. GEMS is responsible for creating a comprehensive system for monitoring the results of the individual initiatives assisted by the Office of Women in Development (G/WID) and determining their aggregate cumulative effect on improving girls’ persistence in school. In order to meet this responsibility, measures for the diverse activities carried out by G/WID and its partners must be consistently defined so that cross-national analyses, leading to lessons learned for future programming, can be conducted. The document should be considered as a possible instrument for discussion by the G/WID Strategic Objective team, to help further this effort.

Findings

The review suggested that G/WID has been successful in developing an SSO that is truly a support objective. That is, the SSO provides value added to USAID Mission strategic objectives in a consistent way across participating countries. The indicator of completion rates is an acceptable measure of educational improvement as stated in the SSO, “Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis Countries” as it is a good measure of internal efficiency of an educational system and a proxy measure for basic literacy and numeracy. However, the interpretative power of this measure will be enhanced with the additional measure of enrollment ratios. Some intermediate results need to be rephrased to show a clearer relationship to “improvement” in girls’ education, as defined by completion rates, and in some cases, meaningful denominators to permit measurement of change over time must still be established. Finally, given the variety of girls’ education activities being supported by G/WID, it is useful to expand the intermediate results to monitor activities beyond those in the emphasis countries originally included in the framework.

Recommendations

SSO2: Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis Countries

Indicator: Number of emphasis countries with improved rate of girls’ completion of primary school
• Monitor girls’ gross enrollment ratios, in addition to completion rates, to determine the magnitude of change and thereby increase interpretative power.

• Use the UNESCO reconstructed cohort method to calculate completion rates for consistency across countries. Also track each country’s completion rates for its primary cycle.

**IR2.1: Strengthened Performance of Public and Private Sector Institutions to Promote Girls’ Education**

**Indicator 2.1.1**: Increased number of civil society organizations and other private sector organizations initiating actions to promote girls’ education

• Rephrase indicator as “The number of civil society organizations, including private sector organizations, that initiate actions to promote girls’ education” as usually private sector organizations are not distinguished from civil society organizations.

• Measure the organizations that have initiated actions as a percentage of the number of organizations that participated in a national, regional or local forum on girls’ education, at the beginning of the initiative, to establish a denominator. Collect data through an annual survey of organizations.

**Indicator 2.1.2**: The number of public sector units initiating actions to promote girls’ education

• Define public sector units as central government entities responsible for legislative, judicial and executive decisions and their operating units (Ministries including targeted offices), or semi-autonomous government organizations. Include regional- or local-level entities when a country initiative focuses on particular locales and decision-making is decentralized.

• Measure the number of units initiating actions in relation to the total number of units identified as working in girls’ education on project initiation. Cumulative totals should be reported on an annual basis. Count both additional units that initiate actions and units that initiate a different type of action.

**Indicator 2.1.3**: The number of CSOs and other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls’ education

• Consider rephrasing the indicator as “The number of CSOs, including private sector organizations, with resources leveraged from non-USAID sources to promote girls’ education. This will allow the inclusion of in-kind contributions and not separate private sector organizations from CSOs.”
Collect data as part of an annual survey of CSOs, using the same denominator as described in 2.1.1.

Indicator 2.1.4: Number of countries with public sector investment in girls’ education.

Add an indicator on public sector investment since IR2.1 deals with both public and private sector institutions. This indicator is measured in terms of girls’ education as a percentage of the national education budget. Where girls’ education is not identified as a line item, use the increase in primary education budget as a percentage of the national education budget as a proxy measure.

IR 2.2: Improved Knowledge to Implement Policies, Strategies and Programs for Girls’ Education

Indicator 2.2.1: Number of analytical tools and studies produced and disseminated to inform policies, strategies and programs for girls’ education.

In order to reflect utilization, define as tools and studies produced, commissioned, or requested by the country coordinating body for girls’ education and its affiliates. Studies and tools include those commissioned by G/WID that anticipate country-specific and cross-national information needs, which are requested by countries. Monitor on a yearly basis but report cumulative totals as studies will be used as needed. Collect data as part of an annual survey of organizations.

IR 2.3: Mobilized Leadership to Promote Girls’ Education

Indicator 2.3.1: Increase in number of private and public sector leaders who actively support girls’ education.

