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UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT

REGIONAL ECONOMIC DEVELOPMENT SERVICES OFFICE
FOR EAST AND SOUTHERN AFRICA (REDSO/ESA)

United States Postal Address
U.S.A.I.D./REDSO/ESA
UNIT 64102
APO AE 09831-4102

International Postal Address

POST OFFICE BOX 30261
NAIROBI, KENYA

ENTERED

DEC 07 1993

Section

July 27, 1993

Mr. Joel H. Lamstein
President
World Education
210 Lincoln Street
Boston, MA 02111

Subject: Cooperative Agreement No. 623-0004-A-00-3167-00
Namibia - Reaching out with Education for Adults
in Development (READ)
Project No. 673-0004

Dear Mr. Lamstein:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to **World Education, Inc.**, (hereinafter referred to as "WEI" or "Recipient") the sum set forth in Section 1C.2 of Attachment 1 of this Cooperative Agreement. This sum is to provide support for WEI's implementation of the Reaching out with Education for Adults in Development (READ) Project, in Namibia. This program is fully described in Attachment 1 of this Cooperative Agreement with WEI entitled "Schedule" and Attachment 2, WEI's Technical Proposal, as revised (hereinafter referred to as "Program Description.")

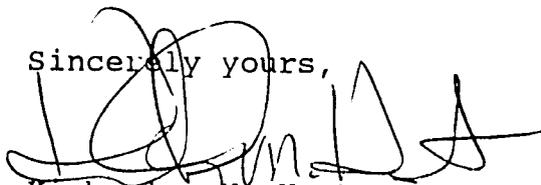
This Cooperative Agreement is effective and obligation is made as of the date set forth in Section 1B.1. of this Cooperative Agreement and shall apply to commitments made by the Recipient in furtherance of program objectives for the indicated period set forth in Section 1B.1. of Attachment 1 of this Cooperative Agreement. Commitments made by the Recipient shall not extend beyond the indicated period.

1

This Cooperative Agreement is made between USAID and World Education, Inc. on condition that the funds will be administered in accordance with the terms and conditions as set forth in this Cover Letter, Attachment 1 entitled "Schedule", Attachment 2, entitled "Program Description", and Attachment 3 entitled "Standard Provisions", which together constitute the complete Cooperative Agreement document and have been agreed to by your organization. WEI's cost proposal, as revised, is incorporated herein by reference.

Please sign the original and six (6) copies of this letter to acknowledge your acceptance of this Cooperative Agreement, retain one copy for your records, and return the original and five (5) copies to the undersigned.

Sincerely yours,



Kimberley M. Kester
Regional Agreement Officer
REDSO/ESA

Attachments:

1. Schedule
2. Program Description
- ~~3. Standard Provisions~~

ACKNOWLEDGED:

World Education, Inc. (WEI)

BY: Joel H. Lamstein

TYPED NAME: Mr. Joel H. Lamstein

TITLE: President, World Education, Inc. (WEI)

DATE: Aug 2, 1993

FISCAL DATA

A. General

A.1. Total Estimated Amount: \$ 8,979,296
A.2. Total Obligated Amount: \$ 2,800,000

A.3. Total Project Amount : \$11,354,883
A.4. AID Funding : \$ 8,979,296
A.5. World Education : \$ 2,375,587

A.6. Project No. : 673-0004
A.7. Project Office : USAID/Namibia, READ Project Manager
A.8. Funding Source : USAID/Namibia, DFA
A.9. Paying Office : AID/FA/FM/CMP
A.10. CEC (aka DUNS) No. : 073272692
A.11. Tax I.D. Number : 13-1804349
A.12. LOC No. : 72-001602

B. Specific

Original Cooperative Agreement

B.1.(a) PIO/T No. : 673-0004-3-20012 - \$2,800,000
B.1.(b) Appropriation : 1) 72-111/21014
2) 72-111/21037
3) 72-112/21037
4) 72-112/31037
B.1.(c) BPC : 1) GSS1-92-21673-KG13
2) GSS2-92-21673-KG13
3) GES1-92-21673-KG13
4) GES2-92-21673-KG13

ATTACHMENT 1

SCHEDULE

1A. PURPOSE OF COOPERATIVE AGREEMENT

The purpose of this Cooperative Agreement with WEI is to provide support for WEI's implementation of the Reaching out with Education for Adults in Development (READ) Project in Namibia. This program is more fully described in Attachment 2 of this Cooperative Agreement entitled "Program Description".

