

UNCLASSIFIED

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

LAC REGIONAL

PROJECT PAPER

LAC EDUCATION INFORMATION
SYSTEM NETWORK

AID/LAC/P-251

Project Number:598-0635

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AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE
 A = Add
 C = Change
 D = Delete

Amendment Number _____

DOCUMENT CODE
 3

2. COUNTRY/ENTITY
 LAC Regional

3. PROJECT NUMBER
 598-0635

4. BUREAU/OFFICE
 LAC/DR/EST

5. PROJECT TITLE (maximum 40 characters)
 System
 LAC Education Information/Network

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
 MM DD YY
 1 0 8 7

7. ESTIMATED DATE OF OBLIGATION
 (Under 'B.' below, enter 1, 2, 3, or 4)

A. Initial FY 85 B. Quarter 2 C. Final FY 87

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

A. FUNDING SOURCE	FIRST FY 85			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(363)	(-)	(363)	(983)	(-)	(983)
(Loan)	(-)	(-)	(-)	(-)	(-)	(-)
Other U.S.						
1.						
2.						
Host Country					340	340
Other Donor(s)	135	-	135	315	100	415
TOTALS	498		498	1298	440	1738

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
EH	690	968		-0-	-0-			983	-0-
TOTALS									

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code EQTY R/ED

B. Amount

12. PROJECT PURPOSE (maximum 480 characters)

To build a network of educational research and documentation institutions capable of contributing to the solution of problems of educational access and relevance in the LAC Region.

13. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY
 1 2 8 5 0 4 8 6 0 6 8 7

14. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other: (Specify)

15. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment)

17. APPROVED BY

Signature: *[Signature]*
 Title: Director, LAC/DR
 Date Signed: _____ YY

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

PROJECT AUTHORIZATION

Name of Country: LAC Regional

Name of Project: LAC Educational Information System
Network

Number of Project: 598-0635

1. Pursuant to Sections 103 and 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the LAC Educational Information System Network project involving planned obligations not to exceed Nine hundred eighty-three thousand United States Dollars (\$983,000) in grant funds over a three-year period from date of authorization, subject to the availability of funds in accordance with A.I.D. OYB allotment process to help in financing foreign currency and local currency costs for the project.
2. The project ("Project") consists of a program of assistance to ten existing educational research centers for the purpose of setting up national documentation units and organizing these units into an information network for the region. The purpose of the network is to identify, collect, and analyze research data which can be applied to the problems of access and efficiency in education.
3. The Grant Agreement which is necessary or appropriate to implement the Project may be negotiated and executed by the officers to whom such authority is delegated in accordance with A.I.D. regulations and delegations of authority and shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

Condition Precedent

Prior to any disbursement, or the issuance of any commitment documents to sub-grantees, the Grantee shall furnish in form and substance satisfactory to A.I.D., indication that sub-grantees are informed as to the source of the funds.

Victor M. Rivera

Victor M. Rivera
Assistant Administrator
Bureau for Latin America and
the Caribbean

Jan 11 1985

Date

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LAC EDUCATION INFORMATION SYSTEM

Summary

A grant of \$983,000 is requested for the LAC educational information network to make accumulated research and experience more widely available to educational planners. These disparities in educational opportunities offered different segments of Latin American and Caribbean population are the types of problems to be addressed by the network. Latin American educators seek to increase coverage of children and adults, lengthen the duration of their education experience and improve the quality and efficiency of the education offered.

The Education Information System for Latin America and the Caribbean project provides for the expansion of an existing network of research and documentation centers. Four additional countries will be added by utilizing operating research centers of considerable prestige, making a total of twelve countries participating in the network. This project is a follow on to an earlier Education Research Network project which focused on influencing research to attend to clusters of such educational problems and on creation of a memory of what research and information existed. The focus of the information system project, often referred to as CIDE-REDUC, will be on establishing the new centers, managing the information system and increasing the utilization of the data. A utilization strategy is included in the proposal submitted to A.I.D. by the Center for Educational Research and Development (CIDE), the proposed grantee. The entire system will be computerized by the end of project, allowing retrieval of data.

The major A.I.D. inputs requested are grants to 10 national centers; publication funds; and equipment and network coordination and management costs. The A.I.D. funding will be matched by a nearly equal amount from other donors, from centers receiving no A.I.D. funds and from operating costs funded by the national centers themselves.

A. The Problem

Policymakers who set the priorities and allocate the resources for public education in LAC countries today are faced with extremely complex circumstances and pressures. Critical and complicated technical judgements are constantly required which have important long-term implications for social and economic development. Unfortunately, the typical education policymaker in the LAC region does not have in his head or at his fingertips the concise and up-to-the minute technical information required to make informed decisions. As a result, policymakers are easy victims for the kind of pressures -- the inflated promises of instructional technology hucksters, internal political pressures, international educational fads, erroneous "conventional wisdom", etc. -- that lead to ill-advised policy choices and wasting of precious resources.

Much sound technical information is available in the LAC countries that could make better-informed educational policy possible. Well-trained and competent education researchers are at work in many countries, and a few major centers perform high quality research that compares favorably with education research done anywhere in the world. The difficulty is that the existing research information is not widely accessible or well-utilized. There are two aspects to the problem of access to research information. First, researchers themselves are isolated from each other. As a result, much research that is done is not really "state-of-the-art" research since it does not grow from the latest findings of other researchers. In particular, researchers working in small countries and/or in small institutions suffer from lack of current information concerning research that is under way throughout the region. As a result, much research unnecessarily repeats work already done or does not take advantage of the best and latest research methodologies.

The second aspect of the access problem is the fact that the available research findings are not readily available to the policymakers who need the information to make practical decisions. Policymakers are usually not social scientists or educators themselves, and even if they are, they do not have time to study and evaluate detailed research documents. Policymakers require that technical information be presented in a very succinct, clear, unambiguous format. If research findings are not carefully digested, summarized, and interpreted, there is little likelihood that they will influence policy.

The problem addressed by this project is the lack of linkages, first, among researchers and, second, between researchers and policymakers. The initial LAC Regional "Education Research Networks" project has successfully created a network of linkages among education research institutions located in nine LAC

countries. The mechanisms that have been developed for summarizing and transmitting available research information throughout the region can provide an effective response to the need for linkages. However, the mechanisms developed require further support if they are to be effectively utilized on a large scale. This continuation to the "Education Research Networks" project, then, provides the resources to flesh out the skeletal network that is now in place by making the information services more widely available, by actively promoting their utilization, and by continuing to expand and improve the body of information that is provided.

B. BACKGROUND

1. The Dilemmas of Education Policymakers in LAC Countries

The field of education in Latin America has made impressive gains over the past 20 years - a time period over which changes in education can be usefully measured.

By the late 1970s, most children attended primary school. The coverage of elementary education in the region had risen from 57% to 78%. Secondary school enrollment had reached 35% of the expected age group. Between 1960 and 1975, the number of university students increased over 300% in Central America and the Caribbean and by 600% in South America.

Urban children are relatively well covered by educational opportunity but the average rural child spends less than three years at school in most LAC countries. In spite of the creditable investment of effort and funds reflected in the above figures, still eleven million children from six to eleven years of age were not included in the school system.

This means that the expansion of the 60s and 70s will need to be followed by yet another expansion in order to reach:

1. Children, age six to eleven, not now included in school system;
2. Children, over the age of eleven, who did not previously have opportunity for education;
3. Increased population in the six to eleven age group, which will increase from 51 million in 1975 to 90 million by the year 2000.

Literacy provides another example of earnest achievement which is undermined by pockets of neglected citizens and high population growth rates. With a few exceptions, notably Haiti, the literacy rates for Central and South America are extremely good. Compare the following with any other region of middle income and developing nations.

Table 1

LITERACY RATES (%)

Belize	91	Guyana	92
Bolivia	63	Haiti	23
Costa Rica	90	Honduras	60
Dominican Republic	67	Jamaica	90
Ecuador	81	Nicaragua	50
El Salvador	62	Peru	80
Guatemala	46	Suriname	65

It is quite possible that the region could achieve a 90% literacy rate and still have 36 million illiterates in the seventeen remaining years of this century. The figures of the previous table disguise the generational and geographical gap for illiteracy which continues to be high among some population segments in many LAC countries.

