

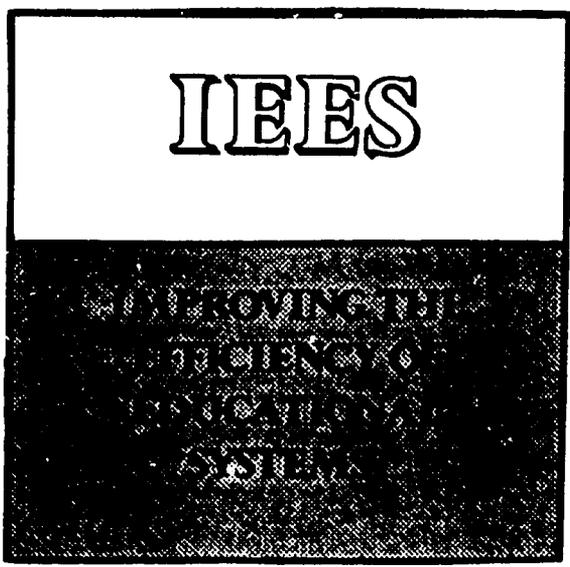
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PROJECT PLAN:
YEARS ONE AND TWO
June 11, 1984 - June 10, 1986



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:

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IMPROVING THE EFFICIENCY
OF EDUCATIONAL SYSTEMS

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

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TABLE OF CONTENTS

	Page
PREFACE	
1. PROJECT PURPOSE, OBJECTIVES, AND IMPLEMENTATION.....	1
1.1 Project Strategy and Rationale.....	2
1.2 Project Setting.....	7
2. IMPLEMENTATION IN PARTICIPATING COUNTRIES.....	10
2.1 SOMALIA.....	10
2.1.1 Pre-project and First Year Project Developments and Accomplishments.....	10
2.1.2 Plans - Second Year.....	18
2.1.3 Staffing Requirements.....	22
2.1.4 Issues and Discussion.....	25
2.2 BOTSWANA.....	31
2.2.1 Pre-project and First Year Project Developments and Accomplishments.....	31
2.2.2 Plans - Second Year.....	38
2.2.3 Staffing Requirements.....	42
2.2.4 Issues and Discussion.....	44
2.3 LIBERIA.....	46
2.3.1 Pre-project and First Year Project Developments and Accomplishments.....	46
2.3.2 Plans - Second Year.....	53
2.3.3 Staffing Requirements.....	54
2.3.4 Issues and Discussion.....	55

2.4	NIGER.....	57
2.4.1	Pre-project and First Year Project Developments and Accomplishments.....	57
2.4.2	Plans - Second Year.....	61
2.4.3	Staffing Requirements.....	61
2.4.4	Issues and Discussion.....	62
2.5	ZIMBABWE.....	64
2.5.1	First Year Project Developments and Accomplishments..	64
2.5.2	Plans - Second Year.....	65
2.5.3	Staffing Requirements.....	66
2.5.4	Issues and Discussion.....	66
2.6	YEMEN ARAB REPUBLIC.....	68
2.6.1	First Year Project Developments and Accomplishments..	68
2.6.2	Plans - Second Year.....	73
2.6.3	Staffing Requirements.....	73
2.6.4	Issues and Discussion.....	73
2.7	HAITI.....	74
2.7.1	First Year Project Developments and Accomplishments..	74
2.7.2	Plans - Second Year.....	77
2.7.3	Staffing Requirements.....	78
2.7.4	Issues and Discussion.....	79
2.8	INDONESIA.....	81
2.8.1	First Year Project Developments and Accomplishments..	81
2.8.2	Plans - Second Year.....	83
2.8.3	Staffing Requirements.....	83
2.8.4	Issues and Discussion.....	83

2.9	NEPAL.....	84
2.9.1	Pre-project and First Year Project Developments and Accomplishments.....	84
2.9.2	Plans - Second Year.....	89
2.9.3	Staffing Requirements.....	91
2.9.4	Issues and Discussion.....	92
3.	OTHER IMPLEMENTATION WORK.....	93
3.1	Conceptual Direction and Knowledge Building.....	93
3.2	Manual on Sector Assessment Methodology.....	98
3.3	IEES International Workshop.....	103
3.4	IEES Information Bulletin.....	105
3.5	Intraconsortium Communication.....	106
3.6	Project Reports.....	108
4.	SUMMARY IMPLEMENTATION CHARTS.....	111
4.1	Administration.....	112
4.2	Country Implementation.....	114
5.	BUDGET.....	124

PREFACE

The purpose of this Project Plan is to present IEES Project activities for the first two project years, 1984/85 and 1985/86. The document first presents the project purpose, objectives, and strategies which guide in-country project activities. This is followed by a description of project work, both accomplished and projected, within the nine countries participating in IEES. The third part of this document presents implementation work undertaken in support of field activities. The final sections contain a project administrative organization chart, activity implementation charts for each country, and a budget for the two project years.

The second year plans outlined in this document are presented as project objectives intended to guide IEES support activities in participating countries. These plans reflect our present knowledge of in-country conditions, national development priorities, and viable strategies. These plans can be expected to undergo modification and rescheduling in response to changing conditions and improvements in our knowledge base.

1. PROJECT PURPOSE, OBJECTIVES, AND IMPLEMENTATION

Improving the Efficiency of Educational Systems (IEES) began as a joint initiative of the Bureau for Science and Technology Bureau (S&T), and the Bureau for Africa of the Agency for International Development (AID). Centrally funded by S&T's Office of Education, its goals are to work collaboratively with host governments, AID regional bureaus, and USAID Missions in selected countries to:

1. improve the performance of educational systems, and
2. strengthen in-country capabilities for educational assessment, planning and management.

The project is designed to provide technical assistance and other resources to participating countries over a ten-year period. Sector-wide assessment and comprehensive planning provide the framework for project design and data-based management. The project operates within the confines of a country's existing resource constraints while working to improve the coordination and utilization of existing funding. Collaboration with host governments, USAID Mission staff, and other donors is built into the project at all levels. The development of an in-country capacity to continue this process by the end of the contract period is considered crucial to the success of the project.

There are currently nine countries participating in the project. Five are in Africa: Botswana, Liberia, Niger, Somalia, and Zimbabwe. Other participating countries are: Haiti, Indonesia, Nepal, and North Yemen. The project is being implemented by a consortium consisting of Florida State University (FSU), Prime Contractor of the consortium,

Howard University, the Institute for International Research (IIR), and the State University of New York at Albany (SUNYA).

1.1 Project Strategy and Rationale

The IEES strategy for achieving the interrelated goals of sector improvement and institutional development is derived from an analysis of efforts to improve education in developing countries over the past several decades. The lesson drawn from that analysis is that both a high level of host country involvement in assistance activities and a sustained, systematic, and multi-dimensional approach to the programming of those activities are needed to ensure a lasting impact on system performance. Consequently, counterpart participation in research and development initiatives and a ten-year time horizon are fundamental to the IEES approach.

The IEES strategy for helping participating countries to improve the efficiency of their educational systems includes five principal types of activities:

1. Education Sector Assessment and EHR Planning. In most participating countries an initial comprehensive assessment of the educational sector is undertaken in collaboration with host country and Mission personnel, and subsequently updated on a regular basis. This system-wide analysis of major indicators of educational performance is designed to inform long-range education and human resources (EHR) planning and to provide practical training in data collection and analysis. At the same time, the conclusions and recommendations drawn from the assessment permit the host government to identify areas of particular need or potential for educational improvement and enable IEES

(and other donors) to identify the forms of assistance that promise to have the greatest impact on educational efficiency.

2. Research and Development Support. Systematic support is given for the design and execution of medium-scale Research and Development (R&D) projects with maximum participation by relevant host country institutions. Research themes are derived from needs identified in the course of the sector assessment process or during the implementation of field projects. The R&D projects focus primarily on current inefficiencies in the educational system.

3. Field Projects for Educational Innovation. One or more major field projects aimed at increasing the efficiency of selected subsectors of the educational system are implemented in each participating country. These projects address priority needs identified in the sector assessments and are designed in collaboration with the host country and the USAID Mission as a means of meeting mutually-defined objectives. The projects may involve either dissemination and implementation of new educational methods (such as those developed during the R&D phase of the overall project) or enhancement of the institutional capacities of host country structures for educational planning and administration.

4. Knowledge Building and Exchange Network. IEES also contributes to building an in-country knowledge base for future educational planning and decision-making and to developing an exchange network among educational researchers and practitioners within the country. These activities will be managed with the assistance of appropriate host country institutions. An in-country clearinghouse will collect and make available to host country educators the results of educational research

relevant to national problems and priorities, reports of seminal work done elsewhere in the developing world, and other documents generated or collected in-country during project activities. Workshops, seminars, and conferences will be organized to promote exchange networks for improved linkages among host country educators with colleagues in other participating IEES countries, and with support institutions in the developed nations. Both activities are designed to address the problem of limited access encountered by participant country personnel in need of information, methods, and strategies relevant to generic EHR problems.

5. Training. The project provides training designed to improve the host country capability to analyze and plan the efficient allocation of human and fiscal resources within the education sector.

In support of these five activities, a Resident Technical Advisor (RTA) may be assigned to participating countries to assist the Mission and host country counterparts in all stages of implementing the IEES process and to provide a direct coordinating link with consortium institutions.

These five activities are designed to make a direct contribution to improved educational efficiency and to reinforce host country capabilities for improved EHR planning. The activities are mutually supportive and reinforce each other in a number of important ways. A prime purpose of the sector assessment, for example, is to furnish host country educators with baseline data needed for subsequent decisions about the directions for educational research and planning. The sector

assessment thus informs the choice and conception of R&D studies and field projects undertaken thereafter, provides data to strengthen and enhance the country's knowledge base, and indicates areas in which additional training is needed.

Similarly, there are important relationships among the research and planning activities supported by IEES. The R&D studies provide opportunity for research and experimentation with new educational strategies, the best of which can then be implemented on a larger scale through field projects. Research results also provide data and clarify issues and implications for subsequent planning efforts.

The other activities in the IEES strategy--training, building a knowledge base, creating an exchange network, and promoting improved donor coordination--constitute means for supporting and multiplying the efforts of assessment, research, planning and implementation. Training is incorporated into all project activities and provides an essential mechanism for increasing host country participation and for building institutional capacity. This training is conducted for the most part in-country to minimize the time participants are away from their regular duties. However, project staff also assist USAID Mission personnel in developing plans for longer term participant training which complement the IEES effort and which make most effective use of the resources available in this area.

The in-country educational efficiency clearinghouses will furnish information and provide access to resources needed in the development of field projects and in the execution of R&D studies. They also function as a repository for the data and research results these activities

generate, and so serve to build up the local knowledge base for educational planning. The national and international exchange networks supported by the project facilitate the flow of information and increase the internal and external economies of IEES activities.

The exact sequence and strategy of IEES activities ultimately depends upon existing conditions in each of the participating countries, and particularly on host country plans and priorities and the existing commitments of the USAID Mission and other donor agencies. In instances where field projects have been selected for implementation, and project documents prepared or underway prior to the inception of IEES activities, sector assessment and research can serve to broaden and refine these commitments and place them in the context of ongoing national educational planning. In countries where sector assessments or other studies completed before the signature of the contract have already generated research studies, emphasis will be placed on implementing the recommendations. In all cases, the set of IEES project activities designed in each country will be developed within the context of existing host country and Mission plans and will relate to them in a manner which will contribute to the accomplishment of IEES project objectives.

1.2 Project Setting

The IEES project represents an innovative undertaking in educational development on the part of AID. Its success depends on close collaboration among AID/Washington (AID/W), USAID Missions, host country institutions, and consortium members. Priorities for the first two project years are: 1) to contract and initiate IEES activities in the nine countries where commitment to participation has been made; 2) to establish mechanisms within host countries for guiding and monitoring IEES activities; and 3) to develop within the IEES consortium the structures and materials necessary to initiate, manage, support, and evaluate project activities.

1.2.1 Country Participation

IEES activities have been initiated in nine countries. These nations are characterized by slow economic growth and high birth rates. For the most part, traditional domestic and foreign sources of funding are inadequate to support continued educational expansion in these countries, and in some cases, will be unable to maintain current standards of access or instructional quality. As a result, policy makers are faced with the option of increasing efficiency in the use of available resources or accepting declining standards of access, equity, and academic achievement. The strategies outlined in the previous section are designed to assist in identifying sources of inefficiency and to initiate activities which will maximize the use of human and financial resources.

1.2.2 Guidance and Monitoring

In the participating countries where the scope of IEES participation has been defined, Country Advisory Committees (CAC) are being established. Typically, CACs are composed of host country educators and planners involved in IEES activities, mission personnel responsible for education sector development, and IEES advisors on assignment within country.

The host country educators who form the core of the CACs are drawn particularly from government personnel who were involved in the initial sector assessment, though the group may be enlarged to include participants in later studies and projects.

The CACs within participating countries are responsible for developing an IEES Country Plan based on priority needs identified in the sector assessment. They are also responsible for revising and updating the plan. The CACs are assisted in this task by IEES project staff and by the RTA, where one has been requested and assigned. The IEES Country Plan defines the principal objectives of IEES activities in the country in support of host country and USAID Mission plans and priorities. It outlines the principal activities to be undertaken over the life of the project and estimates necessary resources. Plans and budgets for the upcoming year are presented in detail in the plan. The plan in each participating country is reviewed annually by the CAC. Where present, the RTA assists with the execution and evaluation of the implementation plan.

1.2.3 Field Support

Executive support of field activities requires complex administrative systems within the consortium itself. Necessary direction and policy-making functions are the responsibility of the Executive Management Committee (EMC); a substructure, consisting of Technical Subcommittees, convened as needed in the areas of assessment and planning, research and training, knowledge building and networking, and evaluation and monitoring, has been created for the purpose of providing guidelines as needed. The major tasks scheduled for the second year of the project, as described in detail later in this plan, include the development of a common methodology for assessments, subsector reviews, and evaluation activities.

To ensure that field activities derive from a strong conceptual and methodological base, the EMC has commissioned papers on issues related to efficiency and evaluation. In addition, the EMC has charged a consortium policy analyst with responsibility for designing and guiding the implementation of strategies for linking theory and field practice. Conceptual direction of the project is discussed in detail in Section 3.

2. IMPLEMENTATION IN PARTICIPATING COUNTRIES

2.1 SOMALIA

2.1.1 Pre-Project and First-Year Developments and Accomplishments

The activities of IEES staff members in Somalia pre-date the signing of the formal contract for the IEES consortium. Douglas Windham and David Chapman of SUNYA were members of the original EHR Sector Assessment team in Somalia June-July 1983. The assessment resulted from a prior visit to Somalia in early 1983 by Ruth Zagorin and Joan Claffey of the S&T Bureau of AID/W. Claffey returned to Somalia to serve as Team Leader of the EHR assessment.

The assessment team reported to a Somali government committee chaired by the Ministry of National Planning and including representatives from the Ministries of Education, Culture and Higher Education, Labor and Social Affairs, Finance, Agriculture, Livestock, Range, and Forestry, and from the Chamber of Commerce and the Somali Institute of Development Administration and Management. Draft versions of the assessment were reviewed in-country in July 1983 and a fully-edited draft copy of the assessment was delivered to the government in September 1983. Following a November 1983 visit to Somalia by Claffey and Windham to collect responses to the preliminary version of the assessment, the revised assessment was published in January 1984 as a Somalia government report.

The assessment presented a status review, analysis, and recommendations on the following EHR subsectors:

- 1) Economic and financial context;
- 2) Management;
- 3) Language issues;
- 4) Koranic education;
- 5) Pre-primary and primary education;
- 6) Secondary education;
- 7) Vocational and technical education;
- 8) Teacher education and training;
- 9) Higher education.
- 10) Health education;
- 11) Agricultural education; and
- 12) Adult basic education.

The assessment had a dramatic impact on policy review in Somalia, due to two factors. The first was the close cooperation of the government officials and representatives of major donor agencies in the planning, conduct, and review of the assessment. The second was the concurrent vital interest of the Somalia government in resolving the severe inefficiencies in the country's EHR system, an interest heightened by the internal and external pressures weighing on the national economy in 1983-1984. While the direct effect of the assessment on individual changes in policy varies, the assessment played at least a facilitating and sometimes a decisive role in policy change. Among the major changes that coincided with, or followed completion of the assessment, are the following:

- 1) A decision to abandon guaranteed employment for all secondary school graduates;
- 2) The outplacement of redundant teaching staff under secondment to the Ministry of Education (MOE), Mogadishu;
- 3) The upgrading and expansion of staff of the planning and statistics unit at the MOE;
- 4) Formation of a Human Resources Department at the Ministry of National Planning;
- 5) Improvement of incentives for private sector development through the reduction restrictive regulations;
- 6) A policy commitment to improved instructional quality at the primary educational level and to improved equity of access by gender and religion;
- 7) A new emphasis on quality versus expansion at the secondary education level;
- 8) Increased emphasis on needs assessment in the secondary vocational/technical programs and a regional/international perspective on the labor market for graduates from such programs; and
- 9) Exploration of radio alternatives for improved teacher training and adult basic education.

