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BASIC AND NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (E/FTS) PROJECT

SEVENTH TECHNICAL PROGRESS REPORT

SEPTEMBER 30, 1985

CREATIVE ASSOCIATES, INC.

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I. INTRODUCTION

The Basic and Nonformal Education Field Technical Support (E/FTS) project, funded by the AID Science and Technology Bureau's Office of Education (S&T/ED), was designed to assist AID missions and host country groups in developing countries to address short-term needs in nonformal education. Until September 1985, the Field Technical Support project provided technical assistance solely in the area of nonformal education. NFE has proven to be a very broad cross-sectoral field encompassing not only education, but also health and nutrition, agriculture, small enterprise development, manpower assessment, and institution building.

Since many of the techniques in nonformal educational training are closely related to those used in basic education and many of the Missions that had utilized the FTS assistance also needed similar short-term assistance in basic education. The project was thus amended to encompass basic and nonformal education. Also the Africa (AFR) Bureau added funding to the project to allow the greater access to services.

E/FTS technical assistance activities also provide an opportunity to monitor trends and issues of interest to development educators, with emergent findings to be shared through special issues papers and project progress reports. Specifically, the E/FTS project aims at:

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

There have been four requests for technical assistance since the project amendment, signed August 30, 1985. USAID/Yemen has requested a team of three professionals to develop a project paper to assist in the improvement of efficiency of primary education in that country. The team is tentatively scheduled to begin work in the field in January 1986. This has been the first request specifically in the area of basic education.

The other three requests have come from the Africa Bureau. A consultant was requested to go to Nigeria and evaluate agricultural higher education institutions. Work teams are being identified for a manpower needs assessment in Zambia and a review of a participant training program in Cameroon.

Because these four missions are in progress, including the first in basic education, this report will focus on the nonformal educational technical assistance already delivered, as have previous technical progress reports. The next report, scheduled for April 1986, should hold some interesting and new findings when both basic and nonformal educational issues are examined.

The following technical progress report addresses the tasks undertaken by the E/FTS project from April 1, 1985, through September 30, 1985. During this period, special emphasis has been placed on consultancies that focused on program planning, design, and evaluation issues. Trends in the NFE services delivered and lessons learned through the delivery of technical assistance are also presented.

II. DELIVERY OF TECHNICAL ASSISTANCE

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

A. VOLUME OF TECHNICAL ASSISTANCE REQUESTS

The level of E/FTS project activity during the period covered in this report was relatively steady. In April, the first month in the period covered in this report, the number of in-progress missions was nine, one short of the ten projected in March. In May, the number of in-progress missions dropped slightly to seven, yet picked up again as the summer began with nine on-going projects by the end of June. As the fourth quarter of the fiscal year began, both projected and in-progress technical assistance missions dropped almost in half to four. August and September were rather moderate, yet steady months, both with five in-progress missions and five projected missions.

It is difficult to determine a predictable pattern for the rise and fall of technical assistance requests. It is probably safe to say, however, that the July through September decrease in E/FTS activity can be attributed to a July cutoff date for obligating funds for the current fiscal year. That is, missions had to have their PIO/T's with technical assistance requests for the end of the fiscal year completed and delivered to AID/Washington Contracts by July 15, 1985. Since E/FTS is known for its quick response, many Missions are not accustomed to planning months in advance for technical assistance, and have difficulty anticipating their needs. This was the case with one request

for the development of a three-year project plan in Jamaica. The request came in mid-August, well past the deadline, thus resulting in the hire of a local contractor instead of an FTS consultant.

From April 1, 1985, to September 30, 1985, of the total of nineteen technical assistance requests, nine resulted in completed projects. Five projects are in progress and five are tentatively scheduled to start within the next four months and will be covered in the next Technical Progress Report. (See Bar Graph on page 12.)

One central bureau (AFR/TR/EHR) requested E/FTS services for the first time. One mission (Jamaica) and two central bureaus (S&T/ED and AFR/TR/EHR) requested technical assistance more than once during the six month period covered by this report. Since the inception of FTS in September 1981, the repeated use of E/FTS technical assistance (Honduras: eight requests, Jamaica: six requests, and S&T/ED: six requests) would seem to indicate the satisfaction with the project's services.

B. TYPES OF TECHNICAL ASSISTANCE REQUESTED

An examination of technical assistance delivered since April 1, 1985, as well as consultancies currently being planned, reveals that the services requested most frequently involve evaluation, training, planning, or design. Many trends and characteristics of NFE/FTS technical assistance cited in the previous progress report have remained valid. Some of the more salient characteristics of NFE/FTS are highlighted below.

- <u>The vast majority of technical assistance missions incorporate an institutional development aspect</u>. Some aspects of institutional development have focused on improving an organization's administrative

capabilities and more clearly defining short- and long-term infrastructural goals to enhance the functioning of the overall institution.

The evaluation of an NFE project in Guatemala specifically focused on management and organizational development. The directors and project officers of the institution saw that the organization's overall performance could be improved if the evaluation aimed at structural and management issues. Once those issues had been addressed, improvements in technical and operational areas would follow.

- Increasingly, E/FTS resources are being used to strengthen activities in a wide range of sectors. AID missions, central bureaus, and host-country agencies have requested services in the following areas during the period covered by this technical progress report:
    - rural and agricultural development
    - integrated community development
    - literacy training
    - cost effectiveness study
    - vocational and skills training
    - management training
    - institutional development workshop
    - participant training
- The majority of E/FTS technical assistance missions involve host country organizations and their personnel in a process of needs assessment and forward planning. This is one aspect that consultants have repeatedly deemed essential. They have found that when host organizations participate in the delivery of technical assistance, the real, rather than perceived, goals and needs are defined and met.
- Technical assistance requests are on the rise and can be expected to continue to increase. Missions are growing accustomed to the process of requesting support through the E/FTS mechanism. Although the

funding procedures have changed since the beginning of the project, it still is an attractive and viable option for the missions. The quick response, the low cost to the mission (the same as a personal services contract), and the quality of technical assistance and logistical support are aspects that project officers have commented on. Furthermore, with the recent project amendments to include basic education, the extension of the project to May 1986, the budget add-on from Africa Bureau and the anticipated add-on from Latin America and Caribbean (LAC) Bureau, it is expected that E/FTS requests will increase sharply.