OAS and UNESCO analyses conclude that the disparities in Latin American illiteracy are between rural and urban areas, among those over the age of 20 and more likely among women than men. For example, forty per cent of Brazil's agricultural labor had no formal education in 1973.

Progress in education coverage has been sufficiently significant, so that the World Bank credits the scale of this resource development as one of the main factors underlying the region's economic development.

Yet, it is not unexpected that problems persist:

Of every 1000 children enrolled in elementary school during the past decade, only 500 reach the fourth grade.

One out of every two children entering the first grade is a repeater.

Countries such as Bolivia and El Salvador, which have very low gross enrollment ratios at the secondary and primary levels, have a higher proportion of university students.

The gross enrollment ratios at the secondary level range from 8% in Haiti to 77% in Barbados.

Argentina enrolls more than 95% of the children between seven and twelve years and Guatemala enrolls 50%.

The average child in the low income group (comprising 65% of the total population of countries studied) completed an average of about 2 1/2 years of formal schooling at a total public cost of US\$113 while the average child from the highest income group (about 5% of the population) had completed 17 years of schooling at a public expenditure of US\$4,753.

One must conclude that despite tremendous and commendable expansion of the educational establishment in most LAC countries, there remain serious gaps of access and effectiveness. Materials such as those presented earlier as background to this proposal should be available to senior administrators in Latin America. As of now, there is no quick way for them to receive status reports of education in the region as well as periodic updates.

The unfinished educational agenda will require additional finance and a variety of solutions. With many countries already spending 25% of their national budget on education, with economic growth and government revenues slowed over the past five years, alternatives must be found. Research and experimentation can help to expose what alternatives are possible and which alternatives are most attractive and cost efficient for problems such as the following:

Students in neglected areas are difficult to reach and more costly to reach than those already in the system.

Educational costs continue to rise to cover the same number of students with the same quality of education.

The demands on education are increasing and changing because these societies are changing.

The inequalities persist and are increasingly politically unacceptable.

Certainly educational planners are faced with Solomon-like but practical decisions, such as:

Will the added costs of preschool reduce the costs of repeaters in the early grades?

How do education authorities allocate resources between teacher training, facilities and material development in order to maximize return?

Is the nation's development best served by greater investment in agricultural and health extension services or by more complete coverage of students in elementary and secondary education?

Which models of vocational training are most likely to increase production and result in job placement?

Given such problems, administrators tend to react by setting in motion a new data gathering effort. Recently, a CIDE-REDUC official visited the national center in Costa Rica. In the course of a semi-annual visit, he was invited to sit with a Ministry of Education task force on curriculum. The Vice Minister opened the meeting by suggesting that they needed to do a survey of teacher reaction to the existing curriculum. Having just come from the national center and being supplied with their output of bibliography and abstracts, the visiting official could within minutes produce the fact that 76 studies were available on curriculum, six of which had information on teacher attitude. The Ministry could proceed to analysis and decision without further surveys.

2. The AID "Educational Research Networks" Project

Prodded by these types of problems and by articulation from Latin American sources and from international donors, an effort was made to bring better and more information and research to bear on these problems. The World Bank had gone so far as to say that, "Bank projects in education could not be carried out without assistance in this area." The Center for Education Research and Development (CIDE) in Santiago, Chile, was a recognized institution which emphasized analysis and dissemination of existing information as a means of understanding educational problems rather than starting a new investigation for every problem identified. With help from the Ford Foundation and the International Development Research Centre, a Canadian agency, CIDE collected 2700 reference works and produced abstracts of those researches which appeared to be most relevant to priority problems and then published those abstracts. These were in demand by other research institutions, the planning unit in the Ministry of Education and by teachers.

The quality, practicality, and early acceptance of this modest effort convinced CIDE and AID officials of the desirability of expanding into an information and research network. In FY 1980, AID funded project 598-0589, Education Research Network. CIDE became grantee, project administrator and initiator of small network which included 14* other research institutions, seven of which received AID assistance. The purpose was to "improve the quality and quantity of educational research information, especially in the Spanish language, and increase the flow of information between countries for utilization by government decision-makers."

*Five of the centers, which have not been assisted by AID, are considered 'passive' members sending materials to CIDE TO abstract and index. Even that degree of cooperation expands the resources materials available to the network.

As a result , both regional and national meetings have been held involving 3200 participants. These participants included researchers, documentation center staff, officials of the Ministry of Education, education faculty, students and education project managers. The main purposes of the initial meetings were to train the center staffs and to promote exchange and sharper definition of purpose between policymaker, researcher and documentalist.

Other outputs of the network activity were a bibliography of 10,000 references to pertinent LAC educational experience. This mass of completed work has been made accessible first by indexing by topic, author and educational level. Three thousand analytical abstracts were prepared, many of which have been published in a regional journal, Resumenes Analiticos en Educacion, or its national equivalents.

This collection and abstracting of LAC experience made sector assessments possible (some of which have been funded by QAS) on subjects such as illiteracy, bilingualism in education, efficiency of elementary education, and basic rural education. The assessment produced on teacher labor relations drew on 200 studies identified by the network. A study on nonformal education synthesized 600 researches and experiments.

The main objective of the previous project was to establish a network through which data and research results could be applied to education policy. While the project was building the foundation of a network, utilization was observed. Materials which were identified and abstracted by INIDE in Peru have been used in the preparation of a new education project submitted to the World Bank. The analyses of research results on "minimum entrance age" and on fundamental education has been used as the basis for new legal regulations in Chile. The sectoral analysis of education in Paraguay has made heavy use of previous research results which were made available by their national center. The Ministry of Education in Bolivia has found the network of sufficient usefulness so that they have hired a documentalist from the national center as a special consultant to the Ministry. The national center evaluation reports (being tabulated for a June 1983 evaluation) show public officials among the frequent clients of the documentation centers.

A memory has been created which uses existing institutions and primarily relies on existing research and demonstrations. The AID policy paper, Basic Education and Technical Training, declares that "Increasing the output of ~~current~~ education investments should receive highest priority in AID's program strategies..." It will accomplish this by adapting existing research institutions to add a documentation function, identifying existing research or influencing new research to be relevant to current problems and current program/budget choices, and then collecting, abstracting and redistributing this information to those in a position to use it. It is a small but critical contribution to helping LAC educators find ways of extending educational opportunity and creating the types of education needed by a diverse population.

In contrast to the United States, where U.S. universities function as educational research and investigation focal points where vast amounts of education data can be easily obtained, LAC universities in developing countries do not serve these purposes. There are a very limited number of organizations or institutions which exist to carry out educational research and development. The networks described and proposed in this paper will encourage research, its dissemination, and will serve as a resource for future research and education activities.

C. PROJECT DESCRIPTION

The summary of the A.I.D. policy paper on education reads:

"While A.I.D. policy is to focus first on problems of resource utilization and internal efficiency, this focus is expected to lead over time to improved access and more broadly based distribution of educational opportunities. Most of the children who do not enroll, or whose education experience is truncated by grade repetition, examination failure and dropout, are poor, rural or female. Those who are poor, rural and female have the least opportunity in essentially all cases. Thus, access is closely related to system efficiency and relevance, requiring measures to increase the numbers and percentages of children who, once enrolled, successfully complete at least the first cycle of basic schooling."

1. Goal and its achievement

The goal of this project concurs with the AID policy paper on human resource development.

To create equity of educational opportunity for the people of Latin American and Caribbean countries.

SUB-GOAL: To increase the availability and effectiveness of primary, secondary and non-formal education to the people of the LAC Region.

It is understood that the goal is a sufficiently broad statement of objectives and program direction so that no one project will achieve the goal. The very type of document and analyses which have pointed out the need and the existence of the gaps in access to education, will analyze future progress toward achieving the goal. Their source material includes:

school enrollments

primary and secondary school dropout rates

numbers of Latin American and Caribbean teachers

adult nonformal education records of demand and attendance

reading scores

2. Purpose and end of project status

The purpose of the project is to build a network of educational/research institutions capable of contributing to the solution of problems of educational access and relevance in the IAC Region.

The emphasis here is less on initiating new research than on diagnosis of problems, developing bibliographies and analytical summaries of what has already been done relative to the most urgent problems, stimulating meetings between researchers, documentalists and policy makers and developing systems of information storage, retrieval and dissemination.