Measure the leaders who have carried out actions as a percentage of the total number of organizational representatives that have participated in national, regional or local fora on girls’ education. Collect data as part of an annual survey of organizations.

IR2.4: Broadened Local Community Participation to Promote Girls’ Education

Indicator 2.4.1: Percent growth in membership of public and private organizations that promote girls’ education.

Measure as part of annual survey of organizations in terms of the percentage of organizations that state they have experienced an increase in membership.

Indicator 2.4.2: The number of community-based actions that promote girls’ education
• Rephrase as “The number of communities initiating actions that promote girls’ education” as the indicator as stated can allow all actions to occur in one community and no meaningful denominator can be established. Measure as a percentage of the number of communities in the area of influence (catchment area) of the initiative.

• Track actions of different types within communities but report only in narrative/discussion.

**Recommended New Sub Approach - IR2.5: Strengthened Teacher Performance to Improve Girls’ Primary School Participation**

**Indicator 2.5.1:** Increased girls’ participation in the classroom

• Add the IR and an indicator to monitor those initiatives that promote teachers’ actions to increase the participation of girls in school, thereby enhancing their opportunities to learn. Measure girls’ participation through direct observation of teachers’ interactions with girls in the classroom. Use a proxy measure of surveying key stakeholders familiar with the classroom environments, where direct observation cannot be carried out.
1. **Introduction**

   The USAID Office of Women in Development, in conjunction with several partners, carries out activities to support Missions in identifying, informing, and mobilizing constituencies to improve girls’ education. The diverse actions include training and institutional strengthening, research on key girls’ and women’s education issues, and professional development to improve learning opportunities for girls and women. These initiatives vary in their objectives, scale, and implementation strategies, and may have different monitoring requirements. The definition of indicators and data collection procedures for the USAID Office of Women in Development (G/WID) Strategic Support Objective 2 (SSO2) and the four Office Program Approaches (IR2.1-4) must have sufficient flexibility to be applied to different girls’ education initiatives in G/WID-assisted countries as well as to other countries with girls’ education programs. Even so, it is unlikely that all of the intermediate results in the framework will be appropriate for every country initiative. Nevertheless, all of the measures must be consistently defined so that the cross-national analysis of lessons learned from similar development efforts, for which the Global Bureau is responsible, can be carried out.

   The GEMS (Girls’ Education Monitoring System) project is responsible for creating a comprehensive system for monitoring the results of the individual initiatives assisted by the WID Office and determining their aggregate cumulative effect on improving girls’ persistence in school. The purpose of this document is to review the existing indicators and propose a limited number of modifications to the definitions and measures to make the indicators more consistent and applicable to the different types of girls’ education programs being developed in non-emphasis countries. It should be considered as a possible instrument for discussion by the G/WID Strategic Objective team. The review suggested that:

   **• G/WID has been successful in developing an SSO that is truly a support objective. That is, it provides value added to USAID Mission strategic objectives in a consistent way across participating countries.**

   **• The indicator of completion rates is an acceptable measure of educational improvement as stated in the SSO, “Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis Countries” as it is a good measure of internal efficiency of an educational system and a proxy measure for basic literacy and numeracy. However, as a single indicator it is not sufficient to measure results in relation to the SSO.**
• Some intermediate results need to be rephrased to show a clearer relationship to “improvement” in girls’ education, as defined by completion rates, and in some cases, meaningful denominators to permit measurement of change over time must still be established.

• Given the variety of girls’ education activities being supported by G/WID, the intermediate results should be expanded to monitor activities beyond those in the emphasis countries originally included in the framework.

The sections that follow describe measurement issues and recommended changes for the framework. The sections are arranged sequentially by the Strategic Support Objective and each Intermediate Result.

2. Strategic Support Objective 2.0: Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis Countries

*Indicator Issues:* Primary school completion rates are used as the indicator for the SSO. Completion rates are a good measure of the internal efficiency of an educational system and an acceptable proxy measure of basic numeracy and literacy, in situations where automatic promotion of students does not exist. However, completion rate data alone do not provide a sense of the magnitude of change. For example, if completion rates increase from 20% to 80% over the life of a G/WID activity, but affect only the 10% of the population that is enrolled in school, the question of meaningful change remains. Similarly, in countries with low female access to primary education, enrollment ratios may increase faster than completion rates, as additional enrollees may burden the efficiency of the system. However, if completion rates are maintained while enrollment ratios increase over time, the increase in the actual number of girls persisting in school can be highly significant.

