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40p.

PROJECT TITLE: Extension Education Training for
Human Resource Development

PROJECT LOCATION: Sudan

PVO NAME AND LOCATION: World Education
1414 Sixth Avenue
New York, New York 10019

CONTACT PERSON: Jasperdean Kobes/Jill Sheffield

DATE OF SUBMISSION TO AID: March 25, 1977

TOTAL OPG REQUEST: \$205,689

V. FINANCIAL PLAN

The implementation of this project requires a total minimum expenditure of approximately \$280,449 over a 24-month period. The Operational Program Request is for \$205,689. In addition, Ahfad will contribute \$33,560; and International Voluntary Service (IVS), \$25,426. \$15,774 is being requested from the Ford Foundation.¹

A. SUMMARY

	YEAR I	YEAR II	TOTAL
1. <u>OPG Request</u>			
a. Technical Assistance Costs (WE)			
1. Personnel	\$27,380	\$27,380	\$54,760
2. Benefits	4,928	4,928	9,856
3. Direct Administrative Costs	14,511	14,511	29,022
4. Travel	4,600	4,600	9,200
5. Per Diem	2,250	2,250	4,500
6. Allowances	6,900	5,400	12,300
7. Project Documentation	2,000	3,000	5,000
9. Other Direct Costs	900	900	1,800
	<u> </u>	<u> </u>	<u> </u>
TOTAL TA COSTS	\$63,469	\$62,969	\$126,438
b. Local Costs (Sub-grant)			
1. Workshops	3,150	3,150	6,300
2. Materials Production	5,000	5,000	10,000
3. Self-Help Funds	4,000	6,000	10,000
4. Revolving Fund	1,000	2,000	3,000
5. Scholarships	2,400	7,200	9,600
6. Local Travel	4,000	4,000	8,000
7. Office Supplies/Equipment	1,200	1,200	2,400
8. Books	1,000	1,000	2,000
	<u> </u>	<u> </u>	<u> </u>
TOTAL SUB-GRANT	\$21,750	\$29,550	\$51,300
Sub-total OPG (TA + Sub-Grant)	85,219	92,519	177,738
Contingency (10%)	8,522	9,252	17,774
	<u> </u>	<u> </u>	<u> </u>
Sub-total	\$93,741	\$101,771	\$195,512
Inflation (Year II)	—	10,177	10,177
	<u> </u>	<u> </u>	<u> </u>
GRAND TOTAL	\$93,741	\$111,948	\$205,689

¹The Ford Foundation representative in Khartoum expressed interest in this project during exploratory discussions in February and November 1976. The Ford Foundation is already supporting Ahfad by providing several overseas scholarships for graduates and travel funds for the extension program.

	YEAR I	YEAR II	TOTAL
2. <u>Ahfad Counterpart Budget</u>			
a. Personnel	\$9,229	\$9,229	\$18,458
b. International Travel	2,000	2,000	4,000
c. Materials Production	500	500	1,000
d. Training	1,000	1,000	2,000
e. Office Space	1,200	1,200	2,400
f. Office Supplies	600	600	1,200
	<u>14,529</u>	<u>14,529</u>	<u>29,058</u>
Sub-total Ahfad Contingency (10%)	1,452	1,452	2,904
Sub-total	\$15,981	\$15,981	\$31,962
Inflation (10%)	—	1,598	1,598
TOTAL AHFAD	<u>\$15,981</u>	<u>\$17,579</u>	<u>\$33,560</u>

3. <u>IVS Contribution</u>			
a. Personnel	\$11,008	\$11,008	\$22,016
Contingency (10%)	1,100	1,100	2,200
Sub-total	<u>\$12,108</u>	<u>\$12,108</u>	<u>\$24,216</u>
Inflation (10%)	—	1,210	1,210
TOTAL IVS	<u>\$12,108</u>	<u>\$13,318</u>	<u>\$25,426</u>

4. <u>Ford Foundation Request</u>			
Transportation	\$10,400	\$2,900	\$13,300
Contingency (10%)	1,040	1,040	2,080
Sub-total	<u>\$11,440</u>	<u>\$3,940</u>	<u>\$15,380</u>
Inflation (10%)	—	394	394
TOTAL FORD	<u>\$11,440</u>	<u>\$4,334</u>	<u>\$15,774</u>

5. TOTAL PROJECT BUDGET			
a. OPG	\$91,101	\$103,236	\$194,337
b. Ahfad Counterpart Budget	15,981	17,579	33,560
c. IVS Contribution	12,108	13,318	25,426
d. Ford Foundation Request	<u>11,440</u>	<u>4,334</u>	<u>15,774</u>
GRAND TOTAL	<u>\$130,630</u>	<u>\$138,467</u>	<u>\$269,097</u>

B. BUDGETS	YEAR I	YEAR II	TOTAL
1. <u>Operational Program Grant Request</u>			
a. Technical Assistance Costs (WE)			
1. Personnel			
Training Specialist (100%: 2 years @\$20,000/year)	\$20,000	\$20,000	\$40,000
Africa Regional Representative (15%: 3.6 p/m @\$2,100/month)	3,780	3,780	7,560
Technical Support Staff (10%: 2.4 p/m @\$2,000/month)	2,400	2,400	4,800
Secretarial Assistance (10%: 2.4 p/m @\$1,000/month)	<u>1,200</u>	<u>1,200</u>	<u>2,400</u>
Sub-total Personnel	\$27,380	\$27,380	\$54,760
2. Benefits (at 18%)	4,928	4,928	9,856
3. Direct Administrative Costs*	14,511	14,511	29,022
4. Travel			
Training Specialist (+ spouse) (2 round trips @\$1,300/trip) (local: 24 months @\$100/month)	1,300 1,200	1,300 1,200	2,600 2,400
Africa Regional Representative (4 round-trips @\$1,000/trip) (local: 4 trips @\$50/trip)	2,000 <u>100</u>	2,000 <u>100</u>	4,000 <u>200</u>
Sub-total Travel	\$4,600	\$4,600	\$9,200
5. Per Diem			
Training Specialist (local: 24 months @\$50/month)	600	600	1,200
Africa Regional Representative (60 days @\$55/day)	<u>1,650</u>	<u>1,650</u>	<u>3,300</u>
Sub-total Per Diem	\$2,250	\$2,250	\$4,500

*The amount indicated for "Direct Administrative Costs" represents only a small portion of the expenses which will actually be incurred for communications, use of office space and equipment, etc. in direct support of this project. World Education'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 53% 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 represent only 15% of the total OPG for this project.

	YEAR I	YEAR II	TOTAL
6. Allowances (for Training Specialist)			
Housing			
(24 months @\$200/month)	\$2,400	\$2,400	\$4,800
Shipping (at \$2,000)	1,000	1,000	2,000
Language training (Arabic)	2,500	1,000	3,500
Storage of household effects	<u>1,000</u>	<u>1,000</u>	<u>2,000</u>
Sub-total Allowances	\$6,900	\$5,400	\$12,300
7. Project Documentation	\$2,000	\$3,000	\$5,000
8. Other Direct Costs			
(24 months @\$75/month)	<u>900</u>	<u>900</u>	<u>1,800</u>
TOTAL TA COSTS (WE)	\$63,469	\$62,969	\$126,438

Local Costs (Sub-Grant)

1. Workshops			
(DA: ¹ 6 x 30 people x 3 days @ \$10/day)	2,700	2,700	5,400
(TA: ² 6 x 30 people @ \$5/each)	<u>450</u>	<u>450</u>	<u>900</u>
Sub-total Workshops	\$3,150	\$3,150	\$6,300
2. Materials Production			
500 sets/learners' materials	3,000	3,000	6,000
staff/student training materials	<u>2,000</u>	<u>2,000</u>	<u>4,000</u>
Sub-total Materials	\$5,000	\$5,000	\$10,000
3. Self-Help Funds			
Funds for small community action projects initiated in relation to extension program.	\$4,000	\$6,000	\$10,000
4. Revolving Fund			
Funds for income-generating activities initiated in relation to extension program.	\$1,000	\$2,000	\$3,000
5. Scholarships			
(6 x \$400/yr x 4 yr)	\$2,400	\$7,200	\$9,600

