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OPERATIONAL PROGRAM GRANT PROPOSAL

INTEGRATED FAMILY LIFE
EDUCATION FOR HUMAN RESOURCE
DEVELOPMENT IN ETHIOPIA

JULY 14, 1977

OPERATIONAL PROGRAM GRANT PROPOSAL

PROJECT TITLE: INTEGRATED FAMILY LIFE
EDUCATION FOR HUMAN RESOURCE
DEVELOPMENT IN ETHIOPIA

PROJECT LOCATION: ETHIOPIA

PVO NAME AND LOCATION: WORLD EDUCATION
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NEW YORK, NEW YORK 10019

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1. PROJECT PURPOSE AND DESCRIPTION

1.1. Purpose

During this proposed five-year project (November 1, 1977–October 30, 1982), the Integrated Family Life Education Project (IFLE) will:

1. Assist kebeles and peasant associations develop a system for delivering integrated nonformal education services to their members in health, nutrition, family planning, agriculture, civics, literacy, and numeracy;
2. assist kebeles and peasant associations develop and implement programs for initiating self-help and income-generating activities; and
3. train local government leaders and personnel of other agencies in integrated nonformal education for adults.

World Education (WE) will assist the project primarily by providing short-term training assistance to IFLE staff members as they endeavor to become an effective national training-resource in integrated nonformal education.

1.2. Description

The project presented here proposes to establish in the Ethiopian Women's Association (EWA) a capacity for training local government leaders and other development agency personnel working with them to deliver integrated nonformal education services to the grassroots level adults of Ethiopia. Local leaders and other agency personnel will be able to more effectively involve adults in the process of their own social and economic development. They will be able to assist women and men to identify some of their urgent problems and become involved in seeking and implementing solutions to these problems.

The proposed project builds upon, extends, and modifies a project that has been underway since July 1973 in which WE has been providing training assistance to EWA's IFLE Project, an integrated nonformal education program which now involves approximately 1,000 adults in eight urban, semi-urban, and rural sites. WE's training has been provided to about 35 IFLE staff members (central office and field staff) who have been assisted in designing, implementing, and evaluating an integrated nonformal education program which responds to some of the vital daily concerns of the adults participating in the program.

Since the establishment of a new socialist regime in 1974, the Provisional Military Government of Ethiopia (EPMG) has been involved in restructuring the basic social fabric of the country. A significant aspect of the changes now taking place has been the creation of a local government structure -- urban dwellers (kebele) and peasant associations -- which has major responsibilities for social and economic development in Ethiopia. To support the emerging adult education and development

plans and activities of the kebeles and peasant associations, IFLE proposes to integrate its nonformal education program into the local government structure and train community leaders and other agency personnel working with them to deliver nonformal education services to grassroots level adults.

1.3. Outputs

The project will contain the following major activities:

1. All IFLE field activities will be planned, implemented, and evaluated in collaboration with the education and development committees of the kebeles and peasant associations.
2. 300 Level I and 200 Level II classes will be conducted in the eight urban, semi-urban, and rural sites now involved in IFLE activities. Group leaders will be trained to conduct these classes. Self-help and income-generating activities will continue to be encouraged.
3. Four new rural sites will be selected for intensive community development activities. Community development teams will be trained to conduct Level I and Level II classes and initiate self-help and income-generating activities. New strategies for participation in these activities will be designed, implemented, and evaluated.
4. Twelve workshops will be conducted for local government leaders and personnel from other agencies in the process, strategies, and techniques of integrated nonformal education for adults.
5. New nonformal education training materials for local leaders and other agency personnel will be designed, produced, and distributed.
6. IFLE's evaluation system will be revised and adopted for use in the new project.

At the end of the project, it is anticipated that:

1. EWA will have the capacity to:
 - 1.1. continue training local community leaders and personnel from other development agencies in the process and techniques of integrated nonformal education for adults; and
 - 1.2. revise and refine its body of tested nonformal education techniques and apply the results to new situations.

2. Kebeles and peasant associations will have the capacity to deliver integrated nonformal education services to grassroots level adult and initiate self-help and income-generating activities.

2. PROJECT BACKGROUND

2.1. Introduction

The Integrated Family Life Education Project (IFLE), sponsored by the Ethiopian Women's Association (EWA) and assisted by World Education (WE), is a project organized to demonstrate some ways of improving the quality of life and produce responsible citizens in urban, semi-urban, and rural areas in Ethiopia by implementing integrated action-oriented education programs. This project was conceptualized at a Family Life Education Seminar held in Nairobi, Kenya, October 16-29, 1972 and sponsored by WE in cooperation with the International Council for Social Welfare. When the members of the Ethiopian delegation returned to Addis Ababa, they discussed the concepts and approaches of integrated family life education with various public and private agencies. It was decided that EWA was best suited to sponsor IFLE. EWA is a private nonprofit organization which was founded in 1934 and chartered in 1941. It operates in thirteen administrative regions. EWA has a special responsibility to respond to the needs of the Ethiopian women but works within the context of the entire family.

In the past EWA's primary activities were:

1. assistance for destitute children and mothers;
2. provision of health services for the indigent;
3. establishment of a home for orphans;
4. help for dependent widows;
5. educational services and training in child care and home care;
6. programs and projects to aid in advancing the status of women in Ethiopia.

It has 33 branches in the 13 administrative regions carrying out community services in education, health, and other self-help projects.

Since the overthrow of the feudal system and the establishment of the new social system, EWA is engaged in integrated nonformal education for families, female school dropouts, and adult women in general. It is also engaged in crafts and culture promotion among rural women. It encourages indigenous activity of the rural women in its 33 branches and finds market for their products.

It has 86 full-time and 21 part-time staff members and about 300 volunteers. About 900 women and men directly participate and benefit from the program yearly. The association runs the only school for adult women which has a two-year program with an annual intake of 100 women.

The history of IFLE activities and accomplishments will be reviewed below as well as its approaches and techniques for integrated economic and social development. The significant changes which have occurred in Ethiopia since late 1974, especially the ones which directly affect IFLE activities, will then be discussed. And finally, the direction of the proposed collaboration between EWA/IFLE & WE for the next five years (November 1, 1977–October 31, 1982) and WE's capabilities for providing technical assistance will be described.

2.2. IFLE: History, Approaches, and Activities

Since its beginning in July 1973, IFLE has attempted to respond to the following development needs and problems in Ethiopia:

- Too much dependence on subsistence farming and lack of cash-crop cultivation; and inadequate use of agriculture extension agents;
- unawareness of the relationships between family size and economic, health, and social well-being;
- unawareness of the relationships between concepts of government and social structure;
- very high illiteracy rate;
- the need for increased coordination and integrated efforts among various government and non-governmental agencies to improve family life;
- the need for increased integrated services in rural and urban areas;
- the need for better utilization of human and material resources through interagency cooperation and efforts.

IFLE has developed an integrated nonformal education approach for improving the quality of life of families living in the urban and semi-urban areas of Ethiopia. The approach involves adults in the on-going educational process of recognizing and diagnosing their own needs, identifying resources for meeting these needs, selecting and installing solutions, evaluating solutions to determine if they are solving needs, and revising solutions. Through IFLE's adult education activities, women and men have become actively involved in taking responsibility for their own economic and social development. They have discussed problems and solutions related to improved diets, agriculture, health, family planning and nutrition. They have learned to read, write, and carry out basic mathematical operations. They

have been assisted in gaining employment, and increasing their income through income-generating activities such as cooperatives. They have improved their indigenous skills, had leadership opportunities, and used extension services related to health, family planning, nutrition, and agriculture.

IFLE is actively managed by an Advisory Board. The Board's members are drawn from Ministries of Education, Agriculture and Settlement, and Health; The 'Zamatcha' Family Guidance Association of Ethiopia; Ethio-Swedish Pediatric Clinic; and Ethiopian Nutrition Institute. The Board gives guidelines regarding policies of the project and the government. It also gives assistance in technical aspects of IFLE as requested (e.g., Board members act as resource people in training workshops for group leaders).

Ever since its inception in 1973, IFLE has scored many achievements and undertaken numerous activities to assist urban, semi-urban, and rural people in the selected sites:

1. Six sites have been established consisting of three urban sites in Entoto (Addis Ababa), and the remaining three in semi-urban and rural sites, i.e., in Lumamie, Addis Alem, and Kuriftu (Wonji). Saba (in Entoto) and Kuriftu (Wonji) were established in early 1976. Two additional sites are now being established.
2. A baseline survey for the first three sites (Entoto, Addis Alem and Lumamie) was conducted by the Institute of Development Research of the Addis Ababa University in 1974. As the result of the feedback and evaluation system developed in early 1975, IFLE staff have developed their own community needs assessment profiles in the newer sites. The community profile has been revised and refined according to Project needs and plans.
3. Based on the life experiences and needs of urban, semi-urban, and rural people, an innovative curriculum and learner materials (Level I) were designed and produced to emphasize concepts in the areas of health, nutrition, family planning, agriculture, civics and literacy-numeracy. A group leaders' guide was also developed to accompany the Level I materials.
4. During Phase I (1973-1975), Level I materials were field-tested in classes for approximately 350 adults. Group leaders who facilitated the classes were trained in integrated educational concepts, and teaching approaches which emphasize learner participation.

