



SEMI-ANNUAL PROGRESS REPORT

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Howard University
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State University of New York at Albany

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INTRODUCTION

This report presents a summary of the first nine months (June, 1984 through February, 1985) of consortium project activities under the Agency for International Development (AID) contract entitled Improving the Efficiency of Educational Systems (IEES). It contains an overview of accomplishments, constraints and projected activities in the field and in the operations of project management.

The IEES project represents an ambitious and innovative undertaking on the part of AID in the field of international development education. The project is based upon a comprehensive, systemic approach to sector development designed to help improve the performance of educational systems in selected developing countries while strengthening host country capabilities for continued data-based assessment, planning, and management. These objectives are to be achieved through delivery of an integrated program of technical assistance and other resources over an extended time period of ten years. The overall strategy of the IEES approach and its specific methods are presented in the IEES Annual Plan, along with guidelines for the implementation of each of its five major components: assessment and planning, research and development, project design, knowledge building and networking, and training.

At present, six countries are fully participating in the IEES project--Botswana, Haiti, Liberia, Niger, Somalia, and the Yemen Arab Republic--and discussions are underway to define the involvement of three other countries: Indonesia, Nepal, and Zimbabwe. In each

country, significant progress has been made in getting the project underway. Differences of country-specific conditions and the phase of each country's involvement at the time of the contract award have required some variation in the sequencing of project activities for each country. Part 1 of this document is comprised of individual country reports addressing accomplishments, projected activities, constraints, conclusions, and implications for the future.

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

1.0 Field Activities

1.1 Activities in Botswana

The Botswana EHR Sector Assessment was undertaken prior to project contract signing and completed in June, 1984. IEES staff members Douglas Windham, Victor Cieutat, David Chapman, Frances Kemmerer and Mary Pigozzi, as well as IEES Project Cognizant Technical Officer (CTO) Joan Claffey, were members of the sector assessment team. The assessment has been well received in Botswana.

1.1.1 Accomplishments to Date

In September and October, 1984, IEES Principal Investigator Robert Morgan, CTO Joan Claffey, and IIR Institutional Coordinator Victor Cieutat worked with the USAID Mission on preparation of the Project Paper for the Junior Secondary Education Improvement Project (JSEIP). The JSEIP Project Paper was approved by AID/W in February, 1985.

IEES has been selected by the USAID Mission in Gabarone to act as contractor for implementation of the JSEIP. The JSEIP will be the first major field implementation project managed by the IEES Consortium. It could encompass up to approximately \$12 million of funded activities over a six-year period.

1.1.2 Projected Activities

An IEES team of 6 persons is scheduled to arrive in early April to conduct a sector assessment update and collaborate with Ministry of Education officials on planning IEES assistance over the next five years. The outcome of the visit will be an IEES Implementation Plan

covering research, training and other priorities. Depending upon the results of these discussions, other major activities may take place during the upcoming period.

Two IEES consultants on the team, Clifton Chadwick and John Hanson, will prepare pre-project papers for the JSEIP as a part of the sector assessment update. These studies will focus upon the areas of curriculum development and teacher training.

1.1.3 Anticipated Constraints

The primary constraint to development in the EHR sector in the country is one that plagues all developmental activities in Botswana-- the lack of trained manpower, especially in professional, technical and managerial positions. Staff development activities to provide trained Botswana personnel to hold positions currently filled by expatriate personnel is a critical need identified in the EHR sector assessment. JSEIP is designed to address this need.

A second constraint, also outlined in the sector assessment, is the lack of an adequate database required for improved planning and policy making. Future IEES activities in Botswana will focus on improvements in this area.

1.1.4 Conclusions and Implications for the Future

As the development of the IEES implementation plan proceeds, Botswana offers an opportunity for the full implementation of the IEES program of activities. Consortium participation in the JSEIP Project will ensure close consortium contact on a continuing basis. The JSEIP Chief of Party will fulfill the necessary liaison and project support

functions of an RTA. The development of IEES activities in Botswana should produce valuable lessons to be shared through networking strategies with other countries whose involvement in the IEES project is not as fully developed.

1.2 Activities in Haiti

Haiti is one of the more recent members to join the group of IEES participating countries. Activities got underway this year with planning and implementation of the initial EHR sector assessment, establishing a foundation for future IEES involvement by providing a preliminary overview of the nation's priority needs and constraints in the field of education.

This section outlines the accomplishments, projected activities, anticipated constraints, and the conclusions and implications for the future drawn from this initial program activity.

1.2.1 Accomplishments to date

IIR served as responsible institution for the Haiti Sector Assessment and was given Project Implementation Authorization to conduct the sector assessment and related activities.

The preliminary sector assessment visit took place October 8-13, 1984. Team members for this activity were Milton Adams (FSU) and Mary Pigozzi (IIR). Activities of the preliminary team included:

- Discussions with USAID/Haiti Mission regarding clarification and expansion of the scope of work they had proposed for the sector assignment. These discussions resulted in the addition to the assessment of two chapters (Donor Activities and Coordination and Preprimary Education) and two related studies (School Feeding and Textbooks).
- Arrangement of logistics related to the sector assessment, including lodging arrangements and initial identification of

local support staff.

The sector assessment was conducted from October 21 to December 20, 1984. The team consisted of eight consultants having the following assignments:

NAME	WRITING ASSIGNMENT	INSTITUTION
Victor Cieutat (Co-Team Leader)	Ch. 1 Synthesis	IIR
Benoit C. Millot	Ch. 2 Macroeconomics	IIR*
Peter A. Easton	Ch. 2 Microeconomics	FSU
Paul N. Emoungu	Ch. 3 Donor Activities and Coordination	Howard
Mary J. Pigozzi	Ch. 4 Preprimary Education	IIR
Mary J. Pigozzi	Ch. 5 Primary Education	IIR
Stephen J. Anzalone	Ch. 6 Secondary Education	IIR
Milton N. Adams (Co-Team Leader)	Ch. 7 Teacher Education	FSU
Milton N. Adams	Ch. 8 Higher Education	FSU
Paul N. Emoungu	Ch. 9 Management Training	Howard
Peter A. Easton	Ch. 10 Vocational and Technical Education	FSU
Lela L. Vandenberg	Ch. 11 Nonformal Education	IIR*

*non-consortium consultant

The scope of the assessment included:

- interviewing over 250 individuals;
- reviewing over 200 documents;

- collection of new information related to private primary and secondary schools;
- two briefings for the Minister of Education and his cabinet, in addition to many meetings with individuals in the Ministry of Education;
- a high level of interaction with educators involved in the private sector, since a majority of the primary and secondary students are enrolled in private schools;
- two briefings for the USAID Mission Director;
- two briefings for the US Ambassador; and
- one briefing for the USAID professional staff.

The following activities have been undertaken since the departure of the sector assessment team from Haiti:

- IIR has completed the draft synthesis chapter and has provided the Haiti Mission with preliminary cost data for the 14 activities recommended in this chapter.
- IIR is currently coordinating editing of chapters and completion of draft sector assessment documents.

1.2.2 Projected Activities

- Editing and completion of the draft sector assessment document.
- Assessment of costs for producing the sector assessment in two volumes: Volume 2 will represent the full sector assessment (nearly 1,000 pages long), whereas Volume 1 will be a 100 to 200-page summary for wider distribution.
- Translation of Volume 1 into French (if costs are approved).

- Selection of team to visit Haiti for in-country review of the draft sector assessment.
- In-country review of draft sector assessment with USAID Mission personnel and Haitian educators. This review is scheduled for summer 1985.
- Revision of sector assessment (and translation) on basis of in-country critiques.
- Printing and distribution of revised Volume 1 (French and English) and Volume 2 (English).
- Consideration of requests from Mission in several areas:
 - planning assistance for major education programs (anticipated emphasis areas: preprimary and teacher education; low-cost learning materials; school feeding; nonformal education; vocational and technical education; and educational management information systems);
 - resources for R&D studies (integrated use of radio for primary, nonformal, and teacher education; survey of educational activities in the private sector; development of improved information on primary schools, particularly private schools; analysis of training needs and available resources; and analysis of manpower supply and demand); and
 - resources for training needs (in-service teacher training, middle-management training in public and private sectors).

1.2.3 Anticipated Constraints

A possible reduction in AID development assistance funds may result in less resources for education for the immediate future; but this does not mean that Haiti cannot use potential IEES assistance and other resources to engage in research, training and long term planning.

The initial sector assessment team was not able to establish full counterpart relationships with a team of Haitian researchers and planners to participate in the assessment tasks or work with a coordination unit. A start was made in discussing the assessment with the Minister of Education and his staff, but fuller collaborative arrangements with both public and private sector educational leaders will need to be developed.

1.2.4 Conclusions and Implications for the Future

Some very constructive personal and professional relationships have been established between consortium staff, the Haiti Mission, and government personnel, and these should serve as a foundation for future IEES involvement.

As a direct result of the sector assessment, education was elevated to one of the Mission's top three priority areas during an intensive review and planning effort conducted in January and February, 1985.

An excellent opportunity exists to improve communication and cooperation among the Ministry of Education, donor agencies, and the private sector. This will require caution, however, because of donor sensitivities.

1.3 Activities in Liberia

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

1.3.1 Accomplishments to date.

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

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

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

1.3.2' Projected Activities

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

1.3.3. Anticipated Constraints

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

1.3.4 Conclusions and Implications for the Future.

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

Depressed economic conditions in Liberia present an ongoing constraint and make it difficult for the country to envisage educational activities that involve recurrent costs without extremely careful and serious consideration. This situation is not expected to improve in the near future and therefore constitutes a central fact which must be taken into account in Mission and government planning.

