

UNCLASSIFIED

CLASSIFICATION

For each address check one ACTION INFO

DATE REC'D.

9310091
10-116-547

2p

DATE SENT
OCTOBER -9 / 75

TO - AID/W

TOAID-A - 71

FROM - BOGOTA

SUBJECT - Field Review of Proposed New TAB Projects

REFERENCE - AIDTO CIRCULAR A-468

Provided herein are Mission comments on Project Identification Documents prepared by the Technical Assistance Bureau, prepared by the appropriate technical divisions of the Mission.

1. Combatting Iron Deficiency Anemia. It is evident that this is an important area for centrally-funded research, and the Mission supports the project. Nevertheless, it does appear, at least in Colombia, that adequate evidence already exists of the prevalence of iron-deficiency anemia and that the project might move quite quickly into the phase of design and field-testing of means of combatting the problem.
2. Increasing Legume Utilization. No comments.
3. Physiology and Ecology of Ticks. No comments.
4. Small Farmers and Technological Change. The Mission strongly supports this project which appears to be the agricultural project of most direct relevance to small farmers. The expected outputs seem somewhat grandiose, however, in view of the approach to be used. We would also be interested in an analysis of the impact of unit costs of production of new technology on adoption rate by small farmers, we suspect that a principal reason for slow adoption of "modern" technology by small farmers is the fact that they often increase unit

PAGE 1 OF 3 PAGES

DRAFTED BY SEA/JEF:cr	OFFICE SEA	PHONE NO. 289	DATE 10-8-75	APPROVED BY: A/Dir. P. R. Schwab
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AID AND OTHER CLEARANCES

SDU/CGreen(in draft)	SDU/W Bair(in draft)
RDO/PSmith(in draf)	PDO/DMandel(in draft)

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ACTION

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INFO.

1-2-8

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STATE-12

11. Demonstration of Two-Way Audio Networking. No comments.
12. LDC Institutional Involvement in NFE Programs. This project compliments Mission NFE efforts, and we hope that adequate communication will be maintained between the two efforts.
13. Cost Methodologies--Educational Technology. This project appears to be of considerable interest to the Mission, although we are not certain how the activity will operate to reach its objectives.
14. Urban Functions in Rural Development. This project appears to us to be primarily a traditional regional development analysis project, so that the principal conclusions resulting from the effort will be country-specific ones concerning how best to improve the planning of the individual regional project being supported. Considerable work has already been done on comparative regional administration for the type of project being considered (e.g. Wendell Schaeffer's paper on "Administrative Aspects of Regionalization for Development" for the United Nations). We would suggest that it would be more useful for us for centrally-funded research to provide more useful general guidelines on how rural-urban interactions can be stimulated as a basis for more rapid growth, perhaps starting from the general framework provided by Johnston and KMX Kilby in Agricultural Development and Structural Change.
15. Integrated Programming for the Urban Poor. We found this PID rather confusing, both with respect to the target group to be reached and to the kind of activity to be undertaken. Most of the paper seems to be concerned with the poor in the country's large cities, but point (2) on page 3 suggests a focus on small towns. To the extent that the latter focus is of concern, our experience is that it is not viable. In Colombia, it has been exceedingly difficult to convince the government to focus on the problems of small towns, when the problem is numerically more important in the large cities, and both the political and economic returns to providing services to the poor in large cities appear to be much higher. Secondly, the project appears to attempt to do two very different things: to find ways of providing low-cost community services to the urban poor; and to identify "high-impact" projects that provide temporary employment to the urban poor. It is not clear how these outputs are to be achieved, nor how they relate to the considerable rhetoric about other things in the PID. It seems to us that the PID should be re-written, indicating what the project will do for whom, and, in concrete terms, how the implementers will go about doing it.

VAKY

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9310091 ①
PP-AL-547USAID/GUATEMALACOMMENTS ON PROPOSED PROJECT TO STUDY
COST METHODOLOGIES - NON-FORMAL EDUCATION

3p

Cost of National-Level Implementation of
Non-Formal Education

\$400,000

Based on the USAID's three-year involvement with the LA Regional project in non-formal Basic Village Education we offer two general comments on the proposed project:

1. The cost side of the cost/effectiveness equation is generally a function of using an adding machine -- methodologies for which are pretty well known.
2. The effectiveness part of the equation is complex and subject to such wide variances as a result of differing national educational goals, expectations and cultural adaptation as to strain the ingenuity of a contractor's attempt to generalize a workable methodology.

To expand on the second point. It appears to us that phase I of the project proposal is aimed at the wrong aspects of non-formal delivery systems. The key to any of the various possible systems is their costs vs. the educational benefits which they produce. The producers and consumers of educational services will select a set of benefits which are important to them in terms of economic payoffs, externalities of socialization/nationalization, etc. The same or similar effects may be produced in different countries by delivery systems of widely differing descriptive (physical) characteristics designed to deliver a mix of educational services, the desired effects of which may also differ from country to country.

Effectiveness measures may well differ from country to country and among cultural groups within a country. The development of a standard methodology will be difficult. Moreover, to the extent that an attempt to develop such a methodology focuses LDC and AID attention on the delivery systems themselves rather than on the obtainable educational results, however delivered, it may be a disservice to the effort to expand relevant educational opportunities.

We have taken the opportunity of soliciting the views from Dr. Francisco X. Swett on this proposal, since he has written on this subject before (Formal Education and Non-Formal Education Development: Some Issues Considered) and is currently assisting USAID in conducting an Education Sector Assessment. His observations on Cost Methodologies-NFE follow:

1. The project idea is an interesting and useful one insofar as there is a felt need for the development of such methodologies. Particularly in view of the claims that NFE is more cost effective, i. e. cheaper, than FE.
2. As regards the practice, however, one should be fully aware of the difficulties which arise from:
 - a. The number of areas that NFE covers (skills offered).
 - b. The multitude of approaches used in NFE - delivery.
 - c. The scale of operations (and conditions for replicability).
 - d. The institutional set-up (or lack thereof) of the programs and projects.
 - e. The clientele served.
3. Another way of phrasing the comment raised in 2. is that careful attention should be paid to the development of methodologies that seek to provide useful guidelines for comparability both amongst NFE programs and between programs of NFE and FE with similar objectives and content. Note should be made that the methodologies to be explored should have substantial flexibility (and non-orthodoxy) built into them to avoid falling into the fallacy of composition.
4. This also means that effectiveness cannot be measured in terms of one simple output, but rather in terms of a composite array of significant outputs which provide systematic evidence on:
 - a. Project scope and incidence.
 - b. Fulfillment of national social objectives.

- c. Fulfillment of AID policy objectives.
- d. Feasibility of large-scale replicability and transfer across geographical lines.
- e. Cost-effective sensitivity of alternative delivery systems.

Date: October 24, 1975

(6P)

MEMORANDUM FOR: Members of the Research and Development
Committee

FROM: TA/PPU, Carl B. Fritz

SUBJECT: Approved Project Identification Document

Attached is a copy of a Project Identification Document (PID) which has been approved by the Assistant Administrator for Technical Assistance for project design and the drafting of a Project Paper (PP):

Project Title: Cost Methodologies - NFE

Project Number: 931-11-690-091

Initial FY: 1976

Responsible Office: TA/EHR, W. Charleson

If you have any comments, questions or issues which you would like to see addressed in the PP, please send them directly to the responsible office listed above with a copy to TA/PPU. They should be received by that office within two weeks ~~one month~~, so that the comments can be addressed by the drafter.

The draft PP will be submitted to the Research and Development Committee for review and comment. However, we encourage your comments as early in the design process as feasible so that the project can be responsive to Agency concerns.

Attachment: a/s

cc: TA Technical Office

MEMORANDUM

DATE: 10/1/75

TO : AA/TA, Mr. Curtis Farrar

FROM : TA/PPU, John N. Gunning *JN*

SUBJECT: PID Clearance

Project Title: Cost Methodologies - Non-Formal Education

Begins FY 197 6.

1. The PID complies with the following AA/TA instructions if the appropriate block is checked. Otherwise, comments are attached.

- a. Main points of Program Guidance #3 covered.
- b. AA/TA budget review comments have been incorporated or adequately appealed in the narrative.
- c. Proposed funding is within limits described in TA Bureau FY 76/77 Program Submission to PPC and/or as amended by current OYB.
- d. Dates of PP development, approval and project initiation are realistic and consistent with the Program Submission.

2. This PID has been in TA/PPU and staff work is incomplete because of TA/PPU work pressure, or Tech office work pressure. We recommend you return the PID for further review prior to your final decision.

3. We recommend the following action:

a. Approval

(1) subject to as stated in PID, evaluation after one year prior to starting Phase II. Consideration of combining Phases II of this project with Cost Methodologies - Education Technology.

b. Disapproval or delay for reasons specified in attached.

4. AA/TA Action

Approved

Subject to PM Recommendation

Disapproved

Curtis Farrar

10-1-75

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT IDENTIFICATION DOCUMENT FACESHEET
 TO BE COMPLETED BY ORIGINATING OFFICE

1. TRANSMISSION CODE (IF APPROPRIATE BOX)
 ORIGINAL CHANGE
 ADD DELETE

PID DOCUMENT CODE
 1

2. COUNTRY/REGIONAL ENTITY/ORGANIZATION
 International GTC KPA 16

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER
 431-11-690-091

5. BUREAU
 A. SYMBOL TAB B. CODE 6

6. PROPOSED NEXT DOCUMENT
 A. PRP PP B. DATE MO. YR. 3 0 7 5

7A. PROJECT TITLE - SHORT (STAY WITHIN BRACKETS)
 Cost Methodologies - Non-formal Ed.