There is also a question of measurement of completion. The USAID guidance is to use the UNESCO operational definition of primary school completion for consistency with other donors. This is based on the percentage of students in a cohort who eventually reach fifth grade in an eight-year period. It is calculated by employing a reconstructed cohort method that uses enrollment and repetition rates to estimate the percentage of a cohort that reaches fifth grade. It is actually a measure of persistence to fifth grade, rather than completion. Final primary completion should also be calculated, using the same procedure, if the final grade in the primary cycle is other than fifth, as this will be important program information within a country. A lag time of at least a year is to be expected in the data reported, given that Ministry data on enrollment and completion are usually available in the school year subsequent to when the data are collected (i.e., 1998 data are available in 1999). If concern is with normal progress (the percentage of a cohort
that reaches/completes fifth grade in five years), then a different, but related, calculation is needed.

*Recommended change:* Monitor girls’ gross enrollment ratios, in addition to completion rates, to determine the magnitude of change and thereby increase interpretative power. Use the UNESCO reconstructed cohort method to calculate completion rates for consistency across countries and with other databases. Monitor completion rates for each country’s full primary cycle, using the same method.


**Indicator 2.1.1:** Increased number of civil society organizations and other private sector organizations initiating actions to promote girls’ education

*Indicator Issues:* First, in many countries, private sector organizations form a part of civil society organizations. This, together with the fact that the data collection discussion of the framework does not distinguish between private sector organizations and CSOs in the procedures for establishing a baseline nor for analyzing the data, makes the distinction meaningless. The indicator should deal only with CSOs, of which private sector organizations form a part. Second, the procedures for establishing a baseline may not yield consistent data. It is suggested that a census of the universe of organizations be taken at the initiation of a G/WID supported effort and that the number of organizations that participate actively in promoting girls’ education be counted against this baseline. However, the baseline may change as new organizations become legal entities or others cease to exist, thus preventing accurate measurement unless periodic organization censuses are taken. Finally, for consistent internal measurement and cross-national monitoring, an operational definition of a CSO should be developed.

*Recommended Change:* Rephrase indicator as “The number of civil society organizations, including private sector organizations, that initiate actions to promote girls’ education” as private sector organizations are civil society organizations. Define Civil Society Organization as “A group of individuals that form a legally constituted, non-governmental association for a common purpose in a given country”. Measure the organizations that have initiated actions as a percentage of the number of organizations that participated in a national, regional, or local forum on girls’ education at the beginning of the initiative to establish a denominator. Collect data through an annual survey of organizations.
Indicator 2.1.2: The number of public sector units initiating actions to promote girls’ education

*Indicator Issues:* There is the danger of double counting if both local and national government units are included and “offices,” “organizations,” and other publicly-supported bodies” are not clearly defined. It is also unlikely that public policy actions will increase regularly on a yearly basis, as they often occur as a function of particular events such as targeted advocacy, information, or political campaigns.

*Recommended Change:* Operationally, government unit can be defined as central government entities responsible for legislative, judicial and executive decisions and their operating units (Ministries including explicitly targeted offices), or semi-autonomous government organizations. Regional- and local-level organizations of these types will be included when a country initiative focuses on a particular locale and decision-making is decentralized. The number of units initiating actions is correctly measured in relation to the total number of units on an annual basis, rather than from a baseline, as this number of units is not likely to change and public policy actions do not necessarily take place on an annual basis. Both additional units that initiate actions and units initiating a different type of action should be counted in the annual cumulative total.

Indicator 2.1.3: The number of CSOs and other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls’ education

*Indicator Issues:* It is extremely difficult to accurately measure leveraged revenue. In addition to the difficulties mentioned previously in measuring the universe of CSOs from one point in time to another, measurement may require new accounting procedures in such organizations, as they are unlikely to track revenue in terms of girls’ education. Support for such new accounting procedures can be beyond the manageable interest of either the local organizations or the technical assistance team. There may also be privacy concerns in terms of divulging detailed information on revenue among participating organizations. At the local level, in-kind contributions may result of CSO actions and should be included.

