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COMMUNITY DEVELOPMENT STAFF TRAINING  
FOR  
HUMAN RESOURCE DEVELOPMENT IN RURAL GHANA

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OPERATIONAL PROGRAM GRANT PROPOSAL

PROJECT TITLE: Community Development Staff  
Training for Human Resource  
Development in Rural Ghana

PROJECT LOCATION: Ghana

PVO NAME AND LOCATION: World Education  
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## ABSTRACT

The project presented here proposes to strengthen the capacity of Ghana's Department of Social Welfare and Community Development (DSWCD) in developing and administering nonformal education programs in rural Ghana. The proposed project both extends and builds upon a project that has been underway since March 1975 in which World Education has been providing training assistance to the DSWCD. This training has been directed to about 75 staff members responsible for DSWCD's adult literacy and adult education programs, who have been helped to design, carry out, and evaluate a nonformal education pilot project in three sites. The pilot project, which has been extended through June 1977, is called the Family Life Education Project, or FLEP, and involves 450 villagers in 30 classes.

In the proposed three year project, a full-time adviser would be assigned to work with the DSWCD for the first two years so that the process that has begun can be institutionalized. It contains the following major components:

1. The staff members already involved in FLEP will receive additional training.
2. The materials developed in three languages for adult learners at Level I will be further tested and revised, and applied in classes in 20-25 additional sites.
3. Level I materials will be developed for a fourth language.
4. New materials will be developed for Level II, and classes conducted.
5. Senior headquarters and regional staff--including some of those responsible for DSWCD's programs in home science extension, self-help construction, extension industries, and rural industries--will also be trained in the processes and techniques of nonformal education.
6. Funds will be made available to the communities involved for small health and agriculture-related self-help projects and for income-generating activities.

The total amount of the OPG requested is \$367,976, and it is proposed that the project should begin July 1, 1977.

## I. PROJECT PURPOSE AND DESCRIPTION

The purpose of this project is to establish in the Government of Ghana's (hereinafter called GOG) Department of Social Welfare and Community Development (hereinafter called DSWCD) a capability for delivering integrated nonformal education services to adults living in rural areas. This capability will enable DSWCD staff to more effectively and actively involve rural adults in the process of their own social and economic development. DSWCD staff will be able to assist women and men to identify some of their urgent problems and become involved in seeking and implementing solutions to these problems.

Since March 1975, DSWCD and World Education have been involved in a collaborative effort to develop a nonformal education program for rural adults which responds to some of their vital daily concerns and integrates literacy into its curriculum. Through training DSWCD staff in the process, techniques, and strategies of adult education, World Education has enabled DSWCD to design, implement, and evaluate a nonformal education pilot project which is now being implemented in three districts: Asamankese, Akim-Oda, and Saltpond. (This pilot project is commonly referred to as the "Family Life Education Project," hereinafter called FLEP.) In effect, through these collaborative activities, the process of establishing in DSWCD a capability for delivering integrated nonformal education services to rural adults has already been initiated. However, to ensure that this capability is institutionalized in DSWCD, World Education will continue to provide technical assistance to DSWCD for an additional period of three years (July 1, 1977 - June 30, 1980) to support the capability transfer process.

During this thirty-six month project, the scope of work is two-fold: (1) diversify the components of FLEP and increase the number of participants in this pilot project, and (2) train key DSWCD staff throughout Ghana in the process and techniques of adult education so that they will better understand FLEP and its implications for adult education in rural Ghana. World Education will assist primarily by providing training activities for DSWCD staff.

DSWCD Staff Training - DSWCD staff involved in FLEP will receive additional training in the techniques of needs assessment, materials development, communicating with/training adults, evaluation, initiating/planning/implementing self-help and income generating activities, and project management. This training will be provided primarily in a series of one-to-two week workshops and during visits to field sites (on-the-job training). Key DSWCD staff not directly involved in FLEP activities but influential in shaping the direction of adult education programs for rural adults in Ghana will receive training in the process and techniques of adult education. This training will be provided in a series of twelve one-week workshops which will be held in different parts of Ghana.

From time to time, staff of other GOG technical ministries (health, agriculture, cooperatives, etc.) will also be invited to participate in relevant training workshops. All training activities will be facilitated by either the World Education training specialist who will reside in Ghana for two years or various short-term technical specialists.

FLEP - Based on the experience of the past two years and supported by the additional training which will be provided for DSWCD involved in FLEP during this project, FLEP will:

- refine instruments and techniques for carrying out needs assessment surveys, and conduct surveys in 20 to 25 communities;
- revise and reprint the introductory functional literacy materials (Level I) in Akwapim-Twi, Akim-Twi, and Fanti already being used; and conduct Level I classes for an additional 1,100 adults living in rural areas;
- design, field-test, revise, and print follow-up functional literacy materials (Level II) in Akwapim-Twi, Akim-Twi, and Fanti; and conduct Level II classes for at least 1,100 adults living in rural areas;
- revise and reprint the Level I facilitator's guide; design, field-test, revise, and print a facilitator's guide for Level II activities; and, as needed, prepare packages of training materials for facilitators;
- establish and administer a self-help fund of \$38,000 in Asamankese, Akim-Oda, and Saltpond Districts (and in a new district beginning in January 1979) which will provide an additional source of funds for small health and agriculture related self-help projects carried out by the adult groups participating in FLEP. In collaboration with the FLEP Director and the World Education training specialist, district level DSWCD staff and selected health and agriculture extension agents will determine the criteria for using the fund, administer the disbursement of funds, and evaluate the impact of the 15 to 20 projects carried out with the assistance of the self-help fund;
- establish and administer a revolving fund of \$7,000 in one of the districts which will provide an additional source of funds for adult groups participating in FLEP. (DSWCD and World Education will select the district in which the revolving fund will be established.) In collaboration with the FLEP Director and the World Education training specialist, district level DSWCD staff and relevant field staff of other GOG service

ministries will determine the criteria for using the fund, administer the disbursement of funds, and evaluate the impact of the several activities initiated with the assistance of the revolving fund; and

- design, field-test, and revise a mechanism for gathering regular data about various aspects of FLEP implementation which can be fed into its on-going programmatic and management decisions.

At the end of the project, it is expected that a new body of tested adult education techniques and strategies relevant to the development needs of women and men living in rural Ghana will exist. It is further anticipated that DSWCD will be qualified to (1) continue delivering integrated nonformal education services to adults living in FLEP sites; (2) replicate/modify FLEP in/for other rural areas in Ghana; and (3) apply new body of tested adult education techniques and strategies to its other community development activities. It is also hoped that DSWCD staff resources developed during this project will become part of World Education's effort to identify and utilize regional consultants in its program activities in Africa.

## 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.<sup>1</sup>

The consensus of studies carried out by national and international agencies assisting rural development activities in developing countries is that massive new efforts must now be made to bring the rural poor in these 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 rural areas, and focus on implementing solutions which extend beyond one particular development sector.

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<sup>1</sup>

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

During the past two decades, rural families in developing countries have been largely by-passed or poorly served by the formal education system which has concentrated its efforts on training small elites for the modern urban sector. If education is to be a mechanism for stimulating economic and social development in the rural areas of developing countries, an educational strategy quite different from that employed in the modern urban sector must be created and implemented. This strategy should stimulate self-reliance and involve adults 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. Rural education projects should be functional and designed to meet the needs of a well-identified target group. They should also utilize nonformal approaches and techniques which 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, usually starchy diet with a minimum amount of vitamin-rich fruits and vegetables, and the size of their families with the food production capacity of their land or labor. At the same time, their spouses could be shown how to augment the daily diet and to add to cash incomes through tasks they can perform in and around the home.<sup>2</sup>

## B. WORLD EDUCATION

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 seven 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 included the United States as a geographical area in which it provides technical assistance.<sup>3</sup>

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For 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).