1.4 Activities in Niger

An initial sector assessment was conducted in Niger in the summer of 1983 by a team of consultants assembled by the Pragma Corporation. For reasons discussed in an earlier memo (IEES Central Staff, "Critique of the Niger Sector Assessment," LSI/FSU, 9/18/84), the resulting document has not been fully approved by AID, nor was it fully disseminated to relevant Government of Niger personnel. The USAID Mission in Niger accepted a revised version of the assessment submitted to them in April, 1984, and took the initiative of having the Executive Summary translated into French. To date this text has not been very widely circulated, because of uncertainty about the development of IEES in Niger, and because few Nigeriens were involved in the initial assessment (now nearly two years old), and few were therefore aware of the process or actively interested in following it up.

1.4.1 Accomplishments to date

In October, 1984, a team composed of CTO Joan Claffey, Victor Barnes of AID/W Africa Bureau, and Peter Easton of FSU spent one week in Niamey assessing the situation and assisting the Mission Director and EHRDO in determining how the IEES process might be reactivated and what activities would be most beneficial to Niger and to the Mission. The Mission was interested in developing its involvement with IEES, but felt itself to be operating under three related constraints:

- The Sahel Regional Office of AID/W had issued an edict barring Missions in the Sahel from undertaking projects in the area of formal education;

- The Mission has a history of involvement with adult literacy (a nonformal education activity which would not fall under the strictures of the Sahel Office and which potentially dovetails with the Mission's emphasis on agricultural development), and the Mission Director had already made a verbal commitment to the Minister of Education to give support to literacy; and
- The Mission Director felt that the IEES system approach, while quite valid in theory, could lead USAID to commit itself in too many directions at once, an experience which the Mission had already had in the rural development sector.

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

- The Mission is favorably disposed toward proceeding with IEES involvement, providing primary focus is given initially to the feasibility of a programmatic commitment in the area of literacy, basic education and rural development.
- Given the EHRDO's current workload, it was agreed that the Mission will consider engaging a locally-available person, knowledgeable of the Nigerian educational system, as a Personal Services Contractor (PSC) to assist the EHRDO in laying groundwork for further IEES involvement by:
 - making contact with Nigerian planners concerned with the issue of education for rural development;
 - preparing an updated status report on literacy in Niger; and

- determining which elements of the existing sector assessment could be used and which required updating to facilitate the development of IEES activities. The EHRDO was to develop a scope of work. The PSC was expected to be contracted early in the new year.

Claffey, Barnes, and Easton agreed that IEES would provide technical advisors to help with this process when needed. They envisaged a team visit to Niger sometime in 1985 for sector assessment update or project identification work, whichever was deemed most appropriate.

Due to the press of other activities within the Niger Mission, the scope of work for the PSC was not in fact drawn up and approved until March, 1985. It calls for the PSC to spend four months preparing a status report on literacy in Niger to help the Mission determine whether long term involvement in this sector is warranted.

1.4.2 Projected activities

The person selected by the Mission as PSC, Mary White Kaba, is an American linguist teaching at the University of Niamey with eight years of experience in Niger. She started work on April 1, 1985.

Peter Easton of FSU is scheduled to visit Niger in early May to help Kaba with this work and to further explore with Mission and Government of Niger personnel the form of IEES involvement in that country.

IEES can contribute to the generation and development of a rural basic education program in Niger, but its involvement in the country is not necessarily dependent on the Mission's decision to go ahead at this

time with a full-scale literacy project. The Mission might, for example, decide to involve the IEES group in further work on educational planning or human resource development in Niger independent of the literacy program. If the Mission and the Niger government decide to invite further IEES involvement, a team of two to four people would visit the country in late summer or early fall. This visit would take place at the end of the PSC's term of service and might address one or more of the following activities:

- conduct of a sector assessment update, tailored to the particular needs in Niger;
- development of an IEES Implementation Plan; and/or
- advancement of the PID/PP process for the new literacy/rural basic education project.

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

1.4.3 Constraints

The policy of the AID/W Sahel Regional Office that Missions in the Sahel not engage in formal education is noted above. This is a constraint inasmuch as IEES methodology encourages a broad systematic view of the educational system. It is in fact difficult to undertake significant work in literacy in Niger without at the same time dealing with the rural primary school system, which overlaps with the literacy campaign in numerous ways.

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

Changing Mission personnel in Niamey constitute an additional constraint. The current EHRDO, who has occupied his position for two years, is retiring this summer. A successor has been chosen, but he will not arrive in Niamey until June. It is encouraging to note, however, that the education program in Niger survived the round of budgetary cuts in AID this spring.

1.4.4 Conclusions and Implications for the Future

Niger offers an opportunity to develop a set of activities unlike those in most other participating IEES countries, provided full account is taken of the constraints under which the project must operate. This experience could therefore prove very instructive for IEES and for the network of other participating countries. At the same time, if the Mission and the Government of Niger do choose to emphasize literacy, there are potentials for productive exchange with at least three other IEES countries (Botswana, Somalia, and Zimbabwe), all of which have experience in this domain, lessons to share, and much to gain from potential transfer.

1.5 Activities in Somalia

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

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

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

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

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

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

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

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

1.5.1 Accomplishments to Date

- Editing of the Civil Service Study

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

- Participation in the Somalia Civil Service Symposium

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

- Management Training Workshop for New Headmasters

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

- SOMTAD Project Paper

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

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

1.5.2 Projected Activities

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

- the design of a management training workshop for new headmasters;
- a two-part microcomputer training workshop;
- conduct of a quality enhancement study; and
- placement of a Resident Technical Advisor (RTA) assigned to the Planning Department of the MOE (with wider IEES responsibilities).

The proposed implementation plan outline has been drafted at SUNYA and will be reviewed by AID/W and the consortium prior to

planning a development activities in-country with Mission and Somali counterparts.

- Planning for Sector Assessment Update Workshop: This workshop will entail collaboration with the Mission, the MOE, and other relevant ministries to develop a scope of work for the sector assessment update. Chapman is scheduled to conduct this workshop during June, 1985.
- Planning for Sector Assessment Update: To ensure current information for planning and decision-making, IEES will sponsor a study to update selected aspects of the sector assessment. The specific focus of the study will be developed in the sector assessment workshop. It is tentatively planned for the summer of 1985.
- Microcomputer Workshops: One of the major recommendations of the sector assessment was that the MOE improve its capacity to conduct research, planning, and evaluation activities. To support the MOE in this, IEES will sponsor a series of two workshops to train staff from the MOE (and possibly some personnel from the Ministries of Labor and Planning) in the use of microcomputers and their application to data management and analysis. The first workshop, scheduled for mid-May to mid-June, 1985, will provide an introduction to microcomputer use and will emphasize wordprocessing, spread sheet analysis, and database management applications to MOE data sets. The second workshop, planned for October, 1985, will cover advanced applications for the data management system and provide an introduction to

statistical procedures for the microcomputer. As part of the training in microcomputer use, the workshop will also provide assistance in the interpretation and policy analysis of MOE data, particularly with the respect to:

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

As part of the microcomputer workshop activity, two Wang microcomputers are being purchased for use during the workshops. The equipment will be on loan to the MOE between workshops for the use of Ministry personnel. Frederick Dembowski from SUNYA is scheduled to conduct the microcomputer workshops. Mark Berger, IEES RTA, will provide technical support on microcomputer use and applications to Somali data between workshops.

- Resident Technical Advisor

During the initial six months of the project, considerable planning has gone into placement of an IEES RTA in Somalia. Discussions have been held with Mission, the MOE, and AID/W on the nature, scope, and staffing of this assignment. Mark Berger from SUNYA has been recruited for the position, and a draft PIA identifying a series of financial and cost issues to be resolved has been developed and submitted to FSU. Current plans are for

the RTA to arrive at post in mid-May, 1985. The RTA will be located within the Planning Department of the MOE, but will have IEES responsibilities beyond that department and ministry.

Initial activities of the RTA will include:

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

- Quality Enhancement Study: The need for improved quality, particularly at the elementary and secondary levels of the formal educational system, was one of the major recommendations of the sector assessment. The proposed quality enhancement study will be conducted as a subsector study designed to provide specific program recommendations for:

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

The study team will consist of three persons, an educational training specialist, an instructional design and evaluation specialist, and an educational economist, for one month each.

The study is scheduled to be conducted in August, 1985.

1.5.3 Anticipated Constraints

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

1.5.4 Conclusions and Implications for the Future

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

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

1.6 Activities in Yemen

IEES activities in Yemen began with an Education and Human Resources Sector Assessment completed in February, 1985. Advanced negotiations concerning the scope of work and provision for mission support were conducted by James Hoxeng and CTO Joan Claffey of AID/W. The assessment was well received by the Government, and further project activities are now being discussed with Mission and host country officials.

1.6.1 Accomplishments to date.

A sector assessment was conducted from October 6 to November 27, 1984 by IEES in the Yemen Arab Republic (YAR). The team was fielded by SUNYA under the direction of Douglas Windham. The activity involved three phases:

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

The YAR team consisted of the following individuals:

NAME	WRITING ASSIGNMENT	INSTITUTION
Douglas Windham (Team Leader)	Economic and Management Capacity Analysis	SUNYA
Frances Kemmerer (Deputy Team Leader)	Cost Analysis Higher Education Subsector	SUNYA

NAME	WRITING ASSIGNMENT	INSTITUTION
Gwenneith Eng	Fiscal Capacity and Manpower Analysis	AID
Joseph Applegate	Primary and Secondary Education	Howard
W. Stephen Howard	Vocational/Technical Education	SUNYA*
Hind Nassif	Teacher Training	SUNYA*
May Rihani	Nonformal Education Sector	SUNYA*

*non-consortium consultant

Four major briefings were held based upon a briefing summary (prepared in English and Arabic).

