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**NONFORMAL EDUCATION FIELD
TECHNICAL SUPPORT (NFE/FTS) PROJECT**

SIXTH TECHNICAL PROGRESS REPORT

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I. INTRODUCTION

The Nonformal Education Field Technical Support (NFE/FTS) project, funded by the AID Science and Technology Bureau's Office of Education (S&T/ED), was designed to assist AID missions and host country groups in developing countries to address short-term needs in nonformal education. NFE/FTS technical assistance activities also provide an opportunity to monitor trends and issues of interest to development educators, with emergent NFE findings to be shared through special issues papers and project progress reports. Specifically, the NFE/FTS project aims at:

- providing timely and effective consultation services to meet the particular NFE technical assistance needs of LDCs and AID missions;
- promoting linkages with and among NFE institutions and specialists in developing countries so as to make wider use of LDC expertise in providing NFE field support;
- utilizing the project as a vehicle to share experiences, techniques and insights gained in the field.

The following technical progress report describes the tasks which have been undertaken by the NFE/FTS project from October 1, 1984 through March 31, 1985. During this period, special emphasis has been placed on consultancies which focused on program planning and program evaluation issues. Trends in the NFE services delivered and lessons learned through the delivery of technical assistance are presented.

II. DELIVERY OF TECHNICAL ASSISTANCE

Most of project staff time and resources were spent in responding to specific requests for technical assistance. The following sections describe the volume and types of technical assistance requests, results of services rendered and evaluation of the consultancies.

Volume of Technical Assistance Requests

The level of NFE/FTS project activity during the period covered in this report was relatively steady compared to the previous six months. The first month of this fiscal year ended with four work orders in progress and six projected work orders. The following month, there were six technical assistance missions, which was the projected number from the previous month; however, there was a slight decrease in projected missions. The November decrease can most likely be attributed to the seasonal holiday slow down.

In general, the rise and fall of technical assistance requests correlated with the fluctuation in projected missions. However, the month of January was the exception. Although the number of projected missions in December was nine, the in-progress missions at the end of January was only one. Just after January, NFE/FTS project activity picked up momentum as missions began responding to the October mailing of the NFE/ FTS request procedures and the Fifth Technical Progress Report.

From October 1, 1984 to March 31, 1985, of the total of 17 technical assistance requests, six resulted in completed projects. Four of the requests are scheduled to start-up in the first part of the next quarter and will be covered in the next Technical Progress Report. Five missions (El Salvador,

Burundi, Mali, Philippines and Guatemala) and one central bureau (LAC/DR) requested NFE/FTS services for the first time. Of first time requests, two missions (Guatemala and El Salvador) requested technical support more than once during the six month period covered by this report. Similarly, one mission and one central bureau (Jamaica and S&T/ED) submitted their third and fourth requests for FTS assistance. (See Bar Graph on Page 11.)

Types of Technical Assistance Requested

An examination of technical assistance delivered since October 1, 1984, as well as consultancies currently being planned, reveals that the services requested most frequently involve evaluation, training, planning or design. Many trends and characteristics of NFE/FTS technical assistance cited in the previous progress report have remained valid. Some of the more salient characteristics of NFE/FTS are highlighted below:

- The vast majority of technical assistance missions incorporate an institutional development aspect. Some aspects of institutional development have focused on improving an organization's administrative capabilities and more clearly defining short- and long-term infrastructural goals to enhance the functioning of the overall institution. The Jamaica III work order involved the evaluation of a skills and construction resources center primarily engaged in private sector training. The evaluation produced recommendations for the expansion of the center and its activities as well as suggestions for more effectively reaching its targeted population and serving its clientele. These recommendations entailed institutional changes which were presented in a three year development plan.

Similarly, the evaluation of a management training program in Indonesia made recommendations to strengthen the capabilities of some of the high-level bureaucrats in the Ministries of Manpower and Transmigration. This type of training enhances the institution as the managers are able to more effectively perform their tasks, thus facilitate the operation of the institution as a whole.

- Many technical assistance missions become part of a series of inputs, building upon completed work and incorporating forward planning. Virtually all of the projects during the past six months included an aspect of planning, albeit to varying degrees. The Honduras VIII project was the design/workshop of the third phase of a literacy program. The consultants participated in a week long brainstorming session in which the previous two phases were reviewed and used as a basis for the planning of the third phase of the program.

The videotapes on oral rehydration therapy (ORT) that were produced in May 1984 were subsequently translated into French, Arabic and Spanish. The new editions of the videotapes will enable wider distribution in French, Arabic and Spanish speaking countries and will serve as introductory information for an upcoming convention on ORT.

- Increasingly, NFE/FTS resources are being used to strengthen activities in a wide range of sectors. AID missions, central bureaus, and

host-country agencies, have requested services in the following areas during the period covered by this technical progress report:

- enterprise development
 - integrated community development
 - literacy training
 - oral rehydration therapy education
 - vocational and skills training
 - water management
 - management training
- NFE/FTS technical assistance teams are not only involved in delivering specific, pre-determined services, but also frequently are catalysts for other activities. The Honduras literacy workshops will trigger a series of courses, curricula, projects and activities for the third phase of the program. The third phase should enjoy a mixture of old and new ideas and directions, such as the inclusion of a new radio education component in addition to previously established literacy training techniques.

From the new ORT videotapes one might expect a growing awareness of the global need for oral rehydration therapy, thus more active involvement on the part of both host country officials and AID missions. This is particularly predictable in light of the increased emphasis by USAID officials on such programs.

- The majority of NFE/FTS technical assistance missions involve host country organizations and their personnel in a process of needs assessment and forward planning. This is one aspect that consultants have deemed essential. They have found that when host organizations

participate in the delivery of technical assistance, the real, rather than perceived, goals and needs are defined and met.

- Technical assistance requests are on the rise and can be expected to continue to increase. Missions appear to have grown accustomed to the process of requesting support through the NFE/FTS mechanism. Although the funding procedures have changed since the beginning of the NFE/FTS project, it still is an attractive and viable option for the missions. The quick response, the low cost to the mission (the same as a personal services contract) and the quality of technical assistance and logistical support are aspects that project officers have commented on. Furthermore, because of the dissemination of the Fifth Technical Progress Report, more AID project officers are becoming aware of the types of and benefits from services that FTS offers and can be expected to use this mechanism in the future.

Results of Technical Assistance

The NFE/FTS project collects and reviews results, outputs and products which are produced during the delivery of technical assistance missions (See Appendix A for outputs). Consultant reports, evaluation documents, national level plans and proposals, participatory training materials, videotapes, research results, development models and illustrated or photographically documented reports of workshop activities are tangible products which have resulted from various assignments.

Evaluation of Technical Assistance Delivered

In order to monitor the success and effectiveness of NFE/FTS projects, AID missions, central bureaus, consultants, and host agencies are asked to evaluate FTS services upon completion of assignments. Although only two USAID missions' evaluations have been received to date, several of the other missions have indicated they will send their evaluations soon. All consultants have completed evaluation forms.

In general, consultants gave high ratings to overall project support, ranging from satisfactory to outstanding. USAID support was also rated high, as was host organization support. According to consultants' evaluations of FTS support, strong points were adequacy of communications regarding assignment, logistical arrangements and support.

The USAID missions that responded to the evaluation rated overall NFE/FTS assistance as outstanding. Project officers commented on the quick response time, contracting procedures, thorough follow-up and logistical support. Their evaluations of the technical assistance teams were also in the good to excellent range.

The following tables display evaluation data gathered on technical assistance missions undertaken during the period covered by this report.

NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

Consultants' Evaluation of Support from Project,
3 USAID missions and 4 Host Organizations

CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
• Adequacy of communications re assignment (scope of work, contractual terms, etc)				2	2
• Background information & briefing related to assignment			1	2	1
• Logistical arrangements & support (visas, travel, hotel)	1			2	1
• Financial arrangements & support			1	2	1
<hr/>					
CONSULTANTS' EVALUATION	Unsatisfactory		Satisfactory		Outstanding
<hr/>					
OVERALL ASSESSMENT OF PROJECT SUPPORT			2		2
<hr/>					
OVERALL ASSESSMENT OF USAID SUPPORT			1		2
<hr/>					
OVERALL ASSESSMENT OF HOST ORGANIZATION SUPPORT			2		1
<hr/>					

NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

USAID Mission Evaluation of Project's Response to Requests*

CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
● Timeliness and responsiveness to specific mission request(s)					2
● Selection of consultant(s) to deliver technical assistance				1	1
● Appropriate number of consultants on team	2				
● Timeliness of arrival of consultants				1	1
OVERALL EVALUATION OF NFE/FTS ASSISTANCE	Unsatisfactory	Satisfactory	Outstanding		
					2

* AID missions were asked to evaluate all technical assistance requested by mission staff, including assistance delivered to host country institutions.

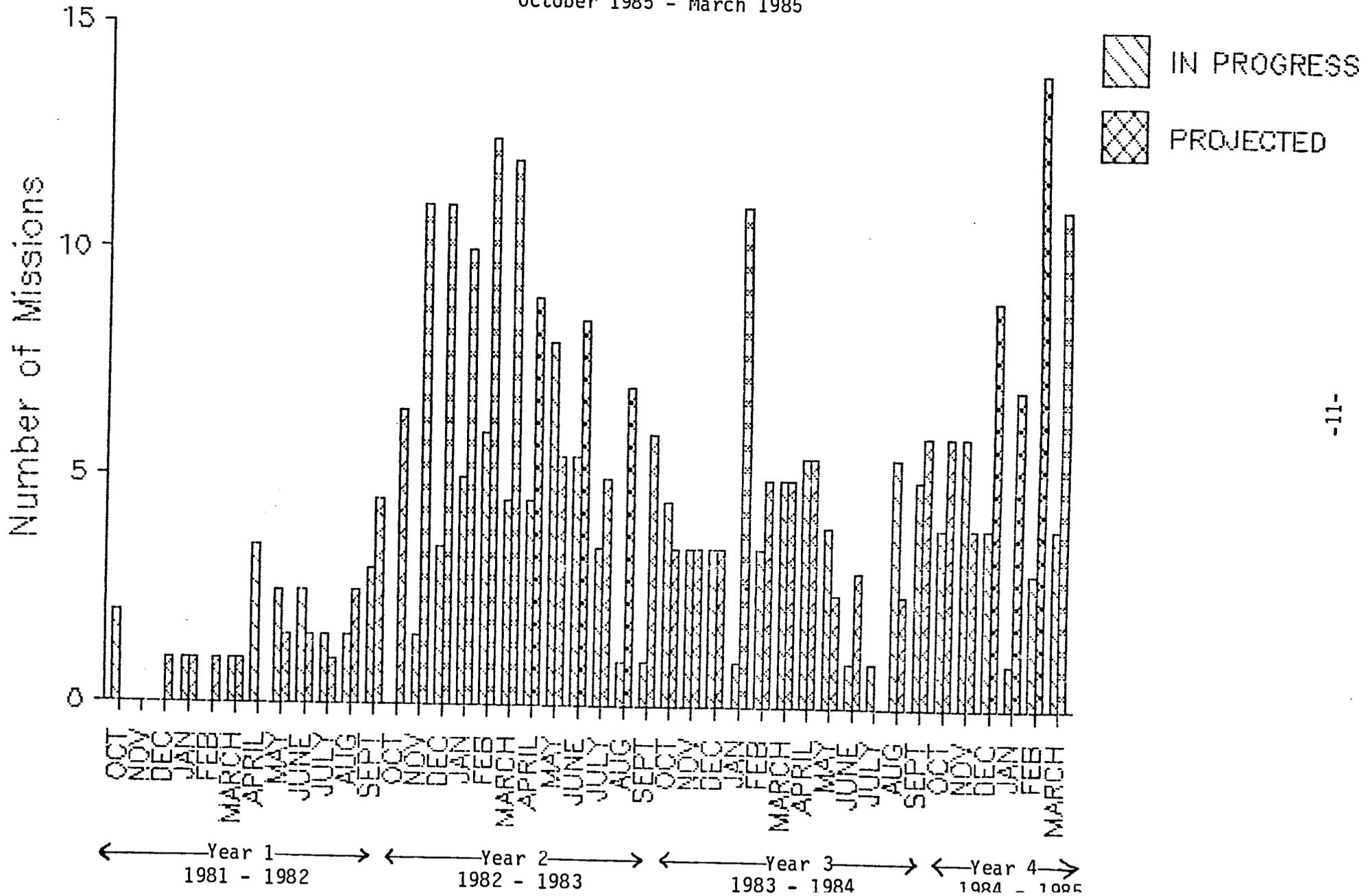
NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT
USAID Mission Evaluation of Technical Assistance Team Performance
Based on two Technical Assistance Missions with Two Consultants

CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
● Responsiveness to AID directives				1	1
● Adherence to scope of work				1	1
● Effectiveness & appropriateness of services provided and/or products developed				1	1
● Adherence to work schedule				2	
● Relations with cooperating country nationals				1	1
● Timely submission of required report(s)				1	1
● Candor and usefulness of report(s)				1	1
OVERALL EVALUATION OF NFE/FTS ASSISTANCE		Unsatisfactory	Satisfactory	Outstanding	
				1	

NFE/FTS Consultant Missions

End of Month Figures

October 1985 - March 1985



III. LESSONS LEARNED THROUGH TECHNICAL ASSISTANCE DELIVERY

Technical assistance delivered through the NFE/FTS project has involved a broad range of services in various content areas. Each team has encountered different situations in which NFE activities were observed or undertaken. In order to use the technical assistance missions as a vehicle to monitor trends in NFE, and to identify NFE issues, problems, and solutions, project consultants are asked to prepare reports which analyze NFE within the context of their work. Guidelines used to facilitate this analysis appear as Appendix B. The following consultant observations are excerpted from such reports.

Concept and Ownership

In reviewing NFE/FTS consultant reports it becomes clear that nonformal education continues to be viewed as a broad field, defined in different ways by different host agencies, ministries and individuals. While all entities that requested and/or received technical assistance expressed the importance and relevance of nonformal education, there were several varying concepts as to exactly what nonformal education is.

According to one consultant's findings, the Jamaican concept of nonformal education is changing. In the past it was viewed as a "rigid vocational education process." Now, however, it is perceived to be more experimental in nature with potential for both quantitative and qualitative impacts on educational needs. Or, as a consultant described it, "NFE is seen as the means to redress the economic limitations of much of Jamaica's disadvantaged...(and) promote self-help."

Similarly, in Honduras the role of nonformal education in the country's national development strategy has changed in recent years, although in a different manner than in Jamaica:

Previous NFE programs such as radio-phonic schools...were oriented to political and social change. In recent years (other programs) worked in child rehydration and environmental sanitation. Both developed NFE educational materials for health education.