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World Education is registered with the United States State Department Advisory Committee on Voluntary Foreign Aid and is 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.

Our 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 we introduce stress the importance of involving adults actively 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 are directed to men and women in rural areas. We aim to leave behind, after we have withdrawn our technical services, a cadre of trained competent staff members. They are by then capable of continuing and extending the entire process of nonformal integrated functional education for adults.

The technical assistance offered by World Education staff and consultants usually takes the form of training for 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, and management; instructional materials and methodologies; evaluation procedures and feedback systems; group dynamics. Special emphasis is given to the process of communicating the content of specific areas such as food production, health, nutrition, family planning, income generation, and skills training.

As needed, World Education's central office in New York provides administrative and technical backstopping for field activities through the three interlocking departments of regional coordination, program development and evaluation, publications and audio-visuals.

During the past seven years, our 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 learners<sup>4</sup>
  - nearly 300,000 copies of 56 publications produced and distributed to a mailing list of 5,000 over 70 percent of whom live in the developing world.

We placed a regional representative in Asia in 1973 and in Latin America in 1974. This increased regional presence led to a doubling of requests for our technical assistance. Since we could not responsibly handle all of these requests, we have tried to select activities that hold promise for innovation, wide impact, and replicability.

We found that we had more requests for assistance than we could handle responsibly. Our research and development unit worked out criteria for better assessment of host agencies and projects. We tried to choose fewer activities, which we could carry out better. Where we could not provide assistance ourselves, we have tried to find someone else who could.

### C. GHANA: RURAL DEVELOPMENT AND EDUCATION POLICIES

Ghana, situated on the Gulf of Guinea on the west coast of Africa, has an area of 92,100 square miles and a population of approximately 9.5 million (1972 estimate). At present, 55-60 percent of the labor force are engaged in agricultural, fishing or closely related pursuits. For many years to come, the bulk of the nation's labor force will continue to find employment in this sector. Per capita income is now about US\$380. Because the population has been growing at a faster rate than the gross domestic product (GDP), the real income per capita was lower in 1970 than in 1960. However, projections for 1970-1975 envisaged an annual income in GDP in the agricultural sector within the range

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<sup>4</sup>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.

of 3-5 percent; and in population, an annual rate of 3 percent or more.

Seven years ago, approximately 30 percent of the population was already living in centers with over 5,000 inhabitants. The great majority of the town population is distributed along the coast and in the cocoa-growing areas of southern Ghana. At present, literacy rates are probably above 50 percent in the major towns, about 33 percent in the rural parts of southern Ghana, and less than 10 percent in the North.<sup>5</sup>

The Government of Ghana (GOG), in its Guidelines for the Five-Year Development Plan 1975-1980, recognizes the need to raise the standard of living for all its people, especially the rural poor, and establishes the principle of self-reliance as the foundation of its plans and strategies for economic and social development in the years ahead.<sup>6</sup> Emphasis is placed on raising employment opportunities, real per capita incomes, and the quality of life in rural areas as important preconditions for attaining national development objectives. In stressing the important role education plays in generating skills, increasing productivity, and improving the quality of human life, the GOG commits itself to providing educational opportunities to all adults who wish to have these opportunities.

To implement its rural development strategy, the GOG initiated a process of local government reform in 1974. The main characteristics of the new system are the decentralization of functions of line ministries to the regional and district levels, the devolution of broader authorities to the regional and district levels, and the creation of viable, integrated units of local government and administration at the district level. Under the new system, the District Councils have the responsibility for the planning, implementation and evaluation of an integrated development program

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See Government of Ghana, Guidelines for the Five-Year Development Plan 1975-1980 (January 1975); U.S. Department of State, Background Notes/Ghana, (January 1976); and The Population Council and The International Institute for the Study of Human Reproduction, Columbia University, Country Profiles/Ghana (October 1970).

<sup>6</sup> Self-reliance: "This principle is based on the conviction that meaningful development is possible if structured on our own values, material and human resources, rich cultural heritage and the beliefs of the people." GOG, Guidelines, p.1.

to solve problems (emphasis added) ... Briefly, the major components of the new system are as follows:<sup>7</sup>

"Regional Councils (to be formed in 1977) will consist of representatives of the District Councils and Regional Heads of the line ministries; it will be chaired by the Regional Commissioner. The Council will be responsible for development planning and programming in each region, including the supervision and coordination of the work of the District Councils and the division of resources among districts.

"District Councils will be made up of government appointees from the local area (two-thirds) and traditional representatives (one-third); it is chaired by the District Chief Executive who is named by the Ministry of Local Government. Heads of line ministries at the district level form the District Planning Committee and are ex-officio members of the Council. The Councils are basic units of administration at the local level, and are the sole taxing authorities below the national level. The District Councils have primary responsibility for the development of their areas and will eventually control most central government personnel and resources channeled into their areas.

"Area, Municipal, Urban and Local Councils will consist of representatives of local level development committees. In a departure from past practices, they will not have rating powers and will be primarily consultative groups to the District Councils. The Local Councils (which serve the rural areas) will be responsible for larger projects which serve a number of villages (i.e. responsible in terms of coordination and mobilizing communal labor).

<sup>7</sup>

"Town and Village Development Committees will consist of local inhabitants of stature in a community who have demonstrated their interest and active involvement in communal affairs. These committees form the base of the system and are perceived to be the major communications links between the people and the District Council. Further, they will be responsible for identifying and organizing local self-help activities."<sup>8</sup>

As discussed in greater detail below, the project proposed in this document strongly supports the GOG's new rural development strategies. In particular, it will assist the Department of Social Welfare and Community Development, the government agency with the primary responsibility for adult education in rural areas, develop a capability for delivering integrated nonformal education services to rural women and men which will enable them to become more actively involved in the process of their own economic and social development. Based on their critical daily concerns, these educational services will provide rural adults with 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.

#### D. DEPARTMENT OF SOCIAL WELFARE AND COMMUNITY DEVELOPMENT

1. Activities. "The main objective of Community Development in Ghana is to improve the general standards of living of the people of the country by means that are immediately practicable and with emphasis on voluntary effort. It is designed to unite the efforts of the people themselves with those of governmental authorities to improve the economic, social, and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to the national progress."<sup>9</sup> DSWCD officials consider themselves responsible for planning and implementing activities which assist adults--especially those living in rural areas--to become involved in the educational process of recognizing and diagnosing their problems, selecting and installing solutions, evaluating solutions to determine if they are solving problems, and revising solutions; and they characterize the DSWCD activities as adult education.

<sup>8</sup>

GOG, The New Local Government Set-Up (revised 1974), quoted in Ibid, pp. 7-8.

<sup>9</sup>

GOG, Ghana 1975: An Official Handbook, pp. 189-190.