¹ DA = daily allowance

² TA = travel allowance

	YEAR I	YEAR II	TOTAL
6. Local Travel			
Staff and student transportation costs for trips to extension sites and field- trips outside of Omdurman.	\$4,000	\$4,000	\$8,000
7. Office Supplies/Equipment (24 months @\$100/month)	\$1,200	\$1,200	\$2,400
8. Books	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$2,000</u>
Total Sub-Grant	\$21,750	\$29,550	\$51,300
Sub-total OPG (TA and sub-grant)	\$85,219	\$92,519	\$177,738
Contingency (10%)	<u>8,522</u>	<u>9,252</u>	<u>17,774</u>
Sub-total	\$93,741	\$101,771	\$195,512
Inflation (10%)	<u>—</u>	<u>10,177</u>	<u>10,177</u>
TOTAL OPG	<u>\$93,741</u>	<u>\$111,948</u>	<u>\$205,689</u>

2. Ahfad Counterpart Budget

a. Personnel

Principal (20%: 4.8 p/m @\$575/month)	\$1,380	\$1,380	\$2,760
Director of Studies (10%: 2.4. p/m @\$375/month)	450	450	900
Extension Education Director (100%: 2 years @\$1900/year)	1,900	1,900	3,800
IVS Heads of Schools (2) (40%: 2 x 9.6 p/m @\$240/month)	2,304	2,304	4,608
IVS Faculty (2) (15%: 2 x 3.6. p/m @\$240/month)	864	864	1,728
Art Teacher (25%: 6 p/m @\$375/month)	1,125	1,125	2,250
Graduate Assistants (2) (15%: 2 x 3.6 p/m @\$160/month)	576	576	1,152
Secretary (30%: 7.2 p/m @\$175/month)	<u>630</u>	<u>630</u>	<u>1,260</u>
Sub-total Personnel	\$9,229	\$9,229	\$18,458

	YEAR I	YEAR II	TOTAL
b. International Travel (4 IVS) (4 trips @\$1,000/trip)	\$2,000	\$2,000	\$4,000
c. Materials Production Additional materials and equipment	500	500	1,000
d. Training Equipment and facilities	1,000	1,000	2,000
e. Office Space (Training Specialist) (24 months @\$100/month)	1,200	1,200	2,400
f. Office Supplies (24 months @\$50/month)	<u>600</u>	<u>600</u>	<u>1,200</u>
Sub-total Ahfad	\$14,529	\$14,529	\$29,058
Contingency (10%)	<u>1,452</u>	<u>1,452</u>	<u>2,904</u>
Sub-total	\$15,981	\$15,981	\$31,962
Inflation (10%)	<u>—</u>	<u>1,598</u>	<u>1,598</u>
TOTAL AHFAD	<u>\$15,981</u>	<u>\$17,579</u>	<u>\$33,560</u>

3. IVS Contribution (4 Volunteers)

a. Personnel (IVS estimates it spends \$10,000 a year to support one volunteer at Ahfad)			
(40%: 2 IVS x 9.6 p/m @\$834/month)	\$8,006	\$8,006	\$16,012
(15%: 2 IVS x 3.6 p/m @\$834/month)	<u>3,002</u>	<u>3,002</u>	<u>6,004</u>
Sub-total IVS	\$11,008	\$11,008	\$22,016
Contingency (10%)	<u>1,100</u>	<u>1,100</u>	<u>2,200</u>
Sub-total	\$12,108	\$12,108	\$24,216
Inflation (10%)	<u>—</u>	<u>1,210</u>	<u>1,210</u>
TOTAL IVS	<u>\$12,108</u>	<u>\$13,318</u>	<u>\$25,426</u>

4. Ford Foundation Request

a. Transportation			
Vehicle + Spare Parts	\$8,000	\$500	\$8,500
Petrol (24 months @\$200/month)	<u>2,400</u>	<u>2,400</u>	<u>4,800</u>
Sub-total	\$10,400	\$2,900	\$13,300
Contingency (10%)	<u>1,040</u>	<u>1,040</u>	<u>2,080</u>
Sub-total	\$11,440	\$3,940	\$15,380
Inflation (10%)	<u>—</u>	<u>394</u>	<u>394</u>
TOTAL FORD	<u>\$11,440</u>	<u>\$4,334</u>	<u>\$15,774</u>

	YEAR I	YEAR II	TOTAL
5. TOTAL PROJECT BUDGET			
a. OPG	\$93,741	\$111,948	\$205,689 ² 1/2
b. Ahfad Counterpart Budget	\$15,981	\$17,579	\$33,560 ¹² 1/2
c. IVS Contribution	\$12,108	\$13,318	\$25,426 ⁹
d. Ford Foundation Request	<u>\$11,440</u>	<u>\$4,334</u>	<u>\$15,774</u> ¹
<u>GRAND TOTAL</u>	<u>\$133,270</u>	<u>\$147,179</u>	<u>\$280,449</u>

650-010

SUDAN:

EXTENSION EDUCATION TRAINING

FOR

HUMAN RESOURCE DEVELOPMENT

World Education
1414 Sixth Avenue
New York, New York 10019
[212] 838-5255

March 1977

PROJECT TITLE: Extension Education Training for
Human Resource Development

PROJECT LOCATION: Sudan

PVO NAME AND LOCATION: World Education
1414 Sixth Avenue
New York, New York 10019

CONTACT PERSON: Jasperdean Kobes/Jill Sheffield

DATE OF SUBMISSION TO AID: March 25, 1977

TOTAL OPG REQUEST: \$186,691

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I. PROJECT PURPOSE AND DESCRIPTION

The purpose of this project is to establish in Ahfad University College for Women (hereinafter called Ahfad) a capability to train women to deliver integrated nonformal extension services to impoverished adults, primarily women, living in urban and rural areas. This capability will enable Ahfad to train women effectively for assuming responsible positions in public and private agencies related to designing, administering, implementing, and evaluating extension programs for impoverished adults. Ahfad graduates will acquire new knowledge, skills, and attitudes which will make it possible for them to involve adults more effectively in the process of their own social and economic development; they will be able to assist adults, primarily women, identify some of their urgent problems, and become involved in seeking and implementing solutions for these problems.

Upon entering Ahfad, students enroll in one of two schools: the School of Home Science and Community Care or the School of Psychology and Infant Education. During the past few years, Ahfad has made efforts to involve third and fourth year students in providing extension services to adults in villages and institutions in and around the greater Khartoum area.

During this twenty-four month project, the scope of work is three-fold:

1. to design, test, and revise curricula for training Ahfad staff and students in the process, approaches, and techniques of integrated nonformal extension education;
2. to plan, implement, and evaluate an extension program in which all of Ahfad's third and fourth year students participate; and
3. to train a Sudanese staff member (hereafter referred to as Project Manager) to manage both the training and fieldwork components of the extension programs.

World Education will provide the professional services of an extension education training specialist who will reside in Sudan and serve as a full-time Ahfad staff member.

Ahfad staff and students involved in the extension program will receive training in the techniques of needs assessment, learner materials development, communications with adults, evaluation, initiating/planning/implementing self-help and income-generating activities, and program management. Attention will be focused on the importance of integrating both the process and content of extension education. (Contact will be related to Ahfad's major curricula: home science/community care and psychology/infant education.) This training will be provided in newly designed courses, workshops, and during visits to

extension sites (on-the-job training). From time to time, staff of the Government of Sudan (hereinafter called GOS) technical ministries (health, agriculture, social welfare, etc.) and relevant private agencies will be invited to participate in training workshops. All training activities will be facilitated by either the World Education training specialist or the Project Manager.

In conjunction with their training, students will have an opportunity to visit extension programs in rural areas and carry out extension activities in and around the greater Khartoum area. More specifically, they will:

1. design, test, and revise instruments for assessing needs, and conduct needs assessment surveys among adult groups in four or five extension sites;
2. design, test, and revise curricula and materials for the adult groups which help them solve problems identified in the needs assessment;
3. facilitate learning sessions which stress adult participation: group discussion, problem-solving, and skill development;
4. design, test, and revise single instruments for obtaining regular feedback about various aspects of implementing extension activities; and
5. establish and administer a self-help fund of \$10,000 and a revolving fund of \$3,000 which will provide funds, respectively, for small self-help projects and income-generating activities carried out by the adult groups participating in the extension program.

At the end of the project, it is expected that Ahfad will be able to continue training women in the process, approaches, and techniques of integrated nonformal extension education. At the same time, Ahfad will be able to continue delivering extension services to impoverished adults participating in its extension program. It is further anticipated that Ahfad will be able to continue modifying and refining its new body of tested extension approaches and techniques.