Until recently most LAC educational researchers had stronger ties to U.S. institutions than to their colleagues in other LAC institutions. Networking was a relatively new concept. The completed first stage of Red Latinoamericana de Documentacion en Educacion (REDUC) led to the development of a LAC network and to the creation of a memory which allowed retrieval of what had been learned through previous studies or experiments.

The new project will permit expansion of the network to include four additional countries. These new centers will also start with the creation of memory (bibliographies, analytical abstracts). They will both contribute to and receive data from the network.

The new project will also expand the network's capability to manage and create quick access to data. Microcomputers will be introduced.

But foremost, the new project will focus on utilization of data.

Thus, the end of project status is expected to be:

- a. Twelve operable national research and documentation centers.
- b. Increased numbers of bibliographies, analytical summaries and new research available in each national center.
- c. Network of national educational research institutions providing data and analyses (mainly in Spanish) relative to priority educational problems of member countries.
- d. Data made available to 72 planners/decisionmakers.
- e. Increased number of decisionmakers and teachers using information from the network.
- f. Observable policy changes arising from research results/data collected thus improving the educational opportunities available to an increased number of children, out-of-school youth and adults.

3. Project outputs and their related inputs

a. National centers for research and documentation

Twelve* documentation units provide both resources to the information and receive information from the system. The documentation units are new functions added to existing research or training institutions. Each of these already has facilities, staff, budget, operational programs, reputation and linkages.

Only four of the twelve will be newly supported under this project. The AID contribution will add equipment, training, funding for publications and initial salaries for the documentalist and computer operator. Six of the seven centers previously aided will be reinforced by a microcomputer operator, funding for publications and equipment such as the microcomputer and microfiche printer - equipment for retrieval and distribution of information.

The remaining center is CIDE. Its production as a national center also goes into the network. It does not receive assistance from AID in its function as a national center.

b. An operable network

In addition to being a productive national center, CIDE plays the role of coordinating center of the information system and acts as a source of technical assistance and training for the national centers. AID contributes travel costs associated with these tasks and \$34,000 a year for administration, including an external audit.

Over time, expansion is expected to take place within countries. Peru, for example, is already operating an internal network with five centers integrated into their national network. These are funded internally.

c. Trained personnel

Another output will be trained center personnel (information system management, documentalists, research methodology, computerization of the information system) and trained users of information. This training will be

*When speaking of AID inputs in the proposed project, reference is made to 10 centers. CIDE's support as a national documentation center, as well as one other, comes from IRDC. When speaking of project outputs, the network has the benefit of 12 operable plus 5 unassisted passive centers.

carried out through national and regional seminars. The expertise will come from CIDE and the network advisory committee. The success of the project will depend upon developing an ability to communicate: researcher to documentalist to user.

d. Bibliographies, analytical abstracts and sector assessments

Each of the existing national centers has collected the available references on education published over the past decade. Altogether 10,000 references have been compiled. These will be updated. Additional bibliographies will be compiled based on references available in the major libraries of the specific country. New national centers will start their work with bibliographies, averaging 450 local references, expanding to 600 references over the life of the project.

The next step is the production, publication and distribution of analytical summaries. Each center will produce 300-500 depending on the wealth of existing materials. The total number of abstracts will be close to 4500 by the end of the project. These are done only if relevant to the country's educational problems. There is no intention to collect for the sake of creating an extensive collection. The intention is to solve problems. The production of a national center is put on microfiche and there are both country and regional journals for their publication. Most of the work accomplished will make materials available in the Spanish language.

The follow-up action is the regrouping, synthesizing and comparative analysis of this information around major problems such as teacher training, transition from school to work place or financing education. These are referred to as state of the art papers and diagnostics (sector assessments). Each center is expected to produce 3-4 state of the art papers and 2-3 diagnostics. When multiplied by 12 operable centers, this becomes a considerable volume of work focused on problem areas. Among the topics assigned are efficiency of primary and rural education, educational quality, educational costs, school management, educational technology and regionalization.

4. Access and dissemination of information

The new project adds computerization for improved and faster access to stored information. Microfiche printers and reproducers will facilitate distribution.

f. User/beneficiaries

The actual decisionmakers of educational policy may be few in number but their staff and other beneficiaries, some 3900 in number, include personnel of planning units, education faculty, school supervisors, textbook writers and teachers.

The entire information system and particularly its distribution process becomes the major input here. The seminars, which bring together both producers and users of information, have created both demand and utilization in the network's experience thus far.

5. Project Rationale

The achievement of project outputs will not of itself assure the achievement of project purpose, which is:

To build a network of educational research and documentation institutions capable of contributing to the solution of problems of educational access and relevance in the LAC Region.

The development of an information network is a fairly precise task. Research institutions can adopt a related function such as becoming a documentation center. These do not have elaborate requirements of staff, space or budget.

One of the unexpected results of the earlier Education Research Network project was the discovery of the sizeable research base in many LAC countries. The major task changed from instigating problem-illuminating research to locating, retrieving, abstracting and funnelling available research results. This is both an easier and less expensive task. It does not mean that there are not gaps or deficiencies in this store of research toward which research studies will need to be directed. As indicated earlier, to find that 600 research papers had been identified in Latin America on a single educational issue does mean that there is a wealth of material upon which to draw. Even descriptive material can be useful.

Network members also learned that demonstrations or experiments are not always written up except for accounting purposes. They have learned to mine financial reports for descriptions of experiments and the conclusions drawn from them. Finding that Ministries often do not keep records of policy changes from one administration to another, sent them looking to news releases as potential sources of information.

Information from scattered sources is identified and drawn together in bibliographies and indices. The references, which seem most pertinent to a specific problem, such as retention, are abstracted - summarized into about 700 words. These abstracts, to be useful, must be done systematically and with information that parallels that which is provided by other abstracts. This is no student book review. These abstracts are cheaper and easier to distribute on microfiche or journals than are papers although the original studies are also microfiched and distributed, if found to be particularly pertinent. The abstracts are as mobile as letters.

How to get these abstracts and studies read will require a strategy in itself. The greatest success thus far has come from being able to provide material relative to improving internal efficiency. A study indicating that class size may be increased to 40 students without deterring learning will be seized upon by Ministry officials struggling with budget. A few presentations, which are immediately absorbed into policy, help to develop a clientele. The internal evaluation done of the earlier project demonstrates that the core members exercised great discipline in working on issues which are perceived to be problems by national ministries of education. They have also been supportive of other member institutions by producing materials which will help fulfill a colleague's agenda.

But some research results provided by a reform-minded network can carry embarrassment such as the fact that the numbers of illiterates are on the increase in country X or that the Indian population is inadequately served. The network leadership believes that the best protection they can provide is the unassailable, independent voices of its member institutions. The designers of REMOC start with institutions of reputation. Which institution is invited to become the national center (a project designation unrelated to the host government) is a decision of the Advisory Committee. Most are private institutions, segregated from changes of government. Two national centers, however, are units of the Ministry of Education and half of the centers receive financial contributions from government. This arrangement can work if the staff are civil servants and not political appointees. A national center which is also the Ministry planning unit does have the advantage of immediate utilization of data.

The utilization strategy is straightforward. There are three aspects to it.

a. Involve those who are needed to implement changes in the planning of the network agenda. An eminent professor is asked to chair the bibliographic search committee. The completed bibliography becomes standard for his courses and is circulated in the teacher training establishment. A

wider circle is thus informed of what help is available to them.

b. Produce what is most acutely needed because need will bring an established, ready clientele. By being aware of discussions within the Ministry, budget cycles and upcoming policy statements, national centers have been able to provide timely information to persons responsible for producing change.

The staff assistant to the Minister may be provided with a clutch of abstracts on financing education or a single pointed abstract showing the extent to which textbooks correlate to educational achievement when crucial budget decisions need to be made.

c. Create communication channels between producers and potential users of information through journals, seminars and state of art papers. The internal evaluation of the previous Education Research Network project quotes an O-S observer of a regional seminar as saying that the dynamism was such that he felt he could see the sparks as ideas were exchanged.

Compared to developing a strategy of data utilization, the rest of the project (adding new national centers, training staff in equipment use, coordinating network activity, enlarging the sources of data) becomes a matter of mechanics.

The crucial assumption of this project is that when increased data from multiple sources and relevant to urgent educational problems are synthesized and made readily accessible, the information can contribute to educational policy and reform.

D. Project Components

There are four major components to the project implementation plan as submitted by CIDE-RFDUC.