At present, DSWCD carries out its primary objective by operating six major distinct community development programs:

- Home science extension--provides training for women in domestic science (food and nutrition, household management, etc.) and in how to initiate group income-generating activities;
- Self-help construction--provides technical assistance and equipment for self-help projects in which communities provide labor and local resources;
- Adult education--organizes groups of villagers to study and discuss local government, sanitation, agriculture, economics, arts and crafts, etc., or any topic relevant to the groups' interests;
- Adult literacy-- trains villagers to read and write the major vernacular languages. Community volunteers are trained to conduct literacy classes;
- Extension services--assists villagers to raise their standard of living by their own efforts. "In essence, extension work is, in itself, a process of education with a constant aim to develop the knowledge, will power and skill of the people with a view to solving their own problems by their own efforts;"<sup>10</sup> and
- Rural industries--provides training in technical skills related to the creation of small-scale commercial and industrial enterprises which will augment the income and productivity of rural adults.

At the policy level, DSWCD officials have expressed a need for developing a strategy which integrates all DSWCD activities; to date, this strategy has not yet been defined but it appears to be evolving. And, at the operational level, DSWCD's effectiveness in implementing its activities is limited by a host of perennial problems: limited financial and material resources, an ineffective accountability structure, and an insufficient number of trained staff at all levels.

2. Collaboration with World Education. In their efforts this decade to respond to the GOG's mandate to substantially increase the adult literacy rate, DSWCD officials have realized that the traditional methods used by DSWCD for teaching reading and writing are no longer effective. Unlike the successful

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<sup>10</sup>

Ibid., p. 192.

literacy campaigns launched by DSWCD in the 1950's, large numbers of adults are no longer interested in enrolling in classes just to learn how to read and write in a particular vernacular language. DSWCD officials have concluded that literacy must be related to and integrated with the vital daily concerns of the adults in various target groups. Over three years ago, as a result of this assessment of adult literacy activities, DSWCD officials asked World Education to assist them in integrating two major DSWCD programs: adult education and adult literacy.

Since March 1975, DSWCD and World Education have been involved in a collaborative effort to design, implement and evaluate a nonformal education program for rural adults which responds to vital daily concerns. Commonly referred to by DSWCD as the "Family Life Education Project," this pilot project is now being implemented in three districts: Asamankese, Akim-Oda, and Saltpond.

In FLEP, DSWCD's activities of adult education and literacy are being integrated, with literacy playing a subsidiary but important role for those interested in literacy. In other words, literacy grows out of the larger education themes of the classes and is pursued at the end of each class meeting, allowing literate participants to avoid literacy practice without missing the larger, social-problem oriented discussions which are central to each of the fifty lessons.

During the past two years, World Education has assisted the DSWCD by providing short-term nonformal education specialists for training the community development staff involved in FLEP in the planning and administration of this pilot project; the design and production of the functional literacy materials which are being used in the pilot project; the process, techniques, and strategies for establishing two-way communication with rural adults to actively involve them in the identification and solution of their most urgent daily concerns; and the design of simple evaluation techniques which are being used to provide feedback about various aspects of the pilot project's implementation.

Since the initiation of FLEP, the community development staff involved in this pilot project have:

- carried out a survey in Asamankese, Akim-Oda, and Saltpond Districts to assess the attitudes of adults about the literacy materials and methods formerly used by DSWCD;
- employed a generative-word, phonemic approach to literacy. While this approach is not new, its application in Ghana is unprecedented and eminently well suited to Akan languages. The possibilities for further development of materials derived from this approach are almost unlimited (see Attachments A and B);

- developed materials for fifty lessons in three Akan languages: Akwapim-Twi, Akim-Twi, and Fanti. These materials include posters and handouts for each lesson. The materials focus on the everyday problems and conflicts of villagers. Family planning concepts have also been integrated into the materials: eight percent (four) of the topics deal directly with family planning, and thirty-six percent (eighteen), indirectly;
- developed a facilitator's guide (in English) which is used by the community development staff member or volunteer conducting the class. The guide includes methods for generating discussion of a specific problem and identifying resources for its solution; and conducting the literacy segment of the class;
- participated in various kinds of training sessions:
  - fifty community development staff members at the community development officer level or below were trained in new adult education techniques (group dynamics and human relations training) for one week;
  - twelve in the techniques of designing and producing educational materials for eight weeks;
  - sixty in the techniques of establishing two-way communication with adults and conducting FLEP classes for three weeks;
  - one senior community development officer (SCDO) and three community development officers (CDO) in the techniques of planning and implementing FLEP for eighteen weeks. The SCDO manages and supervises all FLEP activities, and each CDO coordinates FLEP activities in one of the three districts participating in the pilot project;
- enrolled 450 villagers in thirty classes which are distributed over three districts: Saltpond, Asamankese, and Akim-Oda.

After the completion of the classes (April 1977), the functional literacy materials and facilitator's guide will be revised based on their evaluation by the adults participating in the classes and the community development staff members conducting the classes. Before the completion of the present contract between DSWCD and World Education, the revised functional literacy materials and facilitator's guide will be printed and ready for use by DSWCD. For the first time since 1948, DSWCD

will have new functional education materials ready for use in its other programs. And, for the first time, these materials have been developed indigenously by community development field staff and not urban-oriented headquarters staff.

At the end of this pilot project (June 1977), World Education will have provided DSWCD with the professional services of the short-term nonformal education specialists (eight person-months), and an additional US \$51,000 for the staff training workshops, the production of the functional literacy materials and facilitator's guide, office supplies, and some local travel costs of community development staff.

In order to attain a balanced view of the accomplishments of FLEP as noted above, several of its shortcomings must also be mentioned. One, unavoidable long delays in printing materials and weak management caused FLEP to fall about one year behind its planned implementation schedule. These problems have been largely resolved, and FLEP has received a four-month extension to complete its planned activities. Two, adult groups are discussing problems related to health, agriculture, child care, etc., but only a few groups have initiated activities to solve these problems together. Many variables appear to contribute to this situation: FLEP groups are usually the old literacy groups organized by DSWCD; lack of material and financial resources; community development field staff are not sufficiently trained to mobilize groups and seek appropriate assistance from other technical ministries; and adults living in rural areas generally expect the government to take the necessary actions to improve their communities. And three, community development field staff have made little effort to use the four feedback instruments which they themselves designed to collect ongoing feedback about various aspects of project implementation. In the bureaucratic environment in which they work, community development field staff have difficulty believing that data collected by them will be valued and used to make programmatic and administrative decisions.

In late 1976, DSWCD and World Education jointly reviewed:

- all aspects of FLEP, especially the effects it has had on the adults participating in the functional literacy classes, and the community development field staff participating in this pilot project;
- the implications of the GOG's integrated rural development strategy and local government reforms for DSWCD's activities/strategies and training of community development field staff; and

- DSWCD's concern about providing more effective training in the process, techniques, and strategies of adult education for all levels of community development staff. (At a meeting of DSWCD's senior headquarters and regional staff in Sunyani in October 1976, this concern was identified as one of DSWCD's critical and urgent needs. It is interesting to note that DSWCD has not yet established its own training unit.)

Based on this review, World Education proposes to assist DSWCD further develop its capability for delivering educational services to rural adults. These integrated nonformal programs are enabling adults to become more effectively and actively involved in their own economic and social development. In order to provide further support to GOG's rural development policies and the integration of DSWCD programs, FLEP will be extended to reach more adults living in rural areas. Additional functional literacy materials will be produced: Level II materials to follow-up the Level I materials produced during the present collaboration between DSWCD and World Education, and Level I materials for a fourth vernacular language. Financial resources will be added to the very limited funds already available for self-help and income-generating activities in FLEP communities.