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
 A. INITIAL FY 76 B. FINAL FY 77

7B. PROJECT TITLE - LONG (STAY WITHIN BRACKETS)
 Costs of National-Level Implementation of Non-Formal Education

9. ESTIMATED COST (LIFE OF PROJECT) (\$000 OR EQUIVALENT, \$1 = _____)

PROGRAM FINANCING		AMOUNT
A. AID APPROPRIATED		400
B. OTHER U.S.		
C. HOST GOVERNMENT		
D. OTHER DONOR(S)		
TOTAL		400

Contractor: R/A
 Project Manager: William Charleson TA/DIR

10. ESTIMATED COSTS/AID APPROPRIATED FIGURES (\$000)

A. SECTOR/ACTIVITY (ALPHA CODE)	B. FISCAL YEAR	C. RELEASE TECH. CODE	FIRST YEAR		ALL YEARS		11. OTHER U.S. (\$000)			
			L. GRANT	G. LOAN	L. GRANT	G. LOAN	A. PROGRAM TYPE	B. FIRST YEAR	C. ALL YEARS	
III			200		400					
	(FY 77 \$000)									
TOTAL			200		400					

12. PROJECT GOAL (STAY WITHIN BRACKETS)
 To foster evaluation, research and experimentation with various modes of education finance and to increase the usefulness and use of economic measurement tools in education planning, decision making and management.

13. PROJECT PURPOSE(S) (STAY WITHIN BRACKETS)
 In two phases to develop and test: methodologies for identifying, characterizing, and determining the cost effectiveness of existing non-formal programs in IDCs (Phase I) and methodologies for determining the cost effectiveness of expanded or hybrid programs developed from traditional non-formal programs in IDCs.

Countries involved: to be determined.

14. PLANNING RESOURCE REQUIREMENTS (STAFF/FUNDS)
 Project design and monitoring to be shared by NFE and Educational Finance KPAs.

15. ORIGINATING OFFICE CLEARANCE

SIGNATURE _____ DATE SIGNED _____
 TITLE _____ MO. DAY YR. _____

16. DATE RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MO. DAY YR. _____

PID

Project Identification Document: Costs of National-Level Implementation of Non-Formal Education

I. Summary of Problem and Proposed Response.

LDC governments' growing interest in national-level implementation of non-formal education raises questions concerning: 1) the costs and benefits of various non-formal education modes; 2) their relation to formal modes; and 3) the best means and sources from which to finance non-formal education on a large scale given severely limited resources. While solutions will almost surely be nation-specific (depending on such factors as the existing non-formal education infrastructure; socio-cultural diversity within the country; political stance and stability of the government; and available economic resources, both nationally and in geographic areas of prospective non-formal education emphasis), there is good reason to believe that methodological approaches have general utility.

AID has committed itself since the beginning of its non-formal education emphasis to support successful examples and promising new models of non-formal education. Basic to non-formal education's success or promise is its financial feasibility in the context of eventual complete LDC subvention. Indeed, non-formal education seemed attractive initially because formal education was increasingly viewed as prohibitively expensive for LDCs.

The purpose of the project is to pursue with LDC cooperation the development of national cost-effectiveness methodologies for estimating various NFE systems and to validate the methodologies in at least two different level LDC settings.

The project outputs will be developed in two phases.

a. Phase I will permit a contractor to develop a set of alternative methodologies which are appropriate for varying levels of LDC needs and capacities and which would permit LDCs:

1. to identify non-formal delivery systems and characterize them with respect to coverage, delivery system, content, costs, etc.; and
2. to determine the cost effectiveness of the systems.

Methodologies developed would be field tested.

b. Phase II will permit a contractor to develop for use by LDCs methodologies for assessing cost/effectiveness of existing delivery systems under hybrid or expanded national delivery systems. The methodologies develop under phase II would also be field tested.

Methodologies would be published (with field studies) and discussed in a series of international seminars with LDC planners.

Financial Requirements of Project

Project cost: \$400,000 over a 3 year period. (1976-1978)

LDC participants would be expected to provide support facilities. Phase I, one year \$200, Phase II two years, \$200 over the two years.

Development of the Project

1. The draft PP for Phase I will be submitted in mid FY 76. Phase II funding will be contingent upon the outcomes of Phase I. Phase II would be funded in FY 77.
2. This project will be developed in collaboration with efforts in the cost and financing of educational technology systems. While it is expected that Phase I of the non-formal cost project will be let to a contractor separate than the one chosen for educational technology, every effort will be made to

assure that the two projects are cooperatively developed in their initial phases. Depending upon methodological work and timing, field testing of phase I activities may be undertaken jointly and phase II of both projects may lend itself to one contractor.

With the TA/EHR staff from NFE and Finance, no outside assistance will be necessary to develop the PP.

UNITED STATES GOVERNMENT

Memorandum

2p

TO : see distribution

DATE: August 25, 1977

FROM : William Charleson, TA/EHR

SUBJECT: Review of Educational Testing Services Contract AID/ta-c-1347
"Cost Methodologies - Non Formal Education"

The purpose of this memorandum is to recount the results of the full Phase I review of the referenced project held in Washington, D.C., August 24, 1977 with representatives of Regional Bureaus, TA/EHR and ETS in attendance.

Because the efforts under this project had recently been reviewed in conjunction with \$40,000 amendment to the project (which provided funds for travel and for case studies to be undertaken by professionals other than ETS staff and who are currently working on costing for non-formal education in LDCs), little time was spent reviewing performance under Phase I. Let it suffice to say that those in attendance are satisfied that Phase I objectives have been met. In fact, development of field sites which was to have taken place more under phase II has proceeded at an accelerated pace.

Substantially more time was given to phase two activities and the budget for completing them. It was noted that activities as originally set down in the contract remain appropriate. Therefore, no change in the scope of work is envisaged during phase two. The discussion did, however, permit clarification of several procedural matters which, now clarified, will enhance the fulfillment of project objectives.

You may recall that the original contract called for seminars during phase II. It was recommended by ETS that we consider using the aforementioned case study efforts as focii for the seminars. That is, we consider using the field case studies as significant contributions to the written manual and that the the studies themselves and draft copies of the manual be used as key inputs into field seminars. This would afford us, perhaps, useful instructional inputs into seminars as well as provide us an opportunity to validate the utility of the case studies and the manual. ETS urged that we consider this carefully. They believe that by having one or two seminars in the summer of '78, we can get the kind of field input that is likely to enhance the utility of further seminars as well as written documents and manuals.

Those attending the meeting from AID agreed that seminars held next summer would be desirable. We, therefore, agreed to the oversea seminar proposal in principle and asked that by 1 March 1978 ETS provide us with a draft out-



line for the seminars specifying purposes, attendance, timing, instructional material requirements, funding, etc. AID Washington then would review the draft outline and, in collaboration with Missions' views, move to implement the agreed upon seminar plan.

It should be emphasized that the key word used in our discussions was "workshop", seminar having perhaps too academic a tone for what was perceived as purpose; i.e. providing non-economists with useful materials to identify the need for non-formal education efforts and deal effectively with the several cost components which make them up. In this regard, several draft outlines were prepared and are attached herewith. ETS will be making a composite of them and will provide us by March with a detailed outline. It was also understood that the draft cost manual would be provided to workshop participants before coming to the workshop.

ETS stated that they are not overspent at this time and do not expect to require additional funds. The question of funding the overseas workshops was raised. ETS noted that they had funds for professional participation, but that if large numbers of local were to attend they might not have sufficient travel and per diem funds to cover such costs. It was agreed that in the March draft submission ETS would detail both purpose and participants (numbers, kinds, places of origin, etc) and that AID/W would make every effort to secure participant travel for LDC members. In the event that this would not be possible, the review committee expressed a willingness to consider requesting additional funds for the contract to pay for such participation.

The review committee was satisfied with work to date and approved the phase II work plan as originally layed down in the contract subject to the above mentioned comments vis a vis the overseas workshops. I, therefore, request that you approve phase two funding in the amount of \$134,000. This amount is less than the original budget of \$174,000 only because of limitations of funds at this time. TA/HR will secure the balance of funding, i.e., \$40,000, during FY 1978.

