

creative associates inc.

NON FORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

First Technical Progress Report

CREATIVE ASSOCIATES

CONTRACT No. DPE-1054-C-00-1034-00

Lyra Srinivasan, Project Director

JULY 15, 1982

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INTRODUCTION

This report is essentially a reflection on the experience of the Nonformal Education Field Technical Support Project (NFE/FTS) in the first nine months of its life since its inception on September 15, 1981. To spare the reader who may not be equally interested in all aspects of a project's development, the report utilizes a new format. It begins with a simple fact sheet listing the project's main features. Section I then presents a brief analysis of tasks undertaken and the lessons learned in the process of implementation. This experience provides the basis for a tentative plan for Year Two. Section II describes the first year's tasks in greater detail for the convenience of readers interested in knowing more about specific aspects of the Project.

The present Technical Progress Report is a result of collaborative effort of the Project team. Three NFE/FTS consultants were invited to join us in reviewing lessons learned from field experience and their suggestions are included.

As a reflective piece, this report invites dialogue. We hope it will serve to elicit useful comments and suggestions from USAIDs and other readers so as to increase the project's effectiveness in Year Two and stimulate new thinking around nonformal education.

FACT SHEET

- o PROJECT TITLE: Nonformal Education Field Technical Support (NFE/FTS)
- o CONTRACT NUMBER: DPE-1054-C-00-1034-00
- o PROJECT MONITOR: AID Science and Technology/Education (S&T/Ed)
- o CONTRACTOR: Creative Associates, Inc.
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a human resource development consulting firm engaged in development education, research and planning, training, publications, social services, economic analysis and early childhood development.
- o PROJECT STAFF: Director and core team of 3 professionals, 1 Administrative Officer (part-time) and 1 Secretary, with support from all others relevant units of Creative Associates (the Central Office, the Nonformal and Adult Education Group, Accounting, Graphic Arts etc).
- o PROJECT STARTING DATE: September 15, 1981
- o DURATION: 4 years

- o PURPOSE: To increase the effectiveness of education/training components of projects in all sectors by providing technical assistance at the request of USAIDs and LDC institutions, assisting in the development of local NFE and utilizing field experience in the preparation of issues papers of interest to NFE planners and practitioners.

More specifically, the Project's objectives are:

- o to respond quickly and effectively to USAID and LDC requests for technical assistance;
- o to make wider use of LDC expertise in providing NFE field support;
- o to promote the systematic evaluation of NFE/FTS related activities;
- o to utilize the Project as a vehicle for sharing NFE experiences, techniques and insights.

o TASKS For 1981-1985:

- 1) Promote the formation of a Collaborative of NFE institutions in support of Project activities;
- 2) Maintain regular contact with field missions including preparation of an Information Packet on NFE services and an evaluation questionnaire for feedback from missions;
- 3) Maintain a ready roster of consultants for quick response to requests;
- 4) Prepare a tentative Master Schedule of technical assistance requests;
- 5) Recruit and provide some 130 person months of short-term consultants and submit reports on each field task;
- 6) Prepare at least three "issues papers" on aspects of NFE which help consolidate past experience;
- 7) Supply periodic reports which describe and analyze NFE developments, problems and solutions.

TASKS FOR YEAR ONE:

- Task 1: Promoting the formation of a Collaborative of NFE institutions.
- Task 2: Preparation and dissemination of NFE/FTS Information Packet.
- Task 3: Development of a Roster of Consultants.
- Task 4: Project Director's visits to LDCs to clarify NFE/FTS Services available to AID Missions.
- Task 5: Preparation and Dissemination of a Two-Year Tentative Master Schedule of Support Services and delivery of technical assistance in NFE.
- Task 6: Identification of Topics for NFE Issues Papers and Preparation of Issue Paper One and Two.

SECTION I

Chapter I. IMPLEMENTATION IN YEAR ONE

A. PROJECT ORIGIN AND CONTEXT

Over the last decade, a wide variety of educational methods and approaches loosely known as "nonformal" have been developed in response to a world-wide search for alternatives and supplements to the traditional formal school system. They represent attempts at new educational solutions which are both cost effective and relevant to the learners. The degree to which these objectives are being achieved in practice, however, remains to be evaluated. Since much of this effort is as yet ad-hoc and scattered, both governmental and voluntary agencies are actively interested in assessing their current efforts and increasing the effectiveness of NFE strategies utilized.

The Nonformal Education Field Technical Support Project (NFE/FTS) has thus grown out of a widely felt need in the developing countries for critical assessment and qualitative improvement of current NFE initiatives.

A number of USAIDs are already providing extensive and sensitive assistance to national agencies within the financial resources available to the Missions for the development of NFE programs. In some instances, however, education funds as such have been cut back due to shifts in sectoral priorities; in others, funds are potentially available but cannot be committed until all major aspects of long-term negotiations with the Government have been completed. These and similar circumstances hamper USAIDs in their efforts to systematize and upgrade NFE.

In the Spring of 1981, S&T/Ed AID Washington, DC sent a cabled inquiry to all USAIDs to ascertain their interest in the idea of a centrally funded technical resource which could provide short term NFE consultants expeditiously at their request. Some 30 missions responded with positive interest. USAID responses by region, country and area of interest are listed in Table I page 13.

In light of this interest, AID funded the present Nonformal Education Field Technical Support Project (NFE/FTS) and awarded the contract to Creative Associates Inc., a minority consulting firm based in Washington D.C. The four year project was initiated on September 15, 1981.

B. THE FIRST YEAR'S PLAN OF ACTION.

The interrelationship among tasks scheduled for Year One should be clearer when they are re-grouped around three main activity areas:

- (1) Broadening the base of technical support;
- (2) Servicing field requests for technical assistance;
- (3) Analyzing and reflecting on Project experience.

The Project's progress to date will accordingly be reviewed under the above themes:

Activity Area 1. BROADENING THE BASE OF TECHNICAL SUPPORT:

1.(i) Formation of the NFE/FTS Collaborative (Task 1)

In planning the NFE/FTS Project AID did not want to fund a new NFE institutional resource parallel to and in competition with other US-based institutions which have received AID funding for NFE technical assistance in the past. Rather it was proposed to try out a collaborative arrangement by which these institutions could both contribute to and benefit from a common pool of NFE experience, working closely with the Contractor.

With the Project Monitor's concurrence, the three institutions invited by Creative Associates to join the NFE/FTS Collaborative are:

- o The Center for International Education,
University of Massachusetts, Amherst, MA
- o Michigan State University, East Lansing, MI
- o World Education, Inc., New York, NY

The Project's Time/Task Plan scheduled the formation of the Collaborative for Month One of Year One. Accordingly, representatives of the three institutions were invited to a meeting in Washington D.C. within three weeks of the inception of the Project. Having established the interest of the three institutions in forming a collaborative, formal agreements were negotiated with each of the institutions separately. The time required for these negotiations varied since each institution in turn had to secure the approval of its business office, grants office, and/or executive board.

The formation of such a collaborative among educational institutions which would normally be vying for funds is never an easy task. Trust in the contracting organization must first be established and potential members must be convinced of the benefits and trade-offs. The additional time taken to resolve administrative and logistical problems, reconcile interests and build team relationships has been advantageous in the long run although it caused delays in the fulfilment of other related tasks. All three collaborating institutions have taken responsibility for the preparation of Issues Papers, have contributed names of potential consultants for the NFE/FTS roster, and have facilitated the participation of their professional staff in three distinct technical assistance missions since February 1982.

(For further information on the Collaborative, please see Section II, Chapter 1).

1.(ii) Development of a NFE/FTS Roster of Consultants (Task 3)

To ensure access to a wide range of technical expertise, the Project is required to set up a roster of NFE consultants with a variety of professional backgrounds, including LDC experts from each of the developing regions.

The Project's Roster has grown over the last nine months to include over 600 specialists representing a wide spectrum of specializations. This diversity is essential at the present stage when the Project seeks to respond to the spontaneous demand from the field as it comes, rather than to influence the demand by promoting a particular "brand" of NFE.

A detailed account of the NFE/FTS roster is given in Section II Chapter 3; however it might be useful here to sum up the main conclusions concerning the Roster's scope and functioning.

- o The rate of growth of the roster has been adequate for the first year but should increase in the second year with particular attention to the specializations most frequently in demand by USAIDs and LDCs.
- o Even though the total number of projected consultant person-months may be modest, the nature of the demand requires an expeditious mechanism for screening large numbers of candidates against a wide range of criteria in each case (e.g. languages, technical specialty, NFE qualifications, LDC experience, regional/country exposure etc.) For this reason the Project is examining the possibility of utilizing computerized data processing services on a shared cost basis with other departments within Creative Associates.
- o Since one of the main project goals is to use more LDC professionals and institutions in providing NFE field support, a substantial proportion of available consultant resources must come from the LDCs and have current LDC experience. Beginning efforts have been made in

Year One to locate outstanding LDC consultants in nonformal education for inclusion in the Roster NFE/FTS has utilized personal contacts as well as the assistance of the Collaborative and USAIDS to accomplish this aim. However, a more vigorous search for LDC consultants is still needed in Year Two. This is an aspect of the Project in which USAID can be particularly helpful.

