

9311054-6

9311054024931

AGENCY FOR INT DATA SHEET
 PROJECT PD: PD-A46-231-A1 (2)
 COUNTRY/ENTITY INTERREGIONAL
 BUREAU/OFFICE DS/ED
 PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 0 6 3 0 8 4
 ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4)
 A. Initial FY 79 B. Quarter 3 C. Final FY 83

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 79			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	730		730	5,800		5,800
(Grant)	(730)	()	(730)	(5,800)	()	(5,800)
(Loan)	()	()	()	()	()	()
Other U.S. 1.						
Other U.S. 2.						
Host Country						
Other Donor(s)						
TOTALS	730		730	5,800		5,800

9. SCHEDULE OF AID FUNDING (\$000)

A. APPRO- PRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	610	610		730		300		5,800	
(2)									
(3)									
(4)									
TOTALS				730		300		5,800	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
 11. SECONDARY PURPOSE CODE
 12. SPECIAL CONCERNS CODES (maximum 7 codes of 3 positions each)
 A. Code
 B. Amount

13. PROJECT PURPOSE (maximum 400 characters)
 To develop a model organizational mechanism that promotes government support for and expansion of NFE programs.
DS/ED OFFICIAL FILE

14. SCHEDULED EVALUATIONS
 Interim MM YY MM YY Final MM YY 0 2 8 3
 15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify)

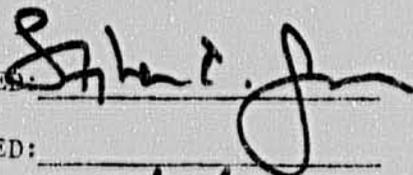
16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a ___ page PP Amendment)
 Expansion of the project by \$300,000 to include a discrete activity--development of NFE Assessment and Analysis with appropriate budget and administrative management relationships. To reflect past obligations and current plans, the year by year future funding levels have been revised.

17. APPROVED BY
 Signature: David Sprague
 Title: Director, DS/ED
 Date Signed: MM DD YY 15 24 80
 18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS, Amendment

ENTITY DS/ED
PROJECT: Structuring NFE Resources
PROJECT NUMBER: 931-1054

I authorize the expansion of the project to include Assessment and Analysis activities. I approve the addition of \$300,000 to the project in FY 1980 to cover the cost of these activities and authorize the corresponding increase in life of project to \$5,800,000.

APPROVED: 

DISAPPROVED: _____

DATE: 6/4/77

Attachment:
Project Data Sheet (931-1054)
and Action Memorandum

BEST AVAILABLE DOCUMENT

May 15, 1980

ACTION MEMORANDUM FOR THE DEPUTY ASSISTANT ADMINISTRATOR, DS/HRD

THRU: DS/PO, Bernard Chapnick *BC*

FROM: DS/ED, David Sprague *DS*

Problem: Authorization of the expansion of the Structuring NFE Resources Project (931-1054) and approval of \$300,000 additional funding is requested.

Discussion: The concept of supporting nonformal education through a national level service agency is being realized with DS/ED support in Lesotho. The service agency mode of organizational support is also getting favorable attention from other donor organizations and NFE specialists in this country and elsewhere.

In FY 80, we plan to expand the Structuring NFE project by incorporating NFE assessment and analysis methodology development activities. Assessment and analysis of existing NFE projects is the first discrete step in the process of organizing national support for NFE. The Lesotho Distance Teaching Centre has undertaken an assessment, and other LDCs, including Ecuador, Cameroon and Morocco are on the verge of doing so. Each effort is in effect beginning from scratch, as acceptance of the assessment approach has outstripped development of tested methodology for use by planners.

Although we had previously opted for keeping assessment/analysis methodology development separate from the already complex Structuring NFE project, rapidly growing interest makes it desirable to use all available experience to produce usable results as soon as possible. Tying methodology development to our Structuring NFE experience will expedite that process.

This addition to the project will provide for a 30-month contract with a U.S. organization to develop a method of NFE assessment and analysis that can be used by a variety of LDCs at a low cost and in a short period of time. The method will be developed empirically, i.e., through the process of developing, testing and revising it in two countries in two different regions.

In FY 1981, we intend to expand the main project further with the addition of NFE technical field support activities. At a later date we will ask for your approval of that addition.

