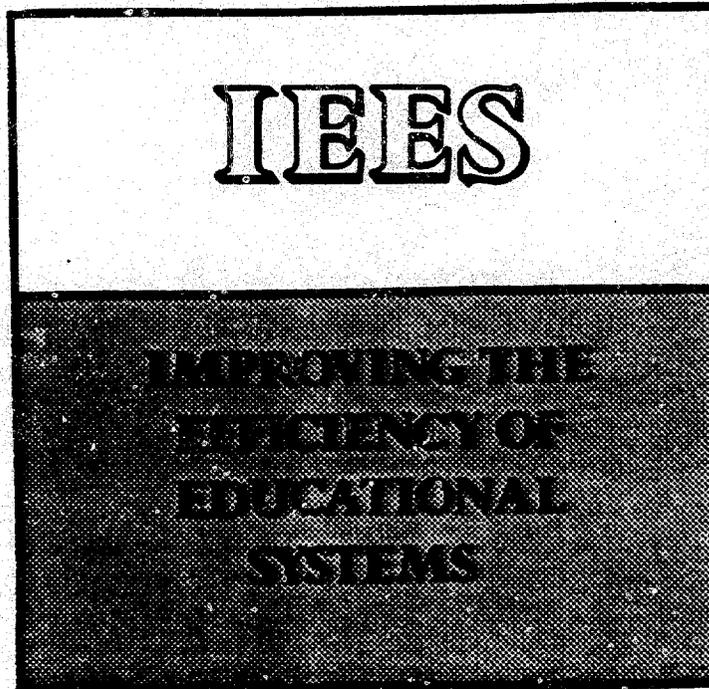


**ANNUAL REPORT**

**June 10, 1984 - June 9, 1985**



**Florida State University  
Howard University  
Institute for International Research  
State University of New York at Albany**

**Agency for International Development  
Contract No. DPE-5823-C-00-4013-00  
Project No. 936-5823**

Improving the Efficiency of Educational Systems (IEES) is an initiative funded in 1984 by the Agency for International Development (AID). The principal goals of the IEES project are to help developing countries improve the performance of their educational systems and strengthen their capabilities for educational planning, management, and research. To achieve these goals, a consortium of U.S. institutions has been formed to work collaboratively with selected host governments and USAID Missions over the next ten years. The consortium consists of Florida State University (prime contractor), Howard University, the Institute for International Research, and the State University of New York at Albany.

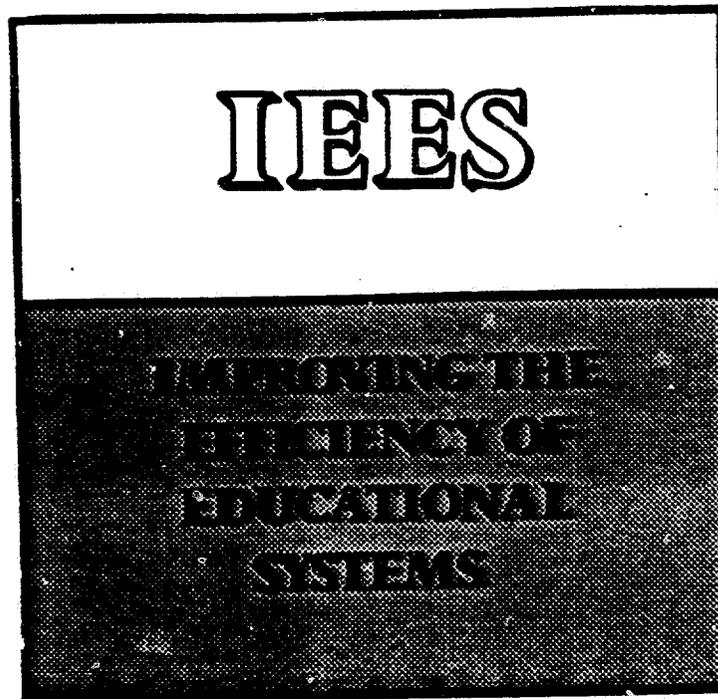
There are currently nine countries participating in the IEES initiative. Five are in Africa: Botswana, Liberia, Niger, Somalia, and Zimbabwe. Other countries involved with the project are Haiti, Indonesia, Nepal, and North Yemen.

Documents published by IEES are produced to promote improved educational practice, planning, and research within participating countries. All publications generated by project activities are held in the IEES Educational Efficiency Clearinghouse at Florida State University. Requests for project documents should be addressed to:

IEES  
Educational Efficiency Clearinghouse  
Learning Systems Institute  
206 Dodd Hall  
Florida State University  
Tallahassee, Florida 32306  
USA  
(904) 644-5442

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## INTRODUCTION

This report presents a summary of the first year (June 10, 1984 to June 9, 1985) of project activities under the Agency for International Development (AID) contract, Improving the Efficiency of Educational Systems (IEES). It contains an overview of accomplishments, constraints, and projected activities in the field, in the operations of project management, and among the members of the IEES Consortium.

Project activities have been grouped in this report to provide a perspective on the first 12 months. Subsequent progress reports will be submitted for six-month periods.

The IEES project represents an ambitious and innovative undertaking by AID in the field of international development education. The project is based upon a comprehensive, systemic approach to sector development designed to improve the performance of educational systems in selected developing countries while strengthening host country capabilities for continued databased assessment, planning, and management. These objectives will be achieved through delivery of an integrated program of technical assistance and other resources over an extended time period of ten years. The overall strategy of the IEES approach and its specific methods are presented in the document "Strategies for Improving Educational Efficiency" (April 1985). It includes guidelines for the implementation of each of the five major project components: assessment and planning, research and development, project design, information and research network, and training.

At present, nine countries are participating in the IEES project: Botswana, Haiti, Indonesia, Liberia, Nepal, Niger, Somalia, the Yemen

Arab Republic, and Zimbabwe. In each country, significant progress has been made in getting the project underway. Differences of country-specific conditions and the phase of each country's involvement at the time the contract was awarded have required variation in the sequencing of project activities.

Part 1 of this document contains individual country reports which address accomplishments, projected activities, constraints, conclusions, and implications for the future.

While implementing a wide range of in-country activities during this first year, it has been necessary to create simultaneously project planning and management structures to support and coordinate field operations. These activities are described in Part 2, followed by a discussion of achievements, problems and lessons learned. Part 3 contains a financial summary report of expenditures to date and a projection of expenditures for the remainder of the project year.

## 1.0 FIELD ACTIVITIES

### 1.1 ACTIVITIES IN BOTSWANA

#### 1.1.1 Background

An Education and Human Resources Sector Assessment was undertaken in Botswana prior to the signing of the IEES contract, and was published in December, 1983. IEES staff members Douglas Windham, David Chapman and Frances Kemmerer of SUNYA, and Victor Cieutat and Mary Pigozzi of IIR served as members of the Sector Assessment team. The team was led by Joan Claffey of AID/W, who is now serving as the Cognizant Technical Officer for the IEES project.

#### 1.1.2 Accomplishments to Date

Project Identification In April and May 1984, Robert Morgan, Joan Claffey, Victor Cieutat, and Douglas Windham assisted the USAID Mission with the development of a Project Identification Document (PID). The project, identified as the highest educational development priority in the Sector Assessment, addressed the expansion and improvement of the Junior Secondary program. This work was also completed prior to the signing of the IEES contract and was arranged under the auspices of an AID contract with the USDA Graduate School.

Project Planning With approval of the PID by AID/W, the full Project Paper was developed in September and October 1984. Assisting the Mission and the Government from the IEES group was a Project Paper team which included Robert Morgan, Roger Wilk, Victor Cieutat and CTO Joan Claffey. The project, entitled the Junior Secondary Education Improvement Project (JSEIP), was given final approval by AID/W in

February 1985. With the project funding authority provided by the IEES contract, the USAID Mission and the Government of Botswana (GOB) elected to assign the technical assistance portion of the JSEIP implementation to the IEES consortium. The JSEIP project is expected to take five years to completion, with total project funding to reach \$16,300,000. The technical assistance activities assigned to the IEES group are budgeted at \$9.2 million.

The focus of the JSEIP project will be upon improving three major components of the junior secondary school system in Botswana. These are 1) the development of a new curriculum and associated instructional materials; 2) improving the preservice and inservice teacher training program; and 3) strengthening the planning, supervision, and management capacities of the Ministry of Education (MOE). The technical assistance to be provided by IEES includes short- and long-term training of Botswana educators, short-term technical assistance, long-term resident technical advisers, and assistance with commodities acquisition. IEES will provide a ten-person technical assistance team over the five year life of the JSEIP project and has begun the process of identifying candidates for the advisory positions. The composition of the team will be as follows:

- |  |        |
|--|--------|
| 1. Planning and Systems Management Specialist      | 5 yrs. |
| 2. Inservice Teacher Training Specialist           | 5 yrs. |
| 3. School Management and Administration Specialist | 4 yrs. |
| 4. Senior Instructional Systems Design Specialist  | 5 yrs. |
| 5. Instructional Media Specialist                  | 5 yrs. |
| 6. Program and Materials Evaluation Specialist     | 4 yrs. |

- |   |        |
|---|--------|
| 7. Instructional Systems Design Specialist    | 4 yrs. |
| 8. Staff Development Specialist               | 5 yrs. |
| 9. Teacher Education Certification Specialist | 3 yrs. |
| 10. Technical Education Specialist            | 5 yrs. |

Three of the advisers will be assigned to the MOE, four to the College of Education at Molepolole, and three to the Curriculum Development and Evaluation Unit. The Planning and Systems Management Specialist will also serve as the Chief-of-Party.

The JSEIP project will be the first major project implementation task assigned to the IEES Consortium. It is noteworthy that the elapsed time from Sector Assessment to project start-up will be only eighteen months. This relatively short time period for the analysis, planning, approval, implementation activity cycle is evidence of the efficiencies inherent in the IEES concept.

Sector Assessment Update/Small Scale Research An update of the Sector Assessment was undertaken by a three-person team in April and May 1985. These persons were Douglas Windham, Clifton Chadwick, and John Hansen. During the original Sector Assessment and in the project planning it became evident that more detailed information was needed on Botswana's teacher population, the existing teacher preparation programs, and the state of the junior secondary curriculum development efforts which were already underway. Hansen and Chadwick were engaged to research these issues and summarize the information essential to the start-up of the JSEIP project. Economic and fiscal information was updated and the other major subsectors of education were examined to see if any significant status changes had occurred since the full Sector

Assessment. The draft Sector Assessment Update will be completed by July, 1985, and reviewed with Mission and GOB in November 1985.

Botswana Country Plan Also in April and May 1985, Victor Cieutat and Mary Pigozzi undertook the development of the Botswana Country Plan. A tentative outline of the plan had been reviewed earlier by the IEES Executive Management Committee (Country Advisory Committee) and revised by Cieutat and Pigozzi during their stay in Botswana. The plan identifies the scope, priorities, and objectives of IEES assistance activities to the GOB over the five year life of the project. The draft was subsequently reviewed by the GOB interministerial reference group and was published in final form in June 1985. Five groups of activities are included in the plan. These are: 1) Training; 2) Resources management improvement; 3) School management improvement; 4) Evaluation applications; 5) Information and research network; and 6) Efficiency improvement.

Training and Networking The IEES Project has arranged for B. Lecoge, of the Botswana MOE's Curriculum Development and Evaluation Unit to attend an evaluation training program at Educational Testing Service in Princeton, New Jersey, in August 1985. Hope Phillips, Director of the Curriculum Development and Evaluation Unit, will be in training at Florida State University October through December 1985.

Gabarone was selected as the site for the first IEES International Workshop scheduled for November 10-15, 1985. All nine countries participating in the IEES Project have been invited to be represented at the workshop. The theme of the workshop will be the examination of

commonalities of problems and solutions related to inefficiencies in national educational programs.

### 1.1.3 Projected Activities

Identification of candidates for the JSEIP technical assistance positions will be completed in August 1985, and submitted for approval by the GOB and USAID. The first members of the team are scheduled for relocation to Botswana in October 1985, and the full first year team should be at work by the end of January 1986. The IEES Country Plan should be approved and in final form by September 1985. The Sector Assessment Update will be approved and completed by the end of November 1985.

Workshops and training sessions for headmaster training, lead teacher training, evaluation and computer applications will be conducted during 1986. It is also likely that inservice teacher training programs and short-term technical assistance for the JSEIP project will be scheduled for 1986, though plans for these are not yet firm.

### 1.1.4 Anticipated Constraints

A number of constraints were identified in the draft IEES Country Plan. Two severe constraints which will be addressed by IEES activities are: 1) a shortage of planning, management, decision-making, administrative, and technical skills; and 2) lack of effective staff development programs in both the public and private sectors. The need to use available funds conservatively, efficient employment generation (aimed especially at primary school graduates), improvement of educational quality and access, especially at junior secondary levels,

and better staffing at basic education levels were identified as priority issues.

Another anticipated constraint relates to the management and timing of activities scheduled in the Botswana IEES Country Plan . The GOB has already requested that the first workshop (headmaster course design) be delayed by one month from July to August of 1985. Identification of, and released time for, the training candidates for the training workshops is essential if these programs are to have impact on the critical personnel.

#### 1.1.5 Conclusions and Implications for the Future

Botswana and Somalia continue in advance of other participating countries in conducting the full agenda of the IEES program. As such, Botswana provides an excellent site for the first IEES International Workshop. With the presence of nine RTAs under the JSEIP project, it has been jointly agreed that an IEES RTA will not be required, and that the in-country coordination ordinarily provided by such a person can be managed by the JSEIP Chief-of-Party, without diminishing his discharge of JSEIP responsibilities.