Component #1

Support to the information network already established. The national centers which are a part of the network for whom assistance is planned include:

Bolivia - Centro Boliviano de Investigacion y Accion Educativas (CEBIAE). The only institution doing research in a continuous and systematic way in the country. The prestige of this institution assures that new research and the most interesting materials are sent to the center.

Costa Rica - Centro Multinacional de Investigacion Educativa (CEMIE). This research center is sponsored by the MED and OAS. It has been operating for ten years and in the future may support research and the diffusion of information in the rest of Central America.

Dominican Republic - Centro de Documentacion e Investigacion Educativa (CEDIE) de la Universidad Catolica Madre y Maestra. The national center is supported by the reputation of the Universidad Madre y Maestra and its research center. Although located in the second largest city (Santiago de los Caballeros), the center is well linked with activities in MED and other universities.

Ecuador - Centro de Investigacion, Planificacion y Tecnologia (CIPIE). This is a relatively new center but has been rapidly accepted by educators as a serious contributor to educational research and its diffusion.

Panama - Instituto Centroamericano de Administracion y Supervision de la Educacion (ICASE). This center is a part of the Universidad de Panama. It is supported by OAS and will become a regional center for OAS in the future. This change of status will probably help to develop research and information exchange in a more autonomous way.

Paraguay - Centro Paraguayo de Estudios Sociologicos (CPESO). The center carries out studies in the social sciences but primarily those in the education sector. In spite of political problems, the center has been able to continue work with both public and private agencies.

The implementation plan for these existing centers includes:

Costa Rica - Centro Multinacional de Investigacion Educativa (CEMIE)

Dominican Republic - Centro de Documentacion e Investigacion Educativa (CEDIE)
de la Universidad Catolica Madre Y Maestra

Ecuador - Centro de Investigacion, Planificacion y Tecnologia (CIPTTE)

Panama - Instituto Centroamericano de Administracion y Supervision de la
Educacion (ICASE)

Paraguay - Centro Paraguayo de Estudios Sociologicos (CPES)

- a. Strengthen the operation of these centers in documentation and research methodology and especially strengthen that which relates to the design and management of an information system. This will be done through technical assistance provided by CIDE and the Technical Advisory Committee, through continuing training and provision of equipment to increase distribution and rapid access.
- b. Continue to develop a permanent clientele of users. This will be done by selecting and training "a broker" whose function will be to identify users and select material for the users until greater experience is gained in the use of an information network. Each country will organize a seminar annually of researchers, documentalists and users to ensure that knowledge of what is available is disseminated and to establish priorities for future work.
- c. Install the microcomputer, train staff in its use and program the software needed for data retrieval.

Component #2

Establish two new national documentation centers in smaller, poorer countries of Central America such as Guatemala and Honduras. The new centers are expected initially to be primarily consumers of data generated elsewhere.

- a. An institution will be identified in each country, which already functions well as an educational research or training center. Visits are underway to countries in Central America currently to gather information on potential center nominees. These suggestions will be presented to the Technical Committee when it meets again.

The criteria used in selecting new centers are:

- (1) interest in diffusion of information;
 - (2) responsible, reputable research center;
 - (3) have both the tradition and resources for continued operation;
 - (4) provision of facilities and support staff for documentation center.
- b. A contract outlining responsibilities is developed between project grantee and institution. These contracts will be submitted to A.I.D. for approval.
- c. CIDE will assist in the selection and training of staff and will provide the documentation already developed by the network.
- d. Each center will start by generating memory of research, references, articles, evaluations, models - the experience of the educational system, both private and governmental, of their own country. Bibliography shall be developed of references available in local libraries or depositories and expanded to include the resources of the network.
- e. Basic equipment such as files, library shelves and typewriters will be provided in year one. Microfiche readers, microcomputer and microfiche printer will be supplied in year two. This latter equipment will be accompanied by both staff and user training.
- f. Each national center will organize seminars which bring together those responsible for educational policy, researchers and staff.

Component #3

Bring into the network two national documentation centers from Latin American countries where educational research and information exchange are already developed such as Mexico, Columbia, Uruguay or Argentina. These centers will add greatly to the information resources of the network. Among the prospective institutions from which new network members will be chosen are:

Argentina - Centro de Investigacion Educativas (CIE). A private research Center mainly interested in the social effects of education.

An alternative is Proyecto Multinacional de Investigacion Educativas (PROMIE) which is a center sponsored by the MED and OAS. It is mainly interested in research on the efficiency of the school system.

Brazil - Fundacao Carlos Chagas. Universidad de Campinas houses this regional center for upgrading the teaching of mathematics and science. The center also administers university entrance examinations for the State of Sao Paulo.

Mexico - Centro de Estudio Educativos (CEE). A private research center organized in the 1960s as an applied research center interested in its use in policy making. Now focuses on the use of information to further research and decision making.

Uruguay - Centro de Investigacion y Experimentacion Pedagogica (CIEP). The only private research center in the country which carries out Educational studies which may help improve the decision making process

The concept of utilizing the experience, data, and facilities of centers in more developed LAC countries as part of the network is a very important aspect of the project. AID funding for these centers will be minimal and will principally address the problem of making these centers compatible with the rest of the network. Easy access to the information already developed in these countries and its subsequent use will far outweigh its small cost (less than \$30,000 per center per year).

- a. Depending on the institutions selected as national centers, they may be brought into the network through similar steps as outlined for less developed countries. These institutions are likely to have much of the infrastructure in place so the process is likely to be faster. The emphasis will be on developing a compatibility with the rest of the system.
- b. Assist these new centers to computerize their system in a way that will be comparable to that being done in the other national centers.

Component #4

CIDE will continue as the project grantee and be responsible for project management and information system coordination.

- a. Ensure that all project centers receiving AID support coordinate their project related activities with the local USAID or with the U.S. Embassy in countries where there is no USAID.

- b. Assure all project related activities, including publications, announcements, etc. clearly and prominently show A.I.D. as a program co-sponsor.
- c. Prior to purchase of minicomputer or microfiche equipment, conduct a complete feasibility study of this aspect of the project. The study will include equipment options, costs, uses to be made, and justification for expenditures.
- d. Develop in conjunction with sub grantees a detailed plan on the manner in which information will arrive to and be utilized by decision makers. The plan will include how CIDE expects to measure and evaluate impact on decision making and its effect on LAC education.
- e. Select new national centers with the help of the Technical Advisory Committee and the approval of A.I.D.
- f. Organize training for the staff of the four new centers and others as needed from the existing centers.
- g. Provide technical assistance in information system management and communications with users through two supervisory visits a year.
- h. Organize a regional seminar twice during the course of the project. The seminars will focus on priority educational themes which require the network to operate as a totality.
- i. Continue to publish a regional journal of abstracts and assist centers in publishing national editions around national problems.
- j. Prepare four studies comparing the functioning of educational systems in Latin America collaborating with specialists of the national centers.
- k. With the help of the national centers prepare codification manuals and indices to various elements of the information system.
- l. Fulfill responsibilities of financial accountability toward A.I.D. and other donors.

Participants/beneficiaries

People participate by working for the network, receiving training through the network or receiving service from the network.

A single national center is likely to have a small staff of 2-3 persons even though the research center to which it is attached may have a staff in the range of 60-70 persons. Staff training then is likely to affect 20 persons a year or 60 for the life of the project.

The clients of the network are in three categories: educational decisionmakers, academic staff and practitioners (such as those heading up nonformal education or materials development projects.)

The network leaderships speaks of the need for a staff person at each center playing the role of broker to make sure that materials which are prepared are of interest to decisionmakers. Research results need to be "interpreted" in terms which are relevant to policy issues. If such decisionmakers are truly decisionmakers and if the network reaches a mere two planners per country (24 per project) in each of the operating years, the project can still have considerable impact. The national planning team will be especially targeted to be served by the network and the national center staffs will work with these planning units.

One or two academic leaders will be reached in the first year in each country (around 20 in the region) and two to four graduate students (approximately 40 in the region). The figure will double in the last year of operation.

It is more difficult to estimate the number of leaders of nonformal educational programs and other educational development projects. It may be assumed that 10 groups will be involved experimentally in the first year in order to define a more detailed strategy for their involvement.