- o Procedures currently followed for clearance of consultants rates by AID require more lead time than is normally available to the Project. Even with the best of planning, urgent requests and changes in field requirements are to be expected. Ways of simplifying and expediting the recruitment process need to be found.

Activity Area 2. SERVICING FIELD REQUESTS FOR TECHNICAL ASSISTANCE:

2.(i) Clarifying Services Available under NFE/FTS

In order to assist USAIDs and LDCs in utilizing NFE/FTS services, the Project was expected to prepare and disseminate an Information Packet in the very first month (Task 2). However, since this Information Packet included the names and institutional capability statements of Collaborative members, it could not be released until formal agreements had been completed with each of the three institutions concerned. The unavoidable delay caused by the extended though very essential negotiations with Collaborative members as explained earlier, thus had a domino effect: a series of related activities such as the development of the Information Packet (Task 2), the setting of target dates for USAID requests and the preparation of a Master Schedule (Task 5) incorporating and mutually accommodating the different needs and priorities of the field, were delayed. A new time-frame for these various tasks was drawn up with the Project Monitor's approval, allowing a margin of two to eight weeks for the first year's deliverables. This new schedule has been adhered to.

In the interim, to get around this temporary impasse, all USAIDs which originally expressed interest in the NFE/FTS Project, were notified by cable that the Project was now operational and could make short-term consultants available upon request. Two Missions (Thailand and Peru) followed through immediately with requests for evaluation teams, while several others (e.g. Costa Rica and Philippines) deferred their requests until the receipt of the Information Packet. (For further information see Section II Chapter 2).

2.(ii) Project Director's Visits to LDC's (Task 4)

In order to further clarify questions concerning the Project, its scope, procedures and resources, the Project Director began the first of a series of scheduled field visits in March 1982. This visit covered three countries in

Asia (Philippines, Thailand and Nepal) and one in the Near East (Portugal), the latter in combination with a technical assistance mission. These visits to USAIDs provided opportunities to discuss how the Project might be of most use to the Missions and also served to clarify the type of information needed by NFE/FTS in order to respond effectively to field requests. Some Mission staff seem unaware that NFE/FTS services can also be utilized for projects not currently assisted by USAIDs. LDC institutions for whom technical assistance is being phased out may still look to USAID for help in NFE although funds for that sector are fully committed or have been curtailed. NFE/FTS can help if the Mission sees value in continuity of support to such institutions. (For further information see Section II Chapter 4).

2.(iii) Responding to Specific USAID Requests:

NFE/FTS response to USAIDs to date totals 30 individual consultant missions (See Table II). Out of these, 15 have been completed, 8 are in progress and 9 are at the initial stages of consultant screening and contract processing. In several instances 2 to 3 consultants have been sent out as a team, for example to Peru, Portugal, Thailand and Zimbabwe.

o Team vs. individual consultants

Sending a team of consultants increases the cost of the response substantially but in some instances may be the only way to handle a complex task in a short span of time (such as a mid-point evaluation).

- o It also appears that when short term NFE/FTS consultants are sent out as a team, their output is more effective since they work in mutually supportive relationships, can cover more ground in working with counterpart people who have very tight schedules, and can develop a more comprehensive view of the client organization for briefing the AID mission. However it is up to the host agency concerned to advise whether an individual or a team of consultants would be preferable in a specific local situation.

o Flexible response system

Perhaps because of the time lapse between S&T/ED's initial inquiry in the Spring of 1981 and the initiation of the project later that year, some AID missions have experienced changes in projects, priorities and staff, resulting in modified plans and levels of interest in accessing project resources. For example, as is evident from Table I, at least three USAIDs (Honduras, Portugal and Yemen) out of the nine agencies which requested and received NFE/FTS technical assistance since October 1981 had not previously expressed interest in receiving such assistance. In other cases, as mission and project needs evolved, original requests were modified or altered substantially. USAID/Costa Rica, for example, had expected to utilize NFE services for population education but its first request, currently being processed, is for the training of generalist trainers. The Project therefore has to be prepared to respond flexibly and have access to a sufficiently varied consultant Roster.

REQUESTS FOR TECHNICAL ASSISTANCE AREAS/TYPES OF REQUESTS	USAID COUNTRIES MAKING REQUESTS	TOTAL NUMBER OF REQUESTS	NEAR EAST			AFRICA										ASIA					LATIN AMERICA					EUROPE		REGIONAL CENTER			
			YEMEN	YEMEN	JORDAN	EGYPT	ALGERIA	LIBERIA	ZIMBABWE	SOMALIA	ETHIOPIA	ANGOLA	GUINEA	SIERRA LEONE	IBOMI	TANZANIA	BOZOTI	IVORY COAST	GHANA	GUINEA	PHILIPPINES	THAILAND	INDONESIA	INDONESIA	HAITI	ECUADOR	PERU	BOLIVIA	CHILE	COSTA RICA	EASTERN CARIBBEAN
Assessment/Analysis/Evaluation																															
Surveys and analysis, including analysis of existing NFE activities and needs assessment		9	●	●		●	●	●																●	●	●	●				
Cost effectiveness analysis, including comparison of various nonformal and formal education alternatives		5											●											●	●	●	●				
Feasibility studies of NFE and formal education linkages		2																						●	●						
Assessment of institutional support capability for NFE		10			●	●	●	●					●	●										●	●		●				
Evaluation of NFE projects/activities		16	●	△		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	△		
PROGRAM DEVELOPMENT																															
Overall program planning and development		9				●	△	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				
Design of pre-vocational education projects/NFE technical education		7			●	●							●							●	△			●	●	●	●				
Promotion of community learning/income producing groups		6		●	●		△					●	●														●				
PROGRAM SUPPORT																															
NFE training, including training of trainers		8				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				△		●		
Innovative materials development and use		10	△			●	●						●	●	●	●	●	●	●	●	●	●	●		●		△	△		△	
Curriculum design																															

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TABLE II
 STATUS OF NFE/FTS TECHNICAL ASSISTANCE
 CONSULTANCY MISSIONS
 September 15 1981 - July 15, 1982

<u>Requesting USAIDs and AID Depts.</u>	<u>Total No. of Consultants</u>	<u>Completed</u>	<u>In Progress</u>	<u>Being Processed</u>
Costa Rica	2	-	-	2
S & T/Agr	4	2	-	2
Honduras	1	-	-	1
Peru	3	2	1	-
Philippines	3	1	-	2
Portugal	3	3	-	-
Thailand	3	-	3	-
Yemen	1	1	-	-
Zimbabwe	10	6	2	2
	30	15	6	9

o USAIDs' assessment of NFE/FTS response

On the whole USAIDs have expressed satisfaction with the calibre of consultants provided by the Project. One objective indicator of this is the Mission's interest in follow-up assistance. USAID/Zimbabwe which was the first to request NFE/FTS assistance as early as October 1981 has since requested three follow-up missions, for February, July and September 1982. Philippines likewise received a consultancy in May 1982 and has a second mission scheduled for early 1983. Peru requested two missions in close succession, the first of which has already been completed; the second is in progress, and the Peru government has proposed an extension of the consultants services at its own cost. At the request of S&T/Agr, two NFE/FTS consultants completed Phase I of a materials development assignment for a Pre and Post Harvest Food Loss Prevention Project. S&T/Agr has now asked for additional technical assistance as Phase II of the project, in which participatory materials will be designed and field tested in the Philippines and Costa Rica.

o Consultant assessment

On the other hand, while most consultants have been pleased with the arrangements and briefings for their assignments, some have expressed frustration over the amount to be accomplished in a limited time without full commitment of staff and other resources by the LDC client agency. In one instance, the chief LDC counterpart was unexpectedly out of the country on TDY during the first ten days of the mission. In another, some of the local agencies visited were not clear as to the purpose of the mission or the role expected of them. These are matters to which the Project hopes USAIDs will give special attention for future requests.

Table III gives a summary of NFE/FTS technical assistance undertaken in or projected for the balance of Year One. As such it constitutes an updated version of the provisional Master Schedule for 1981-1982 (Task 5). (For further information see Section II Chapter 5).