Of all the recommendations from the assessment, the one that met with most support was the need for study and reform of the government's system of administration and management. In late 1983, agreement was reached between U.S. Ambassador Robert Oakley and Somali Minister of Labor and Social Affairs Abddi Warsame Issak for the Ministry to conduct

a Civil Service Study (CSS) with technical assistance from the U.S. The study would involve direct participation by the Ministries of Finance and of National Planning. To support the CSS, AID/W's S&T Bureau, in cooperation with the USAID Mission in Mogadishu, supplied a team of technical experts to work with the Ministry of Labor and Social Affairs technical staff.

Again, Claffey coordinated the USAID-sponsored activities. Windham served as Chief of Party and Editor of the final report. The CSS team consisted of five members from SUNYA and one from FSU. The study, conducted in Somalia from February to May 1984, was begun subsequent to the selection of the IEES consortium, but prior to issuance of the IEES contract on June 11, 1984. However, the editing and distribution of the draft CSS report in June 1984 was the first external task undertaken by the IEES consortium after the contract was signed. The final report was published as a document of the Ministry of Labor and Social Affairs in September 1984. The following nine recommendations, in four policy areas, were presented:

Organization and Management

- 1) A Civil Service Commission should be established with legal, advisory, and appeal functions at government-wide level to provide overall policy guidance and review of the civil service employment system.
- 2) The Ministry of Labor and Social Affairs (MLSA) should be reorganized into a structure with two major divisions, each headed by a Director General. One division of the MLSA should

be concerned primarily with issues of personnel and training and the other with issues of labor regulation and statistics. In addition, the MLSA personnel department should be strengthened to act as the central personnel agency for the government.

- 3) An organization and methods unit should be created within the Ministry staffed by trained Somali professional staff capable of studying organizational and administrative problems throughout the government. The unit should be given the responsibility for making recommendations for improving civil service procedures and for designing and implementing those reforms.

Personnel Administration

- 4) The government should restructure its assignment and promotion procedures to increase the probability of having the best qualified person assigned to each position. This restructuring should include the restoration of increments for the technical series, the modification of the administrative scale, and the placing of increased responsibility for selection on the official or officials of the unit to which the worker will be assigned.

Compensation and Staffing Levels

- 5) The government should act to identify redundant workers and provide assistance to them, as necessary, in finding employment outside the civil service. Informed estimates suggest that approximately twenty percent of all government workers (the largest numbers being at the lower job classification levels) could be relieved of their current government responsibilities without a reduction in the quantity or quality of services provided. A goal of approximately 36,000 public sector employees should be set and an attempt should be made to reach this level by the end of 1986.
- 6) Subsequent to the reduction in the workforce, the government should grant selected groups of employees a substantial increase in salaries (200 to 500 percent, inclusive of allowances). This increase should become effective no later than January 1987.

Training Needs

- 7) The coordination and direction of training in the ministries and agencies should be strengthened through the creation of a National Training Council. The new Department of Staff Development and Training in the MLSA should be given the responsibility for implementation of Council directives. A training office should be created for each ministry and major agency.
- 8) To the maximum extent feasible, civil servants should be given action-oriented training which emphasizes participative

exercises rather than lectures or conferences. Where possible, all training should be given in the Somali language.

- 9) A program of general management training should be designed for, and presented initially to, senior ministry officials (heads of departments and above). These officials then should be given the responsibility of assisting in the presentation of appropriate management training to their subordinates. An initial aim of the program should be to identify decisions and actions suitable for delegation, and to develop methods by which such delegation can be properly implemented and supervised.

In addition, detailed recommendations with suggestions for sequencing and timing were provided for each of the four policy areas.

Between the preparation of the June and September versions of the CSS report, a major reassignment of government staff occurred in Mogadishu. Of greatest relevance to the project was the replacement of all senior staff in the MLSA. It is indicative of the strong Somalia government commitment to the issues raised in the CSS report that the new MLSA minister, Abdiquassim Salad Hassan, moved rapidly to organize a National Symposium on Civil Service Development. The symposium, held September 25-27, 1984, was opened by a strong supportive speech by the President of Somalia, Siad Barre.

The symposium was attended by senior-level representatives of all ministries of the government, autonomous agencies, representatives of the Somali Revolutionary Socialist Party and the People's Assembly, as well as heads of private business firms and organizations. Government

participation was at the level of Permanent Secretaries, Vice Ministers, and ministers. A total of 130 officials were in attendance. Noteworthy was the strong participation by the Ministries of National Planning, Commerce, Education, and, of course, Labor and Social Affairs, as well as most of the members of the Central Committee.

Abdiquassim Salad Hassan, MLSA minister, reviewed the Somalia Civil Service Study, noting that the government is committed to bringing about greater efficiency in the civil service as a means to achieve national development objectives. The minister congratulated USAID on providing technical experts who had assisted ably in preparation of the report. He then announced five "action priorities" for the government:

- 1) To implement innovations that will increase administrative effectiveness, and professional competence, as well as unified government operation;
- 2) To introduce a system of sound personnel practices and policies pertaining to employment at all organizational levels;
- 3) To establish a method of exercising functional control while ensuring that established procedures are followed;
- 4) To establish the foundation from which all sub-units in government can follow structural functions in a manner appropriate for achieving required objectives; and
- 5) To streamline the civil service to effect greater efficiency in government, remaining strictly within the provisions of the law and making remuneration commensurate with performance.

Concurrent with the Somali government's response to the CSS was consideration of a management training project by the USAID Mission.

With the assistance of IEES staff, the Mission designed the Somali Management Training and Administrative Development (SOMTAD) Project, which is scheduled for implementation in 1986. The SOMTAD Project will provide both formal and job-site management training for government and private sector staff, while enhancing the training and research capacity of the Somali Institute of Development Administration and Management.

Since the symposium, the government has proceeded to trim the civil service. Most workers who are displaced are eligible for one year of salary plus training opportunities and/or land for agricultural development. In addition, the pay reform plans recommended in the CSS are being actively discussed by the Somali Parliament.

IEES project activities in Somalia began with a Secondary Headmasters Workshop in February 1985 and a Microcomputer Training workshop in June 1985. A Resident Technical Advisor (RTA) was placed in Somalia in May 1985, and the 1985-86 IEES Country Plan was finalized in discussions with the IEES CAC in Somalia in that same month. In 1985-86 approximately 14 person-months of short-term technical assistance will be provided to Somalia, in addition to the on-going services provided by the RTA.

2.1.2 Plans - Second Year

The long-term IEES strategy for Somalia consists of three stages. The stages are organized by chronological sequence, but simultaneous activities may occur in more than one stage. In Stage I, intensive training activities will be conducted with the goal of enhancing the institutional capacity of the central administrative units

of the Ministry of Education (MOE). The primary counterpart unit for the IEES project is the Department of Education Development and Planning Division. Training opportunities will also be provided for staff in the areas of teacher training, curriculum development, and primary and secondary school administration and supervision. Activities will be offered both in management skills and in specific technical skills. These activities began in Year One and will continue throughout the life of the project. Specific training opportunities will be identified each year on the basis of the IEES Country Plan for Somalia.

Stage II will continue the emphasis on institutional capacity development, but will shift from formal training to collaborative on-the-job activities. The three major areas anticipated for collaborative exercises are 1) planning, 2) research and development (including field experimentation), and 3) project design and implementation. In each of these exercises, one or more technical advisors from the IEES Project will work with an MOE team of professionals under the direction of a senior MOE staff member. Project design work will include both those project activities for which government funds are allocated and those for which external donor support will be sought.

Based on the results of Stage II activities, IEES will assist, as deemed appropriate by the MOE, in the implementation of projects and other planned modifications in the educational system. In Stage III, the focus of activity will be on the classroom and the school. Activities will be planned to improve the ability to affect the internal utilization of resources and the external relevance of the educational product. Some of the areas planned for Stage III involvement are

inservice teacher training, curriculum and instructional materials development, dissemination and utilization of materials, and the examination of alternative instructional technologies, such as radio instruction.

Activities to build institutional capacity and to improve efficiency overlap in the Country Plan. Most activities contribute to both, though with different emphasis at different points in the project. Training activities are intended to improve the capabilities of individuals. As enough individuals within a department or unit are trained and organized within an effective management system, the cumulative impact will be one of increased institutional capacity. Improved efficiency will be achieved as new systems and programs that draw on the skills of these individuals are designed and implemented.

Capacity building activities are concentrated in the early part of the project and emphasize training of key personnel and the design of more effective administrative systems. Four capacity-building activities address needs in the MOE Department of Education Development. These include 1) management training for MOE staff, 2) management training for headmasters, 3) computer training, and 4) assistance in the coordination of donor assistance. The identification and design of appropriate interventions to improve teacher training, institutional quality, and student testing in primary and secondary education represent capacity-building activities that simultaneously address needs in the Departments of Teacher Training, Primary Education, Secondary Education, and Examinations. Capacity development activities with the Inspectorate include a supervision workshop and assistance in designing

a system to monitor school and teacher quality. The capacity building activities of the RTA, while concentrated in the Department of Educational Development, will address needs across the entire MOE.

Efforts to improve the efficiency of the educational system in Somalia must be sensitive to differences in efficiencies due to personnel versus those due to program design. To the extent that the inefficiencies are due to ineffective personnel, the capacity-building activities of IEES contribute directly to efficiency improvements as key people receive better training.

To the extent that the inefficiencies are due to poorly devised strategies and programs, efficiency will be improved through IEES assistance in designing and implementing new programs. Five program implementation activities are anticipated over the life of the project;

- a) Assistance to the Department of Education Development in designing and implementing a computer-based personnel management system and an improved budgeting and forecasting system.
- b) Assistance to the Departments of Primary Education, Secondary Education and Examinations in designing and implementing improved student tests.
- c) Assistance to the MOE in designing and implementing a materials distribution system.
- d) Assistance to the Inspectorate in devising a system to monitor school quality.
- e) Assistance to the Department of Teacher Education in developing and implementing an inservice teacher education program.

2.1.3 Staffing Requirements

The five-year plan for the IEES activities in Somalia will be re-examined annually. Specific activities for each year will be developed in further detail in each year's annual plan. The schedule for Year Two activities is discussed below. The proposed activities include 12 person months of long-term technical assistance and 14 person months of short-term technical assistance.

Detailed Plan for Year Two Activities

1. Management Training Workshop for Ministry Personnel (1 pm)

An IEES consultant will assist the MOE Department of Education Development in designing a one-week workshop in basic management skills and strategies. The consultant will conduct a task analysis of management skills needed by central ministry staff, assist in the design of appropriate instruction, and help in the preparation of instructional materials for the workshop. While MOE staff will conduct the workshop, the IEES consultant will assist in the formative evaluation and redesign as needed. This strategy gives MOE staff experience in designing and delivering a workshop that can later be adopted for use with regional MOE staff. It also will yield a workshop curriculum that is systematically developed, well-documented, and has instructional materials prepared. MOE staff will be able to replicate this workshop in the future with reduced level of IEES support.

2. Microcomputer Applications Workshop in Personnel Management Systems (1 pm)

This training session will extend the microcomputer training initiated in Year One of the project. Attention will be given to the design and implementation of a computerized personnel management system that can help the MOE monitor teacher supply and demand and coordinate teacher assignments during a time of enrollment decline and population shifts. This workshop will be coordinated with the work of the Futures Group in Somalia, which is funded by AID to develop a population forecasting model for use by the MOE.

3. Quality Enhancement Study (3 pm)

This study derives from the recommendations of the Sector Assessment emphasizing the need for quality enhancement rather than expansion of the existing system. Severe deficiencies in teacher training, instructional materials availability, and school organization and management were detailed in the Assessment. The study will update information in these areas and provide recommendations for improvement, considering recurrent costs and possible donor assistance.

4. Student Assessment/Test Design Workshop (1 pm)

This workshop will be designed for central ministry staff concerned with assessment of student achievement at both the national and the local level. The workshop will cover basic concepts in measurement, testing, grading, and basic strategies for improving assessment systems. Central ministry personnel involved in this workshop will also participate in a subsequent research and development effort to examine the adequacy of the national testing system as a later activity under IEES.

5. Development of Somali Language Technical Term Dictionary in Economics (1 pm)

IEES will assist the Somalia National University Faculty of Economics in developing a Dictionary of Technical Terms to reduce the existing language constraints to educational efficiency. This activity will train a group of counterparts for possible replication of the activity in other technical areas. An interministerial review committee will oversee editorial work on the dictionary development.

6. Supervisor Workshop for the Inspectorate (1 pm)

This workshop will provide training in supervision skills for the MOE Inspectorate. Workshop activities will focus on (1) clarifying and examining the criteria, standards, and indicators of school and teacher effectiveness; (2) devising procedures for systematic evaluation and monitoring; and (3) developing strategies for inservice teacher training.

7. Assessment of Inservice Teacher Education Needs (2 pm)

The emphasis of this study will be on identifying and evaluating alternative strategies for inservice teacher education and developing recommendations for a set of specific interventions, following the conclusions of the Quality

Enhancement Study. This assessment should specify training, curriculum development, and program implementation strategy associated with the recommended course(s) of action. These will become the bases of program implementation activities scheduled for later in the project.

8. Assessment of Educational Materials Distribution Systems (2 pm)

IEES personnel will work collaboratively with the MOE Curriculum Development Center staff to design procedures for the efficient and cost-effective production and distribution of educational materials to primary and secondary schools. Recommendations from this design activity will form the basis of a program implementation activity later in the project.

9. Sector Assessment Update (3 pm)

In Year Two of the project, IEES will conduct a study to update the Sector Assessment. The update will serve three purposes:

- a) to document the impact of recent changes in the economic, social, and political environment of Somalia on key subsectors of the educational system;
- b) to determine the impact of current MOE, USAID/IEES, and other donor initiatives on the educational system; and
- c) to identify newly-emerging opportunities for IEES assistance.

The update will concentrate on selected subsectors of particular relevance to IEES work. These are expected to include: (a) economic and financial analysis of Somalia EHR development, (b) primary education, (c) general secondary education, (d) teacher education and training, and (e) non-formal education, with particular attention to media instruction.

10. Annual Plan Development (1 pm)

The formulation of specific Year Three activities will be completed near the end of Year Two. These will draw from the findings and recommendations of the research, development, and training activities conducted in the first two years of the project. In Year Three, the emphasis of project activities will shift from research and problem identification towards program design and implementation.

11. Resident Technical Advisor (11 pm)

The RTA has responsibilities across all the activities previously described. The IEES RTA will:

- a) support and provide direction to IEES personnel while they are in Somalia;
- b) provide field coordination of IEES activities in Somalia;
- c) serve as liaison between the project and USAID/Somalia, the MOE, other government agencies, and donor groups;
- d) provide continuing assistance and continuity to the MOE efforts to develop and use appropriate databases in planning;
- e) help MOE plan for and coordinate donor assistance; and
- f) serve as a member of all IEES study teams while they are working in Somalia.

2.1.4 Issues and Discussion

The two goals of the IEES project in Somalia are to assist the government (1) to increase its capacity to plan, develop, deliver and monitor quality programs in the area of EHR development, and (2) to improve both the internal and external efficiency of its educational system. The specific needs of Somalia within these two areas were identified through the EHR Sector Assessment and the Civil Service Study. The major problems identified include:

1. The limited management capacity of government personnel across all ministries to plan and direct human resources development activities;
2. The lack of current, reliable, and appropriate data on which to base decisions;
3. The low quality of instruction students receive;
4. The limited relevance of schooling to employment and general adult responsibilities; and,

5. The differential access to schooling among urban and rural families.

The issues of educational quality and relevance to employment are closely related. Because teacher skills are weak and instructional materials delivery systems are deficient, it is difficult to judge how relevant the current curriculum is to the future employment prospects of young Somalis. In effect, problems of low educational quality have not allowed the full implementation of the curriculum in the majority of classrooms.