That is to say, in Honduras, NFE is seen as a means toward promoting self-help but not as a method for accelerating structural changes in society. However, NFE is viewed as helpful in gaining acceptance of new practices in areas such as agriculture, family planning, and nutrition. In addition, NFE is considered useful in the development of local-based institutional or leadership structures.

Much of Jamaica's nonformal education activities have been in the public sector. However, the private sector is becoming more involved in nonformal education programs. Such programs are targeted at promoting structural changes and facilitating the introduction of new technologies and improved methods of training. The private sector's involvement in nonformal education differs from that of the public sector in that it places more emphasis on research and data collection.

This is portrayed in a consultant's findings:

NFE is operated primarily by the Ministry of Education and the Ministry of Youth and Community Development...The vast majority of NFE efforts are operated by these ministries or their subsidiary groups...Innovations in training and evaluation have been minimal on the government side. The few improvements which are underway are the result of private sector input.

One of the constraints to governments' effective involvement in NFE is highly centralized decision making and lack of communication between

ministries and agencies, coupled by lack of participation at the local and regional levels. This was cited in Honduras, Jamaica and, to a lesser degree in Indonesia. One consultant described the problem below:

Administrative and technical decisions are formulated and centralized at the national level. Program content and process are determined by (project) personnel and higher MOE officials including the ministry and the president. Several decentralization and deconcentration mechanisms have been recommended...One suggested methodology implementation is to begin a materials development approach which will allow (literacy trainers) to use their knowledge about the community and use the "wisdom and know-how" of the villagers as an important learning resource and service. Presently, (literacy trainers) are recruited by MOE personnel with no participation by village members. It is strongly felt that (literacy trainers) could play a more active and committed role if they were to be selected by and from the participating communities.

In Indonesia, while the government does not usually consider personnel training as a part of the nonformal education system, in that the training of ministry staff was an educational experience conducted in a nonacademic setting and resulted in learning and behavioral/attitudinal changes, it was considered nonformal education training.

The role of foreign donor organizations in NFE appears to be significant according to consultants' reports. PVO's and NGO's are actively involved in NFE activities in Indonesia, Jamaica and Honduras. Examining the two cases of Indonesia and Honduras, it was noted that when the host-country nationals were included in the planning, training and delivery of technical assistance, the programs were more effective, as a consultant reported:

International donors and expatriates play a large role in making NFE policy decisions in Indonesia. This is true to a large extent because most new NFE programs and projects are supported with grants and loans. Most NFE related projects have an expatriate technical assistance component. The trend, however, is toward more self-reliance. More and more Indonesians are being used as consultants in NFE projects. These include respected government officials who have gained a great deal of

experience in planning and managing NFE during the past 20 years and professionals with advanced degrees in NFE and related fields of study.

In contrast, in Honduras it was found that foreign consultants play a significant role in designing and implementing NFE programs. However, there are some conflicting agendas among the planners, whose program components are primarily designed by foreigners, and local participants.

USAID's Role

In all NFE/FTS technical assistance missions, consultants evaluated USAID's role as important, primarily as a supporting organization, not only because of its funding activities, but also for its involvement in conducting planning, evaluations and training activities which complement host-agencies' and governments' efforts.

In Honduras, USAID is most active in NFE activities in the health sector, and provides economic and technical support to most of the innovative NFE programs. In this sense, AID is a key source of new methodologies, technologies and ideas. In addition, USAID has recently become more involved in supporting literacy programs. However, its emerging role has yet to be defined. The national agencies seem to perceive the role of USAID in the following ways:

- as an institutional umbrella;
- as a technical assistance source; and
- as an economic source.

The role of USAID in Indonesia's NFE programs is also being re-examined and expanded to determine new priorities. Currently, AID supports in-country management training as well as provides direct assistance to NGO and

government agencies involved in NFE related pilot projects. However, the effectiveness of management training has recently come under question.

While USAID is primarily looked upon as a source of funds, it is also considered an agent for generating support for projects within the government. For instance, many Indonesian project leaders look to USAID to help represent them and their projects to higher authorities in the Indonesian government. In this sense, the agency becomes a mechanism for introducing new projects. This role is similar to that in Jamaica where USAID is seen as a "primary exchange agent in NFE (yet) alternatively viewed as helpful and meddling."

Beneficiaries

NFE programs are targeted at a wide variety of people. Indonesia reports to have two types of NFE programs. The first is direct service to the community and is usually delivered in the forms of literacy, vocational and skills training, rural and community development and family planning programs. This type of NFE is directed towards the poorest of the poor; however, as this segment of the population often lacks the necessary time and resources to participate, the effort falls short of the goal.

The second type involves NFE training of middle and lower-level government officials. This is usually on-the-job skills and/or management training and easily reaches the targeted population.

According to consultants' reports, the poorest of the poor neither directly benefit from nor actively participate in nonformal education activities in Honduras. The groups most actively participating in such programs are small farmers, pregnant women, mothers and children. The least

actively involved is the lowest income population from both rural and urban areas. Some critics believe that this is principally due to lack of interest and funding from the government.

NFE programs in Jamaica seem to be reaching the poorest of the poor, although the degree varies greatly from project to project. In addition, with the recent involvement of the private sector in nonformal education, a new sector of the population is being reached:

...Training for currently employed adults who have no opportunity for improving their performance on the job or their circumstances related to upward mobility.

Such on-the-job training is deemed an essential element in improving Jamaica's industrial workforce. Workers improve their skills as well as provide greater job efficiency to the employer. In light of many of the government training programs which train youth, the current private sector on-the-job-training is essential for it provides immediate adult labor, as opposed to youth who have no employment potential until the end of the training process.

NFE Methodologies/Materials/Resources

NFE/FTS consultants observed that certain methodologies have better and more lasting results than others. In instances where participants have on-the-job and competency-based training, NFE efforts have been effective. In addition, participatory NFE activities seem to be more successful than strict lecture/demonstration. The following are quotes from NFE/FTS consultancies.

- From Honduras-Literacy program: Despite the fact that planning was for nontraditional approaches, (the program) has leaned toward traditional, formal methodologies. Theoretical material is often delivered in a didactic manner rather than a participatory format.

This seems to be a result of a lack of knowledge and understanding of the NFE potential at the decision making level...However, the program is aiming toward the development of NFE materials and the need for technical assistance in this area is foreseen.

- From Jamaica-private sector training project: materials are oriented to job performance requirements. Learners' needs and capabilities are considered in planning the group mix...The predominant teaching style is authoritarian/lecture/demonstration. More activity-oriented self-development (guided practice) would be preferred if resources...were available.

In such cases, it is essential that methodologies and materials provided accurately reflect the actual job performance requirements, particularly in institutions where training methodologies and equipment are out dated.

- From Indonesia management training project: Learner-active methods are used in the training vs. the lecture method which is traditional in Indonesian training. The new methods are effective only if facilitators are competent in processing training activities and in relating them to real experiences of the participants.

Furthermore, consultants noted that it is imperative to have subject and country specific, specially designed, instructional materials and well-trained staff supervising nonformal education activities:

- From Indonesia-management training project: Learner-active methods that involve a lot of group work are appropriate for Indonesia because the culture values decision-making by consensus.
- From Honduras literacy program: Very little of the local institutions and traditional patterns of communication are incorporated into the

program...There is insufficient staff at both the central and the field levels...Training has been one of (the program's) weakest components. The trainers are not well trained. The supervisors are only trained superficially and on general unstructured topics so that errors are replicated and multiplied through the program rather than remediated through training. The training tended to be conceptual and theoretical and did not develop skills.