DSWCD field staff will receive additional training in the approaches and techniques used in FLEP. Particular emphasis will be placed on training DSWCD field staff in the techniques of establishing two-way communication with adults. This will facilitate the adult learners' involvement in the ongoing educational process of recognizing and diagnosing their own needs, identifying resources for meeting these needs, selecting and installing solutions, evaluating solutions to determine if they are solving needs, and revising solutions. DSWCD field staff will also be trained to develop strategies for discovering and exploiting local resources. They will be trained to make use of available resources at both the community and district levels for self-help and income-generating activities, and for working with field staff of other technical ministries. All training will continually take into account the socio-cultural-political setting in a village; the role of Village Development Committees in initiating and implementing community development activities; the relationships between Village Development Committees, DSWCD field staff, and villagers; the role of DSWCD field staff in the new local government structure; and the relationships between DSWCD field staff and field staff of other technical ministries.

In addition, key senior DSWCD staff throughout Ghana will receive training in the process and techniques of adult education. This training will enable senior staff to better understand FLEP and its implications for integrating all DSWCD programs; the role of integrated nonformal adult education in rural development activities; and DSWCD's role in GOG rural development strategies. To the extent it is both possible and relevant, staff from other technical ministries will be invited to participate in this proposed project's training activities.

### III. PROJECT ANALYSIS

#### A. ECONOMIC EFFECTS

This project aims to develop in DSWCD an institutional capability to deliver integrated nonformal education services to women and men living in 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 these educational programs. DSWCD will train community development field staff to plan, implement, and evaluate FLEP. As it does so, it will develop staff capability to use integrated nonformal adult education approaches and techniques as a mechanism for rural development. The adults who participate in FLEP 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; become literate in their own vernacular; be encouraged to use extension services and assisted in taking action to solve problems either through health or agriculture related self-help projects, income-generating activities, or another form of community activity.

Assuming the capability to deliver integrated nonformal education services to rural adults is institutionalized, DSWCD will develop its own training capacity. As it becomes able to train staff in the techniques of integrated nonformal adult education, a significantly larger number of women and men could be participating in modified/replicated FLEP activities within five to seven years. Similarly, DSWCD will have innumerable opportunities to use the newly tested nonformal education approaches and techniques in its other 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 DSWCD's ability to pay high recurring costs. Rather it primarily depends on the capability and willingness of DSWCD to continue to train staff who subsequently use the approaches and techniques of integrated nonformal adult education in their field activities. Within three years, DSWCD will be able to incorporate the proposed project's training strategies into its own regular staff training programs.

#### B. TECHNOLOGY

The educational technology that has been developed, field-tested, and modified during the present collaboration between DSWCD and World Education will continue to be used and diversified during the project proposed herein. Essentially indigenous, the process employed in designing, producing, and revising the educational technology ensures its appropriateness and utility for DSWCD staff and the rural adults participating in FLEP activities. Succinctly, the educational technology is designed

to respond to the expressed urgent concerns of the target adult group; the actual production is carried out primarily by DSWCD field staff who are knowledgeable about the expressed concerns of rural adults--only locally available materials are utilized; and revision and modification is based on the adults' and DSWCD field staff'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.

Given its experience in the present collaboration, DSWCD is well qualified to continue designing, producing, and modifying the educational technology envisaged for the proposed project. DSWCD will receive technical assistance from World Education in the form of a resident nonformal adult education training specialist (24 person-months) and the services of short-term technical specialists (9 person-months) which will be utilized throughout the life of the project. (For a description of World Education's technical capabilities, see pp. 4-6 above.)

### C. IMPLEMENTING AGENCY

The Department of Social Welfare and Community Development (DSWCD) will be the primary implementing agency for the project proposed herein. As indicated above, DSWCD is particularly well suited to direct this endeavor. For many years it has encouraged adults living in rural areas to become involved in their own social and economic development; and in its two-year collaboration with World Education, it has demonstrated its commitment to acquiring new approaches and techniques for integrated nonformal adult education.

Although DSWCD is eager for further collaboration with World Education and challenged by the opportunity to carry out the project proposed herein, its staff functions in an environment that could make it difficult for the project to realize its full potential. In recent years, rural development has become an articulated GOG priority; yet, DSWCD has great difficulty securing the funds and materials it needs for carrying out its field activities. This situation adversely affects the morale of DSWCD field staff. It is hoped, however, that the GOG's new regulations for the structuring of local government will make it possible for additional resources to be available at the local level by the time this proposed project's funds for self-help and income-generating activities are used. Similarly, the lack of effective communications among all levels of DSWCD staff also contributes to lack of motivation among field staff. Field staff often feel headquarters' staff members are unsympathetic to their problems, and uninterested in using their experiences in planning future DSWCD activities. Field staff have few incentives to maintain high levels of job performance. It is expected, however, that the significant increase in training activities proposed for the next three years for both senior and field-level staff will stimulate action--at least, for the DSWCD field staff participating in FLEP--to solve some of these problems.

DSWCD officials are also concerned about the increasing unwillingness of adults living in rural areas to contribute labor and available materials for self-help activities; they tend rather to expect the government to provide the resources for solving their problems.<sup>11</sup> DSWCD officials are convinced, though, that this project will encourage rural adults to take part in self-help activities and contribute to them. They believe that this will be a natural outcome of the effective training of field staff to be responsible for distributing funds and assessing projects, to mobilize available resources, and to involve rural adults more fully in selecting self-help activities.

As already discussed (see III/A above), the project proposed herein is directed at developing in DSWCD an institutional capability for delivering integrated nonformal education services to women and men living in rural areas (the poorest majority) which will improve the quality of their lives as individuals, families, and communities. Rural adults (the poorest majority) 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 increasing income. In this project, activities will be directed as much to women as to men, encouraging women to work together with men to improve the quality of life for themselves and for their families.

#### 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 rural Ghana 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 operating in Ghana. For example,
  - a) some of the self-help materials provided by UNICEF and the Friedrich Ebert Foundation to DSWCD could be linked to FLEP communities/districts;
  - b) strategies developed and tested by DSWCD staff for involving rural adults in the process of their own economic and social development may be directly related to the efforts being made by GOG/USAID in Atebubu District to involve the district's population in the processes of planning and implementing their own rural development activities (USAID, District Planning and Rural Development Project); and

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<sup>11</sup>

This problem is also noted in USAID, Ghana, District Planning and Rural Development Project (PPP for Project #641-11-190-0073),

- c) DSWCD has concurred in the plan to use its field staff in implementing a rural nutrition project now being designed and planned by the Ministry of Health, the Meals for Millions Foundation, and World Education.
3. Have potential for reaching large numbers of rural adults within the next ten years as DSWCD develops and utilizes its capability to deliver integrated nonformal education services. Within three years, DSWCD will be able to incorporate the proposed project's training strategies into its ongoing staff training programs. All DSWCD field staff could be trained to use FLEP's integrated nonformal adult education approaches and techniques either in modified/replicated FLEP activities or in other DSWCD community development activities (see III/A above).
  4. Have potential for wide scale application based on domestic resources (see III/E below).

#### E. INSTITUTIONALIZATION

As previously indicated (see III/A above) the project proposed herein is directed at developing DSWCD's institutional capability. All efforts and activities will be focused on (1) training senior and field level DSWCD staff to develop, test, and revise their own approaches and techniques for integrated nonformal adult education; and (2) transferring this training capability to DSWCD for use in all its community development activities.

There is a very reasonable chance that this training capability will be institutionalized in DSWCD with domestic resources. DSWCD staff members participating in the proposed project are already in established posts financed by DSWCD; it is anticipated that most of these staff members will still be employed by DSWCD at the end of the project.