The addition of Assessment/Analysis activities to the Structuring NFE Resources Project will require an additional \$300,000, to be added in FY 1980. The addition of Technical Field Support activities would require an additional 600,000 to be added over the years FY 1981-83.

The total project funding would be altered as follows:

	<u>79</u>	<u>80</u>	<u>81</u>	<u>82</u>	<u>83</u>
Structuring (present funding levels):	730	1,300	1,120	810	1,540
Assessment/Analysis:	-	300	-	-	-
Technical Field Support:	-	-	<u>200</u>	<u>200</u>	<u>200</u>
Total:	730	1,900	1,320	1,010	1,740

The Life of Project total would increase from \$5.5 million to \$5.8 million by adding assessment/analysis activities, and to \$6.4 million by adding Technical Field Support activities.

Recommendation: That you approve this \$300,000 addition to the Structuring NFE Resources project by signing the attached Project Authorization and Request for Allotment of Funds.

Attachments:

1. Project Paper 931-1054 (Structuring NFE Resources).
2. Description of NFE Assessment/Analysis Amendment.
3. Background Report: "Nonformal Education: Assessment at the National Level," by E. Vargas-Adams, May 1980.
4. Trip Report to Centre National d'Education by S. J. Anzalone.

Clearances:

DS/PO: B. Chapnick [Signature] Date 5/21/80
 AFR/DR: F. Moore [Signature] Date 5/22/80
 ASIA/TR: F. Mann [Signature] Date 5/22/80
 LAC/DR: H. Lusk [Signature] Date 5/22/80
 NE/TECH: B. Wilder [Signature] Date 5/22/80
 PPC/PDPR: D. Foster-Gross [Signature] Date 5/22/80

DS/ED: JMoulton:jck:5/15/80

I. SUMMARY DESCRIPTION

This amendment will provide for a 30-month contract for \$300,000 with a U.S. organization to develop a method of national level assessment and analysis of nonformal education. The method will be developed through two sub-contracts with developing-country organizations to design and implement assessments/analyses of nonformal education. The contractor will provide technical assistance and will incorporate the results of these two efforts into the final method. A workshop and periodic publication will be used to disseminate the method and its use to developing country planners and nonformal education planners and practitioners.

The first assessment/analysis will be designed and implemented in Cameroon; the second will be done in a country to be decided upon by the contractor and A.I.D. The method will be designed for use by developing country planners for purposes of strengthening nonformal education support on the national level. It will be low cost and without requirements of specialized expertise or technology. It will optimize the participation of planners and nonformal education practitioners on national, intermediate and local levels.

II. BACKGROUND AND DESCRIPTION

A. Background

1. Problem

The purpose of this large project has been to develop in collaboration with interested LDCs a model organizational mechanism

that (a) permits central government support of NFE, and (b) facilitates the expansion of NFE programs to areas and populations not covered by existing programs.

In order for NFE to transcend the limited ad hoc nature of its diverse programs, the project has supported the development of an organizational approach that will accomplish three major objectives:

- 1) Identify what nonformal education activities are going on in a country;
- 2) Help improve the quality of existing programs through technical assistance;
- 3) Offer opportunities for rapid expansion of programs which are viewed as valuable by the populations they purport to serve.

The first activities along these lines have taken place in Lesotho, where a "service agency" approach to organizational support of NFE is being developed at the Lesotho Distance Teaching Centre (LDTC). This experience has demonstrated clearly that (a) there is a demand for such services, (b) the LDTC or an agency like it is acceptable to client organizations as a provider of technical assistance, and (c) provision of such assistance is technically feasible.

We intend to expand this project to include in FY 80 more resources for improving assessment and analysis methods. In FY 81, we tentatively plan to expand the project further to include a variety of

field support services. This set of activities will constitute our primary thrust in NFE over the coming years: structuring NFE resources.

One of the first major activities of the LDTC under the sponsorship of this project has been to carry out a survey of organizations in Lesotho involved in NFE. Prior to this survey, several countries had begun such inventories of NFE programs in order to understand what NFE is accomplishing, where the programs' resources come from and what their needs are, but little attention has been paid to date as to how an LDC's NFE programs work together on a country-wide basis. The quality of those studies has been uneven because people doing the studies have had little idea as to what the universe is, what sort of sample should be taken, what use can be made of the information, and so on. A.I.D.'s education sector assessments, which ought to be able to provide such information, have not concentrated on NFE either. The unending variety of programs which characterize NFE has daunted A.I.D.'s analysts as well as those in LDCs, with the result that our education sector assessments give NFE relatively scant attention.