Consultants also commented that when host-country officials and project staff are involved in the planning and development of curricula, the materials are more relevant, thus more effective. In Jamaica, curriculum developers worked with industry specialists to devise successful training courses and materials. Similarly, the sharing of resources was noted in Honduras; however, in neither country did such technology exchange occur at the formal, institutionalized level.

One shortfall that was found in the vast majority of the NFE/FTS missions was that most projects do not include adequate monitoring and evaluation components:

...It is difficult to measure achievement of project goals in terms of impact upon better management practices and ultimately better delivery of government services to the community, and in terms of measuring learning achievements--behavioral and attitudinal changes that should result in better management. The lack of an adequate monitoring and evaluation system also hinders making on-going improvements in materials, methods, selection of participants, and trainer upgrading.

Special Issues in NFE

The use of NFE approaches and methods within a wide range of development programs has been viewed by project consultants as contributing to the overall strengthening of these programs. However, a number of issues and gaps in the

understanding of problems and delivery of technical assistance exist in some areas, thus limiting the effective application of NFE inputs.

Both international and local developers need to be more concerned about the quality rather than the quantity of training.

- From Honduras: Training, evaluation, and materials development are among the weakest areas of program implementation strategy and require urgent attention. Specific assistance should be provided to the program's technical departments so that innovations in methods and educational practices might be incorporated. Simultaneously, strong management process skills must be developed at all levels.
- From Indonesia: Another major problem encountered was a lack of an effective training strategy. The original plan called for three cycles of training, but the content of each cycle was not clearly defined. It appeared...that there was a danger of simply repeating the content of cycle one in the following cycles. Therefore, a specific product to be produced as a result of training was suggested...In terms of training as an NFE activity, more emphasis should be placed upon quality of training in the planning phase of projects.

Consultants reported that where the quality of training was high, NFE programs were successful:

- From Jamaica: Performance even among government trained staff is very good due to (the project's) insistence on providing quality training which is responsive to identified needs and because of (project) policies which require the application of high standards in course development, presentation and evaluation.

Another issue that continues to be of particular importance is the cultural, social and political standards and repercussions of development programs on the host-country.

- From Indonesia: The training being conducted in the project...was planned almost exclusively by outsiders (for the most part by a USAID official). Little attention was paid to the needs and backgrounds of the participants. Little effort was made to even make the materials relevant to specific jobs and functions. The original intent of the project was to implement a packaged management training program that was "Indonesianized" to some extent in the ministries involved in the project.

The situation in Honduras proved to be a rather delicate one. Because of the political climate in this country, many new NFE programs and methodologies are viewed with skepticism.

A significant issue may be that NFE is threatening to formal educators in Honduras. In addition, there is concern about the possible socio-political consequences of the use of NFE methods and materials.

Because of such resistance to NFE, developers must take certain factors and characteristics into consideration when planning NFE programs for the area. Some of the more salient issues to be considered are cultural barriers, isolation in rural areas, institutionalized violence, a fragile economic system, and a lack of commitment toward serious social and economic changes.

Conclusions and Recommendations

Although technical assistance delivered varied from project to project, consultants' conclusions and recommendations can be categorized into a few basic groups. Some of the more commonly noted problems were related to training, planning, materials and course development and communication between NFE providers.

More specifically, the lack of high-level, policy-making agencies' guidance, cooperation and communication often tends to isolate projects from each other. As a result, many efforts and programs are duplicated. Although at the implementation level, some NFE technicians share information and resources, it is not an institutionalized procedure. Implementing clear and coordinated policies and procedures for information and materials sharing at the ministerial and organizational levels would encourage greater participation among the various sectors, minimize duplication of efforts and mistakes, improve the efficiency and effectiveness of NFE programs, as well as overall operations of ministries and agencies.

One example is in the area of training. Training that is planned and conducted with input from all groups which are ultimately affected by its outcome seems to be more relevant and worthwhile. When such input was not included, the results were less than favorable. As a consultant reported from Jamaica:

Training is planned and conducted by the public sector without appropriate input/validation by industry. This has resulted in inappropriate training both in terms of numbers of trainees assigned to particular trade areas and the content of the training courses themselves.

One way to avoid this problem is to include in the design phase the input of the various sectors, public and/or private and industries at which

the training is targeted. This is also a necessary component in curricula and materials development.

Another problematic area related to training described in consultants reports was the lack of good management behavior, primarily due to unclear policies and insufficient training. One consultant suggested that this could be remedied by providing strong support and follow-up procedures to managers along with additional training, as well as a and a timely flow of appropriate resources. All consultants agreed that more trainer up-grade and materials revision, as well as continuous periodic evaluation are a must in order for NFE projects to continue to function effectively. Such activities should be adequately budgeted.

IV. COST EFFECTIVENESS OF FOUR NFE PROJECTS

Because of an increasing shortage in development resources, NFE planners and project managers are finding themselves competing with other sectors for financial support from donor agencies. As a result, development programs are reviewed and must be justified in economic terms. Examining the effectiveness of NFE in numeric measures is difficult, considering the fact that many of the benefits and, to a lesser degree, costs are non-measurable and are not immediately visible. Costs such as the use of existent school buildings for evening adult literacy classes are not calculated as the buildings would require maintenance regardless of evening or daytime use. Yet they are still costs to society. Likewise, it is virtually impossible to measure the social benefits of literacy.

However difficult, it is possible to account for some of the costs and benefits of NFE. Consultants recently examined four NFE projects to determine their cost-effectiveness. Projects were selected that contained an income generating component, sufficient data (something that is often lacking in projects) and that represented a cross-section of NFE approaches, methodologies and content.

The projects' cost effectiveness were measured by analyzing the cost-benefit ratios. Costs and benefits were calculated to obtain ratios from the perspectives of the societies as a whole, donor agencies and host organizations. The costs to the three beneficiaries were examined using scenarios ranging from initial costs of project design, planning, operating and repaying loans to operating an established project with no additional development costs or outstanding loans.

Benefits were also considered from the perspectives of society, host organizations and donor agencies. Benefits were measured by increased income for assisted business, incremental net income to participants after and because the project took place, and the creation of new employment. The consultants did not include rates of return in their analyses.

Dominican Republic - Microenterprise Project

The first project reviewed was the Microenterprise Project in the Dominican Republic which provided credit and management training to micro-businesses in Santo Domingo. The participants in this project were primarily (80%) urban men with an average of ten years of education, and were business owners involved in artisan production. Traditionally, such small businesses people lack access to credit and have poor management practices. The project was an attempt to ameliorate these two aspects of their businesses. Training courses in management, bookkeeping and marketing were offered as well as access to a specially created loan fund.

The project served as a catalyst in income growth and increased activities for the microenterprises. Consultants concluded that suitable training and access to credit affected benefits to all; however, due to lack of control groups, there were insufficient data to determine the affect of training separate from credit. In addition, the benefits did not appear instantaneously after training or loan granting. Rather, they grew with time. (See Table A.)

Philippines - Upland Rice Project

Second was the Philippines Upland Rice Project. This project was targeted at farmers of the Cavite Province. It was designed to assist the highland farmers to produce a greater output of a high yielding variety of rice.

The project offered the farmers training, but did not provide loans to purchase the C-22 rice and the resources needed to apply the new farming techniques. Apparently this group had access to credit, albeit at extremely high interest rates of 50 - 100%.

The NFE project also produced an increase in benefits for all three groups involved. In this case, as in the Microenterprise Project, the donor agency benefited the most with a benefit/cost ratio of 10.56 (at 12% interest rates). Benefiting the least, yet still enjoying a substantial increase in income and crop production, was the Philippine Cavite society. The benefit/cost ratio for this group was 2.48 and 2.40, at 12% and 25% interest rates, respectively. (See Table A).