In addition to these three major sets of people participating and benefiting from direct actions of the project, 500 more people will participate in the seminars per year, approximately 1000 people will be receiving four to six issues of the abstract journals edited in each country, 2000 people will receive indices of what is available in the network and several hundred others will receive occasional brochures, bulletins, occasional studies and reports when pertinent to their work.

Two hundred fifty-two persons then will have personal involvement. The work of the network will actually be focused around their needs. Another 3900 persons will have the secondary benefit of receiving information, publications or attending seminars:

Still another way of looking at beneficiaries is the fact that 50 million children and adults are enrolled in education in any given year. If the changes engineered through this project can affect 1%, 500,000 will benefit.

Monitoring

The Chilean national center, Center for Educational Research and Development (CIDE) is a registered private voluntary agency. They are the project grantee and, in turn, make sub-grants to the other national centers. This is consistent with their coordinating and leadership role for the entire system.

A collegial type of management has developed within the network. This, combined with network dedication to the goal of greater educational effectiveness and access, does not make it obvious that monitoring is taking place. However, the grantee will make certain that sub-grantees coordinate their activities with local USAIDs and that all project related activities show the U.S.G. as a co-sponsor.

As a regional project, the project manager will be in AID/W. That management responsibility rests with LAC/DR/EST. The manager will communicate directly with CIDE in matters regarding the implementation of this project but AID will have access, as needed, to other national centers assisted by the project.

Both national centers and CIDE will maintain informal liaison with AID Missions. The lack of an AID Mission in Chile has not been a detriment to implementation of the Educational Research Network project because of the timely assistance of the Economic Counselor of the U.S. Embassy.

CIDE has demonstrated the ability to influence other centers and researchers through quality performance, to be flexible in responding to the needs of other nations and yet to exercise discipline where needed to be sure there is compatibility between the outputs of one center and another. Both the process and actual work targets are set jointly by the national center and CIDE. Payments of the center grant are made on the basis of work completed.

The following are requirements of the project:

- a. Each national center receiving a sub-grant from this project must be informed of the source of the grants;
- b. The AID project manager will attend regional seminars as an observer as a way of keeping in touch with overall progress toward the goal;

c. CIDE will submit reports every six months which will include quantitative outputs of the network, estimates of numbers of users, cite problems in implementing the project and suggest ways of dealing with those problems, submit a plan of educational themes around which work will be organized for the period ahead and attach examples of journals and state of the art papers which have been produced by the network.

Evaluation

Two functions of evaluation will be useful to network personnel centers and national educational systems and to AID. One will be an assessment of project achievement. The other will be a summary report analyzing evidence on the crucial assumption mentioned earlier:

When increased data from multiple sources and relevant to urgent educational problems are synthesized and made readily accessible, the information can contribute to educational policy and reform.

The internal evaluation completed on the Education Research Network project was primarily descriptive and includes tables of activities and productivity. Some examples of their conclusions:

Generally, the centers achieved their objectives. Those centers, which were in the process of organizing as a research unit, had the most difficulty.

The success in training personnel was most striking.

The regional seminars also have evaluation of network operations as one of their purposes.

It is suggested that the regional seminar scheduled for project year two allow one-session for a simple formative evaluation. This should be written up, along with the assessment of network operations and agreed future plan of action produced by the seminar, and be submitted to AID by month 16.

It is suggested that in preparation for the regional seminar scheduled for the project year three, each national center collect data relevant to each project output. The seminar evaluation will be recorded for review by network members, AID and for such other international donors as may be interested. The review should be submitted no later than project month 32.

Funds are included in the budget for two additional evaluation efforts.

The network may contract with one of the national centers to design and implement a survey of utilization limited to four countries: two of which participated in the earlier Education Research Network project and two from the LAC Educational Information Network project. The emphasis here is on the amount of utilization, the process by which it was achieved and the degree of user satisfaction. The degree to which decisionmakers utilize research information from the network and the subsequent impact on educational systems will be evaluated.

The network is also asked to nominate an eminent social scientist to collaborate with a similar nominee by AID in doing five case studies demonstrating utilization. Once the two researchers agree upon the criteria to be used in selecting cases and upon the case study methodology to be employed by both of them, they could work separately or collaboratively, as they chose.

The first survey will give the implementers a measure of the extensiveness of outreach and the quantity of utilization from four representative countries. The final study will give all the participants, including AID, a deeper look at the processes by which information can contribute to change.

Table 2

IMPLEMENTATION SCHEDULE
By Quarters

Implementation Tasks	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>
1. Select four new centers	_____		
2. Staff training	_____		
3. Provision of equipment	_____	_____	
4. Preparation of bibliographies, abstracts, state of art papers	_____	_____	_____
5. Technical assistance	_____	_____	_____
6. Monitoring	_____	_____	_____
7. National seminars with users		_____	_____
8. Regional seminars		_____	_____
9. Evaluation		_____	_____

E. COST ESTIMATES AND FINANCIAL PLAN

The request made to A.I.D. by CIDE-REDUC is for \$982,628 over a three year period to help establish an operable network of educational documentation centers capable of contributing to the analysis and solution of problems of educational access and relevance in the LAC Region. These funds would strengthen six existing centers, establish four new ones and contribute to the regional costs of training, administration and coordination. Including the costs of coordination, training and the foreign exchange costs of equipment, this averages less than a \$30,000 grant per center per year.

Beginning with FY 1984, AID inputs will be made incrementally:

FY 1984 \$362,670

FY 1985 303,110

FY 1986 316,848

Life of project: \$982,628

Table 3

A.I.D. CONTRIBUTION BY FISCAL YEAR

INPUTS:	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Total</u>
Grants to 10 centers	193,110	165,170	154,008	512,288
Publications	50,000	50,000	53,500	153,500
Training including supervision	44,640	9,300	35,340	89,280
Equipment	40,920	44,640	- 0 -	85,560
Administration including audit	34,000	34,000	34,000	102,000
Evaluation			40,000	40,000
	<u>362,670</u>	<u>303,110</u>	<u>316,848</u>	<u>982,628</u>

The total project costs are in excess of \$2 million. Four new centers have yet to be selected and, therefore, a firm overall budget is not possible. Experience indicates that the AID contribution is approximately 40% of the start-up and operating costs of the individual centers. In that each documentation center is a unit within an existing educational research center, there are substantial unbudgeted costs provided by the institution such as office space, utilities, office furniture and support staff.

Most of the centers are attached to private institutions. There may be a government contribution to the institution or, minimally, government contracts but the term "host country" here means local contribution as opposed to host government contribution.

The International Development Research Center (IDRC) of Canada and the Organization of American States continue as donors to the information system network. The IDRC proposal is being developed concurrently. Funds are expected to be available as of November 1, 1983. Their contribution is expected to be between \$300-400,000 for three years and will assist national centers of the network not included in the A.I.D. project.

OAS expects to continue contributing \$5,000 in support of state of the art papers to be developed on crucial educational problems such as illiteracy, drop-out rates etc. The true OAS contribution is one of recognition and legitimacy in the Region.

The initial financial issue to be asked of any project is, "Is this a reasonable cost for the expected benefits?" There are estimated to be 4,152 direct beneficiaries, persons within education such as planners and faculty using the services of the network. This works out to \$237 per beneficiary. There are concentric circles of beneficiaries in this project so cost per beneficiary is a somewhat faulty measure.

There could be 10 beneficiaries and if they were all well placed to influence educational policy, the project would achieve its purpose. The following table shows the modest costs of project outputs.

Table 4

COSTS OF PROJECT OUTPUTS
(U.S. \$000s)

<u>Outputs</u>	A.I.D	Others	Total
Operable information system serving more than 12 countries 4152 participant beneficiaries	983	990	1973
12 documentation units producing summaries and bibliographies, completed researches, papers and diagnostics	687	867	1554
60 trained staff members and 1500 trained researchers, documentalists and planners	89	21	100
Improved and faster access to data	240	69 -	309

The costs of the above categories of outputs overlap e.g. documentation units contribute to an operating information system. If the total cost of 12 centers is \$1,554,000, the cost of creating a network over the costs of the centers would be \$419,000.

Another way of measuring the costs of benefits is in relation to the US \$5 billion Latin America spends on education a year. If the project can increase the productivity of \$1 of every \$1,000 spent on education, the project costs will have been redeemed 2 1/2 times over.