Attachments: Progress Report Phase I (which includes Phase II plan)

	CLEARANCES	
Distribution:		Date
NE/TECH : J. Smith	<u>By Hand</u>	<u>8/28/77</u>
ASIA/TR/HR: S. Hammond		
EA/DR : Howard Lusk	<u>By Phone</u>	<u>8/25/77</u>
AFR/DR: M. Kobashi	<u>By Phone</u>	<u>8/25/77</u>
FPO/PDA: R. Shortridge	<u>By Phone</u>	<u>8/25/77</u>

c.c.: John Summershill, ETS

UNITED STATES GOVERNMENT

Memorandum

9310091 (D)
FD-204-547

TO : TA/EHR, Mr. William Charleson
THRU : LA/DR/EST, Mr. Stanley A. Applegate *JFS*

DATE: November 7, 1975

FROM : LA/DR/EST, James F. Smith *JFS*

2p

SUBJECT: Comments on Proposed PP for Costs of Non-Formal Education Project

REF : October 24 Memorandum

A major concern in this project is its potential for duplicating some already on-going efforts. The PID itself notes that LDC's have shown continually growing interest in implementation of non-formal education. Some of them, at least in Latin America, are already proceeding, with A.I.D. support, to embark on ways to examine cost/effectiveness of existing NFE/Systems. For example, Colombia is about to conduct a study of effectiveness of the region's longest-operating learning-by-radio system, ACPO. What this suggests is that this project should be developed in careful coordination with regional and mission offices, so as to take maximum advantage of ongoing efforts, rather than simply "start from scratch."

cc: TA/PPU, Mr. Carl Fritz
LA/DR, Mr. William Feldman
AFR/DP, Mr. Frank Moore
NESA/TECH, Mr. Harold Freeman
NE /TECH Mr. Andre Colpatts
AFR/DS, Mr. John McDonough



5010-110

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

UNITED STATES GOVERNMENT

Memorandum

TO : TA/EHR, Mr. William Charleson
THRU : LA/DR/EST, Mr. Stanley A. Applegate

DATE: November 7, 1975

FROM : LA/DR/EST, James F. Smith *JFS*

SUBJECT: Comments on Proposed PP for Cost Methodologies - Education Technology

REF : October 24, 1975, Memorandum

We see relatively little difference between this project and that designed to analyze cost effectiveness of non-formal education. Consideration should be given, we believe, to joining them, so as to assure a more meaningful result. At the same time, comments pertaining to the non-formal cost - effective analysis project apply to this also. We will appreciate participating in development of the overall project(s).

cc: TA/PPU, Mr. Carl Fritz
LA/DR, Mr. William Feldman
AFR/DP, Mr. Frank Moore
NESA/TECH, Mr. Harold Freeman
NE./TECH Mr. Andre Colpitta
AFR/DS, Mr. John McDonough



AIRGRAM

DEPARTMENT OF STATE

Handwritten: 931091 (10) 70-111-147
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For each address check one ACTION | INFO | DATE REC'D.

TO - AID/W TOAID A- 71 X

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10/24/75

FROM - SANTO DOMINGO
SUBJECT - Field Review of TAB PID's
REFERENCE - AIDTO ~~XXXX~~ CIRC A-468

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Mission has the following comments to offer:

1. Preparation of Guidelines for Health Sector Analysis - Project would appear to be quite useful. If well designed, manuals envisioned in the proposal would be of value to Missions that plan health sector assessments and would certainly be a good tool for host country governments that wish to adopt sector assessment into their regular health sector planning apparatus.

2. Education for Preilliterate Adults - This project would appear to be highly relevant to the Dominican Republic and thus of great interest to this Mission. There could be much complementarity between the concept of proposed program and efforts already being undertaken and contemplated in the field of non-formal rural learning centers. However, it is essential that Mission know specifics of the research projects being undertaken at Indiana University and World Education Incorporated before commenting further on their applicability to local situations and programs. The PID does not describe those research projects for teaching illiterates in any way.

After current studies are completed in at least 2 countries, dissemination plans should include population descriptions, generalizations based on these particular target groups, instructional materials used, cost/benefit data and identification of personnel and implementation training needs.

PAGE 1 OF 2 PAGES 2

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AID AND OTHER CLEARANCES

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CSeely:SDA (draft)

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The two-year time frame is a good middle road choice given the time limitations of Mission programs. However, periodic interim reports on progress, social and other difficulties encountered, etc., would be helpful and keep the field apprised of promising practices and constraints to guide similar project planning before final results are known.

Emphasis on women is well taken as is the integration of a single program to reach both men and women as more economical of human, physical and financial resources than separate programs.

3. Cost Methodologies - Non-Formal Education - Development of practical methodologies for determining actual education costs is needed as a planning tool, however, Mission finds the purpose and plan of action of this PID vague and somewhat confusing. Non-formal and formal systems have quite distinct goals which complicate identification, characterization and comparison of cost/effectiveness and cost/benefit as presented. Program costs of \$66,000 per country per year seems to be underestimated. What other costs will be borne by whom? Only the proposed series of international seminars with LDC planners could conceivably use a major portion of the available funding. The proposed mixing of funds and contractors with a separate educational technology systems program also needs clearer definition.

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TO SECSTATE WASHDC 9791

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AIDAC

F.O. 11652: N/A

SUBJ: PROPOSED TECHNICAL ASSISTANCE BUREAU PROJECTS

REF: A. AIDTO CIRCULAR A-463
B. DAR 4494

1. MISSION HIGHLY APPRECIATIVE OPPORTUNITY REVIEW TAB PIDS.
COMMENTS ON INDIVIDUAL PROJECTS FOLLOW:

A. NFE MATERIALS/METHODS FOR NON-SCHOOLED PEOPLE:

MISSION APPROACHED ADULT EDUCATION DIVISION, MINISTRY
EDUCATION AS RECOGNIZED THAT TANGOV DOING EXTENSIVE
WORK IN ADULT EDUCATION PRIMARILY THROUGH TANGOV'S
ACTION AGENCY THE INSTITUTE OF ADULT EDUCATION.
MISSION PLANNING WORK WITH THIS INSTITUTE THROUGH
AFRICA BUREAU REGIONAL PROJECT. EDUCATION MINISTRY,
WHICH RESPONSIBLE FOR OVERALL PLANNING FOR ADULT
EDUCATION, RESPONDED BY SAYING THERE WAS MUCH WORK TO
BE DONE IN THIS AREA BUT BELIEVED THE TANZANIA WAS WAY
AHEAD OF MOST OTHER COUNTRIES IN AFRICA AND PROBABLY
ELSEWHERE IN DEVELOPING MATERIALS/METHODS. THROUGH
THEIR FUNCTIONAL LITERACY CAMPAIGN ASSISTED BY
UNESCO AND THEIR MASS RADIO/SEMINAR/BOOKLET CAMPAIGNS WHOLE
SERIES OF MATERIALS HAVE BEEN DEVELOPED AND TECHNIQUES/METHODS
ESTABLISHED FOR CARRYING OUT PROGRAMS. ON THIS BASIS, TANGOV
DECLINES PARTICIPATE IN TAB PROGRAM BUT BOTH MISSION AND EDUCATION
MINISTRY WISH BE KEPT INFORMED RE PROJECT IMPLEMENTATION AND

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PAGE 02 DAR ES 04715 171156Z

RESULTS. FYI - MISSION BELIEVES TANGOV HAS MUCH TO OFFER BY WAY OF EXPLAINING THEIR VARIOUS ADULT EDUCATION PROGRAMS AND WITH THE APPROPRIATE APPROACH WOULD BE WILLING TO DISCUSS THEIR EFFORTS WITH INTERESTED OUTSIDERS. IN THIS REGARD, SUGGEST TAB CONTACT JIM KRAUS, AFR/RA FOR COPY PAPER SUBMITTED BY MISSION FOR CONSIDERATION REGIONAL PROJECT ENTITLED ACCELERATED RURAL LEARNING.

B. COST METHODOLOGIES - NFE. DISCUSSED THIS PROJECT WITH MINISTRY EDUCATION. SOME COMMENTS AS LA ABOVE.

C. URBAN FUNCTIONS IN RURAL DEVELOPMENT AND INTEGRATED PROGRAMMING FOR THE URBAN POOR.

NOT DISCUSSED WITH TANGOV AS DOUBTFUL OF THEIR INTEREST AT THIS TIME. HOWEVER, MISSION PARTICULARLY INTERESTED IN LATTER PROJECT AND WOULD APPRECIATE BEING KEPT INFORMED OF PROJECT PROGRESS.

D. SMALL FARMERS AND TECHNOLOGICAL CHANGE.

MISSION IN PROCESS DEVELOPING A SMALL FARMER TRAINING PROJECT AND HIGHLY INTERESTED ANY SOURCE SUCH AS THIS TAB PROJECT WHICH ENLIGHTENS SUBJECT. WHILE BELIEVE TANGOV COULD BENEFIT FROM RESULTS THIS PROJECT, DO NOT FEEL THEY HAVE MANPOWER RESOURCES PARTICIPATE IMPLEMENTATION THIS PROJECT. REQUEST MISSION BE KEPT INFORMED PROJECT PROGRESS.

F. PHYSIOLOGY AND ECOLOGY OF TICKS. DISCUSSED PROJECT WITH KONNERUP DURING HIS RECENT VISIT DAR. DO NOT PLAN APPROACH TANGOV BUT WOULD APPRECIATE RECEIVING COPY FINAL REPORT PREPARED BY CONTRACTOR.

F. IMPROVED-USE OF HIGH ALTITUDE LANDS. NO MISSION INTEREST THIS PROJECT.

LEVIN

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Department of State

TELEGRAM

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PAGE 01 BANGKO 20663 010R59Z

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ACTION AID-59

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TO SECSTATE WASHDC 2087

2070 UNCLAS BANGKOK 20663

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PPC F. O. 11652: N/A

ED FROM RED

TAN SURJ: FIELD REVIEW OF PROPOSED TA BUREAU PROJECTS (PIDS)

TAF REF: AIDTO CIRC A-474 DATED 8/6/75

TAPP
HE SUMMARY: RED IN FULL SUPPORT TAB INTENTIONS IMPLEMENT RED PROJECTS IN NUTRITION AND NON-FORMAL EDUCATION (NFE) IN ASIA REGION AS PART GLOBAL ATTACK ON KEY DEVELOPMENT PROBLEMS. RED VIEWS RE SUBJECT PIDS FOLLOW. RED URGES THAT IN ASIA REGION, TAB WORK THROUGH APPROPRIATE ASIAN USG-SUPPORTED REGIONAL INSITUTIONS WITH RED ASSISTANCE, WHERE FEASIBLE, AS BEST STRATEGY ASSURE ACHIEVEMENT OF PROJECT PURPOSES/GOALS. END SUMMARY.