C. RESULTS OF TECHNICAL ASSISTANCE

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

One project that is currently underway is the production of a directory of francophone training institutions in Africa. The directory will be published in both English and French and widely distributed throughout Sahelian West Africa. The directory will be updated each year so that project officers, directors, and technicians will constantly be kept current on institutions available for short- and long-term training, both in-country and third-country. In addition to the directory, E/FTS is preparing a handbook to assist project officers in the use of the directory.

D. EVALUATION OF TECHNICAL ASSISTANCE DELIVERED

In order to monitor the success and effectiveness of E/FTS projects, AID missions, central bureaus, consultants, and host agencies are asked to evaluate E/FTS services upon completion of assignments. To date, the E/FTS staff has received five of the seven evaluation forms from USAID missions that used FTS services during this reporting period. Six of the seven consultants have completed evaluation forms.

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

A project officer from Ecuador commented that the evaluation team that provided technical assistance to his project performed so well because of the team members' understanding of Latin American culture and development concerns.

A USAID officer in Jamaica commended the FTS staff's flexibility in adapting to last minute changes as well as its close communications with the mission.

> Cooperation and coordination of NFE/FTS office, Creative Associates, and USAID/Jamaica were excellent, especially in adapting to a schedule that changed three times and evaluation personnel once. The quality of service (evaluation) was still very good . . . The team of a Creative Associates technical assistant . . . and a Jamaican independent technical assistant . . . did a very creditable work in a pressured, short period of time, highlighting achievements and constraints in the project and specifying practical and positive recommendations.

Letters from USAID project officers reflecting their satisfaction with E/FTS's technical assistance are in Appendix A of this report.

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

One consultant stated that while he had received a detailed and clear Scope of Work, it was the additional background information and indepth project data, furnished immediately by the Mission, upon FTS' request, that enabled him to more clearly and precisely evaluate the project.

Another consultant commented on the FTS team's ability to quickly and effectively respond to and manage technical assistance requests.

> In view of the short lead time (three days) and the normal bureaucratic requirements connected with this assignment, I believe Creative Associates performed its functions in an outstanding manner. It provided me with prompt and efficient backstopping services at all times.

A consultant also observed that his consultancy flowed smoothly thanks to cooperation within various AID departments.

> The high degree of cooperation received from S&T/ED and the LAC/DR in AID/W, and the Education and Human Resources Development staff in Kingston, Jamaica, contributed significantly to making this assignment pleasant. . .and . . effective for all parties concerned.

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

NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

Consultants' Evaluation of Support from Project, Four USAID Missions, and Three Host Organizations

CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
o Adequacy of communications re: assignment (scope of work, contractual terms, etc.)			2	2	2
o Background information & briefing related to assignment			2	3	1
o Logistical arrangements & support (visas, travel, hotel)				4	2
o Financial arrangements & support			2	2	2

CONSULTANTS' EVALUATION	Unsatisfactory	Satisfactory	Outstanding
OVERALL ASSESSMENT OF PROJECT SUPPORT		3	3
OVERALL ASSESSMENT OF USAID SUPPORT		4	1
OVERALL ASSESSMENT OF HOST ORGANIZATION SUPPORT			4

NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

USAID Mission Evaluation of Project's Response to Requests*

CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
o Timeliness and responsiveness to specific mission request(s)			1	1	3
o Selection of consultant(s) to deliver technical assistance			1	2	2
o Appropriate number of consultants on team	2			1	2
o Timeliness of arrival of consultants	1		2	1	2

OVERALL EVALUATION OF NFE/FTS ASSISTANCE	Unsatisfactory	Satisfactory	Outstanding
		1	4

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

NONFORMAL EDUCATION FIELD TECHNICAL SUPPORT (NFE/FTS) PROJECT

USAID Mission Evaluation of Technical Assistance Team Performance Based on Five Technical Assistance Missions with Six Consultants