1B. PERIOD OF COOPERATIVE AGREEMENT

The effective date of this Cooperative Agreement is June 25, 1993 and the estimated completion date is December 31, 1998. Funds obligated hereunder are authorized for program expenditures beginning June 25, 1993 and are anticipated to be sufficient through June 24, 1995.

1C. AMOUNT OF COOPERATIVE AGREEMENT AND PAYMENT

1C.1. The total estimated amount of this Cooperative Agreement for its full period, as set forth in Section 1B. above, is \$8,979,296.

1C.2. A.I.D. hereby obligates the amount of \$2,800,000 for program expenditures during the indicated period set forth in Section 1B. above. A.I.D. shall not be liable for reimbursing the Recipient for any costs in excess of the obligated amount.

1C.3. Payment shall be made to the Recipient in accordance with procedures set forth in the Standard Provision of this Agreement entitled "Payment - Letter of Credit", as shown in Attachment 3.

1C.4. Documentation required by the payment provision noted above shall be submitted to:

- 1) AID/FA/FM/CMP
Washington, D.C. 20523-0209
- 2) USAID/Namibia, READ Project Manager
Private Bag 12028
Ausspannplatz
Windhoek 9000, Namibia
- 3) Regional Controller
USAID/Zimbabwe
1 Pascoe Avenue
Belgravia
Harare, Zimbabwe

1D. COOPERATIVE AGREEMENT BUDGET

1D.1. The following is the Budget for this Cooperative Agreement. The Recipient may not exceed the total estimated amount or the obligated amount, whichever is less (see Section 1C. above). Except as specified in the Standard Provision of this Agreement entitled "Revision of Grant Budget", as shown in Attachment 3, the Recipient may adjust costs among line items by +/- 15% as may be reasonably necessary for the attainment of program objectives. Any adjustment greater than this requires the prior approval of the Agreement Officer. The line item entitled "NGO Subgrants", may not be reduced without the prior approval of the USAID, the READ Steering Committee, and the Agreement Officer. In no case shall the total obligated amount shown in 1C.2. above be exceeded.

Revisions to the budget shall be in accordance with Section 1C. above and the Standard Provision entitled "Revision of Grant Budget".

1D.2. Budget 6/25/93 - 12/31/98 (In U.S. Dollars)

See Attached Summary Budget and Expanded Detail Budget

1D.3. Inclusion of any cost in the budget of this Cooperative Agreement does not obviate the requirement for prior approval by the Agreement Officer of cost items designated as requiring prior approval by the applicable cost principles (see the Standard Provision of this Agreement set forth in Attachment 3 entitled "Allowable Costs") and other terms and conditions of this Agreement unless specifically stated in Section 1I. below.

1D.4. In accordance with the Standard Provision of this Agreement entitled "Local Cost Financing", local cost financing is hereby authorized as shown in the applicable sections of the budget in 1D.2. above.

1E. REPORTING

1E.1. Financial Reporting

1E.1.(a) Financial reporting requirements shall be in accordance with the Standard Provision of this Cooperative Agreement entitled "Payment - Letter of Credit". as shown in Attachment 3.

1E.1.(b) All financial reports shall be submitted as indicated in 1C.4. above.

1E.1.(c) The frequency of financial reporting and the due dates of reports shall be as specified in the Standard Provision of this Cooperative Agreement referred to in Section 1E.1.(a) above.

1E.2. Technical Reporting

1E.2.(a) Semi-Annual Reports

The Recipient shall submit two copies of semi-annual program performance (progress) reports, which coincide with USAID's Program Reporting Cycle, to the USAID/Namibia READ Project Manager as specified in the Cover Letter of this Cooperative Agreement. These reports shall be submitted within 30 days following the end of the reporting period, and shall briefly present the following information:

1E.2.(a)(1) A comparison of actual accomplishments with the planned activities for the period, the findings of the Recipient, or both.

1E.2.(a)(2) Reasons why planned activities were not completed, if applicable;

1E.2.(b) Special Reports

Between the required program performance reporting dates, events may occur that have significant impact upon the program. In such instances, the Recipient shall inform A.I.D. as soon as the following types of conditions become known:

1E.2.(b)(1) Problems, delays, or adverse conditions that will materially affect the ability to attain program objectives, prevent the meeting of time schedules and goals, or preclude the attainment of work units by established time periods. This disclosure shall be accompanied by a statement of the action taken, or contemplated, and any A.I.D. assistance needed to resolve the situation.