Based on the findings of the sector assessment, the most appropriate opportunities for IEES assistance are in three areas:

1. Improved management of EHR development, particularly in the MOE, but also in the Manpower Planning Unit of the MLSA and the Human Resources Unit of the Ministry of National Planning.
2. Improved resource allocation procedures.
3. Quality enhancement at all levels of the education system, but particularly targeted toward the primary and secondary levels.

The rationale for selecting these areas is discussed below:

Improved Management of EHR Development. The management problems experienced by the MOE stem from three sources: (a) the rapid growth of the education system, (b) the lack of management training of ministry personnel, and (c) the lack of reliable information on which to base decisions.

The MOE is the largest civilian ministry in Somalia, employing nearly half of all civil servants. The rapid growth of the Ministry, from 2,900 employees in 1969 to 22,650 in 1983, resulted in the promotion of individuals with little or no management training into administrative positions of considerable responsibility at all levels of

the educational system. This lack of trained administrators inhibited development of an effective management system within the Ministry, even as the rapid growth of the system posed more complex problems of coordination and information flow.

The need for the development of more effective management structures is recognized by the leadership within the MOE. Continuing impediments to developing an effective management system are:

a) the lack of reliable, current, and appropriate data on the current status and trends in education enrollments, resources, and national labor supply and demand, and b) the lack of personnel trained in the appropriate types of analysis to assist in the formulation and evaluation of policy alternatives in response to the trends identified.

Improved Resource Allocation Procedures. The opportunity for IEES to assist the MOE to improve its resource allocation procedures is particularly critical given the continued economic problems facing the country. Statistics on the formal sector indicate that Somalia is among the world's poorest countries. The economic circumstances of the country have become even more difficult since the sector assessment due to a decline in livestock exports, difficulties experienced with the international balance of trade and of payments, and a recent series of devaluations. Due to the development of competing demands for national resources, a slower rate of growth in the demand for education, and a low rate of growth in the national GDP, education can expect to receive a smaller share of national resources over the next ten years. Continued development in education will therefore require more effective use of existing levels of resources.

Quality Enhancement. A high educational priority over the last five years has been the expansion of educational opportunity. In accommodating this emphasis on expansion, schools have sometimes sacrificed educational quality. However, the pressures for system expansion will soon be met; enrollments are predicted to decline over the next eight years. The prospect of declining enrollments provides an opportunity for renewed attention to improving educational quality. Some of the resources previously used for capital expansion and increased numbers of teachers might now be redirected toward quality improvement. The Sector Assessment concluded that the principal challenge confronting government is to improve the quality of education at all levels.

Quality enhancement of primary education should begin immediately. Participation rates have dropped even since the Sector Assessment. At the secondary level, the prospect for quality improvement in the short-term is limited, given the poor preparation of both the students and the teachers who will be in the secondary schools over the next five years, although the provision of adequate instructional materials will certainly help. The Sector Assessment suggests that a longer term program of quality enhancement would provide both an opportunity for better planning and a stronger reservoir of student and teacher competencies with which to work.

An IEES focus on these three areas--improved management of EHR development, improved resource allocation procedures, and quality enhancement of primary and secondary education--is consistent with

government priorities and complementary to the activities of USAID/Somalia and other major donors.

SOMTAD Implementation

As noted earlier, government response to the CSS has been very positive and has resulted in a series of changes in civil service structure and operation. Specifically, government has begun the process of reducing the size of the civil service by discontinuing the policy of guaranteed employment for secondary school graduates and by offering incentives to currently employed personnel to leave government employment. Additionally, government is restructuring selected ministries and adopting a Permanent Secretary model of organization as suggested in the CSS.

To support civil service reform, the USAID Mission, working with government, has initiated planning for a major management training project directed at middle and upper level managers in civilian ministries, parastatal organizations, and the private sector. The Somali Management, Training and Development (SOMTAD) Project involves Masters Degree-level academic training for qualified personnel from the public and private sector, and direct technical assistance to selected Ministries through the assignment of Operations Experts to work with the Permanent Secretaries in those ministries.

IEES work with the MOE complements the SOMTAD project in two ways. First, IEES assisted government and the USAID Mission in the design and preparation for the SOMTAD project. This occurred through IEES supervision of the CSS and participation in design and preparation of the SOMTAD Project Paper. Second, while senior managers in the MOE can

apply for positions in the SOMTAD-sponsored Masters Degree Program, the MOE is not scheduled to receive direct SOMTAD technical assistance, as the IEES RTA will fulfill this function. IEES will thus provide technical assistance to the MOE similar to that provided by SOMTAD to other ministries. This assistance will play a particularly significant role in overall civil service reform, since at least half of the civil service is employed in the MOE.

2.2 BOTSWANA

2.2.1 Pre-project and First-Year Project Development and Accomplishments

USAID/Botswana's strategy supports the Government of Botswana's (GOB) policy and program initiatives in education, work force training, and employment creation. AID's strategy concentrates resources in EHR development, agriculture, and rural development. Major assistance will be directed towards alleviating manpower constraints. Education and skills training activities at the primary, post-primary, and post-secondary levels constitute the largest portion of AID's program; the balance is for institution building in areas crucial to increased agricultural productivity and employment. The strategy contains the following three principal objectives:

1. Improve the quality and efficiency of the primary and post-primary education systems to meet projected work force requirements.
2. Provide advanced training for administrators and technical personnel to help increase and diversify employment opportunities.
3. Strengthen selected GOB institutions directly responsible for increasing agricultural and off-farm productivity and incomes in rural areas.

The IEES Project supports the goals of the GOB and USAID/Botswana. The project provides technical assistance in planning, research, and evaluation to complement and enhance such Mission-supported activities

as the Primary Education Improvement Project, the Junior Secondary Education Improvement Project, the Botswana Workforce and Skills Training Project, and provision of long- and short-term operational experts and participant training opportunities.

All activities undertaken prior to the IEES contract were funded by the S&T Bureau's Office of Education through the Graduate School of the United States Department of Agriculture. Activities undertaken after June 10, 1984, were funded through the IEES Project.

Sector Assessment. An Educational and Human Resources Sector Assessment was conducted in Botswana October-November 1983, and the final version was published in June 1984. The methodology employed by the team of consultants was based on previous experiences with assessments in both Liberia and Somalia. The assessment was conducted under the guidance of an Interministerial Coordinating Committee chaired by a representative of the MOE. Joan Claffey of AID/W served as Team Leader. Members of the team who are now working with the IEES Project are Victor Cieutat and Mary Joy Pigozzi of IIR, David Chapman, Frances Kemmerer, and Douglas Windham of SUNYA.

Initial JSEIP Project design. Consultants provided by the IEES Project assisted the USAID Mission with the design of the Junior Secondary Education Improvement Project (JSEIP). The purpose of JSEIP is to increase the quality and efficiency of an expanded basic educational system and to strengthen the capacity of the MOE to develop, manage, and support that system.

A four-person team worked in Botswana from April 29 to May 12, 1984 to assist the Mission with preparation of the Project

Identification Document for JSEIP. The team was composed of Victor Cieutat of IIR, Joan Claffey of AID/W, Robert Morgan of FSU, and Douglas Windham of SUNYA.

Sector Assessment Review and IEES Implementation Plan. The same team assumed two other responsibilities while in Botswana: 1) review of the Sector Assessment with GOB counterparts and USAID personnel in order to correct any errors or omissions; and 2) design of an IEES implementation plan laying out the activities that the project would undertake over the next few years in support of improving educational efficiency in Botswana. It was determined that Botswana would be a fully participating IEES country.

Final JSEIP Project design was provided by the IEES Project. The Project Paper was developed between September and November 1984. Four individuals represented the IEES Project: Victor Cieutat, Joan Claffey, Robert M. Morgan, and Roger Wilk of FSU. USAID field staff participating in the project design were Stafford Baker, Ed Butler, Ann Domidion, Paul Guedet, Tim Harris, Laurie Mailloux, and Richard Shortlidge. On April 19, 1985, the JSEIP Project Agreement was signed by representatives of USAID and the GOB.

Project implementation. A Project Implementation Order/ Technical Services dated December 13, 1984 noted the USAID Mission's intention to have the IEES Consortium implement JSEIP. In June 1985, FSU received a letter from AID/W indicating that the Agency was considering adding a Task Order to implement JSEIP to the IEES contract with FSU. FSU submitted a \$9.2 million cost proposal with an anticipated start date of 1 September 1985.

With knowledge that it was the intention of the USAID Mission in Gaborone to ask the IEES Consortium to implement JSEIP, Consortium members searched for candidates to fill the nine full-time technical assistance slots starting in September 1985.

The JSEIP positions with the names of nominees are listed below:

<u>Specialist Position</u>	<u>Nominee</u>
<u>Ministry of Education</u>	
1. Planning and Systems Management	Hartwell*
2. Inservice Teacher Education	DuBey*
3. Inservice School Management and Administration	Lenglet, McDonald, Perry
 <u>Department of Curriculum Development and Evaluation (CD/E)</u>	
4. Program and Materials Evaluation	(to be filled in 1986)
5. Senior Instructional Systems Design	Noel
6. Instructional Media	Vogeli*
 <u>College of Education (COE)</u>	
7. Instructional Systems Design	Odharo*
8. Staff Development	Allen*
9. Teacher Education Certification	Bowers*
10. Technical Education	Walton*

* has been approved by GOB and Mission

Sector Assessment Update. In February 1985, the USAID Mission requested additional information regarding the scheduling of the Sector Assessment Update and the IEES Country Plan. Between April 12 and May 10, 1985, a three-person IEES team was provided to the GOB to conduct the Sector Assessment Update. The team consisted of Clifton Chadwick (consultant to FSU), John Hansen of FSU, Robert Morgan of FSU, and Douglas Windham of SUNYA.

The Sector Assessment Update was prepared as a supplement to the original Botswana Education and Human Resources Sector Assessment (June 1984). The original Sector Assessment was seen as establishing a foundation or baseline document which could be extended and revised as new issues arose or new data became available.

In defining the scope of work for the Sector Assessment Update, it was determined that there were three areas in which either substantial change had occurred since the original assessment, or where the assessment had provided inadequate detail. It was decided to prepare updated reports in these three areas: the economic and financial status of the EHR sector; teacher training; and the primary and secondary education curriculum.

The attention focused on economic and financial issues was justified because of the dramatic improvement in the Botswana economy over the preceding 18 months. In addition, the development of the Fourth National Development Plan provided more detailed and current information for projected development and recurrent expenditures.

The continued policy concern for educational quality, and the changes in the primary and secondary education system, prompted the decision to update the areas of teacher training and curriculum. The timing for this analysis was especially propitious because of the initiation of the new junior secondary curriculum, the planned change in the structure of secondary education (the move of Form III from junior to the senior secondary cycle), and the changes in the teacher training system (such as the opening of the Molepolole College of Education and the restructuring of programs at the University of Botswana).

The work on the Sector Assessment Update took place under the direction of a GOB Reference Group. The Reference Group was chaired by the MOE and included participation by the Ministry of Finance and Development Planning, the Ministry of Home Affairs, the Ministry of Local Government and Lands, the University of Botswana, and USAID.

A draft of the Botswana Education and Human Resources Sector Assessment Update (June 1985) will be taken to Botswana in November by Frances Kemmerer of SUNYA for review by the Reference Group.

Country plan guidelines. As part of preparations for the Botswana Country Plan, Victor Cieutat of IIR developed a set of operational guidelines. The purpose of these guidelines was to establish standard procedures for preparation of the IEES Country Plans, and to provide a consistent format.

Country plan. Concurrent with the conduct of the Sector Assessment Update, a two-person IEES team worked with Botswana counterparts on the development of an IEES Country Plan. Victor Cieutat and Mary Joy Pigozzi were in Gaborone from April 12 through May 13, 1985, to complete this task.

The work of the planning team in Gaborone was under the direction of an interministerial Reference Group chaired by the Principal Planning Officer of the MOE. Members of this Reference Group, who represented four ministries and the Office of the President, guided the team during its work, reviewed a draft version of the Country Plan prepared while the team was in Gaborone, and made suggestions and recommendations which were incorporated into the final document, The Botswana IEES Country Plan 1985.

The central objective of the Botswana Country Plan is to identify priority activities for IEES assistance in order to: 1) improve the efficiency of resources allocation in the EHR sector, and 2) strengthen the institutional and individual capacity of the sector to support a fully integrated approach to educational planning and management.

The plan was designed to assist Government achieve its priority targets in the sector and clarify the interrelationships among all proposed IEES activities in Botswana with respect to these targets. The plan includes proposed activities related to collaborative research, training for capacity building, networking for improved communications, and knowledge building. These proposed activities focus on the major goals of Government and the IEES Project within an overall and integrated strategy that jointly addresses them.

Six basic strategies are used to generate the activities. These are: the sector assessment approach, long-term planning, flexible use of resources, a collaborative approach to research and development, an institutional focus for capacity building, and knowledge building and networking. All priority activities were developed collaboratively with GOB counterparts.

The Country Plan covers a five-year period, from July 1985 through September 1990. It represents a long-term commitment on the part of USAID, through the IEES Project, to support educational efficiency and capacity building in Botswana. Approximately \$200,000 will be available for selected activities in each of the next five years. (The planned activities are described in more detail below.) The plan contains

significant detail on most proposed first-year activities and less detail on activities for subsequent years.

Short-term training. In June 1985, funding from the IEES Project was provided to support short-term training for Kealeboga Lecoge of the Botswana Research and Testing Centre. She attended a one-month course entitled "Statistical Analysis and Computer Applications" at the Educational Testing Service in Princeton, New Jersey.

2.2.2 Plans - Second Year

Because Botswana has a completed and approved IEES Country Plan, there exists an agreed-upon schedule for specific IEES activities. The planned activities focus on six major areas:

- Computer systems design and applications.
- Evaluation training and applications.
- School management training.
- IEES Country Plan revisions.
- Sector Assessment Updates.
- Knowledge building and networking.

Nine separate activities are planned for the 15-month period between July 1985 and the end of September 1986. These address all the above mentioned objectives with the exception of Sector Assessment Updates. The proposed activities for year two of the IEES Project are described below.

Secondary headmasters course design. This activity is scheduled for September 1985. An IEES specialist will spend one month preparing the syllabus and instructional materials for a one-week course

for Secondary School Headmasters. The materials will be designed to contain all instructions for their use. This will make the course easy to administer, ensure consistency in the quality of administration when the course is repeated, and allow participants to review course contents after they have returned to their schools. The IEES specialist will observe the course and revise the materials, if required, on the basis of their effectiveness in classroom use. This activity is concerned only with the design of this course; its administration will be the responsibility of the existing professional staff.

Primary headteachers course. This is the second activity in the School Management Training series. It is scheduled for October 1985. The same approach will be used as for the Headmasters course; a specialist will spend one month on syllabus and instructional materials preparation, observe the one-week course, if scheduling permits, and revise as necessary. As with the Headmasters course, this activity covers course design, but not course administration.

First IEES International Workshop. This is the first of the knowledge building and networking activities. The workshop is scheduled to take place in Botswana November 11-16, 1985. Three representatives from Botswana will be sponsored with funds from the IEES Project, and are expected to be professional MOE staff concerned with educational planning and related matters. The workshop will focus on improving educational efficiency. It is likely that Botswana representatives will be invited to make a short presentation describing selected IEES activities in their country.

Computer systems design workshop. The first activity in the Computer Systems Design and Applications series is scheduled for January 1986 and will last for one month. Participants will be selected from the Unified Teaching Service (UTS), the Central Statistics Office (CSO), the Bursaries and General School Information Unit (BGSIU) of the MOE, the Department of Non-Formal Education, and other units interested in the design of management information systems for their own applications. The workshop will have two main objectives of the workshop. The first will be to familiarize participants with the general capabilities of microcomputers for databased management, electronic spreadsheets, and word processing. The second objective will be to produce operational plans for hardware, software, and training required to establish management information systems to serve the requirements of the parent organizational unit of each participant. Particular focus will be on the design of systems for the UTS, CSO, and BGSIU.

Evaluation design workshop. This is the first of the Evaluation Training and Applications series and is scheduled for January 1986. Participants in this month-long workshop will be MOE staff responsible for planning and coordination of inservice training of primary school teachers and headteachers, inservice training of secondary school headmasters, vocational and technical training, junior secondary education, and university-level planning.

The Evaluation Design Workshop will focus on the presentation of the general principles of program evaluation. Each participant will prepare a specific evaluation plan collaboratively with the workshop leader. These plans will comprise the basis for program evaluations to

be jointly conducted later during the plan period. Each of the program evaluations in the syllabus for this workshop will be selected to provide important information for future resource allocations of the MOE.