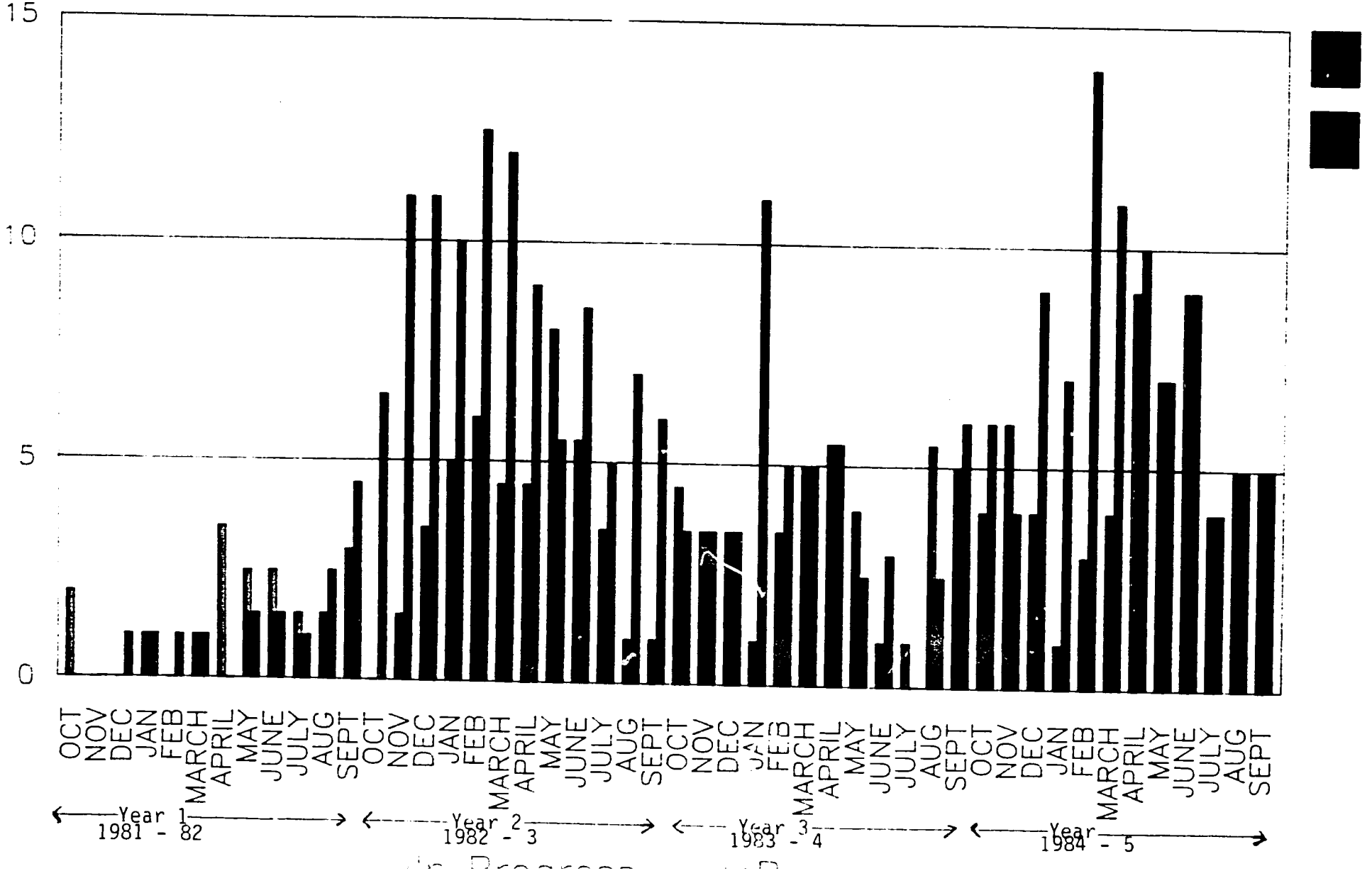
CRITERIA	RATING				
	N/A	Poor	Fair	Good	Excellent
o Responsiveness to AID directives			1	2	1
o Adherence to scope of work			1	2	1
o Effectiveness & appropriateness of services provided and/or products developed			1	2	1
o Adherence to work schedule				3	1
o Relations with cooperating country nationals			1	1	2
o Timely submission of required report(s)				3	1
o Candor and usefulness of report(s)				2	2

OVERALL EVALUATION OF NFE/FTS ASSISTANCE	Unsatisfactory	Satisfactory	Outstanding
		3	1

OCTOBER 1981 - SEPTEMBER 1985

NFE/FTS Consultants Missions

End of Month Figures



III. LESSONS LEARNED THROUGH TECHNICAL ASSISTANCE DELIVERY

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

A. CONCEPT AND OWNERSHIP OF NFE

In reviewing consultants' findings over the last six months as well as in previous Progress Reports, it becomes evident that although the particulars may vary from one sector to the next, there are some underlying similarities in the concept of NFE. In addition, NFE is no longer perceived as a limited educational tool to be used solely for skills training. As NFE practitioners have become more versed in training skills and methodologies and as projects and institutions have developed as a result of NFE technical assistance, its use has not only increased, but has become more directed and fine tuned.

One consultant traced the development of the Government of Jamaica's concept of NFE. Initially limited to the activities of cooperative building societies, it now includes a wide range of employment-generating and social welfare programs in literacy, special education, agriculture, and health. Virtually all NFE practitioners have reported that NFE is seen as an educating vehicle that trains individuals in ways easily transferable to employment-generating activities.

The purpose of NFE is to develop human resources that, for various 'easons, are often neglected and/or do not fit into the traditional formal ıducation system, so that they can contribute to and participate in the levelopment of society as a whole. This purpose has three specific goals as dentified by consultants: (1) to promote self-help; (2) to induce the ıdoption of new approaches and practices differing from formal education ıethodologies, thus promoting structural changes; and (3) to develop local nstitutional and leadership structures. In short, as one consultant stated, . . . NFE is emerging as an experimental system with potential for both ıuantitative and qualitative impact on educational needs."

Another changing aspect of NFE is that developers are realizing the ısefulness of NFE methodologies in many sectors. Traditionally, NFE was rimarily linked to education and human resources projects. However, recently t has spread to include agriculture, private enterprise development, health ducation, and nutrition, among others. Similarly, consultants have found hat NFE complements basic education, specifically in areas such as adult iteracy and skills training for youth.

Most NFE projects remain under the auspices of Ministries of Education, lthough other ministries and private voluntary organizations are beginning to ecome more involved in implementing and managing NFE projects. A consultant ited this in Jamaica.

> The Ministry of Education in Jamaica is primarily concerned with NFE programs in the country. However, virtually every government ministry has an extension branch which has education programs. All of these programs have as their goal to transfer knowledge and/or skills to less privileged individuals in rural or urban areas. All of these ministries employed NFE techniques to varying degrees.