This may seem an over-reaching claim of potential results from an A.I.D. investment of less than \$1 million. The following case study, however, shows that internal efficiencies can increase access to education and that the savings made can pay for the increased coverage of students. It is taken from the book, The Financing of Education in Latin America sponsored by the Inter-American Development Bank.

In Chile, drop-out and repeater rates were reduced substantially between 1970 and 1977 as a result of such activities as school lunches, breakfasts, and the provision of textbooks, teaching materials, and shoes for students. Curricula and promotion mechanisms were modified and parent participation was encouraged. Other measures, such as expanded educational television programs, training of parents, transportation for students, adding grades to make up complete schools and distribution of texts and notebooks, accounted for a total expenditure of US \$14.5 million, or 2.7% of public outlays on education. In Chile, these measures could be supplemented by others involving no additional cost - such as curriculum changes, less frequent rotation of teachers, rescheduling of the school calendar, and organizational changes - to strengthen the initial measures described above.

All the foregoing measures could be financed with the funds that would be obtained by increasing the average number of student per teacher from 36 to 40 i.e. by 11%, which would release resources amounting to U.S. \$19.2 million.

The real benefit of this project is the accumulation and ready availability of data which would indicate to an educational planner which investments contribute the most significantly to educational achievement.

The second financial issue is that of assured continuity of the project when A.I.D. assistance terminates. There is risk. The majority of the centers are private institutions dependent on donors. It is not a matter of government seeing worth in the output and recognizing that value by a budget allocation. Nor do research institutions have income producing potential. The national centers do not now charge for their services. Free access to information makes it easier to get data to educational planners when they need it. Establishing those linkages now are considered more important than future funding. If the centers were to charge fees for copies taken from a microfiche, it would be the minimal charge of reproduction not the cost of collection, storage and analysis.

The decision by A.I.D. and the host institutions is whether or not the potential of increased efficiency in educational systems is worth this investment. A secondary issue is whether or not the network and the individual centers are likely to establish sufficiently significant reputations so as to attract local donors in the future. Three years of this

Table 5

SUMMARY FINANCIAL PLAN
(U.S. \$000s)

<u>SOURCE</u> USE	<u>A.I.D</u>		<u>HOST COUNTRY</u>			<u>OAS</u>	<u>IDRC</u>		<u>IBRD</u>	<u>TOTAL</u>	
	FX	LC	FX	Other ^{1/}	LC	LC	FX	LC			
Grants to Centers		512		100		307	39	100	300		1358
Publications		154		15			15		15	24	223
Training		89					21				110
Equipment	86										86
Administration		102		15		33	6				156
Evaluation	10	30									40
Total	96	887		130		340	81	100	315	24	1,973

^{1/} Not included in the centers with AID financial support (CERFE).

1982 budgets are available for four national centers. For the four, the total non-A.I.D. contribution was \$943,159. For these four centers, the AID contribution amounted to 43%, 52%, 40% and 24% of their total annual budget or an average 40% A.I.D. contribution. In addition to the figures reflected above, the host institution contribution includes space, utilities, office furniture and support staff.

Project activity would seem to give them adequate time to establish a track record of utility within their own educational systems.

This project has no means of completely assuring the continued funding of all of the institutions in the project. However, the institutions that have been selected already were in existence and enjoyed support from various sources. The centers from the first project are continuing their functions which were developed under the AID grant with no further AID support. Any new AID monies will be utilized for expansion and improvement of the centers and not for recurring costs. The centers are covering continuing expenses with government support, private sector donations, and assistance from other international donors such as the OAS. CIDE plans to select new participating centers which are established and have the capability to continue after AID support terminates.

During this year's annual evaluation in Costa Rica, a review of ways in which centers could lower costs was conducted. It was decided to explore such areas as: charging for microfiche, charging for postage, copying charges for reproduction, etc. The members of the network are also considering ways in which government, private sector, and other donor support can be increased. As the network becomes more sophisticated and provides more valuable information to its audience, it should become less difficult to marshal support for the program.

F. Social Soundness Analysis

This project is one of institutional development - an institutionalizing of collaboration and information exchange.

The usual issues in a social soundness analysis become too broad to be of use when dealing with an information system extended over an entire geographic region.

It may be useful, however, to consider the social change which is implicit in this project, the requirements of institutional development and the potential of this project building a continuing social analysis of educational developments and their consequences in LAC.

First of all, both Central and South America have an oral tradition; history is told in song and legend and less likely to be written e.g. 'memory' retires with senior employees because there is no reference center. The network has learned, for example, that national educational policies are unlikely to be documented except for announcements in political rallies and press conferences. Newspaper coverage of the oral event becomes the 'documentation'

This project, in fact, moves against the traditional grain in encouraging research, written records and the indexing, summarizing, coding tasks which help give access to written records. Ten years ago a project design team could assume there was little research available and, as a consequence, little effort was made to identify and collect related research. Latin Americans date a new emphasis on research to the early years of the Alliance for Progress. Network activity has proved that the research is likely to be there now, so much so, that their job has become more that of librarian and communicator than researcher.

Still the effects of an oral tradition remain. The reader will notice that some of the training provided in this project is not what one would expect in an academic community or in a government research unit e.g. how to summarize a study, how to use bibliography, how to build knowledge of a subject from bibliography to analytical summaries to state of art paper.

The project is intended to bring about a calculated change in educational communities in regard to written records and the storage and retrieval of

data. It is a requirement of a modern society and its ability to solve problems that institutions be able to accrue information from widely scattered sources; that there be an accelerated exchange of information; and that information be accessible in usable forms.

In undertaking an institution building project, CIDE-REDUC and AID are undertaking a social process itself. The network and its constituents will need to acquire authority and the resources to maintain itself. Norman Uphoff speaks of institutionalizing as "infusing with value". To the extent that an organization succeed in demonstrating the value of its function and having it accepted as important by others, the organization acquires the status of an institution. This is dealt with in the section on project rationale.

The other basic requirements of institution building, clear, commonly accepted goal, processes and standards of procedure relative to achieving the goal, and clearly perceived benefits which outweigh the costs, are built into this project.

One of the pronounced benefits of bringing together all available research on an educational problem for the use of planners is that it does bring work on social needs and cultural traits to their attention as well. The disparities in LAC educational systems underscore the need for ongoing social analyses. The high drop-out rates among rural primary students will not be solved without considering agricultural cycles, the economic role of children, the problems of learning to read in a foreign language and the teacher as a alien among other factors. It would be hoped that this project would both influence research in the social contexts of educational problems and the many sub-cultures of the diverse LAC populations and synthesize that learning.

G. Administrative Analysis

AID has had the opportunity to observe the grantee's administrative capacity during their implementation of grant AID/LAC-G-1415 terminating September 30, 1983.

CIDE is both grantee and administrator of the project and the network as a whole. An AID audit and a review of the grantee's implementation of audit recommendations has taken place. In general, the recommendations were simple to fulfill such as sub-grantees should maintain separate bank accounts for AID funds and suggestions as to handling of travel vouchers. These recommendations have all been implemented.

The problems of administering the grant were the problems of individual country requirements on the handling of foreign currency e.g. local institutions in Bolivia are not allowed to maintain dollar accounts or the anticipation of Chilean restrictions on the transfer of funds.

As grantee, CIDE has assumed full responsibility for AID audit and documentation requirements and for supervision of the use of sub-grants. They have set up a system of national center reports on activities, a uniform system of financial records and supervisory visits twice a year to the national centers. The seminars are another management tool. While training is the primary function of the meetings, they are also used to evaluate network operations and to maintain a common program and common goals.

CIDE uses the administrative staff of its parent organization to carry out the purely administrative functions of project implementation. The previous project was handicapped because no funds were budgeted for external audits. That has been corrected in this project.

There are a number of factors which impinge on management capability as opposed to administrative skills. First, these are operating institutions with developed administrative procedures. The project grafts a new limited function onto existing education research institutions.

Second, there is a defined program of work which will be carried out by these decentralized national centers. The centers have participated in developing the scope of work.

Finally there is a heavy time investment in staff training to carry out the plan of work. Regional and national seminars are structured into the implementation plan as a means of group definition and reiteration of plans and objectives. There is a conciseness about what will be produced as project outputs and how it will be produced (the management of inputs to outputs and outputs to project purpose).