Table 3 1981-82 NFE/FTS provisional Master Schedule

AID/Country	Purpose of Technical Assistance Requested	Number of Consultants	Scheduled date
Zimbabwe I	To assist the Ministry of Community Development and Womens Affairs(MOCDWA) in defining its basic strategy and technical assistance needs.	1 consultant	October 1981
Zimbabwe II	To assist the National Council for Social Services (NCSS) with developing policies and programs.	Team of 2 consultants	October 1981
Zimbabwe III	To assist MOCDWA in developing a detailed plan of action to be implemented with possible funding from USAID.	Team of 3 consultants	February 1982
Zimbabwe IV	To assist VOICE (formerly NCSS) in preparing for a role in the implementation of the Community Support Grant Fund.	Team of 2 consultants	July 1982
Zimbabwe V	To assist MOCDWA in defining the administrative and financial aspects of a Community Development Trust Fund and its criteria for project selection at the comments level.	Team of 2 consultants	September 1982
Peru I	To assess the learning materials of the preschool education program.	Team of 2 consultants	
Peru II	To review a cost-effectiveness model of preschool programs.		
Peru III	To advise on the development of self financing vocational education centers.	1 consultant	
Portugal I	To assist the Ministry of Education in organizing the Training of Trainers in NFE.	Team of 2 consultants	March-April 1982
Portugal II	To guide the MOE trainers in training the staff at provincial and district levels.	1 consultant	April 1982
Philippines I	To conduct a workshop on Unobtrusive measures for education effectiveness.	1 consultant	May 1982
Philippines II	To survey and evaluate existing vocational education programs and identify vocational training needs.	2 consultants	January 1983

USAID/Country	Purpose of Technical Assistance Requested	Number of Consultants	Scheduled date
Yemen	To assist USAID in defining the scope for NFE subsector analysis	1 consultant	March 17-25, 1982
S&T/Agr I	To propose options for the development of extension materials for pre and post harvest food loss prevention	Team of 2 consultants	April-June 1982
S&T/Agr. II	To design prototype training materials for pre and post harvest food loss prevention	Team of consultants	Aug-Sept. 1982 Fall 1982-Spring 1983
Thailand	To conduct an evaluation of the Hill Area Community-based Education project	Team of 3 consultants	June/July 1982
Honduras	To evaluate the health education component of a rural water sanitation project	1 consultant	July 1982
Costa Rica	To conduct training of trainers of promoters of socioeconomic development	Team of 2 consultants	August 1982

Examples of USAID requests serviced to date:

To illustrate the scope and diversity of technical assistance requests serviced by the Project in Year One, four examples are given below:

o Zimbabwe

USAID Zimbabwe applies the term NFE in its broadest sense, encompassing a wide range of out-of-school educational opportunities as an integral part of the development effort of both governmental and voluntary agencies. As such it includes community development activities and institutional staff development.

Within this broad conceptual framework, USAID/Zimbabwe has requested a total of 5 technical assistance missions to date, three of which are for a governmental agency, the Ministry of Community Development and Women's Affairs (MOCDWA) and two for a national voluntary agency, the National Council of Social Services, recently renamed VOICE.

The Ministry of Community Development and Women's Affairs (MOCDWA), newly created by the government, aims at ensuring the coordinated outreach of services to low-income communities and minority groups, and promoting effective community self-help nation-wide. The first NFE/FTS Mission in October 1981 was to assist the Ministry at a critical first stage of assessing its needs and resources.

In February 1982, MOCDWA requested a follow-up visit to help in mapping out a comprehensive program approach and a Plan of Action. A team of three short-term NFE/FTS consultants spent approximately 2 weeks working closely with MOCDWA in defining its basic implementation strategies, targets and support systems. The implementation plan which grew out of this mission emphasizes and integrates four major components:

- (a) design and implementation of new community based intervention strategies focussed on real life problems and aspirations of the communities served.
- (b) support to local initiative and practical life skills development through rural service centers serving as growth points;
- (c) setting up a Community Development Trust Fund as a resource for local self-help projects and income generating activities; and
- (d) institutional capability development through multi-level and multi-faceted staff training, research, monitoring and evaluation.

Since then an allocation of \$2 million has been approved by USAID for the CD Trust Fund subject to the development of a viable plan for the Fund's operations.

The most recent technical assistance request from MOCDWA is therefore focussed on the Fund's organization and service delivery. Two NFE/FTS consultants will assist MOCDWA in developing administrative and financial guidelines and project selection criteria to put the National CD Trust Fund on a sound footing. The team is scheduled to be in Zimbabwe for approximately 4 to 6 weeks beginning September 1982.

Simultaneously with the request from MOCDWA, in October 1981 USAID Zimbabwe asked for two other consultants to work with the National Council for Social Services a long-standing voluntary agency in the process of adapting and expanding its services and emphases to fit the new priorities of an independent Zimbabwe. In July 1982 the Council, now under a new name, VOICE, and with a new Zimbabwean Director, has asked for a follow-up NFE/FTS mission to assist the organization in fulfilling a more effective coordination role among nongovernment organizations. VOICE is being seriously considered as a link between the Ministry and the PYO community, particularly to facilitate

the coordinated functioning of two AID-financed programs: the National CD Trust Fund mentioned above, and a proposed Community Support Grant Fund which would provide access to technical assistance and training for indigenous PVO's.

o Thailand

The Northern Hill Tribes Nonformal Education program in Thailand is at a very different stage compared to Zimbabwe. It has already been operational for two years under the auspices of the Ministry of Education. USAID/Thailand requested NFE/FTS assistance for evaluating the project.

It is of interest that in designing the Northern Hill Tribes Nonformal Education Project, USAID funded a 6-person Thai secretariat for a period of 18 months to develop the concept paper and project paper rather than rely on expatriate technical assistance personnel. The mission based this decision on the conviction that Thailand "is somewhat unique among developing countries because of the significant number of well trained and experienced professional people." The Project Officer strongly believes that this style of collaborative development of the project, from concept to final Project Paper, with the host government playing the major role, leads to more effective use of the scarce funds available for human resources development. This confidence seems to have paid off since the project is generally considered as successful.

Some concern, however, has arisen as to the continuing validity of assumptions made in regard to the project, and difficulties have also arisen regarding implementation of some elements such as evaluation and research, staff development, supporting material development, organizational structure for project management and follow on replication.

In order to get an objective technical point of view of project progress to date, and to identify problems and make appropriate recommendations to improve

project implementation, USAID/Thailand requested the services of a NFE/FTS evaluation team consisting of three short-term consultants with different specializations. The NFE/FTS team has begun its evaluation mission a good part of which involves working under fairly rigorous conditions in remote villages in the Northern region of Thailand.

o Honduras

In Honduras efforts to combat malnutrition and ill-health among young children have led to increased interest in combining health education with interventions such as improved sanitation and water supply in communities with fewer than 500 inhabitants. USAID/Honduras has accordingly funded a three and one-half year project to assist the government in expanding access to and promoting the use and maintenance of safe water supplies and human waste disposal systems. To improve institutional capacity and human resources, the Project provides technical assistance for middle management and field technicians. This assistance covers such areas as planning, community motivation, appropriate technology, and health education. It is assumed that, as a result, communities will maintain their interest in building water and sanitation systems and that user-fee payment levels will be adequate to maintain functioning systems.

Since the project seeks to maximize community involvement in selection, construction, maintenance, and financing of water supply and waste disposal systems.

NFE/FTS assistance has been requested in conducting a mid-term evaluation of the health education component of the project. Specifically, the consultant is to evaluate progress, assess the quality of health education activities, examine the procedures utilized and estimate the impact of the program on the target population.

o Peru

USAID and the Ministry of Education in Peru requested NFE/FTS technical assistance in three areas: (a) self-financing vocational education (b) evaluation of nonformal pre-school education materials, and (c) analysis of a formal/nonformal cost-effectiveness model prepared for the Pre-school Education program in Peru.

(a) Peru I: Self-financing vocational education

NFE/FTS assistance has been requested in connection with two interrelated tasks: improving the vocational skills training program for out of school youth and adults, and instituting operational cost-saving plans, including more efficient use of teachers and locally available resources at each of four vocational centers constructed and equipped with AID assistance.

The four vocational centers provide centralized shop and laboratory facilities for various satellite schools, but have no student body of their own. Their operational costs are found to be high. The Ministry accordingly plans to create production shops in the centers at nights and on week-ends, providing out of school youth and adults with opportunities to improve skills while producing saleable items to offset the centers' operational costs.

Peru II and III: Evaluation of Nonformal Pre-school Education Materials and Analysis of a Formal/Nonformal Cost-effectiveness Model for the Pre-school Education Program. Since 1978 USAID Peru has funded a nonformal project "Preschool Education as a Catalyst for Community Development" aimed at developing a low-cost regional pre-school program for disadvantaged children in the highlands and in urban areas. The program is expected to enable the disadvantaged children to perform more effectively in subsequent education programs and thus substantially reduce dropout and grade repetition rates.

Within the context of the above request, USAID also asked for assistance in the evaluation of the use of locally made preschool learning materials and in examining ways to improve their quality and increase their utilization by volunteer teachers.

To determine the cost effectiveness of this program compared to formal pre-school education, in August 1981 USAID/Peru contracted an independent consultant to develop a methodology for determining unit costs. The consultant developed a preliminary model to be applied at the centers in operation in Puno and Cuzco. However in view of the difficulty of comparing the alternative programs precisely in terms of cost-effectiveness, -- since "their objectives, outputs and measures of outputs differ," -- USAID requested NFE/FTS to send a consultant to review the preliminary model and make recommendations for improving and implementing it in Peru with suggestions for measuring the effectiveness of the programs.

NFE/FTS has provided two consultants for a period of one month each to address these two needs in close coordination. In selecting the consultants, Project staff made special efforts to locate qualified persons from the LDCs since one of the Projects' principle objectives is to make wider use of LDC expertise in providing NFE field support. Two highly qualified consultants, both from Chile, were recruited and their contribution was rated as excellent both by the Government and USAID.