5. During Phase II (1975-1977) Level I materials were revised. Suggestions from participants, group leaders, IFLE staff, and Board members resulted in the revision of thirty lessons. Changes in the numeracy lessons in line with participant needs were also made. The number of Level I lessons was condensed from eighty to seventy-one. The group leaders' guide was also revised in line with the revised learner materials.
6. Level II materials, "The Family Information Kit," have been recently designed and produced. The Kit contains forty-eight new topics related to health, agriculture, nutrition, and family planning. Due to delays in printing the materials, Level II classes have just begun (May 1977).
7. During Phase II, group leaders have been selected by the respective sites' community people and given training by IFLE staff in integrated education concepts and approaches in a series of three workshops - each workshop ranging from one week to twelve days, thus indicating direct community people participation in programs intended and designed for them.
8. A total of twenty Level I classes are now in operation in the selected urban, semi-urban and rural sites. Since July 1973, a total of one thousand five hundred adult participants have been trained by IFLE in the selected sites.
9. IFLE's program is interpreted through:
 - a) Evening classes which comprehend literacy-numeracy teaching and basic concepts of health, nutrition, family planning, agriculture, and civics.
 - b) Self-help and cooperative formation. The participants are encouraged to form cooperatives during and after their courses. The types of cooperation include spinning, weaving, food production and processing, crafts (e.g., leather), cooperative shops, pottery making, 'Equib', 'Edir', etc.
 - c) Income-generating cooperatives have been established in all of the urban and semi-urban sites. The vegetable gardening cooperatives in Saba centre (Entoto) and Addis Alem, for instance, have generated substantial profits. Craft products of the cooperatives are marketed through EWA's craft shops in Addis Ababa.

- d) Many IFLE participants, particularly in the urban centres, have been able to get employment opportunities after having completed IFLE programs.
 - e) Participants have become aware and alert to services imperative to the improvement of their life - e.g., Lumamie's request for family planning and mother and child health (MCH) clinics; Kuriftu's and Lumamie's request for clean water; some sites in Entoto seeking for clinic and MCH services, etc. as well as increased requests for literacy classes.
10. IFLE had developed a feedback system which assists the staff to see the program's direction. It also gives an idea about how the program is being carried out daily, weekly, monthly, and in every cycle. Feedback data assists IFLE's staff to correct problems that may crop up which affect the project's development. The feedback system also aids in planning activities that need to be carried out. In addition, it is helpful in assessing if the project is proceeding in line with its objectives. In general, the feedback system serves as a mechanism both for formative and summative evaluation. The feedback instruments have been revised and refined in accordance with field experiences and the project's plans.
 11. IFLE has acted as a resource center for various agencies in integrated action-oriented concepts and methods of education for adults through providing training to other agency personnel, kebele and peasant association representatives; providing learner and leader materials to agencies such as the 'Zamatcha', Extension and Project Implementation Department (Ministry of Agriculture), and Foster Parents Plan International.

During Phases I & II, WE has provided technical assistance to IFLE primarily by training its staff in the concepts and approaches of integrated nonformal education for adults; techniques for designing educational curricula, learner and group leader materials, instructional methodologies which stress learner participation, and a feedback/evaluation system; and strategies for sound program management. This training has been provided by WE staff and consultants during IFLE staff training workshops or in informal working sessions with IFLE staff.

2.3. Ethiopia: Local Government and Development

With the overthrow of the centuries' old feudal regime, the Provisional Military Government of Ethiopia (EPMG) has brought about radical changes that have led to the restructuring of the bulk of the social fabric thus (1) altering the traditional land tenure system and proclaiming land to the tiller; (2) legislating the formation of farmers' associations in order to protect and meet the needs of the peasants; (3) created urban dwellers associations in order to carry out urban

reforms thus entrusting the kebeles with the responsibilities of local government and development and education which includes adult education; and (4) proclaimed that schools be administered and controlled by the people with the following view:

To carry out and effectuate the national development program in line with the National Democratic Revolution Program, it is deemed necessary to have the participation of the people at all levels.¹

In light of the radical social, political, and economic changes the country is undergoing, the EPMG has addressed itself to the most urgent and basic development objectives:

Only through a coordinated and concentrated attack on the causes and results of underdevelopment can a significant and positive departure from the present miserable and deplorable economic situation be achieved.

The most important and immediate task in the economic sphere is that of increasing production to satisfy the basic needs of the people... Ethiopia is a poor country where the forces of production are at a low level of development with the attendant shortage of investible surplus and low level of development of technology. It is therefore self-evident that, even though the people of Ethiopia will and must rely on themselves as much as possible, there are certain areas, ventures, and problems which they cannot tackle alone or without the participation of foreign capital, technology and know-how.²

Considering the fact that the poorest majority of the Ethiopian masses had little or no chance to actively participate in determining their own affairs during the past regime, self-help projects and programs involving the grassroots people geared toward improving the quality of life were almost non-existent. Hence, the grassroots level people were subjected to object dependence for centuries.

¹GOE, Proclamation to Provide for the Administration and Control of Schools by the People, Proclamation No. 103, 1976, p.68.

²GOE, Declaration on Economic Policy of Socialist Ethiopia, Addis Ababa, 1975, pp. 3-5.

Urban Development Program

The EPMG's determination and commitment to break this age-old dependence and servitude through national programs throws a ray of hope on the betterment of people's lives who constitute the poorest majority by providing them with adequate means to identify their urgent development problems and to become involved in seeking and implementing solutions to those problems:

... It is necessary to consolidate the foundations laid by the Government Ownership of Urban Lands and Extra Urban Houses Proclamation providing for urban dwellers to get organized in "kebele," Higher, and Central Associations and run their own affairs, solve their problems, and directly participate in political, economic and social activities.

It is believed that the organization of the broad masses of urban dwellers in kebele, Higher, and Central Associations enabling them to directly take over the municipal administration of urban centers will not only enhance the organizational set-up of the people but will also improve their due participation in development projects;

... This type of set-up will enable the people to run their own affairs and prevent wastage of their time...³

This Government proclamation delineates the following functions and activities to be undertaken by the urban dwellers associations. These include:

- ... (1) to enable the broad masses of urban dwellers to administer their own affairs;
- ... (2) to assist and encourage the formation of women's and other associations necessary for the effective accomplishment of its objectives;
- ... (3) to enhance the development of the community by making the people participate in the activities of the associations and government-initiated projects;
- ... (4) to establish, in cooperation with the concerned institutions, people's shops and other services, and encourage and give the necessary assistance for the establishment of cottage industries and other cooperative societies by mobilizing the community...

³GOE, Urban Dwellers' Associations Consolidation and Municipalities Proclamation, Proclamation No. 104, 1976, pp. 75-80.

- ... (5) to eradicate illiteracy within the kebele;
- ... (6) to conduct educational activities on hygiene and cleanliness; and to take the necessary measures to ensure the cleanliness of the kebeles...⁴

Rural Development Program

Beginning with the land reform proclamation in 1975, the EPMG has addressed itself to the urgent development problems of the rural people who constitute the majority of the Ethiopian population.

Having realized that "in countries like Ethiopia where the economy is agricultural, a person's right, honour, status and standard of living is determined by his relation to the land," it was found "necessary to provide work for all rural people... increase rural income, and thereby lay the basis for expansion of industry and the growth of the economy by providing for the participation of the peasantry in the national market."

This resulted in the proclamation of public ownership of rural lands. Under government decree the peasants of rural Ethiopia are organized into peasant associations. Each peasant association is organized within an area of a minimum of 300 hectares (20 gashas). The peasant associations are entrusted with the following functions:

- (1) To distribute land to farmer tenants, to evicted tenants, to persons who reside in the area or who come from outside the area, etc.;
- (2) to follow land use directives to be issued by the Government;
- (3) to administer and conserve any public property within the area especially the soil, water and forest;
- (4) to establish judicial tribunals to hear land disputes;
- (5) to establish marketing and credit cooperatives and other associations... which could help farmers to cooperate in manual and other works;

⁴GOE, Urban Dwellers' Association Consolidation and Municipalities Proclamation, Proclamation No. 104, 1976, pp. 75-80.