UTS set-up and training. Scheduled for March 1986, this activity will be the first step in implementing the management information system which was designed in the earlier workshop. Appropriate computer equipment and the necessary software will be provided to the UTS, along with initial staff training.

CSO set-up and training. This activity is a combined activity for the CSO unit responsible for educational statistics, the BGSIU, and the information management staff of the Department of Non-Formal Education. The CSO Set-Up and Training activity is scheduled for May 1986. The purpose will be to provide hardware, software, and training needed to implement the system designed in the prior workshop. Because of the familiarity of the staff of these units with computer applications, only a single activity is scheduled for this implementation.

IEES Country Plan revision. The first IEES Country Plan revision is scheduled for May 1986. At the time of this annual revision, the terminal date of the plan will be extended for one year. This rolling five-year plan approach will allow activities and resources to be adjusted to changing needs on the basis of feedback from initial activities. These revisions will be collaboratively undertaken with members of the MOE planning staff and/or other staff as designated by the GOB.

UTS training I. The final planned activity for the 1985-86 plan period is scheduled for July 1986. This activity will provide additional on-site training as required for full implementation of the system.

2.2.3 Staffing Requirements.

Because of the large number of IEES activities planned in the next year combined with the presence of JSEIP staff, there will be an extensive IEES presence in Botswana. Staffing requirements for each of the planned activities described above are listed below.

Secondary headmasters course design. One consultant will be needed at Gaborone for a five- or six-week period. The consultant should be familiar with principles of instructional design and materials development, should have demonstrated capabilities in these two areas, and should have work experience in the preparation of instructional materials in developing countries. The consultant must be familiar with conditions in developing country schools and be able to perform the needs analysis that will form the basis of the syllabus for the courses to be prepared. Other resources needed will include funds for the typing and duplication of sufficient course materials for fifty participants. Joseph McDonald of FSU has been identified to perform this consultancy.

Primary headteachers course design. This activity will follow the same development process as the Secondary Headmasters Course Design. See the above paragraph for a description of the necessary resources.

First IEES International Workshop. This activity is being arranged by IIR. Mary Joy Pigozzi has primary responsibility for this activity

which is funded through a Project Implementation Authorization with FSU. (The workshop is described in Section 3.3 of this report.)

Computer systems design workshop. Two instructors will be needed at Gaborone for one month. Both should have had experience working with computer applications in developing countries. Their combination of skills should include the following: microcomputers and related peripherals available for the applications described above, hardware and software specifications for the equipment that can be maintained in Botswana, applications of standard software packages for the uses described above, packaged training manuals for software, and the design of training courses for microcomputers. In addition to these two instructors, basic training manuals for microcomputers will be needed.

Evaluation design workshop. Two instructors will be needed at Gaborone for one month. Both instructors should be well-grounded in the principles of evaluation of educational field projects. They should have demonstrated capabilities, through work experience and relevant publications, in the field of educational evaluation. Both should have experience with the conduct of educational evaluations in developing countries. Other resources needed include instructional materials of sufficient quantity to provide each participant a small library of ten-to-fifteen relevant books and manuals on evaluation. Each participant should also be provided with a one-year subscription to one or two journals in the field of education. Sivasailam Thiagarajan of IIR is scheduled for this workshop.

UTS set-up and training. Two consultants will be needed at Gaborone for one month. If possible and appropriate, it would be desirable for at least one of them to have served as an instructor for the Computer Systems Design Course. At least one of the consultants should have a background in organizational analysis and work flow systems design to be able to work with UTS personnel in designing and installing a more efficient system of recordkeeping and an improved capability for monitoring the placement and movement of teachers.

CSO set-up and training. Like the course described above, this is a follow-up to the Computer Systems Design Workshop. Two consultants will be required for one month each to work with participants from the units mentioned above to further refine the design and assist in the installation of more efficient data control and monitoring systems.

Country Plan revision. Two specialists will be needed at Gaborone for a three-week period. Both of these individuals should be knowledgeable about the IEES Project and education in Botswana. They should have demonstrated capabilities in educational planning in the field, and have demonstrated abilities in working collaboratively with counterparts from developing countries.

UTS training. This follow-up workshop for the UTS will require one specialist at Gaborone for one month. Skills required will be a combination of those described above.

2.2.4 Issues and Discussion

IEES activities have developed rapidly in Botswana and this development is expected to continue. Cooperation with both the USAID Mission and Government have been excellent. IEES staff have been

assisted and their work facilitated by both organizations. All IEES staff who have worked in Botswana have been impressed by the quality and commitment of Botswana counterparts. As the pace and frequency of IEES activities increases in the forthcoming plan period, it may become increasingly difficult for counterparts to provide the time and inputs that are required for the activities of IEES Project. This constraint may mean that some Botswana are not able to participate due to their regular professional responsibilities. To ensure that activities make the most of opportunities to work with counterparts, the IEES staff working in Botswana must consider this constraint and plan all activities accordingly.

Another key issue affecting the quality of the outcomes of proposed IEES activities is the appropriateness of participants identified for the various workshops. Because of the integrated nature of the activities proposed in the Botswana Country Plan, workshop participants should be carefully selected and understand that participation in a workshop may involve commitment over an extended period of time. Thus, selection and preparation of appropriate participants could require extensive time.

As noted elsewhere, IEES presence in Botswana will be significant during this plan period. It is important to recognize, however, that JSEIP staff all have full-time assignments and cannot be expected to carry additional loads that might interfere with their primary assignments.

2.3 LIBERIA

2.3.1 Pre-Project and First Year Project Developments and Accomplishments

This section describes several activities related to the IEES Project in Liberia. All activities undertaken in Liberia prior to the signing of the contract were funded by AID's ST/ED Office through the Graduate School of the United States Department of Agriculture. All activities undertaken after June 10, 1984, were funded within the IEES Project.

Sector Assessment. The first Sector Assessment of the type undertaken by the IEES Project was conducted in Liberia during September-November 1982. The final version was published in June 1983. Members of that team who are now working in the IEES Project are Victor Cieutat of IIR and Douglas Windham of SUNYA.

This assessment of the education and training sector in Liberia was coordinated by the Ministry of Planning and Economic Affairs and prepared by USAID-sponsored specialists working with a team of professional staff from the concerned ministries and institutions. The assessment accomplished the following:

- It identified priority areas in education and training for the investment of internal and external resources.
- It focused attention on constraints affecting these investments.
- It provided an improved basis for the design of external assistance.

The assessment reached nine conclusions concerning the subsectors analyzed in Liberia:

1. Give priority to staff development for managerial personnel, with particular emphasis on training in cost analysis, economic analysis, planning, and personnel and resources management.
2. Make more effective and efficient use of existing resources within all training and educational programs, with particular attention given to improving instructional quality.
3. Evaluate all current and planned programs with respect to their contribution to national educational goals, and revise or discontinue those which are not relevant.
4. Improve equity at all levels of education and training, with particular emphasis on reducing regional imbalances and on increasing the number of females receiving basic education.
5. Reduce costs for all educational and training programs where such costs cannot be justified on the basis of their contribution to national goals.
6. Continue the current emphasis on primary education, with a moderate program of expanded access as is consistent with available resources.
7. Improve the quality of instruction at the secondary level in order to reduce the need for remedial instruction in post-secondary institutions and also to raise the quality of those students going directly into the work force.
8. Develop technical packages in agricultural and health education to improve training programs for extension workers and to better equip them in the field.

9. Strengthen the staff of the Agricultural and Industrial Training Bureau so that all vocational and technical training programs can be coordinated to focus on national goals.

Project design. A series of consultants fielded by the IEES Project assisted the USAID Mission with the design of the second phase of the Improved Efficiency of Learning (IEL) Project. The first phase of this project encompassed development and evaluation of a low-cost programmed instruction approach to primary education. Multiple independent evaluations of this project concurred in concluding that this approach could make a significant contribution to primary education in Liberia. The second phase (IEL II) will extend the experimentally validated program by stages to additional numbers of schools and will strengthen the ability of the MOE to support this technology on a system-wide basis.

George Dawson of FSU assisted the Mission with preparation of the Project Identification Document for IEL II during February 1984. A Project Paper team, including Douglas Windham of SUNYA, Jerry Messec of FSU, Gwenneth Eng of AID/W, and Edward Kelly of SUNYA, worked with USAID Mission staff during June and July 1984. The work of this team has served as the basis for the approved IEL II Project Paper. This work included preparation of drafts for the project implementation plan, a detailed implementation schedule, critical performance indicators, procurement plan, social soundness analysis, and related aspects of the project design. The paper also contained an evaluation section including rationale, problem definition, sampling frame,

instrumentation, and analysis along with a specification of scheduling, personnel, and estimated costs.

Test development workshop. The IEES Project provided specialist services for a workshop to train Liberian educators in the preparation of criterion referenced tests for use in assessing achievements under the IEL I project, and in the construction of a sampling plan to guide the administration of these tests. Edward Kelly completed this work during two weeks in June 1984.

Policy conference. As a consequence of the policy questions highlighted by the Sector Assessment, the Liberian Government organized a 1984 National Policy Conference on Education and Training. This was held at Cuttington University College, Suacoco, Bong County, from July 30 to August 3, 1984. Victor Cieutat represented the IEES Project at this Conference, which was attended by many leading Liberian educators. Other external agencies represented at the conference were The World Bank, AID, USAID/Liberia, Florida Atlantic University, the West African Examinations Council, UNDP, and the French Government.

Working groups were formed at the conference to address topical areas of interest to Liberian educators, as well as major bilateral and multilateral donors. A final report was published containing the issues discussed by each of the working groups and a summary of their recommendations. The following topics were covered by the working groups:

- The Education Economics of Liberian Education
- Educational Administration and Data Management
- Philosophy of Liberian Education

- Primary Education
- Secondary Education
- Teacher Education
- Higher Education
- Adult and Nonformal Education
- Vocational/Technical Education

Donor coordination. A major objective of the IEES Project is to encourage the more efficient use of resources by improving donor coordination in the planning and administration of development projects. The World Bank is now planning, with the Government of Liberia, a Fifth Education Project. As a prerequisite for this planning, The World Bank had intended to update its Education and Training Sector Memorandum (1979). When the results of the Liberian Sector Assessment became available, The World Bank waived its prerequisite and agreed to base the Fifth Education Project planning on the assessment data.

As a result of publicity associated with the IEES Project, the Chief of the Education Division of The World Bank's Western Africa Regional Office (Alexander H. ter Weele) wrote to the Chief of the Education and Human Resources Division of AID's Africa Bureau, AFR/TR/EHR (Cynthia Shepard Perry) and expressed an interest in working more closely with AID in the area of human resources development in West Africa, and suggested the possibility of a large-scale and long-term involvement in Liberian education.

Policy dialogue. The IEES Consortium, through its work on the Sector Assessment and subsequent consultancies, has encouraged the Liberian government to focus on many significant policy issues in the education sector. The agenda of the 1984 National Policy Conference on Education and Training was influenced by the policy questions identified in the Sector Assessment. This conference was given even more urgency and importance by indicators from the World Bank that the topics on its agenda needed to be carefully examined before discussion of the basic objectives of the Fifth Education Project proceeded any further.

Mission involvement. Beyond the initial Sector Assessment, and the project design work for IEL II, there has been relatively little IEES Project activity in Liberia since the Assessment was conducted. Part of this is due to shifts in the position of USAID/Liberia, as discussed below.

The Mission's attitude toward IEES activities appeared favorable in May 1984. In a cable on May 29 (Monrovia 05533), the Mission outlined seven needs for the first year of participation in the IEES project. Five of the needs were identified without reservation, and two were cited as dependent upon outcomes of the National Conference described above. The five needs mentioned were:

1. Two specialists to prepare two issues papers, requested by the MOE for the National Conference, one on the economic implications of the economic analysis contained in the Sector Assessment for educational strategy in Liberia, and one on the results of the evaluation of IEL I and their implications.

2. Three specialists for a project paper team to develop IEL II.
3. One or two specialists to participate in the National Conference.
4. Selected training for the MOE in areas such as planning, management, evaluation, and cost analysis.
5. A brief update of the Sector Assessment to identify any changes in patterns, projections, constraints, and recommendations.

The first three of the above items were responded to, but no work was completed on the training requested for the MOE or the update of the Sector Assessment. Shortly after this cable, the MOE submitted a written request to the Mission Director identifying priority areas where assistance was needed. This request was submitted in response to an invitation from the Mission, and was based on preliminary discussions with IEES Project representatives Douglas Windham and Victor Cieutat, and with the IEES Project's CTO, Joan Claffey. The MOE letter identified needs for assistance in the following areas:

- Training of planning staff for Sector Assessment updates.
- Training in cost analysis procedures and concepts.
- Short-term technical assistance in instructional technology for low-cost secondary level materials development.
- Short-term technical assistance to improve university selection procedures
- Short-term technical assistance to improve secondary level instruction in vocational and technical subjects
- Short-term technical assistance to assess overall staff utilization and establish appropriate fiscal controls.

The MOE reports that the Mission did not respond positively to the request, and a Mission cable of December 7, 1984, (Monrovia 13397) indicates that the Mission believed that suspending IEES assistance for the first project year was the most sensible policy. The Mission expressed reservations about the absorptive capacity of the MOE, especially during Liberia's current period of severe financial difficulty and political activity.

2.3.2 Plans - Second Year

Given the position of the Mission, the IEES Project recommends a strategy including only three activities proposed for the project year from June 1985 through May 1986: a Sector Assessment Update, preparation of a Country Plan for IEES activities, and participation in the First IEES International Workshop.

Sector Assessment Update. Given the three years that have elapsed since the assessment, the severe economic crisis in Liberia, the improvements within the Ministry associated with the Third Education Project, and the recent approval of IEL II, an update of the original assessment be made as soon as possible. This update should focus on the state of the economy, especially with respect to the absorptive capacity of the education sector for current and planned projects. Basic statistical indices should be updated, including enrollments at the levels of primary, secondary, and higher education.

Country Plan. A Country Plan should be prepared in collaboration with the MOE, the Ministry of Finance and Economic Affairs, and

USAID/Liberia. The identification of IEES activities consistent with the objectives and priorities of the Liberian Government and the USAID Mission will enable IEES resources to be channeled to priority needs in the education sector.

First IEES International Workshop. This workshop, the first knowledge building and networking activity within the IEES Project, will take place at Gaborone, Botswana, November 11-15, 1985. Three representatives from Liberia will be sponsored by the IEES Project, and are expected to be drawn from professional staff of the MOE and those concerned with educational planning in the Ministry of Planning and Economic Affairs. The workshop will focus on improving educational efficiency. Participants may be invited to make a short presentation describing selected IEES activities in Liberia, or to participate in discussions about activities that might be included in the Liberia Country Plan.

2.3.3 Staffing Requirements

These estimates of the staffing requirements are based on experience with the Sector Assessment Update recently completed in Botswana, and the Country Plans recently prepared for Somalia and Botswana. There are no staffing requirements for the First IEES International Workshop.

Sector Assessment Update. This will require three specialists for a one-month period. In order to meet the specific requirements in Liberia, this team should be composed of an educational economist, an educational planner, and a management information systems specialist.

Country Plan. This will require two specialists for a one-month period. This team should include an educational planner and a staff development specialist.

2.3.4 Issues and Discussion

The two major issues affecting IEES Project activities in Liberia are related to the economic crisis presently hindering operational and development efforts within the country and changing Mission perspectives of IEES activities.

The current economic crisis hinders all development efforts in Liberia. All multilateral and bilateral projects requiring local financial contributions have encountered difficulties in continuing operations even when the amounts of Liberian counterpart funds expected were very small. Payment for World Bank projects have been suspended for an unusually long period, and last minute emergency assistance by the U.S. has been required repeatedly to rescue the country from financial disaster. This economic crisis is further complicated by the upcoming elections, now scheduled for November 1985, with all of the uncertainties associated with that process. In such a climate it is difficult to plan effectively and realistically for long-term development projects, and difficult to manage short-term projects undertaken in anticipation of an eventual economic and political stabilization.

The IEES Project thus far has not been effectively implemented in Liberia. No firm beachhead of activities has been established, despite the fact that the first Sector Assessment was conducted in Liberia.

There were some delays with the final Government of Liberia approval of the Assessment, largely associated with questions about the Higher Education chapter raised by the University of Liberia. The changing Mission position with respect to participation in the project has been, in some part, due to the lack of a "Project Agreement" equivalent document to certify participation in the IEES Project, and partly due to the changing personnel within the Mission, with different plans and priorities for the EHR Sector.