1. RED REVIEWED SURJECT PIDS WITH HIGH INTEREST BECAUSE THEY CLOSELY RELATED TO ONGOING ACTIVITIES OF BOTH RED-SUPPORTED SEA REGIONAL INSTITUTIONS AND ASIAN GOVERNMENTS. PIDS CONTAIN RESEARCH IDEAS POSSIBLY ORIGINATING IN STUDIES RED FUNDED UNDER FARP. WE PLEASED NOTE FURTHER THAT PIDS INCLUDE SUBSTANCE OF REDS FY 1977 NFE PROPOSAL. WHILE RED SUPPORTS TAB RECOGNITION AND IMPORTANCE UTILIZE, WHEN APPROPRIATE, EXISTING USG-SUPPORTED ASIAN REGIONAL INSTITUTIONS FOR ACTION, WITH RED AS MONITORING POINT IN REGION, LONG-STANDING RED CONTACTS WITH REGIONAL INSTITUTIONS CAN GREATLY FACILITATE ASIAN PARTICIPATION IN TAB PROJECTS WHICH COULD HAVE WORLD-WIDE IMPACT.

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2. SPECIFIC COMMENTS RE PIDS FOLLOWS SERIATIM. DEVELOPMENT OF VITAMIN DELIVERY SYSTEMS. RECOGNITION OF IMPORTANCE WITHIN SEASIA EVIDENT IN RED-SUPPORTED PROGRAMS. IN FY 1972, EARP GRANT TO CHIANG MAI UNIVERSITY (THAILAND) ADDRESSED EFFECTS OF LARGE DOSES OF ORAL VITAMIN A ON PREVENTION OF DEFICIENCY IN NEW-BORN INFANTS AND CHILDREN. MORE RECENTLY, FY 1975 AND SUPPLEMENTARY FY 1976 EARP GRANTS IN SUPPORT OF AMERICAN FOUNDATION FOR OVERSEAS BLIND (AFOB) VITAMIN A DEFICIENCY EVALUATION IN JAVA, INDONESIA. ASSUME DRAFTER OF PID HAS HAD ACCESS TO FINAL REPORT OF FORMER AND INTERIM REPORT OF LATTER WHICH AVAILABLE IN AID/W. ADDITIONALLY, MODEST VITAMIN A RESEARCH BEING CONDUCTED AT SEAMEO TROPED NUTRITION CENTER IN JAKARTA (ONE OF THE FIVE TROPED NATIONAL CENTERS IN REGION) WHICH PROBABLY HAS MOST COMPLETE NUTRITION LABORATORY FACILITIES IN INDONESIA. THUS USG-SUPPORTED BASE IN EXISTENCE FOR CONTINUED WORK IN BOTH INDONESIA AND THAILAND FOR DEMONSTRATION SITES FOR TAB DELIVERY SYSTEM PROJECT. REGIONAL NETWORK THROUGH ESTABLISHED RED CONTACTS POSSIBLY FRUITFUL APPROACH THAT MERITS EXPLORATION.

3. COMBATTING IRON DEFICIENCY ANEMIA. INTEREST IN PREVALANCE OF ANEMIA WITH IMPLICATIONS ON GENERAL STANDARDS OF HEALTH IN SEASIA LONG STANDING. THROUGH FARP, FY 1975 RED GRANT CURRENTLY SUPPORTING RESEARCH IN RELATED AREA OF THIAMINE DEFICIENCY STEMMING FROM FOOD INTAKE HABITS IN THAILAND. WHILE NO MEDICAL EXPERTISE AVAILABLE FOR SUBSTANTIVE COMMENT, RED BELIEVES TAB AREA OF INTEREST MIGHT WELL BE MODESTLY EXPANDED TO EXAMINATION OF CAUSES OF OTHER ANEMIA WITHIN SEASIA.

4. LDC INSTITUTIONAL INVOLVEMENT IN NFE. IMPORTANCE OF DEVELOPING NFE PROGRAMS RECOGNIZED BY THE FIVE SEAMEO GOVERNMENTS. THEY RECEPTIVE TO INNOVATIVE APPROACHES IN ALLEVIATING TRAINING CONSTRAINTS EVIDENCED BY NFE PLANNING CELLS IN MINEO. FOR EXAMPLE, GOI HAS NEW DIVISION OF NFE IN MINEO. NOTE THAT SEAMEO INTEREST QUITE HIGH IN VIEW THEIR INITIATIVE AND RED SUPPORT FOR NFE PROJECT PROPOSAL SUBMITTED AID/W SPRING CY 1975. WE SEE ADVANTAGES OF ESTABLISHING NFE CLEARING HOUSE OPERATION AT SEAMEO HEADQUARTERS TO FEED LATEST INSIGHTS/PRACTICES TO MEMBER GOVERNMENTS FOLLOWING FURTHER TRAINING OF UP TO THREE SEAMEO STAFF WHO WOULD SUBSEQUENTLY SERVE AS REGIONAL CONSULTANTS TO MEMBER GOVERNMENTS. THIS REQUIRES DISCUSSION

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WITH DR. BERNARDINO, SEAMES DIRECTOR DURING HIS 17 OCTOBER VISIT TO AID/W.

5. EDUCATION FOR PRE-LITERATE ADULTS. RED ENDORSES COMPONENTS OF PROJECT GOAL AND PURPOSE STATEMENTS AS VALID DIRECTIONS, PARTICULARLY AS THEY RELATE TO TARGET FEMALE POPULATION, WHILE RECOGNIZING ESSENTIALITY OF CONTRACTOR ROLE WE FEEL THAT TWO-YEAR PLANNING HORIZON TOO SHORT TO ASSURE VALIDITY OF TECHNIQUES AND METHODOLOGIES, PLUS CONFIRMING ASSUMPTIONS THROUGH SMALL DISCRETE RESEARCH EFFORTS. NONETHELESS, RED SUGGESTS TAB CONSIDER SUBCONTRACTING WITH SEAMEO/INNOTECH BANGKOK AS USG-SUPPORTED REGIONAL ACTION AGENT, WE BELIEVE THEY EQUIPPED TO MANAGE RESEARCH ON LARGER REGIONAL BASIS WITH FIVE SEAMEO COUNTRIES, PERHAPS UTILIZING PROJECT IMPACT MODULAR APPROACHES, RED WOULD APPRECIATE RECEIVING RESULTS, WHEN AVAILABLE, OF THE RESEARCH PROJECTS CONDUCTED BY INDIANA UNIVERSITY AND WORLD EDUCATION, INC. PER PDI, ALSO, AS ADULT LITERACY RESEARCH HAS RESULTED IN SOME RATHER FIRM FINDINGS, (UNESCO FIVE-YEAR LITERACY PROJECTS, MSU REPORTS) TAB MAY WISH CONSIDER RECASTING THIS AS PILOT PROGRAM FOR DISSEMINATING INFORMATION RE LITERACY PROGRAMS.

6. SEE COST METHODOLOGIES, RED FINDS PROPOSAL OF POTENTIAL REGIONAL INTEREST, HOWEVER THERE IS NO REGIONAL INSTITUTION, PER SE, SUITED TO POST PROJECT. RED SUGGESTS THAT GOI MINED NFE DIVISION BE APPROACHED THROUGH USAID/INDONESIA TO DETERMINE INTEREST/RECEPTIVITY. RED NOTES IN THIS REGARD THAT GOI HOSTED SEMINAR ON COST METHODOLOGIES DIRECTED BY MANUEL ZYMELMAN.

7. SUPPORTIVE OF RED POSITION THAT SEASIA REGIONAL INSTITUTIONS SHOULD PLAN INCREASING DEVELOPMENT ROLE IS FACT THAT OF 23 PTDS LISTED IN REF MESSAGE 14 ARE IN AREAS ADDRESSED BY SEASIAN REGIONAL INSTITUTIONS, EXAMPLES - ASIAN INSTITUTE OF TECHNOLOGY (AIT): URBAN FUNCTIONS IN RURAL DEVELOPMENT, AND SEAMEO/SEARCA: SOIL AND WATER - INVENTORY AND MANAGEMENT.

8. COMMENT. FOR AID KEY POLICY CONSIDERATION, RED WISHES REITERATE APPROPRIATENESS IF NOT NECESSITY TO MOBILIZE THOSE ASIAN REGIONAL INSTITUTIONS HEAVILY FUNDED BY AID THROUGH RED OVER MANY YEARS TO PARTICIPATE SUBSTANTIVELY AND FRONTALLY IN ALLEVIATING ASIAN DEVELOPMENT CONSTRAINTS. BEST STRATEGY WE CAN SUGGEST

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YS TO USE ASIAN TALENT AND FACILITIES IN TAB WORLD-WIDE IMPACT
PROJECTS AT EVERY OPPORTUNITY. CONCOMITANT WITH THIS RECOMMEN-
DATION IS THE DESIRABILITY OF USING AID'S LONG-ESTABLISHED
REGIONAL OFFICE IN ASIA AS THE POINT OF COORDINATION IN THE
FIELD FOR FUND TRANSFERS, MOVEMENT OF US CONSULTANTS, COMMUNI-
CATIONS, AND EVALUATION OF URG INPUTS. THIS TECHNIQUE ALREADY
SUCCESSFUL IN TAB/RED ACTIVITIES AT AVROC, IRCC, SEARCA, AND
AIT.
MASTERS

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9310091(13)
FD-204-597

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11p

SCOPE OF WORK

19. Scope of Technical Services

A. Objective for which the Technical Services are to be Used

The overall goal of this project is to increase the usefulness and use of economic measurement tools in education planning, decision making and management.