*Recommended Changes:* The indicator should be rephrased as “The number of CSOs, including private sector organizations, with resources leveraged from non-USAID sources to promote girls’ education.” A practical solution for data collection is to include questions about resource sources in the survey of those organizations mentioned in 2.1.1. Program managers will be asked if resources from non-USAID sources had been received. If resources have been received, the manager could also be asked if such revenues had increased from a previous determined period of time.
Indicator 2.1.4: Number of countries with public sector investment in girls’ education

Indicator Issues: Given that IR2.1 includes both public and private sector institutions, consideration should be given to monitoring public sector investment in girls’ education or primary education in general, as a proxy for girls’ education. The supposition would be that the advocacy efforts of the constituencies created through the Activity affect government-spending decisions. Although, such decisions may already be subsumed under indicator 2.1.2 for public sector actions, it would be useful to examine such funding decisions as a separate indicator of the IR as has been done with private sector resource generation.

Recommended Changes: Create the indicator “Number of countries with public sector investment in girls’ education,” under IR 2.1. The measure would be the girls’ education budget as a percentage of the total education budget. Where girls’ education is not a separate line item, the primary education budget as a percentage of the total education budget can be used as a proxy measure.

4. Office Program Approach/Sub-Approach IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls’ Education

Indicator 2.2.1: The number of analytical tools and studies produced and disseminated to inform policies, strategies and programs for girls’ education

Indicator Issues: This indicator assumes use of the tools and studies. Use can be incorporated into the measurement of the indicator by operationally defining tools and studies as those produced, commissioned, or requested by participating country organizations as part of activities related to the G/WID-supported initiative. The assumption is that if implementers initiate the action to create or obtain an item, they are likely to use it. Studies and tools include those commissioned by G/WID that anticipate country-specific and cross-national information needs.

Recommended Changes: This indicator should be monitored on an annual basis, but increase from a baseline should not be expected, as tools and studies will be utilized as needed. Thus, the cumulative total should be reported. Collect data as part of the annual survey of organizations mentioned in 2.1.1.

5. Office Program Approach/Sub-Approach IR2.3: Mobilized Leadership to Promote Girls’ Education

Indicator 2.3.1: Increase in number of private and public sector leaders who actively support girls’ education
**Indicator Issues:** There are several questions with this indicator. First, is the possibility of overlap with the indicator for organizational capacity building, as leaders may be those individuals representing organizations involved in girls’ education activities. Second, the data collection method provides no clear procedures for identifying leaders or for measuring support. An index is suggested but examples rather than consistent procedures are provided. Thus, it is necessary to operationally define both “leader” and “actively support” if the IR is to be monitored consistently.

**Recommended Changes:** The suggested “leadership index” should be eliminated as it is not well defined and would appear to make data collection cumbersome. If the assumption is made that individual organizations may have multiple representatives actively supporting girls’ education, then representatives of organizations that participate in fora on girls education can be used as the operational definition of a leader. As mobilization implies a commitment to action in the SSO, active support can be defined as “A public proclamation (reported in some form of national, regional, or local media) that allocates resources for girls’ education.” If a single leader represents more that one organization and makes proclamations that allocate resources on behalf of each organization, the proclamations can be counted separately. The denominator should be a count of the number of leaders who have attended an initial forum on girls’ education. The leaders who have made proclamations will then be counted and expressed as a percent of the total organizational representatives. Data will be collected as part of the annual organization survey.

6. **Office Program Approach/Sub-Approach IR2.4: Broadened Local Community Participation to Promote Girls’ Education**

**Indicator 2.4.1:** Percent growth in membership of public and private organizations that promote girls’ education

**Indicator Issues:** There are definition and data collection issues with the indicator. In some of the examples of organizations provided in the framework, membership may be automatic for a certain class of people. For example, in many countries, parent-teacher association membership is automatic for those individuals with children in school. Thus, change in membership will be a function of community demographics rather than advocacy efforts. Further, the problem of identifying the universe of organizations from which data on membership would be gathered is problematic and subject to change. Finally, measuring membership in diverse organizations at the community level might exhaust resources better spent in program implementation. The data costs would also be prohibitive if a better measure of local individual commitment, such as parental participation in their children’s schooling, were chosen.