II. PROJECT BACKGROUND

A. Introduction

Among our century's most urgent problems is the wholly unacceptable poverty that blights the lives of some 2,000 million people in the more than 100 countries of the developing world. Of these 2,000 million, nearly 800 million are caught up in what can only be termed absolute poverty—a condition of life so limited as to prevent realization of the potential of the genes with which they were born; a condition of life so degrading as to be an insult to human dignity.¹

The consensus of activities carried out by national and international agencies assisting development activities is that massive new efforts must now be made to bring impoverished adults in the developing countries into the mainstream of economic and social development. These efforts must be made on many fronts—they must also recognize the interrelatedness of the problems confronting people in both urban and rural areas, and focus on implementing solutions that extend beyond one particular development sector.

Impoverished families have been largely by-passed or poorly served by the formal education system. Schools have concentrated their efforts on training small elites for the modern urban sector. If education is to be a mechanism for stimulating economic and social development, a quite different educational strategy must be created and implemented. This strategy should stimulate self-reliance. The adults who take part must be involved in the on-going educational process of recognizing and diagnosing their problems, identifying resources for solving these problems, selecting and installing solutions, evaluating solutions to determine if they are solving problems, and revising solutions.

Education projects related to economic and social development should be functional and designed to meet the needs of a well-identified target group. They should also use approaches and techniques that enable adults to meet at times and in places convenient for them to acquire new knowledge and skills of importance to their daily lives, and to become actively involved in their own economic and social development. For example, a project could be designed to provide subsistence farmers with low cost techniques for producing more food; and to show them how to balance their meagre diet with at least a minimum amount of vitamin-rich fruits and vegetables, and to balance the size of their families with the food production capacity of their land or labor. At the same time, their spouses could also be shown how to augment the daily diet and to add to cash incomes through tasks they can perform in and around the home.²

¹The World Bank, The Assault on World Poverty (Baltimore: The John Hopkins University Press, 1975), p. v.

²For a more detailed description of nonformal education strategies and projects related to rural development activities, see Manzoor Ahmed and Philip H. Coombs (eds), Education for Rural Development: Case Studies for Planners (New York: Praeger, 1975); and Rolland G. Paulston (ed), Non-Formal Education: An Annotated International Bibliography (New York: Praeger, 1972)

B. World Education's Experience

World Education is a private agency founded in 1951. A nonprofit tax-exempt organization, it offers professional service 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.¹

World Education's initial interest was in functional literacy. For several years we have been aware of the links between development crises — food, population, environment — and of the need to seek integrated solutions. The process we have evolved — 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.

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; group dynamics. Special emphasis is given to the process of

¹World 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 United Nations Office of Public Information and has status with the United Nations Economic and Social Council, UNESCO, and UNICEF. Copies of World Education's Annual Reports, evaluation reports done by USAID in 1973 and 1976, and other publications are available on request.

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 (30 projects, 50 countries) lists, in quantitative terms, the following accomplishments:

- 41 country analyses
- 81 preliminary project designs
- 59 completed project designs
- 30 demonstration projects 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 learners¹
 - 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.

C. Sudan: Women, Education, and Development

Sudan, the largest country in Africa, comprises nearly one million square miles. It forms a geographical link between the African civilizations in the south and the Arabic civilizations in the north of Africa and in the Middle East. From the south to the north, the terrain changes from tropical forests and savanna, through vast swamplands, open semi-tropical savanna and scrublands to the hot, sandy flatlands in the Libyan and Sahara deserts. Through these diverse regions flow the White and Blue Niles, meeting at Khartoum, the capital, to form the main Nile. The White Nile, the main artery, flows from south to north for 2,340 miles. This vast land is the home of approximately 17 million people who

¹ The number of learners reached as a result of training and demonstration projects is related to the outreach of the partnership agency. In Thailand, for example, the Ministry of Education functional education activities now reach 400,000 adults.

represent a unique mixture of tribes, cultures, and creeds. Communications are poor with only 550 miles of paved roads and one very out-moded, over-taxed railroad.

At present, over 70% of the labor force finds employment in the agricultural sector of the economy. For many years to come, most Sudanese will continue to be agricultural workers. The average annual per capita income is about US\$120, one of the lowest in the world.

The annual population growth rate is estimated to be between 2.2% and 2.5% per year. The infant mortality rate for the period 1965-1970 was 93.6 per 1,000; about a 50% of the population is now under fifteen years of age. Only 15-20% of the adult population is literate. Approximately 15% of the population lives in urban areas.

Agriculture in Sudan is the dominant sector in the economy and is likely to remain so for several decades. However, agriculture development has been characterized by a marked dualism between high-income, irrigated and mechanized rainfed agriculture, on the one hand, and low-income traditional agriculture and livestock on the other.... this dualism has contributed to a pronounced unequal development between regions. Most of the irrigated and mechanized rainfed agriculture is in the former Blue Nile and Kassala Provinces in the central and eastern part of the country. This area is where transport, power, schools, and industry are also concentrated; the regions in the west and south lag far behind.

How to redress the inequality between the areas of heavy investment along the Nile and the rest of the country has elicited considerable discussions in Sudan.²

The GOS is increasingly concerned about the exclusion of so many Sudanese from opportunities to be involved in their own social and economic development. At the moment, though, the GOS's specific strategies for solving these problems are not fully defined; a new national development plan for the next six years is in the process of being constructed.³

However, some of the implications of the GOS's commitment to improving the quality of life for impoverished families living in both rural and urban areas are already abundantly clear. Raising employment opportunities and real per capita income for impoverished Sudanese and providing them with effective extension services will require GOS service ministries (health, agriculture, cooperatives, etc.) to create new strategies for responding to these challenges. In a country as large and culturally diverse as Sudan it will be necessary to design and

¹Demographic data was obtained from: U.S. Department of State, Background Notes: Sudan (April 1975), and IPPF, Situation Report: Sudan (July 1973).

²ILD/UNDP, Growth, Employment and Equity: A Comprehensive Strategy for Sudan (Volume I: The Main Report, October, 1975), section III. 1, pp. 1-2.

³The new plan was not yet available during the writer's last visit to Sudan, November 1976.

experiment with a variety of approaches for resolving these critical national concerns. Development programs will have to be integrated to deal with the complexity of problems confronting impoverished adults, especially those living in rural areas. Adults will have to have increased opportunities to acquire new knowledge, skills, and attitudes directly related to increasing their incomes and improving the quality of life for themselves and their communities. Most importantly, GOS service ministries will need a significantly larger members of staff who have been trained in the approaches and techniques of integrated nonformal extension education, and are able to assume major responsibilities for providing extension education services throughout Sudan.

As discussed in greater detail below, the project proposed herein strongly supports the GOS's commitment to improving the quality of life for impoverished Sudanese, especially those living in rural areas. In particular, it will assist Ahfad University College for Women develop a capability for training women to deliver integrated nonformal extension education services to these adults, primarily women. At the same time, this project addresses itself to the challenge of fully integrating women into all aspects of social and economic development in Sudan.

As the GOS becomes increasingly involved in establishing and implementing policies related to national development, it is critical to raise the issue of the full use of all of Sudan's human resources. Human resource utilization patterns set during the initial stages of growth are significant, and are difficult to adjust or change. A few characteristics of the current patterns in Sudan will demonstrate the need for GOS planners to give serious attention to the critical issue of developing and using all available human resources in the country.

According to the 1967/68 Household Sample Survey, only 10% of the women in Sudan were considered economically active.¹ Considering, for example, rural women's work in agriculture, animal husbandry, marketing, water and fuel portage, and the grinding of grains, it is likely that the Survey makes an artificial distinction between "economic" and "non-economic" activities, at least when characterizing women's activities in the subsistence sector. The concern here is that if the choice is made to transform the traditional areas, will attention be paid to augmenting the efficiency of the work of women, as well as men?

As in other African countries, women's education still lags behind that of men's. In 1973/74, only 28 percent of the girls between 7 and 12 years old were going to school during this period as contrasted with 53 percent of the boys in the same age group; six percent of girls as against 15 percent of boys between the ages 13 and 15 years; and 2 percent of the girls as against 7 percent of boys between the ages of 16 and 18 years.²

¹ Quoted in UNECA, Employment of Women in the Sudan (January 1975), p.1.