(6) to build with the cooperation of the Government schools, clinics and similar institutions necessary for the area;

(7) to undertake villagization programmes...⁵

In a related government proclamation on the organization and consolidation of peasant association (No. 71, 1975) it has been stated that "it is necessary that the broad masses... administer their own affairs, solve their own local problems and participate directly in the political, economic and social movement."

Peasant associations, in addition to the previous functions given to them, are also responsible:

1. to enable peasants to secure and safeguard their political, economic and social rights;
2. to enable the peasantry to administer itself; ...
3. to establish cooperative societies, women's associations, peasant defense squads and any other associations that may be necessary for the fulfillment of its goals and aims;
4. to enable the peasantry to work collectively and to speed up social development by improving the quality of the instruments of production and the level of productivity.⁶

2.4. IFLE: 1977-1982

In November 1976, IFLE and WE jointly reviewed:

- all aspects of IFLE, especially the effects it has had on the adults participating in its classes and self-help and income-generating activities;
- the implications of the EPMG's local government reforms and development strategies for IFLE's activities and future plans; and

⁵GOE, A Proclamation to Provide for the Public Ownership of Rural Lands, No. 31, 1975, pp. 96-97.

⁶GOE, Proclamation No. 71, 1975, pp. 108.

- IFLE's concern about using its capabilities and resources efficiently for the effective political, social and economic development of grassroots-level families in Ethiopia.

IFLE approaches and activities strongly support the EPMG's development policies. Of special note, IFLE stresses the importance of women and men taking responsibility for their own development. Through IFLE classes, adults are encouraged to think about and discuss their critical problems, and identify solutions for some of these problems. And through participation in self-help project, income-generating activities, and other forms of community action, they discover that they can improve the quality of their lives by their own efforts and resources. According to a recent evaluation of IFLE activities:

"... the program has matured into a serious development effort with many supporters in and out of government. The reason for the program's widespread acceptance is the apparent success of its integrated approach and the many graduates whose lives have been changed since they began to participate in IFLE classes and development activities. This unique program has reached out to people who saw themselves as passed over; many of the participants believed that education was for the young. Now the views of the men and women who come to classes are easily summed up in one word, hope."⁷

Based on this review, WE proposes to assist IFLE develop its capability for training local government leaders and other development agency personnel working with them to deliver integrated nonformal education services. IFLE will continue supporting its activities in the eight urban, semi-urban and rural sites already established. However, it will integrate these activities into the newly emerging local government structure, and transfer the responsibility for carrying on these activities to the local kebeles and peasant associations. IFLE has already initiated this transfer process during the past year or so as the local government structure has taken shape and its responsibilities have become more clearly defined.

More specifically, IFLE will work with the education and development committees of the kebeles and peasant associations in planning, implementing, and evaluating its field activities. IFLE will introduce its integrated educational concepts, approaches, and experiences to the members of these committees. IFLE will train group leaders recruited by these committees; assist income-generating and self-help activities selected by adult learners but supported by the committees; and facilitate the coordination of services and resources through the committees.

⁷John J. Pettit, Integrated Family Life Education Project Assessment, January 1977, p.1. (This report is a current assessment of all aspects of IFLE activities.)

IFLE will also select four new rural sites in which it will facilitate intensive community development activities based on its integrated educational approach to economic and social development. These sites have not yet been identified, but they will be small communities (approximately 100 families) with agricultural potential and situated near the already existing urban, semi-urban, and rural sites. During the first year of the proposed project, activities will be initiated in two communities; during the third year, in the remaining two communities.

As just described, IFLE will introduce its assistance and always work through the education and development committees of the kebeles or peasant associations in these rural sites. In addition to classes, IFLE will stress activities which foster the economic and social development of individuals and the communities. Strategies for involving adults in self-help and income-generating activities will be designed, implemented, and evaluated. A substantial amount of the self-help funds requested for this project will be used to assist this new initiative in the small rural communities.

To support its field activities in both rural, semi-urban, and urban sites, IFLE will design, field-test, and produce an array of training materials for community leaders and personnel of other development agencies working with them. These materials will be self-instructional and focus on the process, approaches, and methodologies of integrated family life education. The materials will be available for wide dissemination to community leaders and other agency personnel in other parts of Ethiopia. In addition, IFLE will conduct twelve workshops for community leaders and other agency personnel (25-30 participants each) in integrated nonformal education for economic and social development.

WE will assist the project primarily by providing short-term training assistance to IFLE staff members. It is anticipated that WE staff and nonformal education specialists will facilitate staff training in project planning and management, training materials design, evaluation, and community action techniques. Since the project is expanding significantly both substantively and financially, it is critical for WE to continue providing technical assistance to IFLE staff and monitoring project implementation. As IFLE develops its capacity to become a national training resource, IFLE staff members will need additional training in the techniques of designing training materials and training methodologies, conducting training workshops, refining the feedback and evaluation system, initiating community action, and planning/managing project activities.

WE is uniquely qualified to continue providing technical assistance to IFLE. WE staff and nonformal education specialists are trainers in the process, techniques, and strategies of integrated nonformal education for the economic and social development of individuals and communities. As described in more detail in the next section (see 2/5), the process evolved by WE during the past ten years focuses

on adult learners' participation in the process of improving the quality of their own lives. IFLE methodologies and activities are built on this process evolved by WE. IFLE activities have been supported and encouraged by the EPMG largely because of the philosophical foundations of its approaches and methodologies. IFLE's capacity to use these approaches and methodologies in field activities has been transferred from WE to IFLE staff members. What now remains is to complete the process of transferring WE's training capacity to IFLE. In addition to providing the professional services of its staff and consultants, WE will facilitate communication between IFLE, its other projects in developing countries (especially in Africa), and other relevant public and private agencies.

2.5. World Education's Experience

World Education is a private agency founded in 1951. A nonprofit tax-exempt organization, it offers professional services and development assistance in nonformal education to other agencies, public and private. For twenty-five years, and on an expanded scale in the past eight years, World Education has been engaged in the field of nonformal integrated functional education for adults in developing countries. Since 1973, World Education has also provided technical assistance to programs in the United States.⁸

World Education's initial interest was in functional literacy. In recent years, World Education has become increasingly aware of the links between development crises - food, population, environment - and of the need to seek integrated solutions. The process evolved by World Education - which includes designing, implementing, and evaluating functional education programs - integrates critical content areas into the curriculum. These include food production, health, nutrition, family planning, income generation, and skills training. The process also integrates the delivery of services - e.g., health, literacy classes, agricultural extension - to support these content areas.

This process begins by involving adults in an assessment of their most urgent concerns. The education program that is subsequently designed responds to these needs. Then teaching strategies and learning materials are designed and tested. The teacher-training techniques introduced stress the importance of adults' taking an active part in solving their own problems.

⁸World Education is registered with the United States State Department Advisory Committee on Voluntary Foreign Aid and has been a member of the International Council of Voluntary Agencies in Geneva. It is listed with the UN Office of Public Information, and has status with the United Nations Economic and Social Council, UNESCO, UNICEF. Copies of World Education's Annual Reports, evaluation reports done by USAID in 1973 and 1976, and other publications are available on request.

Working in partnership with public and private agencies in Asia, Africa, Latin America, and the United States, World Education provides technical assistance to strengthen an agency's capability for delivering quality educational programs. Most of these programs are directed to men and women in rural areas. After withdrawing its technical assistance, World Education aims to leave behind a cadre of trained staff members who are themselves able to continue and extend the entire process of nonformal integrated education for adults.

The technical assistance offered by World Education staff and consultants usually takes the form of training of various levels of staff in the host agencies. Training sessions have been held for planners and administrators, trainers and supervisors, extension workers and facilitators. The training focuses on developing various skills: program planning, design, implementation, documentation and management; instructional materials and methodologies; evaluation procedures and feedback systems; and group dynamics. Special emphasis is given to the process of communicating the content of specific areas such as food production, health, nutrition, family planning, income generation, and skills training.

During the past eight years, World Education's worldwide program lists, in quantitative terms, the following accomplishments:

- 41 country analyses
- 81 preliminary project designs
- 59 completed project designs
- 30 demonstration project planned
- 18 demonstration projects activated
- 13 regional workshops and seminars held
- 225 in-country training workshops conducted
- 840 program planners and administrators trained
- nearly 6,000 facilitators trained for demonstration projects
- more than 1,300 demonstration sessions held involving over 30,000 learners
- nearly 300,000 copies of 59 publications produced and distributed to a mailing list of 6,000, over 60 percent of whom live in the developing world.

Regional representatives were placed in Asia (1973) and in Latin America (1974). This increased regional presence led to a doubling of requests for technical assistance. Since all of these requests could not responsibly be handled, World Education has tried to select activities that hold promise for innovation, wide impact, and replicability.