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 84 to FY 87
Total U.S. Funding \$982,628
Date Prepared: _____

Project Title & Number: LAC Education Information System Network

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: To create greater equity in the opportunities people of Latin America and Caribbean countries have to improve the quality of their lives.</p>	<p>Measures of Goal Achievement: 1. Increase in school enrollments 2. Decrease in primary and secondary school dropout rates 3. Increased demand and attendance in adult non-formal education programs</p>	<p>1. Census and Ministry records 2. Annual reports from MOE of participating countries 3. Participant/observer verification in areas of previous neglect</p>	<p>Assumptions for achieving goal targets: 1. That research results will affect educational policy. 2. That LAC governments continue to consider the goal of equity a priority.</p>
<p>Project Purpose: To build a network of education research institutions capable of contributing to the solution of problems of educational access and relevance in the LAC Region.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. Twelve operable national research and documentation centers. 2. Increased numbers of bibliographies, analytical summaries and new research available in each national center. 3. Network of national educational research institutions providing data and analyses relative to (continued)</p>	<p>1. CIDE reports 2. National center reports; publications of network 3. Project evaluation</p>	<p>Assumptions for achieving purpose: 1. That educational research done in neighboring countries has relevance. 2. That governments and private sponsors will see sufficient relevance of the network operations to continue funding national centers of educational research and documentation.</p>
<p>Outputs: 1. Operable network of national research and documentation centers. 2. Documentation units producing indices, summaries and bibliographies (continued)</p>	<p>Magnitude of Outputs: 1. Network management and 12 operating centers 2. Twelve documentation units both providing resources to the information system and receiving information through the system. a. Each center will produce bibliography of available relevant information on country's unique educational problems. b. Each center producing 100 summaries per year; total network producing 4500 (continued)</p>	<p>1. Documentation of production 2. Documentation of production (continued)</p>	<p>Assumptions for achieving outputs: 1. That national governments will permit research and documentation of critical problems. 2. That research institutions outside the network will collaborate with these efforts. (continued)</p>
<p>Inputs:</p>	<p>Implementation Target (Type and Quantity)</p>		<p>Assumptions for providing inputs:</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Pg. 2

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement:		Assumptions for achieving goal targets:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status. priority educational problems of member countries. 4. Data made available to 72 planners/decision makers. 5. Increased number of decision-makers and teachers using information from the network. 6. Observable policy changes arising from research results/data collected thus improving the educational opportunities available to an increased number of children, out of school youth and adults.	4. Communications, seminar reports 5. Utilization survey of educators 6. Utilization survey of educators; status reports generated by the network	Assumptions for achieving purpose:
Outputs: 3. Trained personnel a. Information system management b. Documentalists c. Researchers d. Information uses 4. Completed (and utilized) researches and states of art papers 5. Improved and faster access to stored information	Magnitude of Outputs: 3. Each new center will train 2 persons for each function plus some replacement personnel for functioning centers. Total 60. Country seminars will include 1500 user/producer participants. 4. Four state of art papers per center annually. Two-three diagnostics per country. 5. Eleven units of equipment supplied including microfiche printer and microcomputer.	3. Training records, Quality of production (research, analyses, indices, bibliographies) Continuity of operations 4. Physical product; records demonstrating process from problem identification to utilization 5. Participant/observer	Assumptions for achieving outputs: 3. That centers will be able to identify and retain capable staff.

Inputs:

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Total</u>
Grants to 10 centers	173,110	165,170	154,008	512,228
Publications	50,000	50,000	53,500	153,500
Training (including supervision)	44,640	9,300	35,340	89,280
Equipment	40,920	44,640	-0-	85,560
Administration including audit	34,000	34,000	34,000	102,000
Evaluation			40,000	40,000
	<u>362,670</u>	<u>303,110</u>	<u>316,848</u>	<u>982,628</u>

AID 1070-28 (1 77)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Pg. 2

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title & Number: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p>	<p>Measures of Goal Achievement:</p>		<p>Assumptions for achieving goal targets:</p>
<p>Project Purpose:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status, priority educational problems of member countries.</p> <p>4. Data made available to 72 planners/decision makers.</p> <p>5. Increased number of decision-makers and teachers using information from the network.</p> <p>6. Observable policy changes arising from research results/data collected thus improving the educational opportunities available to an increased number of children, out of school youth and adults.</p>	<p>4. Communications, seminar reports</p> <p>5. Utilization survey of educators</p> <p>6. Utilization survey of educators; status reports generated by the network</p>	<p>Assumptions for achieving purpose:</p>
<p>Outputs</p> <p>1. Trained personnel</p> <p>a. Information system management</p> <p>b. Documentalists</p> <p>c. Researchers</p> <p>d. Information uses</p> <p>4. Completed (and utilized) researches and states of art papers</p> <p>5. Improved and faster access to stored information</p>	<p>Magnitude of Outputs:</p> <p>3. Each new center will train 2 persons for each function plus some replacement personnel for functioning centers. Total 60. Country seminars will include 1500 user/producer participants.</p> <p>4. Four state of art papers per center annually. Two-three diagnostics per country.</p> <p>5. Eleven units of equipment supplied including microfiche printer and microcomputer.</p>	<p>1. Training records, Quality of production (research, analyses, indices, bibliographies)</p> <p>Continuity of operations</p> <p>4. Physical product; records demonstrating process from problem identification to utilization</p> <p>5. Participant/observer</p>	<p>Assumptions for achieving outputs:</p> <p>3. That centers will be able to identify and retain capable staff.</p>

Inputs:

	Year One	Year Two	Year Three	Total
Grants to 10 centers	193,110	165,170	156,008	514,288
Publications	50,000	50,000	51,500	151,500
Training (including supervision)	44,640	9,300	15,160	69,100
Equipment	40,920	44,640	0	85,560
Administration including audit	34,000	34,000	34,000	102,000
Evaluation			40,000	40,000
	362,670	303,110	316,848	982,628

b. ISDCA of 1981, Sec. 725(b). If ESF is to be furnished to Argentina, has the President certified that (1) the Govt. of Argentina has made significant progress in human rights; and (2) that the provision of such assistance is in the national interests of the U.S.?

c. ISDCA of 1981, Sec. 726(b). If ESF assistance is to be furnished to Chile, has the President certified that (1) the Govt. of Chile has made significant progress in human rights; (2) it is in the national interest of the U.S.; and (3) the Govt. of Chile is not aiding international terrorism and has taken steps to bring to justice those indicted in connection with the murder of Orlando Letelier?

5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to projects funded from specific sources only: B.1. applies to all projects funded with Development Assistance Funds, B.2. applies to projects funded with Development Assistance loans, and B.3. applies to projects funded from ESP.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 1982 Appropriation Act Sec. 523; FAA Sec. 634A; Sec. 653(b).

(a) Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project;
 (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that amount)?

Congressional notification has been prepared and will be forwarded to the Congress upon project approval.

The budget total is within the allocation for the LAC Region.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,00, will there be

Yes.

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(a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance? N/A

4. FAA Sec. 611(b); FY 1982 Appropriation Act Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973? (See AID Handbook 3 for new guidelines.) N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? N/A

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6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.
- This is a regional project involving 12 LAC countries.
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
- N/A with the exception of nonformal education programs which would inform adults as to the purposes and benefits of credit unions, cooperatives (c) and trade unions (f).
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
- Approximately 10% of project budget is to purchase commodities, most of which will be shelf items or U.S. procurement. This is not a trade or investment project.

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9. FAA Sec. 612(b), 636(b);
FY 1982 Appropriation
Act Sec. 507. Describe
steps taken to assure
that, to the maximum
extent possible, the
country is contributing
local currencies to meet
the cost of contractual
and other services, and
foreign currencies owned
by the U.S. are utilized
in lieu of dollars. The institutes to be
assisted do contribute
25% of project costs
in local currency.
10. FAA Sec. 612(d). Does
the U.S. own excess
foreign currency of the
country and, if so, what
arrangements have been
made for its release? No.
11. FAA Sec. 601(e). Will
the project utilize
competitive selection
procedures for the
awarding of contracts,
except where applicable
procurement rules allow
otherwise? Yes.
12. FY 1982 Appropriation Act
Sec. 521. If assistance
is for the production of
any commodity for export,
is the commodity likely
to be in surplus on world
markets at the time the
resulting productive
capacity becomes
operative, and is such
assistance likely to
cause substantial injury
to U.S. producers of the
same, similar or
competing commodity? N/A
13. FAA 118(c) and (d).
Does the project comply
with the environmental
procedures set forth in
AID Regulation 16? Does N/A

otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?