Activity Area 3: REFLECTING ON PROJECT EXPERIENCE

3.(i) Preparation of Issues Papers (Task 6)

In order that the Project's consultancies serve as a source of learning for the entire NFE community, the Project is required to produce at least three NFE Issues Papers incorporating its field experience during the first two years. Their purpose is to review, analyze and propose solutions for NFE problems of general concern. Two issues papers were scheduled to be produced during Year One of the Project. They were to be made available in English, French and Spanish to benefit a wide audience.

In consultation with the Project Monitor it was decided that Issues Papers in the first year could most appropriately be written by NFE/FTS Collaborative member institutions as a means of sharing and integrating their accumulated experience. Topics were thus selected through mutual consultation. Outlines and drafts prepared by each of the member institutions were circulated to the others for comment and technical inputs. The process chosen to facilitate preparation of Issues Papers had the added benefit of opening up dialogue among the participating institutions so as to strengthen a sense of common purpose. Through this system Issues Paper One has been prepared and Issues Papers Two and Three are in preparation.

In principle, this series of Issues Papers should be based on insights gained from field experience under the NFE/FTS project as well as elsewhere. The time-frame for this task, among other factors, has not permitted close integration of field experience with the writing of Issues Papers. Most of the field missions began after January 1982. By that time the draft of Issues Paper One had already been prepared and delivered to meet its deadline. The Collaborative Member institutions do receive consultant mission reports but these reports are not all written in a way which provides grist for critical reflection and comparative analysis.

It is therefore important that in Year Two the preparation of consultant reports as well as of Issues Papers and other reflection pieces should be handled differently. The project has developed a new checklist which will serve as a common framework for consultants, in organizing and assessing the information gathered and the insights gained from their respective missions. Post-mission discussions among consultants can also be helpful. One such post-mission review by four consultants was organized in June 1982 and several of the conclusions listed below are products of that meeting.

Recommendations for Year Two also include the closer involvement of LDC consultants and staff at the field level in the planning and preparation of Issues Papers and case materials, with emphasis on conclusions which are directly useful to planners and practitioners. (For further information see Section II, Chapter 6)

SECTION I

CHAPTER II. ISSUES AND CONCLUSIONS BASED ON YEAR ONE EXPERIENCE

No attempt will be made here to draw broad generalizations and guidelines concerning NFE as a technical field since that kind of review must wait until a sufficiently wide ranging program has been under way. The following notes, therefore, focus almost entirely on insights related to the NFE consultancy missions themselves, their scope, emphasis and expected outputs:

- o The Project's first year experience reinforces the concept of nonformal education as comprising techniques and approaches increasingly valued by all technical sectors whose effectiveness and impact depends on the responsible involvement of the people.
- o In some LDC's however, there is a tendency to associate NFE primarily with one Ministry, such as the Ministry of Education. This overlooks or minimizes the actual and potential contribution of numerous other nonformal initiatives under the aegis of other Ministries or voluntary agencies.
- o In such situations an important need to be fulfilled through technical assistance may be to assess the scope and impact of current NFE efforts across the board and to help create a sense of common purpose and approach among sectoral agencies which previously tended to work in a fragmented or competitive way.
- o Because NFE is loosely defined and also because it has the potential to attract funding, some local agencies may request assistance in "nonformal education" without having a clear idea of how such assistance can enhance their work. For this reason it is important to clarify, at the very outset, what specific outcome is desired by both AID and the local client agency, and why expatriate assistance is being solicited.

- o A consultant in the course of any one mission, can be called upon to address multiple needs of a given client or there may be multiple clients involved in any one mission. This underscores the importance of knowing the client's priority needs and concerns, and of understanding how the different agendas of multiple clients fit together.
- o In a given country, for example, USAID may be prepared to fund development activities in a big way but the local agency has difficulty in putting together a coherent proposal. The Mission therefore may request the services of short term NFE/FTS consultants who can initiate a collaborative process to help the Ministry develop the project and identify pivotal points where subsequent consultancies should be brought in.
- o In some instances where local agencies lack skills in the technicalities of AID project paper preparation and funding procedures, they may say to the consultant, "Tell us what we need to do, and do the paper work for us, so we can submit a proposal which qualifies for AID assistance." NFE/FTS, on the other hand, takes the position that if the client agency is to "own" the program and be committed to carrying it forward through every stage of negotiation and implementation, agency staff must involve themselves in all aspects of project design, action planning, and funding consultation. The NFE/FTS consultant's relationship with the client agency is, therefore, intentionally a facilitative relationship, consistent with the style of a nonformal educator. Using NFE techniques in working with counterpart personnel facilitates the acquiring of new techniques by experiencing them.

- o Implementing this facilitative role is, however, seldom easy in a short mission, particularly where a) the emphasis in the initial request, is on the consultant delivering a finished product (such as a Project Paper or a Training Design) rather than on a process of involving counterpart staff in producing the deliverables themselves; or b) the client agency is short of staff and cannot free the right people to work with the consultant over the two to six weeks of consultancy. In the latter situation, the experience of USAID/Thailand in funding selected nationals to work exclusively on project planning is worth noting.(see p. 20)
- o NFE approaches must be consistent over a series of encounters before clients will have consolidated, internalized, and owned these approaches themselves, on an ongoing basis.
- o In many instances NFE/FTS consultants are, thus, of necessity drawn into management training and organizational development roles. In Zimbabwe, for instance, two NFE/FTS consultants assisted the National Council of Social Services (now "VOICE") in positive self-appraisal and "gearing up" for a more developmental role. The NFE/FTS evaluation missions in Peru and Thailand are finding, similarly, that organizational development is inseparable from NFE.
- o The choice of consultants must be based, accordingly, on broader competence than NFE skills (i.e. training) to include some understanding of OD, of USAID policies and procedures and of how local institutions are organized and function (traditions, institutional practices, etc.)
- o To effectively play this broader role, consultants should have adequate preparation/briefing time, preferably at CA and or Collaborative members' central offices prior to departure, and at USAID upon arrival in the country.

- o Since NFE/FTS assistance is relatively hassle-free, some USAIDs which face shortage of funds for NFE activities may request a series of technical inputs by the Project in order to build local expertise through a cumulative process of NFE consultant interventions. A successful mission itself may lead to one or more requests for return visits. The Project tries to respond sympathetically to this need but must balance it with the technical support expectations of many other USAIDs.
- o A one-shot mission can suffice where the scope of the task is limited (such as to demonstrate a participatory style of training or to conduct a limited-scale evaluation); it does not suffice where the real need is to develop institutional capability for NFE including the development of a fresh viewpoint on NFE and a new set of skills and institutional resources. This type of Organizational Development (OD) task needs to be spread over two or three short missions separated by intervals in which the client agency does its homework. Program gain can be expected from the cumulative effect of one experience feeding into the next.

In terms of the nature of the demand the following trends may be observed:

- o Evaluation continues to be a priority among field requests. Within this technical area, however, there can be significant differences in the purposes and focus of evaluation. The Thai request for an Evaluation Team is the most comprehensive of evaluation requests received by the Project to date; it covers all major aspects of program planning, organization, implementation and support. The three missions in Peru each focus on a specific aspect of the program: the evaluation of pre-school learning materials; the review of an evaluative tool (cost-effectiveness model) for comparative assessment of formal and nonformal pre-school programs; and the critical analysis of the

functioning of vocational education centers. Philippines has similarly requested assistance in the evaluation of vocational education programs and resources. Honduras emphasizes the evaluation of the health education component within a larger health and sanitation project with major infrastructural inputs.

- o In all of the above, the intent seems to be to utilize evaluation as a medium for learning and a basis for further planning; and as such is part of an internal formative process.
- o A significant proportion of NFE/FTS assistance during the period under review has also gone into national level planning. Most of the consultancies in this area, however, have been to one country, Zimbabwe, because of its special circumstances as a newly independent State and the consequent re-structuring of services both in the governmental and the private sector.
- o The training of trainers in nonformal education techniques and approaches is a third area in which technical assistance is frequently requested. USAIDs in Costa Rica, Philippines and Portugal have each asked for consultants to conduct Training of Trainers workshops. The composition of participants in each of these cases, however, differs. In Costa Rica trainers are drawn from several different agencies, in Portugal they are from one agency (Ministry of Education) but at two levels (central and provincial) and in the Philippines they are from 5 different South East Asian countries all members of INNOTECH.
- o While there is interest in the development of methods and materials which are participatory and relatively low-cost, requests for technical assistance in this area have generally been linked to other program components such as training (in Costa Rica) and evaluation (in Peru). The one exception is the request from S&T/Agr. for assistance in the review of workable options for the design of participatory learning materials focussed on prevention of pre and post harvest food loss.

The above clustering of requests is not necessarily indicative of trends in the wider market since the sample of countries serviced to date is small. USAIDs may not be aware of the full range of services available through NFE/FTS and the demand may well take on a new configuration when the Project becomes better known in the second year. To this end, a variety of dissemination measures are identified in the proposed Implementation Plan for Year Two which follows in Chapter III.