A very large portion of the OPG will be used for training DSWCD staff (especially the costs of training specialists and workshops). However, within three years, DSWCD will be able to incorporate the project's training strategies into its regular ongoing pre- and in-service staff training programs. Without incurring any additional major financial responsibilities, DSWCD will be able to train staff in the approaches and techniques of integrated nonformal adult education.

Similarly, DSWCD staff will be able to continue FLEP activities in the project's pilot areas, replicate FLEP activities in other parts of rural Ghana, and apply FLEP methodologies to other community development activities. The continuation of these activities does not depend upon the use of expensive technology or DSWCD's ability to pay high recurring

costs. Rather it primarily depends on the capability and willingness of DSWCD to continue to train staff who subsequently use the approaches and techniques of integrated nonformal adult education in their field activities.

When the project terminates, DSWCD will probably continue to experience difficulty in finding the amount of funds and materials it needs to support/stimulate field activities (especially self-help and income-generating activities). To a large extent, though, this is a general problem encountered by all technical ministries in Ghana. It is hoped that the GOG's new regulations for structuring and supporting local government activities will at least alleviate this major problem. It is further hoped that the training provided in this project will encourage DSWCD staff to seek/exploit available resources, to integrate their efforts with those of other technical ministries, and to discover what resources donor agencies in Ghana may have available for field activities.

#### IV. PROJECT DESIGN AND IMPLEMENTATION

##### A. INTRODUCTION

The project proposed herein is planned to be a thirty-six month activity. World Education will enter into a sub-contract agreement with the Department of Social Welfare and Community Development to carry out the 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 DSWCD in Ghana. World Education will make subgrant payments to DSWCD on a quarterly basis. DSWCD will be expected to submit to World Education quarterly financial reports and semi-annual programmatic reports. (This method has been employed in World Education's present collaboration with DSWCD.)

World Education will assign a full-time nonformal education training specialist to DSWCD for the first two years of the project. This specialist will be under the jurisdiction of DSWCD's Deputy Director in charge of community development. However, on a day-to-day basis, the World Education training specialist will work with the Principal Community Development Officer (PCDO) who is the full-time coordinator of FLEP. This PCDO will also organize the workshops which will be held in other parts of Ghana to train key headquarters and regional DSWCD staff in the process, techniques, and strategies of integrated nonformal education.

World Education will recruit and recommend a nonformal 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 a West African country). Before final selection, the qualifications and experience of the World Education training specialist will be reviewed and concurred upon by DSWCD's Director and Deputy Director in charge of community development.

World Education will also provide the professional services of short-term consultants (up to nine person-months) as needed for various components of the project.

DSWCD will have the responsibility for ensuring that sufficient community development staff members are assigned to FLEP.

World Education's Africa Regional Representative will be responsible for monitoring the implementation of this project. The Representative will carry out this responsibility primarily through (1) correspondence with the DSWCD's Deputy Director in charge of community development, FLEP Coordinator, and World Education's full-time training specialist assigned to DSWCD; (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, especially to determine the impact on the social and economic development of the adults involved in project activities. Each component of the project will be carefully and regularly monitored and reviewed. At the outset, 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 DSWCD project coordinator with the assistance of the World Education training specialist.

#### C. ACTIVITY SCHEDULE

##### 1. Phase I: July 1 - December 30, 1977

##### a. Family Life Education Project

- World Education training specialist arrives;
- select staff;
- review and print the Level I materials in Akwapim-Twi, Akim-Twi, and Fanti, and facilitator's guide; this will be the last revision of the Level I materials in these vernacular languages;

- train 30 facilitators;
- conduct 30 new classes (300-450 adults) in Asamankese, Akim-Oda, and Saltpond districts using the revised introductory functional literacy (Level I) materials in Akwapim-Twi, Akim-Twi, and Fanti (the first revision of these materials will take place during the present DSWCD/World Education collaboration);
- evaluate this cycle of classes to determine the revisions needed in the facilitator's guide, learning materials, teaching strategies, and project administration;
- design and print follow-up functional literacy materials (Level II) in Akwapim-Twi, Akim-Twi, and Fanti;
- 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;
- design a system and instruments for obtaining ongoing systematic feedback about the process of implementing the various components of the project.

**b. Senior DSWCD Staff Training**

- Conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult education.

**2. Phase 2: January 1 - June 30, 1978**

**a. FLEP**

- train 40 facilitators;
- conduct 40 classes (400-600 adults) in Asamankese, Akim-Oda, and Saltpond districts using the newly developed Level II materials in Akwapim-Twi, Akim-Twi, and Fanti;

- evaluate this cycle of classes to determine the revisions needed in the facilitator's guide, learning materials, teaching strategies, and project administration;
- review and print the Level I materials in Akwapim-Twi, Akim-Twi, and Fanti, and facilitator's guide; this will be the last revision of the Level I materials in these vernacular languages;
- continue the process and activities related to the self-help and revolving funds (see Phase I above);
- prepare a first year evaluation report using data generated by the feedback system designed during Phase I.

b. Senior DSWCD Staff Training

- Conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult education.

3. Phase 3: July 1 - December 30, 1978

a. FLEP

- train 30 facilitators;
- conduct 30 new classes (300-450 adults) in Asamankese, Akim-Oda, and Saltpond districts using the revised Level I materials in Akwapim-Twi, Akim-Twi, and Fanti;
- evaluate this cycle of classes to determine any changes needed in teaching strategies and project administration;
- review and print Level II materials in Akwapim-Twi, Akim-Twi, and Fanti;
- design and print a facilitator's guide and Level I materials in another vernacular language;
- continue the process and activities related to the self-help and revolving funds (see Phase I above);
- continue collecting feedback data about the process of implementing the various components of the project.

b. Senior DSWCD Staff Training

- Conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult education.

4. Phase 4: January 1 - June 30, 1979

a. FLEP

- train 30 facilitators for Level I classes in Akwapim-Twi, Akim-Twi, and Fanti; 45 for Level II classes in the same language; and 10 for Level I classes in the new vernacular language;
- conduct 30 new classes (300-450 adults) in Asamankese, Akim-Oda, and Saltpond districts using the Level I materials in Akwapim-Twi, Akim-Twi, and Fanti; conduct 25 classes (250-375 adults) in the same districts using the revised Level II materials in the same languages; and conduct 10 classes (100-150 adults) using the newly developed Level I materials in the new vernacular language;
- evaluate these cycles of classes to determine the revisions needed in the facilitator's guide, learning materials, teaching strategies, and project administration (for the Level II course in Akwapim-Twi, Akim-Twi, and Fanti, and the Level I course in the new vernacular language); this will be the last revision in materials for the Level II course. For the Level I course in Akwapim-Twi, Akim-Twi, and Fanti, only determine the revisions needed in teaching strategies and project administration;
- continue the process and activities related to the self-help and revolving funds (see Phase I above);
- prepare a second year evaluation report using data generated by the feedback system designed during Phase I.

b. Senior DSWCD Staff Training

- conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult education;
- World Education training specialist departs.

5. Phase 5: July 1 - December 30, 1979

a. FLEP

- revise and print Level II literacy materials in Akwapim-Twi, Akim-Twi, and Fanti;
- revise and print facilitator's guide and Level I materials in the new vernacular language;
- continue the process and activities related to the self-help and revolving funds (see Phase I above);
- continue collecting feedback data about the process of implementing the various components of the project.

b. Senior DSWCD Staff Training

- Conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult education.