The sub-goal related directly to this project is to increase the usefulness and use of economic measurement tools for planning and managing non-formal education programs.

The purpose of this project is to provide LDC and other (e.g., AID) planners and decision makers with analytical methodologies which are:

- a) Required to make decisions about the costs of non-formal education projects,
- b) Required to make decisions concerning the cost effectiveness/benefit of alternate educational systems (formal vs. non-formal, non-formal vs. non-formal); and
- c) To provide those requiring the costing methodologies with method for estimating the costs and cost effectiveness of employing such methodologies.

(Cont.)

C. Technicians

The composition of the Technical Staff will probably be from the following disciplines(fields of specialization):

Educational Economist, Non Formal Education Educator, Systems Analyst, Educational Measurements, Education Evaluator, Education Planning and Research Assistants.

(d) Duration of Assignment (Man-Months)

To be determined

(2) Duty Post and Duration of Technicians' Services: Contractor's duty post: United States of America, visit and portions of contractor's work will be done by contractor staff and consultants in several LDC. LDC selection for above will be contingent upon consultation with AID/W, Missions and the LDCs....

(3) Language Requirements: T. French and Spanish

(4) Access to Classified Information
N/A

(5) Dependents Will Will Not Be Permitted to Accompany Technician

D. Financing of Technical Services

By AID - \$ 400,000

(2) By Cooperating Country -

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22. Reports by Contractor or Participating Agency (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports, and any special requirements)

The reporting requirements of the contractor for this project are extensive. They are as follows in time sequence: starting from the time that the contract is signed:

1. At the end of one and one half (1 1/2) months, twenty-five (25) copies of a brief report containing:

a) work done of preparation of plans for:

- 1 - state of the art study
- 2 - development of the typology.

2. At the end of six (6) months, twenty-five (25) copies of a report covering:

- a) results of completed state of the art study,
- b) draft outline of methodologies manual(s)
- c) complete typology with recommendations for:
 - 1 - site selection
 - 2 - scope of manual(s).

3. At the end of thirteen (13) months, twenty-five (25) copies of a report to contain

- a) revisions based on review and evaluation conducted at the end of six (6) months,
- b) recommendations for sites
- c) budget and scheduling review
- d) recommendations and plans for phase II.

(Continued -)

23. Background Information (Additional information useful to Authorized Agent and Prospective Contractors or Participating Agency; if necessary cross reference Block 19.C(4) above.)

TA/EHR

24. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

AID/W TA/EHR

B. Cooperating Country Liaison Official

N/A

C. AID Liaison Officials

TA/EHR, James B. Chandler, Director

TA/EHR, Wilbur M. Waffle, Specialist

TA/EHR, William R. Charleson, Project Manager

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LOGISTIC SUPPORT

25. Provisions for Logistic Support	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
N/A A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")				
(1) Office Space				
(2) Office Equipment				
(3) Housing and Utilities				
(4) Furniture				
(5) Household Equipment (Stoves, Refrig., etc.)				
(6) Transportation in Cooperating Country				
(7) Interpreter Services				
Other: (8)				
(Specify) (9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

N/A

C. Comments

CONTINUATION SHEET

DEPARTMENT OF STATE
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PIOT

1. Cooperating Country
WORLD WIDE

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No, 931-11-690-091

Indicate block numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

19. (cont.)

B. Description

I. This project is planned to provide, in two phases, LDC and AID education planners and decision makers at varying levels of analytical capacity with alternate methodological and procedural means to achieve the purpose outlined above.

The project will have two phases:

1. Phase I (approximately 15 months) will be directed toward:

- (a) the development of analytical procedures for identifying and ordering the variables which determine costs and cost effectiveness/benefits of non-formal education;
- (b) the development of analytical methodologies for determining the cost and cost effectiveness/benefits of non-formal education;
- (c) the development of procedures for assisting LDCs to determine which of the methodologies presented is appropriate for specific LDC need and capacity situations; and
- (d) the presentation of the aforementioned methodologies and procedures in a form deemed suitable by the project's advisory committee. (1)

Emphasis will be given to the development of methodologies which are suitable for a range of country settings which typify significantly different levels of analytical need and capacity in the area of costing non-formal education programs. (2)

There is a feeling expressed by knowledgeable and experienced AID staff that typologies developed appropriate for various levels of LDCs will cluster in three or four representative development groupings based on LDC's present levels of analytical needs and capacities. These needs and capacities will be investigated and developed in phase I by the contractor.

Where possible efforts will be linked to providing cost analysis within educational projects funded by the Agency. Decisions concerning the sites selected will be based upon criteria developed by the contractor and approved by AID/W.

2. Phase II (approximately 21 months) will be directed toward:

- (a) the application of the methodologies through a series of field tests (not to exceed 4) undertaken cooperatively with LDCs;

(1) The advisory panel comprised of representatives of each of the regional bureaus, PPC, of Missions and LDCs where appropriate, and the contractor as a participant will have overall responsibility for the evaluation of contractor performance, for providing guidance and advice as to project direction, and for judgment and input as to changes in the project's scope, nature and termination during its implementation.

(2) The range of analytical needs and capacities will be developed as a typology. Needs will be described in policy terms; capacity in terms of available data base, personnel, hardware, software, etc.

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numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

19. (Cont.)

(b) the revision of the methodologies in accordance with the results of the field tests; and

(c) the presentation of results through publication, working seminars, etc. as deemed appropriate by the advisory committee to the project.

Phase II will concentrate initially upon the use of the methodologies with respect to identifying and costing existing non-formal educational delivery systems. Secondly, the project will test the utility of the methodologies in determining the cost and cost effectiveness/benefits of such systems under expanded or hybrid conditions and finally the project will examine the utility of methodologies where existing non-formal delivery systems need be developed.

As in Phase I all site activities will be developed with the understanding and approval of the project's advisory committee.

It is expected at the end of the project that:

1. LDC and AID planners and decision makers will have available for use methodologies for estimating costs and cost effectiveness/benefits of alternate programs using non-formal education and that the methodologies available to them will be appropriate for a range of decision making needs and capacities;

2. LDC and AID planners and decision makers will have selected case studies of specific field applications of the methodologies with information concerning estimation of the costs of using one methodology over another.

3. LDC and AID planners and decision makers will have participated in not to exceed four (4) seminar/workshops (depending on what is deemed appropriate by the advisory committee) for the purpose of discussing the methodologies and the case studies as well as their adaptation and continued use by LDCs.

II. Contractor's work

The project is planned for three calendar years broken in two clearly defined phases (I and II) described B above. The implementation of Phase II is contingent on the results of Phase I as reviewed, evaluated and approved by its advisory panel (comprised of staff from AID/W, Missions and LDCs). The activity/phasing chart see page.12) indicates this provision in the project planning. This activity/phasing chart

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Indicate block numbers.

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19. (Cont.)

also lists the points in the implementation process at which the advisory panel reviews and evaluates the progress and results of the activity as the project activities are being developed and implemented.

The contractor will develop and provide:

a. A set or sets of written methodologies for estimating the costs and cost effectiveness/benefits of non-formal education projects to include (for Phase I):

(1) A set or sets of methodologies for identifying the variables on non-formal education which determine costs and cost effectiveness/benefits;

(2) A set or sets of methodologies for ordering the variables to determine the costs and cost effectiveness/benefits of existing non-formal education efforts;

(3) A set or sets of methodologies for determining the costs and cost effectiveness/benefits of existing non-formal education under expanded or hybrid conditions;

(4) A set or sets of methodologies for estimating costs and cost effectiveness/benefits for entirely new non-formal education efforts;

(5) A procedural guide for assisting users to determine which of the offered methodologies is most appropriate for a particular country's analytical needs and capacities.

b. A set or sets of published reports of final applications to include (Phase II):

(1) the outcomes of the field applications;

(2) revisions to methodologies or procedures developed in Phase I;

(3) reports from cooperating LDCs as to the use and utility of the methodologies.

c. A written report on the development of a typology of analytical (costs and cost effectiveness/benefit) needs and capacities and its application with respect to the project's site selection for field trials of methodologies; seminar site selection and follow-on recommendations;

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19. (Cont.)

d. Not to exceed four (4) seminar workshops (size, number and content to be determined during the course of Phase I in consultation with the project's advisory committee);

e. A provision for advisory services to other planned or on-going NFE projects. That is, it is expected that the provision of methodological guidelines and guidance (during and upon completion of Phases I and II), an output of this project, will be used as inputs to on-going or planned education projects (when called upon and funded by such other education projects).

f. The provision for a limited amount of short term academic training for these key LDC decision makers who may require such services in order to use the methodologies developed to the optimum. In addition, in country training will be provided as needed. The amount or scope of both the academic and in-country training will be reviewed by the project review panel and the LDCs involved.

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No: _____

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numbers.

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22. (Cont.)

4. At the end of the same thirteen (13) months, twenty-five (25) copies of a final report covering all work and activities done in phase I to also include copies of correspondence with Missions and LDC's to indicate the degree to which collaboration was employed.