The Director and staff of the Project, and Creative Associates as Contractor, are encouraged by the field response to date and are looking forward to servicing a much larger demand anticipated for the coming months.

SECTION I

CHAPTER III. TENTATIVE IMPLEMENTATION PLAN FOR YEAR TWO

Tasks specified for Year Two of the NFE/FTS Project involve the continuation and expansion or readjustment of activities begun during the first year. In Year One, systems and procedures were established, informational materials were designed, and NFE/FTS resources and linkages were developed. In addition, the project began to respond to field technical assistance requests as well and to identify NFE issues and problems to be studied. During Year Two, with much of the work involving the design and development of project mechanisms and tools completed, emphasis will be on servicing a greater number of requests from the field and in consolidating their experience.

Year Two activities will be undertaken in four broad categories:

- o Promotion of project services;
- o Provision of field support;
- o Strengthening of project resources;
- o Consolidation/sharing of NFE experience.

The time and task chart for Year Two of the contract which follows presents the specific tasks to be implemented. Each task is discussed in terms of the proposed approach and the considerations related to its implementation.

TIME AND TASK CHART
YEAR TWO
NFE/FTS PROJECT

TASKS	PROJECT MONTHS											
	Sept- Oct 13	Oct- Nov 14	Nov- Dec 15	Dec- Jan 16	Jan- Feb 17	Feb- Mar 18	Mar- Apr 19	Apr- May 20	May- Jun 21	Jun- Jul 22	Jul- Aug 23	Aug- Sep 24
<u>PROMOTION OF PROJECT SERVICES</u>												
o Distribution of English, French, Spanish versions of the Information Packet												
o Project Director's visits to LDCs in Latin America region.												
o Project Director's visits to LDCs in Africa region.												
<u>PROVISION OF FIELD SUPPORT</u>												
o Follow-up on AID mission inquiries/ expression of interest												
o Revision/Expansion of Master Schedule of technical assistance												
o Continued recruitment, placement, support, and evaluation of consultant(s)												

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TASKS	PROJECT MONTHS											
	Sept- Oct 13	Oct- Nov 14	Nov- Dec 15	Dec- Jan 16	Jan- Feb 17	Feb- Mar 18	Mar- Apr 19	Apr- May 20	May- Jun 21	Jun- Jul 22	Jul- Aug 23	Aug- Sep 24
<u>STRENGTHENING OF PROJECT RESOURCES</u>												
o Building up of consultant roster with emphasis on LDC specialists												
o Computerization of consultant roster												
o Establishment of linkages with NFE regional information centers												
o Meetings with NFE/FTS Collaborative members.												
<u>CONSOLIDATION/SHARING OF NFE EXPERIENCE</u>												
o Development of Issues Paper 3												
o Distribution of consultant trip reports												
o Development of a NFE case study/ by LDC authors												
o Preparation of NFE/FTS Technical Progress Reports												
o Preparation of NFE/FTS Mid Project Report												
o Meetings with AID bureau and mission staff to discuss issues of project impact and modifications.												

x

x dates to be set at later time

x

x

x

x

x

x

x

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PROMOTION OF PROJECT SERVICES

The design of systems, procedures and formats which are essential to the effective delivery of project services has been completed. During Year Two with less staff time required for the development of informational materials, collaborative relationships, and project mechanisms, increased effort will be made towards informing potential users of the project of the services available and responding to new requests for technical assistance. The promotion of the NFE/FTS project to increase awareness and usage of its resources will include these activities:

- o Dissemination of the project information packet in English, French and Spanish to potential users. Year One dissemination of the information packet was limited by and large to the distribution of the English version to USAIDs which had earlier indicated a firm interest in utilizing NFE/FTS resources. Additional packets were given to other USAIDs and central bureaus which specifically requested copies. During Year Two multiple copies of the English version, as well as the French or Spanish versions, as appropriate, will be distributed to all AID missions and central bureaus.

Because nonformal education approaches techniques and materials have multi and cross-sectoral applications, there will be an emphasis on promoting project services as a means of strengthening NFE in a broad range of programs sponsored by AID. Efforts will also be made to reach a wider LDC audience both through USAIDs and NFE/networks by distributing the English, French and Spanish versions of the information packet to interested LDC institutions and individuals who are identified during field missions and by NFE/FTS collaborative members.

One of the main considerations related to the distribution of Information Packets is the need to provide AID missions and central bureaus with sufficient numbers of packets. Because mission personnel change and program needs evolve it is important to ensure that potential users have timely access to descriptions of the services available, the procedures for accessing services, and the Response Forms which facilitate the processing of requests.

- o Project Director's Visits to LDCs to Clarify Current NFE/FTS Services and to Assist Aid Missions in Defining and Prioritizing Requests for Technical Assistance. Based on Year One NFE/FTS project experience, personal contact with potential users of project services seems a particularly effective means of generating requests for technical assistance. Visits by project staff to AID missions were helpful in assisting mission personnel to determine possible uses of nonformal education methodologies to support AID-sponsored programs as well as to identify specific NFE inputs which could be provided by the NFE/FTS project.

As indicated in Chapter 1, during Year One the Director visited AID missions in Asia, including the Philippines, Thailand, and Nepal. Similar visits to a number of AID missions in Africa and Latin America are scheduled for Year Two: September 1982 for Latin America, and December 1982 for Africa.

- o Presentations on the NFE/FTS Project to AID/Washington Regional Bureaus and Technical Bureaus. NFE/FTS Project resources and inputs can be effectively used by AID central bureaus which are involved in developing policies, projects and materials with applicability in a variety of programmatic and geographic settings. For example, in Year One the NFE/FTS project assisted S&T/AGR in considering options for the

development of nonformal agricultural training materials related to Pre and Post Harvest Food Loss. Similarly, familiarity with the available NFE resources can enable personnel in AID Regional bureaus to assist USAIDs in accessing technical assistance for strengthening other aspects of their programs.

During Year Two, NFE/FIS project staff will meet with interested AID central bureau personnel to discuss the project's services and resources and to examine specific NFE inputs which might benefit AID mission programs.

PROVISION OF FIELD SUPPORT

Building upon Year One activities, the NFE/FTS project will continue to respond to technical assistance requests. The Master Schedule of technical assistance will be expanded and revised as additional requests for services are received from both AID field missions and central bureaus. It is anticipated that there will be an increased number of requests for project services during Year Two due to the expanded dissemination activities, the additional field contacts, and the increased awareness of the project resulting from completed consultancies.

During Year Two project staff will perform the following tasks related to the provision of field technical support:

- o review, clarification and servicing of requests for technical assistance;
- o development of detailed scope of work for each mission;
- o identification and recruitment of qualified consultants;
- o preparation of briefing materials related to the assignment;
- o briefing of consultants;
- o provision of logistical, contractual, financial and informational support;
- o debriefing of consultants;
- o evaluation of consultant performance; and
- o review and dissemination of field assistance reports.

There will be an emphasis on including consultants from LDCs on the teams of specialists who respond to AID mission technical assistance requests. This will permit access to a wider range of theories, approaches, and methods and will contribute to the strengthening of linkages among NFE specialists from both developed and developing countries.

Also during Year Two there will be increased analysis of evaluative information from field assistance activities in order to improve subsequent field support missions, develop more effective means of evaluating NFE inputs and consolidate NFE learnings from these field activities.

STRENGTHENING OF PROJECT RESOURCES

The NFE/FTS project has access to substantial resources in NFE. During Year Two of the Project a number of activities will be undertaken to expand, strengthen and supplement the resources already available.

o Expansion of NFE/FTS Consultant Roster.

During Year One, the NFE/FTS project began to build up an extensive roster of specialists with skills related to NFE, and to establish linkages with institutions and networks which could provide access to additional resources. The project's consultant roster, which currently includes over 600 names, will be further expanded with particular emphasis on including more skilled individuals from LDCs.

As the project completes more field support missions, project staff will come to know more PVOs, local institutions and groups and will be on the lookout for expertise applicable in other settings. Building on these contacts, the list of LDC specialists on the NFE/FTS roster of consultants will be expanded. The project will also place advertisements in NFE-related journals and publications as a means of securing resumes from consultants.

o Computerization of NFE/FTS Consultant Roster

At present the NFE/FTS project staff are assessing the feasibility, cost and benefits of computerizing the consultant roster. With an anticipated increase in the number of specialists in the roster as well as in the number of requests for field support assistance, it is important to have quick access to the names of individuals with the technical skills, language capabilities

and previous geographic and sectoral experience required to respond to USAIDs' needs. If a computerized approach for identifying potential technical assistance team members is found to be desirable and cost-effective, the system will be instituted during Year Two on a shared-cost basis within Creative Associates.

o LDC Consultants Networks Meetings

As a complement to the increased participation of LDC specialists as consultants on NFE/FTS technical assistance teams, meetings will be held bringing together these specialists to facilitate a process of sharing experiences, promoting dialogue on NFE issues and establishing a resource network. Such meetings will be held on a regional basis with the first one proposed for Asia. Representatives of groups and institutions that have accumulated experience in NFE, as well as individuals who have performed NFE/FTS consultancies, will discuss ways of sharing their expertise on a continuing basis to strengthen NFE activities in their regions. An anticipated outcome of the first network meeting in Asia is an annotated directory of innovative NFE projects in the region, with brief descriptions of methods and materials utilized.

o Linkages with NFE Regional Information Centers and With NFE/FTS Collaborative Members

During Year One project working relationships were established with three institutions recognized as valuable resources for NFE: Michigan State University, World Education, and the Center for International Education at the University of Massachusetts. The participation of these institutions in the NFE/FTS Collaborative permits access to varying philosophies and approaches as well as to a wide range of technical expertise, information and experience.