3. PROJECT ANALYSIS

3.1. Economic Effects

This project aims to develop in EWA an institutional capability to train local community leaders and other agency personnel to deliver integrated nonformal education services to grassroots level adults living in urban, semi-urban, and rural areas. It has, at the same time, unlimited potential for having a major impact on the lives of the adults who take part in IFLE activities. IFLE will train leaders of the kebele and peasant association and personnel from other agencies in the approaches and techniques of integrated nonformal education. As it does, it will develop their capacity to use these approaches and techniques as a mechanism for integrated economic and social development.

The 10,000 adults who participate directly in IFLE activities, and the even larger number who will be influenced indirectly (100,000), will acquire new knowledge, skills, and attitudes. This will lead, in turn, to improving the quality of their lives as individuals, families, and communities. They will discuss critical problems in health, nutrition, agriculture, and family planning; explore solutions for solving some of these problems; become literate and able to carry out basic mathematical operations; be encouraged to use extension services and other community resources; and be assisted in taking action to solve problems either through self-help projects, income-generating activities, or another form of community action. In turn, these adults will be able to play a more active role in developing their kebeles and peasant associations.

Assuming local community leaders acquire the capacity to deliver integrated nonformal education services to grassroots-level adults, they will be able to involve a significantly larger number of women and men in their kebeles and peasant associations in modified/replicated IFLE activities within three to five years. Similarly, assuming the integrated nonformal education training capability is institutionalized in EWA, IFLE staff will be able to continue training local community leaders and personnel from other agencies. Those trained will then be able to organize/stimulate integrated nonformal education activities to improve the quality of life in their communities. As EWA's training cycle is repeated, the economic and social benefits of IFLE activities could reach tens of thousands more grassroots level adults throughout Ethiopia within the next ten years.

Initial project development costs may be high but the long-term effectiveness of the project does not depend upon the use of expensive technology. Rather it primarily depends on EWA's decision to continue training local community leaders and other agency personnel who subsequently are willing to use the approaches and techniques of integrated nonformal education to improve their communities.

3.2. Technology

The technology (educational materials, instructional methodologies, evaluation system, etc.) that has been developed, field-tested, and modified during the present collaboration between IFLE and WE will continue to be used and diversified during the proposed project. Essentially indigenous, the process employed in designing, producing, and revising the technology ensures its appropriateness and usefulness for local community leaders, personnel for other agencies, and grassroots level adults participating in IFLE activities.⁹ Succinctly, the technology is designed to respond to the expressed urgent concerns of the target adult group; the actual production is carried out primarily by IFLE staff (central office and field staff) who are knowledgeable about the expressed concerns of grassroots-level adults—only locally available materials are utilized; and revision and modification are based on the adults' and IFLE staff members' assessment of its relevance and effectiveness. This "feedback loop" is essentially indigenous. The process is cyclical and will take place throughout the life of the project.

Given its experience in the present collaboration, IFLE is well qualified to continue designing, producing, and modifying the technology envisaged for the proposed project. In addition, IFLE staff members will be supported by fourteen person-months of technical training assistance from WE. (For a description of WE's technical capabilities, see pp. 14-16 above).

3.3. Implementing Agency

EWA will be the primary implementing agency for the proposed project. EWA is particularly well-suited to direct this endeavor. For years, through its branches located in many parts of the country, EWA has provided services for grassroots level families (clinic, schools, kindergartens, etc.), and encouraged women to become involved in their own social and economic development. And, in its four-year collaboration with WE, EWA has demonstrated its commitment to acquiring new approaches and techniques for integrated nonformal adult education.

⁹ A recent assessment of IFLE activities confirms the appropriateness and effectiveness of its technology; see IFLE Project Assessment, (January 1977), Chapter III.

As already discussed (see 3/1 above), the proposed project is directed at developing in EWA an institutional capability for training local community leaders and other agency personnel to deliver integrated nonformal education services to women and men (the poorest majority) which will improve the quality of their lives as individuals, families, and communities. Grassroots level adults will have the opportunity to acquire new knowledge, attitudes, and skills related to increasing food production, more nutritious diets, better health and childcare, more manageable family size, and raising income. In this project, activities will be directed as much to women as to men, encouraging women to work together with men to improve the quality of life for themselves and for their families. Based on the experience of the past four years, it is anticipated that approximately 70% of the participants in the proposed project will be women.

3.4. Other Considerations

The proposed project carefully follows USAID's Guidelines Governing Funding for Private and Voluntary Organizations in Connection with Development Assistance under the Foreign Assistance Program. More specifically, the project will:

1. Have a direct impact on the women and men in Ethiopia who constitute the "poorest majority" (see 2.2., 3.1., and 2.3. above).
2. Complement the development efforts and activities of other agencies operating in Ethiopia. For example,
 - a) the Ministry of Education's Nonformal Education Program for Adults could incorporate some of IFLE's approaches and techniques in its activities.
 - b) IFLE assists and extends the capability of the Ministry of Health and the Family Guidance Association in training grassroots level adults in matters related to health and family planning.
 - c) IFLE will provide training in the approaches and techniques of integrated nonformal education for the personnel of other development agencies.

3. Have potential for reaching large numbers of grassroots level adults within the next ten years as EWA develops and utilizes its capability to train local community leaders and other agency personnel in integrated nonformal education (see 3.1.).
4. Have potential for wide scale application based on domestic resources (see 3.1. above and 3.5. below).

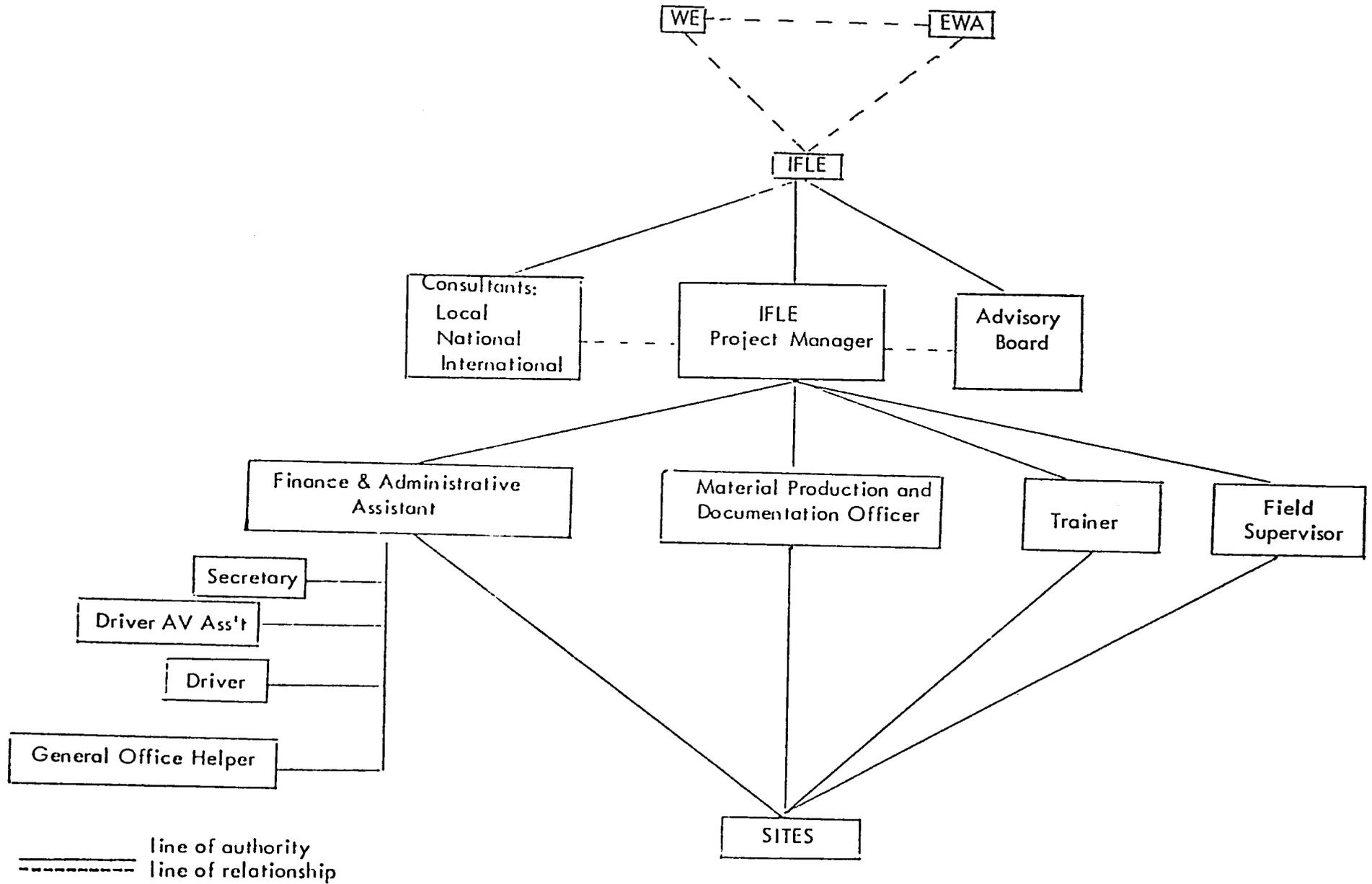
3.5. Institutionalization

As previously indicated (see 3.1. above) the proposed project is directed at developing EWA's institutional capability. All efforts and activities will be focused on (1) assisting IFLE staff to train local community leaders and other agency personnel in the approaches and techniques of integrated nonformal education for economic and social development; and (2) transferring this training capability to EWA for use in its future training activities.