The preparation of an IEES Country Plan for Liberia, along with the recommended update of the Sector Assessment, would constitute a significant step toward the country's full participation in the IEES Project.

2.4 NIGER

2.4.1 Pre-Project and First-Year Project Developments and Accomplishments

A Sector Assessment was conducted in Niger in Summer 1983 by the Pragma Corporation. For reasons discussed 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. This text has not been widely circulated. Because few Nigeriens were involved in the Assessment (now over two years old), few were actively interested in following it up.

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 was given initially 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.

An IEES consultant, 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, the IEES consultant 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 Implementation 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.

In the meantime, Benedict made his presentation to the Sahel West Africa Regional Office in Washington. That office has requested Sahel-based USAID Missions not to undertake new education projects. AID decided to put on hold the second portion of Easton's TDY until the Niger Mission determined what, if anything, it could do in the field of education under these new strictures. Kaba completed and submitted her report on literacy programs in Niger in early September, but no further initiative has been taken by the Mission in this area.

2.4.2 Plans - Second Year

Second year plans hinge on Niger's status as an IEES participating country. In early September 1985, S&T/ED proposed to the Mission Director ways in which IEES might continue to work in Niger and to support the Mission's human resource development concerns while respecting the Regional Office's current injunction against Mission funding of new education field projects. S&T/ED proposed a series of centrally-funded activities (workshops, R&D studies, evaluations) that would lend support to the GON's current attempts to improve educational efficiency and would leave the Mission in a better posture to contribute to educational development in the future.

If the Mission adopts this approach, it is likely that representatives from the country will attend the IEES International Workshop in Botswana in November, and that IEES representatives will visit Niger early in 1986 to begin mapping out the program of centrally-funded support activities with Mission personnel and GON officials. These activities would probably include some kind of Sector Assessment Update and a series of workshops and studies. The GON is currently preparing its next Five Year Plan (1986-1991), and officials in the Ministry of Plan and the MOE have indicated that assistance in executing some of the component studies for the Plan would be appreciated.

2.4.3 Staffing Requirements

Over the course of the past year, the possibility of assigning an RTA to Niger after a program of IEES activities is well established has been discussed several times. Because USAID Mission staff are not

always fluent in French or fully connected with MOE planning personnel, someone with the requisite qualities could be very instrumental, not only in helping Nigerien counterparts to organize IEES activities and draw on the resources that the consortium makes available, but also in strengthening ties between the Mission and educational planning agencies in the country.

At the present time, however, the question of the assignment of an RTA has been postponed, given the unresolved status of IEES in Niger. Should the Mission decide to continue its involvement with the project, short-term personnel will be needed in calendar year 1986 to staff workshops and studies. Assignment of an RTA might be considered if the schedule of support activities became substantial enough to justify such staffing.

2.4.4 Issues and Discussion

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.

2.5 ZIMBABWE

2.5.1 First-Year Project Developments and Accomplishments

The existence of the AID-funded Sector Program Assistance Grant, Basic Education and Skills Training (BEST), in Zimbabwe led initially to IEES activities focusing on evaluation and planning. With the placement of a full-time IEES RTA in Zimbabwe, other types of consortium contributions may be identified.

Two IEES advisors, Joseph McDonald and James Cobbe of FSU visited Zimbabwe in March 1985 at the request of the Mission and the Government of Zimbabwe (GOZ). This was the second trip for McDonald, who had visited Harare earlier from October to November 1984. McDonald and Cobbe assisted with the development of the overall evaluation of the BEST Program. They planned and developed materials and conducted an intensive workshop on proposal writing for 30 mid-level staff members of the Ministries of Education (MOE) and Labor, Manpower Planning, and Social Welfare (MLMPSW) during their visit. McDonald and Cobbe also provided individual assistance to those writing project proposals under the BEST program. In addition, they discussed possible future involvement of IEES in the development and expansion of the internal evaluation and planning of the GOZ. The USAID Mission requested an IEES RTA to assist with the development of the graduate program in evaluation and planning at the University of Zimbabwe in academic years 1985-86. GOZ also requested that a number of short-term workshops be conducted over the next eighteen months.

During McDonald's previous visit to Zimbabwe in October-November 1984, GOZ officials expressed a need for a Master's Degree program in

evaluation and planning. It was agreed that IEES would provide the personnel to conduct workshops for students in that program. Funding for the program would be provided through the BEST Project. Since that time, the GOZ decided that, rather than establish this new program, it could obtain the same results through its existing Master of Philosophy and Doctor of Philosophy programs. An agreement was signed between IEES and the GOZ during McDonald's and Cobbe's most recent visit stipulating that IEES will assist with the evaluation of the BEST program, and the provision of trainers for workshops.

2.5.2 Plans - Second Year

IEES will provide an RTA for one year to assist with the development of the graduate degree program in evaluation and planning, teach the courses in evaluation and planning normally taught by School of Education Dean Chikombah, (Dean Chikombah will be on sabbatical leave during 1985-86) and serve as the liaison between IEES and the USAID Mission. Victor Levine of Pennsylvania State University was chosen from the candidates submitted and assumed residence in September 1985.

The IEES Clearinghouse responded to a request from Fay Chung, Chief Education Officer of the MOE Curriculum Development Unit for Teaching/Learning Materials, for a list of exemplary instructional materials for a wide variety of academic subjects grades 1-12. These exemplary materials, to include teacher guides and student books, will be ordered and placed in the Curriculum Development Unit Library as reference materials for those developing curriculum in Zimbabwe. This work was completed in August 1985.

A three-person team is scheduled to conduct an annual formative evaluation of the BEST Project in November and December 1985.

2.5.3 Staffing Requirements

Workshops will be conducted in Zimbabwe for both the candidates for the research degrees and for officials responsible for developing and managing projects under the BEST Program. These workshops will include skills development in evaluation, planning, research, proposal writing, cost benefit analysis, and data analysis. Initial discussions suggested that at least three workshops of 4-6 weeks each would be conducted by two technical advisors during the coming year. If the same three workshops are to be repeated at other locations in the country, then the length of the consultancy would be increased.

An annual formative evaluation of the BEST Program is to be conducted before the end of the 1985 calendar year. This task will require three persons for 3-4 weeks. It has been tentatively scheduled for November and December 1985.

2.5.4 Issues and Discussion

Workshops are presently being conducted for MOE and MLMPSW officials and degree candidates. It is very likely that other ministries and government agencies in Zimbabwe will request similar workshops on evaluation and planning for all their staff responsible for development projects in Zimbabwe. This possibility should be discussed with MOE and Mission planners.

Some difference exists at present between the USAID and MOE lists of projects to be funded under BEST. This confusion is being resolved

through the BEST Working Committee, comprised of Mission, key ministry and contract agency personnel.

One current problem area is the necessity of preparing project proposals post hoc for activities already receiving BEST funds. The MLMPSW has a number of such activities and is now preparing project proposals to justify them. IEES technical advisors must work closely with officials of this ministry to assist in developing these proposals. Since most of the personnel in this ministry will not qualify for the research degree program, an effort should be made to provide them with an alternative graduate degree program. It is vital to have people from MLMPSW attend the IEES workshops offered in 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 staffing in the education sector through the transfer of planning, management, and program evaluation skills. Since many of the students will be sponsored by the MOE and MLMPSW, the program will serve to improve the efficiency of operations in both ministries. Officials in the MOE are enthusiastic about the opportunity to participate in the graduate degree program, and some have already started their research proposals. There is a strong and positive feeling about the involvement of IEES in the degree program, which will further institutional development in Zimbabwe.

2.6 YEMEN ARAB REPUBLIC

2.6.1 First-Year Projects Developments and Accomplishments

An IEES team conducted an EHR Sector Assessment in the Yemen Arab Republic (YAR) in October and November 1984. The team was headed by Douglas Windham (Team Leader) and Frances Kemmerer (Deputy Team Leader), both of SUNYA. Also on the team were Joseph Applegate of Howard University and three IEES consultants, William Howard, Hind Nissif, and May Rihani. The counterpart institution for the IEES assessment team was the Educational Research and Development Center (ERDC), a semi-autonomous agency linked to the YAR MOE. The Deputy Director of the ERDC, Abdel Rehman M. Kadok, was the Co-director with Windham of the assessment study. Each team member was assigned one or more counterparts from the ERDC staff. USAID staff participating in the assessment included Tom Chapman and Gwenneth Eng of AID and Karl Schwartz and Abdul Latif of USAID/Sana'a.

A draft copy of the Sector Assessment was prepared and reviewed in-country before departure of the team. The USAID Mission prepared Arabic translations of selected chapters to assure wider access to the document. Briefings were held with the Minister and Deputy Minister of Education, the U.S. Ambassador, USAID Mission Director and staff, and major donors.

The period from mid-December 1984, to late January 1985, was spent in revision and editing of the report and in preparation of an Arabic translation of the Executive Summary. The final assessment report was distributed in February 1985. Mission and government staff expressed

special appreciation for the timeliness as well as the quality of the report.

The report identified six major characteristics of the YAR economy:

1. A high degree of external dependency;
2. Small industrial base;
3. Limited skilled manpower;
4. De-emphasis of agriculture;
5. Significant levels of informal economic activity; and
6. Lack of a systematic linkage among policy, research, and planning.

The fiscal capacity of the government has improved in recent years, but only to the point where revenues appear to be approaching a level adequate to finance recurrent costs. Development costs not covered by donor support have continued to be a source of the budgetary deficit. Unfortunately, even the more optimistic projections of revenue growth over the next decade do not appear fiscally adequate to cover fiscal needs given the substantial growth anticipated in public sector obligations. The obligations for EHR expenditures alone are projected to grow from 23.4 percent of total government expenditure in 1984 to 45.6 percent in 1991. If these forecasts are realized, either the enrollment growth and/or costs of education and training programs will have to be constrained, or else dramatic reductions will be called for in other government programs.

The EHR system will face enrollment pressure from three main sources. First, the normal increase in the age cohort (at a rate in excess of three percent annually) will mean an increase in the number of

potential students. Second, the relatively high levels of incomes in rural and urban areas may be expected to promote higher demand for schooling. This will mean that the cohort participation rate may be expected to increase. With the present low participation rates (especially among young females), the potential for increased aggregate participation is limited only by the availability of facilities and teachers. Third, as government's attempts to improve educational quality begin to take effect, both attrition and repetition rates should decline. Since attrition is the greater of these two internal inefficiencies, the net effect of quality improvements in the short run should be to increase the aggregate level of enrollments.

Two major labor market characteristics of the YAR are the dependence on expatriate workers and the underutilization of female workers in modern economic activities. Non-Yemeni workers fill positions from manual to clerical to senior advisory and technical categories. Almost nine of every ten teachers at the pre-university level in Yemen are foreign, with the majority of the expatriates recruited from Egypt.

Cultural limitations on the education and employment of women are changing slowly. However, government is committed to full support of educational and employment opportunities for women and this support is stated clearly in government plans. Increased utilization of Yemeni women would assist in reducing the dependence on foreign workers; this is an especially attractive option in terms of the teacher shortage issue.

Even under the most optimistic forecasts of teacher production and retention, it will be a decade before Yemeni teachers will represent a majority of all teachers at the primary school level. At higher educational levels, it may be the next century before Yemeni staff are in a majority. The most serious imbalance in projected manpower demand and supply will occur at the post-primary to university level. The production of skilled vocational and technical workers will pose a special problem. Similarly, government will continue to face shortages of Yemeni clerical and middle-level management personnel. The solution to these manpower problems has two parts. First, government must establish proper employment and training incentives to produce and retain the types of workers required for the Yemen economy. Second, information on these incentives must be disseminated to citizens, and especially students and parents, as part of a labor market information program. This program should be linked closely to school counseling activities at all levels of the educational system.

The assessment identified eleven major policy/research options for the YAR. These are:

1. Specification of instructional objectives and development of programmed teaching guides for primary, preparatory, and secondary education.
2. Review of the appropriateness of current teacher credentialization requirements and assessment of alternative inservice accreditation programs for Yemenis without preservice teacher training experience.
3. Establishment of a new school construction policy emphasizing establishment of female and coeducational schools and the availability of all secondary education alternatives in each governorate.
4. Creation of a program to review minimum standards for school construction and maintenance as a prerequisite condition to

re-establishment of cost-sharing by the government with local individuals and organizations.

5. Development of a formal national training strategy with involvement of the private sector; improvement of the quality of manpower planning data and of the relationship between the content and size of vocational and technical education programs and labor market needs.
6. Consideration should be given to conducting a management assessment of the MOE and to possible restructuring of the MOE administrative framework.
7. Encouragement of the Ministry of Civil Service and Administrative Reform to establish detailed staff development plans with each government ministry.
8. Review of the present and projected fiscal capacity implications of EHR sector plans; such a review should be a recurrent responsibility and should be fulfilled by a committee composed of representatives from the MOE, the Ministry of Labor, the Central Planning Organization, and the Ministry of Finance (and others as deemed appropriate).
9. An enhanced role for planning and research should be promoted within the MOE. Two immediate steps would be to upgrade the quantity and quality of staff in the MOE planning division and to encourage collective research efforts among the MOE, the Educational Research and Development Center, and Sana'a University personnel.
10. A wider scope for nonformal education is required with an increased emphasis on the economic benefits of literacy acquisition and skill training. There is a need for teacher training for adult education instructors and for expanded recruitment of skill and craft instructors from the local community.
11. An attempt should be made by Government to remove all non-cultural barriers to the efficient participation by women in the educational system and in the economy.

Two major outcomes of the sector assessment activity are apparent. First, the MOE is using the report as a primary resource document in preparation of the YAR's new five-year plan for education. Second, the USAID Mission has used the report as a basis for a concept paper in anticipation of development of a new project in the EHR sector.

2.6.2 Plans - Second Year

At present, no country plan for IEES activities in the YAR has been developed. A request was received for IEES participation in a team to develop the Education Development Support Project Paper in early 1986, and an education economist will be provided.

On October 1, 1985, AID/W received a request from USAID/Sana'a for the IEES project to undertake a Sector Assessment Update and to develop a Country Plan for implementation of IEES activities to be collaboratively identified with Mission and host country counterparts.

2.6.3 Staffing Requirements

At present, staffing requirements can not be specified.

2.6.4 Issues and Discussions

At the time of the Sector Assessment, the USAID Mission questioned the need for further IEES activities in the YAR. While recognizing that the value of the final assessment exceeded prior Mission expectations, the USAID Mission remained reluctant to envisage continued IEES participation for two reasons. First, the level of funding assured for the new USAID EHR project allowed Mission support of many of the activities that normally would be conducted under IEES auspices. Second, there was a concern that IEES participation in the YAR would reduce Mission autonomy in the EHR sector and overburden the host government's capacity to utilize EHR personnel and funding support. As the Mission has recently requested IEES assistance, however, the conditions underlying these reasons may have altered in recent months.

2.7 HAITI

2.7.1 First Year Project Developments and Accomplishments

At the request of 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 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 thrusts in its Action Plan for FY 1986 and in their decision to envisage a five-year \$15 million project, Incentives for Improving 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 resume of the draft document was disseminated on June 14. A French translation of the draft resume was begun in the same month and was completed on August 26.

In late June, Peter Easton and Mary Pigozzi returned to Haiti to draft the Project Identification Document for the Mission's proposed new initiative in basic education. After ten days of intensive discussions with USAID personnel and Haitian counterparts in the private and public sectors, they completed the draft PID on July 3.

2.7.2 Plans - Second Year

Two principal activities are scheduled for Fall 1985. IEES will staff a team to assist the Haiti USAID Mission in preparation of the Project Paper for the proposed Incentives for Improving Basic Education Project. The work will require a level of effort of approximately 28 person-weeks distributed in the following fashion:

Educational planner and team leader	8 weeks
Educational evaluation and R&D specialist	6 weeks
Educational economist	6 weeks
Radio education specialist	4 weeks
Social marketing specialist	4 weeks

Review of the Sector Assessment also must be accomplished in the Fall of 1985. Both the French and the English language documents have now been distributed in Haiti, and the review should occur either during or just after the visit of the Project Paper team.

Though not yet scheduled or discussed in detail with the Mission, developing an IEES Country Plan for Haiti is another key activity to be undertaken in the Fall or early in 1986. Once the dimensions of the Mission's new project effort are clearer, it should be possible to outline the set of support activities that IEES will be sponsoring in Haiti during the next two years. Training workshops and R&D studies linked to the concerns of the basic education project appear at present to be the two categories of activities most needed.