6. Phase 6: January 1 - June 30, 1980

a. FLEP

- train 25 facilitators for Level II classes in Akwapim-Twi, Akim-Twi, and Fanti; and 15 for classes using the revised Level I materials in the new vernacular language;
- conduct 25 classes (250-375 adults) using the revised Level II materials in Akwapim-Twi, Akim-Twi, and Fanti; and 15 classes (150-225 adults) using the revised Level I materials in the new vernacular language;
- evaluate the Level II cycle of classes for changes needed in teaching strategies and project administration; and evaluate the Level I cycle of classes for changes needed in the facilitator's guide, learning materials, teaching strategies, and project administration;
- revise and print the Level I materials in the new vernacular language;

- continue the process and activities related to the self-help and revolving funds (see Phase I above);
- prepare a final report evaluating the implementation of the various components of the project.

b. Senior DSWCD Staff Training

- Conduct two workshops in other parts of Ghana to train senior-level community development staff in the process, techniques, and strategies of adult-education.

V. FINANCIAL PLAN

The implementation of this project requires a total minimum expenditure of approximately \$494,507 over a thirty-six month period. The Operational Program Grant Request is for \$367,976. In addition, DSWCD will contribute \$126,531 for staff salaries, staff travel, self-help funds, equipment, facilities, and supplies. A summary of the budget is given below:

A. <u>DSWCD COUNTERPART</u> <u>BUDGET</u>	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
1. Personnel (salaries and benefits)	\$ 22,447	\$ 30,972	\$ 22,447	\$ 75,866
2. Travel	4,325	4,325	4,325	12,975
3. Materials Development	1,000	1,000	1,000	3,000
4. Self-Help Funds	500	750	1,000	2,250
5. Training	500	500	500	1,500
6. Administrative Costs	3,900	3,900	3,900	11,700
subtotal	32,672	41,447	33,172	107,291
inflation* (Year I)	3,267	3,267	-	6,534
subtotal	35,939	44,714	33,172	113,825
inflation (Year II)	-	4,471	4,471	8,942
subtotal	35,939	49,185	37,643	122,767
inflation (Year III)	-	-	3,764	3,764
TOTAL DSWCD COUNTERPART	35,939	49,185	41,407	126,531

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The financial plan proposed herein tries to take into account the yearly inflation rate in the U.S. as well as the excessively high inflation rate in Ghana. According to Jeune Afrique, Issue No. 844, March 11, 1977, the yearly inflation rate in Ghana is now 60%. Thus, one inflation factor of 10%/year has been applied to all components of the financial plan.

B. <u>FOREIGN ASSISTANCE (OPG)</u>	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
<u>1. Technical Assistance Costs</u>				
a) Personnel	\$ 31,500	\$ 31,500	\$ 7,500	\$ 70,500
b) Benefits	5,670	5,670	1,350	12,690
c) Direct Administrative Costs	14,175	14,175	3,375	31,725
d) Consultant Services	9,000	9,000	9,000	27,000
e) Travel	7,150	6,100	5,250	18,500
f) Per Diem	7,980	7,140	7,080	22,200
g) Allowances	5,800	5,800	-	11,600
h) Documentation	2,000	2,000	2,000	6,000
i) Other Direct Costs	600	600	600	1,800
	<hr/>	<hr/>	<hr/>	<hr/>
subtotal TA	83,875	81,985	36,155	202,015
<u>2. Local Costs (Subgrant)</u>				
a) Training Workshops	10,085	14,165	5,670	29,920
b) Materials Production	10,000	10,000	10,000	30,000
c) Self-Help Funds	6,000	12,000	20,000	38,000
d) Revolving Funds	2,000	2,500	2,500	7,000
e) Local Travel	1,000	1,000	1,000	3,000
	<hr/>	<hr/>	<hr/>	<hr/>
subtotal (subgrant)	29,085	39,665	39,170	107,920
subtotal (OPG)	112,960	121,650	75,325	309,935
inflation (Year I)	11,296	11,296	-	22,592
subtotal (Year I)	124,256	132,946	75,325	332,527
inflation (Year II)	-	13,294	13,294	26,588
subtotal (Year II)	124,256	146,240	88,619	359,115
inflation (Year III)	-	-	8,861	8,861
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TOTAL OPG	\$124,256	\$146,240	\$ 97,480	\$367,976
 <u>GRAND TOTAL (COUNTERPART &amp; OPG)</u>				
	\$160,195	\$195,425	\$138,887	\$494,507

I. <u>DSWCD COUNTERPART BUDGET</u>	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
1. <u>Personnel (Salary &amp; Benefits)</u>				
a) DSWCD Deputy Director (15%: 5.4 pm @ \$500/month)	\$ 900	\$ 900	\$ 900	\$ 2,700
b) FLEP Manager (100%: 3 yrs. @ \$4,550/yr.)	4,550	4,550	4,550	13,650
c) FLEP Site Directors (3) (40%: 14.4 pm @ \$280/month x 3)	4,032	4,032	4,032	12,096
d) FLEP Facilitators (310 pm @ \$108/month)	8,525	17,050	8,525	34,100
e) FLEP Materials Writers (6) (25%: 9 pm @ \$200/month x 6)	3,600	3,600	3,600	10,800
f) Secretary (100%: 3 yrs. @ \$720/yr.)	720	720	720	2,160
g) Driver (25%: 9 pm @\$40/month)	120	120	120	360
subtotal personnel	22,447	30,972	22,447	75,866
2. <u>Travel &amp; Transportation</u>				
a) DSWCD staff (except secretary) (447 pm @ \$25/month)	3,725	3,725	3,725	11,175
b) Project Training Specialist/Consultants (36 months @ \$50/month)	600	600	600	1,200
subtotal travel and transportation	4,325	4,325	4,325	12,975

<u>3. Materials Development</u>	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
a) Equipment	\$ 500	\$ 500	\$ 500	\$ 1,500
b) Production of materials	<u>500</u>	<u>500</u>	<u>500</u>	<u>1,500</u>
subtotal materials	1,000	1,000	1,000	3,000
<u>4. Self-Help Funds</u>	500	750	1,000	2,250
<u>5. Training</u>				
Equipment and Facilities	500	500	500	1,500
<u>6. Direct Administrative Costs</u>				
a) Office space, telephone, etc. (36 months @ \$300/month)	3,600	3,600	3,600	10,800
b) Supplies and materials (36 months @ \$25/month)	<u>300</u>	<u>300</u>	<u>300</u>	<u>900</u>
subtotal administration	3,900	3,900	3,900	11,700
subtotal DSWCD Counterpart Budget	32,672	41,447	33,172	107,291
inflation (Year I)	<u>3,267</u>	<u>3,267</u>	<u>-</u>	<u>6,534</u>
subtotal	35,939	44,714	33,172	113,825
inflation (Year II)	<u>-</u>	<u>4,471</u>	<u>4,471</u>	<u>8,942</u>
subtotal	35,939	49,185	37,643	122,767
inflation (Year III)	-	-	3,764	3,764
subtotal	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL/ COUNTERPART	35,939	49,185	41,407	126,531

II. <u>OPERATIONAL PROGRAM</u> <u>BUDGET</u>	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
1. <u>Personnel</u>				
a) Project Training Specialist (100%: 2 yrs @ \$24,000)	\$ 24,000	\$ 24,000	-	\$ 48,000
b) Regional Representative (15%: 5.4 pm @ \$2,100/month)	3,780	3,780	3,780	11,340
c) Technical Support Staff (10%: 3.6 pm @ \$2,100/month)	2,520	2,520	2,520	7,560
d) Secretarial Staff (10%: 3.6 pm @ \$1,000/month)	<u>1,200</u>	<u>1,200</u>	<u>1,200</u>	<u>3,600</u>
subtotal personnel	31,500	31,500	7,500	70,500
2. <u>Benefits</u> (18% x Salaries)	5,670	5,670	1,350	12,690
3. <u>Direct Administrative Costs*</u>	14,175	14,175	3,375	31,725
4. <u>Consultant Services</u> (9 pm @ \$3,000/month)	9,000	9,000	9,000	27,000

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\* The amount indicated for "Direct Administrative Costs" represents only a small portion of the expenses which will be actually incurred for communications, use of office space and equipment, etc., in direct support of this project. World Education's accounting system requires that these costs be placed in an overhead pool and charged under a USAID approved formula. This formula currently calls for the computation of overhead at 45% of direct staff salaries. This concept of overhead is quite different from the "institutional overhead" charged by universities and other large international organizations. The costs shown above in fact represent only 8.6% of the total foreign assistance (OPG) to this project.