The Lesotho assessment has proven to be an invaluable initiative of the process of structuring NFE resources. So important has assessment/analysis proven to be that we intend to enlarge this project in order to provide for assistance to other LDCs in carrying out such activities. This amendment will allow us to develop a method of assessing and analyzing nonformal education on a national level, and, in the process of so doing, will provide assistance to two LDCs (in addition to those already budgeted for support) to carry out this activity.

This amendment will furnish a method for nonformal education assessment and analysis. This single step in the general process of planning and development will be treated as an isolated activity. In some countries, development planners have progressed directly from small-scale to national-level programs. They have by-passed the step of assessing what is taking place nationwide. We argue, however, that assessment/analysis prior to large-scale programming is not a dispensible step, unless planners are willing to model such programs on existing education models, such as the school system, or to adopt the nonformal education programs they see in other countries. Nationwide support of nonformal education is still an innovative concept, and there is not yet an adequate array of organization models from which national planners can select. Thus, it is important that planners have a handy and inexpensive method of assessing their own country's situation.

This amendment addresses the growing interest among developing countries in supporting nonformal education programs as a major means of human resource development. It will help planners initiate the process of structuring nonformal education support and budgeting for its activities by assessing the state of nonformal education nationwide and by analyzing its actual and potential contribution to human resource development.

Over the years, after several countries have used the assessment and analysis prototype method that the amendment will provide, we anticipate that several models of nonformal education support organizations will have been introduced. Our long-range expectation then, is that dependence on donor agency expertise in and funding of nonformal education would diminish, as governments became able to furnish this to themselves and to improve a wide range of their own programs through more efficient sharing of ideas, technical assistance, materials and funds.

2. State of the Art

Developing countries have been subjected to countless studies and "sector assessments," including assessments of nonformal education that become thin chapters of education sector assessments. A.I.D., UNESCO and the World Bank lead in production of such assessments. But national planners, though they are usually adequately supplied with studies made by donor agencies for determining their investments in developing countries have not made their own assessments for their own purposes. Often, clouded by various donor agencies policies and guidelines, national planners may not even be sure what their own purposes are or how they can be served by educational enterprises.

UNESCO has devised a classification scheme that serves as an assessment tool for formal education and out-of-school vocational training for youth and adults. This International Standard Classification of Education (ISCE)

primarily a statistical data bank and has little value for policy formation, service and resource allocation, particularly since its nonformal dimension is limited to one type of vocational education. The World Bank has also prepared fairly extensive guidelines for sector assessment in education, including nonformal education, but likewise, these guidelines are for use by World Bank staff members, and are not even readily available to outsiders. A.I.D., of course, does at least a cursory education sector assessment in the preparation of the country strategy. Only in a few cases are the nonformal sections of these assessments noteworthy; (El Salvador, Paraguay, Bolivia and Ethiopia, for example, have been the subjects of useful though very incomplete studies.)

During its period of concentration on nonformal education, A.I.D. has assisted in assessments of nonformal education in and of itself in several countries, including Afghanistan, Lesotho, Colombia, Ethiopia, Zaire and Ecuador. Usually these studies have been made in conjunction with actual or proposed nonformal education support programs. The best of these have been done in Colombia by CEDEN, a semi-private educational research agency, in Lesotho by the Lesotho Distance Teaching Center (LDTC), and in Afghanistan by the Kabul University Research Center, (KURC).

The work in Colombia, Afghanistan and Lesotho has produced good results, and has encouraged us to pursue this kind of activity. However, in none of these cases was there an intention to arrive at a prototype method for assessing and analyzing nonformal education. In the current state of

art of nonformal education assessment, there is no such prototype method. We can offer no such tool to planners in other countries that would take responsibility in their own hands for deciding how to invest in and serve the field of nonformal education.

B. DETAILED DESCRIPTION OF THE AMENDMENT

1. The PURPOSE of the amendment is to provide developing country planners with a nonformal education assessment/analysis method that serves as a means of strengthening national support of nonformal education. The results of the activities are intended to help them allocate government resources wisely among nonformal as well as formal education programs, and to capitalize on the use of private as well as public funds in the education sector.