² *Ibid.*, p. 16.

There are many historical and cultural factors which explain this situation, but its perpetuation will seriously affect women's opportunities for wage or self-employment in the urban or semi-urban areas.

Even though the GOS's employment laws are especially favorable to working women, they have not yet been sufficiently integrated into the modern sectors of employment. According to the 1967/68 Household Sample Survey, only 6 percent of the economically active females were either employees or wage earners.¹ And all too frequently, cultural traditions still direct women to the generally acceptable spheres of office employment, teaching, and nursing.

The project proposed herein also strongly supports the GOS's commitment to fully integrating women into all aspects of social and economic life in Sudan. In particular, it will:

1. provide post-secondary level training for women consistent with national development perspectives;
2. enhance women's opportunities for wage employment particularly in the public sector; and
3. strengthen the capability of public agencies to improve the quality of life for impoverished adults, primarily women, throughout Sudan.

D. Ahfad University College for Women

1. Historical Development

Ahfad rests in the near desert area of Omdurman, Sudan's historic capital. It is unique in that it is the only institute for higher education in Sudan exclusively for women. Since the country is predominantly Islamic (70% Muslim, 25% animism, 5% Christian), the availability of educational opportunities for women is especially important.

Ahfad University College for Women emerged from a private primary school which was established in 1907 in the village of Rufaa by Babiker Badri (1860-1954), and who is considered the "Father of Sudanese Women's Education." It was the first secular school of its kind in the country. The school started with only nine girls; and the teacher of all subjects was Babiker Badri himself. From this tiny beginning evolved several State Schools scattered over the country; and out of it also grew Ahfad University College which developed into an intermediate school in 1933; into a secondary school in 1943; and into the University College in 1966. This institution stands today as a model for national voluntary efforts which grew up through the imagination of a local teacher of the nineteenth century. Ahfad today

¹ Quoted in UNECA, Employment of Women in the Sudan (January, 1975), p. 8.

is the largest of all non-government education institutions in the Sudan, with a total enrollment of 800 boys and 600 girls from grades four to twelve (Intermediate and Secondary) and 152 students in the University College for Women. (Only 10% or 80 women were among the 1972/73 University of Khartoum graduates....a government institution).¹

Ahfad is a private institution with its own Board and Policy Committee. It maintains a close association with the Ministry of Education from which it receives some operating funds on an annual basis. Through a non-traditional liberal arts program which emphasizes vocational and professional training, Ahfad endeavors to educate women to become more aware of national development problems so that they will have direct influence on their households, communities, and nation. The medium of instruction is English; the curriculum emphasizes participatory research to determine what is needed and the best ways to accomplish it.

Mr. Yusuf Badri, the son of the founder Babiker Badri, is now the Principal of Ahfad. Sudanese faculty members include Gassim Badri, the Principal's son, who teaches full-time, and approximately twenty visiting PhD lecturers from various faculties at the University of Khartoum who teach part time. In 1973, Ahfad entered into a contract with the International Voluntary Service (IVS) to provide four or five full-time lecturers a year until 1981 when Ahfad expects to have a sufficient number of Sudanese professionals teaching full time. At present, Ahfad has five IVS lecturers in the fields of English, home science, nutrition, and psychology/infant education.

In an effort to train full-time Sudanese staff, Ahfad now employs five of its graduates as assistant lecturers. These lecturers will eventually be sent abroad for graduate study and then return to permanent employment at Ahfad. To date, both the GOS and the Ford Foundation have provided scholarship funds; it is anticipated that this pattern will continue, at least for the next few years.

Admission to Ahfad is open to all girls who have completed secondary school (through grade 12) and is based upon their completion certificates, written reports from high school headmasters, and personal interviews. Students may also be admitted on the basis of satisfactory completion of an entrance examination. Upon entering Ahfad, students choose one of two disciplines (the School of Home Economics and Community Care or the School of Psychology and Infant Education) which they follow for four years. Each school is the only one of its kind in the country.

Students come from nearly all of the provinces to study, though at the present time most of the students are from the Tri-City area: Khartoum, North Khartoum, and Omdurman. Students who travel from afar either live with relatives in the area or live at the modest Ahfad boarding house. Because of the vastness of the land and poor transportation/communication facilities, reaching students from the provinces has been a problem. The founder of Ahfad, Babiker Badri, while in his nineties, 1943-51, made a spectacular and historic tour

¹In this proposal, Ahfad refers to Ahfad University College for Women. However, it is important to realize that, in fact, Ahfad refers to three institutions all of which have been developed and managed by the Badri family (an intermediate/secondary school for girls, an intermediate/secondary school for boys, and the University College for Women).

all over the Sudan by train, motor-car, and donkey to attract students to the school from the provinces and to raise funds through public donations so that he could build his progressive school which would then accommodate over 1,700 students of both sexes. In 1966, Yusuf Badri, Principal of Ahfad, made the same journey but this time to offer scholarships to girls qualified but without financial resources to further their training. And, in 1975, the IVS volunteers teaching at Ahfad went out again to ask the Governors of the Provinces to encourage female students in their area to seek further training.

Most Ahfad graduates have found employment in government service ministries (e.g., health, social affairs, agriculture, and education). They have taken positions such as social worker, extension worker, planner, researcher, and technician. By 1980, Ahfad will be graduating annually approximately sixty graduates who will be available for employment related to the two curricula now offered at Ahfad.

Considering the GOS's plans to increase the provision of basic social services in rural areas, especially during the next six-year plan period, Ahfad graduates will continue to be a significant source of trained personnel available to government service ministries for implementing their respective development plans. These ministries will be in critical need of personnel capable of administering, implementing, and evaluating extension programs in rural areas.

In its continuing efforts to provide training relevant to GOS development plans and needs for trained personnel, Ahfad has been involved during the past few years in developing an extension program in which third and fourth year students have supervised and guided practical experience in providing extension services in villages and institutions in and around the greater Khartoum area. This year, fourth year students in the School of Home Science and Community Care are conducting weekly classes for approximately sixty women in a village about five kilometers from Ahfad. Discussions and demonstrations focus on such topics as nutrition, child care, dress-making, and environmental sanitation. Similarly, fourth year students in the School of Psychology and Infant Education are involved in weekly activities to provide services in institutions related to their areas of concentration.

2. Collaboration with World Education

As a result of the request made by Ahfad to World Education, Ahfad and World Education have jointly reviewed all aspects of Ahfad's recent efforts to institutionalize an extension program as an essential component of the practical training provided for all students during their four-year academic program. Based on this review, Ahfad and World Education have agreed that during the two-year period, July 1, 1977 - June 30, 1979, World Education will assist Ahfad in developing its institutional capability to train students (women) in the process, approaches, and techniques of integrated nonformal extension education.

During the project, Ahfad and World Education will collaborate together to:

- a. Design, teach, and evaluate courses which focus on participatory extension techniques and strategies:

Training manuals will also be prepared for use in these courses. The courses will be designed to support and strengthen the practical experiences which third and fourth year students have in providing extension services in villages and institutions in and around the greater Khartoum area. Attention will be given to the process of integrating both the process and content of extension education.

The courses will emphasize such areas as techniques for assessing the needs of adult groups; curricula which help adults solve problems identified in the needs assessment; learning materials which stimulate adults' involvement in dealing with their most urgent concerns; instructional methodologies which stress adult participation: group discussion, problem-solving, and skill development; and simple feedback systems for obtaining needed information for continuous program improvement.

- b. Plan, coordinate, and evaluate the extension activities of all third and fourth year students in the School of Home Science and Community Care and the School of Psychology and Infant Education;
- c. Conduct workshops which bring together planners, administrators, and field workers of public and private agencies to discuss training needs of extension workers, problems of delivering extension services, and other mutual concerns;
- d. Provide training for Ahfad staff members in the process, techniques, and strategies of extension education; special attention will be given to training Sudanese staff members to assume full responsibility for managing the training and field components of the extension program.