2.7.3 Staffing Requirements

a) Short-term personnel. Short-term personnel will be required for the Project Paper team and for workshops or R&D studies that may be subsequently scheduled during the second project year. A constraint in this area is the identification of personnel having the requisite language skills. Effective work in Haiti requires some familiarity with the complex social, political and cultural framework as well as with the educational system. The situation in Haiti differs enough from that of other IEES countries (e.g., the predominance and extreme diversity of the private sector in education, the lack of a civil service, and the political and historical relationship to the U.S.) that care must be exercised in preparing people for their work there. The USAID Mission is quite concerned about this aspect of staffing.

b) Long-term personnel. Two types of long-term staffing may be envisaged this year in Haiti. The first is a Resident Technical Assistant (RTA), who might be needed to coordinate IEES support activities if they are numerous and critical enough to warrant such oversight. The second refers to staffing of the Incentives for Improving Basic Education Project. It is likely that some technical assistance will be designed into this project at the Project Paper stage. If the project is subsequently approved, and if IEES takes responsibility for some part of the implementation, then long-term technical assistance posts may be needed. In the latter case, one of those technical assistants would probably fulfill the role of RTA, obviating the need for another IEES representative in the country.

2.7.4 Issues and Discussion

The Incentives for Improving Basic Education initiative marks the first time that a USAID Mission in Haiti has been directly involved in assistance to formal education in that country. It will be a challenging and beneficial experience for all partners involved: the Haitian educational system, USAID, and IEES.

There are several dilemmas posed by any effort to support improved efficiency in the Haitian educational system. These 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 in 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 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 be 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.

2.8 INDONESIA

2.8.1. First Year Project Developments and Accomplishments

Following a visit by Joan Claffey in February 1985, the USAID Mission in Indonesia expressed an interest in possible participation in IEES activities. To follow up on the visit, Project Director John Bock of FSU and David Chapman of SUNYA visited Indonesia in April 1985. Their scope of work included discussion of: 1) Indonesian participation in the IEES Project; and 2) IEES role in the Management and Information Systems (MIS) component of the USAID-sponsored Education Policy and Planning: An Integrated Information Systems Approach (EPP) Project. As a result of meetings with the Mission and Government of Indonesia (GOI) officials, IEES was requested to provide six person years of long-term technical assistance and approximately twelve months of short-term technical assistance to assist the Ministry of Education and Culture (MOEC) in designing and implementing the MIS component of the EPP. Support for IEES assistance to the EPP Project is via Mission add-on funding. Arrangements were made for a sector review to occur in September 1985, and schedules were set for the nomination of candidates for the MIS.

In May 1985, Moegiadi, Secretary of Education and Culture Research and Development Agency and Boediono, Head of the Center for Informatiks, visited the United States. The purpose of this trip was: 1) to identify appropriate training for MOEC officials in the areas of Policy Research and Analysis, Information System Management, and Computer Sciences; 2) to meet with IEES Project management and AID/W personnel to review the scopes of work for the sector review; and 3) to meet with prospective

candidates for the long-term technical assistance positions for the MIS.

IEES has recruited candidates for the three long-term positions for the EPP Project: Information Systems Manager/Policy Analyst, a Policy Analyst, and an Information Systems Planning Specialist. Mission and GOI officials have received the names and vitae of candidates. A sector review team is now working in Indonesia. The team is headed by John Bock. Team members include Gwenneth Eng and Sandra Smith of Howard University; Stephen Anzalone of IIR; Benoit Millot of the University of Dijon; Michael Kane, Sydney Grant, and Diefla Pramono of Florida State University; Dwight Allen, formerly of Old Dominion University and currently the IEES RTA Designate for Botswana; Walter McMahon of the University of Illinois, Champaign/ Urbana; John Tabor of the University of Connecticut; and David Edwards of IIR. Chapter responsibilities are as follows:

Executive Summary/Donor Cordination	Bock
Macroeconomic Analysis	Millot
Microeconomic/Fiscal Analysis	McMahon
Microeconomics Analysis	Eng
Management Systems and Planning	Tabor
Educational Data Systems/Policy Analysis	Kane
Pre-Primary and Primary Education	Bernard
Secondary Education	Allen
Vocational/Technical Education	Edwards
Vocational/Technical Education	McMahon
Teacher Education/IKEPS	Smith
Higher Education	Grant
Nonformal Education	Anzalone

Pramono serves as the team's Administrative Assistant. The sector review will span a period from late September to early November; team members will be in-country for different lengths of time depending on their chapter responsibilities.

2.8.2 Plans - Second Year

The GOI has requested that the sector review be followed by, and used as a basis for, detailed planning for implementing a Management Information System, informing the next five year National Development Plan, and identifying and setting priorities for policy-oriented research required over the next five years. IEES will develop a country plan for IEES activities, in collaboration with the USAID Mission and host country counterparts, in early 1986 following completion of the sector review.

2.8.3 Staffing Requirements

Approximately twenty person months of professional time of IEES staff is anticipated for the sector review. The subsequent planning activities are expected to total five additional person months through June 1986.

2.8.4 Issues and Discussion

IEES activities in Indonesia will be based upon the conclusions of the sector review and subsequent discussions with GOI and USAID Mission. The IEES Country Plan will be developed following completion of the sector review and the joint planning of that document will involve the definition of IEES activities in support of GOI and Mission priorities and project objectives of improving educational efficiency.

2.9 NEPAL

2.9.1 First Year Project Developments and Accomplishments

Since its inception in 1951, the Government of Nepal (GON) has accomplished the enormous task of creating a national school system. It has done this despite severe geographical and economic constraints. At the present time, all levels of education in Nepal are characterized by rapid growth and the need to decentralize fiscal and administrative authority. At the same time, problems of managing, staffing, and monitoring the educational system are exacerbated by: 1) inadequate communications and transportation infrastructures; 2) an undersupply of appropriately trained personnel at national, regional, district, and local levels; and 3) a high turnover of personnel. Despite increasing numbers of university graduates, the pool of competent managers, school administrators, and teachers (particularly at the primary level) remains relatively small. The critical challenges which the Ministry of Education and Culture (MOEC) now faces are to strengthen its capacity to manage the growth of the system, to plan for its future, and to increase its effectiveness.

During May 1985, a three-person team, composed of John Bock and John Mayo of FSU and Frances Kemmerer of SUNYA, visited Nepal for the purpose of developing a scope of work for the IEES Consortium in conjunction with the MOEC and the USAID Mission. Priority areas, which had been identified earlier in the year by Joan Claffey of AID/W S&T and Robert Morgan of FSU in consultation with the USAID Mission and MOEC leaders included: 1) improving the data management and planning capacities of the MOEC's Manpower and Statistics Division; and 2) strengthening the

evaluation capacity of the Radio Education Teacher Training Project (RETT II). After extensive discussions with MOEC officials on these topics, the team prepared a plan for initial IEES assistance and submitted it to the Secretary of Education in June. Participation in the IEES Project and plans for the initial activities were formally approved by the GON in September.

Improving the Management Capacity of the Manpower and Statistics Division

As stated above, the MOEC's Manpower and Statistics Unit labors under constraints associated with inadequately trained staff at the central, regional and district levels. Particular problems are: 1) headmasters and teachers do not fully understand the necessity of keeping accurate and up-to-date records on student enrollment and attendance, school characteristics, finances, etc.; 2) there is little formal coordination within the Ministry among the units and divisions which collect information on the schools; and 3) there is a lack of necessary equipment to ensure the accurate processing, analysis and reporting of data in a timely fashion. The poor quality of information which results from these factors serves as a major constraint to planning.

To address these problems, a combination of in-country and out-of-country training activities have been planned. In-country training for personnel of the Manpower and Statistics Unit will concentrate on the systematic collection, processing and reporting of school data. Training in data processing will include an introduction to techniques used to organize both manual and computerized information systems. IEES

will provide a microcomputer, printer, software, supplies, and an overhead projector to the Planning Division for this purpose. Training will be provided through intermittent, two- to three-week workshops, field exercises, and the continuous involvement of a Resident Technical Advisor whose job will be to insure that the skills and procedures developed during the workshops are implemented on a day-to-day basis.

The following initial set of workshops has been proposed:

1. Introductory Information Management Workshop

The purpose of this workshop will be to provide hands-on experience in designing and field-testing data collection procedures and instruments. The two-week workshop will be given by IEES technical advisors in collaboration with the Under-Secretary of the Manpower and Statistics Units. Participants will include Manpower and Statistic Unit staff and others suggested by the Joint Secretary for Planning. The RTA will participate and continue training in these skills after the workshop is ended. The workshop will be held in space provided by the MOEC. It was originally scheduled for October 1985, but country conditions have necessitated moving it back. The workshop is now tentatively scheduled for January 1986.

2. Introductory Microcomputer Workshop

This workshop will focus on the care and use of hardware and software, keyboarding skills, and data entry and retrieval skills. The two-week workshop will be given by an IEES technical advisor with the assistance of a counterpart from the National Computing Center (NCC) and the RTA. Thus both the NCC professional and the RTA will be able to provide on-going assistance to the unit. Participants will include the staff of the Statistics Unit and others suggested by the Joint Secretary. The workshop will be held at the MOEC and is tentatively scheduled for June 1986. Between microcomputer workshops, the RTA will assist staff in using the microcomputer for tasks assigned to the Unit.

3. Second Microcomputer Workshop

This workshop is intended to reinforce skills acquired in the first workshop and to provide an introduction to the use and interpretation of basic statistics. Participants will

practice these skills using a small data set stored in the computer. The workshop will be given by an IEES technical advisor in collaboration with the NCC counterpart and the RTA. Participants will include the staff of the Manpower and Statistics Unit and any others who attended the first workshop. The workshop is tentatively scheduled for September 1986. A third microcomputer workshop will be scheduled if needed.

Out-of-country (but within region) training of up to six months in advanced statistics, computing, and analysis skills will be provided by IEES to one or two individuals nominated by the Manpower and Statistics Unit. Selection criteria will include a Bachelor's Degree in an appropriate academic field, plus performance in the short-term training workshops. Candidates for this training will be selected following the Second Microcomputer Workshop.

Proposed IEES training and related technical assistance activities within the MOEC's Manpower and Statistics Unit have been designed with the following objectives:

1. To provide a unified strategy for coordinating the collection of school-related data within the Planning Division and across other divisions of the MOEC. Such coordination should eliminate duplication of effort and thereby provide cost savings in information management.
2. To provide immediate and long range improvements in the quality of information available to MOEC decision-makers. Benefits will accrue as information needs are coordinated; as new survey designs, instruments and analysis procedures are implemented; and as the speed of data processing and analysis is increased. Longer range improvements will be realized as personnel trained in higher level statistical analysis and computing complete their studies abroad and return to the Unit.

This plan insures that attention will be given to both the immediate and longer term needs of the Planning Division.

Strengthening the Evaluation Capacity of the Radio Education
Teacher Training Project (RETT II)

Despite the number of teachers trained through RETT I campus-based programs and district programs, increases in both student enrollments and birth rates suggest that the MOEC will not be able to meet the demand for adequate numbers of trained teacher at the primary level in the near future. This continuing undersupply of qualified teachers is the rationale for the MOEC/USAID RETT II project. Although it is premature to anticipate in detail the level of IEES assistance to this project, it is evident that comprehensive evaluation and planning is urgently needed and should be initiated as soon as possible.

Accordingly, IEES has proposed assistance in the development of RETT II's evaluation program and underwriting of some percentage (yet to be determined) of that program's costs. Involvement in this area has two goals. The first is to collect baseline data as well as information needed for increasing the effectiveness of the broadcast lessons. This information, together with summative evaluation data, will provide a strong base for future policy-making for radio distance education. The second goal is to train research personnel in formative, summative, and cost evaluation techniques. The goals will be accomplished through a series of workshops and monitoring of subsequent evaluation activity.

Detailed training and research activities will be designed, scheduled, and budgeted during the Planning and Development Workshop scheduled for November 1985. The objectives of this two-week workshop are to design a RETT II evaluation model, assess the need for training in formative, summative, and cost analysis techniques, and define the roles and responsibilities of IEES, the USAID/Nepal contractor, RED, and

CERID in subsequent evaluation activities. The workshop will be organized and conducted by IEES technical advisors experienced in the evaluation of radio education. An educational researcher from Tribhuvan University will assist with the workshop and will be requested to play a major role in all IEES activities planned at that time. Participants will include individuals from RED and CERID, as well as the USAID/Nepal contractor and the IEES RTA.

IEES involvement in the RETT II project has three major benefits:

1. It increases the potential for the success of RETT II through the provision of additional human and financial resources. One of the weaknesses identified in RETT I was the early abandonment of the formative research necessary to adjust the content of the radio lessons to the needs and preferences of the target audience.
2. It ensures that appropriate emphasis is placed not only on implementation, but also on the summative evaluation necessary for future policy-making in radio education.
3. The workshop training and participation in the formative, summative, and cost evaluations will result in a cadre of experienced radio and research personnel capable of training others and conducting a wide range of evaluations either in radio education or in other areas.

2.9.2 Plans - Second Year

The activities summarized below include only those which have been tentatively scheduled. Final scheduling will rest with the MOEC/IEES CAC (see below). With the exception of planning for future activities, the time of the RTA is not shown under the technical assistance category, since the Consortium's nominee for that position has not yet been approved.

<u>Activity</u>	<u>Participants</u>	<u>IEES Technical Assistance (in person months)</u>	<u>Month</u>
Planning Workshop	RED, CERID	1.50	November 1985
Information Management Workshop	Manpower and Statistics Unit	.75	January 1985
IEES Country Five Year Plan	CAC	2.00 (RTA)	January - February 1986
Microcomputer Workshop 1	Manpower and Statistics Unit	.75	June 1986
Microcomputer Workshop 2	Manpower and Statistics Unit	.75	September 1986

MOEC/IEES Country Advisory Committee (CAC)

To ensure proper coordination of IEES project activities in Nepal, a MOEC/IEES CAC has been proposed. The function of this committee will be to provide guidance and advice regarding the broad policy issues related to IEES project planning.

While a RETT II Project Research Committee and an IEES Information Management Committee will be responsible for the day-to-day and month-to-month supervision and evaluation of IEES assistance within respective MOEC units, the CAC will serve the over-arching function of strategic planning for long-term IEES participation in Nepalese educational development, establishing priorities among the many possible areas for fruitful MOED/IEES collaboration, and facilitating the approvals and clearances necessary to implement these activities. The CAC will be chaired by the Secretary of the Ministry and other members will include:

1. Joint Secretary, Planning
2. Joint Secretary, School Administration
3. Chief, CTSDC
4. Resident Technical Advisor, IEES
5. Other members deemed appropriate by the Secretary.

2.9.3 Staffing Requirements

In addition to the IEES staff and consultants who will direct the proposed workshops, a RTA is being recruited to administer and coordinate all project activities in Nepal and to provide technical assistance in support of those activities. The general requirements are that the RTA live in Nepal and work full-time with Nepali professionals on agreed-upon activities. During the first year, the RTA will:

1. work 80% of the time with the Manpower and Statistics Unit coordinating, implementing, and providing continuity among the discrete activities designed to strengthen its capacity to collect, analyze, and disseminate information on the characteristics of the national school system;
2. work 20% of the time with the RETT II Project Research Committee and the RETT II staff coordinating, implementing, and providing continuity among the discrete training and evaluation activities designed to optimize the project's effectiveness;
3. assist the MOEC/IEES CAC in developing a plan for future research and training activities and participate in implementing, monitoring, evaluating and disseminating the results of the activities;
4. serve as liaison between the project and USAID/Nepal, the MOEC, other government agencies, and donor groups; and
5. provide continuity between discrete activities in order to maximize their short and long-term impacts. The role of the RTA is not to conduct all these activities alone, but to work in collaboration with Nepali counterparts to ensure on-going development of managerial and research capacities.

The RTA will be appointed initially for a term of two years.

2.9.4 Issues and Discussion

IEES activities in Nepal have been collaboratively defined in two specific areas:

1. Improving the management capacity of the Manpower and Statistics Division of the MOEC; and
2. strengthening the evaluation capacity of the Radio Education Teacher Project (RETT II).

Activities in these areas are now being planned to both improve educational efficiency and build institutional capacity. The expansion of consortium activities to other areas in Nepal depends upon both the success of activities in the presently-defined areas and the priorities of the GON and the USAID Mission. Nepal has a long history of involvement with donor-sponsored activities, not all of which have been as successful as expected. The performance of the IEES RTA in closely coordinating planning and execution of activities with GON and Mission will be a critical factor in the development of project activities.