	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
<u>5. Travel</u>				
a) <u>International</u>				
- Project Training Specialist (and spouse) (2 trips @ \$1,000/trip)	\$ 1,000	\$ 1,000	-	\$ 2,000
- Regional Representative (5 trips @ \$1,000/trip)	2,000	1,000	2,000	5,000
- Consultants (9 trips @ \$1,000/trip)	3,000	3,000	3,000	9,000
b) <u>Local</u>				
- Project Training Specialist (24 months @ \$75/month)	900	900	-	1,800
- Representative/Consultants (14 trips @ \$50 trip)	<u>250</u>	<u>200</u>	<u>250</u>	<u>700</u>
subtotal travel	7,150	6,100	5,250	18,500
<u>6. Per Diem</u>				
a) Project Training Specialist (local) (24 months @ \$75/month)	900	900	-	1,800
b) Regional Representative (70 days @ \$60/day)	1,680	840	1,680	4,200
c) Consultants (240 days @ \$60/day)	<u>5,400</u>	<u>5,400</u>	<u>5,400</u>	<u>16,200</u>
subtotal per diem	7,980	7,140	7,080	22,200
<u>7. Allowances (Specialist)</u>				
a) Housing (24 months @ \$400/month)	4,800	4,800	-	9,600
b) Shipping (@ \$2,000)	<u>1,000</u>	<u>1,000</u>	<u>-</u>	<u>2,000</u>
subtotal allowances	5,800	5,800	-	11,600

	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
8. <u>Documentation</u> (3 yrs @ \$2,000/yr)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000
9. <u>Other Direct Costs</u> (36 months @ \$50/month)	<u>600</u>	<u>600</u>	<u>600</u>	<u>1,800</u>
<u>TOTAL TECHNICAL</u> <u>ASSISTANCE</u>	83,875	81,985	36,155	202,015
 <b>B. <u>LOCAL COSTS (SUBGRANT)</u></b>				
<b>1. <u>FLEP Workshops (Year I)</u></b>				
a) Materials design/ production				
DA <sup>1</sup> : 10 staff x 30 days @ \$7/day	2,100	-	-	2,100
TA <sup>2</sup> : 10 x 3 trips @ \$6/trip	180	-	-	180
b) Materials revision				
DA: 5 staff x 5 days @ \$7/day	175	-	-	175
TA: 5 @ \$6/trip	30	-	-	30
c) Facilitators' Training				
DA: 40 staff x 2 workshops x 5 days @ \$7/day	2,800	-	-	2,800
TA: 40 x 2 @ \$6/trip	480	-	-	480
d) Evaluation				
DA: 40 staff x 2 workshops x 3 days @ \$7/day	1,680	-	-	1,680
TA: 40 x 2 x \$6/trip	<u>480</u>	<u>-</u>	<u>-</u>	<u>480</u>
subtotal FLEP (I)	7,925	-	-	7,925

1

DA=daily allowance

2

TA=travel allowance

	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
<b>2. <u>FLEP Workshops (Year II)</u></b>				
a) Materials design/ production				
DA: 10 staff x 30 days @ \$7/day	-	\$ 2,100	-	\$ 2,100
TA: 10 x 3 trips @ \$6/trip	-	180	-	180
b) Materials revision				
DA: 5 staff x 5 days @ \$7/day*	-	175	-	175
c) Facilitators' training				
DA: 35 staff (average) x 4 workshops x 5 days @ \$7/day	-	4,900	-	4,900
TA: 35 x 4 x \$6/trip	-	840	-	840
d) Evaluation				
DA: 35 staff (average) x 4 workshops x 3 days @ \$7/day	-	2,940	-	2,940
TA: 35 x 4 x \$6/trip	-	840	-	840
subtotal FLEP (II)	-	12,005	-	12,005
<b>3. <u>FLEP Workshops (Year III)</u></b>				
a) Materials revision				
DA: 5 staff x 20 days @ \$7/day	-	-	700	700
TA: 5 x 3 trips @ \$6/trip	-	-	90	90
b) Facilitators' training				
DA: 20 staff (average) x 2 workshops x 5 days @ \$7/day	-	-	1,400	1,400
TA: 20 x 2 x \$6/trip	-	-	240	240
c) Evaluation				
DA: 20 staff (average) x 2 workshops x 3 days @ \$7/day	-	-	840	840
TA: 20 x 2 x \$6/trip	-	-	240	240
subtotal FLEP (III)	-	-	3,510	3,510
<u>TA: 5 @ \$6/trip</u>	-	30	-	30

	<u>YEAR I</u>	<u>YEAR II</u>	<u>YEAR III</u>	<u>TOTAL</u>
4. <u>DSWCD Staff</u>				
<u>Training Workshops</u>				
DA: 20 staff x 12 workshops x 3 days @ \$7/day	\$ 1,680	\$ 1,680	\$ 1,680	\$ 5,040
TA: 20 x 12 x \$6/trip	<u>480</u>	<u>480</u>	<u>480</u>	<u>1,440</u>
subtotal				
DSWCD staff	2,160	2,160	2,160	6,480
5. <u>Materials Production</u>	10,000	10,000	10,000	30,000
- 2,000 sets of Level I functional literacy materials (4 languages)				
- 1,500 sets of Level II functional literacy materials (3 languages)				
- 300 Level I facilitators' guides				
- 300 Level II facilitators' guides				
- additional facilitators' training materials				
6. <u>Self-Help Funds</u>	6,000	12,000	20,000	38,000
7. <u>Revolving Funds</u>	2,000	2,500	2,500	7,000
8. <u>Local Travel</u>				
additional travel funds for DSWCD staff visits to FLEP sites	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>3,000</u>
total subgrant	29,085	39,665	39,170	107,920
subtotal OPG (TA and subgrant)	112,960	121,650	75,325	309,935
inflation (Year I)	<u>11,296</u>	<u>11,296</u>	-	<u>22,592</u>
subtotal	124,256	132,946	75,325	332,527
inflation (Year II)	-	<u>13,294</u>	<u>13,294</u>	<u>26,588</u>
subtotal	124,256	146,240	88,619	359,115
inflation (Year III)	-	-	<u>8,861</u>	<u>8,861</u>
<u>Total OPG</u>	124,256	146,240	97,480	367,976
GRAND TOTAL (COUNTERPART AND OPG)	160,195	195,425	138,887	494,507