Yes

c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

Will create a more relevant education.

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?

The recipients are not governmental entities but private non-profit research institutions. At least 25% of project costs will be contributed locally.

e. FAA Sec. 110(b).
Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? (M.O. 1232.1 defined a capital project as "the construction, expansion, equipping or alteration of a physical facility or facilities financed by AID dollar assistance of not less than \$100,000, including related advisory, managerial and training services, and not undertaken as part of a project of a predominantly technical assistance character.

Three year project.
No capital assistance.

f. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Yes, through improved coverage of education and through job skill training.

g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage

This is an institution building project, the success of which will be measured by increased school enrollments, decreased dropout rates and increased demand for nonformal education.

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institutional development;
and supports civil
education and training in
skills required for
effective participation in
governmental processes
essential to self-government.

2. Development Assistance Project
Criteria (Loans Only)

N/A

- a. FAA Sec. 122(b).
Information and conclusion
on capacity of the country
to repay the loan, at a
reasonable rate of interest.
- b. FAA Sec. 620(d). If
assistance is for any
productive enterprise which
will compete with U.S.
enterprises, is there an
agreement by the recipient
country to prevent export
to the U.S. of more than
20% of the enterprise's
annual production during
the life of the loan?
- c. ISDCA of 1981, Sec. 724
(c) and (d). If for
Nicaragua, does the loan
agreement require that the
funds be used to the
maximum extent possible for
the private sector? Does
the project provide for
monitoring under FAA Sec.
624(g)?

3. Economic Support Fund
Project Criteria

- a. FAA Sec. 531(a). Will
this assistance promote
economic or political

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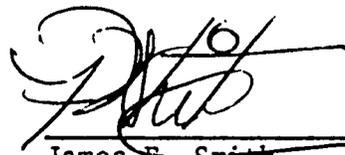
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- stability? To the extent possible, does it reflect the policy directions of FAA Section 102? Yes, through fewer disparities in opportunities for education.
- b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities? No.
- c. FAA Sec. 534. Will ES? funds be used to finance the construction of the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified that such use of funds is indispensable to nonproliferation objectives? No.
- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A

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ENVIRONMENTAL EXAMINATION

<u>Project Location:</u>	LAC Regional
<u>Project Title:</u>	LAC Education Information System Network
<u>Funding:</u>	\$363,000 Grant (LOP \$983,000)
<u>Life of Project:</u>	FY 84 - FY 87
<u>Prepared by:</u>	Hunter A. Fitzgerald LAC/DR/EST
<u>Date:</u>	
<u>Environmental Action:</u>	Categorical Exclusion



James P. Smith Date
Chief, LAC/DR/EST

LAC/DR-IEE-83

ENVIRONMENTAL Threshold decision

Project Location : LAC Regional

Project Title and Number : LAC Education Information System Network

Funding : \$983,000 - Grant

Life of Project : Three years, FY 84 - FY 87

IEE Prepared by : Hunter A. Fitzgerald, LAC/DR/EST

Recommended Threshold Decision : Cateogircal Exclusion

Bureau Threshold Decision : Concurrence with Recommendation

Action : Copy to James F. Smith
Chief, LAC/DR/EST

Copy to Hunter A. Fitzgerald

Copy to IEE file

_____ Date _____

James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

Subject: Initial Environmental Examination

Request is made for a categorical exclusion from the procedures set forth in regard to environmental impact.

The LAC Education Information System Network project is an institution building project intended to identify, collect, analyze and make available research data on the most critical educational problems of Latin America. No construction is intended; only a new documentation function will be added to existing national research institutions. The outputs will include trained personnel, operating documentation centers, policy changes arising from data made available through the information system; none of which in any way will affect the environment.

The project fits into three categories which qualify it for categorical exclusion:

1. Institution building in the sense of developing an information system network;
2. Research and documentation in that both the material with which the project will work and the final product are data;
3. Education and training in that a substantial project activity relates to training network staff and the potential users of data.

Therefore, a categorical exclusion is requested from the LAC Education Information System Network project by signing the attached Initial Environmental Examination.

5/2

PROGRAM:

ACTIVITY DATA SHEET

CP 81 05 14 701

TITLE IAC Education Information System Network		FUNDS		ESTIMATED OBLIGATION (in thousands of dollars)	
NUMBER	NEW <input checked="" type="checkbox"/> CONTINUING <input type="checkbox"/>	PRIOR REFERENCE	None	LIFE OF PROJECT	982,628
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>				ESTIMATED FISCAL OBLIGATION FY 87	ESTIMATED COMPLETION DATE OF PROJECT FY 87

Purpose: To build a network of educational research and documentation institutions capable of contributing to the solution of problems of educational access and relevance in the IAC Region.

Project Background: The field of education in Central and South America has made impressive gains over the past 20 years. 78% of children in the region now attend elementary school. Still, eleven million children did not share that opportunity. The progress of IAC school systems is pockmarked by problems of inaccessibility, poor retention rates and high rates of repetition of grades. For example, only 500 children will reach the fourth grade out of every 1,000 children who enter the first grade.

This project intends to help IAC educators address these problems through bringing together the region's information and research on these very problems and putting that data in usable forms and made available to policy makers.

Project Description: The Education Information System for Latin America and the Caribbean project provides for the expansion of an existing network of research and documentation centers. Four additional countries will be added by utilizing operating research centers of considerable prestige making a total of twelve countries participating in the network.

Completed researches and information from a variety of sources are identified, analyzed and distributed to other countries, other institutions and other educators. The research is directed at the system's current problems - retention, accessibility to marginal groups, illiteracy and job training.

Relation of Project to Regional Strategy: The project goals and regional goals are to create greater equity of opportunity - in this case, educational opportunity. The FY 1983 Congressional Presentation indicated that in "education and human resource development, the focus is on addressing... constraints impeding development progress and on developing a relevant school curricula." This project identified experiments, helps share model curricula and training materials in an attempt to give greater relevance to all aspects of the educational system.

Beneficiaries: School planners, the authors of texts and supervisors are the first line beneficiaries of the data. As data are utilized, as one moves from achieving project outputs to achieving

the beneficiary group enlarged to teachers and students, especially those previously neglected. Host Country and other Donors: The documentation centers are new functions added to operating training and research centers. These centers, most of which are private institutions, will provide facilities, staff and budget. There are several other donors primarily the International Development Research Centre of Canada, which will add between \$300,000-\$400,000 during a parallel 3 year period to assist centers of network now aided by the U.S. The OAS will contribute \$5,000 a year for publications.

Major Outputs: (1) Observable policy changes arising from data made available by information system; (2) Network of 12 national educational research and documentation centers providing data on priority issues of education; (3) Data made available to 72 educational officials and planners; (4) 4500 analytical abstracts and 40 issue papers produced; (5) Sixty trained staff members and 1500 trained users and producers of data.

A.I.D. Financed Inputs:	Grants to 10 centers	\$512,288
	Publications	153,500
	Training and supervision	89,280
	Equipment	85,560
	Administration and audit	102,060
	Evaluation	40,000
		\$982,628

	U.S. FINANCING (in thousands of dollars)			PRINCIPAL CONTRACTING OR AGENCIES
	Obligations	Expenditures	Unliquidated	
Through September 30, 1982				Center For Educational Research and Development (CIDE)
Estimated Fiscal Year 1983				
Estimated Through September 30, 1983		Future Year Obligations	Estimated Total Cost	
Proposed Fiscal Year 1984	362,670	619,958	982,028	

Best Available Document

Agency for International Development

Advice of Program Change

Date

Country : LAC Regional
Project Title : LAC Educational Information System Network
Project Number :
FY 1983 CP Reference : None
Appropriation Category :
Life of Project Funding : \$983,000
Intended FY 1984 Obligation : \$363,000

This is to advise that A.I.D. intends to obligate \$983,000 for the LAC Educational Information System Network Project. This new project is to utilize existing research institutions of prominence in Costa Rica, Bolivia, Ecuador, Panama, Paraguay, Peru, Dominican Republic, Chile, Honduras, Guatemala, Mexico and Uruguay to exchange data on the most pressing educational problems of the region.

The purpose of the project is to build a network of educational research and documentation institutions capable of contributing to the solution of problems of educational access and relevance in the LAC Region.