3. OTHER IMPLEMENTATION WORK

3.1 Conceptual Direction and Knowledge Building

This section of the Plan first presents the flow from the conceptual basis of the IEES project (why we are undertaking it) to its structural design components (what we are doing) and characteristics (how we are doing it), to its evaluation design (how we know we are achieving its purposes). The discussion then focuses on specific efforts planned in Year Two to develop, test, and elaborate the concepts and methodologies that will guide implementation of the project.

The conceptual basis of the IEES project derives from four major assumptions. The first is that developing nations will face an increasing scarcity of resources relative to emerging needs and demands in the educational and human resources sector. While the nature and degree of this scarcity will differ from one nation to another among the diverse set of nations participating in the IEES project, the problem of educational resources scarcity is common to all of them.

The second assumption, derived from the first, is that a policy emphasis on improved efficiency in the use of educational resources will become a major factor in educational planning. This emphasis is likely to focus on issues of increased effectiveness and cost containment. The political and demographic realities in most developing nations greatly restrict the scope for significant cost reductions and even, in some cases, of internal resource reallocation. However, the project will give special importance to activities aimed at IEES controlling cost increases and encouraging, wherever possible, reallocation of both new and existing resources to their most productive use.

The third major assumption of the IEES project is that a commitment to data-based analysis and decision making in the EHR sector is essential to improving efficiency. Such a commitment should enhance the administrative efficiency of the system and improve the quality of decision making from the levels of national and local government officials to that of individual families and students.

The final major assumption of the IEES project is that the development of long-term, flexible, coordinated planning, based upon valid and realistic data that are competently analyzed, will have the greatest effect on promoting the social and economic development of the participating nations.

The structural design of the project focuses upon those components for which a careful orchestration of external assistance can enhance a country's capacity to use its resources more efficiently. These are education and human sector assessments and updates, planning, research and development training, evaluation and networking. The ultimate goal of IEES is the further development of existing national capacities to conduct the structural activities noted above. Only when each nation can effectively manage its own IEES-type of program will the work of the IEES project be complete.

The nature of these structural components and the project's experience with them in each of the participating nations has been discussed earlier in this Plan.

The structural components are implemented with the following characteristics:

- 1) Collaboration. Host country participants are to be full partners in the design, conduct, and evaluation of all IEES activities.
- 2) Comprehensiveness. IEES activities will be designed and conducted within the context of the full EHR system and with attention to wider social and economic determinants of educational outcomes.
- 3) Coordination. This requirement constitutes both a strategy and a goal. The project will attempt to promote coordination of educational policy within and among government agencies, between the government and the donor community, and between the government and the private sector.
- 4) Continuity. Through the placement of Resident Technical Advisors, the recurrent use of personnel increasingly familiar with local conditions, and the sponsorship of activities linked to each other in reinforcing sequences, the project will develop a continuity of commitment to each of the participating nations.
- 5) Conceptually-based and purposeful. The activities of the IEES project are always geared toward the goal of the project, to improve the efficiency of education systems. They are undertaken with a common methodology that will be open to testing and revision through the joint efforts of IEES and host country personnel.

Evaluation of the IEES project is to enable frequent checking of whether we are progressing toward the goals of the project, i.e., to

improve the performance of education systems and to strengthen host country capabilities for assessing, planning, and managing their education systems. To assess out progress toward these goals, we will need to identify an appropriate set of indicators, measurements, and milestones. We also will have to consider whether we are focusing on the optimal components and the extent to which these are being implemented properly. Finally, evaluation must regularly assess whether we are implementing the project in the most desirable way.

The discussion now turns to our specific Year Two Plans to elaborate the concepts and methodologies that will guide project development. To provide a context, it will be recalled that in Year One the IEES project was required to embark immediately on a wide range of field activities. These activities were undertaken to meet urgent needs of local USAID Missions and the governments of the participating IEES nations. The delivery of these services also validated the project as a competent and dependable source of technical assistance and established initial collaborative structures with the host government agencies. For these reasons, in Year One the structural components occasionally were undertaken with inadequate focus on the project's conceptual basis and evaluation of progress toward its goals. To ensure continued linkage of conceptual, structural, and evaluative aspects of the project, the Executive Management Committee (EMC) has taken two major actions.

First, Douglas Windham of SUNYA has been tasked to design and promote a means for linking conceptual, structural, and evaluative dimensions of the project in a more systematic and explicit fashion.

Second, the EMC has commissioned two substantial papers to help define key conceptual areas of the project. One, to be authored by Stephen Klees in cooperation with John Bock and Peter Easton, will deal with indicators and issues of educational efficiency and the constraints and opportunities that exist with methodologies for measuring school efficiency. The other, to be authored by David Chapman in cooperation with Windham, deals with the nature of evaluation of the efficiency of education systems and the special constraints imposed on the valuation in the developing nation context. Based on these two papers and other related IEES activities, the Annual Plan for Year Three of the IEES project will incorporate a detailed set of strategies for the conceptual development of the project's field activities.

A special opportunity for enriching the conceptual base of the project exists in linking the IEES project to the new AID project, Basic Research and Implementation for Developing Education Systems (BRIDGES). It is the intention of both AID and the IEES management that the widest possible cooperation and exchange of experience exist between the two projects. Once the BRIDGES contractor is identified, formal steps will be taken to establish coordinative mechanisms between IEES and BRIDGES activities.

In Year Two of IEES, the conceptual activities will be carried forward by the following means: 1) additional concept papers emphasizing the state-of-the-art in specific areas of research, methodology, and training; 2) the development of training manuals; 3) special purpose reports of IEES field experiences; 4) the IEES International Workshop agenda; and 5) the other forms of communication

and discussion created by the consortium (such as the Information Bulletin). Each of these topics (with the exception of the concept paper discussed above) is elaborated upon in subsequent sections.

3.2 Manual on Sector Assessment Methodology

A manual on sector assessment methodology will be prepared during the second project year, one of two training manuals to be developed within the IEES Project. This first manual will be prepared by the staff of IIR. Its purpose will be to promote improved understanding, adoption, and application of the sector approach to EHR planning and management in developing countries. To accomplish this, IIR will prepare a manual and assemble a set of related materials that will enable developing countries to participate in sector assessment updates, facilitate interpretation, use and critique the assessment, and suggest new approaches and methods which they might use in their planning and evaluation activities. Guidelines set forth in the manual will enable developing country planners, policy makers, and managers to accomplish the following:

- Encourage institutionalization of the sector approach to the planning and management of educational resources.
- Propose a common format, incorporating a systems analysis conceptual framework for the assessments, that will simplify the organization and analysis of relevant information, enable countries with related objectives and constraints to better share problem-solving ideas and approaches, facilitate updates and revisions, and enhance networking among educators across developing countries.

- Obtain baseline information needed to evaluate activities within subsectors.
- Highlight opportunities and constraints related to development within subsectors.
- Identify a rank-ordered set of recommendations within each subsector, based on an analysis of each subsector's status, plans, needs, and constraints.
- Synthesize the subsector recommendations into an integrated set of action steps that will make the most efficient use of local and donor resources within the education sector.
- Encourage donor coordination through a close alignment of donor activities and plans with host government goals and policies.
- Improve the efficiency and effectiveness of resource utilization within the sector, based on the assumption that the amount of funds for education will not significantly increase in real terms in the near future for most developing countries.

The immediate beneficiaries of the manual on sector assessment methodology will be the host governments that elect to use the guidelines to assist with resource allocation. The ultimate beneficiaries will be the students, both young and adult, whose skills and attitudes are formed by the programs within the education subsectors. Ancillary beneficiaries will be the USAID Missions (where applicable), AID (with respect to objectives of the IEES Project and related areas), and other donors.

The major sources of information for the manual will be the references cited in the May 1983 version of the guidelines (Planning and Managing an Education Sector Assessment) and experience with the preparation and subsequent activities from assessments conducted in Botswana, Haiti, Indonesia, Liberia, Niger, North Yemen, and Somalia.

The manual will contain a level of detail that will make it usable for Bachelor Degree level professionals in developing countries, with a few years of professional experience, working on a team supplemented by two or three senior technical assistants (such as, an economist, an educational planner, and an educational analyst).

The body of the manual will contain 200-400 pages, with possibly two or three annexes on specialized topics. It will be distributed in a multi-ringed binder to permit partial revisions. The manual will be accompanied by a set of materials which will contain published information providing support-type guidance (such as, calculation of educational unit costs and analysis of student flow data). Also included in the package will be bound versions of the following assessments that will be referenced in the manual: Botswana, Haiti, Indonesia, and Somalia.

Annexes will be written for materials not already available in published form, of an appropriate scope and level of detail (such as, factors affecting in educational quality and efficiency). The rate of return analyses have not been useful in prior assessments, and yet they have taken considerable time to compute in many cases. For this reason, they will not be included in the handbook. Instead, emphasis will be placed on cycle costs, such as unit costs for each year of schooling and

for each graduate at the formal levels. Guidance will be given on the utilization of the least-cost approach to the selection of alternative strategies for educational change.

Prior assessments have focused on different aspects of management training, ranging from an emphasis on programs for training in management to emphasis on management capacity within the sector itself. The manual will specify that it is the capacity to manage the sector that is the focus of the management chapter, and not training programs for management.

The history of education has often been repeated, to greater or lesser degrees, in the introductory sections of each chapter of prior assessments. A separate brief chapter on this type of background information will be specified to replace the separate treatments in each chapter.

In some prior assessments (such as Haiti and Indonesia) additional chapters have been added to satisfy specific Mission requirements. The manual will describe the situations that would permit this flexibility to be exercised, emphasizing that any such chapters or studies should be related to the general purpose of the assessment and that their scopes of work must be prepared in detail and agreed upon as part of the assessment planning process. The following topical outline will be used for all assessments, with adaptations made as appropriate for specific situations:

Chapter 1. Synthesis

- 1.1 Status
- 1.2 Issues
- 1.3 Recommendations

Chapter 2. Economic and Fiscal Analysis

- 2.1 Overview of Economy
- 2.2 Fiscal Capacity
- 2.3 Manpower Supply and Demand
- 2.4 Unit Costs
- 2.5 Conclusions
- 2.6 Recommendations

Chapter 3. Management Capacity

Chapters 4-10. Primary Education, Secondary Education, Higher Education, Teacher Education, Vocational and Technical Education, Nonformal Education.

4.1 Status

- 4.1.1 National Goals
- 4.1.2 Structure
- 4.1.3 Program(s)
 - Administration
 - Students
 - Teachers
 - Curriculum
 - Examinations
 - Facilities and Equipment
 - Costs and Financing
 - Quality of Instruction

4.2 Analysis

- 4.2.1 Needs
- 4.2.2 Plans
- 4.2.3 Constraints
- 4.2.4 Issues
 - External Efficiency
 - Internal Efficiency
 - Access and Equity
 - Administration and Supervision
 - Costs and Financing
- 4.2.5 Conclusions

4.3 Recommendations

3.3 IEES International Workshop

The 15 May 1985 Executive Management Committee (EMC) meeting decided that the First IEES International Workshop would be held in Africa in early November 1985. The workshop will provide an opportunity to assemble people from IEES participating countries who are faced with common problems with their educational systems. The EMC recommended that two or three countries should make presentations describing IEES project activities as they have developed in each situation.

On June 12, AID requested that the workshop be held in Gaborone, Botswana (cable no. State 180246). Both the USAID Mission and the Government of Botswana indicated that they would be pleased to host the workshop under the conditions stipulated in the cable.

After discussions between FSU and IIR it was agreed, on July 15, 1985, that IIR would propose a schedule and budget for the November workshop. A budget was submitted to FSU and a Project Implementation Authorization prepared on July 25. This PIA authorized IIR to plan and conduct the workshop. Mary Pigozzi prepared a memo recommending content and format for the workshop, including a schedule, questions and issues, and draft cables for use by AID. On July 29, members of the EMC approved these plans and acknowledged concerns regarding the extremely tight schedule for the workshop. The workshop will be held at the Gaborone Sun Hotel in Gaborone, Botswana, November 11-16, 1985. The theme of the workshop will be "Improving Educational Efficiency." The workshop will have the following purposes: a) to provide a forum for the exchange of information on problems, plans, and activities as they relate to the goals and principles of the IEES program; b) to plan

informal and formal networking activities; c) to disseminate information on the IEES program; and d) to develop functional program linkages among host country, USAID Mission and IEES Consortium personnel.

Presentations and discussions will be in English. These will be prepared to reflect responses in each participating country to constraints to educational efficiency identified by sector assessments and other activities. The workshop format will consist of presentations, demonstrations, and discussions, and will emphasize participant interaction. There will be a brief field trip. Approximately 50 representatives from the nine participating countries are expected to attend, including IEES Consortium, USAID Mission, and AID personnel.

3.4 Project Information Bulletin

The project will publish and distribute an information bulletin for the purpose of providing synopses of cooperating country efforts to improve educational efficiency and regular updates on project activities. The publication will be distributed to EHR planners in participating countries, USAID Mission and AID/W personnel, bilateral and multilateral donors, and development professionals in academic and government organizations.

In addition, the bulletin will serve both networking and resource functions. It will familiarize host country planners and USAID Mission personnel with activities and personnel in other countries, thus facilitating across-country linkages, and providing information, literature and resources for further inquiries.

Issues of the bulletin will provide a variety of articles on topics related to educational efficiency. The range of articles will reflect the diversity of field implementation activities, while emphasizing the common concern of project goals and objectives.

The bulletin will be published on a quarterly basis, with the first issue appearing in Winter 1986.

3.5 Intraconsortium Communication

Effective communication among consortium members is required for effective project operation. Both formal communication channels and management structures have been established to ensure that information flows rapidly and regularly among consortium members.

Communications channels

A biweekly intraconsortium newsletter, the IEES Communique is produced at FSU, based on regular reports collected from all consortium members, and disseminated to ensure that all involved receive the latest information on current and future project activities. Items in the Communique are classified into categories of project activities and thus form a convenient record for future reference and report writing. Each issue of the Communique contains a current six-month calendar of scheduled and proposed project travel to assist consortium members in planning and coordination.

MCI Mail, and electronic mail service operates between FSU and IIR, and the newsletter is distributed through this service. Other consortium members have not yet subscribed to this service.

Structures for Intraconsortium Communication

Two project structures exist for facilitating intraconsortium communication whenever necessary:

- Technical subcommittees may be convened and tasked in the areas of assessment and planning, research and training, knowledge building and networking, and evaluation and monitoring. The subcommittees do not function as on-going structures, but respond to specific tasks from project management.

- IEES Plenary Forums may be convened at any time by project management to permit discussion of critical strategy and planning issues among a broad group of project personnel, AID/W S&T and Africa Bureau staff, as well as technical specialists invited as needed. Plenary forums thus serve to facilitate open communication among consortium members when considering issues of wide policy implications.

International Coordination

IEES RTAs submit regular monthly reports to project management to assist the complex work of planning, implementing and monitoring field activities. In addition, RTAs submit more detailed quarterly reports in which in-country activities will be reviewed, critically analyzed, and recommendations for future activities made.

3.6 Project Reports

Project reports include an annual project plan, semi-annual progress reports, and reports on specific project activities.

Annual Project Plan

IEES central staff, in collaboration with consortium members, will prepare an annual workplan which will include a prioritized set of activities for the coming year. These activities will be justified with reference to project objectives and specific country strategy, and costed and staffed to permit preparation of an annual budget.

This document presents plans for the first and second project years. The Annual Plan for the third project year (1986-87) will be submitted in June 1986.

Semi-Annual Progress Reports

Progress reports will be submitted semi-annually to AID/W. These reports review the work accomplished in relation to the annual workplan for that period. Accomplishments, problem areas, and recommendations are included for each country, as well as project administrative areas.

Progress reports will be submitted in January 1986 and July 1986.

IEES Country Implementation Plans

Plans for implementing IEES activities in each participating country will be developed in-country in collaboration with host country counterparts and USAID Mission personnel. The designated IEES team will submit the draft plan to AID/W for approval. These plans will be revised annually on the basis of experience in-country with counterparts, USAID Mission personnel, and other donor agencies.

Sector Assessment Updates

The Sector Assessment in participating countries will be updated annually, or as scheduled in the IEES Country Plan, and submitted to AID/W for approval. In some countries, this may not occur on an annual basis, due to other project activities which fulfill this function.

Other Project Reports

Trip reports, research and evaluation studies, and reports on special project activities will be promptly submitted to AID/W.