**Recommended Changes:** Given these issues, this indicator might be dropped. If some measure of local membership is needed, it should be collected from local organizations participating in activities of the coordinating organization. Individual organization heads
would be surveyed and asked if membership had increased during a determined period. The measure would then be the percentage of organizations that stated that membership had increased.

Indicator 2.4.2: The number of community-based actions that promote girls’ education

Indicator Issues: The indicator does not make a clear distinction between a community in which 100 actions take place and 100 communities in which a single action takes place. As the intent of the IR would seem to be a greater number of communities involved in actions, rather than a few communities involved in multiple actions, the indicator should be restructured. Operational definitions of both “community” and “action” need to be developed to ensure consistent data collection. The definition of action should be broad enough to encompass all of the references to actions in the results framework.

Recommended Changes: Rephrase as “Number of communities initiating actions that promote girls’ education.” Define community as “The assemblage of households within the catchment area of a school”. Measure the number of school catchment areas where actions that promote girls’ education are initiated as a percentage of the number of catchment areas (i.e. schools) in the area of influence of the initiative. Continue to monitor the types of actions engaged in by communities to help interpret SSO-level results. Define action as “A set of coordinated behaviors that result in distinct outcomes related to girls’ education through the use of national, regional or local resources.” Different types or classes of outcomes (e.g. school infrastructure, incentive programs for girls, nutritional supplements, community academic support, school-business partnerships, curriculum, teacher training, instructional materials, policy formulation, social awareness) are then counted separately.

7. Recommended New Sub Approach IR2.5: Strengthened Teacher Performance to Improve Girls’ Primary School Participation

Indicator 2.5.1: Girls’ participation in the classroom

Indicator Issues: As the G/WID work has evolved, several projects directly support actions dealing with improving teaching and learning. Actions underway include relevant curriculum, training for teachers to address the needs of individual students particularly girls, mentoring of girls, materials for students or teachers focused on improving the learning of all students, participatory research on the part of teachers and students to improve the learning environment, and the like. All such actions ultimately relate to student learning and functional literacy and numeracy. These types of activities are only indirectly measured through the current SSO indicators. Thus, it is important to expand the intermediate results to include all G/WID work in the sector. A focus on interactions
in the classroom between teachers and female students is a way to capture the outcome of the variety of inputs related to girls’ opportunities to learn supported by G/WID projects.

**Recommended Changes:** Create an additional intermediate result and indicator to monitor those initiatives that promote behaviors by teachers that increase girls’ participation, and thereby their opportunities to learn. Use girls’ participation in the classroom as an indicator of strengthened teacher performance. Measure girls’ participation through direct observation of the number of interactions by girls with the teacher. In order to determine change over time, such interactions will be expressed as a percentage of all student-initiated interactions with the teacher, corrected for the proportion of girls in the classroom. A possible proxy measure in situations where direct observation cannot be carried out is the number classrooms identified by selected educational support personnel, such as supervisors, as showing change in the participation of girls in terms of their interaction with teachers divided by the classrooms of all teachers involved in a professional development activity.
## WID Office Strategic Support Objective 2 (SSO2): Broad-based, Informed Constituencies Mobilized to Improve Girls’ Education in Emphasis

<table>
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<th>Indicator</th>
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<th>Relevance of Indicator</th>
<th>Data Collection Methods</th>
<th>Approximate Data Collection Costs</th>
<th>Target Setting and Interpretation Issues</th>
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<tbody>
<tr>
<td>2.0.1 Number of emphasis countries with improved rate of girls' completion of primary school</td>
<td>1) Completion Rate: Definition: Percent of female students in a cohort entering school in a given year that attain fifth grade in eight years. (Assumes no automatic promotion). Unit: National or regional population of female primary students</td>
<td>Measure of a society’s commitment to keeping girls in primary school. Also a proxy measure for basic literacy and numeracy, and a measure of the internal efficiency of the education system.</td>
<td>Secondary analysis of the national and/or regional educational statistics Requires historical enrollment data by grade and gender for the five years prior to program initiation to establish a baseline</td>
<td>A small investment in initial historical data gathering and analysis, as well as yearly updates. The G/WID GEMS project can provide technical assistance to create an electronic system to calculate data.</td>
<td>UNESCO reconstructed cohort method will be used for consistency across countries. As this is a measure of attainment of fifth grade, countries should also monitor completion rates for their official primary cycle.</td>
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<td>2) Gross Enrollment Ratio: Definition: Number of female students enrolled in primary school divided by the population of primary school-age girls Unit: National or regional population of school age females.</td>
<td>Measure of a society’s willingness to provide schooling for girls. Shows the magnitude of change in access to primary school for female students. Allows greater interpretation of completion rates.</td>
<td>Secondary analysis of educational and population statistics National Ministry of Education records by year and population census data with updated estimates</td>
<td>Same as above</td>
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**Comments:** Emphasis country: A developing country, with low participation of girls in formal schooling at the primary level, where USAID has opted for a strategy of facilitating collaboration among several sectors (private, religious, public, media) to mobilize human and financial resources to address the situation.
Office Program Approach/Sub Approach: IR.2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls’ Education