Consultants have observed one problem: when there are many providers of

NFE, there is often a lack of coordinating their activities and sharing resources. This is particularly true at the ministerial level. Often this results in a misuse of resources as NFE projects compete for funds and develop their own materials rather than use other groups' materials. This was noted in a consultant's findings in Guatemala.

> There appears to be a lack of collaboration among the many organizations involved in NFE activities. The NFE Board appears to provide a structure for at least some of the needed coordination; but at present it is underutilized. This situation is probably caused by a combination of turf and political issues as well as the lack of clear, national direction and a conceptual framework of NFE.

B. AID'S ROLE IN NFE

In all E/FTS technical assistance missions, consultants evaluated AID's role as vital not only because of its funding activities, but also for its involvement in conducting planning, evaluations, and training activities that complement host-agencies' and governments' efforts.

In El Salvador and Guatemala, consultants cited AID as responsible for developing the NFE capacity of the Ministry of Education. More specifically, AID's assistance is most felt in the areas of materials development and training of practitioners.

Similarly, in Jamaica, a consultant suggested that the mission's role should focus on community-based programs in both rural and urban settings and draw upon local institutions and individuals to act as teachers, trainers, and sources of knowledge and skills. This approach would make most effective use of local talent and resources and, hopefully, provide more trainees with employable skills.

On the other hand, while AID is seen as an important contributor of funds, in both El Salvador and Ecuador, consultants commented that the Missions have

a role to play beyond the funding period, by assisting in the early identification and establishment of new funding sponsors and systems from among the organizations benefitting from the projects. This strategy would link projects to these and possibly other institutions, thus providing long-term growth and stability.

Another role of AID is to serve as a memory bank, providing information of past projects on which new projects may be built, and without needlessly duplicating previous efforts.

In all reports, consultants described AID's role as that of a catalyst for change, either through training, funding, or support of NFE programs. One consultant also highlighted the need for sensitivity on AID's part, in balancing the needs of the local government and people with AID's goals, especially where foreign assistance is viewed as suspect.

C. BENEFICIARIES

In general, NFE programs target their projects to those sectors of society that, for whatever reason, are excluded from, or whose particular needs are not met, by formal education. As a result, many grassroots groups are participants in the programs. In Ecuador, such grassroots farmers and community development groups were direct beneficiaries of training programs. As the project shifted its focus to developing as a coordinating and support agency, other, smaller training institutions and technicians became direct beneficiaries and the grassroots level, secondary.

Jamaica, consultants reported, seems to to be one of the countries in which NFE projects have effectively serviced both urban and rural populations as well as both public and private sectors. Although NFE programs in Jamaica

have their share of problems and much training remains to be done, the beneficiaries of NFE programs have included the poorest of the poor as well as middle-income groups. Projects have included programs that offer vocational training to residents of a Kingston ghetto, a segment of the population that is often overlooked. In this sense, the programs are benefitting the targeted population while cutting across different socioeconomic and age groups.

In Guatemala, NFE projects are aimed at poor rural adults who have not been able to fully benefit from the formal educational system, yet who have educational needs. These programs focus primarily on literacy, particularly in the areas of agriculture and rural development. Such programs include the indigenous as well as the Latino populations and, although the majority are conducted in Spanish, some are in indigenous languages.

Similarly, the targeted populaton in El Salvador is the agrarian reformed sector, urban and semi-urban marginals, and the rural poor. However, only two percent of that population is being reached due to lack of funds and limited access to conflictive areas.

In sharp contrast, a participant training program in Mali is focused on and directly benefits mid-level managers working in both public and private sectors. Theoretically, the institutions from which these managers come will also benefit from the increased knowledge and skills that the managers will put to use upon their return from training. This will only happen, however, provided that the participants complete their training, that the training is relevant, and that the managers return to their jobs. Otherwise the program has little value.

D. NFE METHODOLOGIES/MATERIALS/RESOURCES

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

> o [The Project] is making an important contribution to the development of innovative participating methodologies in rural NFE. The Freirian concept of "praxis," i.e., action and reflection, is really being put into practice . . . The training that the campesino receives is closely related to his own social and economic life. The skills that are taught are those that he needs to put into immediate use in a productive project.

In such a situation, formal education programs would not be nearly as relevant as the skills training that the campesino receives through this program. Here the NFE methodology was used as the vehicle that adapted itself to and was based on, the learners' present knowledge and skills while introducing new approaches and techniques to improve productivity in rural communities.

A similar report from an El Salvador adult literacy program observed that when teaching methodologies are participatory and relevant, learners become motivated and prepared to participate in the social and economic development of their communities. In contrast, where methodologies used are traditional lecture and seminar style, NFE recipients were reported to lose attention and any desire to learn.

As noted in previous technical assistance reports, consultants continue to confirm that involving the recipients of NFE programs in the design and assessment as well as evaluation phases makes training much more effective and

relevant. This was cited on numerous occasions, including the following comment from Jamaica.

> The [project] involves learners in the design of the workshops they sponsor. In most cases, the content and methods of their workshops are developed by a team consisting of the trainer and representative of the PVO that is to receive the training . . . The training which they have done has been generally well received by participants, but it probably would have more impact and lasting effect if more active, participatory teaching techniques were employed.

A consultant from another Jamaica assignment came to the same conclusion.

> The reliance upon intensive and extensive local community participation in planning, managing, evaluating, and using NFE principles and practices helps ensure the ready acceptance and sustainability of programs in both urban and rural areas.

In short, programs that solicit the active participation of their beneficiaries seem to have the most success at training. Taking this idea one step further, NFE programs should make special efforts to train locals in areas such as design, evaluation, and training so that they can ultimately take programs into their own hands. This transfer of skills is an essential one, especially when projects near the post-AID funding phase.