The two Collaborative meetings held during Year One of the project dealt primarily with the development of formal relationships, procedures and mechanisms for the functioning of the collaborative and the preparation of Issues Papers.

During Year Two, with Project relationships already established, linkages and meetings with collaborative members may be expected to focus less on the administrative and more on the qualitative aspects of the project. Two to three meetings of the NFE/FTS collaborative are anticipated, with the following purposes/topics as possibilities.

- o Identification of sources of NFE experts/consultants in LDCs and development of NFE networks and linkages with LDC groups;
- o Analysis of issues/problems/learnings emerging from field support activities;
- o Review of issues papers;
- o Development of a case study in NFE.

In order for project staff and Collaborative members to become more familiar with the resources available at each of the institutions, meetings of the Collaborative will not be confined to Washington and may be held at institutional headquarters of other members.

During Year Two linkages with NFE institutions and networks which extend beyond the three NFE/FTS Collaborative members will also be explored.

CONSOLIDATION/SHARING OF NFE EXPERIENCE

The Issues Papers prepared during Year One provide an overview of critical issues in NFE and analyze particular strategies and approaches being used to address selected issues.

During Year Two , there will be an emphasis on developing case studies, evaluative pieces and other informational materials which draw upon NFE/FTS project experience as well as on the experiences of NFE planners and practitioners in the LDCs. Because NFE activities are often scattered and ad hoc in nature, field level practitioners do not have access to either the information they feel would help them to be more effective in their work or to the means of sharing their experiences and findings with others who could benefit from them. In response to the expressed need for access to information on tested approaches, methods and materials in NFE, the following activities will be undertaken during Year Two:

- o Development of an Issues Paper which will discuss NFE considerations in building institutional capacity This paper will provide analysis and suggestions for NFE planners and practitioners working to increase the capacities of NFE groups and institutions.
- o Distribution of technical assistance missions reports. These accounts by Project consultants including descriptions of the situation/problems encountered, the approaches used to address such situations and the outcomes of the mission, can provide useful insights to individuals facing similar demands in other contexts.
- o Development of a case study by one or two selected LDC consultants, which describes analytically an outstanding NFE program or novel approach which has been field tested. This type of case study, with inputs from field level individuals and groups who are involved in NFE activities can be a particularly effective means of documenting and giving widespread coverage to experiments and experiences in NFE.

- o Preparation of technical progress reports and a mid-Project report. Each of the technical progress reports scheduled for Year Two of the project will present and discuss NFE issues, problems and learnings which emerge during the performance of field technical support activities. As more consultancies are completed under the NFE/FTS project, it will be possible to assess evolving trends, practices and issues in NFE.

As the delivery date on this first technical progress report was postponed by three months, the following is the revised schedule for progress reports during year two of the project:

Technical Progress Report Two: Month 14

Technical Progress Report Three: Month 20

Technical Progress Report Four: Month 24

The Mid-Project Report will be delivered during Month 21 of the project so as to incorporate material from Technical Progress Report Three. Following the preparation of the Mid-Project Report, meetings will be scheduled with representatives of AID regional bureaus, PPC, DSB and USAID missions (if available) to discuss issues of project impact and modifications.

Staffing

The anticipated expansion of activities in Year II will require additional staff resources. This decision will be taken when the size and nature of the demand is clearer in the first half of Year Two.

SECTION II Details of NFE/FTS Tasks for Year One

Chapter 1: Development of Maximum Feasible Collaboration with NFE Institutions (Task 1)

In order to draw upon the accumulated experience and technical expertise of recognized NFE institutions, as well as to facilitate USAID mission access to a range of philosophical orientations, educational strategies, and programmatic approaches, a major emphasis of the NFE/FTS project activity during the first nine months has been on developing Collaborative working arrangements with the following:

- o The Center for International Education, University of Massachusetts, Amherst, MA;
- o Michigan State University, East Lansing, MI;
- o World Education, Inc., New York, N.Y.

As a prelude to a first meeting with these three prospective NFE/FTS member institutions, a number of specific activities relevant to the collaborative were defined:

- o Contributing ideas and materials on member agency services for use in preparing an Information Packet for USAIDs, clarifying resources available through the Collaborative;
- o Keeping the Collaborative informed of aspects of member agency's programs which relate to NFE/FTS activities;
- o Developing a joint roster of NFE consultants (from both USA and LDC's);
- o Providing consultant services in response to field requests received by the Contractor;
- o Providing briefing information for consultants regarding countries or projects of which the member agency has direct prior knowledge;
- o Collaborating at the field level where NFE/FTS and member agency activities coincide;

- o Designing evaluation tools for assessing the effectiveness of technical assistance;
- o Proposing topics and authors for issue papers;
- o Writing special issue papers as needed;
- o Sharing information on trends and lessons learned from field experience.

On October 6, 1981 representatives of AID, Creative Associates and the three prospective collaborating agencies met at the Rosslyn Office of Creative Associates to discuss the type and level of collaboration which was feasible under the NFE/FTS project. The purposes of this first collaborative meeting were to:

- o Clarify the background, purpose and scope of the NFE Field Technical Support Project;
- o Exchange ideas on the nature and functioning of a collaborative arrangement;
- o Initiate a process of discussion by which interested agencies would clarify their specific concerns and possible inputs as well as their perceptions of how the project could be of benefit to them;
- o Develop agreements with potential members as to specific forms of collaboration which would be feasible within the Project's time frame.

During this meeting a number of issues were raised concerning purposes of the NFE Collaborative, roles and relationships of members and the percentage and distribution of Project funds available for tasks to be performed by Collaborative members. As the contract for the NFE/FTS project had been awarded to Creative Associates, Inc. rather than to an already existing Collaborative body, there was a need to clarify the roles of the other three institutions, the benefits they would derive from participating in the NFE Collaborative the tasks to be performed by them and the possible mechanisms for defining and facilitating interagency arrangements.

This October 6, 1981 meeting was an important beginning point for establishing trust and cooperation among the institutions involved and for identifying issues that required further clarification, definition and negotiation. As each of the three potential Collaborative members had specific expectations of participation in the NFE/FTS project, as well as particular contracting policies and procedures, it was agreed that:

- o Creative Associates NFE/FTS would prepare a statement proposing the scope and functioning of the NFE Collaborative;
- o The Project Director would visit each of the three agencies to discuss specific questions; and
- o Creative Associates would keep the three agencies informed of the status of agreements reached on the Collaborative.

In November 1981, the NFE/FTS Project Director began a process of consultation and negotiation with the three NFE institutions, including personal visits, for the purpose of arriving at a mutually acceptable collaborative agreement with each.

This negotiation process continued for 2 1/2 months, with the involvement of the legal departments and business offices of potential Collaborative members, with the aim of defining, clarifying and/or negotiating such matters as :

- o Use of institution's staff members as consultants on technical assistance teams and the question of overhead costs thereby incurred;
- o Identification, recruitment and selection of consultants for specific field requests and the role of Collaborative members in the identification or selection process;
- o Precise contribution expected from Collaborative members in developing the NFE/FTS consultant roster as a whole.
- o Role of Collaborative members in producing NFE issues papers, the payment for performing this task and the ownership of materials produced;

- o Relationship of NFE/FTS project activities to current and potential field projects of the three institutions.

While the process of finalizing Collaborative agreements continued, separate agreements on Issues Papers were drawn up and accepted by the three institutions in January 1982 to permit the initiation of work on the first Issues Paper.

Likewise resumes and biodata sheets of selected staff members of each of the institutions were forwarded to the NFE/FTS project for inclusion on the consultant roster, and institutional capability statements for the three prospective Collaborative members were provided for inclusion in the NFE/FTS Information Packet.

A second meeting of the NFE/FTS Collaborative, held March 2, 1982, was an effective forum for identifying and analyzing issues related to the functioning of the Collaborative and the performance of specific project tasks. Among the issues discussed by representatives of the collaborating institutions, Creative Associates, S&T/Ed and AID Office of Contracts Management were:

- o The institutional costs of collaboration;
- o Mechanisms for keeping Collaborative members informed on the status of AID mission requests for project services;
- o The desirability and practicality of establishing minimum, equitable daily rates for consultants from LDCs;
- o Delays and bottlenecks in processing rate and contract clearances for consultants;
- o AID policies and procedures for determining acceptable daily consultant rates; and
- o The timeframe and tasks related to the development of Issues Papers.