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<td>2.1.1 Increased number of civil society organizations (CSO’s), including private sector organizations, initiating actions to promote girls’ education</td>
<td>Definition: Percent change in number of civil society organizations, including private sector organizations, that initiate actions to promote girls’ education through their participation in USAID-assisted efforts Unit: Organizations linked to G/WID-assisted initiatives</td>
<td>Measures the capacity of local organizations to work in concert to promote girls’ education. Appropriate in countries focusing on advocacy of girls’ education</td>
<td>Yearly survey of organizations participating in national fora to determine those that have initiated actions.</td>
<td>Limited cost to develop survey instrument. Small person-level cost to conduct survey as part of local monitoring effort.</td>
<td>Relative frequency of organizations implementing actions is monitored. However, change in the absolute frequency of participating organizations should also be measured to determine magnitude.</td>
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Comments: Civil Society Organization: A group of individuals that form a legally constituted, non-government association, for a common purpose in a given country.
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<td>2.1.2 Number of public sector units initiating actions to promote girls’ education.</td>
<td>Definition: Number of national, units (executive, legislative, and judicial branches, Ministries, offices, and semi-autonomous publicly supported bodies) that initiate actions that promote girls’ education of the total number of such units with mandates that could potentially support education and gender initiatives. Regional and local units should be included when they have decision-making power. Unit: Targeted public units of the national, regional and local government</td>
<td>Measures a government’s recognition of the importance of girls’ education to national development. Includes actions related to both public policy and educational practice through systemic reform.</td>
<td>Identification of units through review of stated mandates. Yearly tracking of actions.</td>
<td>Minimal level of effort in identifying units. Tracking carried out as part of local monitoring effort.</td>
<td>Change in the number of units will be measured. However, as actions will not necessarily increase yearly, cumulative actions over LOP will also be tracked.</td>
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<td>Comments: Action: A set of coordinated behaviors that result in distinct outcomes related to girls’ education through the use of national, regional or local resources. Different classes or types of outcomes include: school infrastructure, incentive programs, community academic support, school-business partnerships, nutritional supplements, curriculum, teacher training, instructional materials, policy formulation, social awareness efforts.</td>
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<td>2.1.3 Number of CSOs, including private sector organizations, with resources leveraged from non-USAID sources to promote girls’ education</td>
<td>Definition: Number of CSOs reporting increased resources for girls’ education each year divided by the number of such organizations. Unit: CSOs including private sector organizations</td>
<td>Measures sustainability of USAID/WID supported projects to find local resources to maintain and expand project initiatives.</td>
<td>Data collected as part of yearly survey of organizations participating in girls’ education.</td>
<td>No additional cost to those listed under 2.1.1.</td>
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<td>2.1.4. Number of countries with public sector investment in girls' education</td>
<td>Definition: Funds allocated to girls’ education and/or primary education as a percentage of the total education budget. Percent of countries with line item or showing increases divided by all G/WID-assisted countries. Unit: Education budget by line item.</td>
<td>Measures government’s will to meet the educational needs of girls. Investment in primary education is a proxy for public sector investment in girls' education where not available.</td>
<td>Analysis of national budgetary statistics</td>
<td>No additional costs foreseen.</td>
<td>Given the time normally required by Ministries to compile and publish data, there will likely be a one-year lag time in reporting, i.e. 1998 data reported in 1999.</td>
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Comments:
Office Program Approach/Sub Approach: IR2.2: Improved Knowledge to Implement Policies, Strategies and Programs for Girls’ Education