As mentioned in relation to methodology, materials used must be relevant and accessible to participants of NFE programs. Because many developing countries do not have funds to create and disseminate extensive materials to all in need, NFE practioners have had to be creative and innovative in finding ways to reach target groups. Materials have been developed specifically to accomplish this task. The media, in particular, have served as a means to reach the masses and provide educational programs. One NFE project in Guatemala has been quite successful at this.

> In general there are a number of exciting activities in radio (including a new station on the way), materials (a newspaper, photo-novels, and others), and training (including a new modular approach). There is a structure for national coordination. In short, there is potential.

Consultants also agreed that built-in evaluation systems must be included in NFE programs. Evaluations should be both internal and external and need to focus on long-term effects, an area often overlooked in training. The implementation of good evaluation systems ensures quality control and is a good use of human resources in that it requires minimal supervision.

E. SPECIAL ISSUES IN NFE

The use of NFE approaches and methods within a wide range of development programs has been viewed by project consultants as contributing to the overall strengthening of these programs. However, a number of issues and gaps in the understanding of problems and delivery of technical assistance exist in some areas, thus limiting the effective application of NFE inputs.

One of the issues that was brought up by a number of NFE practicioners was the need for long-range planning. This was cited in the areas of quality control and financial management. Many projects lacked follow-up to training. As a result, there was no way to judge the effect of training and the degree to which skills were retained and being used by participants. It was recommended that to alleviate this problem, both short- and long-term evaluation efforts "must be linked to careful pre-training needs assessment and detailed objectives which accurately address those needs."

In the area of financial planning, it has already been mentioned that AID should increase its role in the post-funding phase of projects. An NFE

project in Ecuador realized this need as it grew nearer to the end of its AID funding.

> The main danger facing the organization is that everythihg collapses as funding is finished. The history of NFE is full of examples of projects that were excellent while external funding was available, but that . . . lasted only as long as . . . (the) funding period.

One way this can be avoided is to include initiatives in the early planning stages to help projects decrease their dependency on AID towards the end of the funding period, and identify procedures and resources to obtain additional financial support. This would also further develop the institutional strength and continuity of such projects.

Another issue touched on earlier in this report is that of establishing a rapport with local educators and learners, who often view externally funded programs with suspicion and even resentment. One way of overcoming this barrier is by including locals in early stages of program development. This recommendation emerged from a number of consultancies, but is perhaps most clearly illustrated in a Jamaican case.

> An important consideration in planning or discussing NFE projects in Jamaica is that Jamaicans by and large are initially suspicious of development projects or education programs sponsored by foreigners. It is important to win their trust. Two important ways to do this are to involve them as much as possible in the design of any program and to use Jamaicans as much as possible as trainers and teachers.

One of the reasons for mistrust of development programs is that, in some instances, they are surrounded by political intrigue. Unfortunately, this has hampered some programs, especially in El Salvador.

> Literacy campaigns, by and large, have suffered from politicization. (This project) has not been an exception. Adult education in the wrong hands can be utilized as a political tool to promote indoctrination.

The fact that the mere existence of some development programs are viewed as suspect is coupled with the fact that some of the remote rural areas most in need of NFE programs are areas of high political activity. Thus it becomes difficult or undesirable for the prospective learners to seek educational programs and equally difficult for NFE practitioners to deliver resources, both human and material, to these inaccessible learners.

The need to further disseminate NFE was cited by virtually all of the technicians who carried out assignments covered in this report. This need was felt in both urban and rural sectors. Due to limited resources, however, this is not an easy process. Nonformal education does have its benefits in this area. Because NFE programs are less costly than formal education programs they are easier to provide. This was acknowledged by a consultant whose technical assistance was in Jamaica.

> NFE programs are more likely to be relevant for replication elsewhere because they address the demonstrated needs of this disadvantaged populace in the LDCs, are usually more modest in scope, and therefore more manageable and less costly than formal education programs, and can be motivated more quickly in more places more easily than formal education programs.

The intersectorial nature of NFE also facilitates sharing resources between agencies and NFE practitioners. Unfortunately, in some instances communication channels between agencies are not very good and rivalries from competition for funding exists; thus the sharing of human and material resources is hindered. An example of this is described below.

> Each actor had its own agenda and making these agendas compatible was not on easy task . . . During the first two years of the project it was evident that the various parties had quite different perceptions of the project purpose and hence of the direction it should take . . . [The] funding agency saw it as an NFE pilot project while the [mission] saw it as the training component of the bilateral cooperation in agriculture and rural development. The managers in Washington were educationalists, the managers in [country]

> were agriculturalists, communication was not always easy. Co-management improved considerably during the second half of the project life. The balance is positive: both parties seem to have come out richer from the process.

Fortunately, this does not appear to be the usual case. It was also observed that more informal sharing of information and resources goes on between NFE practitioners than formal, interorganizational sharing.

F. CONCLUSIONS AND RECOMMENDATIONS

Although technical assistance delivered varied from project to project, consultants' conclusions and recommendations can be categorized into a few basic groups. Some of the more commonly-noted problems were related to planning, training, materials and course development, and communication between NFE providers. The issue of communication is the most important, having a profound impact on all other areas.

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

Planning. While E/FTS is noted for its quick response time to requests, advance planning would facilitate provision of assistance and perhaps avoid technical assistance missions being postponed or cancelled either because of

insufficient lead time or changes of plans by collaborating agencies. In either case, communication between NFE organizations and AID is essential for accurate planning.

Training. Training that is planned and conducted with input from all groups ultimately affected by its outcome is more relevant and worthwhile. When such input was not included, the results were less than favorable. Training should focus on skills that will generate employment. A consultant reported from Ecuador:

> The lesson seems to be that NFE methodology is greatly influenced by the context in which it is implemented. NFE activities that take place in isolation from development programs will probably have little chance to become much more than academic exercises.