There is a very reasonable chance that this training capability will be institutionalized with domestic resources. The responsibility for carrying out and continuing IFLE field activities will have been transferred to the education and development committees of the kebeles and peasant associations in the sites; their local leaders will have been trained to assume this responsibility. The replication of IFLE activities beyond the life of the project will depend upon the willingness of the EWA-trained local community leaders and other agency personnel to initiate and support these activities. Consequently, the annual cost of maintaining a nonformal education training unit will be significantly lower than the average annual cost of this proposed project.

At this time, though, it is difficult to specify exactly where this training capacity will be institutionalized. Although the EPMG supports EWA's activities, respects its capabilities, and appreciates its focus on the development of women, it has not yet decided whether EWA's contribution can be better made as private or public agency. If EWA remains as a private agency, IFLE's training capability will be institutionalized there. If EWA is integrated into a government agency such as the Ministry of Labor and Social Affairs or the Ministry of Education, it is likely that IFLE's training capability could be integrated into and support the larger training activities of that Ministry. Alternatively, EWA could be integrated into one government agency and IFLE's training capability into another government agency.

ORGANIZATIONAL CHART



EWA and IFLE staff members recognize the importance of institutionalizing IFLE's training capability. At the same time, there is strong support for IFLE both in and out of government. As this proposed project is implemented, EWA will take the necessary steps to ensure that its future role is defined and IFLE's training capability institutionalized.

3.6. Beneficiaries

IFLE in an extensive project designed to reach the poorest majority. The 10,000 direct IFLE participants who constitute the beneficiaries of the Project will be able to acquire new knowledge, skills and attitudes in the areas of agriculture, health, nutrition, family planning, literacy and numeracy.

Since decision-making at the community level has been entrusted by the EPMG to the urban dwellers and peasant associations to "run their own affairs, solve their own problems, and directly participate in political, economic and social activities," they are responsible for the development and education programs in their areas. IFLE addresses its activities to the people through the kebele and peasant associations (which act as supportive as well as the legal governing and change agents of the communities).

IFLE participants resident in the selected kebeles and peasant associations will be able to actively participate in their kebeles and peasant associations' administrative and development activities with their acquired skills, knowledge, and attitudes in addition to the improved qualities of lives they will be able to lead for themselves. IFLE's training of the kebele and peasant association officials - in the areas where they need assistance - will also enhance better decision-making at the community and grassroots level.

4. PROJECT DESIGN AND IMPLEMENTATION

4.1. Introduction

IFLE is planned to be a sixty-month activity (November 1, 1977-October 30, 1982).¹⁰ WE will enter into a subcontract agreement with the Ethiopian Women's Association (EWA) to carry out the proposed project. The agreement will delineate IFLE's objectives and implementation schedule, and contain a

¹⁰ Although the inclusive dates for the present two years sub-contract agreement between EWA & WE are December 15, 1975-December 14, 1977, WE requests permission to start the proposed project on November 1, 1977. Because of delays in negotiating the present contract between WE & USAID, it was necessary for WE to obtain authorization to reimburse EWA \$3,000 for local salaries and fringe benefits incurred subsequent to November 1, 1975, and prior to the effective start-date of the new agreement (see contract No. AID/afr-G-1196). If the proposed project does not begin on November 1, 1977, EWA will not be able to pay IFLE staff salaries. WE does not have sufficient private funds to cover these costs.

budget to cover the costs which IFLE will incur in Ethiopia. WE will make subgrant payments to IFLE on a quarterly basis. IFLE will be expected to submit to WE quarterly financial reports and semi-annual programmatic reports. (This method has been successfully employed in WE's past and present collaboration with EWA/IFLE.)

WE will make available to IFLE the professional services of its staff and short-term nonformal education specialists to assist in implementing various components of the project (up to fourteen person-months). During their visits to Ethiopia, WE staff and consultants are expected to train IFLE staff members in the process and techniques of conducting integrated nonformal education programs. This training will facilitate the transfer of technical capabilities in nonformal education to IFLE. It is anticipated that three person-months will be allocated to training in project planning and management; four person-months to training materials production and training methodologies; and three-and-a-half person-months to self-help and income-generating activities; and three-and-a-half months to evaluation.

WE's African Regional Representative will be responsible for monitoring the implementation of this project. The Representative will carry out this responsibility primarily through (1) semi-annual visits to the project; (2) correspondence with IFLE's Project Manager; (3) assessment of project reports, especially evaluation and consultant reports.

4.2. Evaluation and Documentation

Evaluation will be an on-going process throughout the life of the project, especially to determine the impact on the social and economic development of the adults involved in project activities. Each component of the project will be carefully and regularly monitored and reviewed. At the outset, the feedback and evaluation system now operating in IFLE will be revised and modified to incorporate an assessment of the new project components. The evaluation system will provide continuous feedback about the process and results of implementing the various components of the project. There will be a continual and comprehensive effort made to gain as much knowledge as possible from the implementation of this project. These data will be regularly assessed and used to make any necessary adjustments in the project's overall design, implementation strategies, and management procedures, and also serve as a vehicle for documenting the project fully.¹¹

¹¹ Documenting and disseminating the results of its field activities (projects, workshops, etc.) is one of the three major interlocking goals of WE.

IFLE staff members will be responsible for collecting and analyzing the feedback data on a regular basis, and making the necessary programmatic and administrative adjustments in the project's operations. Toward the end of each project year, a WE staff member or consultant will assist the IFLE in compiling a comprehensive annual evaluation report.

WE would welcome USAID's evaluation of IFLE activities. These outside evaluations, a mid-point and terminal evaluation, have been scheduled and budgeted for in the project's financial plan.

4.3. Activity Schedule

All field activities described below will be planned, implemented, and reviewed in collaboration with the education and development committees of the kebeles and peasant associations responsible for the particular sites. The planning and review process will be carried out respectively, at the beginning and end of each phase. In general, the first six months of the project (Phase 1) will be used for planning and preparation of materials for project activities, recruitment of new staff, etc.

1. Phase 1: November 1, 1977-April 30, 1978

a) Established Sites (8)

- Plan activities which will commence in Phase 2.
- Produce 15,000 sets Level I materials.
- Produce 9,000 sets Level II materials.

b) Rural Community Development Sites (2)

- Select two new rural sites for intensive community development activities.
- Collect and analyze data for developing community profiles.

c) Training for Community Leaders & Other Agency Personnel

- Design self-instructional training materials.

d) Evaluation

- Revise/refine and use instruments for collecting data about the process and results of implementing various project components, including the new components. Analyze data and make any necessary adjustments in project design, implementation strategies, and management procedures.

2. Phase 2: May 1–October 30, 1977a) Established Sites (8)

- Conduct pre-service training workshop for group leaders.
- Organize/conduct 30 Level I classes.
- Organize/conduct 20 Level II classes.
- Initiate self-help and income-generating activities: establish criteria and procedures for disbursing funds, receive and evaluate requests for funds; disburse funds.
- Conduct in-service training workshop for Level I and Level II group leaders.

b) Rural CD Sites (2)

- Select CD teams for each site (each team contains a leader and three fieldworkers).
- Conduct three months training for the CD teams; this training will be conducted in the field.

c) Training for Community Leaders & Other Agency Personnel

- Produce and distribute 500 sets of self-instructional training materials.

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.
- Prepare annual evaluation report.

3. Phase 3: November 1, 1978 -April 30, 1979a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (2)

- Conduct one month training for CD teams.
- Conduct 3 Level I classes in each site.
- Initiate self-help and income-generating activities: establish criteria and procedures for disbursing funds; receive and evaluate requests for funds; disburse funds.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.