A full set of chapter drafts was prepared in-country and distributed.

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

1.6.2 Projected Activities

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

1.6.3 Anticipated Constraints

The high level of donor assistance in the YAR contributed initially to an underestimation of potential IEES collaborative activities. The experience of the sector assessment however has greatly improved this situation.

Initial Mission misgivings regarding IEES activities, largely due to lack of information, have been alleviated. The continuing positive reactions from the YAR Government to the sector assessment should reinforce IEES potential for assisting in improving educational efficiency and building host country capacity.

1.6.4 Conclusions and Implications for the Future

The sector assessment has established a basis for future activities in Yemen. These await Mission and host country decisions.

1.7 Project Field Activities In Other Countries

1.7.1 Indonesia

- The IEES Project CTO, Joan Claffey, visited Indonesia in February, 1985, for talks with Mission staff. Subsequent to that visit, the Mission requested that Indonesia be included in the IEES network of countries. This request was subsequently approved by AID/W.
- The Mission may request IEES to provide the technical assistance for the Ministry of Education and Culture called for under AID's new assistance to the Educational Policy and Planning Project. Discussions are scheduled to take place in early summer, 1985, on this potential IEES involvement. IEES has been asked to nominate persons for the resident advisor positions on this project.
- John Bock, IEES Project Director, and David Chapman of SUNYA are scheduled to travel to Indonesia in mid-April, 1985, to discuss the specifics of IEES involvement. If these discussions prove satisfactory, IEES is prepared to send a team to Indonesia in June, 1985, to review documentation available in the EHR sector and conduct a sector review activity if requested.

1.7.2 Nepal

- The IEES Project Principal Investigator, Robert Morgan, and CTO Joan Claffey met with key Ministry of Education and Culture officials, as well as the Mission Deputy Director, during a visit to Nepal from January 23 to 30, 1985. As a consequence of

these meetings, Mission Director Dennis Brennar addressed a formal letter to N.N. Singh, Secretary of the Ministry of Education and Culture, confirming the Mission's interest in joining IEES.

- Morgan and Claffey also met with officials of the Radio Education for Teacher Training (RETT II) Project and IEES has been included as a possible resource organization for the project. A specific role has not yet been defined.
- John Mayo, Jack Bock and Fran Kemmerer will be in Nepal in May, 1985 to discuss future IEES activities and to develop a current educational status report.
- Other areas of possible IEES assistance in Nepal include:
 - assistance with improvement of the planning and management capacities of the Ministry of Education, especially the Statistics Unit; and
 - strengthening the curriculum and audio-visual units.

1.7.3 Zimbabwe

The existence of the AID-funded Project Basic Education and Skills Training (BEST) in Zimbabwe and attitudes towards previous sector assessment efforts led to an approach initially focusing on evaluation and planning. With the placement of a full-time IEES representative in Zimbabwe, other types of consortium contributions may be identified.

Two IEES advisors, Joseph McDonald and James Cobbe, visited Zimbabwe in March, 1985, at the request of the Mission and the Government of Zimbabwe. This was the second trip for McDonald, who had visited Harare earlier from October to November, 1984. McDonald and

Cobbe helped to plan and design the overall evaluation of the BEST Project. They also discussed possible future involvement of IEES in the development and expansion of the internal evaluation and planning capacities of the Government of Zimbabwe. The Mission has requested an IEES resident adviser to assist with the development of the graduate program in evaluation and planning at the University of Zimbabwe in academic year 1985-86. They have also asked for a number of short-term workshops to be conducted over the next eighteen months.

1.8 Achievements, Problems Encountered, and Lessons Learned

Six countries have now participated in IEES activities and are either committed to or considering long-range involvement. Three other countries have requested IEES services and are likely to move into more systematic affiliation with the project in the coming year. Perceptible progress has therefore been made in the implementation of IEES. At the same time, a certain number of problems and gaps in performance have arisen at the field level in the course of the elapsed nine months and have needed to be resolved.

Within the group of nine countries that are at least tentatively involved at this time, Somalia and Botswana have now progressed to the stage of preparing IEES Implementation Plans. In four other countries, Niger, Liberia, Haiti and Yemen, the status of the project is still developing following sector assessment. Two more countries, Indonesia and Nepal, are now at the stage of initial negotiation, and the last, Zimbabwe, occupies a special and somewhat different status. Several factors affect the status of the project in these countries:

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

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

1.8.1 Project Administration

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

1.8.2 USAID Mission Perceptions of IEES

In part because of the innovative nature of the IEES initiative, Mission directors and staff in many cases have not been entirely clear about what the project offered, how it would relate to existing program commitments, nor about how it would in fact function in host countries. In some cases, IEES was initially perceived as a form of Indefinite Quantity Contract, enabling the Missions to call on the services of the consortium for programming, implementation or evaluation

tasks they needed performed in the education sector. Some Missions have been hesitant to pursue IEES involvement, even when host country nationals were favorable to the project, because they were concerned about the introduction of a planning agenda different from their own, or because they did not fully understand the methodology of the project.

Two kinds of initiatives have been undertaken by project management in an effort to address these problems. First, we have developed a brochure describing IEES. This brochure is designed to explain to Missions and host country counterparts the basic rationale and operation of the project. The brochure will be used as a public information and outreach tool by IEES staff visiting USAID Missions and will also be disseminated more widely to interested parties. Second, we have begun planning an international conference of involved USAID Mission and host country personnel to be held in the second year of the project. One of the objectives of the conference is to more fully inform participants of the goals and methods of IEES and to increase their sense of partnership in--identification with--the project.

1.8.3 Counterpart Organizations

In some countries, the process of identifying counterpart structures (interministerial committees, national research teams, advisory groups, etc.) to work with IEES teams and to sponsor the IEES process has been slower than at first anticipated. This stems in part from the fact that host country personnel in some locations do not yet have a clear perception of the nature and potential contributions of IEES, and in part from a simple shortage of available host country personnel with the requisite competencies. These aspects of the problem

are being addressed by the same two measures mentioned above (1.8.2). In some cases, the problem is also related to limited contact and cooperation between the USAID Mission and relevant host country planning structures.

1.8.4 Host Country Conditions

In several participating countries (Niger, Liberia, and Somalia), general economic conditions are so severe that there are few resources available to spare for long-term assessment and planning efforts in education. In such countries, the education sector as a whole may have low priority for the time being and may be plagued with drastic budgetary restrictions. Paradoxically, it appears that when educational resources pass below a certain minimum, even the concern with "improved efficiency" becomes a luxury. Simple survival of instructional programs in any form may be the priority.

We have addressed these issues by adjusting the approach of the project in these countries in order to better service their needs. In Somalia, for example, initial emphasis has been placed on providing training for civil service personnel in order to improve government operations and in order to lay the foundation for addressing efficiency in the education sector. In Niger, the Mission is considering an educational project closely linked to the vital problems of agricultural production. The issue, however, is not yet fully resolved and will require further innovation and adaptation.

In some countries, political uncertainties related to elections or problems of government organization have delayed the implementation of

IEES activities. Little can be done to resolve this issue except to become more knowledgeable and informed about it, and be prepared to respond flexibly to changing conditions.

1.8.5 Evolution of IEES Methodology

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

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

2.0 Central Consortium Operations

2.1 Administration

Administrative procedures and guidelines for the project management staff have been developed to:

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

IEES central staff activities have included the following:

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

2.1.1 Constraints

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

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

2.1.2 Projected Administrative Activities

Projected activities to facilitate administrative work include:

- development of a consultant handbook to aid new and short-term technical advisors with the IEES Project, including necessary travel forms for FSU and AID, guidelines for substantive work with Mission and host country, and background information on the host country;
- expanded use of computer capability to refine planning, scheduling, recordkeeping (Appendix II), and report preparation, as well as to coordinate activities among central staff, field staff, other consortium institutions and advisors;

- improvement and expansion of intraconsortium communications, including electronic mail capability;
- completion of the internal procedures manual which details administrative and substantive work to compensate for the fact so central staff are frequently assigned out of country and that part-time graduate assistants must provide backstopping (this approach will also be helpful in solving the problems of normal staff turnover);
- full utilization of the IIR computer consultant roster system, Starsearch;
- implementation of sessions to train staff in the use of Wordstar computer software and modem equipment in order to permit them to use microcomputers on a routine basis to expedite work assignment;
- establishment of schedules for EMC, subcommittees, and plenary forum meetings and preparation of necessary briefing materials;
- support for the international conference scheduled to be held in the fall of 1985;
- implementation of a system for the approval and hiring of advisors that facilitates timely field placement by anticipating the use of specific advisors, determining their compensation rates and requesting pre-approval for approximately a one-year period;
- completion of a system for obtaining travel clearances and approvals, including a written request for clearance and a final written travel clearance;

- completion of an IEES computerized travel schedule (Appendix I) merging other project activities to show:
 - project travel history to date;
 - current and projected project travel; and
 - relationship of project travel to other related activities (conferences, conventions, other travel of interest to the project); and
- development of a procedure for submission of trip reports from all IEES international travelers to FSU central offices where these are reviewed and approved for distribution by the Principal Investigator and the Project Director, with copies distributed to the AID/IEES Project Officer, FSU central staff, and the consortium Institutional Coordinators.

2.2 Project Staff

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

Robert Morgan, Principal Investigator, FSU

John Bock, Project Director, FSU

Milton Adams, Deputy Project Director, FSU

Victor Cieutat, Institutional Coordinator, IIR

Douglas Windham, Institutional Coordinator, SUNYA

Willie Howard, Institutional Coordinator, Howard University

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

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

Graduate Research Assistants have contributed to project accomplishments by:

- 1) providing technical support in project-related areas; and
- 2) assisting specific central staff members and providing back-up support during their absence.