The first SUB-PURPOSE of the amendment is to produce and disseminate a method of assessing and analyzing nonformal education. The method will be used by planners to gain an adequate knowledge of existing nonformal education activities and their actual and potential relationship to national development goals and projects. The method will be useable at a low cost, without requirements for high-cost technical assistance or technology. It will be for use by LDC planners in gathering information for their policy and programming purposes, not for donor agency investors. The method will optimize the participation of nonformal practitioners and local-level planners as well as national-level planners and policy-makers.

The second SUB-PURPOSE of the amendment is to help planners use the knowledge generated by the assessment and analysis to demonstrate convincingly to policy-makers that the national budget should include allocations to nonformal education as a critical means of human resource development. Nonformal education programs have often suffered from lack of national support because they are regarded as being in competition with formal schooling. This is not necessarily so, because most national budgets already include allocations to nonformal education through other sectors than education, and as pointed out earlier, usually privately supported nonformal education programs outnumber publicly supported ones. Governments would not be asked to create new programs, but to support the coordination of existing ones, in terms of rational and equitable distribution of resources among various geographic, age and income differentiated groups.

The third SUB-PURPOSE is to help planners use the knowledge generated by the assessment and analysis to design effective, efficient and equitable strategies for supporting nonformal education. Having recognized the value of nonformal education programs, the tendency among national planners is to treat these programs as a sector or sub-sector, and accordingly to afford them with ministry or sub-ministry level status. The assessment and analysis method resulting from this project will enable them to gain a more accurate look at the character of nonformal education programs, and to create policies

and support structures that reflect that character rather than echo the policies and structures applicable to formal education. We anticipate that since the method will help planners gather information and increase their knowledge prior to helping them design programs, the policies and structures created will vary significantly from country to country.

2. The OUTPUTS will be the following:

(1) A prototype method of assessing and analyzing nonformal education on a national level which has been tested in two countries (for contracting purposes, in Cameroon and in Yemen) and which has these characteristics:

(a) useable at a low cost, without specialized technical assistance or technology, yet also adaptable to situations in which greater resources permit a more expensive and sophisticated design;

(b) for use by less-developed-country planners for the purposes of national policy formation, support strategy and resource allocation, rather than for use by donor agents for their own investment purposes;

(c) involving participation of planners, program designers and other practitioners on local and intermediate as well as national levels;

(d) commencing with procedures for participants to determine priorities of use of the method in (i) policy formation, (ii) building means of support and service delivery, and (iii) maintaining data for use in evaluation and other kinds of monitoring. (Although these various uses

are not necessarily conflicting, priority of one over others would influence the design and implementation of the assessment and analysis;

(e) including means of assessing, (i.e., taking inventory and mapping of programs nationwide) and of analyzing their actual and potential contribution to national development goals and programs; and

(f) paying explicit attention to the participation (or lack thereof) of women and girls in programs, collecting sex-differentiated data whenever possible.

(2) Dissemination of the method, interim and final reports to A.I.D. missions and to interested planners and nonformal education practitioners in developing countries and donor agencies. (A.I.D. dissemination services, such as the Michigan State University network, can be used for this).

(3) Dissemination of the method and training in its use through a workshop (for contracting purposes in Yaounde.) The workshop will include about 10 participants and will run for five days. It will include practical exercises in using the method, and may include related topics in nonformal education and/or planning.

(4) The design and implementation of two nonformal-education assessment and analysis methods, one in Africa and one in the Near East (for contracting purposes, one in Cameroon and one in Yemen). These methods will be incorporated into the prototype method; at the same time they will be responsive to the particular countries' needs, requests and full participation therein.

(3) The INPUTS will be the following:

(1) A two-year contract with a U.S. organization to:

(a) adequately brief individuals assigned to this activity to collaborate with less-developed-country planners in drafting and testing the prototype method;

(b) sub-contract with LDC planners in two countries to collaborate in drafting and testing the methods;

(c) on the basis of field tests, revise (finalize) the method;

(d) disseminate the method through publications and a workshop;

(2) Support from the appropriate government officials of the countries in which field testing is done;

(3) Support from the A.I.D. missions in those countries; and

(4) Ten person/months of DS/ED project monitoring time.