4. Phase 4: May 1-October 30, 1979a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (2)

- Conduct 1 Level II class at each site.
- Initiate/continue self-help & income-generating activities.

c) Training for Community Leaders & Other Agency Personnel

- Revise self-instructional training materials, and produce 2000 sets.
- Conduct one workshop for other agency personnel (25-30 participants).
- Conduct one workshop for community leaders (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.
- Prepare annual evaluation report.

5. Phase 5: November 1, 1979-April 30, 1980a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)First two sites:

- Conduct one month training for CD teams.
- Conduct 3 Level I classes at each site.
- Initiate/continue self-help & income-generating activities.

Two new sites:

- Select two new rural sites for intensive community development activities.
- Collect and analyze data for developing community profiles.

c) Training Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.
- Conduct outside evaluation (USAID).

6. Phase 6: May 1-October 30, 1980a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)First two sites:

- Conduct 1 Level II class at each site.
- Initiate/continue self-help & income-generating activities.

Two new sites:

- Select CD teams for each sites (each team contains a leader and three fieldworkers).
- Conduct three months training for the CD teams; this training will be conducted in the field.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel (25-30 participants).
- Conduct one workshop for community leaders (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.
- Prepare annual evaluation report.

7. Phase 7: November 1, 1980-April 30, 1981

a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)

First two sites:

- Conduct 3 Level 1 classes at each site.
- Initiate/continue self-help and income-generating activities.

Two new sites:

- Conduct one month training for CD teams.
- Conduct 3 Level 1 classes at each site.
- Initiate self-help and income-generating activities:
establish criteria and procedures for disbursing funds;
receive and evaluate requests for funds; disburse funds.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel
(25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.

8. Phase 8: May 1-October 30, 1981

a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)All Sites:

- Conduct 1 Level II class at each site.
- Initiate/continue self-help and income-generating activities.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel (25-30 participants).
- Conduct one workshop for community leaders (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.
- Prepare annual evaluation report.

9. Phase 9: November 1, 1981-April 30, 1982a) Established Sites (3)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)All sites:

- Conduct 3 Level I classes in each site.
- Initiate/continue self-help & income-generating activities.

New sites:

- Conduct one month training for CD teams.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agencies personnel (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operations.

10. Phase 10: May 1, 1982–October 30, 1982

a) Established Sites (8)

- Same as Phase 2 (a) above.

b) Rural CD Sites (4)

All sites:

- Conduct 1 Level II class in each site.
- Initiate/continue self-help & income-generating activities.

c) Training for Community Leaders & Other Agency Personnel

- Conduct one workshop for other agency personnel (25-30 participants).
- Conduct one workshop for community leaders (25-30 participants).

d) Evaluation

- Collect/analyze feedback data; apply results to project operation.
- Prepare final comprehensive evaluation report.
- Conduct outside evaluation (USAID).

V. FINANCIAL PLAN:

The implementation of this Project requires a total minimum expenditure of US\$2,927,603 over a sixty month period. The Operational Program Grant Request is for US\$1,205,263. In addition, several sources (GOE, EWA, etc.) will contribute US\$1,722,340 for personnel, facilities, equipment, transportation, and self-help and income-generating activities. A summary of the budget is given below:

	YR. I	YR. II	YR. III	YR. IV	YR. V	TOTAL
A. COUNTERPART BUDGET						
1. Personnel	70,494	7,494	82,494	82,494	82,494	388,470
2. Facilities	18,470	18,470	18,720	18,720	18,720	93,100
3. Equipment/Materials	1,750	1,750	1,750	1,750	1,750	8,750
4. Transportation	900	900	900	900	900	4,500
5. Self-help & Income-Generating Activities	82,215	108,415	160,615	210,790	235,790	797,825
Sub-total	173,829	200,029	264,479	314,654	339,654	1,304,645
Contingency (10%/yr.)	17,383	20,003	26,448	31,465	33,965	130,465
Sub-total	191,212	220,032	290,927	346,119	373,619	1,435,290
Inflation (20%/yr.)	--	44,006	58,185	69,224	74,724	287,050
TOTAL	191,212	264,038	349,112	415,343	448,343	1,722,340

B. FOREIGN ASSISTANCE (OPG)

31.

1. Technical Assistance Costs (WF)

1.1. Personnel	7,380	7,380	7,380	7,380	7,380	36,900
1.2. Benefits	1,328	1,328	1,328	1,328	1,328	6,640
1.3. Direct Administrative Costs	3,321	3,321	3,321	3,321	3,321	16,605
1.4. Consultant Services	8,125	8,125	5,625	5,625	5,625	33,125
1.5. Travel	6,250	6,250	5,000	5,000	5,000	27,500
1.6. Perdiem	3,325	3,325	2,625	2,625	2,625	14,525
1.7. Evaluation	-	-	6,100	-	6,100	12,200
1.8. Project Documentation	2,000	2,000	2,000	2,000	2,000	10,000
1.9. Other Direct Costs	1,200	1,200	1,200	1,200	1,200	6,000
Sub-total	32,929	32,929	34,579	28,479	34,579	163,495
Contingency (10%/yr.)	3,293	3,293	3,458	2,848	3,458	16,350
Sub-total	36,222	36,222	38,037	31,327	38,037	179,845
Inflation (20%/yr.)	-	7,244	7,607	6,265	7,607	28,723
T O T A L	36,222	43,466	45,644	37,592	45,644	208,568

	YR. I	YR. II	YR. III	YR. IV	YR. V	32 T O T A L
2. <u>Local Costs (IFLE Sub-Grant)</u>						
2.1. Personnel (salaries & benefits)	67,931	70,048	83,770	86,521	89,382	397,652
2.2. Travel	14,250	14,250	14,250	14,250	14,250	71,250
2.3. Training	13,900	19,000	22,800	19,000	19,000	93,700
2.4. Materials Design/Production	64,000	-	-	-	-	64,000
2.5. Evaluation	500	500	500	500	500	2,500
2.6. Self-help & Income-Generating Funds	6,000	11,000	11,000	16,000	16,000	60,000
2.7. Audio-Visual Equipment	6,000	-	-	-	-	6,000
2.8. Vehicles	33,800	6,300	6,300	6,300	6,300	59,000
2.9. Office Operations	9,800	6,800	6,800	6,800	6,800	37,000
Sub-total	216,181	127,898	145,420	149,371	152,232	791,102
Contingency (10%)	21,618	12,790	14,542	14,937	15,223	79,110
Sub-total	237,799	140,688	159,962	164,308	167,455	870,212
Inflation (20%)	-	28,138	31,992	32,862	33,491	126,483
T O T A L	237,799	168,826	191,954	197,170	200,946	996,695
OPG (TA & Local Costs)	274,021	212,292	237,598	234,762	246,590	1,205,263

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A L
TOTAL PROGRAM BUDGET	-----					
COUNTERPART	191,212	264,038	349,112	415,343	448,343	1,668,048
OPG	274,021	212,292	237,598	234,762	246,590	1,205,263

G R A N D T O T A L	465,233	476,330	586,710	650,105	694,933	2,873,311

I. COUNTERPART BUDGET

	YR. I	YR. II	YR. III	YR. IV	YR. V	TOTAL
<u>1. PERSONNEL</u>						
<u>EWA Headquarters Staff</u>						
- Secretary General (15%: 9 pm x \$665/month)	1,197	1,197	1,197	1,197	1,197	5,985
- Accountant (10%: 6 pm x 450/month)	540	540	540	540	540	2,700
- Handicraft Adviser & Marketing (15%: 9 pm x \$665/month)	1,197	1,197	1,197	1,197	1,197	5,985
<u>IFLE Advisory Board (10 members)</u>						
(5 yrs. x 12 days x 10 members x \$25/day)	3,000	3,000	3,000	3,000	3,000	15,000
<u>IFLE Sites (12)</u>						
- (15%: 9 pm x 10 community lead- ers x 10 sites x \$250/month)	45,000	45,000	45,000	45,000	45,000	225,000
- (15%: 5.4 pm x 10 community leaders x 2 sites x \$250/month)	-	-	9,000	9,000	9,000	27,000
- (5%: 3 pm x 10 extension offi- cers x 10 sites x \$250/month)	15,000	15,000	15,000	15,000	15,000	75,000
- (5%: 1.8 pm x 10 extension of- ficers x 2 sites x \$250/month)			3,000	3,000	3,000	9,000
<u>Training Resource People</u>						
(32 workshops x 10 people x \$15)	960	960	960	960	960	4,800
<u>Guards (3)</u>						
(5 yr. x 3 x \$1,200/yr.)	3,600	3,600	3,600	3,600	3,600	18,000
Sub-total Personnel	70,494	70,494	82,494	82,494	82,494	400,470