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

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

Pollock has designed and implemented administrative systems to ensure information management and document control. She has assisted

with clearinghouse organization, publication design and production, and has completed a task analysis for central staff members.

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

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

2.3 Intraconsortium Coordination

2.3.1 Accomplishments to date

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

These intraconsortium meetings were convened to:

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

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

- IEES Communique. An intraconsortium biweekly newsletter (Appendix III) has been established and is regularly distributed to AID/W and consortium institutions. Its objectives are to:
 - Improve communication among members of the consortium by serving as a regular vehicle for brief reports on major project developments in the field and in the United States; and

- Serve as an unofficial record of project events, permitting a project retrospective. A projected six-month schedule of project travel is included in each issue, updated biweekly to ensure consortium awareness of scheduled events.
- Modem capability. FSU has now established direct electronic communication with IIR via computer modem. This communication network will be extended to other consortium members as their modem facilities become available. This network will permit rapid transmission and reception of project information and documents.

2.3.2 Anticipated constraints

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

2.3.3 Projected Activities

- The next EMC meeting is tentatively scheduled for mid-May, 1985.
- The first issue of the Quarterly Bulletin is scheduled for Summer 1985.
- The IEES descriptive brochure is scheduled for publication in Summer 1985.
- MCI Mail, an electronic mail service now links FSU and IIR. The service also includes an international Telex capability,

permitting the transmission of Telexes from anywhere in the world directly to IIES microcomputers for immediately delivery. This service will be extended to include all consortium members. Portable microcomputers with built-in dual disk drives and telephone modems will be purchased for consortium use. The microcomputers will be used for wordprocessing and spreadsheet analysis in host-countries, at consortium meetings, or while traveling. Their modem capability makes telecommunication possible wherever telephone service is available.

2.4 Field and Technical Support Activities

2.4.1 Accomplishments to Date

- IIR has designed a computerized consultant roster system called "Starsearch". The system is programmed in dBASE III for IBM PC and PC-compatible microcomputers. It can identify and list potential consultants based upon keyword specifications. An initial list of 50 consultants has been entered into the system for try-out. By June, 1985, a more extensive list (up to 500 names) will be available. Information for the system is obtained through a questionnaire filled out by the consultant.
- A procedure for identifying and selecting long term consultants has been agreed upon by the Executive Management Committee. The procedure involves preparation of detailed scopes of work for a position, followed by solicitation of recommendations from IIES Institutional Coordinators.

- At the IEES planning meeting held January 21 - 24 at FSU, responsibility was delegated to working groups for developing IEES policy guidelines for the conduct of sector assessment updates, development of IEES Implementation Plans, establishment of a clearinghouse and exchange network, preparation of IEES publications, and the design of research and training activities. Summaries of these are included in the IEES Annual Plan. Two of these working groups, Knowledge Building and Networking and Research and Training, will continue to function as IEES subcommittees. Additional subcommittees focusing on evaluation and on assessment and planning will also be established.
- Planning has begun for the first IEES international conference. It will be held in an IEES participating country in Africa in the Fall of 1985. The conference will center on common problems and constraints to improving efficiency in the education and human resource development sector in participating countries.
- An IEES publications and clearinghouse working group has been established at FSU to define publications and clearinghouse procedures and manage the work in these areas. This work will be based upon policy recommendations to the EMC from the IEES subcommittee on Knowledge Building and Networking. Clearinghouse acquisition and subscriptions procedures have been developed and resource material is currently being catalogued on microcomputer using Dayflo file management software.

- In anticipation of the possible dissemination of the U.S. ERIC system to some or all of the participating countries, Dr. John Keller of Syracuse University was engaged as a consultant to prepare descriptions of the ERIC components and to advise on the means of selecting and distributing the elements most useful in the IEES countries.
- Drafts for the first IEES Quarterly Bulletin and project brochure were prepared and sent to AID for review. They have been reviewed and are now being revised.
- Work has begun on development of simple planning and information management tools that use readily available microcomputer software. These tools will be designed for host country nationals in the IEES participating countries and elsewhere to encourage information-based decision making. They can be introduced with or without basic training in the use of microcomputers.

2.4.2 Projected Activities April to July, 1985

- The IIR Starsearch computer-based consultant roster will be expanded to include names and background information of up to 500 potential consultants.
- Draft guidelines will be finalized for the conduct of sector assessment updates, development of IEES implementation plans, establishment of a clearinghouse and exchange network, preparation of IEES publications, and the design of research and training activities.

- The IEES Annual Plan will be finalized and submitted to AID/W.
- Four IEES subcommittees will continue or begin work on policy and procedural guidelines for: planning assessment, knowledge building and networking, research and training, and formative evaluation.
- Planning for the first IEES international conference will be finalized and participants identified.
- All four IEES consortium institutions will be linked by a microcomputer system for rapid exchange, review, and editing of consortium documents.
- Effective telecommunication linkages will be established between the consortium institutions and the IEES field offices.
- The first IEES Quarterly Bulletin issues will be published and disseminated.
- The IEES Project brochure will be published and distributed.
- The IEES Educational Efficiency Clearinghouse will provide documentation and support to the in-country clearinghouses as they are established.
- A draft technical paper will be prepared on appropriate microcomputer software for information-based educational planning and policy making. Suggested training methods will also be included.

2.5 Achievements, Problems, and Lessons Learned

During the first nine months of IEES project activity it has been necessary to establish new mechanisms for communications, policy design

and implementation that involve consortium member institutions and AID/W and that respond appropriately and accurately to needs in the field. Considerable progress has been made in creating these structures and rendering them operational. Five types of problems have been encountered by project management in the process of initial project implementation. The nature of these problems and of the solution so far adopted is summarized below.

2.5.1 Intraconsortium communications

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

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

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

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

- a) installation of improved and accelerated communication procedures among consortium institutions (microcomputer links, distribution of IEES Communique);

- b) the convening of plenary forums and planning meetings for consortium personnel; and
- c) the creation of a technical subcommittee structure drawn principally from consortium institutions to second the Executive Management Committee and central staff in their functions.

2.5.2 Relations with AID/W and Missions

IEES is an innovative procedure for AID/W and for the Missions, just as it is for the consortium institutions. Consequently, there has been some considerable discussion about how information is to be communicated among these organizations and how tasks are to be defined, assigned and monitored. Two types of problems have been encountered during this start-up year. First, it has taken some time for all project personnel to estimate and adjust to the lead time necessary to staff tasks with the most qualified advisors. Inadequate lead time on assignments has been a recurrent dilemma. Second, AID/W has had some difficulty in defining minimum contract obligations in operational terms, and IEES consortium staff have therefore several times prepared work to one specification, only to discover that it must be redone.

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

2.5.3 Central project administration

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

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

2.5.4 Budgeting and programming

Project management has made regular and detailed reports on project expenditures over the first nine months. Until the EMC subcommittees have completed the guidelines detailing activities in their area of concern, it is not possible to lay out the \$10 million central budget over 5 years in program-relevant categories. We must still develop

systems that will enable us to keep abreast of total outlays in each category and of remaining funds available for program activities in the field. This is obviously a potential source of delays and miscues in developing IEES Implementation Plans. We are presently in the process of completing the subcommittee guidelines and rectifying the problem.

2.5.5 University relations

Faculty from consortium universities have participated in a number of the field activities accomplished in the first nine months of project life. The university project linkage is very important for both partners as a source of expertise and as a means for systematizing the lessons of experience.

At the same time, it has become evident over the preceding months that procedures for involving university faculty in the ongoing work of the project in the most useful and productive way need fuller attention. Many of the people who could contribute to our work are already highly committed in their academic programs. At the least, they need considerable lead time in order to free themselves from academic duties.

3.0 Financial Summary Report

FINANCIAL SUMMARY REPORT
 IEES PROJECT EXPENDITURES
 CENTRAL FUNDING
 6/11/84 - 3/31/85

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDED</u>	<u>BALANCE</u>
SALARIES			
Central Management Staff			
Professional	553,842	90,720.29	463,121.71
Nonprofessional	252,786	31,591.37	221,194.63
Project Advisory Staff			
Professional	536,480	70,417.57	466,062.43
Nonprofessional	80,590	16,430.00	64,160.00
Cooperating Country Staff	46,321	0.00	46,321.00
	<u>1,470,019</u>	<u>209,159.23</u>	<u>1,260,859.77</u>
FRINGE BENEFITS	351,438	43,167.40	308,270.60
CONSULTANTS			
Domestic	81,929	2,040.00	79,889.00
Overseas	101,057	17,146.00	83,911.00
	<u>182,986</u>	<u>19,186.00</u>	<u>163,800.00</u>
ALLOWANCES			
Post Differential	61,680	0.00	61,680.00
Quarters	79,240	0.00	79,240.00
Temporary Lodging	8,648	0.00	8,648.00
Education	35,958	0.00	35,958.00
Cost of Living	6,114	0.00	6,114.00
	<u>191,640</u>	<u>0.00</u>	<u>191,640.00</u>
TRAVEL AND TRANSPORTATION			
United States	48,786	14,083.83	34,702.17
International	813,004	61,458.93	751,545.07
HHE, Vehicles	72,987	0.00	72,987.00
	<u>934,777</u>	<u>75,542.76</u>	<u>859,234.24</u>
MATERIALS AND SUPPLIES	216,130	6,443.86	209,686.14
EQUIPMENT	144,328	0.00	144,328.00
PARTICIPANT TRAINING	224,857	0.00	224,857.00
SUBCONTRACTS	5,102,495	662,640.57	4,439,854.43
OTHER DIRECT COSTS	302,784	13,688.63	289,095.37
OVERHEAD	878,546	94,186.02	784,359.98
GRAND TOTAL	<u>10,000,000</u>	<u>1,124,014.47</u>	<u>8,875,985.53</u>