III. PROJECT ANALYSIS

A. Economic Effects

This project aims to develop in Ahfad an institutional capability to train students (women) to deliver integrated nonformal extension education services to poor adults who live in both urban and rural areas. It has, at the same time, unlimited potential for having a major economic impact on the lives of the adults who take part in the project's extension activities. Ahfad will train students to plan, implement, and evaluate extension activities. As it does so, it will develop student capability to use integrated nonformal extension education approaches and techniques as a mechanism for rural and urban development. The adults who participate in the activities 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 such areas as health, family planning, and agriculture; explore solutions for solving some of these problems; be encouraged to use extension services and assisted in taking action to solve problems either through self-help projects, income-generating activities, or another form of community activity.

Assuming the training capability is institutionalized, Ahfad will be able to continue training students who will, in turn, deliver education extension services to impoverished adults as part of their training program. It is unlikely, though, that the number of adults participating in Ahfad's extension activities during any one-year period would ever exceed 400-600 adults.

However, as Ahfad graduates are placed in agencies which effectively use their new skills, they will have direct influence on the planning and implementation of integrated nonformal extension programs for adults, primarily women, who are economically deprived. In this way, the extension education skills acquired by Ahfad students will be translated into programs to improve the quality of life for large numbers of impoverished adults. At this time, it is difficult to predict just how much effect and impact Ahfad graduates will have on the agencies that will eventually employ them. This assessment is long-term and must be carefully planned and monitored. It is anticipated, however, that the involvement of planners and administrators in the process of designing training strategies for Ahfad will lead to a more effective placement and use of its graduates.

In time, Ahfad could also become a training resource for public and private agencies involved in extension education activities. Ahfad staff and students will have numerable opportunities to conduct training workshops in collaboration with other agencies, and to assist them in planning and evaluating their extension activities.

Initial project development costs may be high but the long-term effectiveness of the project does not depend upon the use of expensive technology or Ahfad's ability to pay high recurring costs. Rather it primarily depends on the capability and willingness of Ahfad to continue to train students who will subsequently take positions in public and

private agencies which will make effective use of their extension education skills. Within two to four years, Ahfad will be able to incorporate the proposed project's training strategies into its regular curricula.

B. Technology

The essentially indigenous process through which the educational technology for this project will be developed ensures its appropriateness and utility for Ahfad staff and students and the adults participating in the extension program. Succinctly, the educational technology (learning materials, training methodologies, etc.) will be designed in response to the expressed concerns of various target groups; the actual production will be carried out primarily by Ahfad staff and students — only locally available materials will be utilized; and revision and modification will be based on the target groups' and Ahfad's 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. Ahfad will receive technical assistance from World Education in the form of a resident nonformal extension education training specialist (24 person/months). (For a description of World Education's technical capabilities, see pages 4-5.)

C. Implementing Agency

Ahfad University College for Women (Ahfad) will be the primary implementing agency for the project proposed herein. Ahfad is well suited to direct this program. For many years, it has promoted the education of women, and has provided educational opportunities for them. Ahfad is increasingly concerned about training women to assume responsible positions related to improving the quality of life in the Sudan for poor people. Similarly, Ahfad realizes the importance of continually revising its curricula and training to respond to the nation's requirements for trained personnel.

Although Ahfad is eager for collaboration with World Education and challenged by the opportunity to carry out the project proposed herein, some of the traditions and cultural beliefs associated with women in Sudan could make it difficult for the project to realize its full potential. For example, even though an increasingly higher proportion of educated women are becoming wage earners, it can not yet be assumed that all Ahfad graduates will seek employment after graduation. There are still strong cultural pressures upon women to marry and remain at home.

"Another tradition which may affect the chances given to women in employment is the accepted norm that males are financially, materially, and morally responsible for the female members of their families. Arguments may be advanced that even if women held well-paid jobs, they would not be legally bound to support the family as men are and therefore men should be given priority in employment opportunities. In a survey among 491 men and 216 women in the different higher institutes of educa-

tion, 50 percent of the men indicated that they would not like their wives to have jobs. Only 20 percent were ready to allow their wives to work. Segregation of men and women in the society also works to retard progress in this field. When started at an early age within the home and at school, it inculcates in the minds of youngsters an artificial sexual distinction which may make relationships between them in employment and in other social situations difficult or impossible....

In some societies, and Sudan may be one of them, the nonparticipation of women is considered prestigious, particularly among the first generation of the emancipated. Thus....the tendency of town women to confine themselves to their homes, may be influenced — albeit unconsciously — by apparent or real prestige factors. By contrast, for the younger, educated women, this prestige may come from meaningful, remunerated wage or salaried employment."¹

There is a very reasonable chance that this training capability will be institutionalized in Ahfad with domestic resources. A large portion of the OPG will be used for training Ahfad staff and students. Within two to four years, Ahfad will be able to incorporate the project's training strategies into its regular curricula and courses. Without incurring any additional major financial responsibilities, Ahfad will be able to train students in the approaches and techniques of integrated nonformal extension education. Similarly, Ahfad will be able to continue delivering extension services to the adults participating in its extension activities.

The continuation of both the training and extension activities does not depend upon the use of expensive technology or Ahfad's ability to pay high recurring costs. Rather it primarily depends on the capability and willingness of Ahfad to continue to train students who subsequently use the approaches and techniques of integrated nonformal extension education in the position they assume after graduation.

Developing this institutional capability in Ahfad will be very closely linked to the availability of well-qualified, full-time Sudanese staff members who can build the extension training program and provide continuity. At present, key staff positions in both schools are filled by IVS volunteers who remain at Ahfad only for a two-year period. Ahfad is very aware of this critical need. As indicated in II/D/1 above, it has already initiated a process of recruiting and training its graduates for full-time staff positions. It is anticipated that within the next two to three years, three or four Ahfad graduates will return to the institution as full-time staff members.

¹ UNECA, Employment of Women in Sudan, pp. 25, 27.

As already discussed (see III/A above), this project proposal is directed at developing in Ahfad an institutional capability for training women to deliver extension education services. This strengthened capability at Ahfad will mean that impoverished adults, especially women, 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 increased income. In this project, activities will be directed mainly to women — in essence, women will be trained to enable poor women to become more effectively involved in their own social and economic development.

D. Other Considerations

The project proposed herein 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 upon women and men in Sudan who constitute the "poorest majority" of this developing country (see II/A, III/A, and III/C above).
2. Complement the development efforts and activities of other agencies. For example:
 - a) The extension education training strategies at Ahfad will be designed to respond to public and private agencies' needs for trained personnel in this field; and
 - b) the strategies developed, tested, and revised by Ahfad for involving adults in the process of their own economic and social development could be shared with other agencies pursuing the same objectives (e.g., Women's Branch, Sudan Socialist Union, and World Bank).
3. Have potential for reaching large number of adults within the next five to ten years (see III/A above).
4. Have potential for wide-scale application based on domestic resources (see III/A above and III/E below).

E. Institutionalization

As previously indicated (see III/A above), the project proposed herein is directed at developing Ahfad's institutional capability. All efforts and activities will be focused on (1) training Ahfad staff and students to develop, test, and revise their own approaches and techniques for integrated nonformal extension education; and (2) transferring this training capability to Ahfad for use in the years ahead.

IV. PROJECT DESIGN AND IMPLEMENTATION

A. Introduction

The project proposed herein is planned to be a twenty-four month activity. World Education will enter into a sub-contract agreement with Ahfad to carry out its proposed project. The agreement will delineate the project's objectives and implementation schedule, and contain a budget to cover the project costs which will be incurred by Ahfad in Sudan. World Education will make subgrant payments to Ahfad on a quarterly basis; Ahfad will be expected to submit to World Education quarterly financial reports and semi-annual programmatic reports. (World Education has used this method in its other USAID-funded projects.)

World Education will assign a full-time extension education training specialist to Ahfad for two years. Serving as an Ahfad staff member, this person will be under the jurisdiction of Ahfad's Principal. However, on a day-to-day basis, the World Education training specialist will work closely with the Project Manager (the full-time Sudanese staff member assigned to manage the project).

World Education will recruit and recommend an extension education training specialist with graduate training at least up to the master's level and five years of relevant professional experience including two years in a developing country (preferably an African country). Before final selection, the qualifications and experience of the World Education training specialist will be reviewed and concurred upon by Ahfad's Principal.

World Education's Africa Regional Representative will be responsible for monitoring the the implementation of this project. The Representative will carry out this responsibility primarily through : (1) correspondence with Ahfad's Principal, Project Manager, and World Education's full-time training specialist assigned to Ahfad; (2) annual or semi-annual visits to the project; and (3) assessment of project reports, especially evaluation reports.