(4) The IMPLEMENTATION of the activities will consist of the preparation of the method through sequential assessment/analyses in two developing countries. Contract and sub-contract staff members will collaborate in a nationwide assessment and analysis of nonformal education, and then incorporate the results of those methods into the prototype method. The first assessment/analysis will take place in Cameroon, and the second in

a different country to be selected by the contractor in cooperation with AID-DS/ED, the relevant Bureau and Missions. The countries' participation in the project will be supported by sub-contracts with the U.S. contractor.

During the first months, the contractor will organize relevant information and training materials in assessment/analysis methods developed to date and prepare an approach to use in working with the selected organizations in Cameroon. The starting point for preparing this approach will be the state-of-the-art paper written for DS/ED in the development phase of this project. This time period will also be used to finalize negotiations with the Government of Cameroon and to conclude the sub-contract. (Initial negotiations have already begun with the Centre National de'Education, by which the assessment/analysis will be designed and implemented),

As soon as the contractors and sub-contractors are prepared, they will collaborate in designing a method to use in the assessment and analysis of nonformal education in Cameroon. This exercise will coincide approximately with the Centre's first research in nonformal education. The method will be designed in conformity with the "output" specifications stated above, and in response to the specific interests and intentions of the Centre and other relevant parties of the national government. Within a period of six months, the assessment will be underway. U.S. contractors will give periodic assistance throughout these six months; during subsequent months, Cameroon personnel will carry on without U.S. assistance, except for one more intervention to review results for incorporation into the method. Since the method is to be relatively simple, the entire task is not expected to take more than one year.

By the end of the first year of the project, based on the Cameroon fieldwork, the contractor will have decided upon a second country site, and completed the first draft of the assessment/analysis to be used there.

During the end of the second year, the contractor will sub-contract with an agency of another LDC government to test the method.

The task in this site will differ from that in Cameroon insofar as the method will have acquired more detailed characteristics than the approach used formerly. However, since the problem is to be applicable to a variety of circumstances for a variety of particular purposes, the contractors will still work collaboratively with the sub-contractors to design and implement an assessment/analysis method that explicitly serves the purposes of that country. The second country site will be selected by the contractors with concurrence of A.I.D. Preference will be given to least-developed countries in regions other than West Africa.

Once the second assessment/analysis is concluded, the contractor will prepare the final draft of the method. When this has been approved by A.I.D., it will be disseminated. The contractor will present a workshop in West Africa, intended to advertise the prototype, and to give selected LDC planners the necessary instruction and confidence in employing it for their own purpose.

The method will also be disseminated in publications through channels that reach nonformal education planners and practitioners and A.I.D. Human Resource Development Officers. It will be accompanied by a report that

that describes the process of its development and its intended use; it will be preceded by an interim report that discusses its purpose and current status.

A.I.D. missions will be able to use the method in preparing the education sector description of the Country Development Strategy Statement (CDSS), many of which in FY 1980 were not adequate. The method will also supply a critical function within the DS/ED nonformal education program (See Section II. A.2.)

III. IMPLEMENTATION ARRANGEMENTS

A. Implementation Responsibilities

The amendment activities will be implemented by the contractor and sub-contractors and monitored by the project manager in DS/ED.

1. The contractor will be a U.S. organization selected on the basis of the following criteria:

a. Practical experience in designing and implementing in developing countries' activities related to the assessment and analysis method called for in this project;

b. Sound knowledge of and practical experience in planning, implementing and evaluating nonformal education programs in developing countries;

c. Sufficient research and design capability to prepare and field test a prototype method of assessment and analysis;

- d. Favorable attitude toward and experience with a collaborative mode of project design, implementation and evaluation;
- e. Experience in designing and presenting workshops in developing countries;
- f. Qualified professional and support personnel available to do the project;
- g. Access to relevant resources materials;
- h. Logistical facilities required for travel, correspondence, production and dissemination of outputs, including workshop design and presentation;
- i. French language capability for working in Cameroon, and access to Spanish language capability in case the second field site requires it.
- j. At least one woman in a major staff role.

2. There will be two different sub-contractors, one in each country of field testing. The sub-contractors will be government or private agencies in developing countries; each agency will have some responsibility for nonformal education in that country, and access to education and other planners who are likely to use the assessment/analysis method. Sub-contractors will be selected on the basis of the strength of their involvement in nonformal education, their official capacity or

or link to education, and the agreement of government officials and A.I.D. personnel on their ability to do the work entailed. The sub-contractor in Cameroon will be the Centre National d'Education.