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

Materials and course development. This input is also a necessary component in curricula and materials development. All consultants agreed that more training of trainers and materials revision, and continuous periodic evaluation are vital in order for NFE projects to continue to function effectively.

Originally NFE was viewed strictly as a vehicle for specific skills training of workers. Now, however, it is utilized cross-sectorally in education, agriculture, and health programs, to name just a few. One consultant summarized the success of NFE and its new role in development programs:

> The success of NFE programs has spurred agencies to reexamine NFE as a valuable component in any comprehensive system to improve the human resource capabilities.

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

A review of E/FTS project experience to date and assessment of trends and issues within the project permit some speculation regarding anticipated functioning during the next six to eight months. Following are some expectations for the next phase of the E/FTS project.

- o AID Missions which have used and been satisfied with E/FTS Project resources will initiate additional requests. The vast majority of AID missions that have received technical assistance through the project subsequently request additional services. Evaluations and feedback from the AID Missions indicate that the project is meeting critical needs in NFE, and that AID Missions will continue to turn to the project to assist in NFE-related work.

  With the amendment of the FTS contract to include basic as well as nonformal education, we expect new as well as former client missions will request technical assistance. The project has already received one request to write a project paper to improve the efficiency of basic education in Yemen.

  The inclusion of a new regional bureau--AFR--in the E/FTS funding will also serve as a catalyst for additional technical assistance both in the field and in Washington.

  Lastly, the extension of the FTS project through May 28, 1986, will give ample time to receive and deliver additional mission and central bureau requests for consultants.

- o A mailing of the E/FTS information sheet will be made to AID missions and Washington bureaus. It has now been approximately 6 months since

the last distribution of such project information. Because there have been AID staffing changes and additions in the interim, the project will distribute additional copies to key people in each mission and bureau, encouraging them to identify uses of project resources to strengthen their activities. Included in the semi-annual mailing will be an update of FTS activities, notifying the missions of the project's extension and amendments. A few selected missions will also receive copies of this report as an example of the nature and results of E/FTS technical assistance.

- E/FTS staff will undertake a marketing initiative in order to remind missions and central bureaus of available services, introduce new and recently transferred AID project officers to E/FTS, and investigate options for project extension and/or renewal. This will include the design of an E/FTS brochure to describe briefly the project's services and how to secure them, and to provide a summary of exemplary technical assistance missions.
- The E/FTS staff is in the process of designing a computerized document directory. The data base will serve as an information center for materials and reports completed under the FTS project as well as other relevant projects.
- The E/FTS staff will summarize reports from a few exemplary technical assistance missions, reducing them to abstracts to serve as examples of the type of assistance that can be provided under the project. Another purpose is to disseminate them to various missions so that education technicians and project managers can get a better idea of other projects and solutions to problems.

APPENDIX A

Letters of Project Evaluation

UNITED STATES AGENCY for INTERNATIONAL DEVELOPMENT

NEW DELHI, INDIA

August 28, 1985

Ms. Betty W. Atherton
Project Associate
NFE/FTS Project
Creative Associates
3201 Nex Mexico Avenue N.W., Suite 270
Washington, D.C. 20016

Dear Ms. Atherton:

Thank you very much for the copies of the Kahler and Comings final report on the diagnostic analysis training courses conducted by CSU. This report is of real interest to us.

We provided some input to this report. Over all, the DA approach is now a part of the IM training in India at State Training Institutes and six educational institutions.

Thank you for your work in this study.

Sincerely yours,

Max K. Lowdermilk
Deputy Chief
Technical Resources

AMERICAN EMBASSY, NEW DELHI 110021 TEL : 600651 TELEX : 031-4589 USEM IN CABLE : USAID

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United States Agency for International Development
Mission to Jamaica

6B Oxford Road,
Kingston 5, Jamaica
Tel: 92-94850

April 24, 1985

Ms. Judith E. King
Research Assistant
NFE/FTS & EHR/IQC Projects
Creative Associates
3201 New Mexico Avenue, N.W.
Suite 270
Washington, D.C. 20016

Dear Ms. King:

Enclosed please find the USAID evaluation of the work performed by Mr. Michael Wilburn on the evaluation of the Partners Voluntary Technical Assistance Service project, which he performed in conjunction with a Jamaican evaluator, Mr. Vernon Allen. They did very creditable work as the evaluation indicates.

It has been a pleasure working with Creative Associates through the NFE/FTS AID/W project and I appreciate the diligent efforts your office makes at close cooperation and coordination for more effective technical assistance performance.

Sincerely,

Joseph P. Carney
Director
Office of Education
& Human Resources

.c.: James Hoxeng
Science and Technology/Education
AID/Department of State
609E SA-18
Washington, D.C. 20520

Enclosures: A/S

Rec'd 5/9/85

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UNITED STATES AID MISSION TO ECUADOR
INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
QUITO, ECUADOR

RDO-85-374

May 6, 1985

Judith E. King
Research Assistant
NFE/FTS Project
Creative Associates, Inc. Suite 270
3201 New Mexico Avenue, N.W.
Washington, D.C. 20016

Dear Ms King:

I also found the Service Agency Workshop an excellent opportunity to discuss what has happened under the project, review points of commonality and diversion with the Lesotho half of the NFE Project, and refine future actions.

I am enclosing the evaluation forms you requested, and would like to add my personal comments. I found both Leonel and Joel to be very well prepared technically to do the evaluation as well as to be able to rapidly understand the social, political, and administrative setting in which the NFE Project is being implemented.

The evaluation report recommendations have already been discussed with the Ministry of Agriculture Subsecretary in charge of administration, and a follow-up plan has been established.

In closing please extend my thanks once again to Leonel and Joel.