IEES activities in Botswana are progressing well. Cooperation between the Government, the USAID Mission and the IEES group has been excellent. Botswana provides a working prototype of how the IEES Project can function to improve educational efficiency. The IEES program in Botswana provides useful lessons that can be shared with other countries whose involvement in the IEES Project is still in the beginning stages.

## 1.2 ACTIVITIES IN HAITI

### 1.2.1 Background

Haiti is one of the most recent members to join the group of IEES participating countries. Activities began this year with planning and implementation of an EHR Sector Assessment, establishing a foundation for future IEES involvement, and providing a preliminary overview of the nation's priority needs and constraints in the field of education.

### 1.2.2 Accomplishments to Date

At the request of the the Haiti USAID Mission, an assessment of the country's EHR sector was conducted by an IEES team between October and December 1984. This task was organized by IIR. Mary Pigozzi of IIR and Milton Adams of FSU made a preliminary visit to Port-au-Prince October 8-13, 1984 to discuss the upcoming assessment with Mission staff, clarify the scope of work of the Sector Assessment team and conduct logistical ground work. Mission staff initially requested that the Assessment focus on the areas in which they were contemplating field project involvement -- primary and preprimary education. In the course of these preliminary discussions, it was agreed that the Sector Assessment would cover the full range of topics investigated in other countries, but that the team would also take responsibility for two additional chapters (Donor Coordination and Preprimary Education) and two related studies (School Feeding Programs and Textbook Production) of particular concern to the Mission.

The Sector Assessment team arrived on October 21, 1984, and the last of its members left Haiti on December 30. It was composed of eight consultants with the following assignments:

NAME	WRITING ASSIGNMENT	INSTITUTION
Victor Cieutat (Co-team leader)	Ch. 1 Synthesis	IIR
Benoit Millot	Ch. 2 Macroeconomics	IIR*
Peter Easton	Ch. 2 Microeconomics Ch. 10 Vocational and Technical Education	FSU
Paul Emoungou	Ch. 3 Donor Coordination Ch. 9 Management Training	Howard
Mary Pigozzi	Ch. 4 Preprimary Education Ch. 5 Primary Education	IIR
Stephen Anzalone	Ch. 6 Secondary Education Ch. 12 School Textbooks Ch. 13 School Feeding Programs	IIR
Milton Adams (Co-team leader)	Ch. 7 Teacher Education Ch. 8 Higher Education	FSU
Lela Vandenberg	Ch. 11 Nonformal Education	IIR*

-----  
\* non-consortium consultant

The Sector Assessment team interviewed over 250 individuals, reviewed relevant documents, conducted school surveys in the field, and held two briefings for the Minister of Education and his cabinet. The work was made longer and more complicated than Sector Assessments in other IEES countries by two factors unique to Haiti: 1) The majority of enrollments at nearly all levels of the educational system are in the private sector and the government has very little information on the

operation of private schools. As a consequence, the team was obligated at several points to carry out first-hand data collection in the field in order to evaluate the status of educational programs. 2) Because of prior difficulties in collaborating with Haitian government ministries, USAID Mission staff were initially reluctant to include government representatives in the planning or execution of the Assessment. Though MOE personnel were subsequently informed and consulted, the Assessment team had neither a clear sponsoring relationship with a host country advisory committee, nor a definite set of counterparts for its work of data collection and analysis.

A first draft of the synthesis chapter of the Assessment was completed and sent to the USAID Mission in Haiti in January 1985. The experience of the Assessment and the recommendations presented in this synthesis chapter were instrumental in the Mission's decision to focus upon strengthening Haiti's human resource base as one of the three principal programmatic themes in its Action Plan for FY 1986 and in the Mission's decision to envisage a five-year \$15 million project in the area of support for basic education.

In April 1985, a preliminary and unedited version of the complete Assessment was sent to the Mission to support initial planning for this new education program. The edited draft version of the Haiti Education and Human Resources Sector Assessment was sent to all interested parties during the week of June 2, and a resume of the draft document was ready for dissemination by June 10.

### 1.2.3 Projected Activities

The resume of the draft Sector Assessment will be sent to Haiti in June, and a French translation of this document has been undertaken. A sector assessment review team will visit Port-au-Prince in late summer or early fall to discuss the assessment documents with USAID Mission personnel and Haitian counterparts, to make any corrections that may be required and to consider with them the advisability, scheduling and organization of a Sector Assessment Update.

The USAID Mission has asked IEES to send Peter Easton to Port-au-Prince on a three-week TDY to assist them in preparing the Project Identification Document (PID) for their proposed new five-year project in the area of basic education. Easton should begin work in Haiti o/a June 16. The Mission anticipates submitting the PID to Washington by the end of the summer and beginning work on project design in the fall. IEES will probably be requested to staff a project paper team to assist in this work.

Once the sector assessment review is accomplished and project design is underway, we will also begin drawing up an IEES Country Plan outlining the activities in which the consortium will be involved in Haiti over the next several years. The Country Plan should be developed by early 1986 and will specify in greater detail other IEES activities that will take place over the balance of the second project year.

#### 1.2.4 Anticipated Constraints

The initial sector assessment team was not able to establish full working relationships with a group of Haitian educational planners and researchers or with counterpart host country institutions for the reasons mentioned earlier. A start was made in discussing the assessment with the Minister of Education and his staff, but fuller collaborative arrangements with both public and private sector educational leaders will need to be developed. Project paper design may afford an opportunity to enter into more intensive dialogue with all these groups in Haiti. Until such relationships begin to be more firmly established, it would probably be premature to attempt drafting an IEES Country Plan.

#### 1.2.5 Conclusions and Implications for the Future

Some very constructive personal and professional relationships have been established between consortium staff, Haiti Mission personnel and selected GOH personnel. These offer a foundation for future IEES involvement. As a direct result of the assessment, education was elevated to one of the Mission's top three priority efforts during the intensive review and planning sessions conducted in Port-au-Prince in January and February 1985.

An excellent opportunity exists for improving communication and cooperation among the Ministry of Education, donor agencies, and the private sector. It is evident that improvements in this domain would be highly beneficial for the development of the Haitian education system.

At the same time, there are several dilemmas posed by any effort to support improved efficiency in the Haitian educational system. They

will require renewed reflection and attention at the different stages of IEES involvement in the country:

- 1) First, there are the nature and relations of the private and public sectors in Haitian education. At both primary and secondary levels, private education is presently larger, more dynamic, and faster growing than public, though this is in part growth by default -- the government never having devoted a great deal of effort to the public educational system. The private sector has, moreover, certain inherent weaknesses in reaching the large disadvantaged strata of the Haitian population. For-profit schools offer quality education only in areas where parents can afford relatively high tuition. PVO schools provide good education to poor neighborhoods in many cases, but they depend largely on foreign philanthropic support, which may be neither a reliable nor a desirable source for funding Haitian education in the long term. For these reasons, the implications of IEES interventions for the relative roles and performance of the private and public systems must be carefully weighed.
- 2) Haiti is experiencing a surplus of human capital relative to the current absorptive capacity of the economy and of its socio-political system. In fact, export of human capital has long been one of the country's primary industries, though an unofficial one. At present, the ultimate aspiration of almost every family sending children to school is that those children become able to emigrate. More education, and even better

education, only make sense insofar as the political economy of Haiti gradually manages to make more efficient use of the country's human resources.

- 3) Foreign aid organizations in Haiti are caught in the dilemma of supporting the existing government by virtue of the development assistance they provide, and yet hesitating to work with the government because of the problems historically connected with government-sponsored projects. The problem cannot be ignored, nor can it be resolved by resorting to one of the two extremes (i.e., turning control of funds over to the government or working totally outside government structures). As IEES continues to work in Haiti, it will be faced with the same dilemma.

Navigating a course among these obstacles will require close and thoughtful collaboration with USAID and with Haitian counterparts. The potential value of IEES involvement in Haiti is indeed great, but it cannot be realized without effort and care.

## 1.3 ACTIVITIES IN LIBERIA

### 1.3.1 Background

The Liberia Education and Training Sector Assessment was completed in December 1983, prior to project contract signing. The Assessment has been well-received and widely read in Liberia, and has served as the basis of subsequent consortium activities.

### 1.3.2 Accomplishments to date

An IEES team completed the design of the Improving the Efficiency of Learning II (IEL II) Project Paper in July 1984. The team was composed of Douglas Windham of SUNYA (Team Leader), Edward Kelly of SUNYA, Jerry Messec of FSU, and Gwenneth Eng of AID/W. IEL II will disseminate throughout Liberia the instructional system developed during the experimental phase of IEL I.

A training workshop in Construction and Composition of Criterion Reference Tests was conducted in Monrovia by Edward Kelly of SUNYA in August 1984. During that workshop, Kelly trained MOE personnel in criterion referenced test construction. Participants produced 310 tests for use in assessment of learning outcomes in IEL I, and designed a sampling plan for administering the tests. These tests were administered in the field in November 1984.

Victor Cieutat of IIR represented the IEES consortium at the National Conference on Education and Training held at Cuttington University College, Suacoco, Bong County, Liberia, from July 30 to August 3, 1984. Many of the papers presented referenced the Sector Assessment. Conference outcomes included internal policy dialogue and

identification of areas where the Government of Liberia (GOL) needed assistance.

### 1.3.3 Projected Activities

Changes in personnel and priorities at the USAID Mission may mean that the role of IEES in Liberia will be redefined. Consortium activities are currently on hold until further discussions are held.

### 1.3.4 Anticipated Constraints

Since the GOL has been fairly explicit in expressing its needs to the Mission, the major challenge is to plan with the Mission the most appropriate utilization of the IEES Project to support government identified priorities.

### 1.3.5 Conclusions and Implications for the Future

The widespread acceptance of the Sector Assessment, as well as USAID Mission and government support for IEL I and II, provide a strong foundation for the further development of IEES collaborative activities in Liberia. Communication will be maintained with Mission and government personnel, as well as with major donor agencies, until a decision is reached to provide additional assistance.

Depressed economic conditions in Liberia present an ongoing constraint and make it difficult for the country to consider educational initiatives that will increase recurrent costs. The economic outlook is not expected to improve in the near future and this must be taken into account in Mission and government planning.

Possible IEES activities in Liberia would focus on the implementation of recommendations of the Sector Assessment and the 1984 National Education Conference.

## 1.4 ACTIVITIES IN NIGER

### 1.4.1 Background

Niger was one of the first countries to be considered for active involvement in IEES. That commitment, for a series of reasons discussed in this section, has been slow to materialize. A Sector Assessment was conducted in Niger in Summer 1983 by the Pragma Corporation. For reasons presented in an earlier memo (IEES Central Staff, "Critique of the Niger Sector Assessment," LSI/FSU, 9/18/84), the resulting document was not fully approved by USAID, nor was it fully disseminated to relevant Government of Niger (GON) personnel. The USAID Mission in Niger accepted a revised version of the Assessment in April 1984, and translated the Executive Summary into French. Because few Nigeriens were involved in the Assessment, few were actively interested in following it up.

### 1.4.2 Accomplishments to Date

In October 1984, a team composed of CTO Joan Claffey, Victor Barnes of AID/W Africa Bureau, and Peter Easton of FSU spent one week in Niamey assessing the situation and assisting the Mission Director and Education & Human Resources Development Officer (EHRDO) in determining the scope of future IEES involvement. The Mission was interested in IEES participation, but operated under three related constraints:

1. The Sahel Regional Office of AID discouraged Missions in the Sahel from undertaking projects in the area of formal education in order to concentrate on other sectors.

2. The Mission has a history of involvement with adult literacy (a nonformal education activity which would not fall under the strictures of the Sahel Office and which potentially dovetails with the Mission's emphasis on agricultural development), and the Mission Director had made a verbal commitment to the Minister of Education to support literacy. He therefore felt reluctant to envisage any other types of involvement in the EHR system; and
3. The Mission Director felt that the IEES system approach could lead USAID to commit itself in too many directions at once, a problem which the Mission had already experienced in the rural development sector.

As a result of discussions between Claffey, Barnes, Easton, Mission Director Peter Benedict, and EHRDO George Corinaldi, the following points of agreement were reached:

- The Mission declared itself favorably disposed toward proceeding with IEES involvement, providing primary focus were given to the feasibility of a programmatic commitment in the area of literacy, basic education and rural development.
- Given the EHRDO's current workload, it was agreed that the Mission would consider engaging a locally-available person, knowledgeable of the Nigerien educational system, as a Personal Services Contractor (PSC) to assist the EHRDO in laying groundwork for further IEES involvement by:
  - making contact with Nigerien planners involved in education for rural development;

- preparing an updated status report on literacy in Niger; and
- determining which elements of the existing Sector Assessment could be used and which required updating to facilitate the development of IEES activities.

The EHRDO was to develop a scope of work and the PSC was to be contracted early in 1985. Claffey, Barnes, and Easton agreed that IEES would provide technical advisors to help with this process as needed. They envisaged a team visit to Niger sometime in 1985 for Sector Assessment Update or project identification work, whichever was deemed most appropriate.

Due to the press of other activities within the Niger Mission, the scope of work for the PSC was not drawn up and approved until March 1985. It called for the PSC to spend four months preparing a status report on literacy in Niger in order to help the Mission determine whether or not long-term involvement in this sector was warranted. The person selected by the Mission as PSC, Mary White Kaba, is an American linguist teaching at the University of Niamey. She has eight years of experience in Niger.

Peter Easton visited Niger from May 15 to June 10, 1985, to help the PSC with her work and to assist the outgoing EHRDO, George Corinaldi, in pursuing discussion of IEES activities in Niger with Mission personnel and with GON. He was also asked to help Corinaldi in briefing his replacement, John Hafenrichter, on the educational situation in Niger and the outlook for IEES.