5. At the sixteen and one half (16 1/2) point - one and one half (1 1/2) months into phase II, twenty-five (25) copies of a report to contain:

- a) finalize site selection with LDC and Mission
- b) degree to which revisions had to be made in the site selection process.

6. At the (22) twenty-two month point and of the twenty-seven and one half (27 1/2) points, twenty-five (25) copies of reports to contain the following:

- a) Field testing of methodologies in approved sites.
- b) Revision of methodologies based on field testing.
- c) Validation of typology.
- d) Draft write-up of field site activities.
- e) Draft manual(s) prepared.
- f) Seminar Workshops held
- g) Draft dissemination plan.

7. At the end of thirty-two (32) months, twenty-five (25) copies of a report covering the period of the previous (15) fifteen months providing in an integrated and comprehensive manner in the progress realized in the areas listed in six (6) above:

- a) Field testing of methodologies in approved sites.
- b) Revision of methodologies based on field testing.
- c) Validity of the typology.
- d) Draft write-up of field site activities.

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Use this form to complete the information required in any block of a PIO or PA/PR form.

22. (Cont.)

e) Draft manual(s) prepared.

f) Seminar workshops held.

g) Draft dissemination plan.

8. At the end of thirty-five and one half (35 1/2) months, twenty-five (25) copies of a progress report covering the period from the last progress report (item 6) to include:

a) Final write-up of manual(s).

b) Distribution of manuals.

c) Feed-back from users.

d) Recommendation for further follow-up.

9. At the end of project thirty-six (36) months a final report in two parts:

a) Report on all activities in phase II--that is for the period since the final report for phase I (end of 15 months)

b) Report covering the entire project.

10. The contractor will publish five hundred (500) copies of the finalized manual(s) from phase I and II. This will be done only after securing AID/W approved. In accordance with the dissemination plan developed and approved by AID/W, the contractor will disseminate the manual(s). The remaining copies from the published five hundred (500) will be provided to AID/TAB/EHR.

SEQUENCE OF ACTIVITIES IN PHASES I AND II

SE I

15 mos. (1)	
1.5 mo.	4 mos.
1. Preparation of plans for: a. State of art study b. Development of typology	2. State of art study completed 3. Draft outline of methodological manual (s) 4. Typology completed with recommendations for: a. site selection b. scope of manual (s)
Review of 1. a and 1. b by AID/W	Review of 2, 3, 4 by AID/W
7 mos.	1.5 mo.
5. development of methodological studies 6. write up of draft manual (s) 7. preliminary contacts with Missions and LDCs	8. Revisions based on review 9. recommendations for site 10. Budget and schedule review 11. Recommendations and plan for Phase II
Review of 5, 6 and 7 by AID/W	Final Phase I Review by AID/W
If no approval-terminate If approved go to Phase II item 11.	

SE II

21 mos. (1)	
1.5 mo.	5 mos.
11. Site selection with LDC and Missions finalized 12. Revisions stemming from 11.	13. Field testing of methodologies in approved sites 14. Revision of methodologies based on field testing 15. Validation of typology 16. Draft write-up of field site activities 17. Draft manual(s) prepared 18. Seminar Workshops held 19. Draft dissemination plan
Review of 11. and 12. AID/W	Progress Review AID
5 mos.	5 mos.
Review of 13.-19. by AID/W	20. Final write-up of manual(s) 21. Distribution of manuals 22. Feed back from users and recommendations for further follow-up
Progress Review AID	Review of 1. 22. by AID/W
Project terminates	

(1) Throughout project contractor to provide input to other education projects when asked to do so and

AID 1380-1X (7-7:1)

DEPARTMENT OF STATE
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PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

1. Cooperating Country
Africa Regional

2. PIO/T No.
698-135-3-6177531

3. Original or
Amendment No. _____

4. Project/Activity No. and Title
698-0135 -3-6177531
Program Development and Support
(Botswana Non-Formal Education)

Page 1 of 2 Pages

DISTRIBUTION

5. Appropriation Symbol
72-11X1025

6.A. Allotment Symbol and Charge
425-61-698-00-69-71

6.B. Funds Allotted to:
 A.I.D./W Mission

7. Obligation Status
 Administrative Reservation Implementing Document

8. Funding Period (Mo., Day, Yr.)
From 5-10-77 To 9-30-77

9.A. Services to Start (Mo., Day, Yr.)
Between 5-10-77 and 5-15-77

9.B. Completion date of Services
(Mo., Day, Yr.) 9-30-77

10.A. Type of Action
 A.I.D. Contract Cooperating Country Contract Participating Agency Service Agreement Other

10.B. Authorized Agent
AID/W

Estimated Financing		(1)	(2)	(3)	(4)
\$1.00=		Previous Total	Increase	Decrease	Total to Date
11. Maximum A.I.D. Financing	A. Dollars		10,000		10,000
	B. U.S.-Owned Local Currency				
12. Cooperating Country Contributions	A. Counterpart				
	B. Other				

13. Mission References

14. Instructions to Authorized Agent
Funds in this PIO/T supplement funds in Contract AID/TA-C-1347 with Educational Testing Service and will be used to fund travel of two technicians for two trips each to and from Botswana via Swaziland, and for other costs related to a scope of work for a proposed Non-Formal Education project in Botswana. Such services fall within the scope of the above-cited contract; hence no change in its scope of services is required. AID/TA-C-1347 is hereby having additional funds provided; all other conditions of that contract remain the same.

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.

A. The specifications in the scope of work are technically adequate TA/EHR, W. Charleson (draft)	B. Funds for the services requested are available SER/FM/RSD, DDoyle J J for
C. The scope of work lies within the purview of the initiating and approved Agency Programs AFR/ESA, OCylke	D. AFR/DR, SCole AFR/DR, NCaticchio
E. AFR/ESA, LPompa AFR/ESA, CDCapoferri	F.

16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to

17. For the Agency for International Development
Signature: John Withers
Title: Director, AFR/DR

18. Date of Signature
MAY 6 1977

Signature and date:
Title:

CONTINUATION
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Africa Regional2.a. Code No.
698-135-3-6177531

2.b. Effective Date

2.c. Amendment
 Original OR No: _____3. Project/Activity No. and Title
698-0135 -3-6177531
Program Development and Support
(Botswana Non-Formal Education)Indicate block
numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

ESTIMATED BUDGET

Travel: 4 trips to Swaziland/Botswana @ \$1,400	\$ 5,600
Per Diem: 2 technicians for 35 days each @ \$32	2,240
Research Assistant (U.S.): 10 days @ \$60	600
Consultant (U.S.): 5 days @ \$140	700
Typing and preparation of manuscripts	360
Miscellaneous: Cables, communications, local car rental	500
Total	\$10,000

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World wide 3168415 Page 1 of 12 Po, v
2. PIO/T No. 931-11-690-091-73
3. Original or Amendment No. 132
4. Project/Activity No. and Title
Cost Methodologies- Non Formal Education
No. 931-11-690-091
9310091-15
70-ADD-547

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

DISTRIBUTION

5. Appropriation Symbol
72-11X1025

6.A. Allotment Symbol and Charge
485-31-099-00-20-61

6.B. Funds Allotted to:
 A.I.D./W Mission

7. Obligation Status
 Administrative Reservation Implementing Document

8. Funding Period (Mo., Day, Yr.)
From 6/15/76 To 12/15/77

9.A. Services to Start (Mo., Day, Yr.)
Between 15 June 76 and 15 July 76

9.B. Completion date of Services
30 June 79

10.A. Type of Action
 A.I.D. Contract Cooperating Country Contract Participating Agency Service Agreement Other

10.B. Authorized Agent
CM/COD

Estimated Financing		(1) Previous Total	(2) Increase	(3) Decrease	(4) Total to Date
\$1.00=					
11. Maximum A.I.D. Financing	A. Dollars		\$200,000		200,000
	B. U.S.-Owned Local Currency				
12. Cooperating Country Contributions	A. Counterpart				FUNDS RESERVED BY
	B. Other				POSTED 4/28/76 SER/EM/CSD

13. Mission References

14. Instructions to Authorized Agent

AID/W is authorized to secure the services of a contractor through the regular RFP competitive process.

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.

A. The specifications in the scope of work are technically adequate
TA/EHR James Chandler
TA/EHR William R. Charleson

B. Funds for the services requested are available
TA/PPU, Mary Meyer

C. The scope of work lies within the purview of the initiating and approved Agency Programs
TA/PPU, Robert Mills

D.

E.

F.

16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to.

Signature and date:

17. For the Agency for International Development
TA/PPU, Carl Fritz
Signature: [Signature]
Title:

18. Date of Signature
24 March 76
April 26, 1976

SCOPE OF WORK

19. Scope of Technical Services

A. Objective for which the Technical Services are to be Used

The overall goal of this project is to increase the usefulness and use of economic measurement tools in education planning, decision making and management.

The sub-goal related directly to this project is to increase the usefulness and use of economic measurement tools for planning and managing non-formal education programs.

The purpose of this project is to provide LDC and other (e.g., AID) planners and decision makers with analytical methodologies which are:

- a) Required to make decisions about the costs of non-formal education projects,
- b) Required to make decisions concerning the cost effectiveness/benefit of alternate educational systems (formal vs. non-formal, non-formal vs. non-formal); and
- c) To provide those requiring the costing methodologies with method for estimating the costs and cost effectiveness of employing such methodologies.