Sincerely,

Darell McIntyre

Darell McIntyre
Deputy Agriculture & Rural
Development Officer

INTERNATIONAL MAIL ADDRESS:
U. S. AID Mission to Ecuador
c/o American Embassy
Quito - Ecuador

U. S. MAIL ADDRESS:
USAID - Quito:
Agency for International Development
Washington, D. C. 20523

CABLE ADDRESS: USAID QUITO
Phone: 521100

APPENDIX B

E/FTS Update of Technical Assistance

September 30, 1985

Creative Associates, Inc.
Basic and Nonformal Education Field Technical Support Project
Technical Assistance Missions
as of
September 30, 1985

IN-PROGRESS MISSIONS

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED V	To publish paper on LDTC Lesotho/Ecuador	One	Karen Vander Linde	April 1985	
Lesotho II	To evaluate U Mass/Lesotho Distance Teaching Centre split-semester M.Ed. participant training program	One	Judith King	May-December 1985	
AFR/SWA	To edit, translate, and produce handbook and directory of francophone training institutions in Africa	One	Thomas Murray	May-October 1985	
AFR/TR/EHR	To evaluate the Division of Agricultural Colleges of the Ministry of Education	One	Edna McBreen	August-October 1985	
Haiti IV	To evaluate participant Training program	Two	Charles Tardieu Laurel Elmer	September-October 1985	

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E/FTS Technical Assistance Missions

TENTATIVE/PROJECTED MISSIONS

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED VI	To edit paper on Linking Training and Employment	One	Anne Meadows	September 1985	
AFR/TR/EHR II	Zambia Manpower Assessment	Three	Gretta Middleton Patricia O'Neill Robert Cole	October 1985	
AFR/TR/EHR III	Cameroon Participant Training Review	Two	Victor Barnes to be determined	November 1985	
Lesotho IV	To conduct a workshop for Training of Trainers	One	Barry Wells	October 1985	
Yemen	To prepare a draft project paper for Education Development Support Project (primary education)	Five	Wade Robinson Wells Hively Andrea Rugh Nasrine Adibe to be determined	January-March 1986	

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E/FTS Technical Assistance Missions

COMPLETED MISSIONS

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

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Completed Missions, cont'd

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

*Southeast Asia Ministers of Education Organization (SEAMEO)

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Completed Missions, cont'd

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

Completed Missions, cont'd

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

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Completed Missions, cont'd

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

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Costa Rica IV	To assist the Ministry of Education in designing & establishing a new educational strategy for the industrial schools.	One	Ned van Steenwyk	Jan.- May 1983	Consultant evaluated vocational education programs; designed a new curriculum for the technical schools and developed prototype materials and machinery.
Morocco II	To design and conduct an evaluation of a project which provides industrial job training for women.	Three	Joseph Bredie Jane Wilber Frank Abou-Sayf	May 1983	Consultants prepared a comprehensive final evaluation document in English and French including recommendations for follow-on activities and future programs.
Dominican Republic I	To assist "Mujeres Aplicadas a la Industria (MAI)" in institutional development related to handcraft production and marketing.	One	Rut Dayan	May 1983	Consultant prepared a comprehensive report including an institutional diagnosis and recommendations.
Botswana I	To assist the Ministry of Education in the design and production of educational radio programming.	One	William Mackie	Jan. - July 1983	Consultant assisted with training of radio personnel, development of educational programs, assessment of needs.
Ecuador II	To assist the Comite de Cooperacion con la Comision Interamericana de Mujeres (CECIM) in defining its technical needs and strategies for funding a rehabilitation project for women in prison.	Three	Lyra Srinivasan Maria C. Pettinato Juel Kamke	May-June 1983	A workshop was conducted with 45 participants; volunteers and institution staff designed joint activities; consultants prepared a comprehensive report including innovative materials.

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Completed Missions, cont'd

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

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Completed Missions, cont'd

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

Completed Missions, cont'd

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

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Completed Missions, cont'd

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

Completed Missions, cont'd

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

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
S&T/ED IV	To edit paper examining the concept of Service Agencies	One	Kim Weichel	Nov. 1984 Jan. 1985	Final draft of Service Agency paper to be presented at Ecuador/Lesotho Workshop in Washington in April 19, 1985.
Honduras VIII	To conduct 2 week workshop to design Phase III of Planalfa	Two	Patricio Barriga Adriana Gomez de Rothkegel	Feb. 1985	Produced Recommendations for Phase III of Literacy Program
Jamaica IV	To evaluate Partners of the Americas (PAVTAS)program	One	Michael Wilburn	Mar.- April 1985	Conducted evaluation and made recommendations for ongoing program
Ecuador III	To evaluate the INCCA Service Agency	two	Leo Valdivia Joel Gomez	April- June 1985	Conducted final evaluation and made recommendations for project extension
S&T/ED V	To manage Lesotho LDTC/ Ecuador INCCA Service Agency Workshop		FTS staff	April 1985	Workshop held on schedule Two follow-on workshops in Lesotho proposed
S&T/ED II	To undertake cost effectiveness of NFE	One	Louis Woo	Mar. 1984- May 1985	Assessment completed and paper distributed
El Salvador I	To assess Adult Literacy program	One	Adriana Gomez de Rothkegel	April 1985	Made assessment of past and current Adult Literacy program. Gave oral recommendations for program improvements.
Mali	To evaluate leadership participant training program	One	Frank Abou-Sayf	February- June 1985	Conducted mid-point evaluation in both U.S. and Mali and made recommendations for ongoing program. Report produced in French and English.
Jamaica V	To assist in primary education Sub-sector assessment	One	Ray San Giovanni	May- June 1985	Assessed status of primary education and included findings in report produced by AID/LAC.