After reviewing the initial outline of the status report on literacy with the EHRDO, the PSC, and Mission Director Peter Benedict,

Easton undertook a series of contacts with other Mission personnel, donor agency representatives and GON officials in order to determine the likely demand for literacy in the immediate future in Niger, the ability of existing Nigerian agencies to meet the demand, and the current level of support for these agencies. Easton, Corinaldi, Hafenrichter and Kaba presented the preliminary results of these inquiries to the Mission Director, the Minister of Education, and USAID staff on three separate occasions in early June. The meetings were timed to give Benedict the fullest possible information on the need for a literacy project and the potential form of IEES involvement before his departure to Washington to present USAID/Niger's program portfolio to the Regional Office.

During his visit, Easton also organized and conducted a three-day workshop on R&D methodology for the students in the Literacy Section of the School of Education at the University of Niamey. He was to have pursued his contacts and discussions with GON officials after the Mission Director's departure in order to get a firmer indication of the scope of the proposed field project in the area of literacy and to begin outlining the elements of an IEES Country Plan for Niger. However, Easton's services were required immediately in Haiti, so his stay was cut short with the understanding that he would return to complete the work in July.

#### 1.4.3 Projected Activities

Providing that USAID Mission Director Benedict is able to proceed with a new project in the field of rural literacy and agricultural development, Easton will concentrate in his return TDY to Niger in July on defining with Mission and GON officials the approximate nature of

that project and the sort of related support which IEES might furnish to Niger in areas of educational planning and research.

Even if a decision is made in Washington or Niamey not to proceed at this time with a field project in the area of rural literacy, the Mission might nonetheless decide to involve the IEES group in further work on educational planning or human resource development independent of project design. If the Mission and the GON wish to invite further IEES involvement, a team of two-to-four people would visit the country in late summer or fall 1985. This visit would take place at the end of the PSC's term of service and might address one or more of the following concerns:

- conduct of a Sector Assessment Update, tailored to the particular needs in Niger (e.g., focused on the human resource situation in rural areas);
- development of an IEES Country Plan; and/or
- advancement of the PID/PP process for the new literacy/rural basic education project.

If the decision is made to further involve IEES, the Mission appears favorable to the assignment of an RTA, who would likely need to be at post by October 1985 at the latest, coincident with the beginning of the new school year in Niger. The recruitment and assignment process will be handled by Howard University.

#### 1.4.4 Anticipated Constraints

The current policy of the AID Sahel Regional Office that Missions in the Sahel not engage in formal education is noted above. This is a

constraint inasmuch as IEES methodology encourages a broad systematic view of the educational system. It is in fact difficult to undertake significant work in literacy in Niger without at the same time dealing with the rural primary school system, which overlaps with the literacy campaign in numerous ways.

The continuing severe drought conditions in Niger, accompanied by fiscal austerity in the government and layoffs in industry and the civil service, have caused a good deal of social dislocation and likewise constitute continuing constraints. The government budget is very tightly squeezed at present. Investment funds for education are virtually nonexistent. The operating budget has been so severely trimmed that the Country's gross enrollment ratio at the primary level is in fact decreasing at present.

Changing Mission personnel in Niamey constitute an additional constraint. The current EHRDO, who has occupied his position for two years, is retiring this summer. A successor was chosen and arrived in Niamey in early June. He will have around six weeks of overlap time with his predecessor, but will doubtless take somewhat longer to become fully operational with respect to educational planning and counterpart relations in Niger. It is encouraging to note, however, that the education program in Niger survived the round of budgetary cuts in AID this spring.

#### 1.4.5 Conclusions and Implications for the Future

Niger offers an opportunity to develop a set of activities unlike those in most other participating IEES countries, provided full account is taken of the constraints under which the project must operate. This

experience could therefore prove very instructive for IEES and for the network of other participating countries. At the same time, if the Mission and the GON do choose to emphasize literacy, there are potentials for productive exchange with at least three other IEES countries (Botswana, Somalia, and Zimbabwe), all of which have experience in this domain, lessons to share, and much to gain from the potential transfer.

The major obstacle to the development of IEES activities in Niger is the Sahel West Africa Office's current opposition to USAID involvement in education programs in the Sahelian countries. This opposition seems to stem from three factors:

1. Given the severe drought and food production problems that plague Niger, AID/W is concerned to concentrate field project efforts on the agricultural sector.
2. This concern is reinforced by the fact that AID has been criticized by the GAO for uncontrolled proliferation of projects and poor management in several Sahelian countries.
3. Finally, AID/W seems reticent to become involved in French-language school systems, reasoning that this technical assistance task is already handled by France and that Americans have little expertise in this area. (Similar factors explain why AID has not been involved previously with formal education programs in Haiti.)

None of these situations or perceptions is immutable. The drought has been alleviated this year (though there is a long way to go to attain

agricultural self-sufficiency), and in any case the agricultural problems have not canceled demand for education in the country. USAID Missions in the Sahel are better controlling the management of their programs. Finally, AID/W perceptions about French-language education systems in Africa may be changing.

Those systems are opening up more and more to divergent traditions and alternate methodologies--including the use of African languages for instructional purposes in primary schools. Francophone African educators are increasingly concerned with issues of cost containment, internal and external efficiency, databased planning and instructional systems development. They recognize that the American educational community has much to offer in these areas. At the same time, a growing number of American educators have acquired the experience and language skills necessary to contribute to educational development in the Sahelian and francophone countries. There is therefore considerable hope--at least in the medium and longer term--that IEES will be able to develop a useful role in Niger.

## 1.5 ACTIVITIES IN SOMALIA

### 1.5.1 Background

Two major AID-sponsored studies serve as background to IEES work in Somalia:

- a) The Education and Human Resources Sector Assessment, conducted in the Summer of 1983, highlighted the need for improved educational quality and encouraged special attention both to preservice and to inservice teacher training. It also identified serious weaknesses in the distribution and monitoring of both human and material resources in the educational system. The assessment found that one source of the problems inhibiting education and human resources development was the low administrative capacity of government.
- b) The Somalia Civil Service Study, conducted in the spring of 1984, was undertaken partially in response to the issues raised in the Sector Assessment and partially to assist the Government of the Somali Democratic Republic (GSDR) to respond to IBRD requirements as part of negotiations for continued international support. The study described the need for more systematic procedures for personnel administration within government, the need for management training for the civil service, and the need for government policies and procedures that encourage the growth and development of the private sector.

The GSDR has responded very positively to both studies. Both have been issued as official reports of the government and several of the issues raised in the studies have already been addressed by the

government. The policy of guaranteed employment for secondary school graduates, for example, has been discontinued. Government ministries have been reorganized and the personnel management section of the civil service is being strengthened.

The IEES program in Somalia has been guided by four major considerations:

- a) the need to develop improved institutional capacity for research within the Ministry of Education (MOE);
- b) the need for a databased approach to the identification and definition of educational problems and solutions;
- c) an initial emphasis on basic education activities and relevance of HRD programs to job market needs (especially in the private sector);
- d) the need of the GSDR to design and implement reform in the civil service.

Specific project activities initiated in Somalia are divisible into three categories:

- a) generic activities integral to the IEES approach and parallel to those taking place in other participating countries;
- b) activities to help the MOE enhance the institutional capacity of its administration and to improve the quality of instruction in the formal education system; and
- c) activities to support the GSDR in improving management and training capacity within the general civil service.

### 1.5.2 Accomplishments to Date

#### - Editing of the Civil Service Study

While conduct of the Civil Service Study predates official initiation of the IEES Project, editing, production and distribution of that study was an early IEES project at SUNYA.

#### - Participation in the Somalia Civil Service Symposium

Douglas Windham participated in the Civil Service Symposium, organized and sponsored by the GSDR Ministry of Labor in Mogadishu in September 1984. Windham presented the methodology employed in the study, participated in the discussion of findings, and described the bases from which recommendations were developed.

#### - Management Training Workshop for New Headmasters

The scope of work for this activity was developed in August 1984, through discussions with personnel from the MOE, the Mission and IEES. The workshop was held in February 1985. Mark Berger of SUNYA, Somalia RTA designate, assisted the staff of the MOE Planning Department in conducting a task analysis, designing appropriate instruction, and development of materials for the workshop.

#### - SOMTAD Project Paper

During the Summer of 1984, IEES funded three of the six consultants who assisted the Mission in the design of the Somali Management Training and Development (SOMTAD) Project Paper. The project was intended to support GSDR efforts to implement civil service reform and to increase the management capacity of the

public and private sectors. While progress was made in project design, it was not completed. In February 1985, IEES staff members David Chapman and Douglas Windham of SUNYA, and Jerry Messec of FSU helped revise the SOMTAD Project Paper incorporating substantial changes. This paper was subsequently reviewed and approved by the Mission.

- IEES Country Plan

In March-April 1985, Chapman and Windham prepared a prototype Country Plan for Somalia. The plan was reviewed and approved at the Execution Management Committee (EMC) meeting in Washington on May 26. Chapman visited Somalia in June 1985, to develop the plan further with the Somali Government and USAID/Somalia personnel.

- IEES Resident Technical Advisor (RTA)

In mid-May 1985, Berger officially assumed his responsibilities in Mogadishu as the IEES Resident Technical Advisor. His office is located in the Ministry of Education and he works directly with the Planning Division of the Ministry, as well as serving as liaison for IEES activities in the Ministry of National Planning and the Ministry of Labor and Social Affairs.

- Microcomputer Workshop

Frederick Dembowski of SUNY conducted an educational statistics-computer familiarization workshop in June. The workshop was well received by Ministry staff and a follow-up course is scheduled for October 1985.

- Planning for Sector Assessment Update Workshop

This workshop entailed collaboration with the Mission, the MOE, and other relevant ministries to develop a scope of work for the Sector Assessment update. Chapman conducted this workshop during June 1985. The RTA is located within the Planning Department of the MOE, but has IEES responsibilities beyond that department and ministry. Initial activities of the RTA include:

- technical support to MOE staff on microcomputer use, data management, and policy analysis workshops; and
- assistance to Mission and GSDR in planning and implementation of SOMTAD as requested.
- assistance to the MOE in responding to the findings and recommendations of the Quality Enhancement Study;

1.5.3 Projected Activities

- Development of the IEES Country Plan

During the Summer of 1984, discussions were held with representatives of the MOE and the Mission to identify a set of activities which IEES personnel, working with the MOE, would undertake. It was agreed at that time that the primary counterpart unit for the IEES project would be the Planning Department of the MOE, although training opportunities will also be provided for personnel in the other departments of the Ministry. Specific activities agreed upon included:

- placement of a Resident Technical Advisor (RTA) assigned to the Planning Department of the MOE (with wider IEES responsibilities).
- the design of a Management Training Workshop for new headmasters;
- conduct of a Quality Enhancement Study; and
- a two-part Microcomputer Training Workshop;
- conduct of a Somalization activity to produce a Somali Technical Terms Dictionary in the field of Economics;

A proposed Country Plan for implementing IEES activities was drafted at SUNYA and was reviewed by AID/W and the consortium prior to planning development activities in-country with Mission and Somali counterparts in May 1985.

- Sector Assessment Update Workshop: This workshop will entail collaboration with the Mission, the MOE, and other relevant ministries to develop a scope of work for the sector assessment update. Chapman is scheduled to conduct this workshop during June 1985.
- Sector Assessment Update: To ensure current information for planning and decision-making, IEES will sponsor a study to update selected aspects of the Sector Assessment. The specific focus of the study will be developed in the sector assessment workshop. It is tentatively planned for the summer of 1986.

- Microcomputer Workshops: One of the major recommendations of the Sector Assessment was that the MOE improve its capacity to conduct research, planning, and evaluation activities. To support the MOE in this, IEES will sponsor a series of two workshops to train staff from the MOE (and possibly some personnel from the Ministries of Labor and Planning) in the use of microcomputers and their application to data management and analysis. The first workshop, held in June 1985, provided an introduction to microcomputer use and emphasized wordprocessing, spread sheet analysis, and database management applications to MOE data sets. The second workshop, planned for October 1985, will cover advanced applications for the data management system and provide an introduction to statistical procedures for the microcomputer. As part of the training in microcomputer use, the workshop will also provide assistance in the interpretation and policy analysis of MOE data, particularly with the respect to:

- teacher demand and distribution associated with varying student enrollments;
- improved equity in the distribution of educational resources across regions; and
- cost and quality implications in the changing distribution of students across vocational, technical, and general secondary education.

As part of the microcomputer workshop activity, two Wang microcomputers were purchased for use during the workshops.

The equipment will be on loan to the MOE between workshops for the use of Ministry personnel. Frederick Dembowski from SUNYA is scheduled to conduct the microcomputer workshops. Mark Berger, IEES RTA, will provide technical support on microcomputer use and applications to Somali data between workshops.

- Resident Technical Advisor

During the initial six months of the project, considerable planning has gone into placement of an IEES RTA in Somalia. Discussions have been held with Mission, the MOE, and AID/W on the nature, scope, and staffing of this assignment. Mark Berger from SUNYA has been recruited for the position, and a draft PIA identifying a series of financial and cost issues to be resolved has been developed and submitted to FSU. Berger arrived at post in May 1985. The RTA will be located within the Planning Department of the MOE, but will have IEES responsibilities beyond that department and ministry. Initial activities of the RTA include:

- assistance to the MOE in responding to the findings and recommendations of the Quality Enhancement Study;
- technical support to MOE staff on microcomputer use, data management and policy analysis between workshops; and
- assistance to Mission and GSDR in planning and implementation of SOMTAD as requested.