(Cont.)

C. Technicians

The composition of the Technical Staff will probably be from the following disciplines(fields of specialization):

Educational Economist, Non Formal Education Educator, Systems Analyst, Educational Measurements, Education Evaluator, Education Planning and Research Assistants.

(d) Duration of Assignment (Man-Months)

To be determined

(2) Duty Post and Duration of Technicians' Services: Contractor's duty post: United States of America, visit and portions of contractor's work will be done by contractor staff and consultants in several LDC. LDC selection for above will be contingent upon consultation with AID/W, Missions and the LDCs...

(3) Language Requirements: T. French and Spanish

(4) Access to Classified Information
 N / A

(5) Dependents Will Will Not Be Permitted to Accompany Technician

D. Financing of Technical Services

By AID - \$ 400,000

(2) By Cooperating Country -

AID 1980-ix (19-70) PIO/T	Cooperating Country World wide	PIO/T No.	Page 3 of 12 Pages
	Project/Activity No. and Title Cost Methodologies- Non Formal Education No. 931-11-690-091		

20. Equipment and Supplies (Related to the services described in Block 19 and to be procured outside the Cooperating Country by the supplier of these services)

A. <u>(1) Quantity</u>	<u>(2) Description</u>	<u>(3) Estimated Cost</u>	<u>(4) Special Instructions</u>
------------------------	------------------------	---------------------------	---------------------------------

N/A

B. Financing of Equipment and Supplies N/A

(1) By AID - \$ (2) By Cooperating Country -

21. Special Provisions

- A. This PIO/T is subject to AID (contracting) (PASA implementation) regulations.
- B. Except as specifically authorized by AID, or when local hire is authorized under the terms of a contract with a U.S. Supplier, services authorized under this PIO/T must be obtained from U.S. sources.
- C. Except as specifically authorized by AID/W, the purchase of commodities authorized under this PIO/T will be limited to the U.S. under Geographic Code 000.
- D. Other (specify):

AID 1350-1X (9-70)	Cooperating Country World wide	PIO/T No.	Page 4 of 12 Pages
PIO/T	Project/Activity No. and Title Cost Methodologies-Non Formal Education No. 931-11-697-091		

22. Reports by Contractor or Participating Agency (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports, and any special requirements)

The reporting requirements of the contractor for this project are extensive. They are as follows in time sequence: starting from the time that the contract is signed:

1. At the end of one and one half (1 1/2) months, twenty-five (25) copies of a brief report containing:

- a) work done of preparation of plans for:
 - 1 - state of the art study
 - 2 - development of the typology.

2. At the end of six (6) months, twenty-five (25) copies of a report covering:

- a) results of completed state of the art study,
- b) draft outline of methodologies manual(s)
- c) complete typology with recommendations for:
 - 1 - site selection
 - 2 - scope of manual(s).

3. At the end of thirteen (13) months, twenty-five (25) copies of a report to contain

- a) revisions based on review and evaluation conducted at the end of six (6) months,
- b) recommendations for sites
- c) budget and scheduling review
- d) recommendations and plans for phase II.

(Continued -

23. Background Information (Additional information useful to Authorized Agent and Prospective Contractors or Participating Agency; if necessary cross reference Block 19.C(4) above.)

TA/EHR

24. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

AID/W TA/EHR

B. Cooperating Country Liaison Official

N/A

C. AID Liaison Officials

TA/EHR, James B. Chandler, Director
 TA/EHR, Wilbur M. Waffle, Specialist
 TA/EHR, William R. Charleson, Project Manager

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LOGISTIC SUPPORT

25. Provisions for Logistic Support N/A A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
(1) Office Space				
(2) Office Equipment				
(3) Housing and Utilities				
(4) Furniture				
(5) Household Equipment (Stoves, Refrig., etc.)				
(6) Transportation in Cooperating Country				
(7) Interpreter Services				
Other: (8)				
(Specify) (9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

N/A

C. Comments

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Cost Methodologies-Non Formal Education
No, 931-11-690-071Indicate block
numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

19. (cont.)

B. Description

I. This project is planned to provide, in two phases, IDC and AID education planners and decision makers at varying levels of analytical capacity with alternate methodological and procedural means to achieve the purpose outlined above.

The project will have two phases:

1. Phase I (approximately 15 months) will be directed toward:

(a) the development of analytical procedures for identifying and ordering the variables which determine costs and cost effectiveness/benefits of non-formal education;

(b) the development of analytical methodologies for determining the cost and cost effectiveness/benefits of non-formal education;

(c) the development of procedures for assisting LDCs to determine which of the methodologies presented is appropriate for specific LDC need and capacity situations; and

(d) the presentation of the aforementioned methodologies and procedures in a form deemed suitable by the project's advisory committee. (1)

Emphasis will be given to the development of methodologies which are suitable for a range of country settings which typify significantly different levels of analytical need and capacity in the area of costing non-formal education programs. (2)

There is a feeling expressed by knowledgeable and experienced AID staff that typologies developed appropriate for various levels of LDCs will cluster in three or four representative development groupings based on LDC's present levels of analytical needs and capacities. These needs and capacities will be investigated and developed in phase I by the contractor.

Where possible efforts will be linked to providing cost analysis within educational projects funded by the Agency. Decisions concerning the sites selected will be based upon criteria developed by the contractor and approved by AID/W.

2. Phase II (approximately 21 months) will be directed toward:

(a) the application of the methodologies through a series of field tests (not to exceed 4) undertaken cooperatively with LDCs;

(1) The advisory panel comprised of representatives of each of the regional bureaus, PPC, of Missions and LDCs where appropriate, and the contractor as a participant will have overall responsibility for the evaluation of contractor performance, for providing guidance and advice as to project direction, and for judgment and input as to changes in the project's scope, nature and termination during its implementation.

(2) The range of analytical needs and capacities will be developed as a typology. Needs will be described in policy terms; capacity in terms of available data base, personnel, hardware, software, etc.

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3. Project/Activity No. and Title Cost Methodologies- Non Formal Education No. 931-11-690-091	

Indicate block numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

19. (Cont.)

(b) the revision of the methodologies in accordance with the results of the field tests; and

(c) the presentation of results through publication, working seminars, etc. as deemed appropriate by the advisory committee to the project.

Phase II will concentrate initially upon the use of the methodologies with respect to identifying and costing existing non-formal educational delivery systems. Secondly, the project will test the utility of the methodologies in determining the cost and cost effectiveness/benefits of such systems under expanded or hybrid conditions and finally the project will examine the utility of methodologies where existing non-formal delivery systems need be developed.

As in Phase I all site activities will be developed with the understanding and approval of the project's advisory committee.

It is expected at the end of the project that:

1. LDC and AID planners and decision makers will have available for use methodologies for estimating costs and cost effectiveness/benefits of alternate programs using non-formal education and that the methodologies available to them will be appropriate for a range of decision making needs and capacities;
2. LDC and AID planners and decision makers will have selected case studies of specific field applications of the methodologies with information concerning estimation of the costs of using one methodology over another.
3. LDC and AID planners and decision makers will have participated in not to exceed four (4) seminar/workshops (depending on what is deemed appropriate by the advisory committee) for the purpose of discussing the methodologies and the case studies as well as their adaptation and continued use by LDCs.

II. Contractor's work

The project is planned for three calendar years broken in two clearly defined phases (I and II) described B above. The implementation of Phase II is contingent on the results of Phase I as reviewed, evaluated, and approved by its advisory panel (comprised of staff from AID/W, Missions and LDCs). The activity/phasing chart see page.12) indicates this provision in the project planning. This activity/phasing chart

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19. (Cont.)

also lists the points in the implementation process at which the advisory panel reviews and evaluates the progress and results of the activity as the project activities are being developed and implemented.

The contractor will develop and provide:

a. A set or sets of written methodologies for estimating the costs and cost effectiveness/benefits of non-formal education projects to include (for Phase I):

(1) A set or sets of methodologies for identifying the variables on non-formal education which determine costs and cost effectiveness/benefits;

(2) A set or sets of methodologies for ordering the variables to determine the costs and cost effectiveness/benefits of existing non-formal education efforts;

(3) A set or sets of methodologies for determining the costs and cost effectiveness/benefits of existing non-formal education under expanded or hybrid conditions;

(4) A set or sets of methodologies for estimating costs and cost effectiveness/benefits for entirely new non-formal education efforts;

(5) A procedural guide for assisting users to determine which of the offered methodologies is most appropriate for a particular country's analytical needs and capacities.

b. A set or sets of published reports of final applications to include (Phase II):

(1) the outcomes of the field applications;

(2) revisions to methodologies or procedures developed in Phase I;

(3) reports from cooperating LDCs as to the use and utility of the methodologies.

c. A written report on the development of a typology of analytical (costs and cost effectiveness/benefit) needs and capacities and its application with respect to the project's site selection for field trials of methodologies; seminar site selection and follow-on recommendations;

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Use this form to complete the information required in any block of a PIO or PA/PR form.

19. (Cont.)

d. Not to exceed four (4) seminar workshops (size, number and content to be determined during the course of Phase I in consultation with the project's advisory committee);

e. A provision for advisory services to other planned or on-going NFE projects. That is, it is expected that the provision of methodological guidelines and guidance (during and upon completion of Phases I and II), an output of this project, will be used as inputs to on-going or planned education projects (when called upon and funded by such other education projects).

f. The provision for a limited amount of short term academic training for these key LDC decision makers who may require such services in order to use the methodologies developed to the optimum. In addition, in country training will be provided as needed. The amount or scope of both the academic and in-country training will be reviewed by the project review panel and the LDCs involved.