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Completed Missions, cont'd

AID Country/ Bureau	Purpose of Technical Assistance Requested	Number of Consultants	Name of Consultant(s)	Scheduled Dates	Results, Outputs, Products
Guatemala	To evaluate NFE project	One	Alan Hurwitz	April June 1985	Evaluated project and made recommendations focussing on management and organizational development.
El Salvador II	To design Central American Peace Scholarship participant training program	One	Adriana Gomez de Rothkegel	April-June 1985	Designed portion of CAPS participant training program.

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APPENDIX C

Guidelines for Consultant NFE Learnings Reports

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

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

A. Concept of Nonformal Education

1. Do you feel the technical assistance you delivered can accurately be termed NFE? Why or Why not?

2. Do you feel the group with which you were working is involved in NFE? Why or Why not?

3. Does that group (or individuals within that group) feel they are involved in NFE?

4. Is NFE seen by the group with which you were working as:

   a. a complement to formal education with access and movement possible between the two systems
   b. an alternative to formal education with its own worth of equal or greater value to the participants
   c. a watered down or second-rate program aimed at meeting the minimal needs of mass education
   d. an experimental program with potential for both qualitative and quantitative impact on educational needs
   e. other, please explain

5. Does this concept coincide with the "official" concept held by the national government? How does it differ?

6. What role does NFE have in the country's national development policy statements, plans and/or programs at the present time?

7. Has this changed significantly in recent years?

8. Is NFE seen as an instrument for:

   a. promoting self-help
   b. accelerating structural changes in society
   c. inducing adoption of new practices in areas such as agriculture, family planning, nutrition
   d. developing local institutional or leadership structures, for example through the establishment of local councils, cooperatives or business management groups
   e. other, please explain

B. Ownership/Auspices

1. Which ministry, department or local agency is primarily responsible for nonformal education on the national level?

2. Is this ministry, department or agency actively involved in NFE programs or project activities?

3. Which other agencies are, to your knowledge, significantly engaged in NFE in the country?

4. How does the group with which you worked view its role and relationship vis-a-vis the ministry or department which is responsible for NFE?

5. Is an attempt being made nationally to identify, list and assess current institutional resources for NFE?

6. How effective, in your opinion, are the present institutional support arrangements for NFE?

7. To what extent has the collaboration of other technical agencies been secured?

8. To what extent has adequate funding been appropriated?

9. To what extent has improvement in technical quality been assured, for example, through introduction of innovations related to training or evaluation?

10. Is there good communication among different levels of the institutional support structure (e.g. national, provincial, district, field)?

11. To what extent are program decisions centralized or decentralized? (Describe how, who participates, when and in what decisions).

12. What mechanisms or processes (if any) are used to reconcile or align the people's aspirations and the agency's goals?

13. To what extent and in what ways do international donors and expatriate NFE practitioners participate in NFE programs in the country of your assignment? What role do they play in regard to major policy and program decisions?

14. Did you encounter any conflicting agenda for NFE, that is, situations in which there was a lack of agreement on purpose, scope or functioning among program participants, sponsors, government bodies, etc.?

C. USAID's Role

1. What is USAID's actual role in relation to present NFE efforts in the country?

2. Has this role changed in the recent past?

3. Does USAID foresee policy or program changes in the near future?

4. How is USAID's role perceived by national agencies?

5. Would national agencies prefer to see USAID in a more or less active role?

6. Does the group with which you worked receive direct funding or technical assistance from USAID? If yes, is the aid specifically targeted to support NFE activities?

7. What type of USAID assistance other than that which is currently being provided would be welcomed locally?

8. What role do you yourself see as appropriate for USAID and needed at the present time?

D. Beneficiaries

1. What groups participate most in NFE programs in the country of your assignment?

2. Who are excluded or are least actively involved although they stand to benefit greatly from relevant NFE offerings?

3. Is the profile of participants in NFE activities sponsored specifically by the group with which you worked similar to the general profile of NFE beneficiaries overall in the country? If not, how does it differ?

4. To what extent is NFE reaching the poorest of the poor?

5. What are some likely reasons for participation/non-participation?

6. Are there any particular characteristics related to the audience for NFE offerings in the country of your assignment which are crucial elements to be considered by NFE policy makers, program designers or practitioners?

E. Nonformal Education Methodology/Materials/Resources

1. To what extent are the NFE programs of the group with which you worked learner-centered (focussed on learners' own needs and planned jointly with the learners) or pre-planned by outside specialists?

2. What is the teaching/learning style? What methodologies are favored and why?

3. To what extent are local institutions and traditional patterns of communication incorporated into the program?

4. Does literacy have a place in the program? If so how is it incorporated?

5. What staff resources are available and utilized?

6. How are staff trained?

7. How adequate is staff training and performance?

8. How is the quality and impact of NFE evaluated?

9. Is cost effectiveness or cost-benefit being measured? If so by whom when and how?

10. What types of NFE materials are used?

11. Who developed these materials?

12. Is there a sharing of resources among various groups which are involved in NFE? Which resources are shared? Do governmental groups and nongovernmental groups share resources?

13. Are there any issues, problems or considerations specifically related to methodologies, materials or resources about which it is particularly important that NFE planners and practitioner be aware?

Conclusions and Recommendations

1. Did you encounter any other problems, situations or issues during the course of your assignment which you feel are particularly relevant considerations for NFE planners and practitioners? If so, please describe, and discuss how those problems were approached or solved.

2. What encouraging trends or initiatives did you note?

3. How can the NFE effort as a whole be improved in the country of your mission? If possible please list some specific recommendations.

4. Do you feel the group with which you worked would benefit from additional NFE-related inputs? If so, please describe the type and level of follow-up technical assistance you feel would be appropriate.

5. Please share any other insights you have from your assignment.