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FLORIDA STATE UNIVERSITY EXPENDITURES
CENTRAL FUNDING
JUNE 1984 - MARCH 1985

SALARIES

Central Management Staff - Professional

Principal Investigator - Robert Morgan						
06/11/84 - 8/14/84	38.8	days	@	\$ 256.41	9,948.71	
08/15/84 - 9/05/84	8.4	days	@	\$ 276.92	2,326.13	
10/06/84 - 1/15/85	24.4	days	@	\$ 276.92	6,756.94	
02/04/85 - 3/29/85	26.0	days	@	\$ 276.92	7,200.07	26,231.85
Project Director - John Bock						
06/15/84 - 08/31/84	53.0	days	@	\$ 200.82	10,643.46	
09/01/84 - 03/29/85	150.0	days	@	\$ 214.56	32,183.85	42,827.31
Deputy Project Director - Milton Adams						
07/02/84 - 08/31/84	45.0	days	@	\$ 154.82	6,966.90	
09/01/84 - 10/04/84	24.0	days	@	\$ 156.33	3,751.92	
12/24/84 - 03/29/85	70.0	days	@	\$ 156.33	10,942.31	21,661.13
						90,720.29

Central Management Staff - Nonprofessional

Staff Assistant	07/23/84 - 03/29/85	177	days	@	\$ 60.95	10,787.49
Fiscal Assistant	09/17/84 - 03/29/85	140	days	@	\$ 46.01	6,441.14
Secretary	07/20/84 - 03/15/85	165	days	@	\$ 46.19	7,621.79
Word Processing Operator	10/29/84 - 03/29/85	106	days	@	\$ 44.22	4,687.33
Clerical Support		501.5	hours	@	\$ 3.62	1,812.52
Translation		25.75	hours	@	\$ 9.36	241.10
						31,591.37

Project Advisory Staff - Professional

Jerry Messec, Research Associate						
06/20/84 - 07/13/84	18	days	@	\$ 79.04	1,422.72	
07/27/84 - 08/31/84	26	days	@	\$ 141.94	3,690.44	
09/01/84 - 01/20/85	100	days	@	\$ 143.34	14,333.80	
03/01/85 - 03/29/85	21	days	@	\$ 143.34	3,010.06	22,457.02
Peter Easton, Research Associate						
07/23/84 - 08/24/84	25	days	@	\$ 145.60	3,639.85	
09/04/84 - 03/29/85	149	days	@	\$ 145.85	21,731.06	25,370.91
Robert Morgan, Principal Investigator						
09/06/84 - 10/15/84	29	days	@	\$ 276.92	8,030.68	
01/16/85 - 02/01/85	10	days	@	\$ 276.92	2,769.28	10,799.96
Milton Adams, Deputy Project Director						
10/05/84 - 12/21/84	56	days	@	\$ 156.33		8,754.36

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Page 2
 Florida State University Expenditures
 Central Funding
 June 1984 - March 1985

James Cobbe, Associate Professor	02/26/85 - 03/22/85	19 days @ \$159.75	3,035.32
			<u>70,417.57</u>

Project Advisory Staff - Nonprofessional

Doran Bernard, Graduate Assistant	08/13/84 - 03/29/85	123.75 days @ \$ 60	7,425.00
Susan Kruppenbach, Graduate Assistant	07/10/84 - 09/06/84	27.5 days @ \$ 60	1,650.00
Joseph McDonald, Graduate Assistant	07/02/84 - 07/31/84	8.0 days @ \$ 60	480.00
Jane Paulson, Graduate Assistant	06/15/84 - 08/23/84	25.0 days @ \$ 50	1,250.00
Dawn Pollock, Graduate Assistant	09/18/84 - 03/29/85	75.75 days @ \$ 60	4,545.00
Louise Cobbe, Graduate Assistant	02/08/84 - 03/29/84	18.0 days @ \$ 60	1,080.00
			<u>16,430.00</u>
Subtotal Salaries			\$ 209,159.23
Fringe			43,167.40

CONSULTANTS

Domestic

John Keller	10/29/84 - 11/19/84	12 days @ \$170	2,040.00
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Overseas

Bascom Story	08/17/84 - 10/11/84	35 days @ \$200	7,000.00
Roger Wilk	09/10/84 - 10/04/84	19 days @ \$214	4,066.00
Joseph McDonald	02/20/85 - 04/04/85	38 days @ \$160	6,080.00
			<u>17,146.00</u>

Subtotal Consultants \$ 19,186.00

TRAVEL AND TRANSPORTATION

U.S.

Robert Morgan	06/19/84 - 06/21/84	Washington, D.C.	738.39
Robert Morgan	07/10/84 - 07/11/84	Washington, D.C.	492.46
Robert Morgan	07/25/84 - 07/27/84	Washington, D.C.	581.49

Florida State University Expenditures
 Central Funding
 June 1984 - March 1985

John Bock	07/25/84 - 07/27/84	Washington, D.C.	593.86
Milton Adams	07/25/84 - 07/27/84	Washington, D.C.	510.00
Robert Morgan	09/04/84 - 09/05/84	Washington, D.C.	482.00
John Bock	09/04/84 - 09/05/84	Washington, D.C.	470.89
Peter Easton	09/27/84	Gainesville, Florida	78.60
Milton Adams	09/27/84	Gainesville, Florida	21.00
Robert Morgan	10/24/84 - 10/26/84	Washington, D.C.	666.29
Robert Morgan	11/12/84 - 11/13/84	Washington, D.C.	472.14
Robert Morgan	12/03/84 - 12/04/84	Washington, D.C.	452.43
John McLanahan	12/03/84 - 12/04/84	Washington, D.C.	431.83
John Bock	12/12/84 - 12/14/84	Washington, D.C.	527.72
Jerry Messec	12/12/84 - 12/14/84	Washington, D.C.	506.62
John Bock	01/07/85 - 01/10/85	Washington, D.C.	594.00
Peter Easton	01/07/85 - 01/10/85	Washington, D.C.	583.85
Milton Adams	01/07/85 - 01/10/85	Washington, D.C.	582.35
Jerry Messec	01/07/85 - 01/10/85	Washington, D.C.	572.85
John Mayo	01/07/85 - 01/10/85	Washington, D.C.	573.35
Robert Morgan	01/07/85 - 01/10/85	Washington, D.C.	774.42
Peter Easton	02/13/85 - 02/15/85	Washington, D.C.	563.00
John Bock	02/13/85 - 02/15/85	Washington, D.C.	564.88
Robert Morgan	02/13/85 - 02/14/85	Washington, D.C.	428.04
Milton Adams	03/18/85 - 03/21/85	Washington, D.C.	570.90
John Bock	03/18/85 - 03/21/85	Washington, D.C.	615.35
Robert Morgan	03/18/85 - 03/21/85	Washington, D.C.	635.12
			<hr/> 14,083.83

International

Jerry Messec	06/20/84 - 07/15/84	Liberia	4,532.23
Bascom Story	08/19/84 - 10/09/84	Nepal	5,737.99
Robert Morgan	09/09/84 - 10/11/84	Botswana	5,897.53
Roger Wilk	09/09/84 - 10/04/84	Botswana	5,238.00
Peter Easton	10/12/84 - 12/30/84	Niger / Haiti	8,741.27
Joseph Applegate	10/07/84 - 11/20/84	North Yemen	5,381.25
Milton Adams	10/08/84 - 10/14/84	Haiti	1,013.34
Milton Adams	10/17/84 - 12/19/84	Haiti	6,379.38
Paul-Albert Emoungu	10/21/84 - 12/09/84	Haiti	5,061.50
Robert Morgan	01/17/85 - 01/31/85	Nepal	4,165.98
Joseph McDonald	02/23/85 - 04/02/85	Zimbabwe	5,204.86
James Cobbe	02/27/85 - 03/23/85	Zimbabwe	4,105.60
			<hr/> 61,458.93
	Subtotal Travel		\$ 75,542.76
	MATERIALS AND SUPPLIES		6,443.86

SUBCONTRACTS

Howard	49,914.37
IIR	309,686.97
SUNYA	303,039.23
	<u>\$662,640.57</u>

OTHER DIRECT

Communications	4,637.64
Postage and Shipping	1,618.27
Printing and Reproduction	4,439.34
Word Processing	2,021.40
Computer Services	74.30
Passport/Visa/Medical	21.00
DBA Insurance	162.23
Facilities Rental	505.10
Media Equipment Rental	209.35
	<u>\$ 13,688.63</u>

OVERHEAD	21.3% of \$442,187.88	\$ 94,186.02
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GRAND TOTAL

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SUNYA SUBCONTRACT EXPENDITURES
CENTRAL FUNDING
JUNE 1984 - March 1985

SALARIES

Coordination Staff

Coordinator - D. Windham

6/18/84 - 9/05/84	17.4 days	@ \$285.78	4,972.57	
9/09/84 - 1/25/85	37.2 days	@ \$325.99	12,126.83	
3/01/85 - 3/29/85	6.3 days	@ \$325.99	2,053.74	19,153.14

Administrative Assistant

6/25/84 - 3/29/85	200 days	@ \$ 66.57		13,313.30
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Secretary

8/27/84 - 3/29/85	155 days	@ \$ 46.89		<u>7,267.92</u>
				39,734.36

Project Advisory Staff

D. Windham

6/18/84 - 9/05/84	40.6 days	@ \$285.78	11,602.67	
9/09/84 - 1/25/85	62.8 days	@ \$325.99	20,472.17	
3/2/85 - 3/29/85	13.7 days	@ \$325.99	4,466.06	36,540.90