During the process of developing collaboration with the three NFE institutions it became clear that:

- o The task of defining institutional relationships clarifying expectations, benefits and responsibilities, negotiating details and finalizing legal agreements cannot be hurried. Extended negotiations are needed particularly when several institutions are involved, each governed by its own statutes, policies and procedures. To ensure a sound basis of mutual understanding, appreciation and team work, sufficient time should be allowed for this process in the Plan of Action.
- o When other tasks need to reflect agreements reached with collaborating institutions (e.g. the preparation of a joint Project capability statement), the scheduling of tasks must allow sufficient leeway for the above negotiation process.
- o The level of involvement of a Collaborative member in the Project's activities depends significantly on the length of lead time available to plan for that involvement. When major project activities cannot be planned well in advance, which is often the case in a project that must respond quickly to requests for field assistance, there may not be sufficient time for the staff of a collaborating agency to arrange for others to take over their regular duties, so as to permit them to participate in the field assignment. This issue is less critical for tasks such as the preparation of reports and papers which have more flexible schedules than those related to specific consultant missions.

Accomplishments by NFE/FTS Collaborative

Specific activities and tasks completed by the NFE/FTS Collaborative since the beginning of the project include:

- o Provision of material for the NFE/FTS Information Packet;
- o Nomination of specialists for inclusion in the NFE/FTS Consultant Roster;
- o Identification of critical issues in NFE for consideration as topics for Issues Papers;

- o Development of Issues Paper One by MSU, with input and feedback from other Collaborative members;
- o Completion of initial outline of Issues Paper Two by World Education;
- o Planning of Issues Paper Three by C.I.E.
- o Participation of collaborating institutions' staff members on technical assistance field missions (See Task 5 for further detail.)

Chapter 2: Preparation and Dissemination of NFE/FTS Information Packet
(Task 2)

During its first three months the NFE/FTS Project produced an Information Packet for distribution to USAIDs, describing the services available under the Project and including technical assistance request forms. Specifically the contents of the Information Packet are:

- o A description of the project, its context, purpose, services and operational mechanism;
- o A description of technical resources, including project staff and selected consultants;
- o Capability statements for each of the institutions participating on the NFE/FTS collaborative; and
- o An explanation of procedures for accessing project services and a set of Response Forms for facilitating access to services;

All text, forms and other sections of the Information Packet were approved by the Project Monitor (S & T/Ed, AID/Washington). Upon reaching formal agreement with the three member institutions of the NFE/FTS Collaborative in January 1982, 150 information packets were printed and distributed. Initial distribution of the packets was to the following:

- o AID field missions which had expressed interest in accessing NFE services, in response to the Spring 1981 S&T/Ed inquiry;
- o AID missions and central bureaus which specifically requested copies;
- o AID missions and bureaus which were visited by NFE/FTS project staff or Creative Associates staff.
- o S & T/Ed for distribution through AID regional meetings, field visits, and Washington offices.

In general, Information Packets were addressed to the AID Mission Directors, with copies sent to other AID mission, bureau, and office personnel upon request. In some cases, multiple copies were supplied to missions and

presentations made by Creative Associates staff (e.g. Cameroon). The list on the following page details the AID missions and individuals who received NFE/FTS Information Packets.

In order to reach a wider audience, the NFE/FTS Information Packet has been translated into French and Spanish. An additional 500 copies of the English version have also been printed for distribution and a second mailing with multiple copies has gone out to the missions that originally received a single copy. Project staff have found that sending two or three Information Packets is not enough for a large mission if the Project's services are to be utilized by several different sectors and LDC institutions. USAID Manila, for example asked for 12 additional sets of the Information Packet . Accordingly a second mailing has been sent out, with an average of six additional Information Packets per Mission.

Recipients of NFE/FTS Information Packets

AID MISSION, Bureau and Offices

Africa

Botswana

Burundi

Cameroon

Ghana

Gambia

Ivory Coast

Liberia

Mali

Malawi

Rwanda

Senegal

Sierra Leone

Somalia

Swaziland

Tanzania

Zimbabwe

Near East

Egypt

Jordan

Morocco

Portugal

Asia

Indonesia

Nepal

Pakistan

Philippines

Thailand

Latin America

Bolivia

Barbados W. Indies

Costa Rica

Dominican Republic

Ecuador

Guatemala

Haiti

Jamaica

Panama

Peru

AID/Washington

S&T/Agr

S&T/Ed

Chapter 3: Development of a Roster of Consultants (Task 3)

In order to respond to AID Mission requests for technical assistance, the NFE/FTS project maintains an active Roster of Consultants which currently includes over 600 specialists. The Roster offers a range of NFE philosophical orientations and practical experience, and includes NFE planners, evaluators, researchers, trainers and methods-specialists with both academic and field experience. As nonformal education components may be integral parts of programs and projects in a variety of sectors, the NFE/FTS project has recruited consultant specialists with expertise in a range of technical areas as well as in NFE, which include, but are not limited to the following:

NFE SPECIALIZATION

Policy Analysis
Planning
Organizational Development
Organizational Management
Training
Curriculum Development
Materials
Media
Research
Cost/Benefit Analysis
Evaluation

TECHNICAL FIELD

Agriculture
Appropriate Technology
Communications/Distance Education
Community Development
Cooperatives
Early Childhood Education
Energy/Environment
Village Entrepreneurship
Health
Literacy
Nutrition
Management/Organizational Development
Population/Family Planning
Vocational Education
Women in Development

The Roster is composed of U.S. and non-U.S.-based consultants who have worked in Third World countries, and many of whom have proficiency in one or more languages. The languages represented on the roster include English, French, Spanish, Portuguese and Arabic as well as other local languages and dialects.

During the first nine months of the NFE/FTS project, the Consultant roster has been expanded through:

- o Adding the names of interested staff members of the institutions which are members of the collaborative;
- o Recruiting individuals who have been recommended by members of the collaborative;
- o Following-up on contacts within academic institutions, development agencies, consulting firms, etc;
- o Placing advertisements and notices in NFE-related journals such as the TransCentury Job Opportunities Bulletin and the Harvard Graduate School of Education Job Bulletin.

As specific requests for technical assistance are received from AID missions, NFE/FTS project staff review the consultant roster and also contact collaborative members to identify qualified specialists.

Plans are to continue expanding the roster beyond the current 600 consultants by continuing to pursue contacts with U.S. and international institutions as well as with groups based in developing countries. This will permit an increased use of LDC consultants on technical assistance teams. Project staff have found that it is desirable to develop an extensive roster of resumes and consultant contacts in order to assure flexibility and access to qualified individuals with the specific skills required for a particular request. Lead time in responding to AID mission requests is often limited, and qualified consultants are often in academic settings or positions from which they cannot get release time to perform the services, or have accepted assignments which were planned further in advance. This roster is currently being reanalyzed and recoded in a way that will facilitate its transfer to computer lists if such services become available to the project.

Chapter 4: Project Director Visits to LDCs to Clarify AID Mission Uses for NFE/FTS Services (Task 4)

The NFE/FTS contract provides for three visits by the Project Director to AID Missions which have expressed interest in using the technical services of the project. The purpose of these trips is to consult with the Missions which have expressed interest in NFE/FTS support services but have not yet specified the tasks to be fulfilled.

The following is a summary of the Project Director's visits to LDCs and AID Missions during the first nine months of the NFE/FTS project.

Zimbabwe - October 12-31, 1981: Activities undertaken during this trip included provision of program planning assistance to the Ministry of Community Development and Women's Affairs and identification and planning with AID/Zimbabwe for follow-up consultancies.

Zimbabwe - February 3-17, 1982: Follow-up visit to assist the Ministry of Community Development and Women's Affairs in program planning in view of the availability of Aid funding.

Philippines - March 8-10, 1982: While there have been significant reductions in AID/Philippines staff and funding, the Mission is interested in utilizing NFE/FTS project services in 1982-83. USAID facilitated meetings between the Project Director and INNOTECH and a consultant mission was outlined to provide a three-week course for SEAMEO member countries. Also as a result of discussions during this visit, USAID requested the services of two consultants in early 1983 in the area of vocational education including survey and evaluation of existing Nonformal Vocational Education programs, and assessment of training needs.

Thailand - March 10-12, 1982: Discussions with the AID/Thailand Mission were held to clarify details of the Hill Area Education Project evaluation to be undertaken through the NFE/FTS Project.

Nepal - March 13, 1982: Initially the AID/Nepal Mission expressed uncertainty concerning the use and potential benefits of NFE/FTS services. Following a presentation of the project, discussions centered on possible use of project inputs in late 1982 or early 1983 to assist in the area of training within the Rapti Zone Rural Area Development Project.

Portugal - March 29-April 8, 1982: Activities undertaken during this visit included conducting a training of trainers workshops on NFE methods and materials for staff of the Ministry of Education's Directorate of Adult Education. Discussions of follow-up visits and additional inputs also were held with the Ministry of Education, the Status of Women Commission and USAID/Portugal.

Costa Rica -June 4, 1982: In discussions with USAID/Costa Rica it was determined that their initial interest in requesting assistance in population programs development was no longer a priority. However USAID will examine the use of NFE/FTS services in other sectors. A voluntary agency, the Costa Rican Citizens Organization (OCC) expressed interest in technical assistance for conducting a workshop for the training of trainers and development of innovative materials. A formal request has been received through USAID/Costa Rica and is now being processed by NFE/FTS.