At this time, World Education does not anticipate needing any waivers of USAID rules and regulations for successfully carrying out this project.

B. Evaluation and Documentation

Evaluation will be an ongoing process throughout the life of the project. Each component of the project will be carefully and regularly monitored and reviewed. At the outset, instruments and strategies will be designed to provide continuous and systematic feedback about the process 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. This knowledge will be continually fed back into the project so that adjustments can be made in the overall design as necessary and also serve as a vehicle for documenting the program fully. This activity will be a major responsibility of the project manager with the assistance of the World Education training specialist.

C. Activity Schedule

1. Phase I: July 1, 1977 — June 30, 1978

- a. plan schedule for first year; arrival of World Education training specialist; selection and orientation of staff members;
- b. conduct workshop which brings together planners and administrators of public and private agencies delivering extension services and Ahfad staff to assess training needs of these agencies; workshop results will be fed into the process of designing training strategies for Ahfad staff and students;
- c. design and teach courses focused on the process, techniques, and strategies of integrated nonformal extension education (needs assessment, materials development, participatory training techniques, etc.); these courses should be closely integrated with the extension activities being carried out by third and fourth year students;
- d. plan and supervise extension activities for third and fourth year students (select sites, liaise with village leaders and directors of institutions, plan schedules, organize transportation, etc.);
- e. carry-out needs assessment surveys in sites for which activities are being planned;
- f. design curricula and learning materials for adults based on the needs assessment survey;
- g. establish criteria and procedures for disbursing self-help and revolving funds; receive and evaluate proposals for self-help projects and income-generating activities; disburse monies from self-help and revolving funds to projects and activities selected for assistance; and design procedures for evaluating assisted self-help projects and income-generating activities;
- h. conduct training workshops for Ahfad staff as needed; as relevant, include staff from other public and private agencies;
- i. conduct workshop, mid-point in the year, which brings together planners and administrators of public and private agencies and Ahfad staff and students to assess extension training activities at Ahfad and discuss mutual concerns and problems;

- j. plan several field trips for students to assess needs of adults in rural areas and to observe/evaluate extension education activities being carried out by public and private agencies;
- k. develop instruments and implement system for obtaining continuous and systematic feedback about all aspects of the project; at regular intervals, the data will be assessed and used to make any programmatic or administrative changes necessary to fulfill project objectives; assure continuing documentation of projects;
- l. conduct workshop, at the end of the year, which brings together planners and administrators of public agencies and Ahfad staff and students to assess the year's training and extension activities;
- m. conduct comprehensive evaluation of year's activities; the World Education training specialist will have the primary responsibility for this activity; if necessary, assistance will be provided from World Education's technical unit in New York.

2. Phase 2: July 1, 1978 — June 30, 1979

Repeat Phase I incorporating the revisions and changes recommended in the final evaluation of the first year's activities. At the end of this Phase, carry out a final comprehensive evaluation of all project activities, and prepare a final report.

V. FINANCIAL PLAN

The implementation of this project requires a total minimum expenditure of approximately \$261,451 over a 24-month period. The Operational Program Request is for \$186,691. In addition, Ahfad will contribute \$33,560; and International Voluntary Service (IVS), \$25,426. \$15,774 is being requested from the Ford Foundation.¹

A. SUMMARY

	YEAR I	YEAR II	TOTAL
1. <u>OPG Request</u>			
a. Technical Assistance Costs (WE)			
1. Personnel	\$27,380	\$27,380	\$54,760
2. Benefits	4,928	4,928	9,856
3. Direct Administrative Costs	12,321	12,321	24,642
4. Travel	4,600	4,600	9,200
5. Per Diem	2,250	2,250	4,500
6. Allowances	5,900	4,400	10,300
7. Project Documentation	2,000	3,000	5,000
9. Other Direct Costs	900	900	1,800
	<u> </u>	<u> </u>	<u> </u>
TOTAL TA COSTS	\$60,279	\$59,779	\$120,058
b. Local Costs (Sub-grant)			
1. Workshops	3,150	3,150	6,300
2. Materials Production	5,000	5,000	10,000
3. Self-Help Funds	4,000	6,000	10,000
4. Revolving Fund	1,000	2,000	3,000
5. Local Travel	4,000	4,000	8,000
6. Office Supplies/Equipment	1,200	1,200	2,400
7. Books	1,000	1,000	2,000
	<u> </u>	<u> </u>	<u> </u>
TOTAL SUB-GRANT	\$19,350	\$22,350	\$41,700
Sub-total OPG (TA + Sub-Grant)	\$79,629	\$82,129	\$161,758
Inflation* (Year I)	7,962	7,962	15,924
Sub-total	<u>\$87,591</u>	<u>\$90,091</u>	<u>\$177,682</u>
Inflation (Year II)	—	9,009	9,009
	<u> </u>	<u> </u>	<u> </u>
GRAND TOTAL	<u>\$87,591</u>	<u>\$99,100</u>	<u>\$186,691</u>

¹The Ford Foundation representative in Khartoum expressed interest in this project during exploratory discussions in February and November 1976. The Ford Foundation is already supporting Ahfad by providing several overseas scholarships for graduates and travel funds for the extension program.

*Because of high inflation rates both in Sudan and the United States, an inflation factor (10% a year) has been added to each budget.

	YEAR I	YEAR II	TOTAL
2. <u>Ahfad Counterpart Budget</u>			
a. Personnel	\$9,229	\$9,229	\$18,458
b. International Travel	2,000	2,000	4,000
c. Materials Production	500	500	1,000
d. Training	1,000	1,000	2,000
e. Office Space	1,200	1,200	2,400
f. Office Supplies	600	600	1,200
Sub-total Ahfad	\$14,529	\$14,529	\$29,058
Inflation (Year I)	1,452	1,452	2,904
Sub-total	\$15,981	\$15,981	\$31,962
Inflation (Year II)	—	1,598	1,598
TOTAL AHFAD	\$15,981	\$17,579	\$33,560
3. <u>IVS Contribution</u>			
a. Personnel	\$11,008	\$11,008	\$22,016
Inflation (Year I)	1,100	1,100	2,200
Sub-total	\$12,108	\$12,108	\$24,216
Inflation (Year II)	—	1,210	1,210
TOTAL IVS	\$12,108	\$13,318	\$25,426
4. <u>Ford Foundation Request</u>			
Transportation	\$10,400	\$2,900	\$13,300
Inflation (Year I)	1,040	1,040	2,080
Sub-total	\$11,440	\$3,940	\$15,380
Inflation (Year II)	—	394	394
TOTAL FORD	\$11,440	\$4,334	\$15,774
5. TOTAL PROJECT BUDGET			
a. OPG	\$87,591	\$99,100	\$186,691
b. Ahfad Counterpart Budget	15,981	17,579	33,560
c. IVS Contribution	12,108	13,318	25,426
d. Ford Foundation Request	11,440	4,334	15,774
GRAND TOTAL	\$127,120	\$134,331	\$261,451

B. BUDGETS	YEAR I	YEAR II	TOTAL
1. <u>Operational Program Grant Request</u>			
a. Technical Assistance Costs (WE)			
1. Personnel			
Training Specialist (100%: 2 years @ \$20,000/year)	\$20,000	\$20,000	\$40,000
Africa Regional Representative (15%: 3.6 p/m @ \$2,100/month)	3,780	3,780	7,560
Technical Support Staff (10%: 2.4 p/m @ \$2,000/month)	2,400	2,400	4,800
Secretarial Assistance (10%: 2.4 p/m @ \$1,000/month)	<u>1,200</u>	<u>1,200</u>	<u>2,400</u>
Sub-total Personnel	\$27,380	\$27,380	\$54,760
2. Benefits (at 18%)	4,928	4,928	9,856
3. Direct Administrative Costs*	12,321	12,321	24,642
4. Travel			
Training Specialist (+ spouse) (2 round trips @ \$1,300/trip)	1,300	1,300	2,600
(local: 24 months @ \$100/month)	1,200	1,200	2,400
Africa Regional Representative (4 round-trips @ \$1,000/trip)	2,000	2,000	4,000
(local: 4 trips @ \$50/trip)	<u>100</u>	<u>100</u>	<u>200</u>
Sub-total Travel	\$4,600	\$4,600	\$9,200
5. Per Diem			
Training Specialist (local: 24 months @ \$50/month)	600	600	1,200
Africa Regional Representative (60 days @ \$55/day)	<u>1,650</u>	<u>1,650</u>	<u>3,300</u>
Sub-total Per Diem	\$2,250	\$2,250	\$4,500

*The amount indicated for "Direct Administrative Costs" represents only a small portion of the expenses which will actually be incurred for communications, use of office space and equipment, etc. in direct support of this project. World Education's accounting system requires that these costs be placed in an overhead pool and charged under an USAID approved formula. This concept of overhead is quite different from the "institutional overhead" charged by universities and other large international organizations. The costs shown above represent only 13% of the total OPG for this project.