D. Chapman

6/18/84 - 8/24/84	50 days	@ \$183.96	9,198.00	
9/09/84 - 1/23/85	19.2 days	@ \$204.43	3,925.06	13,123.06

F. Kemmerer

8/01/84 - 8/06/84	5 days	@ \$119.40	597.00	
10/6/84 - 11/27/84	37 days	@ \$132.13	4,888.86	
1/29/85 - 2/28/85	6.9 days	@ \$132.13	911.72	6,397.58

E. Kelly

6/17/84 - 7/01/84	10 days	@ \$212.27	2,122.70	
7/31/84 - 9/04/84	26 days	@ \$209.92	5,457.92	7,580.62

W. Vogt

7/21/84 - 8/12/84	15 days	@ \$153.61		2,304.15
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M. Berger

1/28/85 - 3/05/85	27 days	@ \$296.07		<u>7,993.89</u>
				73,940.20

Subtotal Salaries

\$ 113,674.56

Page 2
 SUNYA Subcontract Expenditures
 Central Funding
 June 1984 - March 1985

FRINGE BENEFITS \$26,710.44

CONSULTANTS

L. Woo	07/13/84 - 8/20/84	28 days @ \$187.00	5,236.00
W. Howard	10/06/84 - 11/13/84	30 days @ \$ 90.00	2,700.00
M. Rihani	10/08/84 - 11/13/84	32 days @ \$200.00	6,400.00
H. Nassif	10/13/84 - 11/13/84	25 days @ \$155.00	3,875.00

\$ 18,211.00

TRAVEL

U.S.

D. Windham	06/20/84 -	Washington, D.C.	288.40
D. Windham	07/25/84 - 07/26/84	Washington, D.C.	310.50
D. Windham	09/04/84 - 09/06/84	Washington, D.C.	464.83
D. Chapman	09/04/84 - 09/06/84	Washington, D.C.	433.50
M. Berger	11/12/84 - 11/13/84	Washington, D.C.	382.00
D. Windham	12/04/84 -	Washington, D.C.	302.34
D. Windham	01/07/85 - 01/10/85	Washington, D.C.	531.10
M. Berger	01/07/85 - 01/10/85	Washington, D.C.	543.35
D. Windham	01/20/85 - 01/22/85	Tallahassee, Florida	775.15
K. Murray	01/16/85 - 01/25/85	Albany	8.20
L. Fischer	02/05/85 - 02/08/85	Albany	4.80

4,044.17

International

E. Kelly	06/17/84 - 07/01/84	Liberia	3,543.00
D. Windham	06/27/84 - 07/24/84	Liberia	3,244.35
D. Chapman	06/30/84 - 08/23/84	Somalia	5,208.07
L. Woo	07/14/84 - 08/21/84	Somalia	4,300.30
W. Vogt	07/21/84 - 08/13/84	Somalia	3,465.39
E. Kelly	08/06/84 - 08/25/84	Liberia	3,674.00
D. Windham	09/20/84 - 11/28/84	N. Yemen	9,624.34
F. Kemmerer	09/20/84 - 12/02/84	N. Yemen	6,867.89
W. Howard	10/06/84 - 11/12/84	N. Yemen	5,411.30
M. Rihani	10/08/84 - 11/19/84	N. Yemen	4,930.89
H. Nassif	10/13/84 - 11/21/84	N. Yemen	4,904.07
M. Berger	01/28/85 - 02/28/85	Somalia	3,077.05

58,250.65

CCN Travel, N. Yemen

T. Alskami	10/19/84 - 10/23/84	Sana-Taiz	208.69
M. Gralib	10/19/84 - 10/23/84	Sana-Taiz	208.69
A. Harisi	10/19/84 - 10/23/84	Sana-Taiz	208.69
J. Oerresh	10/19/84 - 10/23/84	Sana-Taiz	208.69
J. Law	10/07/84 - 10/08/84	Sana-Taiz	19.47

854.23

Subtotal Travel

\$ 63,149.05

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Page 3
 SUNYA Subcontract Expenditures
 Central Funding
 June 1984-March 1985

MATERIALS AND SUPPLIES		\$ 1,154.66
PARTICIPANT TRAINING		
Somalia Workshop	2/17/85 - 2/21/85	\$ 522.44
OTHER DIRECT		
Communications		1,904.99
Postage & Shipping		655.46
Printing & Reproduction		6,369.14
Word Processing		1,374.00
Editing		308.00
Advertising		428.34
Passport/Visa/Medical		999.20
Typewriter Maintenance		27.44
Office Rental - N. Yemen		1,183.30
Field Support Services - N. Yemen		
Administration	2,995.00	
Typing	783.50	
Data Collection	521.73	
Translation	1,469.56	
		5,769.79
		<u>\$ 19,019.66</u>
INDIRECT	26.5% of MTDC \$228,669.50	\$ 60,597.42
	GRAND TOTAL:	\$303,039.23

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IIR SUBCONTRACT EXPENDITURES
CENTRAL FUNDING
July 1984 - March 1985

SALARIES

Coordination Staff

Coordinator

V. Cieutat	7/20/84 - 3/29/85	34.55	days	@ \$240.08	8,294.75
P. Spector	9/03/84 - 3/29/85	18.25	days	@ \$293.60	5,358.10

Administrative Assistant

	7/20/84 - 3/29/85	129.66	days	@ \$ 99.58	12,910.67
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Secretary	7/20/84 - 3/29/85	84.46	days	@ \$ 71.34	6,025.49
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32,589.01

Project Advisory Staff

V. Cieutat	7/20/84 - 3/29/85	104.79	days	@ \$240.08	25,156.32
M. Pigozzi	9/03/84 - 3/29/85	127	days	@ \$150.79	19,148.81
S. Anzalone	10/29/84 - 2/21/85	79	days	@ \$130.95	10,345.23
S. Somerville		4.06	days	@ \$ 63.49	257.78
					<u>54,908.14</u>

Accrued Leave - 10% of \$87,497.15	8,749.72
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Subtotal Salaries	\$96,246.87
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FRINGE BENEFITS 28% of \$96,246.87	\$26,949.12
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CONSULTANTS

Domestic

D. Herschback	10/84 -	.5	days	@ \$200.00	100.00
F. Faulds	10/84 -	.5	days	@ \$200.00	100.00
J. Paulsen	09/84 - 01/85	79.5	days	@ \$ 75.00	5,962.50
R. Johnson	12/84 - 01/85	13.3	days	@ \$150.00	2,000.00
R. Sack	10/20/84	1	day	@ \$251.00	251.00

8,413.50

Overseas

B. Millot	10/18/84 - 12/18/84	38	days	@ \$150.00	5,700.00
L. Vandenberg	10/18/84 - 12/18/84	39	days	@ \$100.00	3,900.00

9,600.00

Subtotal Consultants	\$18,013.50
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Page 2
 IIR Subcontract Expenditures
 Central Funding
 July 1984 - March 1985

TRAVEL

U.S.

V. Cieutat	07/84 - 02/85	Washington, D.C.	82.50
M. Pigozzi	09/84 - 02/85	Washington, D.C.	101.85
E. Faulds	10/84 -	Washington, D.C.	8.00
R. Sack	10/19/84 - 10/20/84	Washington, D.C.	205.00
J. Berryhill	11/84	Washington, D.C.	6.15
J. Paulsen	12/84	Washington, D.C.	3.50
J. Paulsen	01/01/85 - 01/15/85	Washington, D.C.	1,067.29
M. Jennings	01/28/85	New York City	195.02
V. Cieutat	01/20/85 - 01/24/85	Tallahassee, Florida	900.70
M. Pigozzi	01/20/85 - 01/24/85	Tallahassee, Florida	887.70
J. Berryhill	02/85	Washington, D.C.	20.88
M. Jennings	02/85	Washington, D.C.	11.15
P. Spector	02/26/85 - 02/27/85	Tallahassee, Florida	655.85
			<u>4,145.59</u>

International

V. Cieutat	07/28/84 - 08/04/84	Liberia	2,645.70
V. Cieutat	09/24/84 - 10/13/84	Botswana	3,582.87
M. Pigozzi	10/05/84 - 10/15/84	Haiti	1,259.43
V. Cieutat	10/21/84 - 12/20/84	Haiti	8,008.10
M. Pigozzi	10/21/84 - 12/20/84	Haiti	5,766.62
S. Anzalone	11/12/84 - 12/20/84	Haiti	3,930.50
B. Millot	10/16/84 - 11/19/84	Haiti	3,775.73
L. Vandenberg	10/18/84 - 12/18/84	Haiti	5,124.16
B. Millot	11/26/84 - 12/18/84	Haiti	2,841.80
			<u>36,934.91</u>

Subtotal Travel \$ 41,080.50

MATERIALS AND SUPPLIES \$ 2,352.52

EQUIPMENT \$ 5,971.72

OTHER DIRECT

Communications	7,164.24
Printing & Reproduction	4,336.13
Word Processing	3,683.63
Editing	2,300.00
Passport/Visa/Medical	235.97
DBA Insurance	904.00
Office Rental - Haiti	2,599.00

Page 3
IIR Subcontract Expenditures
Central Funding
July 1984 - March 1985

Field Support Services - Haiti

Administration	6,487.64	
Typing / Clerical	3,912.13	
Research / Data Collection	1,170.00	<u>11,569.77</u>
		\$ 32,792.74
OVERHEAD	32% of \$123,195.99	\$ 39,422.72
G& A	9.1% of \$262,829.69	\$ 23,917.50
FEE	8% of \$286,747.19	\$ 22,939.78
	GRAND TOTAL	\$309,686.97

HOWARD SUBCONTRACT EXPENDITURES
CENTRAL FUNDING
July 1984 - March 1985

SALARIES

Coordination Staff

Coordinator - W. Howard	07/20/84 - 03/31/85	54.3 days @ \$254.00	\$13,792.20
Administrative Assistant		30 days @ \$ 76.97	2,309.00
Secretary		20 days @ \$ 53.85	1,077.00
			17,178.20

Project Advisory Staff

J. Applegate	10/07/84 - 11/20/84	32 days @ \$187.73	6,007.36
P. Emoungu	10/19/84 - 12/09/84	36 days @ \$158.24	6,056.64
			12,064.00

Subtotal Salaries \$29,242.20

FRINGE BENEFITS 26% of \$29,242.20 \$ 7,602.97

TRAVEL

U.S.