Clearinghouse and Other Publications

Central staff at FSU operate the IEES Clearinghouse both as a repository for project-generated documents and as a resource facility to support field activities. Clearinghouse documents are accessed through a free-form database which can search for specified topic indications. Further database searches are carried out upon request and abstracts or hard copy of materials furnished as needed. Services and documents from the IEES Clearinghouse are provided at no charge to consortium members, IEES RTAs and host country counterparts, AID/W, and USAID Missions. Organizations providing the Clearinghouse with materials are provided documents on a reciprocal basis. All other requesters are charged for the document cost.

Other publications produced by central staff include:

- Monograph Series

Two monographs will be published in project year 1985-86.

These monographs will address two topics critical to the success of the IEES Project, issues and indications of educational efficiency,

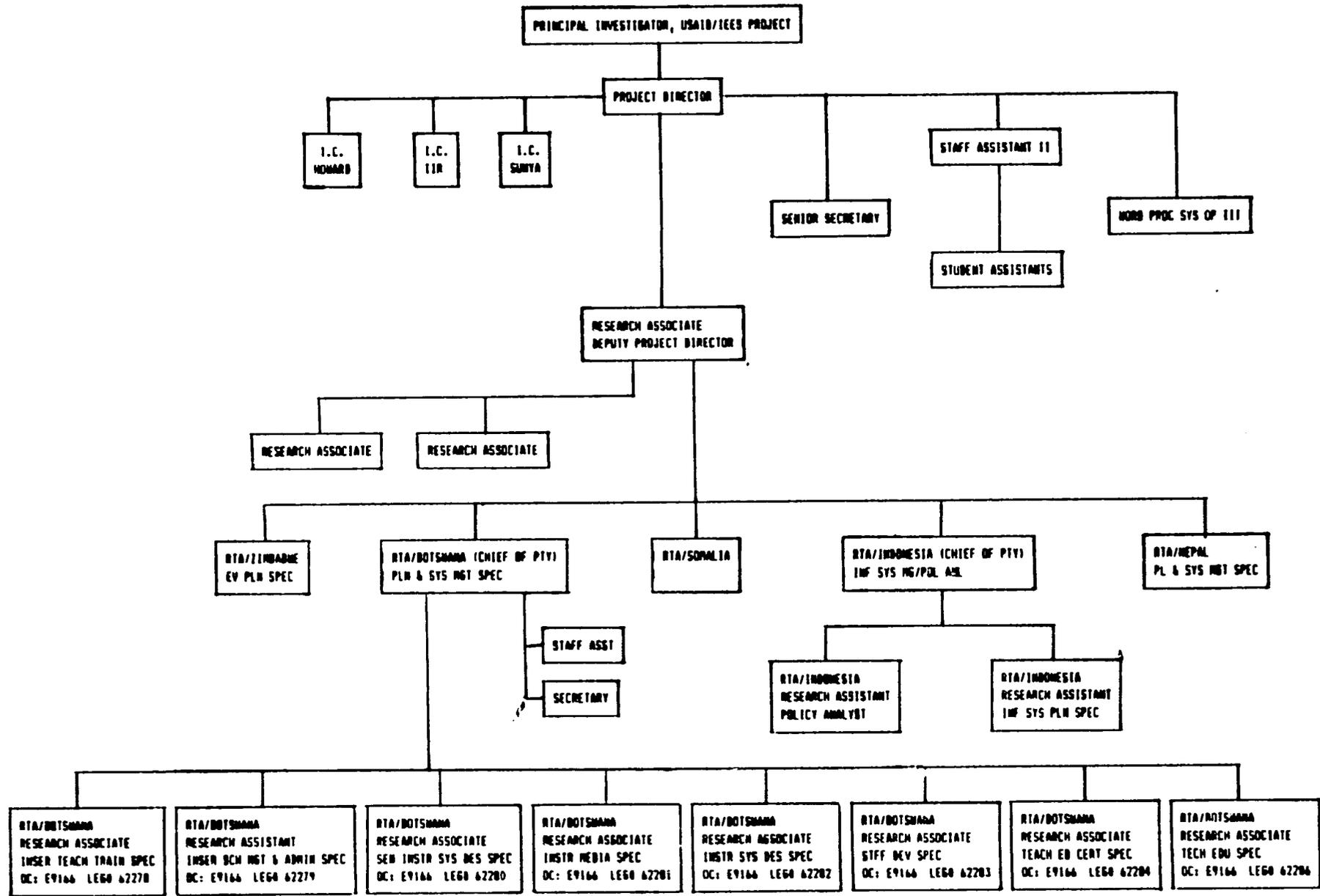
and the evaluation of the efficiency of educational systems in developing countries.

- Technical Packages

Technical packages are designed to support IEES Country Clearinghouses. They are produced to summarize topics of relevance to project field activities and to provide sources for further information if needed. Two Technical Packages will be produced in project year 1985-86. The topics to be addressed will be identified at the IEES International Workshop as a function of needs and concerns expressed by the participants.

4. SUMMARY IMPLEMENTATION CHARTS

4.1 Project Administration Chart



4.2 Country Implementation Charts

COUNTRY IMPLEMENTATION ACTIVITIES: SOMALIA

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985	<----->	<----->	<----->	<----->					<----->			1 RTA	<----->
	Feb-Jun 84	SOMTAD Project report		Civil Service					Secondary			Ongoing	Country
	Civil Serv	5 prs X 2 mo		Study Publication					Headmaster's				Plan
	Study	10 pm		Land Symposium					Workshop				1 pr X 1 mo
	<----->			1 pr X 1 wk					1 pr X 1 mo				1 pm
S	Jan 84			.25 pm					1 pm				
O	Sector								<----->				
Y	Assessment								SOMTAD				
A	Publication								Project Paper				
L									3 prs X 1 mo				
I									3 pm				
A													
	July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	June 86	<----->	<----->	<----->	<----->	<----->	<----->	<----->	<----->	<----->	<----->	<----->	<----->
		Quality		Computer	Internat	Technical	Suprvision	Materials	Distributn	Sector Assessment			Annual Plan
		Enhancement		Workshop	Workshop	Dictionary	Workshop	Study	2 pr X 1 mo	Update	3 pm		2 pr X 1 mo
		Study		1 pr X 1 mo	Participtn	Developant	1 pr X 1 mo	2 pm					
		3 prs X 1 mo		1 pm	<----->	1 pr X 1 mo	1 pm	<----->					
		2 pm			Mgt. Train	1 pm		Teacher Ed. Study					
					Workshop			2 pr X 1 mo					
		1 RTA continuing			1 pr X 1 mo			2 pm					
					1 pm								

115

COUNTRY IMPLEMENTATION ACTIVITIES: LIBERIA

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985	(-----)	(-----)	(-----)										
	June 84	Project	Policy Conf.										
	Test Dvnt	Paper	1 prs X 1 wk										
	Workshop	13 prs X 1 ml	.25 pa										
	(-----)	3 pa											
L	June 83												
I	Sector												
B	Assessment												
E	(-----)												
R	Feb 84												
I	PID (IELII)												
A													
July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
June 86					(-----)		(-----)						
					International		Country Plan proposed for '86						
					Workshop		2 prs X 1 mo						
					Participation		2 pa						
							(-----)						
							Sector Assessment Update Proposed for '86						
							13 pr X 1 mo						
							3 pa						

COUNTY IMPLEMENTATION ACTIVITIES: NIGER

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985	<----->				<--->								<----->
	Oct 84				IEES								IEES Planning
	Planning Team				Planning								1 pr X 1 mo
	3 prs X 1 wk				3 prs X 2 wks								1 pa
M	.75 pa				1.5 pa								<----->
I	<----->												Personal Services Contractor to
G	Apr 84												write Literacy Report
E	Sector												1 pr X 4 mo
R	Assessment												4 pa
July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
June 86	<----->				<--->								
	Literacy Report				International		Planning meetings						
					Workshop		proposed for '86						
					Participation								

101

COUNTRY IMPLEMENTATION ACTIVITIES: ZIMBABWE

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985										(-----)			
										BEST			
										Evaluation			
										Development			
										2 prs X 1 mo			
Z										2 pm			
I													
M	July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B	June 86					(-----)							
A						International							
B						Workshop							
M						Participation							
E						(-----)							
						Formative Evaluation of BEST							
						3 prs X 1 mo							
						3 pm							
						(-----)							
						1 RTA proposed ongoing							

COUNTRY IMPLEMENTATION ACTIVITIES: YEMEN

Through June 1985	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
					(-----)								
					Sector Assessment								
					6 prs X 8 wks								
					12 pm								
Y E M E N	July 85 - June 86	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
					(----)(----)								
					IEES International								
					Planning Workshop								
					3 prs X 2 wks Participation								
					1.5 pm								
					(-----)								
					Country Plan proposed for '86								
					(-----)								
					Sector Assessment Review proposed for '86								
					2 prs X 1 mo								
					2 pm								

COUNTRY IMPLEMENTATION ACTIVITIES: HAITI

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985					(<----->)								(<----->)
					Sector Assessment								Project Identifi-
					4 prs X 10 wks, 2 prs X 2 mo, 2 prs X 5 wks								fication Document
					16.5 pm								12 prs X 2 wks
													1 pm
H	July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
A	June 86					(<---->)	(<---->)						
I						Internat'l	Sector						
I						Workshop	Assessment						
I						Participatn	Review						
						(<----->)							
						Project Paper							
						3 prs X 2 mo, 4 prs X 5 wks							
						11 pm							

COUNTRY IMPLEMENTATION ACTIVITIES: INDONESIA

Through	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
June 1985											<----->		
I											Planning IEES		
N											Activity		
D											2 prs X 2 wks		
O											1 pm		
N	July 85 -	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
E	June 86			<----->				<----->					
S				Sector Assessment	Int'l 3 RTAs			Country Plan Proposed for '86					
I				13 prs X 6 wk	Workshop			<----->					
A				18 pm	Participation					Sector Assessment Review			
										3 prs X 3 wks			
										2.1 pm			

COUNTRY IMPLEMENTATION ACTIVITIES: NEPAL

Through June 1985	Preproject	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
												(-----)	
												Planning IEES Activity 3 prs X 1 mo 3 pm	
N E P A L	July 85 - June 86	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
						(-----)		(-----)					(-----)
						International Workshop Participation		Management Workshop					Microcomputer Workshop 1 prs X 3 wk .75 pm
						(-----) Evaluation of RETTII Workshop 1 prs X 3 wk .75 pm		(-----) Country Plan proposed for '86 (-----) 1 RTA proposed for '86					

5. BUDGET

**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>
SALARIES			
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
FRINGE BENEFITS	351,438	55,938.14	295,499.86
CONSULTANTS			
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
ALLOWANCES			
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
TRAVEL AND TRANSPORTATION			
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
MATERIALS AND SUPPLIES	216,130	8,246.47	207,883.53
EQUIPMENT	144,328	0.00	144,328.00
PARTICIPANT TRAINING	224,857	0.00	224,857.00
SUBCONTRACTS			
Howard		74,334.02	
IIR		416,904.49	
SUNYA		438,608.97	
	-----	-----	-----
	5,102,495	929,847.48	4,172,647.52

125

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

302,784	21,872.22	280,911.78
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OVERHEAD

878,546	121,010.32	757,535.68
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TOTAL	10,000,000	1,543,981.38	8,456,018.62
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106

SALARIES

	DAYS	AMOUNT
<u>Central Management Staff</u>		
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
<u>Project Advisory Staff</u>		
Faculty		
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
Graduate Assistants		
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>
Domestic				
Keller, John	10/29-11/19/84	12.0	170.00	2,040.00
Overseas				
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

118

TRAVEL AND TRANSPORTATION

<u>TRAVELER</u>	<u>DATES</u>	<u>DESTINATION(S)</u>	<u>AMOUNT</u>
UNITED STATES			
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
INTERNATIONAL			
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

109

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
 <u>Project Advisory Staff</u>		
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		
<u>United States</u>		
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

121

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
Accrued Leave		\$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

124

STATE UNIVERSITY OF NEW YORK AT ALBANY

SALARIES

	<u>DAYS</u>	<u>AMOUNT</u>
<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
 <u>Project Advisory Staff</u>		
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
		\$ 39,354.74

FRINGE

CONSULTANTS

	<u>DATES</u>	<u>DAYS</u>	<u>RATE</u>	<u>AMOUNT</u>
<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

125

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
Derresh, 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 2,133.50

Editing 308.00

Advertising 428.34

Passport/Visa/Medical 1,832.82

Typewriter Maintenance 27.14

Office Rental - North Yemen 1,183.30

Field Support Services - North Yemen 2,995.00

 Administration 783.50

 Typing/Clerical 521.73

 Research/Data Collection 1,469.56

 Translation

\$ 23,879.83

INDIRECT

26.5% of \$ 326,359.98

\$ 86,485.34

TOTAL:

\$438,608.97

127

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
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	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

138

Travel			
D. Windham	1/28-2/28/85	Somalia	3,126.70
D. Chapman	1/28-2/28/85	Somalia	3,085.07

			6,211.77

Other Direct			127.00
Visa Fees			

Indirect - 26.5%			6,150.87
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Subtotal Subcontract:			\$29,488.71
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OTHER DIRECT

Postage/Shipping			137.60
Communications			261.95
Duplicating/Reproduction			129.50
Passport/Visa/medical			95.34
DBA Insurance			472.51

			\$ 1,096.89

FLORIDA STATE UNIVERSITY
 USAID/IEES PROJECT
 ANNUAL BUDGET PLAN
 JULY 1985 - JUNE 1986

CENTRAL FUNDING

SALARIES

Central Management Staff		
Principal Investigator (60%)	47,264	
Project Director	58,572	
Deputy Project Director	42,922	
Administrative Assistant	17,000	
Fiscal Assistant	13,000	
Word Processing Operator	12,468	
Secretary	12,254	213,483
Subcontractor Management Staff		
Institutional Coordinators (3)	73,334	
Administrative Assistants (3)	60,000	
Secretaries (3)	45,000	178,334
Technical Advisors		
Long-term (3 RTA's)	137,632	
Short-term (73 person-months)	313,608	451,240

		843,057
FRINGE BENEFITS	25% of \$843,057	210,764
CONSULTANTS	1000 days @ \$200	200,000
ALLOWANCES		
Post Differential	26,763	
Temporary Lodging	1,000	
Quarters	139,500	167,263
TRAVEL AND TRANSPORTATION		
United States	40,000	
International	368,000	
Household Goods	19,000	427,000
MATERIALS AND SUPPLIES		18,000
EQUIPMENT		20,000
PARTICIPANT TRAINING		10,000
OTHER DIRECT COSTS		120,000
OVERHEAD		564,504

GRAND TOTAL:		\$2,580,588

BOTSWANA MISSION FUNDING

SALARIES		
Campus Coordinator	13,400	
Fiscal Assistant	2,680	
Secretary	6,000	
Graduate Assistants	7,000	
Long-term Advisors	137,800	
Short-term Advisors	3,000	
Administrative Assistant	6,000	
Secretary	4,000	179,880
FRINGE BENEFITS		35,976
CONSULTANTS		6,000
ALLOWANCES		
Post Differential	13,780	
Temporary Lodging	3,150	
Education	5,000	21,930
TRAVEL AND TRANSPORTATION		
International	29,000	
Household Goods	21,000	50,000
MATERIALS AND SUPPLIES		2,000
PARTICIPANT TRAINING		100,000
SUBCONTRACTS		414,594
OTHER DIRECT		10,000
OVERHEAD		65,132

	GRAND TOTAL:	\$885,512

ZIMBABWE MISSION FUNDING

SALARIES		
Short-term Advisor		9,000
FRINGE BENEFITS		1,800
CONSULTANTS		8,000
TRAVEL		13,440
OTHER DIRECT		602
OVERHEAD		6,995

	GRAND TOTAL:	\$39,837

INDONESIA MISSION FUNDING

SALARIES		
Campus Coordinator	1,500	
Secretary	1,200	
Long-term Advisors	68,500	
Short-term Advisors	4,500	75,700
FRINGE BENEFITS		
		15,140
CONSULTANTS		
		5,500
ALLOWANCES		
Post Differential	10,275	
Temporary Lodging	6,000	
Education	6,900	23,175
TRAVEL AND TRANSPORTATION		
International	23,190	
Household Goods	14,900	38,090
MATERIALS AND SUPPLIES		
		2,500
SUBCONTRACT		
		39,156
OTHER DIRECT		
		3,600
OVERHEAD		
		34,869

	GRAND TOTAL:	\$237,730

SUMMARY

Central Funding	2,580,588
Botswana Mission Funding	885,512
Zimbabwe Mission Funding	39,837
Indonesia Mission Funding	237,730

	\$3,743,667