- Quality Enhancement Study: The need for improved quality, particularly at the elementary and secondary levels of the formal educational system, was a major recommendation

of the Sector Assessment. The proposed Quality Enhancement Study will be conducted as a subsector study designed to provide specific program recommendations for:

- improving the quality of instruction and instructional materials;
- expanding inservice teacher education opportunities;
- encouraging the retention of particularly effective teachers; and
- improved strategies for delivery of instruction.

The study team will consist of three persons hired for one month: an educational training specialist, an instructional design and evaluation specialist, and an educational economist. The study is scheduled to be conducted in August 1985.

- Somalization Activity (Technical Term Dictionary in Economics)

Language issues constraining educational efficiency were highlighted in the Sector Assessment. The recent standardization of Somali orthography (1972) and the lack of adequate printing resources in-country has hampered the development of standard Somali translations of the massive amount of technical terms now entering into the language. University students are especially handicapped by the variant Somali translations of foreign language technical terms used by faculty. This activity will produce a practical Technical Term Dictionary for the Faculty of Economics, Somalia National University. The activity team will consist of a Language Development Specialist, the IEES RTA, and a counterpart team

from the Faculty of Economics. The dictionary produced will be reviewed by an interministerial advisory committee. The study is scheduled for November-December 1985.

#### 1.5.4 Anticipated Constraints

Economic conditions remain a severe constraint in Somalia. Slow economic growth and a severely strained government budget mean that great attention must be paid to the recurrent costs of any proposed new activity. The lack of technical and managerial skills in government service hampers development in all sectors, and the lack of a coherent national language policy results in ongoing inefficiencies of switching among Somali, Italian, English, and Arabic in the education sector. Instructional materials in the Somali language are nearly nonexistent and the absence of fixed Somali translations of technical terms further complicates the language problem.

#### 1.5.5 Conclusions and Implications for the Future

Strong personal and professional relationships have been established among consortium staff, Somali counterparts and Mission staff. These relationships provide a good foundation for future IEES activities.

The GSDR has endorsed the Sector Assessment and the subsequent Civil Service Study, and has implemented specific recommendations in government policy. This indicates support for consortium activities from the highest level of government and provides an opportunity for maximum coordination and in-country networking for attainment of IEES Country Plan objectives.

## 1.6 ACTIVITIES IN YEMEN

### 1.6.1 Background

IEES activities in Yemen Arab Republic (YAR) began with an Education and Human Resources Sector Assessment, completed in February 1985. Advanced negotiations concerning the scope of work and provision for USAID Mission support were conducted by James Hoxeng and CTO Joan Claffey of AID/W. The assessment was well received by the Government.

### 1.6.2 Accomplishments to date

The Sector Assessment was conducted by IEES in the YAR from October 6 to November 27, 1984. The team was fielded by SUNYA under the direction of Douglas Windham. The activity involved three phases:

- 1) recruitment of the eight-person assessment team was conducted over the Summer and early Fall 1984;
- 2) the assessment activity spanned eight weeks during September, October, and November; and
- 3) editing of the draft copy was carried out from December through January 1985.

The YAR team consisted of the following individuals:

NAME	WRITING ASSIGNMENT	INSTITUTION
Douglas Windham (Team Leader)	Economic and Management Capacity Analysis	SUNYA
Frances Kemmerer (Deputy Team Leader)	Cost Analysis Higher Education	SUNYA
Gwenneth Eng	Fiscal Capacity and Manpower Analysis	AID/W
Joseph Applegate	Primary and Secondary Education	Howard
W. Stephen Howard	Vocational/Technical Education	SUNYA*
Hind Nassif	Teacher Training	SUNYA*
May Rihani	Nonformal Education	SUNYA*

\*non-consortium consultant

Four major briefings were held with a briefing summary prepared in English and Arabic, and a full set of chapter drafts was prepared in-country and distributed.

Favorable reactions were received from the USAID Mission and the U.S. Embassy staff, as well as the YAR Government. The final draft was submitted to the Mission and Government in February 1985. An Arabic language version of the executive summary was also prepared.

Following completion of the EHR Sector Assessment in February 1985, USAID Mission and YAR representatives continued discussions of education priorities and how IEES might provide support. A project was identified to focus on improving the efficiency of basic education in the YAR. Subsequently, IEES was requested to nominate a team to prepare an Education Development Support Project Paper in August or September 1985. Analysis in the following areas was requested: technical

analysis/curriculum development needs, administrative analysis, financial/economic analysis, and socio-cultural analysis. A coordinator/writer was also to be included on the team. Thirty-three person-weeks were estimated to prepare the project paper. IEES identified and submitted the list for review by USAID and YAR.

### 1.6.3 Projected Activities

Projected activities depend upon further discussions with the Mission and YAR Government. Discussion of possible involvement has focused on interest in the development of curricula based on instructional objectives as recommended by the sector assessment.

### 1.6.4 Anticipated Constraints

The high level of donor assistance in the YAR contributed initially to an underestimation of potential IEES collaborative activities. The experience of the sector assessment has, however, greatly improved this situation. The continuing positive reactions from the YAR Government to the Sector Assessment should reinforce IEES potential for assisting in improving educational efficiency and building host country capacity. Systematic and environmental constraints in YAR continue to provide obstacles to all development efforts in the country. These constraints include: a high degree of internal dependency for foodstuffs, technology, and skilled manpower; a small industrial base; a lack of systematic linkages between policy, research, and planning; and fiscal, manpower, and management inadequacies at all levels in the government.

#### 1.6.5 Conclusions and Implications for the Future

The request for an IEES Project Paper team indicated USAID Mission and YAR interest in working with IEES. Such work could lead to future IEES assistance, either in the form of follow-up efforts to assist the Education Development Support Project, or other activities. At present IEES participation in support of YAR priorities await Mission and host country decisions.

## 1.7 ACTIVITIES IN INDONESIA

### 1.7.1 Background

Following a visit by IEES/CTO Joan Claffey in February 1985, the USAID Mission in Indonesia expressed an interest in possible participation in IEES activities. To follow up on that visit, Jack Bock and David Chapman visited Indonesia from April 17 to May 8, 1985, to discuss the IEES project with officials of the USAID Mission and the Government of Indonesia (GOI). There were two main responsibilities in their scope of work. The first was to discuss the provision by IEES of technical assistance to the government as part of an AID project entitled Education Policy and Planning: An Integrated Information Systems Approach (EPP). The second was to discuss the full-scale participation of Indonesia within the IEES network of countries. As a result of these discussions, the Mission and the GOI agreed to the issuance of a project implementation order to IEES for the technical services related to the Management Information Systems (MIS) component of the EPP project. In addition, agreement was reached on the conduct by IEES of a wide-scale sector review of the Indonesian EHR system, scheduled for September-November 1985. Following the sector review, IEES is scheduled to develop a Country Plan in early 1986.

### 1.7.2 Accomplishments to Date

IEES is to provide three long-term Resident Technical Advisors for work on the technical assistance portion of the MIS. Recruitment for the three long-term personnel, which include an Information Systems

Manager/Policy Analyst, a Policy Analyst, and an Information Systems Planning Specialist, was completed by IEES. Candidates were also identified to fill the short-term technical assistance positions for the EHR sector review team. Jack Bock will serve as Team Leader of the sector review team. In May 1985, members of the IEES consortium met with two MOEC officials to discuss projected IEES activities in Indonesia. Dr. Moegiadi, First Secretary of the Agency for Educational Research and Development, and Dr. Boediono, Head of the Center for Informatiks, visited consortium institutions to hold discussions with IEES staff on the planned sector review and to interview prospective candidates for the sector review team and the three long-term adviser positions.

#### 1.7.3 Projected Activities

The three advisers are scheduled to be placed in the field between October 1985 and January 1986. Identification of candidates for the sector review team was completed in July 1985, and submitted to the GOI and USAID for approval. The sector review is scheduled to be conducted from September to November 1985.

#### 1.7.4 Anticipated Constraints

Discussions held with Indonesian officials concerning the purposes of the MIS effort revealed a multiplicity of expectations by the various stakeholders. Some officials see the MIS effort as identifying key policy issues and associated data needs to contribute to the development of the Annual and Five Year Plans of the MOEC. The Inspectorate wants a more finely calibrated monitoring and detection

system. Regional offices want an information system that will assist them in identifying regional needs and achievements. Some stakeholders see the MIS as an effort to computerize their database, while still others see it as an opportunity to identify and address major issues of educational policy and practice. The sector review can help articulate these issues and serve as the basis for discussion among the various groups.

There is support for a full-scale sector assessment. The planned activity is termed a sector review as it will focus on synthesizing existing documentation and assessments.

#### 1.7.5 Conclusions and Implications for the Future

IEES has made significant progress in establishing a formal working relationship with the GOI during this reporting period. Agreements were reached with AID and the GOI for a sector review to be conducted by IEES from September to November 1985 and long-term technical assistance to be provided to the Educational Policy and Planning project through the placement of three IEES advisers in Indonesia. IEES is scheduled to develop a Country Plan in 1986, following completion of the sector review.

## 1.8 ACTIVITIES IN NEPAL

### 1.8.1 Background

The IEES Project Principal Investigator, Robert Morgan and CTO Joan Claffey met with key Ministry of Education and Culture (MOEC) officials, as well as the USAID Mission Deputy Director, during a visit to Nepal from January 23 to 30, 1985. As a consequence of these meetings, Mission Director Dennis Brennan addressed a formal letter to N.N. Singh, Secretary of the MOEC, confirming the Mission's interest in joining IEES.

Morgan and Claffey also met with officials of the Radio Education for Teacher Training (RETT II) Project. IEES has been included as a possible resource organization for the project. A specific role has not yet been defined.

John Mayo, John Bock and Frances Kemmerer visited Nepal in May 1985 to discuss future IEES activities and to develop a current educational status report.

Areas of probable IEES assistance in Nepal include:

- assistance with improvement of the planning and management capacities of the MOEC, especially the Statistics Unit; and
- strengthening the Curriculum and Audio-visual Units.

### 1.8.2 Accomplishments to Date

John Bock and John Mayo of FSU and Frances Kemmerer of SUNYA visited Nepal from May 6 to June 3, 1985, to conduct discussions with MOEC and USAID Mission officials and to begin planning IEES assistance efforts for the next year. The "Project Document for IEES Assistance to

the Ministry of Education and Culture, Kathmandu, Nepal," prepared as a result of that visit, outlines two initial areas for assistance. The first is improvement of the management capacity of the Manpower and Statistics Division of MOEC through a combination of short- and long-term, in-country and out-of-country training. A series of three in-country workshops will be conducted on information management, and micro-computer uses. Training of up to one semester will also be provided in statistics, computing, and analysis skills for one or two individuals. This training will be conducted within the Asia Region. IEES has also proposed the establishment of an Information Management Committee to help coordinate information management activities.

The second area identified for IEES assistance is the strengthening of the evaluation capacity of the RETT II. Two objectives were specified for this activity: 1) to help develop a comprehensive evaluation plan for RETT II; and 2) to train personnel in both the Radio Education Division (RED) and Research Centre for Educational Innovation and Development (CERID) personnel in formative, summative and cost evaluation techniques. Again, workshops coupled with participation in planned evaluations will be designed to accomplish this training.

An IEES Resident Technical Advisor (RTA) will be provided to work directly with the Manpower and Statistics Unit and to facilitate all IEES activities in Nepal. Candidates are presently being identified for the RTA position and will be recommended to the USAID Mission and the GON for approval. The RTA will begin the process of preparing an IEES Country Plan soon after arrival in Nepal.

### 1.8.3 Projected Activities

The first information management workshop for Manpower and Statistics Unit staff members is scheduled for October 1985. The planning and development workshop for RED and CERID staff is also scheduled for approximately the same time. The information management workshop will be followed by two microcomputer workshops scheduled for January 1986, and late May or early June 1986. The RTA should be named and on site in 1985. Preparation of the IEES Country Plan is scheduled for December 1985 to January 1986. This Country Plan will identify the next stages of IEES involvement.

### 1.8.4 Anticipated Constraints

Some previous development efforts in Nepal have not succeeded as planned. The reasons for this are varied, but are most often attributed to the lack of local trained personnel, poor coordination of efforts, extremely harsh environmental conditions, and an unrealistic estimation of the capacity of Nepal to undertake large scale efforts. IEES consultants and staff have stressed the importance of moving slowly and very modestly over a sustained period of time as the only viable way of overcoming these constraints. IEES efforts will, therefore, be small-scale at first and aimed at improving organization and management, and providing training to lay a foundation for future efforts.

### 1.8.5 Conclusions and Implications for the Future

Nepal presents one of the most challenging areas for successful development efforts because of its basic infrastructural capacities and its difficult environment. Initial IEES activities will be modest and

aimed at improving the first of these constraining conditions. If successful, these efforts should help build a basis for more ambitious future efforts based upon the EHR development priorities of the GOM and USAID Mission.

## 1.9 ACTIVITIES IN ZIMBABWE

### 1.9.1 Background

The IEES role in Zimbabwe will be somewhat different than in any of the other participating countries. Prior to the onset of the IEES project, USAID had initiated a large \$45 million educational development program in Zimbabwe, entitled Basic Education and Skills Training (BEST). This five-year program is providing education and human resources development support to the Ministry of Education (MOE) and to the Ministry of Labor, Manpower Planning and Social Welfare (MLMPSW). Both of these ministries can propose projects for funding under the auspices of the BEST program, and the permissible EHR development work is sufficiently comprehensive to include many of the support activities normally provided by the IEES project. The Government of Zimbabwe (GOZ) and the USAID Mission determined that participation in the IEES project would be advantageous to Zimbabwe, in addition to their heavy commitment to the BEST program. IEES will provide training and technical assistance in the general areas of macroanalysis, planning, and evaluation, with an intention of strengthening these capacities within the two ministries.