1E.2.(b)(2) Favorable developments or events that enable time schedules to be met sooner than anticipated or more work units to be produced than originally projected.

1E.2.(b)(3) If any performance review conducted by the Recipient discloses the need for change in the budget estimates in accordance with the criteria established in the Standard Provision of this Agreement entitled "Revision of Grant Budget", the Recipient shall submit a request for budget revision to the Agreement Officer and the READ Project Manager as specified in the Cover Letter of this Agreement.

1E.2.(c) Final Report

A final report covering the entire program period will be presented no later than two months after the estimated completion date shown in 1.B. above. The Recipient shall submit two copies of the final report to the A.I.D. Project Office specified in the Cover Letter of this Cooperative Agreement. It will cover the entire period of the Cooperative Agreement and include all information shown in Sections 1E.2.(a)(1) through 1E.2.(a)(2) above.

1E.2.(d) Additional Reports, Evaluations and Audits

This program will incorporate a joint monitoring and evaluation plan between WEI and USAID/Namibia. This reflects current AID guidance requiring projects and programs to base monitoring and reporting systems on information needs for specific decisions and to demonstrate "people-level" impacts.

During the first three months of Program implementation, the Chief-of-Party will design a preliminary monitoring and evaluation plan, keyed to USAID's monitoring and evaluation system (M&E), and rely upon this for all regular and special reporting needs. The monitoring and evaluation plan will be approved by USAID and the READ Steering Committee. The Chief-of-Party will provide USAID with semi-annual Program Status Reports for incorporation into the Mission's Program Status Reports and an annual assessment of Program Impact.

In order to comply with A.I.D.'s "Buy American" policy and the reporting requirements with regard to the source and origin of procurements, the Recipient will also provide USAID/Namibia with a breakdown by both source and origin of expenditures contained within each of their financial statements. Source and origin data will be expressed as one of the AID Geographic Codes.

1E.2. (e) Workplans

WEI will submit to USAID/Namibia for review and concurrence annual work plans, o/a 30 September of each year of this Cooperative Agreement. Updates to these workplans will be provided o/a 31 March of each year of this Cooperative Agreement.

1E.3. Participant Training

If the Standard Provision entitled "Participant Training" applies to this Agreement (see Section 1K. below), the Recipient shall comply with reporting and information requirements of said Standard Provision, as well as Chapter 5 of A.I.D. Handbook 10.

1F. TITLE TO PROPERTY

Title to property acquired hereunder shall vest in the Recipient (and its subrecipients), in accordance with the Standard Provision of this Agreement entitled "Title To and Care of Property (Grantee Title)". Disposition of property upon completion of this Cooperative Agreement will be in specified in the Procurement Plans to be developed and agreed to in writing by the READ Steering Committee, USAID, and WEI, and the Agreement Officer.

1G. AUTHORIZED GEOGRAPHIC CODE

In addition to other applicable provisions of this Cooperative Agreement, the Recipient shall comply with paragraph (b)(1) of the Standard Provision of this Agreement entitled "AID Eligibility Rules for Goods and Services", concerning total procurement value of less than \$250,000 under this Agreement, or DFA funded agreements, except that said paragraph does not apply to the restricted goods listed in paragraph (a)(3) of said Standard Provision, which must be specifically approved by the Agreement Officer in all cases. Paragraph (b)(2) of said Standard Provision does not apply. The Authorized Geographic Code for this Cooperative Agreement is the Special Free World (935) and the Cooperating Country (673 - Namibia).

1H. INDIRECT COST RATES

1H.1. Pursuant to the Standard Provision of this Cooperative Agreement entitled "Negotiated Indirect Cost Rates - Provisional", an indirect cost rate or rates shall be established for each of the Recipient's accounting periods which apply to this Agreement. The rate(s) for the initial period and the base(s) to which it applies is (they are) applied is (are) as follows:

<u>Type</u>	<u>Rate</u>	<u>Base</u>	<u>Period</u>
Indirect Costs	38% 1/		7/01/91 - until amended
1/ Base of Application: Total Direct Costs, excluding subawards and equipment			

1H.2. Rates for subsequent periods shall be established in accordance with the Standard Provision of this Agreement entitled "Negotiated Indirect Cost Rates - Provisional."

1I. SPECIAL PROVISIONS

1I.1. Cost Principles

For the purposes of this Cooperative Agreement, references to the cost principles of OMB Circular A-110, OMB Circular A-21, or OMB Circular A-122 include the A.I.D. implementation of such cost principles, as set forth in Subparts 731.3 or 731.7, respectively, of the A.I.D. Acquisition Regulation (48 CFR Chapter 7).