	YEAR I	YEAR II	TOTAL
6. Allowances (for Training Specialist)			
Housing			
(24 months @ \$200/month)	\$2,400	\$2,400	\$4,800
Shipping (at \$2,000)	1,000	1,000	2,000
Language training (Arabic)	<u>2,500</u>	<u>1,000</u>	<u>3,500</u>
Sub-total Allowances	\$5,900	\$4,400	\$10,300
7. Project Documentation	\$2,000	\$3,000	\$5,000
8. Other Direct Costs			
(24 months @ \$75/month)	<u>900</u>	<u>900</u>	<u>1,800</u>
TOTAL TA COSTS (WE)	<u>\$60,279</u>	<u>\$59,779</u>	<u>\$120,058</u>

b. Local Costs (Sub-Grant)

1. Workshops			
(DA: ¹ 6 x 30 people x 3 days @ \$10/day)	2,700	2,700	5,400
(TA: ² 6 x 30 people @ \$5/each)	<u>450</u>	<u>450</u>	<u>900</u>
Sub-total Workshops	\$3,150	\$3,150	\$6,300
2. Materials Production			
500 sets/learners' materials	3,000	3,000	6,000
staff/student training materials	<u>2,000</u>	<u>2,000</u>	<u>4,000</u>
Sub-total Materials	\$5,000	\$5,000	\$10,000
3. Self-Help Funds			
Funds for small community action projects initiated in relation to extension program.	\$4,000	\$6,000	\$10,000
4. Revolving Fund			
Funds for income-generating activities initiated in relation to extension program.	\$1,000	\$2,000	\$3,000

¹ DA = daily allowance

² TA = travel allowance

	YEAR I	YEAR II	TOTAL
5. Local Travel			
Staff and student transportation costs for trips to extension sites and field-trips outside of Omdurman.	\$4,000	\$4,000	\$8,000
6. Office Supplies/Equipment (24 months @ \$100/month)	\$1,200	\$1,200	\$2,400
7. Books	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$2,000</u>
Total Sub-Grant	\$19,350	\$22,350	\$41,700
Sub-total OPG (TA and sub-grant)	\$79,629	\$82,129	\$161,758
Inflation (Year I)	<u>7,962</u>	<u>7,962</u>	<u>15,924</u>
Sub-total	\$87,591	\$90,091	\$177,682
Inflation (Year II)	<u>—</u>	<u>9,009</u>	<u>9,009</u>
TOTAL OPG	<u>\$87,591</u>	<u>\$99,100</u>	<u>\$186,691</u>

2. Ahfad Counterpart Budget

a. Personnel

Principal (20%: 4.8 p/m @ \$575/month)	\$1,380	\$1,380	\$2,760
Director of Studies (10%: 2.4 p/m @ \$375/month)	450	450	900
Extension Education Director (100%: 2 years @ \$1900/year)	1,900	1,900	3,800
IVS Heads of Schools (2) (40%: 2 x 9.6 p/m @ \$240/month)	2,304	2,304	4,608
IVS Faculty (2) (15%: 2 x 3.6 p/m @ \$240/month)	864	864	1,728
Art Teacher (25%: 6 p/m @ \$375/month)	1,125	1,125	2,250
Graduate Assistants (2) (15%: 2 x 3.6 p/m @ \$160/month)	576	576	1,152
Secretary (30%: 7.2 p/m @ \$175/month)	<u>630</u>	<u>630</u>	<u>1,260</u>
Sub-total Personnel	\$9,229	\$9,229	\$18,458

	YEAR I	YEAR II	TOTAL
b. International Travel (4 IVS) (4 trips @ \$1,000/trip)	\$2,000	\$2,000	\$4,000
c. Materials Production Additional materials and equipment	500	500	1,000
d. Training Equipment and facilities	1,000	1,000	2,000
e. Office Space (Training Specialist) (24 months @ \$100/month)	1,200	1,200	2,400
f. Office Supplies (24 months @ \$50/month)	<u>600</u>	<u>600</u>	<u>1,200</u>
Sub-total Ahfad	\$14,529	\$14,529	\$29,058
Inflation (Year I)	<u>1,452</u>	<u>1,452</u>	<u>2,904</u>
Sub-total	\$15,981	\$15,981	\$31,962
Inflation (Year II)	<u>—</u>	<u>1,598</u>	<u>1,598</u>
TOTAL AHFAD	\$15,981	\$17,579	\$33,560

3. IVS Contribution (4 Volunteers)

a. Personnel (IVS estimates it spends \$10,000 a year to support one volunteer at Ahfad)			
(40 %: 2 IVS x 9.6 p/m @ \$834/month)	\$8,006	\$8,006	\$16,012
(15%: 2 IVS x 3.6 p/m @ \$834/month)	<u>3,002</u>	<u>3,002</u>	<u>6,004</u>
Sub-total IVS	\$11,008	\$11,008	\$22,016
Inflation (Year I)	<u>1,100</u>	<u>1,100</u>	<u>2,200</u>
Sub-total	\$12,108	\$12,108	\$24,216
Inflation (Year II)	<u>—</u>	<u>1,210</u>	<u>1,210</u>
TOTAL IVS	\$12,108	\$13,318	\$25,426

4. Ford Foundation Request

a. Transportation			
Vehicle + Spare Parts	\$8,000	\$500	\$8,500
Petrol (24 months @ \$200/month)	<u>2,400</u>	<u>2,400</u>	<u>4,800</u>
Sub-total	\$10,400	\$2,900	\$13,300
Inflation (Year I)	<u>1,040</u>	<u>1,040</u>	<u>2,080</u>
Sub-total	\$11,440	\$3,940	\$15,380
Inflation (Year II)	<u>—</u>	<u>394</u>	<u>394</u>
TOTAL FORD	\$11,440	\$4,334	\$15,774

25

	YEAR I	YEAR II	TOTAL
5. TOTAL PROJECT BUDGET			
a. OPG	\$87,591	\$99,100	\$186,691
b. Ahfad Counterpart Budget	\$15,981	\$17,579	\$33,560
c. IVS Contribution	\$12,108	\$13,318	\$25,426
d. Ford Foundation Request	<u>\$11,440</u>	<u>\$4,334</u>	<u>\$15,774</u>
	<u>GRAND TOTAL</u>	<u>\$127,120</u>	<u>\$134,331</u>
		<u>\$261,451</u>	

NARRATIVE SUMMARY

Program Goal: The broader objective to which this project contributes: (A-1)

To improve the social and economic conditions of impoverished urban and rural families in Sudan through assisting adults, primarily women, identify their urgent concerns, and become involved in seeking and implementing solutions for these concerns.

Project Purpose: (B-1)

To establish in Ahfad University College for Women (Ahfad) a capability for training students (women) to deliver integrated nonformal extension services to impoverished adults, primarily women, living in urban and rural areas.

Outputs: (C-1)

- Ahfad staff and students and personnel of other technical ministries and private agencies trained in the approaches and techniques of integrated nonformal extension education for adults, focused on designing, implementing, and evaluating Ahfad's extension program for third and fourth year students.
- Curricula and materials for conducting training sessions just described.
- Ahfad's extension program:
 - baseline/needs assessment data,
 - integrated extension education curricula,
 - educational materials for adult learners,
 - trained adults (primarily women),
 - self-help activities,
 - income-generating activities,
 - extension sites,
 - evaluation system (formative and summative).

Inputs: (D-1)

World Education Contribution:

- 32.4 p/m WE staff
- Commodities, staff, student, learner training materials, teaching supplies, workshops, travel funds, self-help/income generating funds, evaluation instruments.

AHFAD Contribution:

- 51.6 p/m Ahfad staff
- Commodities, facilities, equipment, materials, office supplies.