W. Howard Tallahassee, Florida \$ 569.00

MATERIALS AND SUPPLIES \$ 64.00

OTHER DIRECT

 Communications \$ 250.00

OVERHEAD 32.3% of \$37,728.17 \$12,186.20

GRAND TOTAL \$49,914.37

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FINANCIAL SUMMARY REPORT
 AID CONTRACT NO. DPE - 5823-C-00-4013
 MISSION FUNDING - TASK ORDER NOS. 1 & 2 SOMALIA
 6/15/84 - 3/31/85

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDITURES</u>	<u>BALANCE</u>
Salaries	7,200	7,200.37	(0.37)
Consultants	21,000	21,000.00	0.00
Travel	13,250	13,251.21	(1.21)
Subcontract	29,325	29,324.56	0.44
Other Direct	1,234	1,219.84	14.16
Overhead	9,091	9,089.01	1.99
	<u>81,100</u>	<u>81,084.99</u>	<u>15.01</u>

SALARIES

Principal Investigator - R. Morgan	1 day @ \$256.41	256.41
Project Director - J. Bock	3 days @ \$200.82	602.46
Research Associate - J. Messec		
1/21/85 - 2/28/85	29 days @ \$143.34	4,156.77
Staff Assistant	3 days @ \$ 59.72	179.16
Secretary	6 days @ \$ 45.31	271.86
Graduate Assistant	6 days @ \$ 60.00	360.00
		<u>5,826.66</u>
FRINGE		<u>1,373.71</u>
		\$ 7,200.37

CONSULTANTS

D. Barker	6/22/84 - 8/21/84	48 days @ \$250.00	12,000.00
R. Greene	7/29/84 - 9/06/84	36 days @ \$250.00	9,000.00
			<u>21,000.00</u>

TRAVEL

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

SUBCONTRACT (SUNYA)

SALARIES

D. Windham	1/28/85 - 3/1/85	25 days @ \$ 325.99	8,149.75
D. Chapman	1/25/85 - 3/1/85	26 days @ \$ 204.43	5,315.18
			<u>13,464.93</u>
Fringe Benefits			<u>3,164.26</u>
			\$16,629.19

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Page 2
 Financial Summary Report
 AID CONTRACT NO. DPE 5823-C-00-4013
 Mission Funding Task Order Nos. 1 & 2 Somalia
 6/15/84 - 3/31/85

Travel

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

Other Direct

Visa Fees			127.00
DBA Insurance			303.75
			<u>430.75</u>

Indirect 26.5% of \$22,840.96 \$6,052.85

Subtotal SUNYA Subcontract \$29,324.56

OTHER DIRECT

Communications			243.12
Postage/Federal Express			137.60
Duplicating			210.00
Passport/Visa/Medical			95.34
DBA Insurance			533.78
			<u>\$1,219.84</u>

OVERHEAD 21.3% of \$ 42,671.42 9,089.01

GRAND TOTAL \$81,084.99

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Appendices

IEES PROJECT TRAVEL
 (NPT=Not Project Travel)

	June(84)					July(84)					August(84)					September(84)					October(84)									
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30					
September 4-5 WASHINGTON, D.C. Annual Plan Meeting																														
September 9 - October 4 BOTSWANA Project Paper																														
September 22-23 KENYA Evaluation of interactive instruction by radio project																														
September 24 - October 1 SOMALIA Civil Service Symposium IEES Strategy Paper																														
September 27 GAINESVILLE, FL African Studies Program at University of Florida																														
October - November YEMEN ARAB REPUBLIC Sector Assessment																														
						</																								

IEES PROJECT TRAVEL
 (NPT=Not Project Travel)

	June(84)					July(84)					August(84)					September(84)					October(84)				
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30
October 12-21																									
NIGER																									
Discuss IEES activities with GON & AID mission																									
October - December																									
HAITI																									
Sector Assessment																									
												</													

IEES PROJECT TRAVEL
 NPT=Not Project Travel

	November (84)					December (84)					January (85)					February (85)				March (85)					
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	28	1	7	14	21	30
(continued)																									
October -November YEMEN ARAB REPUBLIC Sector Assessment																									
	Windham					/YEMEN					-11/21														
	Kennerer					/YEMEN					-11/27														
	Rihani					/YEMEN					-11/15														
	Howard					/YEMEN					-11/13														
	Nassif					/YEMEN					-11/15														
	Applegate					/YEMEN					-11/20														
(continued)																									
October - December HAITI Sector Assessment																									
						Cieutat					/HAITI					-12/20									
						Adams					/HAITI					-12/21									
						Easton					/HAITI					-12/20									
						Pigozzi					/HAITI					-12/20									
						Anzalone					/HAITI					11/12-12/20									
						Esoungu					/HAITI					-12/9									
						Millot					/HAITI					-12/7									
November 12-13 WASHINGTON, D.C. Discuss Somalia Country Plan						Morgan					/WASH DC														
December 12-14 WASHINGTON, D.C. Discuss Project Activities						Bock, Messer					/WASH DC														

IEES PROJECT TRAVEL
 NPT=Not Project Travel

	November (84)					December (84)					January (85)					February (85)					March (85)									
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	28	1	7	14	21	30					
January 7-10 WASHINGTON, D.C. Discuss Project Activities											==																			
January 23-31 NEPAL Meet with USAID/Nepal regarding involvement of government and IEES																====														
January - February SOMALIA SOMTAD Project Paper																====					====									
February 13-15 WASHINGTON, D.C. Discuss publication policies																					==									
February - March ZIMBABWE Univ of Zimbabwe Educational policy planning & analysis																										====				
March 18-21 Executive Management Committee meeting																														

IEES PROJECT TRAVEL
 (NPT=Not Project Travel)

	April (85)					May (85)					June (85)					July (85)					August (85)				
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30
April 1-7 UNIVERSITY OF LONDON Educational Technology Conference (NPT)	=====					Morgan/LONDON					=====														
April BOTSWANA Sector Assessment update to include pre-project studies for JSEIP project and country plan	=====					Morgan/BOTSWANA:4/8-4/18					=====														
	=====					Chadwick/BOTSWANA:4/12-5/12					=====														
	=====					Hansen/BOTSWANA:4/12-5/10					=====														
	=====					Cieutat/BOTSWANA:4/12-5/12					=====														
	=====					Pigozzi/BOTSWANA:4/12-5/14					=====														
	=====					Windham/BOTSWANA:4/12-5/9					=====														
April 14-21 SAN FRANCISCO Comparative & Internat'l Education Society (CIES) conference	=====					Bock,Easton,Chapman SAN FRANCISCO					=====														
April - May INDONESIA Dev scope of work for sector review; discuss tentative candidates for 3 LTTAs positions	=====					Bock/INDONESIA 4/21-5/6					=====														
	=====					Chapman/INDONESIA 4/21-5/8					=====														
May 12 - June 22 NIGER follow-up visit; facilitate role of IEES						=====					Easton/NIGER					=====									
May 15-17 WASHINGTON, D.C. Executive Management Committee meeting						==					Morgan,Cieutat, Windham,Howard/ WASH DC					==									
27 May (2 Years) SOMALIA Resident Technical Advisor											==					Berger (RTA)/ SOMALIA					=====				

IEES PROJECT TRAVEL
 (NPT=Not Project Travel)

	April (85)					May (85)					June (85)					July (85)					August (85)									
	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30	1	7	14	21	30					
June 1-27 SOMALIA Microcomputer Workshop											=====																			
June 1-27 SOMALIA Presentation of Country Plan											=====																			
May - June NEPAL follow-up Morgan/Claffey visit in Jan; how IEES can work with Mission and GON Ministry of Ed											=====																			
24-28 June (Rescheduled from 18 Mar) ZIMBABWE National Seminar on Vocational & Technical Training (NPT)																														
Mid July - Mid September INDONESIA Sector Assessment 4 STTAs																										=====				
																										=====				
late July (1 week) HAITI Mission/host country review of first draft sector assessment																														
July 29 - August 31 SOMALIA Quality Enhancement Study																														

IEES PROJECT
 (NPT=Not Project Travel)

September (85) October (85) November (85) December (85) January (86)
 1 7 14 21 30 1 7 14 21 30 1 7 14 21 30 1 7 14 21 30 1 7 14 21 30

	September (85)	October (85)	November (85)	December (85)	January (86)
SOMALIA	=====				
Resident Technical Advisor	Berger/SOMALIA				
Mid-July - Mid September	=====				
INDONESIA	=====				
Sector Assessment	4 STAs/INDONESIA				
September (1-2 years)	=====				
BOTSWANA	=====				
Resident Technical Advisors	RTAs/BOTSWANA				
October		=====			
SOMALIA		Dembowski/SOMALIA			
Microcomputer Workshop II		=====			

MEMORANDUM

TO: IEES Project

FROM: Administrative Support Staff

RE: Records Management System

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

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

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

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

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

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

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

Please don't add titles to the computer list
or to the files yourself.