Kenya - Tototo Rural Development Program

The Tototo project differed from the other NFE projects in a few ways. Firstly, its target population was truly the poorest of the poor in that its participants were rural women in one of the lowest income regions. The participants were 98% women and 84% illiterate. The program offered training and technical assistance to small business development in the Coast Province. Although 83% of the participants practiced some form of subsistence agriculture, there was a great need for off-farm income as the region is not particularly productive in agriculture. Activities such as handicrafts,

poultry production, daycare centers, farming and bakery were encouraged to increase income. Some participants were also trained in indentifying resources for technical assistance. No loan funds were provided, nor did participants have access to existing credit. Thus, many of the costs were out-of-pocket, paid for by participants.

Because the project was initiated and operated with limited resources such as lack of literacy and education, credit and a healthy economic environment, the benefit/cost ratios were extremely low. In addition, the data collected from this project was gathered over a short period of time, three years. Benefits do not usually become apparent until after a longer period of time. Although the project was dealing with a depressed situation, the benefit/cost ratio for the participants was still greater than one. It was highest for the participants at 1.07 (at 25% interest rate) and lowest for the society (.08). (See Table A.)

Guatemala - Basic Village Education Project

The Basic Village Education (BVE) was a project that delivered agricultural training systems via radio. The project was designed to improve farming practices such as the preparation of land, application of fertilizers, herbicides and pesticides. Although the BVE did not provide loans to farmers, credit was available at extremely low interest rates (5-24%) through already existing sources.

The project was targeted at farmers in two different geographic areas of the country. The Oriente population was the southeastern Spanish-speaking Latino farmers. The Occidente farmers were Quiche-speaking Indians in the western highlands. Both groups were subsistence farmers with 30-40% literacy

rates. This project is unique in that it had three different system treatments and one control group in each area. This was established in order to determine the affect of distance training versus distance coupled with local training and monitoring.

The BVE had much higher costs than the other three projects, primarily due to its magnitude, equipment and personnel costs. However, from both the participants' and society's perspectives, the BVE Oriente project had the highest benefit/cost ratio of all NFE projects examined. (See Table A). From the perspective of the donor agency, the BVE project was also highly cost beneficial (Oriente, 5.06; Occidente, 1.33). One explanation for the differences in cost effectiveness results in the two regions is that training was delivered in Spanish which is not the first language in the western region.

Conclusions

As mentioned, the four projects analyzed represent a cross-section of NFE approaches, methodologies and contents. NFE programs in both rural and urban areas, towards the illiterate and educated, programs that were participatory and broadcast were all considered. As one can expect, the benefit/cost ratios also differed greatly. The most economically beneficial were the programs that provided relevant and sufficient training, as well as access to the necessary resources to make the NFE applicable. Similarly, in these projects, initial costs were higher.

Of the variety of NFE projects examined it is interesting to note that all of the projects were concluded to be cost beneficial, although to varying degrees. None of the programs suffered losses. Even the Kenya Tototo Project that was targeted at an economically depressed group, truly the poorest of the

poor, and operated with extremely limited resources proved to be cost beneficial. Although the Kenya ratios were rather low, one could argue that if an analysis were conducted at a later time, the benefit/cost ratios would be higher since NFE benefits tend to increase with time after training ends. This raises two issues. First of all, it is important that data are collected and documented throughout the life of the project so that continuous monitoring and analysis can be conducted. Secondly, to more accurately determine the cost effectiveness of a project, a follow-up study or series of studies must be built into the program. Such analyses could occur at certain intervals after the termination of the project in order to ascertain long-term cost effectiveness of NFE.

Table A
Comparison of Benefit/Cost Ratios
AMONG SELECTED NFE PROJECTS

<u>Project</u>	<u>Donor Agency Development & Operational Costs</u>	<u>Participants Opportunity & Direct Costs</u>	<u>Society Development & Operational Costs</u>
Dominican Republic Microenterprise			
@ 12%	5.64	3.08 ^a	2.74
@ 25%	4.37	2.45 ^a	2.15
Philippines Upland Rice			
@ 12%	10.56	2.74 ^b	2.48
@ 25%	8.38	2.78 ^b	2.40
Kenya Tototo Rural Development			
@ 12%	0.16	1.04	0.13
@ 25%	0.10	1.07	0.08
Guatemala Basic Village Education			
Oriente			
@ 12%	5.06	12.47	3.60
@ 25%	3.53	8.70	2.51
Occidente			
@ 12%	1.33	7.56	1.13
@ 25%	0.93	5.28	0.79

- a Scenario for assisted businesses including interest and loans in participant costs.
b Scenario for farmers assuming they pay interest on their loans @ the agricultural loan rate.

V. EXPECTATIONS FOR THE NEXT PHASE OF THE NFE/FTS PROJECT

A review of NFE/FTS project experience to date and assessment of trends and issues within the project permit some speculation regarding anticipated functioning during the next 6-12 months. Following are some expectations for the next phase of the NFE/FTS project:

- AID Missions which have used and been satisfied with NFE/FTS Project resources will initiate additional requests. The vast majority of AID missions which have received technical assistance through the project subsequently request additional services. Evaluations and feedback from the AID missions indicate that the project is meeting critical needs in NFE, and that AID missions will continue to turn to the project to assist in NFE-related work.
- A mailing of the NFE/FTS information sheet will be made to AID missions and Washington bureaus. It has now been approximately 6 months since the last distribution of such project information. Because there have been AID staffing changes and additions in the interim, the project will distribute additional copies to key people in each mission and bureau, encouraging them to identify uses of project resources to strengthen their activities.
- NFE/FTS staff will undertake a marketing initiative in order to remind missions and central bureaus of available services, introduce new and recently transferred AID project officers to NFE/FTS and investigate options for project extension and/or renewal.

APPENDIX A

NFE/FTS Update of Technical Assistance

March 31, 1985

Creative Associates, Inc.
 Nonformal Education Field Technical Support Project
 Technical Assistance Missions
 as of
 March 31, 1985

IN-PROGRESS MISSIONS

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED II	To undertake an assessment of the cost effectiveness of NFE.	One	Louis Woo	March 1984	
Jamaica IV	To evaluate Partners of the Americas program.	One	Michael Wilburn	March- April 1985	
Mali	To evaluate participant train- ing program.	One	Frank Abou-Sayf	February- April 1985	

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NFE/FTS Technical Assistance Missions

TENTATIVE/PROJECTED MISSIONS

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED III	To manage Lesotho/Ecuador Service Agency Workshop.	To be Determined	To be Determined	March- April 1985	
Lesotho II	To evaluate UMass/LDTC Split-Semester program.	One	To be Determined	To be Determined	
El Salvador I	To evaluate Adult Literacy Program	One	Adriana Gomez de Rothkegel	April 1985	
Burundi	Training of Trainers	To be Determined	To be Determined	To be Determined	
Zimbabwe/IVS	To be Determined	To be Determined	To be Determined	To be Determined	
Guatemala I	To evaluate NFE program	One	To be Determined	April- May 1985	
Guatemala II	To facilitate participant Training at U/Mass and MSU	To be Determined	To be Determined	June- July 1985	
Ed Salvador II	To design scholarship program	One	Adriana Gomez de Rothkegel	April- July 1984	
LAC/DR	To facilitated participant training for women in business at HBCUs	To be Determined	To be Determined	June- July 1985	
Ecuador III	To evaluate the INCCA Service Agency	Two	Leonel Valdivia Joel Gomez	April 1985	
Indonesia II	To evaluate Ministry of Public Works' In-Country Management Development Project	One	To be Determine	To be Determine	