The sub-contractors, in collaboration with the contractors, will design and implement a method of assessment and analysis of non-formal education (as described in Section II). While adhering to the specification of the method described above, each assessment/analysis method will be designed by the sub-contractor so that it serves the purposes of that agency in that country.

3. The A.I.D. project monitor will be a DS/ED staff member. The monitor will periodically inform Regional Bureau Human Resource Development officers and others interested in the project of its progress. The monitor will make sure that the project is responding to mission and bureau needs and interests. He/she will facilitate correspondence between the contractor and USAID missions, as necessary, and will assist in the sub contracting procedures.

4. USAID missions in the two countries where field work is done, and in the country where the workshop is held, will be asked to concur with the proposed activity, and to lend minimal support, if necessary.

B. Implementation Schedule

Month	Cameroon Fieldwork	2nd Site Fieldwork	Method Design and Revisions	Reports and Evaluation
1	Prepare and negotiate Sub-Contract	Search & Select	Preparation of approach	
2				
3				
4	Implement a/a		1st draft of method	
5				
6				
7				
8				
9				
10				
11	Conclude implementation	Negotiate Sub-Contract	2nd draft of method	
12		Draft Plan for a/a		
13				
14		Implement a/a		
15				
16				
17				Evaluation Report (Cameroon)
18				
19				
20				
21				
22				
23		Conclude implementation	Semi-final draft of method	Evaluation Report (2nd Site)
24				
25				
26	Workshop			
27				
28				
29			Final draft of method	Eval. Report (Workshop)
30				
31				
32				Final Evaluation Report
33				

* a/a = assessment and analysis

C. FINANCIAL PLAN

1. Management and Administration

A. Personnel:

Project Manager (14 m @ 2,500)*	=	35,000
Research Assistant (3 m @ 2,200)	=	6,600
Administrative Assistant (6 m @ 1,500)	=	9,000
Clerical Assistant (6 m @ 1,000)	=	<u>6,000</u>
SUB TOTAL		56,600

B. Travel:

	Airfare	+ p/d	
Yaounde (21 da.)	1,500	1,785	= 3,285
Yaounde (14 da.)	1,500	1,190	= 2,690
Sana (21 da.)	1,600	2,289	= <u>3,889</u>
SUB TOTAL			19,864

C. Direct Costs:

TOTAL	<u>2,000</u>
	68,464

2. Field Work in LDCs

A. Cameroon:

Technical Assistance (5 m @ 2,200)	=	11,000
Travel		
Yaounde (90 da.)	1,500 + 7,650	= 9,150
Yaounde (30 da.)	1,500 + 2,550	= 4,050
Direct Costs	=	2,000
Sub-Contract	=	<u>30,000</u>
TOTAL		56,200

B. Yemen:

Technical Assistance (5 m @ 2,200)	=	11,000
Travel		
Sana (90 da.)	1,600 + 9,810	11,410
Sana (30 da.)	1,600 + 3,270	4,870
Direct Costs		2,000
Sub-Contract		<u>30,000</u>
TOTAL		59,280

* Note that the Project Manager position is a part-time one.

3. Workshops

A. Yaounde

Technical Assistance (1.5 m @ 2,200)	3,300
Travel	.
1 WDC - Yaounde (21 da.) 1,500 + 1,785	3,285
10 Dakar-Yaounde (5 da.) 5,000 + 4,250	9,250
Direct Costs	<u>2,000</u>
TOTAL	17,835

4. Publications

Editorial Assistance (1 m @ 1,500)	1,500
Production	1,000
Dissemination	<u>500</u>
TOTAL	3,000

5. Indirect Costs (Based on:) 83,400

Benefits @ 20%	<u>16,680</u>	16,680
SUB TOTAL	100,080	
Overhead @ 50%	50,040	50,040
Contingency @ 10%		<u>27,150</u>
(Based on: 271,499		
TOTAL		93,870

6. GRAND TOTAL -- 298,649

B. Evaluation Plan

Responsibility for evaluation will be shared by the contractor and by A.I.D. (DS/ED). The contractor will be responsible for all formative evaluation activities and for reporting these to DS/ED. A.I.D. will be responsible for two annual evaluations.