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<td>2.2.1. Number of analytical tools and studies produced commissioned or requested by organizations participating programs for girls’ education</td>
<td>Definition: Number of different tools and studies produced, commissioned, or requested, by local entities (public and/or private sector) participating in USAID-assisted girls’ education activities. Unit: Analytical tools and studies.</td>
<td>Measures the capacity of organizations to make research/information-based decisions about their efforts in girls’ education.</td>
<td>Data collected as part of yearly survey of organizations participating in national fora on girls’ education.</td>
<td>No additional cost to those listed under 2.1.1</td>
<td>Measured cumulatively over LOP. Studies and tools include those commissioned by G/WID that anticipate country-specific and cross-national information needs.</td>
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Comments:
### Office Program Approach/Sub Approach: IR2.3: Mobilized Leadership to Promote Girls’ Education

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<td>2.3.1. Increase in number of private and public sector leaders who actively support girls’ education.</td>
<td>Definition: Number of representatives of organizations who publicly commit resources for girls’ education as a percentage of all organizational representatives participating in national fora on girls’ education. Unit: Leader - defined as a representative of an organization.</td>
<td>Measures the commitment of leadership. Appropriate in societies where public advocacy by recognized leaders is valued.</td>
<td>Data collected as part of yearly survey of organizations participating in national fora and through monitoring of local media</td>
<td>Slight cost in person time to monitor media.</td>
<td>Differs from CSO indicator in that it includes both public and private sector leaders, focuses on public advocacy, and assumes that organizations will have multiple representation.</td>
</tr>
</tbody>
</table>

**Comments:** Active Support: A public proclamation, reported in some form of national, regional, or local media, that allocates resources for girls’ education.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator Definition and Unit of Measurement</th>
<th>Relevance of Indicator</th>
<th>Data Collection Methods</th>
<th>Approximate Data Collection Costs</th>
<th>Target Setting and Trendline Interpretations Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.4.1 Percent growth in membership of public and private sector organizations that promote girls’ education</strong></td>
<td>Definition: Number of organizations that report having experienced a growth in membership as a percentage of all local organizations participating in girls’ education. Unit: Organizations involved in G/WID-assisted initiatives.</td>
<td>Measures commitment of individuals to work through organizations to improve education.</td>
<td>Data collected as part of yearly survey of organizations participating in national fora</td>
<td>No additional cost to those listed under 2.1.1</td>
<td></td>
</tr>
<tr>
<td><strong>2.4.2 Number of communities initiating actions to promote girls’ education</strong></td>
<td>Definition: Number of communities carrying out at least one action that promotes girls’ education out of the number of communities in the activity area of influence. Unit: Community - defined as the assemblage of households within the catchment area of a school.</td>
<td>Measures broadened commitment of communities to improve girls’ education. Appropriate to situations where local initiative is critical to support of institutional reform.</td>
<td>Secondary analysis of Ministry and census data. Survey/count of communities initiating actions.</td>
<td>Small initial cost to establish baseline of communities, then part of normal program monitoring.</td>
<td>Change is not expected in situations where the emphasis is on in-depth actions in a few communities. However, actions of different types will also be tracked.</td>
</tr>
</tbody>
</table>

**Comments:**
### Office Program Approach/Sub Approach: IR2.5: Strengthened Teacher Performance to Improve Girls’ Primary School Participation

<table>
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<tr>
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<tr>
<td>2.5.1 Increased girls’ participation in the classroom</td>
<td>Definition: Number of interactions by girls with the teacher as a percentage of all student interactions with the teacher, corrected for proportion of girls in the classroom. Both student-initiated interactions and teacher-initiated interactions will be measured.</td>
<td>Measures success of teachers to create an environment that provides learning opportunities for girls.</td>
<td>Structured classroom observations of a representative sample of classrooms of schools with female students who are the beneficiaries of a G/WID-assisted activity. Proxy measure is a survey of teacher support personnel.</td>
<td>Measurement cost of direct observation can be relatively high, unless integrated into the normal activity monitoring efforts.</td>
<td>Denominator will be those countries with initiatives at the classroom and school level. Numerator is the number of countries that show a positive change.</td>
</tr>
</tbody>
</table>

**Unit:** Classrooms