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h/s

NFE/FTS Technical Assistance Missions

COMPLETED MISSIONS

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Zimbabwe I	To assist the Ministry of Community Development and Womens Affairs (MOCDWA) in defining its basic strategy and technical assistance needs.	One	Lyra Srinivasan	Oct. 1981	MOCDWA defined its priority areas for programming and developed a plan for technical assistance. See Zimbabwe III.
Zimbabwe II	To assist VOICE (Voluntary Organizations in Community Enterprise, formerly the National Council of Social Services) in assessing organizational policies and program directions.	Two	Jane Wilber Jim Seaton	Oct. 1981	VOICE assessed organizational goals and objectives; determined new directions and emphases; and hired a new Director. See Zimbabwe IV.
Zimbabwe III	To assist MOCDWA in developing a detailed plan of action to be implemented with possible funding from USAID.	Three	Lyra Srinivasan Russ Mahan Flemming Høegaard	Feb. 1982	MOCDWA developed a draft plan for its major program, involving a community development fund. See Zimbabwe V.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Yemen I	To assess the potential for vocational education-based literacy programs and out of school education.	One	Bonnie Cain	March 1982	Consultant recommended that it was not feasible at that time to undertake an indepth assessment.
Portugal I	To assist the Ministry of Education in organizing training-of-trainers workshops in NFE techniques.	Two	Lyna Srinivasan Carman Hunter	March - April 1982	MOE developed detailed plan for NFE workshops. See Portugal II.
Portugal II	To guide the MOE trainers in training staff at provincial and district levels.	One	Carman Hunter	April 1982	Thirty-seven MOE trainers received training in participatory NFE approaches.
Peru I	To assess the learning materials of the preschool education program.	Two	Edda Sandoval Johanna Filp	April - May 1982	Consultants prepared a comprehensive evaluation used by the MOE to strengthen programs & materials.
Peru II	To review a cost-effective-ness model of preschool programs.	Two	Edda Sandoval Johanna Filp	April - May 1982	
AID S&T/Agri- culture I	To develop innovative NFE materials related to pre- and-post harvest food loss due to rodents.	Two	John Comings Marley Boers	April - June 1982	Prototype extension materials were prepared for review by AID. See S&T/AGR II.
Philippines I (SEAMEO*/ IN:IDTECH)	To conduct a workshop on unobtrusive measures for educational effectiveness.	One	James Heald	May 1982	Twelve participants were trained in methods for evaluating educational effectiveness.

*Southeast Asia Ministers of Education Organization (SEAMEO)

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Peru III	To advise on the development of self-financing vocational education centers.	One	Ned van Steenwyk	May - Sept. 1982	MJC developed plans for vocational education programs.
Thailand I	To conduct an evaluation of the Hill Area Community-based Education Project.	Three	George Axinn Scott McNabb Thomas Olson	June - July 1982	A comprehensive report was prepared for AID Thailand with recommendations for strengthening the project.
Honduras I	To evaluate the health education component of a rural water sanitation project.	One	Adriana de Rothkegel	July 1982	A comprehensive report was prepared for the Ministry of Health with recommendations for improving the project.
Zimbabwe IV	To assist VOICE in strengthening program support mechanisms and developing project funding proposals.	Two	Bonnie Cain Jane Wilber	July 1982	Management structures were strengthened; job descriptions prepared for all staff; organizational chart was developed & proposal for submission to USAID was drafted.
Costa Rica I	To conduct training-of-trainers and materials-development workshops for the Organization of Costa Rican Citizens (OCC).	Two	Angelamaria Michael Ronald Sawyer	Aug. 1982	Twenty-two members of OCC and other voluntary organizations were trained in participatory NFE techniques.
Costa Rica II	To conduct two training-of-trainers workshops on a new NFE technique for the World Vision Latin American staff.	Two	Lyra Srinivasan Ronald Sawyer	Sept.- Oct. 1982	World Vision trainers from Brazil, Colombia, Ecuador & Costa Rica were trained in participatory NFE approaches and techniques.
Zimbabwe V	To assist MOCDA in defining the administrative and financial aspects of a Community Development Trust Fund and its criteria for project selection at the community level.	Three	William Ireian Shari Berenbach Fred O'Regan	Sept.- Oct. 1982	A comprehensive proposal was written, with operational mechanisms defined for a community development fund. The proposal was accepted and secured donor funding.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Costa Rica III	To assist the Federation of Volunteer Organizations (FOV) and the organization of Costa Rican Citizens (OCC) in institutional development and program planning.	Two	Angelmaria Michael Ronald Sawyer	Nov. 1982	A workshop was conducted with nine participants who outlined an Organizational Development Plan.
AID S&T/ Agriculture II	To develop innovative extension materials for use in controlling pre-harvest coconut loss due to rodents in the Philippines.	Two	John Comings Marley Bours	Nov.- Feb. 1	An extension manual was developed to introduce the crown-baiting technique to decrease loss of coconuts due to rat damage. See AID S&T/AGR III.
Zimbabwe VI	To assist VOICE in adapting and revising their accounting system and to make recommendations for personnel skills development necessary to implement the system.	One	Juno Bourbeau	Dec. 1982	A new bookkeeping system was introduced; existing control forms were revised; a financial procedures manual was developed; and a workshop on budget development was conducted for staff members.
AID S&T/ Agriculture III	To field test extension materials in the Philippines for use in controlling pre-harvest coconut loss due to rodents.	One	John Comings	Feb. 1983	An extension manual was field tested. Philippine Coconut Authority has expressed interest in reproducing materials for use in extension activities.
Zimbabwe VII	To assist the Adult Literacy Organization of Zimbabwe (ALOZ) in reviewing and planning for future income generation projects including the possibility of rural bakeries.	Two	Elvina Mutua Elizabeth Agina	Jan.- Feb. 1983	Consultants participated in a workshop on income generation and offered suggestions based on their Kenyan experience in setting up rural bakeries.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
India I	To assist the National Institute of Public Cooperation and Child Development (NIPCCD) by conducting a training of trainers nutrition education workshop emphasizing a participatory approach.	Two	Lyra Srinivasan Leonor Ribeiro	Feb.- March 1983	Twenty eight NIPCCD trainers were trained in participatory methodologies and a preliminary training kit was produced.
Philippines II AID	To research and write the training section of a Project Paper for a small and medium enterprise development project.	Two	Lewis Thornton Yacob Fisseha	Feb.- March 1983	Training components for a small & medium enterprise development project were designed for inclusion in a Project Paper.
Morocco I	To conduct a mid-point evaluation of the Social Services Training Project.	Two	Joseph Bredie Frank Abou-Sayf	Feb.- May 1983	Consultants prepared a comprehensive mid-point evaluation document in English and French including recommendations for strengthening the project.
Ecuador I	To assist the National Union of Ecuadorian Women (UNME) in organizing and conducting training-of-trainers and materials-development workshops.	Two	Lyra Srinivasan Maryanne Dulansey	April 1983	27 participants trained; workshop report prepared in Spanish and English.
Honduras II	To work with GOH to assess existing planning for training literacy instructors and advising on appropriate instructor aids to be developed.	One	Ruth Colvin	May 1983	Recommendations to GOH on training and evaluation for the National Literacy Plan.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Costa Rica IV	To assist the Ministry of Education in designing & establishing a new educational strategy for the industrial schools.	One	Ned van Steenwyk	Jan.- May 1985	Consultant evaluated vocational education programs; designed a new curriculum for the technical schools and developed prototype materials and machinery.
Morocco II	To design and conduct an evaluation of a project which provides industrial job training for women.	Three	Joseph Brédle Jane Wilber Frank Abou-Sayf	May 1985	Consultants prepared a comprehensive final evaluation document in English and French including recommendations for follow-on activities and future programs.
Dominican Republic I	To assist "Mujeres Aplicadas a la Industria (MAI)" in institutional development related to handcraft production and marketing.	One	Rut Dayan	May 1985	Consultant prepared a comprehensive report including an institutional diagnosis and recommendations.
Botswana I	To assist the Ministry of Education in the design and production of educational radio programming.	One	William Mackie	Jan. - July 1985	Consultant assisted with training of radio personnel, development of educational programs, assessment of needs.
Ecuador II	To assist the Comité de Cooperación con la Comisión Interamericana de Mujeres (CECIM) in defining its technical needs and strategies for funding a rehabilitation project for women in prison.	Three	Lyra Srinivasan Maria C. Pettinato Juël Kanke	May-June 1985	A workshop was conducted with 45 participants; volunteers and institution staff designed joint activities; consultants prepared a comprehensive report including innovative materials.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Haiti I	To evaluate the economic and technical impact of three rural development programs for small farmer groups.	Three	Uli Locher Glen Smucker Drexell Woodson	March - June 1983	Consultants prepared an extensive document which examines and compares organization, purpose, methods and impact of three separate projects.
Dominican Republic II	To design and develop support materials for the implementation of MAI training methodology including manuals and audio visuals.	One	Rhonda C. Williams	May - August 1983	Consultant developed materials for use in training women in various handcraft techniques.
Peru III	To assist the Ministry of Education to evaluate pilot preschool programs including curriculum and training design.	Two	Craig Loftin Oralia Puente	May - August 1983	A comprehensive evaluation report was prepared for MOE.
Haiti II	To conduct an evaluation of the Resource Training Center Project.	Two	Eugene Godfredsen Frank Abou-Sayf	August 10- Sept. 9	Consultants prepared evaluation document to present major findings and recommendations for strengthening project.
PPC/WID	To evaluate the WID/TECH project.	One	Diana F. de Treville	Oct. 3 - Nov. 4	An evaluation, including discussion of findings from several groups in Zimbabwe and Lesotho which had been WID/TECH participants, was prepared for use in examining future WID activities.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Lesotho I	To conduct an evaluation of the Structuring NFE Resources project	Three	Christine Krueger Leonel Valdivia Jane E. Wilber	Oct. 17 - Nov. 4	A comprehensive evaluation was completed and used as a basis for planning the next phase of project work for the Lesotho Distance Teaching Centre.
Asia Bureau Agr. & Rural Dev. Division I (Phase I)	To analyze effectiveness of Diagnostic Analysis Training of Water Management Synthesis Project (WMS)	Two	David Kahler John Comings	Sept. 26 - Oct. 2	Consultants worked with WMS staff at Colorado State Univ. to identify critical issues in need of review and to design the assessment activity, including instruments.
S&T/ED I	To advise on the design and conduct of NFE subsector analyses.	Two	Mary Pigozzi Emily Vargas-Adams	Dec. 15 - Dec. 16	Consultants discussed approaches for analyzing NFE with S&T/ED and contractor for Efficiency of Education Project.
Honduras III	To assist in carrying out an assessment of vocational education/skills training and to evaluate the effectiveness of the operations of the national skills training Institute (INFOP)	Two	Vincent Faulds William Chong Wong	Sept. - Dec. 1983	Consultants completed an extensive evaluation of INFOP administrative and financial systems, program planning and evaluation.
Latin America Regional Bureau	To assist in completing a final evaluation of the Educational Media for Women Project.	One	Lyra Srinivasan	Dec. 1983- Jan. 1984	Consultant produced a comprehensive report that identified strengths and weaknesses of project that should be considered in undertaking future efforts of a similar nature.
Honduras V	To assist in preparing an OPG proposal to AID.	One	Vincent Faulds	Feb.- Mar. 1984	Consultant assisted CADERH in preparing an OPG proposal to AID. See Honduras VI.

Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED III	To examine the concept of service agencies and the operationalization of this concept in Ecuador and Lesotho.	Two	Chris Krueger Leo Valdivia	February- April 1984	Consultants presented a design model for more effective NFE Service Agency highlighting thorough analysis of needs, existing programs, and beneficiaries.
Honduras IV	To complete an inventory of Pvos providing skills training	One	Ned Van Steenwyk	March- May 1984	Consultant produced a three volume comprehensive study at the request of USAID/Honduras. It focussed on vocational instruction in Honduras: Industrial, Artisan and Computer Training, an implementation plan, and an executive summary indicating recommendations for improving vocational instruction through better physical facilities and equipment, skills up-grading courses for instructors, a national certification system and constant review and evaluation of types and modes of instruction offered.
Honduras VI	To assist in preparing an OPG proposed to AID (extension of Feb.-March consultancy)	One	Vincent Faulds	April- May 1984	Consultant assisted in the completion of a draft project agreement request to USAID/Honduras by the "Consejo Asesor para el Desarrollo de Recursos Humanos de Honduras".
Jamaica	To assist in the design of a project paper for an Agricultural Education Project.	Three	Frank Bobbitt William Thuemmel William Richardson	April- May 1984	Consultants prepared a draft of a project paper which will aid the Government of Jamaica in the establishment of a College of Agriculture.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Haiti III	To undertake a final evaluation of the Chambellan Project	One	Uli Locher	April- May 1984	Consultant prepared a comprehensive report for AID/Haiti with recommendations for strengthening the project.
S&T/HEA	To produce two educational videotapes on the subject of oral rehydration.	One	Jill Merrick	March- May 1984	Consultant produced two video tapes on ORT which are intended for policy makers and host countries officials and AID mission personnel who are not knowledgeable in ORT.
Asia Bureau Agr. & Rural Dev. Division II (Phase II)	To complete assessment of present findings from Diagnostic Analysis Workshop (CSU).	Two	David Kahler John Conings	May	Consultants presented the findings on the Diagnostic Analysis Workshop to CSU. A follow-on activity is planned for August 1984.
Dominican Republic	To assist in developing a Rural Education Project Paper.	One	Susan Selbin	May- June 1984	Consultant prepared a draft Report on the Assessment of SEEBAC Planning Office Technical Assistance Needs and the Capability of Dominican Universities to Provide Assistance.
Dominican Republic II	To evaluate a PVO skills training for women project	Two	Teresita Perez Maryanne Dulansoy	July- Aug. 1984	Consultants prepared report for AID/DR and made recommendations for follow on activities.
Asia Bureau Agr. & Rural Dev. Division II (Phase III)	To evaluate a Diagnostic Analysis Training workshop	Two	David Kahler John Pontius	July- Sept. 1984	Consultant prepared report for USAID/Colombo, Asia Bureau and CSU.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Jamaica II	To evaluate program to date and make recommendations for possible expansion of Rural Services for Special Children Project.	One	Stanley Pryor	Aug.- Sept. 1984	Prepared report for AID/J and PVOs Ltd. and made administrative and technical follow-on recommendations.
Honduras VII	To participate in Final Follow-up Study of Impact of training provided by Miami-Dade Community College, PVO firms and INFOP.	One	Allan Groenberg	Aug.- Sept. 1984	Produced Report to be used by AID/Honduras to Assess Impact and Effectiveness of Training Program and prepared final executive summary of program.
Jamaica III	To evaluate the Construction Resources and Development Centre, To date (CRDC).	One	Ed Scott	Nov. 1984	Prepared (1) an evaluation report of CRDC's progress and potential and (2) a three year development plan for the Centre's growth.
Indonesia	To evaluate In-Country Management Development Project.	One	Dan Moulton	Nov.- Dec. 1984	Reviewed project achievements to date and produced workplan for two Ministries of Manpower and Transmigration with recommendations for future training and technical assistance for remainder of project, and developed plan for ongoing and final evaluation of project activities.
S&T/HEA (Phase II)	To produce ORT tapes in French, Spanish and Arabic.	One	Jill Merrick	Oct. Dec. 1984	Produced dubbed-in tapes.
Asia Bureau Agr. & Rural Dev. Division	To present findings of DA Workshop at CSU.	Two	David Kahler John Pontius	Jan. 1985	Findings were presented at CSU. Recommendations were submitted to CSU for assuring greater success in future workshops.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED IV	To edit paper examining the concept of Service Agencies	One	Kim Welchel	Nov. 1984 Jan. 1985	Final draft of Service Agency paper to be presented at Ecuador/Lesotho Workshop in Washington in April 19, 1985.
Honduras VIII	To conduct 2 week workshop to design Phase III of Planalfa	Two	Patricio Barriga Adriana Rothkegel	Feb. 1985	Produced Recommendations for Phase III of Literacy Program