	YR. I	YR. II	YR. III	YR. IV	YR. V	TOTAL
5. SELF-HELP & INCOME-GENERATING ACTIVITIES						
<u>Peasant & Urban Dwellers Associations</u> in kind contributions for self-help projects (e.g., tractors & oxen)	400	600	800	975	975	3,750
<u>Paper Mill (Kuriftu)</u> free water supply (5 yrs. x \$4,565/yr.)	4,565	4,565	4,565	4,565	4,565	22,825
<u>IFLE Participants</u> in kind/cash contributions (10,000 adults x \$2/each)	2,000	3,000	5,000	5,000	5,000	20,000
<u>labour for activities</u> (10,000 adults x 50 days/each x \$1.50/day)	75,000	100,000	150,000	200,000	225,000	750,000
<u>Individual Donations</u> (5 yrs. x \$250/yr.)	250	250	250	250	250	1,250
Sub-Total Self-Help	82,215	108,415	160,615	210,790	235,790	797,825
TOTAL COUNTERPART BUDGET	173,829	200,029	264,479	314,654	339,654	1,304,645

II. OPG BUDGET

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A L
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A. TECHNICAL ASSISTANCE COSTS (WE)

1. PERSONNEL

Regional Representative (15%: 9 pm x \$2100/month)	3,780	3,780	3,780	3,780	3,780	18,900
Technical Support Staff (10%: 6 pm x \$2000/month)	2,400	2,400	2,400	2,400	2,400	12,000
Secretarial Staff (10%: 6 pm x \$1000/month)	1,200	1,200	1,200	1,200	1,200	6,000
Sub-Total Personnel	7,380	7,380	7,380	7,380	7,380	36,900

2. BENEFITS

(18% x salaries)	1,328	1,328	1,328	1,328	1,328	6,640
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3. DIRECT ADMINISTRATIVE COSTS*

	3,321	3,321	3,321	3,321	3,321	16,605
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4. CONSULTANT SERVICES

(2 yrs. x 65 days x \$125/day)	8,125	8,125	-	-	-	16,250
(3 yrs. x 45 days x \$125/day)	-	-	5,625	5,625	5,625	16,875
Sub-Total Consultants	8,125	8,125	5,625	5,625	5,625	33,125

*The amount indicated for "Direct Administrative Costs" represents only a small portion of the expenses which will be actually incurred for communications, use of office space and equipment, etc., in direct support of the Project. WE's accounting system requires that these costs be placed in an overhead pool and charged under an USAID approved formula. This formula currently calls for the computation of overhead at 45% of direct staff salaries. This concept of overhead is quite different from the "institutional overhead" charged by universities and other large international organizations. The costs shown above in fact represent less than one-half percent of the total foreign assistance (OPG) requested for this Project.

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A L
5. TRAVEL						
5.1. <u>International</u>						
- Regional Representative (5 yrs. x 2 trips/yr. x \$1200/trip)	2,400	2,400	2,400	2,400	2,400	12,000
- Consultants (12 trips x \$1200/trip)	3,600	3,600	2,400	2,400	2,400	14,400
5.2. <u>Local</u>						
- Regional Representative (10 trips x \$50/trip)	100	100	100	100	100	500
- Consultants (12 trips x \$50/trip)	150	150	100	100	100	600
Sub-Total Travel	6,250	6,250	5,000	5,000	5,000	27,500
6. PERDIEM						
- Regional Representative (150 days x \$35/day)	1,050	1,050	1,050	1,050	1,050	5,250
- Consultants (265 days x \$35/day)	2,275	2,275	1,575	1,575	1,575	9,275
Sub-Total Perdiem	3,325	3,325	2,625	2,625	2,625	14,525
7. EVALUATION						
(Two outside evaluations to be conducted by USAID)						
Consultant:						
- Fees (2 x 30 days x \$125/day)	-	-	3,750	-	3,750	7,500
- Int'l travel (2 trips x \$1200/trip)	-	-	1,200	-	1,200	2,400
- Perdiem (2 x 30 days x \$35/day)	-	-	1,050	-	1,050	2,100
Local travel (2 trips x \$100/trip)	-	-	100	-	100	200
Sub-Total Evaluation	-	-	6,100	-	6,100	12,200
8. PROJECT DOCUMENTATION (5 yr. x \$2000/yr.)	2,000	2,000	2,000	2,000	2,000	10,000
9. OTHER DIRECT COSTS (cables, etc.) (60 months x \$100/month)	1,200	1,200	1,200	1,200	1,200	6,000
	32,929	32,929	34,579	28,479	34,579	163,495

B. LOCAL COST (IFLE SUB-GRANT)

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A
1.1. Central Office						
- Project Manager (1) (5 yrs. x \$7935/yr.)	7,935	7,935	7,935	7,935	7,935	39,675
- Field Supervisor (1) (5 yrs. x \$4571/yr.)	4,571	4,571	4,571	4,571	4,571	22,855
- Trainer (1) (5 yrs. x \$4571/yr.)	4,571	4,571	4,571	4,571	4,571	22,855
- Materials Production.Evaluation Sp'st. (1). (5 yrs. x \$4571/yr.)	4,571	4,571	4,571	4,571	4,571	22,855
- Finance/Administrative Officer(1) (5 yrs. x \$4571/yr.)	4,571	4,571	4,571	4,571	4,571	22,855
-Secretary (1-1/2) (5 yrs. x 1.5 x \$2700/yr.)	4,050	4,050	4,050	4,050	4,050	20,250
- AV Assistant/Driver (1) (5 yrs. x \$2100/yr.)	2,100	2,100	2,100	2,100	2,100	10,500
- Driver (1) (5 yrs. x \$1725/yr.)	1,725	1,725	1,725	1,725	1,725	8,625
- General Office Helper (5 yrs. x \$415/yr.)	415	415	415	415	415	2,075
Sub-Total	34,509	34,509	34,509	34,509	34,509	172,545
Benefits (20%)	6,902	6,902	6,902	6,902	6,902	34,510
Sub-Total	41,411	41,411	41,411	41,411	41,411	207,055
Increments (4%/yr.)	-	1,656	3,379	5,171	7,034	17,240
Total Central Office	41,411	43,067	44,790	46,582	48,445	224,295

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A
1.2. Field Staff						
Semi-Urban/Urban Sites						
- Group Leaders (50) (5 yrs. x 50 x \$300/yr.)	15,000	15,000	15,000	15,000	15,000	75,000
Rural Community Development Sites						
- Team Leaders (4) (5 yrs. x 2 x \$2100/yr.) (3 yrs. x 2 x \$2100/yr.)	4,200 -	4,200 -	4,200 4,200	4,200 4,200	4,200 4,200	21,000 12,600
- Fieldworkers (12) (5 yrs. x 6 x \$900/yr.) (3 yrs. x 6 x \$900/yr.)	5,400 -	5,400 -	5,400 5,400	5,400 5,400	5,400 5,400	27,000 16,200
Sub-Total	9,600	9,600	19,200	19,200	19,200	76,800
Benefits (20%)	1,920	1,920	3,840	3,840	3,840	15,360
Sub-Total	11,520	11,520	23,040	23,040	23,040	92,160
Increments (4%/yr.)	-	461	940	1,899	2,897	6,197
Total Community Development Sites	11,520	11,981	23,980	24,939	25,937	98,357

3. TRAINING

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A L
<u>3.1. Semi-Urban/Urban Sites</u>						
4 workshops (5 days each)/yr., each for 25-30 Group Leaders, Level I, II (2 pre-service workshops, 2 in-service or evaluation workshops); includes per diem, travel, honoraria, etc. (5 yrs. x 4 workshops x \$2400 each)	9,600	9,600	9,600	9,600	9,600	48,000
<u>3.2. Rural CD Sites (44 CD teams/16 people)</u>						
- 2 teams/5 yrs.						
Year I: 8 people x 90 days x \$5/day travel (8 x \$25)	3,600 200	- -	- -	- -	- -	3,600 200
Year II, III: 8 people x 30 days x 2 yrs. x \$5/day travel (8 x \$25 x 2 yrs.)	-	1,200 200	1,200 200	-	-	2,400 400
- 2 teams/3 yrs.						
Year III: 8 people x 90 days x \$5/day travel (8 x \$25)	-	-	3,600 200	-	-	3,600 200
Year IV, V: 8 people x 30 days x 2 yrs. x \$5/day travel (8 x \$25 x 2 yrs.)	-	-	-	1,200 200	1,200 200	2,400 400
<u>3.3. Other Agency Personnel</u>						
2 workshops (5 days each) for 4 yrs.; each for 25-30 participants; includes travel, per diem, honoraria, etc. (4 yrs. x 2 workshops x \$2500 each)	-	5,000	5,000	5,000	5,000	20,000
<u>3.4. Peasant & Urban Dwellers Associations</u>						
1 workshop (5 days each) for 4 yrs.; each for 25-30 participants; includes travel, per diem, honoraria, etc. (4 yrs. x 1 workshop x \$2500 each)	-	2,500	2,500	2,500	2,500	10,000
<u>3.5. Training Supplies</u>						
- (5 yrs. x \$500/yr.)	500	500	500	500	500	2,500
Sub-Total Training	13,900	19,000	22,800	19,000	19,000	93,700