Prior to signing the contract, the potential contractor will submit to A.I.D. an acceptable Work Plan that includes formative evaluation activities. These activities will be reported to DS/ED subsequent to each of three major project components: the two field work activities and the workshop. Each report will be an account of the component's evaluation plan, its actual implementation, what it revealed about the process and results of the project component, and how the results of that component affect the overall Work Plan. Each report will be due within one month of completion of the relevant project component. To the extent possible and desirable, the sub-contractors will collaborate in evaluation activities.

The annual evaluations will be planned and directed by DS/ED. The project monitor will select Regional Bureau, DS/ED and/or other appropriate A.I.D. representatives to meet with the contractor. Prior to those meetings, DS/ED will submit to the contractor the questions, based on the original Work Plan, that will form the basis of the evaluation. The contractor will at that time submit to DS/ED other questions and/or information they wish to have considered.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORKINSTRUCTION: THIS IS AN OFFICIAL
FORM WHICH CAN BE USED AS AN AID
TO ORGANIZING DATA FOR THE PAR
REPORT. IT NEED NOT BE RETAINED
OR SUBMITTED.Life of Project: _____
From FY 80 to FY 82
Total U.S. Funding \$300,000
Date Prepared: 3/25/80

Project Title & Number: Nonformal Education Assessment and Analysis

NARRATIVE STATEMENT	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broad objective to which this project contributes: (A-1)</p> <p>To provide relevant educational services to all segments of the population.</p>	<p>Measures of Goal Achievement: (A-2)</p> <ol style="list-style-type: none"> 1. Increased educational opportunities for poor majority; 2. National education plans that include NFE for members of poor majority. 	<p>(A-3)</p> <ol style="list-style-type: none"> 1. Education and related statistics; 2. Planning documents. 	<p>Assumptions for achieving goal targets: (A-4)</p> <ol style="list-style-type: none"> 1. Poor majority not now receiving adequate education services. 2. Human resource development is a critical dimension of national social economic development; 3. NFE is a useful means of HRD; 4. LDC governments can be convinced to invest in NFE.
<p>B-1. Purpose</p> <p>To provide LDC planners with a prototype method for NFE assessment and analysis that helps them demonstrate contribution of NFE to development and design good strategies for NFE.</p>	<p>B-2. End of Project Status</p> <ol style="list-style-type: none"> 1. LDC planners will be using the assessment/analysis method. 2. LDC governments will systematically include NFE activities in plans and budgets. 3. LDC agencies will be planning organizational strategies for supporting NFE. 	<p>B-3.</p> <ol style="list-style-type: none"> 1. Receipt by AID of prototype method; 2. Mailing List and confirmation of receipt; 3. Workshop Reports; 4. Project Reports; confirmation of their receipt by USAID Missions. 	<p>B-4. (as related to Purpose)</p> <ol style="list-style-type: none"> 1. LDC planners lack information of NFE activities nationwide; 2. Such information would be used by policy-makers and planners to make decisions; 3. Such information would be used by planners to design strategies and support systems. 4. LDC governments will allow results to be disseminated.
<p>C-1. Outputs</p> <ol style="list-style-type: none"> 1. Prototype method; (see Section II. B.3.) 2. Dissemination of method through: <ol style="list-style-type: none"> a. Workshops. b. Publications. 	<p>C-2. Output Indicators</p> <ol style="list-style-type: none"> 1. Cost of a/a; Use of method by LDC planners; Participation of various planners; Design descriptions. 2. Self-evident. 	<p>C-3.</p> <ol style="list-style-type: none"> 1. Cost Studies; NFE Plans; Eye-witness reports; Eye-witness reports. 2. N/A 	<p>C-4. (as related to Outputs)</p> <ol style="list-style-type: none"> 1. 2 LDC are willing to collaborate in project. 2. LDC sub-contractors are granted authority to complete tasks and to share results with appropriate officials; 3. LDC personnel are able to attend workshop.
<p>D-1. Inputs</p> <p>(See Section II. B.4.)</p>	<p>D-2. Budget/Schedule</p> <p>(See Section IV. B & C)</p>	<p>D-3.</p> <p>N/A</p>	<p>D-4. (as related to Inputs)</p>

ANNEX 2 - BUDGET

<u>Direct Labor</u>	<u>Amount</u>	<u>Rate</u>	<u>Sub Totals</u>
Project Management	14 m	2,500	35,000
Technical Assistance	11.5 m	2,200	25,300
Research Assistance	3 m	2,200	6,600
Administrative Assistance	6 m	1,500	9,000
Editorial Assistance	1 m	1,500	1,500
Clerical Assistance	6 m	1,000	6,000
SUB TOTAL - -			83,400
Fringe Benefits @ 20%			16,680
Overhead @ 50%			50,040
TOTAL			150,120