# Community Development Staff Training for Human Resource Development in Rural Ghana

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION (A-3)	IMPORTANT ASSUMPTIONS
<p><b>Program Goal:</b> The broader objective to which this project contributes: (A-1)</p> <p>To improve the social and economic conditions of families living in the rural areas of Ghana through assisting adults to identify their urgent concerns, and become involved in seeking/implementing solutions for these concerns.</p>	<p><b>Measures of Goal Achievement:</b> (A-2)</p> <ol style="list-style-type: none"> <li>1. Rural adults able to diagnose problems, identify resources/strategies for solving problems, install solutions, and evaluate solutions.</li> <li>2. Changes in rural adults' attitudes and practices related to health, nutrition, family planning, agriculture, self-help, and income generation.</li> </ol>	<p><b>MEANS OF VERIFICATION (A-3)</b></p> <ol style="list-style-type: none"> <li>1. Baseline/needs assessment data.</li> <li>2. Evaluation reports.</li> <li>3. Reports of DSWCD and other service ministries.</li> <li>4. Home visits and field observations.</li> <li>5. Observation of self-help and income generating activities.</li> <li>6. Interviews with FLEP participants and staff.</li> <li>7. Interviews with Village Councils, Village Development Committees, District Chief Executives, district-level extension workers, and fieldworkers.</li> </ol>	<p style="text-align: center;"><b>IMPORTANT ASSUMPTIONS</b></p> <p style="text-align: center;"><u>Assumptions for achieving goal targets: (A-4)</u></p> <ol style="list-style-type: none"> <li>1. Continued GoG efforts to decentralize responsibilities and resources for rural development to the district level.</li> <li>2. Rural adults recognize value/utility of becoming increasingly self-reliant in solving their critical problems.</li> </ol>
<p><b>Project Purpose:</b> (B-1)</p> <p>To establish in the Department of Social Welfare and Community Development (DSWCD) a capability for delivering integrated nonformal education (NFE) services to adults living in rural areas.</p>	<p><b>Conditions that will indicate purpose has been achieved: End of project status: (B-2)</b></p> <ol style="list-style-type: none"> <li>1. DSWCD qualified to continue delivering integrated NFE services to adults living in the sites of the Family Life Education Project (FLEP).</li> <li>2. DSWCD qualified to replicate/modify FLEP in other rural areas; i.e., DSWCD training its own staff to design, implement, and evaluate integrated NFE activities for adults living in rural areas outside the pilot areas.</li> <li>3. DSWCD qualified to apply new, tested NFE techniques and strategies to its other community development activities.</li> </ol>	<p><b>(B-3)</b></p> <ol style="list-style-type: none"> <li>1. Project records and evaluation reports.</li> <li>2. Field observations of project activities.</li> <li>3. Examination of DSWCD's objectives, plans, and budget for five year period immediately following project termination.</li> </ol>	<p style="text-align: center;"><u>Assumptions for achieving purpose(s) (B-4)</u></p> <ol style="list-style-type: none"> <li>1. Continued DSWCD commitment to creating effective strategies and techniques for delivering integrated NFE services to adults living in rural areas.</li> <li>2. Willingness of DSWCD to provide sufficient personnel to implement and supervise FLEP activities.</li> <li>3. DSWCD staff recognize value/utility of new NFE materials, techniques, and strategies.</li> </ol>
<p style="text-align: center; font-size: 1.2em; font-weight: bold;">MICROFILMED FROM BEST AVAILABLE COPY</p>	<p><b>Magnitude of Outputs: (C-2)</b></p> <ol style="list-style-type: none"> <li>1. Trained staff:             <ul style="list-style-type: none"> <li>- DSWCD: 240 headquarters, regional and district levels (including 15 supervisory staff);</li> <li>- DSWCD: 85 facilitators (district, village, volunteer levels);</li> <li>- DSWCD: 15-20 educational materials writers;</li> <li>- other technical ministries: 50 (various levels).</li> </ul> </li> <li>2. DSWCD's FLEP:             <ol style="list-style-type: none"> <li>a. 20-25 community profiles;</li> <li>b. Level I (introductory) and Level II (follow-up) functional educational curricula integrating health, nutrition, family planning, farming, fishing, income generation, self-help, and literacy.</li> <li>c. - Level I learning materials in three vernacular languages revised and reprinted;                     <ul style="list-style-type: none"> <li>- Level I learning materials in a fourth vernacular language designed, field-tested, revised;</li> <li>- Level II learning materials in three vernacular languages designed, field-tested, revised;</li> </ul> </li> <li>- Level I facilitator's guide revised and reprinted;</li> <li>- Level II facilitator's guide designed, field-tested, revised;</li> <li>- Facilitator's training packages designed, field-tested, revised.</li> </ol> </li> <li>d. Rural Adults:                     <ul style="list-style-type: none"> <li>- 1200 Level I graduates;</li> <li>- 1000 Level II graduates;</li> <li>- 5000 rural adults reached indirectly.</li> </ul> </li> <li>e. Initiation/completion of 20 completed self-help projects (related to health and/or agriculture).</li> <li>f. Initiation of several ongoing income generating activities.</li> <li>g. 20-25 NFE rural field sites.</li> <li>h. Evaluation feedback system designed, field-tested, and revised.</li> </ol>	<p><b>(C-3)</b></p> <ol style="list-style-type: none"> <li>1. Project records and evaluation reports.</li> <li>2. Examination of learning and training materials.</li> <li>3. Observations of NFE rural field sites, and self-help/income generating activities.</li> <li>4. Interviews with DSWCD staff, other service ministries' fieldworkers, and FLEP participants.</li> <li>5. WE staff and consultant observations and reports.</li> </ol>	<p style="text-align: center;"><u>Assumptions for achieving outputs: (C-4)</u></p> <ol style="list-style-type: none"> <li>1. Availability of staff to be trained.</li> <li>2. Willingness of adults to participate in FLEP activities.</li> <li>3. Willingness of adults to provide additional resources and materials for self-help and income generating activities.</li> </ol>
<p><b>Outputs: (C-1)</b></p> <ol style="list-style-type: none"> <li>1. various levels of DSWCD staff (headquarters, regional, district, village, and volunteer) and personnel of other technical ministries trained in the process, techniques, and strategies of integrated NFE (focused on designing, implementing, and evaluating FLEP).</li> <li>2. DSWCD's FLEP:             <ol style="list-style-type: none"> <li>a. baseline/needs assessment data;</li> <li>b. integrated nonformal education curricula;</li> <li>c. educational materials;</li> <li>d. trained rural adults;</li> <li>e. self-help activities;</li> <li>f. income-generating activities;</li> <li>g. integrated NFE centers;</li> <li>h. evaluation system (formative and summative).</li> </ol> </li> </ol>	<p><b>Implementation Target (Type &amp; Quantity): (D-2)</b></p> <p>See budget shown as attachment to proposal.</p>	<p><b>(D-3)</b></p> <p>DSWCD and WE personnel and financial records.</p>	<p style="text-align: center;"><u>Assumptions for providing inputs: (D-4)</u></p>
<p><b>Inputs: (D-1)</b></p> <p><b>WE Contribution</b></p> <ol style="list-style-type: none"> <li>1. Personnel: 30.6 pm WE staff and 9 pm consultants</li> <li>2. Commodities: learner and facilitator materials, teaching supplies, workshops, travel funds, self-help/income generation funds, evaluation instruments</li> </ol> <p><b>DSWCD Contribution</b></p> <ol style="list-style-type: none"> <li>1. Personnel: 482.3 pm (already established posts)</li> <li>2. Commodities: facilities (headquarters and field), equipment, transportation</li> </ol>			