With independence, Zimbabwe has inaugurated a number of highly innovative programs in science education, teacher training, and school organization. These efforts, bolstered and expanded by the BEST program, may have considerable utility in a number of the other IEES countries.

### 1.9.2 Accomplishments to Date

In September 1984, Joan Claffey and Robert Morgan visited Harare and met with USAID Mission Director Roy Stacy and HRDO Richard Shortlidge to discuss the implications of Zimbabwe's participation in IEES. Meetings were also held with GOZ officials.

IEES consultant Joseph McDonald went to Harare in October and November 1984 to advise the Mission and GOZ on the design of internal and external evaluation strategies for BEST. He also made a preliminary estimate of areas where IEES assistance would be complementary to the BEST program and most useful to Zimbabwe. In March 1985, USAID invited McDonald to return to continue the evaluation design and planning effort. He was accompanied by James Cobbe, an Educational Economist from FSU. A result of their work was a plan for the overall evaluation of BEST.

The Mission and GOZ also requested that an IEES Resident Technical Advisor be assigned to Zimbabwe for one year -- 1985-1986. A new Masters Degree Program in Evaluation and Planning is planned for development at the University of Zimbabwe, with which the RTA will assist. In addition to the RTA, IEES will provide short-term consultants for periodic workshops to facilitate the new degree program. USAID has agreed to provide \$120,000. from Mission funds to supplement the IEES budget in support of these consultative activities.

Arrangements were also made for special and degree training for key Zimbabwe educators at IEES universities. The first of these will be Michael Mambo, head of a vocational school, who will be sent to FSU for Masters Degree training in August 1985.

The IEES RTA will replace C. Chikombah, Dean of Education at the University of Zimbabwe, who will be on sabbatical leave during the coming year. The RTA will assist with the development of the graduate program in evaluation and planning, teach the courses in evaluation and planning normally taught by Dean Chikombah, and serve as liaison between IEES and the USAID Mission.

The IEES Clearinghouse responded to a request from Fay Chung, Chief Education Officer of Zimbabwe's Curriculum Development Unit, for teaching/learning materials that are considered exemplary for grades 1 through 12. These materials, which will include teacher guides and student texts and workbooks, will be ordered and placed in the library of the MOE Curriculum Development Unit as reference materials for use by the Zimbabwe curriculum development staff.

### 1.9.3 Projected Activities

Identification of candidates for the RTA position will be completed in July 1985 and submitted for approval by the GOZ and USAID. The RTA is scheduled to be in Harare in September 1985 to overlap with Dean Chikombah before his departure. Training workshops for the evaluation and planning personnel of the two ministries will be planned and implemented in 1985 and 1986. Additional trainees will be identified and dispatched to appropriate IEES institutions during the coming year.

### 1.9.4 Anticipated Constraints

The main constraint for the improvement of educational efficiency in Zimbabwe is the shortage of trained and qualified personnel in management and planning. The scope of work resulting from the BEST

program is absorbing the professional personnel who have been assigned to it. Yet these are the same individuals whose management, evaluation and planning competencies need desperately to be enhanced. At present, several BEST projects are underway which have not been planned to the degree necessary for objective evaluation of their progress. Detailed work descriptions, timelines, cost estimates, and expected outcomes are, in many cases, only sketchily defined. The refinement of these project descriptions is critical. It will be a considerable challenge to IEES to help raise the quality of the ongoing work and to simultaneously raise the relevant competencies of the working staff.

#### 1.9.5 Conclusion and Implications for the Future

The participation of IEES in the graduate degree program in evaluation and planning affords an opportunity to assist the GOZ in improving the quality of its education and human resource sector through the transfer of planning, management and program evaluation skills. Since most of the initial enrollees in this program will be staff members of the MOE and MLMPSW, the graduate program will serve to improve the efficiency of operations at both ministries. Many officials in the two ministries have expressed enthusiasm about the program, and some have already started their research proposals. There appears to be a very positive acceptance of the potential of the IEES project by the Government and USAID.

## 1.10 ACHIEVEMENTS, PROBLEMS ENCOUNTERED, AND LESSONS LEARNED

Nine countries are now participating in IEES activities and are either committed to, or are considering long-range involvement. Perceptible progress has therefore been made in the implementation of IEES. At the same time, a certain number of problems and gaps in performance have arisen at the field level which needed to be resolved.

Within the group of nine countries which are at least tentatively involved at this time, Somalia and Botswana have now prepared IEES Country Plans. In four other countries, Niger, Liberia, Haiti and Yemen, the status of the project is still developing following a Sector Assessment. Two additional countries, Indonesia and Nepal, are at the stage of initial involvement, and the last, Zimbabwe, occupies a special and somewhat different status. Several factors affect the status of the project in these countries. These factors include:

- a) aspects of project administration;
- b) perceptions of IEES by USAID Missions in the countries in question;
- c) the development of counterpart relations and the establishment of host country sponsoring structures in some countries;
- d) budgetary austerity, manpower capacity, and political stability in some countries; and
- e) the necessity of progressively adjusting and revising IEES project methodology to adapt to new conditions.

These issues and the measures so far devised to address them are discussed in greater detail below.

### Project Administration

During the first year of the project, it has been necessary to initiate IEES activities in participating countries, while simultaneously setting up the administrative mechanisms required to support these activities. These administrative mechanisms have been established from the ground up with very little precedent, since IEES represents an innovative project both for AID and for the consortium institutions. As a consequence, inevitable adjustments in the circulation of information, the design and approval of policy, and the activation of implementation structures have introduced delays into the execution of work in the field. These problems have been perceptibly alleviated as the second year of the project has begun. The nature of the administrative difficulties encountered, and of the solutions adopted, is discussed in more detail in the section of this report devoted to lessons learned in the project management.

### USAID Mission Perceptions of IEES

In part because of the innovative nature of the IEES initiative, USAID Mission directors and staff in many cases have not been entirely clear about what the project offered, how it would relate to existing program commitments, nor about how it would function in host countries. In some cases, IEES was initially perceived as a form of Indefinite Quantity Contract, enabling the Missions to call on the services of the consortium for programming, implementation or evaluation tasks they needed performed in the education sector. Some Missions have been hesitant to pursue IEES involvement, even when host country nationals

were favorable to the project, because they were concerned about the introduction of a planning agenda different from their own, or because they did not fully understand the methodology of the project.

Two kinds of initiatives have been undertaken by project management in an effort to address those problems. First, work on a project brochure describing IEES is well underway. This brochure is designed to explain the basic rationale and operation of the project to USAID Missions and host country counterparts. The brochure will be used as a public information and outreach tool by IEES staff visiting USAID Missions and will also be disseminated more widely to interested parties. Second, an IEES International Workshop is planned for involved USAID Mission and host country personnel. This will be held in Botswana in November 1985. The objectives of the conference are to inform participants more fully of the goals and methods of IEES, to share lessons learned thus far from efforts in each country, and to increase the sense of partnership and identification with the project.

#### Counterpart Organizations

In some countries, the process of identifying counterpart structures (interministerial committees, national research teams, advisory groups, etc.) to work with IEES teams and to sponsor the IEES process has been slower than at first anticipated. This stems in part from the fact that host country personnel in some locations do not yet have a clear perception of the nature and potential contributions of IEES. This aspect of the problem is being addressed by the same two measures mentioned above. In some cases, the problem is also related to

limited contact and cooperation between the USAID Mission and relevant host country planning structures.

### Host Country Conditions

In several participating countries (Niger, Liberia, and Somalia), general economic conditions are so severe that there are few resources available to spare for long-term assessment and planning efforts in education. In such countries, the education sector as a whole may be plagued with drastic budgetary restrictions. Experience in collaborating countries has shown that education officials place high value on optimizing what resources they have to provide quality schooling.

The project focuses on the greatest needs for improving the efficiency of the education and human resources system. In Somalia, for example, initial emphasis has been placed on providing training for civil service personnel in order to improve government operations and to lay the foundation for addressing efficiency in the education sector. In Niger, the Mission is considering an educational project closely linked to the vital problems of agricultural production. The issue, however, is not yet fully resolved and will require further innovation and adaptation.

In some countries, political uncertainties related to elections or problems of government organization have contributed to the delay of the implementation of IEES activities. Little can be done to resolve this issue except to become more knowledgeable and informed, and to be prepared to respond flexibly to changing conditions.

## Evolution of IEES Methodology

As the project undertakes activities in new countries and proceeds to deeper levels of involvement in others, it has been necessary to refine and broaden the methodology of approach, and this has also contributed to the lengthened implementation process. In Haiti, for example, the overwhelming preponderance of the private sector in education, and the nearly total lack of data on its operations, obliged the Sector Assessment team to undertake a series of activities not anticipated in Sector Assessment methodology, added significantly to the cost of this activity, and prolonged considerably the process of data analysis and write-up. In Zimbabwe, the presence of a major AID commitment in the EHR field (BEST), and GOZ attitudes toward previous sector assessment efforts, required IEES staff to approach involvement in a different manner.

These developments are to a large degree indications of growth and maturation in the project. We have addressed them principally by maintaining a degree of flexibility in scheduling, and by providing mechanisms for recording and revising our methodology as it evolves (e.g., Country Plan Guidelines and Sector Assessment Training Manuals).

## 2.0 CENTRAL CONSORTIUM OPERATIONS

### 2.1 Administration

Administrative procedures and guidelines have been developed to:

- provide support to consortium institutions in their implementation of IEES activities;
- accommodate procedures and regulations of AID and FSU, and conform to the provisions of the project contract; and
- automate routine work by incorporating the use of microcomputers in:
  - maintaining and updating travel schedules;
  - scheduling and production of IEES publications;
  - creation and revision of internal management forms;
  - maintaining an internal management procedures manual; and
  - record keeping for requisitions and other routine administrative work.

IEES central staff activities have included the following:

- hiring of support staff;
- definition and division of administrative responsibilities;
- training of support staff;
- establishment of internal procedures and guidelines;
- identification of equipment needs and purchase of computer systems and other office items; and
- creation of filing and other management systems to support project activities.

- expanded use of computer capability to refine planning, scheduling, recordkeeping (Appendix II), and report preparation, as well as to coordinate activities among central staff, field staff, other consortium institutions and advisors;
- improvement and expansion of intraconsortium communications, including electronic mail capability;
- implementation of sessions to train staff in the use of Wordstar computer software and modem equipment in order to permit them to use microcomputers on a routine basis to expedite work assignment;
- completion of an IEES computerized travel schedule (Appendix I) merging other project activities to show:
  - project travel history to date;
  - current and projected project travel; and
  - relationship of project travel to other related activities (conferences, conventions, other travel of interest to the project); and
- development of a procedure for submission of trip reports from all IEES international travelers to the IEES central offices where these are reviewed and approved for distribution by the Principal Investigator and the Project Director, with copies distributed to the AID/IEES Project Officer, FSU central staff, and the consortium Institutional Coordinators.

### 2.1.1 Constraints

The initial high level of administrative work which naturally occurs with a new project has been heightened by the size of the project, its innovative nature, and the complexity of its organizational structure. The following critical areas have required special attention:

- intraconsortium communications;
- administrative systems;
- cross-training of staff in several areas so that primary responsibilities are covered during field assignments;
- coping with multiple levels of organizational requirements; and
- frequent changes in travel schedules and short lead-time in obtaining necessary clearances.

### 2.1.2 Projected Administrative Activities

Projected activities to facilitate administrative work include:

- completion of the internal procedures manual which details administrative and substantive work to compensate for the fact central staff are frequently assigned out of country and that part-time graduate assistants must provide backstopping. This approach will also be helpful in solving the problems of normal staff turnover;
- full utilization of the IIR computer consultant roster system, Starsearch;
- establishment of schedules for EMC, subcommittees, and plenary forum meetings and preparation of necessary briefing materials;

## 2.2 PROJECT STAFF

The following project staff have primary responsibility for direction and policy making:

Robert Morgan, Principal Investigator, FSU

John Bock, Project Director, FSU

Milton Adams, Deputy Project Director, FSU

Victor Cieutat, Institutional Coordinator, IIR

Douglas Windham, Institutional Coordinator, SUNYA

Willie Howard, Institutional Coordinator, Howard University

Three additional staff members have central management responsibilities and also field assignments in participating countries:

- Peter Easton, FSU, participated in the Haiti Sector Assessment from October to December 1984, and preliminary discussions with AID/Niger. Easton is scheduled to return to Niger for further discussions in May 1985.
- Jerry Messec, FSU, participated in project paper preparation in Liberia in June 1984, and in Somalia in February 1985. He is scheduled to be Team Leader for the Quality Enhancement Study in Somalia in August 1985, and to conduct the Somalization Activity in November 1985.
- Mary Pigozzi, IIR, participated in the Haiti Sector Assessment from October to December 1984, and is scheduled to serve on the Botswana Country Plan Team in April 1985.

Graduate Research Assistants have contributed to project accomplishments by:

- 1) providing technical support in project-related areas; and

- 2) assisting specific central staff members and providing back-up support during their absence.

Two Graduate Research Assistants are assigned to central staff at FSU, Doran Bernard and Dawn Pollock. Both have backgrounds in management and administration, as well as in planning and evaluation.

Bernard has field implementation and evaluation experience and contributes to both strategy and implementation planning. His specific assignments have included background support for Annual Plan and Semi-annual Progress Report writing assignments, evaluation and monitoring papers, design of computer support systems, and formative evaluation planning.