Chapter 5: Preparation and Dissemination of a Two-Year Tentative Master Schedule of Support Services and Delivery of Technical Assistance in NFE (Task 5)

To facilitate the planning of technical assistance inputs, as well as the recruitment of qualified specialists to deliver this technical assistance, the NFE/FTS project maintains a tentative Master Schedule of support services. This is a flexible schedule which is modified and expanded as additional inquiries and actual requests for technical assistance are received. The following process and specific activities were undertaken in developing the tentative Master Schedule:

- o September 1981: Review by NFE/FTS project staff of AID Missions' responses to the April - May 1981 exploratory cables sent out by S&T/Ed inquiring if Missions were interested in having access to field technical support resources in NFE;
- o October - November 1981: NFE/FTS project follow-up cables to AID Missions which had expressed strong support for the proposed NFE/FTS services, requesting Missions to provide more detailed information on required technical assistance and tentative scheduling of consultancies.
- o October 1981 - present: NFE/FTS follow-up cables, letters and Project Director visits to Aid Missions (see preceding discussion of Task 4: Project Director visits to LDCs to clarify Aid Mission Uses for NFE/FTS Services) to assist Mission staff in translating general interest in NFE/FTS services into requests for specific consultants to perform defined tasks.
- o January 1982-present: Dissemination of NFE/FTS project Information Packets (see preceding discussion of Task 2: Preparation and Dissemination of NFE/FTS Information Packet). Contained in each Information Packet were three response forms to be used to plan NFE technical assistance needs for 1982-1983 and to define the scope of work for specific consultancies.

The results of these activities undertaken to facilitate the planning of NFE/FTS project consultancies and the development of a tentative two-year Master Schedule of support services are summarized below.

- o AID Mission response to the S&T/Ed Spring 1981 inquiry regarding potential usefulness of having access to field technical support on NFE was extremely positive. Grouped into the categories of strong, moderate and minimal interest in accessing such resources, AID Mission responses were as follows:
 - Africa - 12 strong, 3 moderate, 2 minimal
 - Latin America - 8 strong, 1 moderate, 2 minimal
 - Near East - 3 strong, 1 moderate, 1 minimal
 - Asia - 2 strong, 2 moderate, 3 minimal
- o Following dissemination of the Information Packets and visits by the Project Director, additional responses to the project and requests for services were received from Zimbabwe, Philippines, Portugal and Costa Rica.
- o Perhaps because of the time between the Spring 1981 S&T/Ed cables, and subsequent correspondence by the NFE/FTS project with AID Missions, some Missions experienced changes in projects, priorities and staff, resulting in modified plans and levels of interest in accessing project resources. For example, the USAID in the Near East region which initially had expressed minimal interest in the project's services, requested and received technical assistance from two consultants under the project. In other cases, as project needs evolved the service that was sought differed from the original request.
- o To date a few USAIDs have utilized Response Forms A, B and C from the Information Packet in requesting technical services. In general, AID Missions have sent brief cabled responses indicating possible uses of project services, rather than employing the formal response forms.

This results in delays and requires costly follow-up cables to clarify the initial request and/or gather sufficient detailed information on which to plan specific consultancies.

The bulk of information needed to develop the detailed scope of work and to establish tentative dates for consultancies, has been acquired through direct contacts with AID Missions and central bureaus, through visits, letters and cables.

Tables I & II on pages 13 & 14 present a consolidated view of the status of requests for NFE/FTS assistance. Table III on pages 16 & 17 illustrates the NFE/FTS Two-year Tentative Master Schedule of Support Services as of June 30, 1982. This schedule, incorporates additional data not available for inclusion in the schedule submitted April 13, 1982 to the S&T/Ed Project Monitor. Table 4 presents a more detailed comparison of the expressions of initial interest by AID Missions in the Spring of 1981 and the actual services requested under the NFE/FTS project. Analysis of data in the display leads to a number of observations concerning the initial interest of AID field missions in accessing technical support services in NFE as compared to the actual requests for assistance received by the project to date:

Table IV

· NFE/PTS TECHNICAL ASSISTANCE SUPPORT SERVICES
COMPARISON OF USAIDS' INITIAL INTEREST AND ACTUAL REQUESTS FOR SERVICES

NFE/PTS TECHNICAL ASSISTANCE SUPPORT SERVICES	AID MISSIONS' EXPRESSED INTERESTS IN RESPONSE TO SPRING 1981 SET/ED INQUIRY				ACTUAL TECHNICAL ASSISTANCE REQUESTS AS OF JULY 1982					
	NEAR EAST	AFRICA	ASIA	LATIN AMERICA/ CARIBBEAN	TOTAL	NEAR EAST	AFRICA	ASIA	LATIN AMER./ CARIBBEAN	OTH. TOT
o Surveys and analysis, including analysis of existing NFE activities, and needs assessments.	Egypt	Zimbabwe, Somalia Malawi Botswana		Haiti Bolivia Guatemala Caribbean	9	Yemen-C		Philpns-P		2
o Cost effectiveness analysis, including comparison of various nonformal and formal education alternatives		Botswana		Haiti, Peru, Bolivia, Caribbean	5			Peru-C		1
o Feasibility studies of NFE and formal education linkages				Peru, Bolivia	2					
o Assessment of institutional support capability for NFE	Jordan	Cameroon Zimbabwe Liberia Botswana Tanzania		Ecuador Haiti Guatemala Costa Rica	10		Zimbabwe-C			2
o Evaluation of NFE projects/activities	Morocco	Liberia Swaziland Malawi Rwanda Botswana Tanzania Ivory Coast	Nepal Indonesia Thailand	Ecuador Haiti Peru Guatemala Caribbean	16	Moroc.-P		Thai.-C	Hond.-P Peru-C	6
o Program planning and development		Cameroon Swaziland Tanzania Gambia Sierra Leone	Nepal	Haiti Caribbean Costa Rica	9			Zimbab.-C Zimbab.-P		3

- o In Spring 1981, when S&T/Ed contacted USAIDs to inquire about level of interest, areas of interest and possible timing of needed NFE inputs, the most frequently requested NFE service was assistance in designing and conducting evaluations. An examination of actual requests for assistance received by the project to date shows that again the largest number of requests involve evaluation components. Of the 6 actual requests received for evaluation services, four are from USAIDs which had originally indicated an interest in this service.

- o Based on actual requests received to date, assistance in NFE training including the training of trainers has been requested as frequently as evaluation services. In Spring 1981 interest in training services was fifth on a list of 12 possible services.

- o In Spring of 1981, some 16 AID Missions in Africa expressed interest in receiving NFE assistance. However, to date, only 5 formal requests for assistance have been received from the Africa region, all from USAID/Zimbabwe. This suggests the need for more direct contact with USAIDs in Africa in order to clarify the services available through the project.

Chapter 6: Identification of Topics for NFE Issues Papers and Preparation of Issues Papers (Task 6)

The preparation of Issues Papers was discussed by the NFE/FTS Collaborative at its first meeting on October 6, 1981. Since researching and writing each Issues Paper can be viewed as a separate assignable task, with a specific timeframe attached, it was agreed that a workable approach would be for each of the collaborating institutions to take primary responsibility for producing one issues paper. Later, as extensive negotiations concerning collaborative relationships and agreements continued with each of the three NFE institutions, separate agreements dealing only with the production of Issues Papers were signed.

Because of the diversity of perspectives, philosophical approaches, methods and materials, academic expertise and field experiences represented by NFE/FTS Collaborative member institutions a wide range of possible topics for Issues papers were suggested during the first Collaborative meeting and in follow-up correspondence. With the aim of not omitting any topic that might be of particular interest to the intended audience (AID Washington and USAID staff, NFE planners and practitioners), Creative Associates proposed to the Collaborative members that the purpose of the first Issues Paper be to identify and briefly review critical issues in NFE. Hence, this first paper would serve as a starting point for subsequent papers, by identifying issues of highest priority, each of which could become the focus of a later issues paper.

The three institutions, working independently, prepared draft papers in which priority NFE issues were identified and discussed. Michigan State University (MSU) was contracted to integrate the three draft papers into one comprehensive document, which was then reviewed by the other Collaborative members (including Creative Associates), and revised and finalized by MSU.

Using Issues Paper One: Critical Issues in NFE as a beginning point for discussion at the second meeting of the NFE/FTS Collaborative on March 2,

1982, tentative topics for Issues Papers Two and Three were chosen and major responsibility for the preparation of each was assigned. The process agreed to by Collaborative members for the preparation of Issues Papers involves each of the Members in making technical inputs and assigns primary responsibility for the final text to one member.

Topics and primary responsibility for preparation of the three papers are as follows:

	<u>Topic</u>	<u>Primary Responsibility</u>
Issues Paper One	Critical issues in NFE	Michigan State University
Issues Paper Two	NFE as a Strategy for Development	World Education
Issues Paper Three	NFE Considerations in Building Institutional Capacity	Center for International Education