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APPENDIX B

Guidelines for Consultant NFE Learnings Reports

Guidelines to Facilitate Analysis of NFE and Preparation of Consultant Report
Examining Issues, Problems and Lessons Learned during the Delivery of
Technical Assistance.

Every NFE/FTS Consultant's mission is of significance not only to the recipient agency but also to NFE planners and practitioners who can benefit from the accumulated experience of consultants employed by the NFE/FTS project. The insights you share from your technical assistance mission will be of great value in the continuing assessment of NFE trends, issues and practices. The following guidelines/questions are intended to serve as a starting point for examining NFE issues, problems and lessons within the context of your specific assignment. Following completion of your consultancy you will be asked to write a brief report which responds to as many of the questions as can be answered on the basis of your specific assignment.

A. Concept of Nonformal Education

1. Do you feel the technical assistance you delivered can accurately be termed NFE? Why or Why not?
2. Do you feel the group with which you were working is involved in NFE? Why or Why not?
3. Does that group (or individuals within that group) feel they are involved in NFE?
4. Is NFE seen by the group with which you were working as:
 - a. a complement to formal education with access and movement possible between the two systems
 - b. an alternative to formal education with its own worth of equal or greater value to the participants
 - c. a watered down or second-rate program aimed at meeting the minimal needs of mass education
 - d. an experimental program with potential for both qualitative and quantitative impact on educational needs
 - e. other, please explain
5. Does this concept coincide with the "official" concept held by the national government? How does it differ?
6. What role does NFE have in the country's national development policy statements, plans and/or programs at the present time?
7. Has this changed significantly in recent years?
8. Is NFE seen as an instrument for:
 - a. promoting self-help
 - b. accelerating structural changes in society
 - c. inducing adoption of new practices in areas such as agriculture, family planning, nutrition
 - d. developing local institutional or leadership structures, for example through the establishment of local councils, cooperatives or business management groups
 - e. other, please explain

B. Ownership/Ausbices

1. Which ministry, department or local agency is primarily responsible for nonformal education on the national level?
2. Is this ministry, department or agency actively involved in NFE programs or project activities?
3. Which other agencies are, to your knowledge, significantly engaged in NFE in the country?
4. How does the group with which you worked view its role and relationship vis-a-vis the ministry or department which is responsible for NFE?
5. Is an attempt being made nationally to identify, list and assess current institutional resources for NFE?
6. How effective, in your opinion, are the present institutional support arrangements for NFE?
7. To what extent has the collaboration of other technical agencies been secured?
8. To what extent has adequate funding been appropriated?
9. To what extent has improvement in technical quality been assured, for example, through introduction of innovations related to training or evaluation?
10. Is there good communication among different levels of the institutional support structure (e.g. national, provincial, district, field)?
11. To what extent are program decisions centralized or decentralized? (Describe how, who participates, when and in what decisions).
12. What mechanisms or processes (if any) are used to reconcile or align the people's aspirations and the agency's goals?
13. To what extent and in what ways do international donors and expatriate NFE practitioners participate in NFE programs in the country of your assignment? What role do they play in regard to major policy and program decisions?
14. Did you encounter any conflicting agenda for NFE, that is, situations in which there was a lack of agreement on purpose, scope or functioning among program participants, sponsors, government bodies, etc.?

C. USAID's Role

1. What is USAID's actual role in relation to present NFE efforts in the country?
2. Has this role changed in the recent past?
3. Does USAID foresee policy or program changes in the near future?
4. How is USAID's role perceived by national agencies?
5. Would national agencies prefer to see USAID in a more or less active role?
6. Does the group with which you worked receive direct funding or technical assistance from USAID? If yes, is the aid specifically targeted to support NFE activities?
7. What type of USAID assistance other than that which is currently being provided would be welcomed locally?
8. What role do you yourself see as appropriate for USAID and needed at the present time?

D. Beneficiaries

1. What groups participate most in NFE programs in the country of your assignment?
2. Who are excluded or are least actively involved although they stand to benefit greatly from relevant NFE offerings?
3. Is the profile of participants in NFE activities sponsored specifically by the group with which you worked similar to the general profile of NFE beneficiaries overall in the country? If not, how does it differ?
4. To what extent is NFE reaching the poorest of the poor?
5. What are some likely reasons for participation/non-participation?
6. Are there any particular characteristics related to the audience for NFE offerings in the country of your assignment which are crucial elements to be considered by NFE policy makers, program designers or practitioners?

E. Nonformal Education Methodology/Materials/Resources

1. To what extent are the NFE programs of the group with which you worked learner-centered (focussed on learners' own needs and planned jointly with the learners) or pre-planned by outside specialists?
2. What is the teaching/learning style? What methodologies are favored and why?
3. To what extent are local institutions and traditional patterns of communication incorporated into the program?
4. Does literacy have a place in the program? If so how is it incorporated?
5. What staff resources are available and utilized?
6. How are staff trained?
7. How adequate is staff training and performance?
8. How is the quality and impact of NFE evaluated?
9. Is cost effectiveness or cost-benefit being measured? If so by whom, when and how?
10. What types of NFE materials are used?
11. Who developed these materials?
12. Is there a sharing of resources among various groups which are involved in NFE? Which resources are shared? Do governmental groups and nongovernmental groups share resources?
13. Are there any issues, problems or considerations specifically related to methodologies, materials or resources about which it is particularly important that NFE planners and practitioner be aware?

F. Conclusions and Recommendations

1. Did you encounter any other problems, situations or issues during the course of your assignment which you feel are particularly relevant considerations for NFE planners and practitioners? If so, please describe, and discuss how those problems were approached or solved.
2. What encouraging trends or initiatives did you note?
3. How can the NFE effort as a whole be improved in the country of your mission? If possible please list some specific recommendations.
4. Do you feel the group with which you worked would benefit from additional NFE-related inputs? If so, please describe the type and level of follow-up technical assistance you feel would be appropriate.
5. Please share any other insights you have from your assignment.