Pollock has designed and implemented administrative systems to ensure information management and document control. She has assisted with clearinghouse organization, publication design and production, and has completed a task analysis for central staff members.

Jane Paulsen of IIR has designed and implemented Starsearch, a computer-based consultant identification system.

Joseph McDonald of FSU has completed two field assignments in Zimbabwe. This work has assisted in the development of internal evaluation and planning capabilities in the Basic Education and Skills Training (BEST) Project.

## 2.3 INTRACONSORTIUM COORDINATION

### 2.3.1 Accomplishments to date

- IEES Plenary Forums. An IEES Planning Forum was held January 8-11, with a follow-up planning session January 21-22, 1985.

These intraconsortium meetings were convened to:

- Improve the flow of information by allowing consortium members to establish face-to-face communication and develop rapport;
- Facilitate a wider input of ideas in the formulation of consortium strategies;
- Provide a forum for open discussion of problems which have been identified during the initial project months; and
- Formulate procedures for producing an annual plan based on strategy guidelines.

The January 8-11 Plenary Forum was held in Arlington, Virginia, and was attended by consortium staff and AID personnel. The January 21-22 planning meeting was held at FSU and attended by representatives of consortium institutions.

Executive Management Committee Meetings. Two EMC meetings were held during this reporting period. The first one was held from March 18-21, 1985 at Howard University and included discussion on:

- recruitment procedures for consultants;
- status of the IEES Annual Plan;
- development of a six-month work and travel schedule;
- status of Country Plan Guidelines and specific country plans;
- consortium communication and coordination;

- trip report procedures; and
- the IEES International Conference/Seminar.

The second EMC meeting was held from May 15-16, 1985 at the AID offices in Rosslyn. Major items of business were:

- a review of activities in each of the nine IEES countries;
- planning for the International Conference/Seminar to be held in Botswana in November 1985;
- an estimation of staffing requirements for all tasks in all countries for the next 19 months; and
- a review of the recently developed IEES Country Plans for Somalia and Botswana.
- IEES Communique. An intraconsortium biweekly newsletter has been established and is regularly distributed to AID/W and IEES consortium institutions. Its objectives are to:
  - Improve communication among members of the consortium by serving as a regular vehicle for brief reports on major project developments in the field and in the United States; and
  - Serve as an unofficial record of project events, permitting a project retrospective. A projected six-month schedule of project travel is included in each issue, updated biweekly to ensure consortium awareness of scheduled events.

IEES Communique. IEES Educational Efficiency Clearinghouse staff is developing an archival system for retrieving information on all project activities as reported in the IEES Communique. This system will

develop a Communique file which will serve as an electronically-accessible archive of project activities.

- Modem capability. FSU has now established direct electronic communication with IIR via computer modem. This communication network will be extended to other consortium members as their modem facilities become available some time during the next project year. This network will permit rapid transmission and reception of project information and documents.

### 2.3.2 Anticipated constraints

Maximum use of electronic mail capability cannot be realized until computer modem facilities become available at all consortium institutions. The IEES Communique can convert to electronic production and distribution, for example, and regular procedures for the operation of electronic "bulletin boards" and staff "mailboxes" can be implemented.

### 2.3.3 Projected Activities

- Publication of the Information Bulletin is scheduled for Winter 1986.
- Publication of the IEES Project Description and Brochure is scheduled for Fall 1985.
- MCI Mail, an electronic mail service now links FSU and IIR. The service also includes an international Telex capability, permitting the transmission of Telexes from anywhere in the world directly to IEES microcomputers for immediate delivery. This service will be extended to include all consortium members.

- Portable microcomputers with built-in dual disk drives and telephone modems will be purchased for consortium use. The microcomputers will be used for wordprocessing and spreadsheet analysis in host-countries, at consortium meetings, or while traveling. Their modem capability makes telecommunication possible wherever telephone service is available.

## 2.4 FIELD AND TECHNICAL SUPPORT ACTIVITIES

### 2.4.1 Accomplishments to Date

- IIR has designed a computerized consultant roster system called "Starsearch". The system is programmed in dBASE III for IBM PC and PC-compatible microcomputers. It can identify and list potential consultants based upon keyword specifications. An initial list of 50 consultants has been entered into the system for try-out. By June 1985, a more extensive list (up to 500 names) will be available. Information for the system is obtained through a questionnaire filled out by the consultant.
- A procedure for identifying and selecting long term consultants has been agreed upon by the EMC. The procedure involves preparation of detailed scopes of work for a position, followed by solicitation of recommendations from IEES Institutional Coordinators.
- At the IEES planning meeting held January 21 - 24 at FSU, responsibility was delegated to working groups for developing IEES policy guidelines for the conduct of Sector Assessment Updates, development of IEES Country Plans, establishment of a

clearinghouse and exchange network, preparation of IEES publications, and the design of research and training activities. Summaries of these are included in the IEES Annual Plan. Two of these working groups, Information and Research Network and Research and Training, will function when required as IEES subcommittees. Additional subcommittees focusing on evaluation and on assessment and planning will also be convened as needed.

- Planning has begun for the first IEES International Workshop. It will be held in Botswana the Fall of 1985. The workshop will center on common problems and constraints to improving efficiency in the education and human resource development sector in participating countries.
- An IEES publications and clearinghouse working group has been established at FSU to define publications and clearinghouse procedures and manage the work in these areas. This work will be based upon policy recommendations to the EMC from the IEES subcommittee on the Information and Research Network. Clearinghouse acquisition and subscriptions procedures have been developed and resource material is currently being catalogued on microcomputer using Dayflo file management software.
- In anticipation of the possible dissemination of the U.S. ERIC system to some or all of the participating countries, John Keller of Syracuse University was engaged as a consultant to prepare descriptions of the ERIC components and to advise on the

means of selecting and distributing the elements most useful in the IEES countries.

- Drafts for the first IEES Quarterly Bulletin and project brochure were prepared and sent to AID for review. They have been reviewed and are now being revised.
- Work has begun on development of simple planning and information management tools that use readily available microcomputer software. These tools will be designed for host country nationals in the IEES participating countries and elsewhere to encourage information-based decision making. They can be introduced with or without basic training in the use of microcomputers.

#### 2.4.2 Projected Activities

- The IIR Starsearch computer-based consultant roster will be expanded to include names and background information of up to 500 potential consultants.
- Draft guidelines will be finalized for the conduct of Sector Assessment Updates, development of IEES Country Plans, establishment of a clearinghouse and exchange network, preparation of IEES publications, and the design of research and training activities.
- The 1984-86 IEES Project Plan will be finalized and submitted to AID/W.
- Planning for the first IEES International Workshop will be finalized and participants identified.

- All four IEES consortium institutions will be linked by a microcomputer system for rapid exchange, review, and editing of consortium documents.
- Effective telecommunication linkages will be established between the consortium institutions and the IEES field offices.
- The first IEES Information Bulletin will be published and disseminated.
- The IEES project description and brochure will be published and distributed.
- The IEES Educational Efficiency Clearinghouse will provide documentation and support to the in-country clearinghouses as they are established.
- A draft technical paper will be prepared on appropriate microcomputer software for information-based educational planning and policy making. Suggested training methods will also be included.

## 2.5 ACHIEVEMENTS, PROBLEMS, AND LESSONS LEARNED

During the first year, it has been necessary to establish new mechanisms for communications, policy design and implementation that involve consortium member institutions and AID/W and that respond appropriately and accurately to needs in the field. Considerable progress has been made in creating these structures and rendering them operational. Five types of problems have been encountered by project management in the process of initial project implementation. The nature of these problems and of the solution so far adopted is summarized below.

### 2.5.1 Intraconsortium communications

Management decisions in a project as large and as complex as IEES require two conditions which are as essential as they are difficult to reconcile:

- broad consultation with knowledgeable and responsible parties in the consortium institutions; and
- quick turnaround.

Attaining these two conditions is complicated by the fact that many of the principal actors in consortium institutions are frequently on regular field assignment. Thus it has not always been possible to obtain closure on key policy issues and on some questions of implementation as rapidly as would have been desirable.

A variety of measures have been adopted in recent months in order to alleviate this problem. Principal among them are:

- a) installation of improved and accelerated communication procedures among consortium institutions (microcomputer links, distribution of IEES Communique);
- b) the convening of plenary forums and planning meetings for consortium personnel; and
- c) the creation of a technical subcommittee structure drawn principally from consortium institutions to second the Executive Management Committee and central staff in their functions.

### 2.5.2 Relations with AID/W and Missions

IEES is an innovative procedure for AID/W and for the Missions, just as it is for the consortium institutions. Consequently, there has

been some considerable discussion about how information is to be communicated among these organizations and how tasks are to be defined, assigned and monitored. Two types of problems have been encountered during this start-up year. First, it has taken some time for all project personnel to estimate and adjust to the lead time necessary to staff tasks with the most qualified advisors. Often given the difficulty of coordinating activities among Missions, host countries, AID/W, and consortium members, longer lead-time for assignments would have been helpful.

The principal means of resolving these problems has been to institute regular collegial exchanges between AID/W staff and the consortium on working procedures. The situation has improved since these measures were adopted, and these problems should be worked out by the beginning of the second project year.

### 2.5.3 Central project administration

In the period preceding and immediately following the signature of the contract, implementation and administrative decisions about the project were made by the small group from AID/W and consortium institutions who had been most actively involved in developing the IEES project. Under those circumstances, it was most efficient to exchange information and reach conclusions by direct and informal communication on the basis of implicit understandings which they shared. As the project has grown in scope and complexity, it has been necessary to include a larger group of people in these decisions and to delegate responsibilities on a broader scale. Efficiency now requires that we codify the procedures and understandings which regulate project

management and establish structures that will ensure useful participation and optimum contribution to common goals.

Procedures for the recruitment of short and long term personnel provide one example. Both the volume of personnel to be recruited and the number of institutions concerned now make it necessary to work out a clear and communicable means for defining terms of reference, and for soliciting, screening, and selecting advisors.

#### 2.5.4 Budgeting and programming

Project management has made regular and detailed reports on project expenditures over the first nine months. Management must still develop systems that will enable it to keep abreast of total outlays in each category and of remaining funds available for program activities in the field. This is obviously a potential source of delays and miscues in developing IEES Country Plans.

#### 2.5.5 University relations

Faculty from consortium universities have participated in a number of the field activities accomplished in the first year of project life. The university project linkage is very important for both partners as a source of expertise and as a means for systematizing the lessons of experience. Further attention will be given to expanding their involvement.

**APPENDIX I**  
**FINANCIAL SUMMARY REPORT**

**FLORIDA STATE UNIVERSITY**  
**USAID/IEES PROJECT**  
**FINANCIAL SUMMARY REPORT**  
**CENTRAL FUNDING EXPENDITURES**  
**JUNE 1984 - JUNE 1985**

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDED</u>	<u>BALANCE</u>
<b>SALARIES</b>			
Central Management Staff			
Professional	553,842	107,948.22	445,893.78
Nonprofessional	252,786	43,046.88	209,739.12
Project Advisory Staff			
Professional	536,480	99,751.23	436,728.77
Nonprofessional	80,590	23,660.00	56,930.00
Cooperating Country	46,321	0.00	46,321.00
	-----	-----	-----
	1,470,019	274,406.33	1,195,612.67
<b>FRINGE BENEFITS</b>	351,438	55,938.14	295,499.86
<b>CONSULTANTS</b>			
Domestic	81,929	2,040.00	79,889.00
Overseas	101,057	23,586.00	77,471.00
	-----	-----	-----
	182,986	25,626.00	157,360.00
<b>ALLOWANCES</b>			
Post Differential	61,680	0.00	61,680.00
Quarters	79,240	0.00	79,240.00
Temporary Lodging	8,648	0.00	8,648.00
Education	35,958	0.00	35,958.00
Cost of Living	6,114	0.00	6,114.00
	-----	-----	-----
	191,640	0.00	191,640.00
<b>TRAVEL AND TRANSPORTATION</b>			
United States	48,786	16,152.11	32,633.89
International	813,004	90,882.31	722,121.69
Household Goods/Vehicles	72,987	0.00	72,987.00
	-----	-----	-----
	934,777	107,034.42	827,742.58
<b>MATERIALS AND SUPPLIES</b>	216,130	8,246.47	207,883.53
<b>EQUIPMENT</b>	144,328	0.00	144,328.00
<b>PARTICIPANT TRAINING</b>	224,857	0.00	224,857.00
<b>SUBCONTRACTS</b>			
Howard		74,334.02	
IIR		416,904.49	
SUNYA		438,608.97	
	-----	-----	-----
	5,102,495	929,847.48	4,172,647.52

**OTHER DIRECT COSTS**

Postage/Shipping	1,807.32
Communications	6,228.21
Printing/Reproduction	9,260.94
Word Processing	3,047.40
Computer Services	387.75
Passport/Visa/Medical	165.55
DBA Insurance	223.50
Facilities Rental	542.20
Equipment Rental	209.35

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302,784                    21,872.22                    280,911.78