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A L
4. MATERIALS DESIGN & PRODUCTION						
Level I materials (15,000 sets)	26,000	-	-	-	-	26,000
Level II materials (9,000 sets)	18,000	-	-	-	-	18,000
Training manual design/production(5000 sets)	20,000	-	-	-	-	20,000
Sub-Total Materials	64,000	-	-	-	-	64,000
5. EVALUATION						
(5 yrs. x \$500/yr.)	500	500	500	500	500	2,500
6. SELF-HELP/INCOME-GENERATING FUNDS						
Semi-Urban/Urban Sites (8)						
(5 yrs. x 8 sites x \$750/site)	6,000	6,000	6,000	6,000	6,000	30,000
Rural CD Sites (4)						
(4 yrs. x 2 sites x \$2500/site)	-	5,000	5,000	5,000	5,000	20,000
(2 yrs. x 2 sites x \$2500/site)	-	-	-	5,000	5,000	10,000
Sub-Total Self-Hel	6,000	11,000	11,000	16,000	16,000	60,000
7. AUDIO-VISUAL EQUIPMENT						
- 2 VTRs x \$2500 each	5,000	-	-	-	-	5,000
- Other	1,000	-	-	-	-	1,000
Sub-Total A-V	6,000	-	-	-	-	6,000
8. VEHICLE PURCHASE/MAINTENANCE						
- 1 VW (purchase)	9,500	-	-	-	-	9,500
- 1 Toyota (10 passenger) (purchase)	18,000	-	-	-	-	18,000
- Fuel: (5 yrs. x \$2000/yr.)	2,000	2,000	2,000	2,000	2,000	10,000
- Service: (5 yrs. x \$1800/yr.)	1,800	1,800	1,800	1,800	1,800	9,000
- Spares/Tires: (5 yrs. x \$1000/yr.)	1,000	1,000	1,000	1,000	1,000	5,000
- Insurance: (5 yrs. x \$1500/yr.)	1,500	1,500	1,500	1,500	1,500	7,500
Sub-Total Vehicle	33,800	6,300	6,300	6,300	6,300	59,000

	YR. I	YR. II	YR. III	YR. IV	YR. V	T O T A
9. OFFICE OPERATIONS						
- Rent & utilities (5 yrs. x \$3600/yr.)	3,600	3,600	3,600	3,600	3,600	18,000
- Communications (cables, telephone, etc.) (5 yrs. x \$1200/yr.)	1,200	1,200	1,200	1,200	1,200	6,000
- Supplies (5 yrs. x \$1500/yr.)	1,500	1,500	1,500	1,500	1,500	7,500
- Equipment (desks, chairs, mimeograph machine, etc.)	3,000	-	-	-	-	3,000
- Meeting expenses (5 yrs. x \$500/yr.)	500	500	500	500	500	2,500
Sub-Total Office Operations	9,800	6,800	6,800	6,800	6,800	37,000
T O T A L SUB-GRANT	216,181	127,898	145,420	149,371	152,232	791,102

INTEGRATED FAMILY LIFE EDUCATION PROJECT

NARRATIVE SUMMARY	OBJECTIVEY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this Project contributes: (A-1)</p> <p>To improve the economic & social conditions of the grassroots level people of Ethiopia through assisting rural and urban adults to identify their urgent problems and to become involved in seeking and implementing solutions for these problems.</p>	<p>Measures of Goal Achievement: (A-2)</p> <ol style="list-style-type: none"> 1. Adults able to diagnose problems, identify resources for solving problems, install solutions, and evaluate solutions. 2. Changes in adults' attitudes and practices related to health, nutrition, family planning, agriculture, and self-help. 3. Increase in adult literacy rate. 4. Increase in real income for grassroots level families. 	<p>(A-3)</p> <ol style="list-style-type: none"> 1. Baseline data and community surveys. 2. Feedback system and evaluation. 3. Home visits and field observations. 4. Observation of self-help and income-generating activities. 5. Reports from MCH clinics, coops, and other extension agencies. 6. Interviews with 'kebele' and peasant association leaders; If'LE group leaders, CD teams and participants; and other agencies' field personnel. 7. Field reports. 	<p>Assumptions for achieving goal targets: (A-4)</p> <ol style="list-style-type: none"> 1. Continued GOE efforts to decentralize responsibilities and resources for development to kebeles and peasant associations. 2. Adults willing to rely upon themselves for solving problems.

Project Purpose: (B-1)

To establish in EWVA a capability to:

1. Assist kebeles and peasant associations develop delivery system for providing integrated NFE service to their members in health, nutrition, family planning, agriculture, civics, and literacy;
2. Assist kebeles and peasant associations develop and implement strategies for initiating self-help and income-generating activities;
3. Train community leaders of the kebeles and peasant associations and personnel of other agencies in the process, strategies, and techniques of integrated NFE.

Conditions that will indicate purpose has been achieved: End of Project status: (B-2)

1. EWA has capacity to:
 - a) provide training for kebele and peasant associations and other agency personnel in the process and techniques of integrated NFE, including strategies for initiating self-help and income-generating activities;
 - b) revise and refine its body of tested NFE training techniques and apply to new situations.
2. Kebele and peasant associations have capacity to deliver integrated NFE services to their members and to stimulate self-help and income-generating activities.

(B-3)

1. Project records and evaluation.
2. Field observations of project activities.
3. Review of IFLE's objectives, plans, and budget for five year period immediately following Project termination.

Assumptions for achieving purpose: (B-4)

1. Kebele and peasant associations recognize usefulness of integrated NFE as means for achieving economic and social development.
2. Availability and stability of target groups.
3. Trained personnel stay in sites.

Outputs: (C-1)

1. Personnel trained in NFE techniques
2. Trained adult learners.
3. Integrated NFE sites (urban and rural).
4. Baseline data and community surveys.
5. Integrated NFE curricula.
6. Educational materials designed and produced.
7. Self-help and income-generating activities.
8. Outreach program.
9. Evaluation system (formative and summative).

Magnitude of Outputs: (C-2)

1. Trained personnel:
 - a) 170 group leaders (urban/semi-urban sites);
 - b) 20 CD team members (rural sites);
 - c) 100 kebele and peasant association leaders;
 - d) 150 other agency personnel; and
 - e) 11 IFLE staff.
2. Trained adult learners:
 - a) 10,000 Level I graduates;
 - b) 6,000 Level II graduates;
 - c) 100,000 reached indirectly;
 - d) 1,000 with new skills
3. Eight urban/semi-urban and four rural sites.
4. Four community surveys.
5. Curricula integrating health, family planning, nutrition, agriculture, civics, literacy, numeracy, self-help and income-generation.
6. Materials:
 - a) 15,000 sets Level I materials;
 - b) 9,000 sets Level II materials;
 - c) 5,000 sets training materials.
7. Initiation/completion of 50 self-help and income-generating activities.
8. Kebeles, peasant associations, and other agencies using IFLE materials and training strategies.
9. Evaluation system modified, refined and operating.

(C-3)

1. Project records and evaluation reports.
2. Examination of educational materials.
3. Observation of NFE sites, and self-help and income-generating activities.
4. Interviews with kebele and peasant association leaders, CD teams, participants, and other agencies' personnel.
5. WE staff and consultant observations and reports.

Assumptions for Achieving Outputs: (C-4)

1. Availability of personnel to be trained.
2. Able to obtain GOE approval for printing educational materials.
3. Willingness of other agencies, kebeles, peasant associations, and adult learners to provide additional materials and resources for self-help and income-generating activities.

Inputs: (D-1)

WE Contribution

1. Personnel: 570 pm IFLE staff;
30 pm WE staff and consultants.
2. Commodities: learners and reader educational materials; workshops; supplies; vehicles; transportation; group leaders' stipends; self-help funds; evaluation instruments.

Counterpart Contribution

(EPMG, EWA, private agencies, etc.)

1. Personnel: 85 pm
2. Commodities: facilities, equipment, transport, self-help funds.

Implementation Target (Type and Quantity): (D-2)

See proposal implementation schedule and budget.

(D-3)

1. IFLE and WE personnel and financial records.
2. Observation of field sites, and services and resources being provided by governmental and non-governmental agencies.

Assumptions for providing inputs: (D-4)

1. Collaboration among agencies providing assistance to Project.