CONCRETE, MEASURABLE OBJECTIVES

Program Goal Achievement: (A-2)

- Adults able to diagnose problems, identify resources, and strategies for solving problems, and evaluate solutions.
Changes in adults' attitudes and practices related to areas such as nutrition, health, child-care, family planning, agriculture, and self-help.

Project Purpose Achievement: (B-2)

- Ahfad qualified to continue delivering integrated nonformal extension services to adults, primarily women, participating in its fieldwork program for third and fourth year students.
- Ahfad qualified to continue training its students (women) in the approaches and techniques of integrated nonformal extension education for adults.
- Ahfad qualified to continue evaluating and improving quality of tested approaches and techniques for extension education, and applying these results to its fieldwork program for third and fourth year students.

Program Output: (C-2)

- Trained personnel:
 - 15 Ahfad staff
 - 100 Ahfad students
 - 5000 other agencies
- Extension program:
 - 1000 extension sites planned
 - 1000 extension curricula integrating such areas as health, nutrition, child-care, etc.
 - 1000 extension materials
 - 1000 trained adults (50% women)
 - 1000 self-help projects initiated
 - 1000 income-generating activities initiated
 - 1000 extension sites
 - evaluation/feedback system designed, field-tested, and finalized.

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

- attached budget as part of proposal.

MEANS OF VERIFICATION: (A-3)

- Baseline/needs assessment data.
- Evaluations reports.
- Reports of Ahfad and relevant technical ministries.
- Home visits and field observations.
- Observation of self-help activities and income-generating activities.
- Interviews with adults participating in extension program, & Ahfad staff & students.
- Interviews with community leaders and extension workers providing services in participating communities.

(B-3)

- Project records and evaluation reports.
- Field observations of project activities.
- Examination of Ahfad's objectives, plans, and budget for five year period immediately following project termination.

(C-3)

- Project records and evaluation reports.
- Examination of learning and training materials.
- Observation of extension sites, and self-help and income generating activities.
- Interviews with Ahfad staff and students, other agencies' fieldworkers, and extension program participants.
- World Education staff observations and reports.

(D-3)

Ahfad, World Education, IVS, and Ford Foundation personnel and financial records (related to project).

IMPORTANT ASSUMPTIONS

Assumptions for achieving goal targets: (A-4)

- Continued Government of Sudan efforts to increase the services and resources available for improving the social and economic conditions of impoverished urban and rural families.
- Continued Government of Sudan efforts to ensure that women have equal access to formal and nonformal training and employment opportunities.
- Adults recognize value and utility of becoming increasingly self-reliant in solving their critical problems.

Assumptions for achieving purpose: (B-4)

- Continued Ahfad commitment to training students (women) to deliver integrated nonformal extension services to impoverished adults living in urban and rural areas.
- Willingness of Ahfad to provide sufficient staff to supervise extension program for third and fourth year students, and conduct training in the approaches and technique of integrated nonformal extension education for adults.
- Ahfad staff and students recognize value and utility of new extension education materials, approaches, and techniques.

Assumptions for achieving outputs: (C-4)

- Availability of Sudanese staff to be trained.
- Willingness of students to be trained and participate in extension program activities.
- Willingness of adults to participate in extension program activities.
- Willingness of adults to provide additional resources and materials for self-help and income generating activities.

Assumptions for providing inputs: (D-4)

Ford Foundation approves request for transportation funds.

Department of State

PAGE 01

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ACTION AID-31

INFO OCT-01 AF-10 /042 W

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FM AMEMBASSY KHARTOUM

TO SECSTATE WASHDC 4347

UNCLAS KHARTOUM 1585

AIDAC

ACTION TO: AFRI/ESA
 DATE DUE: 5-17
 DR/DIP/4 AID/EM
 CRM/MO (C&RSC # 2) Ext. 22000
 MAY 1 1977
 AM PH
 7 8 9 10 11 12 1 2 3 4 5 6

E. O. 11652: N/A

SUBJECT: OPG PROPOSAL BY WORLD EDUCATION

REF: (A) STATE 091921; (B) MACHMER TO KOBES LETTER DATED JAN 27, 1977, COPIED TO AID/W

1. AAO RECOMMENDS AID/W APPROVAL OF SUBJECT PROPOSAL. THIS IS ONE OF FEW ATTEMPTS TO INVOLVE WOMEN IN MEANINGFUL EXTENSION ACTIVITIES IN SUDAN. INITIAL AREA OF CONCENTRATION IS AROUND KHARTOUM. BUT PEOPLE BEING REACHED ARE NEVERTHELESS AMONG THE POOREST OF POOR. PROJECT ALSO INTENDED TO EXPAND TO RURAL AREAS. OBJECTIVE OF PROJECT IS STRICTLY WITHIN NEW DIRECTIONS FOCUS MENTIONED PARA 3 REF A.
2. WITH ASSISTANCE PROVIDED BY PROPOSED ACTIVITY, BELIEVE AFHAD COLLEGE CAN MEET OBLIGATIONS REFERRED TO PARA 3, REF A.
3. AAO CAN DISCUSS DURING AID/W CONSULTATIONS BEGINNING MAY 15.
BOGOSIAN

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Department of State

PAGE 01 STATE 091921
ORIGIN AID-20

INFO OCT-01 AF-10 /031 R

DRAFTED BY AFR/ESA: AROLLINS: NMB
APPROVED BY AFR/ESA: OCYLKE
AFR/ESA: LDURSO
AFR/DP: DWILSON (INFO)
AFR/DR: RDEPP (INFO)

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R 230007Z APR 77
FM SECSTATE WASHDC
TO AMEMBASSY KHARTOUM

UNCLAS STATE 091921

AIDAC

E. O. 11652: N/A

TAGS:

SUBJECT: OPG PROPOSAL BY WORLD EDUCATION

1. WORLD EDUCATION HAS SUBMITTED FOR AID CONSIDERATION A REQUEST FOR OPG FUNDS IN AMOUNT OF DOLS 186,691 FOR ASSISTING AHFAD UNIVERSITY COLLEGE FOR WOMEN IN DEVELOPING CAPABILITY TO TRAIN WOMEN FOR DELIVERY INTEGRATED NON-FORMAL EXTENSION SERVICES TO NEEDY PEOPLE IN URBAN-RURAL AREAS.
2. WE PROPOSE TWO-YEAR TA TRAINING PROGRAM BEGINNING JULY 1977 AT TOTAL COST OF DOLS 261,451 OF WHICH AHFAD, IVS AND FORD FOUNDATION WOULD FINANCE AMOUNT IN EXCESS OF PROPOSED OPG.
3. WOULD WELCOME FIELD COMMENTS RE PROPOSAL PARTICULARLY WITH REFERENCE TO (A) ITS FIT INTO AID STRATEGY FRAMEWORK FOR SUDAN (I.E., ESSENTIALLY NEW DIRECTIONS FOCUS WITH EMPHASIS ON ASSURING THAT U.S. ECONOMIC ASSISTANCE HAS IDENTIFIABLE AND MEASURABLE IMPACT ON LIVES OF INTENDED RECIPIENTS, PARTICULARLY THOSE IN RURAL AREAS), AND (B) COMMITMENT OF AHFAD COLLEGE TO PROGRAM AND WILLINGNESS CAPABILITY TO CONTINUE POST-PROJECT SUPPORT OF PROGRAMS DEVELOPED.
4. FYI: PROPOSAL WAS POUCHED TO AAO ON APRIL 12 END
FYI.
VANCE

UNCLASSIFIED

memorandum

DATE: May 17, 1977

REPLY TO
ATTN OF: AFR/DR/ESAP, Rose Marie DeppSUBJECT: World Education OPG Proposal "Sudan: Extension Education Training
for Human Resource Development"

TO: SEE DISTRIBUTION

AID/W has received the attached operational program grant proposal from World Education Inc., a New York based private voluntary organization (PVO). AAO/Sudan has approved the proposal (see Khartoum 1585). We will meet Tuesday, May 24, 1977, at 3:00 p.m. in room 1408 NS. Representatives of World Education will be present. They will also present a revised budget which will incorporate a new overhead rate and possibly some funds for fellowships. In addition, Mr. Machmer, the AAO, will be present. Your participation is requested. If you or your representative are unable to attend your comments are welcome by cob Friday, May 27. If we do not hear from you by this date your approval will be assumed.

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