**OVERHEAD**

878,546                    121,010.32                    757,535.68  
=====

**TOTAL**                    10,000,000                    1,543,981.38                    8,456,018.62

## SALARIES

	<u>DAYS</u>	<u>AMOUNT</u>
<b><u>Central Management Staff</u></b>		
Principal Investigator	119.4	32,268.78
Project Director	242.0	46,045.69
Deputy Project Director	190.0	29,633.75
	-----	-----
	551.4	107,948.22
Staff Assistant	231.0	14,150.50
Fiscal Assistant	194.0	8,966.40
Secretary	184.0	8,502.67
Word Processing Operator	160.0	7,104.10
Clerical Support	139.8	4,082.11
Editing, Translation	3.2	241.10
	-----	-----
	912.0	43,046.88
Subtotal Central Management Staff:		150,995.10
 <b><u>Project Advisory Staff</u></b>		
<b>Faculty</b>		
Adams, Milton	56.0	8,754.36
Bock, John	39.0	8,367.81
Cobbe, James	19.0	3,035.32
Easton, Peter	225.0	32,809.05
Mayo, John	20.0	3,448.28
Messec, Jerry	216.0	29,767.21
Morgan, Robert	49.0	13,569.20
	-----	-----
	624.0	99,751.23
 <b>Graduate Assistants</b>		
Bernard, Doran	164.3	9,855.00
Cobbe, Louise	30.0	1,800.00
Kruppenbach, Susan	42.5	2,550.00
Li, Rengen	15.0	750.00
McDonald, Joseph	8.0	480.00
Paulsen, Jane	25.0	1,250.00
Pollock, Dawn	116.3	6,975.00
	-----	-----
	401.1	23,660.00
Subtotal Project Advisory Staff:		123,411.23
		\$ 274,406.33

CONSULTANTS

	<u>DATES</u>	<u>DAYS</u>	<u>RATE</u>	<u>AMOUNT</u>
<b>Domestic</b>				
Keller, John	10/29-11/19/84	12.0	170.00	2,040.00
<b>Overseas</b>				
Story, Bascom	08/17-10/11/84	35.0	200.00	7,000.00
Wilk, Roger	09/10-10/04/84	19.0	214.00	4,066.00
McDonald, Joseph	02/20-04/04/85	38.0	160.00	6,080.00
Chadwick, Clifton	04/10-05/11/85	28.0	230.00	6,440.00
				-----
				23,586.00
				\$25,626.00

**TRAVEL AND TRANSPORTATION**

<u>TRAVELER</u>	<u>DATES</u>	<u>DESTINATION(S)</u>	<u>AMOUNT</u>
<b>UNITED STATES</b>			
Morgan, Robert	06/19/84-06/21/84	Washington, DC	738.39
Morgan, Robert	07/10/84/07/11/84	Washington, DC	492.46
Morgan, Robert	07/25/84/07/27/84	Washington, DC	581.49
Bock, John	07/25/84/07/27/84	Washington, DC	593.86
Adams, Milton	07/25/84-07/27/84	Washington, DC	510.00
Morgan, Robert	09/04/84-09/05/84	Washington, DC	482.00
Bock, John	09/04/84-09/05/84	Washington, DC	470.89
Easton, Peter	09/27/84	Gainesville, FL	78.60
Adams, Milton	09/27/84	Gainesville, FL	21.00
Morgan, Robert	10/24/84-10/26/84	Washington, DC	666.29
Morgan, Robert	11/12/84-11/13/84	Washington, DC	472.14
Morgan, Robert	12/03/84-12/04/84	Washington, DC	452.43
McLanahan, John	12/03/84-12/04/84	Washington, DC	431.83
Bock, John	12/12/84-12/14/84	Washington, DC	527.72
Messec, Jerry	12/12/84-12/14/84	Washington, DC	506.62
Bock, John	01/07/85-01/10/85	Washington, DC	594.00
Easton, Peter	01/07/85-01/10/85	Washington, DC	583.85
Adams, Milton	01/07/85-01/10/85	Washington, DC	582.35
Messec, Jerry	01/07/85-01/10/85	Washington, DC	572.85
Mayo, John	01/07/85-01/10/85	Washington, DC	573.35
Morgan, Robert	01/07/85-01/10/85	Washington, DC	774.42
Easton, Peter	02/13/85-02/15/85	Washington, DC	563.00
Bock, John	02/13/85-02/15/85	Washington, DC	564.88
Morgan, Robert	02/13/85-02/14/85	Washington, DC	428.04
Adams, Milton	03/18/85-03/21/85	Washington, DC	570.90
Bock, John	03/18/85-03/21/85	Washington, DC	615.35
Morgan, Robert	03/18/85-03/21/85	Washington, DC	635.12
Bock, John	04/14/85-04/20/85	San Francisco	389.11
Easton, Peter	04/14/85-04/21/85	San Francisco	904.78
Morgan, Robert	05/14/85-05/17/85	Washington, DC	774.39
			-----
			16,152.11
<b>INTERNATIONAL</b>			
Messec, Jerry	06/20/84-07/15/84	Liberia	4,532.23
Story, Bascom	08/19/84-10/09/84	Nepal	5,737.99
Morgan, Robert	09/09/84-10/11/84	Botswana	5,897.53
Wilk, Roger	09/09/84-10/04/84	Botswana	5,238.00
Applegate, Jos.	10/07/84-11/20/84	North Yemen	5,381.25
Adams, Milton	10/08/84-10/14/84	Haiti	1,013.34
Easton, Peter	10/12/84-10/21/84	Niger	2,792.27
Adams, Milton	10/17/84-12/19/84	Haiti	6,379.38
Emoungu, Paul	10/21/84-12/09/84	Haiti	5,061.50
Easton, Peter	10/29/84-12/30/84	Haiti	5,949.00
Morgan, Robert	01/17/85-01/31/85	Nepal	4,165.98
McDonald, Jos.	02/23/85-04/02/85	Zimbabwe	5,144.86
Cobbe, James	02/27/85-03/23/85	Zimbabwe	4,105.60

Morgan, Robert	04/09/85-04/19/85	Botswana	3,470.32
Chadwick, Clif	04/10/85-05/12/85	Botswana	4,239.50
Hansen, John	04/11/85-05/10/85	Botswana	4,326.24
Bock, John	04/21/85-06/13/85	Indonesia/Nepal	8,188.18
Mayo, John	05/03/85-05/22/85	Nepal	4,442.62
Easton, Peter	05/09/85-06/19/85	Niger	4,816.52
			-----
			90,882.31
			\$107,034.42

HOWARD UNIVERSITY SUBCONTRACT

SALARIES

	<u>DAYS</u>	<u>AMOUNT</u>
<u>Coordination Staff</u>		
Coordinator	73.8	18,746.20
Administrative Assistant	105.0	8,076.92
Secretary	95.0	5,115.46
		-----
		31,937.58

Project Advisory Staff

Applegate, Joseph	32.0	6,007.36
Emoungu, Paul	36.0	6,056.64
		-----
		12,064.00

\$44,001.58

FRINGE

\$ 9,954.48

TRAVEL

United States

Howard, W.	1/20-1/22/85	Tallahassee	567.98
Howard, W.	7/25-6/30/85	Washington, DC	208.65
			-----
			\$ 776.63

MATERIALS

\$ 930.27

OTHER DIRECT

Postage and Shipping		250.00
Printing and Reproduction		273.00
		-----
		\$ 523.00

OVERHEAD

32.3% of \$56,185.96

\$18,148.06

TOTAL:

\$74,334.02

**INSTITUTE FOR INTERNATIONAL RESEARCH**

**SALARIES**

	<u>DAYS</u>	<u>AMOUNT</u>
<u>Coordination Staff</u>		
Coordinator	70.4	18,468.96
Administrative Assistant	177.4	17,633.49
Secretary	142.5	10,381.70
		-----
		46,484.15
 <u>Project Advisory Staff</u>		
Anzalone, Steve	79.0	10,345.23
Cieutat, Victor	148.0	36,283.59
Pigozzi, Mary	185.9	28,350.00
Somerville, S.	17.4	1,177.78
		-----
		76,156.60
		-----
		12,264.11
		-----
		\$134,904.86
		-----
		\$ 37,773.36

**FRINGE**

**CONSULTANTS**

	<u>DATES</u>	<u>DAYS</u>	<u>RATE</u>	<u>AMOUNT</u>
<u>Domestic</u>				
Herschback, D.	10/84	0.5	200.00	100.00
Faulds, F.	10/84	0.5	200.00	100.00
Paulsen, J.	09/84-01/85	79.5	75.00	5,962.50
Johnson, R.	12/84-01/85	13.3	150.00	2,000.00
Sack, R.	10/20/84	1.0	251.00	251.00
Vandenberg, L.	04/26/85	1.0	100.00	100.00
Millot, B.	05/17/85	1.0	150.00	150.00
				-----
				8,663.50
 <u>Overseas</u>				
Millot, B.	10/18-12/18/84	38.0	150.00	7,700.00
Vandenberg L.	10/18-12/18/84	39.0	100.00	3,900.00
				-----
				9,600.00
				-----
				\$ 18,263.50

**TRAVEL**United States

Cieutat, V.	07/84-06/85	Washington, DC	143.50
Pigozzi, M.	09/84-04/85	Washington, DC	98.70
Faulds, E.	10/84	Washington, DC	8.00
Sack, R.	10/19-10/20/84	Washington, DC	205.00
Berryhill, J.	11/84-02/85	Washington, DC	27.03
Paulsen, J.	01/01-01/15/85	Washington, DC	1,067.29
Jennings, M.	01/28/85	New York City	190.02
Cieutat, V.	01/20-01/24/85	Tallahassee	900.70
Pigozzi, M.	01/20-01/24/85	Tallahassee	887.70
Jennings, M.	02/85	Washington, DC	11.15
Spector, F.	02/26-02/27/85	Tallahassee	655.85
Johnson, R.	03/18-03/20/85	Washington, DC	315.39
			-----
			4,513.83

International

Cieutat, V.	07/28-08/04/84	Liberia	2,645.70
Cieutat, V.	09/24-10/13/84	Botswana	3,582.87
Pigozzi, M.	10/05-10/15/84	Haiti	1,259.43
Cieutat, V.	10/21-12/20/84	Haiti	8,008.10
Pigozzi, M.	10/21-12/20/84	Haiti	5,766.62
Anzalone, S.	11/12-12/20/84	Haiti	3,930.50
Millot, B.	10/16-11/19/84	Haiti	3,774.23
Vandenberg, L.	10/18-12/18/84	Haiti	5,124.16
Millot, B.	11/26-12/18/84	Haiti	2,841.30
Cieutat, V.	04/10-05/12/85	Botswana	4,822.77
Pigozzi, M.	04/10-05/12/85	Botswana	4,386.70
			-----
			46,142.38

\* 50,656.21

**MATERIALS**

\* 2,849.32

**EQUIPMENT**

\* 5,971.72

**OTHER DIRECT**

Communications	9,330.25
Printing and Reproduction	8,315.84
Word Processing	7,291.50
Editing/Translation	7,687.00
Passport/Visa/Medical	308.07
DBA Insurance	904.00
Office Rental - Haiti	2,599.00
Field Support Services	
Haiti - Administration	6,487.64
Typing/Clerical	3,899.63
Research/Data Collection	1,170.00
Botswana - Typing	155.71

**OVERHEAD**                      32% of \$172,678.22                      \$ 55,257.03

**G&A**                              9.1% of \$353,824.64                      \$ 32,198.04

**FEE**                                8.0% of \$386,022.68                      \$ 30,881.81

**TOTAL:**                              \$416,904.49

STATE UNIVERSITY OF NEW YORK AT ALBANY

SALARIES

	DAYS	AMOUNT
<u>Coordination Staff</u>		
Coordinator	78.9	25,116.61
Administrative Assistant	260.0	17,317.16
Secretary	215.0	10,318.26
		-----
		52,752.03

Project Advisory Staff

Berger, Morris	82.0	22,658.91
Chapman, David	118.8	23,153.24
Dembowski, Frederick	22.0	4,000.49
Kelly, Edward	36.0	7,580.62
Kemmerer, Frances	72.5	9,672.30
Vogt, William	15.0	2,304.15
Windham, Doug	158.1	50,124.43

119,494.14

\$172,246.17

FRINGE

\$ 39,354.74

CONSULTANTS

	DATES	DAYS	RATE	AMOUNT
<u>Domestic</u>				
Rihani, May	03/04-03/14/85	1.1	200.00	225.00
<u>Overseas</u>				
Woo, Louis	07/13-08/20/84	29.0	187.00	5,423.00
Howard, William	10/06-11/13/84	30.0	90.00	2,700.00
Rihani, May	10/08-11/13/84	32.0	200.00	6,400.00
Nassif, Hind	10/13-11/13/84	25.0	155.00	3,875.00
				-----
				18,398.00

\$ 18,623.00

ALLOWANCES

Post Differential				
Berger, Morris	5/27-6/28/85	25%	Somalia	\$ 1,727.06

## TRAVEL

### United States

Windham, Doug	06/20/84	Washington, DC	288.40
Windham, Doug	07/25-07/26/84	Washington, DC	310.50
Windham, Doug	09/04-09/06/84	Washington, DC	464.83
Chapman, David	09/04-09/06/84	Washington, DC	433.50
Berger, Morris	11/12-11/13/84	Washington, DC	382.00
Windham, Doug	12/04/84	Washington, DC	302.34
Windham, Doug	01/07-01/10/85	Washington, DC	531.10
Berger, Morris	01/07-01/10/85	Washington, DC	543.35
Windham, Doug	01/20-01/22/85	Tallahassee	775.15
Murray, Kathy	01/16-05/31/85	Albany	37.20
Fischer, Linda	02/05-02/08/85	Albany	4.80
Kemmerer, Fran	03/18-03/19/85	Washington, DC	370.05
Windham, Doug	03/19/85	Washington, DC	307.00
Windham, Doug	05/14-05/22/85	Washington, DC	669.96
Chapman, David	05/16-05/18/85	Washington, DC	478.12
Chapman, David	05/21-05/22/85	Washington, DC	278.00
			-----
			6,176.30