4. Survey your office - - - perhaps items you
are warehousing would be more accessible
to both you and the rest of the staff if
those documents were located in the central
filing system.

Please let us know if you have questions or comments.

DP:lb

Attachment

FILE INDEX

ADMINISTRATION FILES
Top Drawer Blue files

ADMINISTRATION

- File index - Bock
- Central
- Student Work Schedules
- Staff correspondence
 - Adams
 - Bock
 - Easton
 - Jarrett
 - Kruppenbach
 - Li
 - Messec
 - Pollack
- IEES Capades
- Meetings
 - Senior Staff
 - Support Staff
- Office Services
 - Copying & printing
 - Federal Express
- Inventory
 - Furniture
 - Telephone Communication
 - Office Equipment
- Equipment & Facility
 - Catalog Computer
 - Equipment manuals
 - Equipment warranties
 - Software guidelines
 - Microcomputer -Interoffice
 - Microfilm
 - Space Requirement

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

TRAVEL INFO
Airlines

Delta
Eastern
Pan Am
TWA
International Airlines
Hotel Information
Washington, DC
Maps
Hotels
Travel Information
Countries passed through
Kenya
Republic of South Africa
Egypt

PROJECT PERSONNEL FILES

Bottom Drawer - Green Files
Staff Personnel forms
Personnel Request Form Letter
Accumulation of Project personnel
Staff Training
Graduate Assistant Task Assignment

IEES/FSU

Adams, Milton
Bock, John
Bernard, Doran
Cobbe, James
Edwards, Joyce
Easton, Peter
Fillman, Celeste
Jarrett, Aleta
Kruppenbach, Susan
Li, Rengen
Messecc, Jerry
Nanq-Yade, Ragas
Pollock, Dawn

CONSULTANTS

Consultant Correspondence
Consortium Consultants Roster
IIR Consultant Roster
AID/IEES Consultants
Consult Form letter
Consultant Travel
Consultant Travellers A-Z
RTA Personnel
Contacts for travellers
Consulting
Consulting Firms
Fernaldi, Ed
Sherwood, Frank
ERDF Roster

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

COUNTRY FILES

1st Drawer Tall File - Yellow files

Botswana

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

Cameroon

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

Haiti

Correspondence
Cables
Country Plans
Networking Publications
PID
Project Paper
Research & Development
Resident Technical Advisor
Sector Assessment
Sector Assessment Update

Travel Info
Trip Report
VISA Requirements, Passport & Immunization
Personnel considered
Visitors

Honduras

Correspondence
Travel Info
Visa Requirements

Indonesia

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

Liberia

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

Second Drawer

Nepal

Correspondence
Cables
Country Plans
Networking Publications
PID
Project Paper
Research & Development
Radio Educ. Teacher Training
Resident Technical Advisor

Sector Assessment
Sector Assessment Update
Travel Info
Trip Report
VISA Requirements, Passport & Immunization
Personnel considered
Visitors

Niger

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

Pakistan

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

Somalia

Correspondence
Cables
Country Plans
Networking Publications
PID
Project Paper
Research & Development
Resident Technical Advisor
Sector Assessment
Sector Assessment Update
Travel Info
Somalia Civil Service Study

Trip Report
VISA Requirements, Passport & Immunization
Personnel considered
Visitors
Yemen Arab Republic
Correspondence
Cables
Country Plans
Networking Publications
PID
Project Paper
Research & Development
Resident Technical Advisor
Sector Assessment
Sector Assessment Update
Travel Info
Trip Report
VISA Requirements, Passport & Immunization
Personnel considered
Visitors
Zimbabwe
Correspondence
Cables
Country Plans
Networking Publications
PID
Project Paper
Research & Development
Resident Technical Advisor
Sector Assessment
Sector Assessment Update
Travel Info
Trip Report
VISA Requirements, Passport & Immunization
Personnel considered
Visitors
3rd Drawer - Orange files
Consortium
USAID
Howard
IIR
SUNYA
Inter-Consortium Communication/Coordination
Microcomputer Interconsortium
Tallahassee Consortium Meet.
Summary Report/IEES Meet.
FSU - Morgan
Subcommittees
Meetings
EMC
IEES Planning Meeting

- Consortium Meeting
- University of Florida
- IEES First International Conference
- IEES Project
 - Contract
 - Extra Copy - Contract
 - Financial Summary
 - Proposal
 - Press Releases
 - Program description
- FSU/IEES Forum
 - Forum
 - SID
- Reports
 - Annual Plan
 - Interim Report
 - Semi-Annual Report
- Subcommittees
 - Evaluation
 - Knowledge Building and Networking Clearinghouse
 - Publications
 - Bulletin
 - IEES Communique
 - IEES Brochure
 - Maps
 - Logos
 - Work Product Papers
 - Country Plan Guidelines
 - Background Papers
 - Project Papers Guidelines
 - Sector Assessment Guidelines
 - Sector Assessment Update Guidelines
 - Trip Report Guidelines

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Learning Systems Institute
206 Dodd Hall

MEMORANDUM

TO: File

FROM: Milton Adams, Deputy Director/IEES

SUBJECT: IEES Consortium Newsletter

DATE: February 5, 1985

On February 21, 1985 we would like to initiate the first issue of the IEES Communique, the consortium bi-weekly newsletter. The purpose of this letter is to share with you some of our initial planning and to seek your suggestions for tailoring it to your information needs.

The dual objectives of the newsletter are:

- 1) to improve communications among members of the consortium by serving as a regular vehicle for brief reports on major developments in the field and in the United States related to the project, and
- 2) in accomplishing the first objective to serve, over time, as an unofficial register of program events, permitting a retrospective view of our activities.

From the beginning of the IEES contract, it was evident that considerable attention would need to be devoted to the development of an adequate system of communication in order to coordinate the activities of a project as complex as ours. The rationale for such a newsletter was set forth in the draft version of the IEES Annual Plan, though the actual format had not been specified. The Plan calls for "the formulation of policies, procedures and guidelines that will structure the flow of information among these institutions in a timely manner to support program goals and activities." The Plan goes on to say that these guidelines "should be based both upon experience in working with other members of a program and on a systematic study of on-going operations, pinpointing information bottlenecks, overloads, areas of redundancy, and other weak and undesirable features of the system."

The Newsletter is just one component in the development of an overall communication strategy. Appropriately, it has evolved naturally out of our mutual experiences and problems since the signing of the contract and the first drafting of the Plan. Consensus on the potential usefulness of such a publication emerged from the IEES Planning Workshop held last January 21-24 in Tallahassee where it was discussed and approved.

gk

IEES_CONSORTIUM_NEWSLETTER

Circulation:

The newsletter is a limited circulation, bi-weekly publication intended for internal use among consortium member institutions and S&T/USAID. It will be addressed to the institutional coordinator or other persons so designated.

Format:

As presently conceived, the format will consist of individual fact sheets, cross-referenced by country and activity to facilitate filing and retrieval. These fact sheets will present basic information on developments in an area, and where practical, refer the reader to those program documents which provide a fuller discussion, eg. trip reports, project papers, etc.

The half-page format is used to encourage brevity and conciseness, though additional sheets may be attached for the continuation of an item, if necessary.

Categories:

The enclosed information matrix illustrates the range of categories for the newsletter. It is by no means complete and will need to go through revisions as the program evolves. The category system comprises ten activities which might occur in ten settings. The sample fact sheets show how each item will be cross-referenced so that it might be photo-copied and filed in each of the relevant categories. This design will allow us, for example, to review all of the activities under sector assessment (including the Haiti sector assessment), and all of the developments in Haiti (including the sector assessment, update training, etc.).

Input:

A sample information sheet is included to serve as a memory aid on which subscribers can jot down notes to themselves about items that they intend to write for the newsletter. Once written, the items should be mailed to Ms. Aleta Jarrett, FSU/IEES Administrative Assistant. Deadlines will be the first and third Monday of each month to meet the publication date of the first and third Thursday of each month. As a follow-up procedure, Ms. Jarrett will call each contact person on the deadline date (first and third Monday) and will be prepared if necessary, to receive the items dictated over the phone.

In the near future, we will have the capability to receive items and distribute the newsletter through the MCI electronic mail system. These developments will be discussed in detail in the February 21st issue.

Action Steps:

1. Designate a contact person at your institution.
2. Send us any suggestions you have for the newsletter.
3. Prepare items for the Thursday February 21st issue. Submit by Monday, February 18.

9/1

A second potential objective of the newsletter which emerged from the workshop was that in addition to simply keeping us all informed of developments, the publication could also serve a very valuable function as an unofficial document of record, an expanding written history of our program. The importance of this function is illustrated by the fact that at present there is no single, readily accessible information source to which one might turn for information about past events. One would need to locate and consult individual program documents, for example, to obtain information on: the duration of the Somalia sector assessment, the consultants involved, the duration of an average sector assessment, the authors of the Liberia project paper, the date of the most recent discussions in Niger, the subject of discussions in Nepal and Zimbabwe, etc.

The success of our project will require that we master details such as these which are already far too numerous to retain in our memories. Our professional time is certainly too valuable for us to undertake a laborious search through our files for such information. If properly designed, the newsletter can serve us all as a form of institutional memory, that will enable us to do better forward planning.

The enclosed materials reflect our current thinking on how the newsletter might be designed. Please do not hesitate to call us by telephone if you have suggestions for its improvement since you will be one of its principal contributors.

Distribution:

Cognizant Technical Officer, S&T/USAID
Human Resources Officer, African Bureau
Institutional Coordinator of Howard University
Institutional Coordinator of SUNY, Albany
Institutional Coordinator of IIR

FSU:

Dr. John C. Bock
Peter Easton
Doran Bernard
Dawn Pollock

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