Other Direct Costs

Books			
Meetings			
Postage			
Reproduction			
Supplies			
Communication			
Local Travel			
TOTAL			9,500

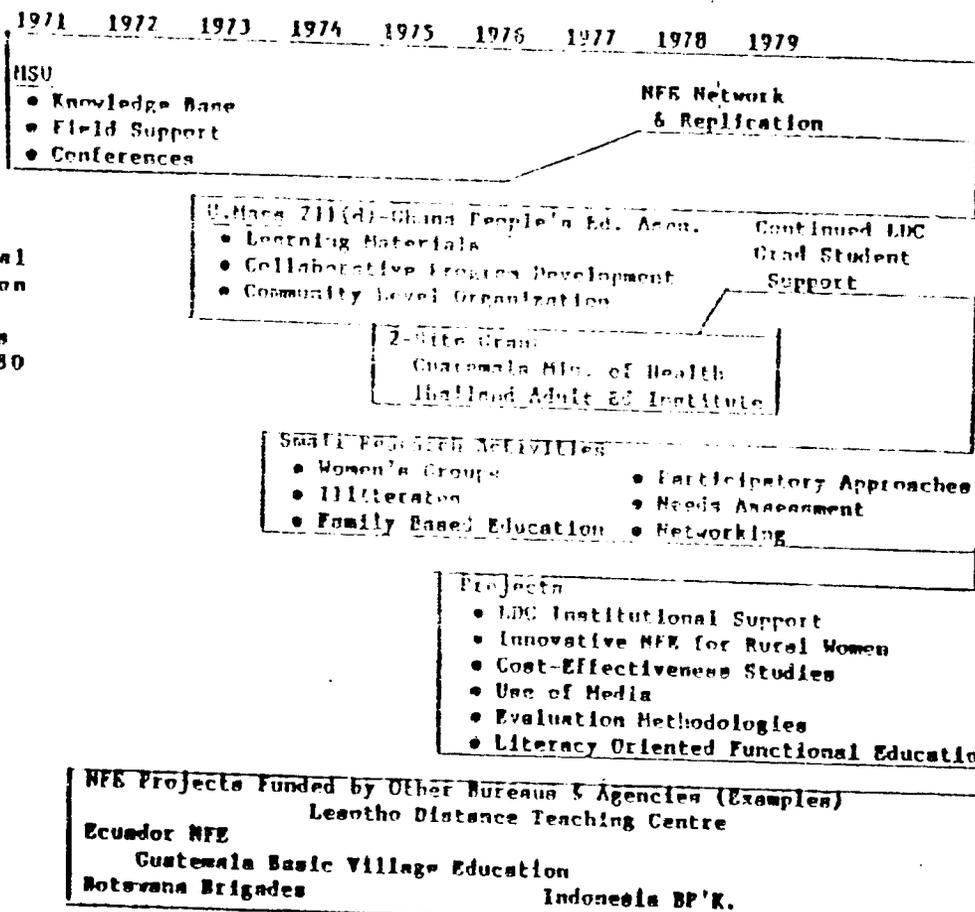
<u>Travel</u>	<u># Trips</u>	<u># Days</u>	<u>Sub Totals</u>
WDC-Yaounde-WDC	5 (1500)	176 (85)	22,460
WDC-Sana-WDC	3 (1600)	141 (109)	20,169
Dakar-Yaounde-Dakar	10 (500)	50 (85)	9,250
TOTAL			51,879

Sub-Contracts

	<u>Amount</u>	<u>Rate</u>	<u>Sub Totals</u>
	12 m	5,000	60,000
<u>Contingency @ 10%</u>			27,150

GRAND TOTAL 298,649

DS/Ed's
Nonformal
Education
Project
Emphases
1971-1980



Elements of an NFE Control Support Organization

NFE Programs Assessment & Analysis

Network of NFE Practitioners

Training for NFE Practitioners

- Participatory Learning Materials
- Creative Use of Mass Media
- Community Level Organization
- Planning & Management of NFE Activities
- Innovative Training Approaches

Assistance Fund

- Seed Money for NFE -Generated Money-Making Schemes

Expansion of Effective Programs