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Cost Methodologies-Non Formal Education
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numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

22. (Cont.)

4. At the end of the same thirteen (13) months, twenty-five (25) copies of a final report covering all work and activities done in phase I to also include copies of correspondence with Missions and LDC's to indicate the degree to which collaboration was employed.

5. At the sixteen and one half (16 1/2) point - one and one half (1 1/2) months into phase II, twenty-five (25) copies of a report to contain:

- a) finalize site selection with LDC and Mission
- b) degree to which revisions had to be made in the site selection process.

6. At the (22) twenty-two month point and of the twenty-seven and one half (27 1/2) points, twenty-five (25) copies of reports to contain the following:

- a) Field testing of methodologies in approved sites.
- b) Revision of methodologies based on field testing.
- c) Validation of typology.
- d) Draft write-up of field site activities.
- e) Draft manual(s) prepared.
- f) Seminar Workshops held
- g) Draft dissemination plan.

7. At the end of thirty-two (32) months, twenty-five (25) copies of a report covering the period of the previous (15) fifteen months providing in an integrated and comprehensive manner in the progress realized in the areas listed in six (6) above:

- a) Field testing of methodologies in approved sites.
- b) Revision of methodologies based on field testing.
- c) Validity of the typology.
- d) Draft write-up of field site activities.

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Indicate block numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

22. (Cont.)

e) Draft manual(s) prepared.

f) Seminar workshops held.

g) Draft dissemination plan.

8. At the end of thirty-five and one half (35 1/2) months, twenty-five (25) copies of a progress report covering the period from the last progress report (item 6) to include:

a) Final write-up of manual(s).

b) Distribution of manuals.

c) Feed-back from users.

d) Recommendation for further follow-up.

9. At the end of project thirty-six (36) months a final report in two parts:

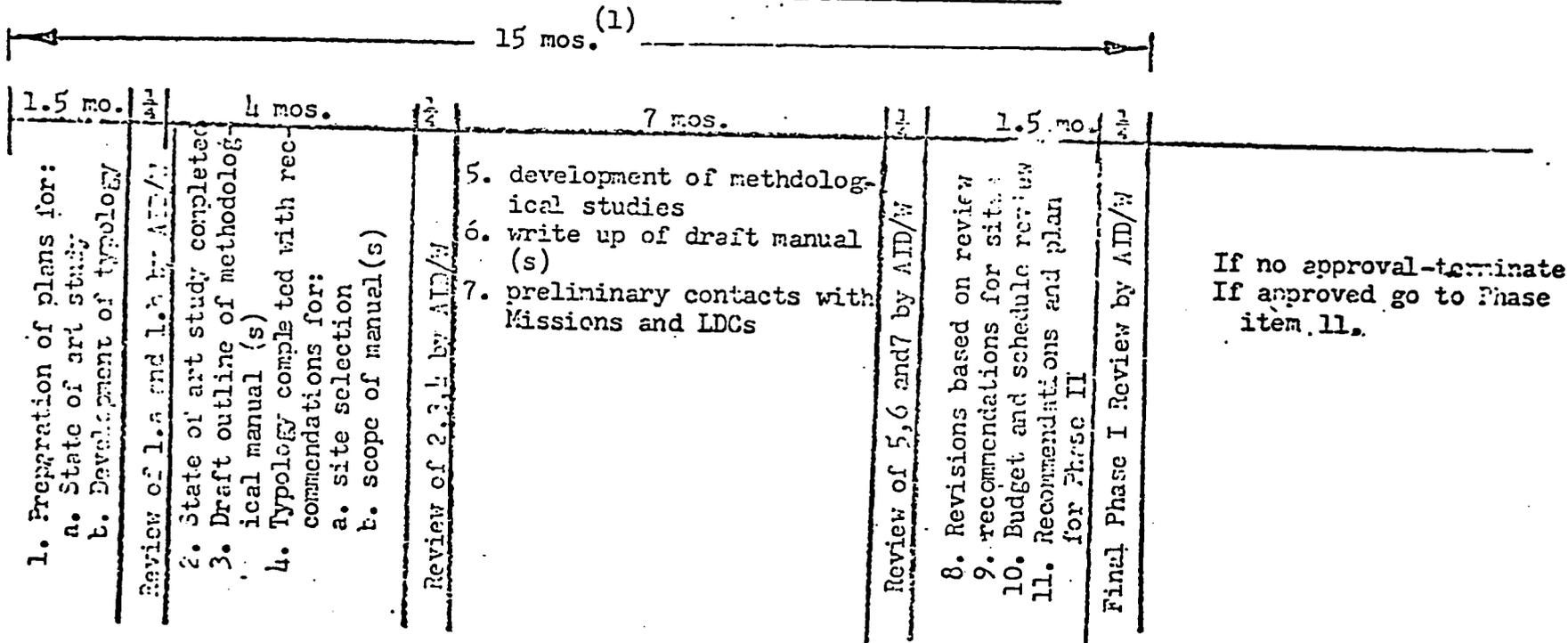
a) Report on all activities in phase II--that is for the period since the final report for phase I (end of 15 months)

b) Report covering the entire project.

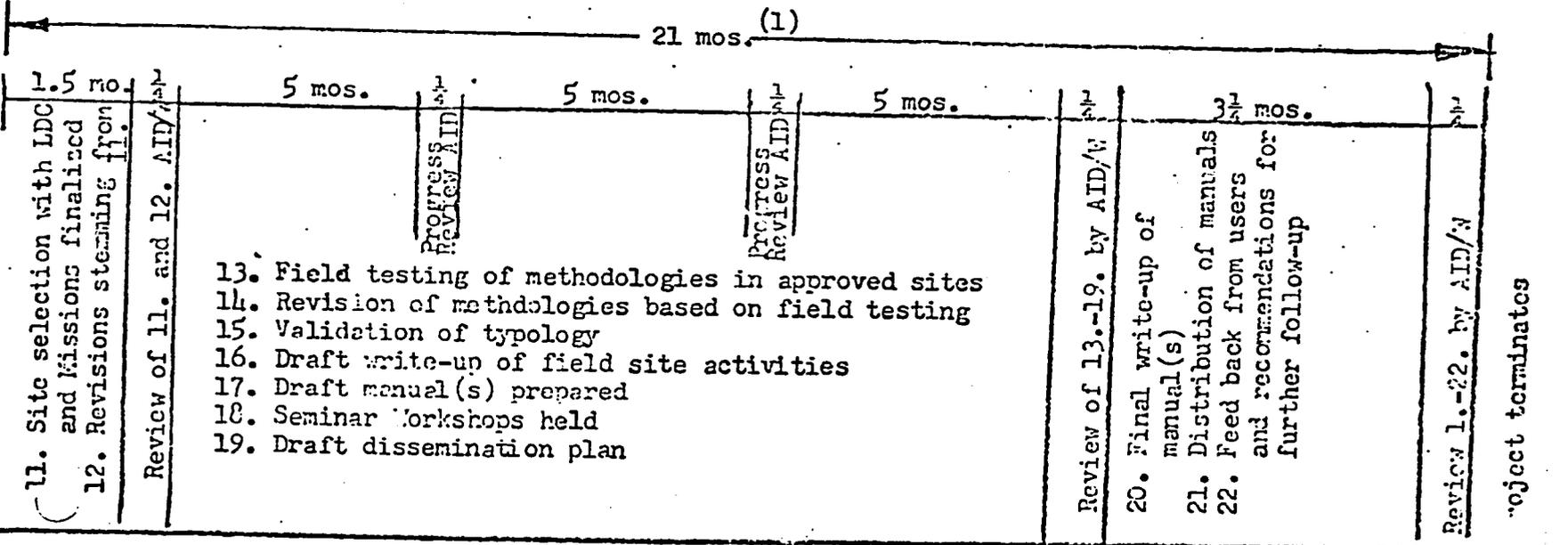
10. The contractor will publish five hundred (500) copies of the finalized manual(s) from phase I and II. This will be done only after securing AID/W approved. In accordance with the dissemination plan developed and approved by AID/W, the contractor will disseminate the manual(s). The remaining copies from the published five hundred (500) will be provided to AID/TAB/EHR.

SEQUENCE OF ACTIVITIES IN PHASES I AND II

PHASE I



PHASE II



(1) Throughout project contractor to provide input to other education projects when asked to do so and

Cost for the project is given below:

TOTAL PROJECT COSTS

	TA/EHR (1) AID/W
Staff*	\$130
Tech Assts.	40
/Sec. **	20
Salary Subtotal	<u>190</u>
Benefits @ 15%	19.5
Benefits @ 12%	2.5
Salary Totals	<u>212</u>
Consultants	20
Travel	25
Services	25
Materials & Publications	15
Overhead	<u>103</u>
GRAND TOTAL	\$400

Footnotes following page

\$150 and Phase II \$250

Budget/Schedule	Year 1	Year 2	Year 3	Total
Salaries	72.0	70.0	70.0	212.0
Consultants	10.0	5.0	5.0	20.0
Travel	3.0	11.0	11.0	25.0
Field Service	2.0	12.5	12.5	25.0
Mat. & Pub.	35.0	2.0	11.0	15.0
Overhead	122.0	34.0	34.0	103.0
TOTAL		<u>134.5</u>	<u>143.5</u>	<u>400.0</u>