### International

Kelly, Edward	06/17-07/01/84	Liberia	3,543.00
Windham, Doug	06/27-07/24/84	Liberia	3,142.85
Chapman, David	06/30-08/23/84	Somalia	5,170.62
Woo, Louis	07/14-08/21/84	Somalia	4,233.10
Vogt, William	07/21-08/13/84	Somalia	3,451.39
Kelly, Edward	08/06-08/25/84	Somalia	3,674.00
Windham, Doug	09/20-11/28/84	North Yemen	8,666.40
Kemmerer, Fran	09/20-12/02/84	North Yemen	6,385.98
Howard, William	10/06-11/12/84	North Yemen	4,990.48
Rihani, May	10/08-11/19/84	North Yemen	4,578.09
Nassif, Hind	10/13-11/21/84	North Yemen	4,457.99
Law, J.	10/07-10/08/84	North Yemen	19.47
Alskami, T.	10/19-10/23/84	North Yemen	208.69
Gralib, M..	10/19-10/23/84	North Yemen	208.69
Harisi, A.	10/19-10/23/84	North Yemen	208.69
Oerresh, J.	10/19-10/23/84	North Yemen	208.69
Berger, Morris	01/28-02/28/85	Somalia	3,059.05
Windham, Doug	04/09-05/09/85	Botswana	4,226.00
Chapman, David	04/21-05/09/85	Indonesia	4,853.00
Kemmerer, Fran	05/06-06/05/85	Nepal	3,906.00
Berger, Morris	05/19-05/27/85	Somalia	2,789.00
Dembowski, Fred	05/20-06/30/85	Somalia	3,571.00
Chapman, David	05/29-06/30/85	Somalia	3,650.00
			-----
			79,202.18

Household Goods/Vehicles

Berger, Morris	5/85	Somalia	5,253.46
			\$ 90,631.94

**MATERIALS** \$ 3,260.74

**EQUIPMENT** \$ 970.66

**PARTICIPANT TRAINING**

Workshop	2/85	Somalia	522.44
Workshop	5/85-6/85	Somalia	907.00
			-----
			\$ 1,429.44

**OTHER DIRECT**

Communications			2,513.71
Postage and Shipping			2,577.08
Printing and Reproduction			7,095.85
Word Processing			2,143.50
Editing			308.00
Advertising			428.34
Passport/Visa/Medical			1,832.82
Typewriter Maintenance			27.24
Office Rental - North Yemen			1,183.30
Field Support Services - North Yemen			
Administration			2,995.00
Typing/Clerical			783.50
Research/Data Collection			521.73
Translation			1,469.56
			-----
			\$ 23,879.83

**INDIRECT** 26.5% of \$ 326,359.98 \$ 86,485.39

**TOTAL:** \$438,608.97

FLORIDA STATE UNIVERSITY  
 USAID/IEES PROJECT  
 FINANCIAL SUMMARY REPORT  
 SOMALIA MISSION EXPENDITURES  
 TASK ORDERS 1 AND 2

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDED</u>	<u>BALANCE</u>
Salaries	7,200	7,200.37	(0.37)
Consultants	21,000	21,000.00	0.00
Travel	13,251	13,251.21	(0.21)
Subcontract	29,489	29,488.71	0.29
Other Direct	1,097	1,096.89	0.11
Overhead	9,063	9,062.82	0.18
	-----	-----	-----
	81,100	81,100.00	0.00

**SALARIES**

Principal Investigator	1 day	256.41
Project Director	3 days	602.46
Research Associate - Jerry Messec	29 days	4,156.77
Graduate Assistant	6 days	360.00
Staff Assistant	3 days	179.16
Secretary	6 days	271.86
		-----
		\$ 5,826.66

**CONSULTANTS**

D. Barker	6/22-8/21/84	48 days @ \$250	12,000.00
R. Greene	7/29-9/6/84	36 Days @ \$250	9,000.00
			-----
			\$21,000.00

**TRAVEL**

D. Barker	6/27-8/21/84	Somalia	5,777.86
R. Greene	7/29-9/08/84	Somalia	3,920.56
J. Messec	1/28-2/21/85	Somalia	3,552.79
			-----
			\$13,251.21

**SUBCONTRACT (SUNYA)**

Salaries			
D. Windham	26 days		8,618.48
D. Chapman	26 days		5,315.18
			-----
			13,933.66
Fringe - 22%			3,065.41

Travel			
D. Windham	1/28-2/28/85	Somalia	3,126.70
D. Chapman	1/28-2/28/85	Somalia	3,085.07
			<u>6,211.77</u>

Other Direct			
Visa Fees			127.00

Indirect - 26.5%			6,150.87
------------------	--	--	----------

Subtotal Subcontract:			\$29,488.71
-----------------------	--	--	-------------

**OTHER DIRECT**

Postage/Shipping			137.60
Communications			261.95
Duplicating/Reproduction			129.50
Passport/Visa/medical			95.34
DBA Insurance			472.51
			<u>\$ 1,096.89</u>

APPENDIX II  
SUMMARY OF PROJECT TRAVEL

	June(84)				July(84)				August(84)				September(84)				October(84)								
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30
ne - July																									
BERIA																									
oject Paper (IEL II)																									
																					</				

NPT=Not Project Travel)

	June(84)					July(84)					August(84)					September(84)					October(84)				
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30
WASHINGTON, D.C. Annual Plan Meeting																									
September 9 - October 4 BOTSWANA Project Paper (JSEIP)																									
September 26-29 ZIMBABWE Discuss IEES Involvement																									
September 22-23 KENYA Evaluation of interactive instruction by radio project																									
September 24 - October 1 SOMALIA Civil Service Symposium IEES Strategy Paper																									
September 27 GAINESVILLE, FL African Studies Program at University of Florida																									
October - November YEMEN ARAB REPUBLIC Sector Assessment																									

Morgan, Bock/WASH DC

Wilk/BOTSWANA:9/9-10/4

Morgan/BOTSWANA:9/9-10/11

Cieutat/BOTSWANA:9/23-10/13

Morgan/ZIMBABWE

Windham, Kennerer / KENYA

Windham / SOMALIA

Easton, Adams / GAINESVILLE, FL

Windham/YEMEN

Kennerer/YEMEN

Rihani/YEMEN

Howard/YEMEN

Nassif/YEMEN

Applegate/YEMEN

	June (84)					July (84)					August (84)					September (84)					October (84)				
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30
October 8-13																									
ITI																									
Planning Visit																									
October 12-13																									
MICE																									
Chief B. Millot on																									
ITI Sector Assessment																									
October 13-21																									
BER																									
Assess IEES activities																									
with GON & AID mission																									
October 17-19																									
WASHINGTON																									
ITI Sector Assessment																									
Initiation																									
October - December																									
ITI																									
Sector Assessment																									
					</																				



	November (84)					December (84)					January (85)					February (85)					March (85)				
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	28	1	7	14	21	30

WASHINGTON, D.C.  
 Press Project Activities

Bock, Messec/WASH DC  
 ==

January 7-10  
 WASHINGTON, D.C.  
 Press Project Activities

==  
 Bock, Adams, Easton  
 Messec, Mayo/WASH DC  
 ==

January 23-31  
 L  
 with USAID/Nepal  
 regarding involvement of  
 government and IEES

====  
 Morgan/NEPAL  
 =====

January - February  
 WASHINGTON, D.C.  
 UNAD Project Paper

== =====  
 Windham/SOMALIA 1/28-2/28  
 == =====  
 == =====  
 Chapoan/SOMALIA 1/25-3/3  
 == =====  
 == =====  
 Messec/SOMALIA 1/28-2/21  
 == =====  
 == =====  
 Berger/SOMALIA 1/28-2/28  
 == =====

Product Management Training  
 Workshop

February 13-15  
 WASHINGTON, D.C.  
 Press publication  
 activities

==  
 Morgan, Bock, Easton/  
 WASH DC  
 ==

January - March  
 ZIMBABWE  
 Policy of Zimbabwe  
 Educational policy  
 Planning & analysis

=====  
 McDonald/ZIMBABWE 2/23-3/30  
 == =====  
 == =====  
 Cobbe/ZIMBABWE 2/27-3/21  
 == =====

March 18-21  
 WASHINGTON, D.C.  
 Executive Management  
 Committee meeting

==  
 Morgan, Adams, Bock  
 WASH DC  
 ==

April (85)                      May (85)                      June (85)  
 1 7 14 21 30    1 7 14 21 30    1 7 14 21 30

1 1-7	----			
UNIVERSITY OF LONDON	Morgan/LONDON			
International Technology	----			
Conference (NPT)				
1	-----			
BOTSWANA	Morgan/BOTSWANA:4/8-4/18			
for Assessment update	-----			
include pre-project	-----;-----			
files for JSEIP	Chadwick/BOTSWANA:4/12-5/12			
project and country	-----;-----			
	-----;-----			
	Hansen/BOTSWANA:4/12-5/10			
	-----;-----			
	-----;-----			
	Cientat/BOTSWANA:4/12-5/12			
	-----;-----			
	-----;-----			
	Pigozzi/BOTSWANA:4/12-5/14			
	-----;-----			
	-----;-----			
	Windham/BOTSWANA:4/12-5/9			
	-----;-----			
April 14-21	-----			
SAN FRANCISCO	Bock, Easton, Chapman			
Cooperative & Internat'l	SAN FRANCISCO			
Education Society (CIES)	-----			
Conference				
April - May	-----;--			
INDONESIA	Bock/INDONESIA 4/21-5/6			
Review scope of work for	-----;--			
Director review; discuss	-----;---			
alternative candidates for	Chapman/INDONESIA 4/21-5/8			
LTTAs positions	-----;---			
July 12-June 11; July 11-30		-----;---		
NIGER		Easton/NIGER		
Follow-up visit;		-----;---		
Facilitate role of IEES				
late June (2 weeks)			-----;	
HAITI			Easton/HAITI;	
Economic analysis for			-----;	
ID development				
May 15-17		--		
WASHINGTON, D.C.		Morgan, Cientat,		
Executive Management		Windham, Howard/		
Committee meeting		WASH DC		



**APPENDIX III**  
**RECORDS MANAGEMENT SYSTEM**

TO: IEES Project

FROM: Administrative Support Staff

RE: Records Management System

The attached "Index of Files" is an indication of the progress that has been made in developing a functional records management system for IEES project activities. The index lists the contents of each of the four file drawers containing project materials.

The first drawer contains items related to the general administration of the project as well as all forms used by staff. The hanging files in this drawer are blue as are the file labels. The color coding indicates which files belong in which drawer.

The second drawer contains items concerning project personnel consultant recruitment and related materials. Aleta's files on this topic will be merged, as appropriate, during the summer. The hanging files in this drawer are green as are the file labels.

Drawer three contains materials relating to each country where IEES has or anticipates a project. The purpose of these files are to assure a record of country-specific project work and their contents correspond to the contents of the country notebooks. The purpose of the country notebooks is to provide staff with accessible, portable working documents. The notebooks are stored near the files to assure that materials are added to both locations. If you take a notebook to your desk or the copier, please use the check out card located on the same shelf as the notebooks. Some materials from the Clearinghouse will be added to the notebooks during the summer. All the hanging files and file labels in this drawer are yellow.

Drawer four contains all project reports, guidelines and other materials which are not country-specific. The hanging files and file labels in this drawer are orange.

Staff assistance is needed to complete, refine and maintain this system:

1. Please provide a file copy for each document you complete.
2. Please refer to your index and use the titles it contains and indicate in the upper right-hand corner where a document should be filed.
3. If you need a category that isn't already included, then let us know it needs to be added.

## FILE INDEX

## ADMINISTRATION FILES

Top Drawer Blue files

## ADMINISTRATION

File index - Bock

- Central

Student Work Schedules

Staff correspondence

Adams

Bock

Easton

Jarrett

Kruppenbach

Li

Messec

Pollack

IEES Capades

Meetings

Senior Staff

Support Staff

Office Services

Copying &amp; printing

Federal Express

Inventory

Furniture

Telephone Communication

Office Equipment

Equipment &amp; Facility

Catalog Computer

Equipment manuals

Equipment warranties

Software guidelines

Microcomputer - Interoffice

Microfilm

Space Requirement

**FORMS** These are forms which the secretary uses often. Please see master file of forms, with index for all the forms when you need a form. The master forms file is located in the bottom drawer of the tall cabinet.

## TRAVEL INFO

Airlines

CV - Biodata Sheets  
Blank Biodata sheets  
Star Search Computerized retrieval  
List of all current  
Biodata Sheets A - Z

#### COUNTRY FILES

1st Drawer Tall File - Yellow files

##### Botswana

- Correspondence
- Cables
- Country Plans
- Networking Publications
- PID
- Project Paper
- Research & Development
- Resident Technical Advisor
- Sector Assessment
- Sector Assessment Update
- Travel Info
- Trip Report
- VISA Requirements, Passport & Immunization
- Personnel considered
- Visitors

##### Cameroon

- Correspondence
- Cables
- Country Plans
- Networking Publications
- PID
- Project Paper
- Research & Development
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##### Haiti

- Correspondence
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Pakistan

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Consortium Meeting  
University of Florida  
IEES First International Conference  
IEES Project  
Contract  
Extra Copy - Contract  
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Proposal  
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Program description

FSU/IEES Forum  
Forum  
SID

Reports  
Annual Plan  
Interim Report  
Semi-Annual Report

Subcommittees  
Evaluation  
    Knowledge Building and Networking  
    Clearinghouse

Publications  
    Bulletin  
    IEES Communique  
    IEES Brochure  
    Maps  
    Logos

Work Product Papers  
    Country Plan Guidelines  
    Background Papers  
    Project Papers Guidelines  
    Sector Assessment Guidelines  
    Sector Assessment Update Guidelines  
    Trip Report Guidelines