11.2. Equipment and Other Capital Expenditures

Pursuant to Section 1D.3. above and the Standard Provisions of this Cooperative Agreement entitled "Allowable Costs," and "Revision of Grant Budget", and by extension, Section 13 of Attachment B to OMB Circular A-122, whereby the Recipient must obtain A.I.D. Agreement Officer approval for the purchase of general purpose equipment (i.e., an article of nonexpendable tangible personal property which is usable for other than research, medical, scientific or technical activities, whether or not special modifications are needed to make them suitable for a particular purpose [e.g., office equipment and furnishings, air conditioning equipment, reproduction and printing equipment, motor vehicles, and automatic data processing equipment], having a useful life of more than two years and an acquisition cost of \$500 or more per unit); purchase of special purpose equipment (i.e., an article of nonexpendable tangible personal property, which is used only for research, medical, scientific, or technical activities [e.g., microscopes, x-ray machines, surgical instruments, and spectrometers], and which has a useful life of more than two years and an acquisition cost of \$1,000 or more per unit), the Agreement Officer does hereby provide such approval for the following (which shall not be construed as authorization to exceed the total estimated amount or the obligated amount of this Cooperative Agreement, whichever is less [see Section 1C. above]):

Procurement Lists to be developed for Agreement Officer approval

This prior approval does not obviate the requirements of the Standard Provisions of this Agreement entitled "Procurement of Goods and Services", "AID Eligibility Rules for Goods and Services", "Local Cost Financing", and any other provisions, rules, regulations, and policies which may apply.

Application for procurement waivers will be submitted by the Recipient as necessary and in accordance with AID procurement rules, regulations and procedures.

All proposed procurement will be submitted to AID for approval prior to execution, in accordance with the dollar limitations prescribed above.

1.I.3. Closeout Procedures

1. The following definitions shall apply for the purpose of this section:

- a. Closeout. The closeout of a Cooperative Agreement is the process by which AID determines that all applicable administrative actions and all required work of the Cooperative Agreement have been completed by the Recipient and AID.
- b. Date of Completion. The date of completion is the date on which the work under the Agreement is completed or the date on the award document, or any supplement or amendment thereto, on which AID sponsorship ends.
- c. Disallowed Costs. Disallowed costs are those charges to a Cooperative Agreement that AID or its representative determines to be unallowable in accordance with the applicable Federal cost principles or other conditions contained in the Agreement.

2. AID closeout procedures include the following requirements:

- a. Upon request, AID shall make prompt payments to a Recipient for allowable reimbursable costs under the Cooperative Agreement being closed out.
- b. The Recipient shall immediately refund any balance or unobligated (unencumbered) cash that AID has advanced or paid and that is not authorized to be retained by the Recipient for use in other grants or agreements.
- c. AID shall obtain from the Recipient within 90 calendar days after the date of completion of the Recipient all financial, performance, and other reports required as a condition of the Agreement. AID may grant extensions when requested by the Recipient.
- d. When authorized by the Cooperative Agreement, AID shall make a settlement for any upward or downward adjustments to AID's share of costs after these reports are received.
- e. The Recipient shall account for any property acquired with AID funds, or received from the Government, in accordance with the provisions of Chapter 1, paragraph T, of AID Handbook 13.
- f. In the event a final audit has not been performed prior to the closeout of the Cooperative Agreement, AID shall retain the right to recover an appropriate amount after fully considering the recommendations on questioned costs resulting from the final audit.

1.I.4. Recipient Procurement, Travel, and Personnel Policies

Agreement Officer approval is hereby granted for the Recipient to use its own procurement, travel, and personnel policies, insofar as they do not abrogate the policies and procedures enumerated in Attachments 1-3 of this Cooperative Agreement. The Recipient's approved policies and procedures are included in the cost proposal dated February 12, 1993, herein incorporated by reference.

1.I.5. Personnel Compensation Limitations

A. U.S. Citizen employee compensation (i.e., the employee's base annual salary) which exceeds the maximum salary level of Foreign Service Class 1 (FS-1) or the equivalent daily rate, as from time to time amended, will be paid only with the approval of the AID Agreement Officer.

B. Cooperating Country National (CCN) or Third Country National (TCN) employee compensation (i.e., the employee's base annual salary) which exceeds the maximum salary level of Foreign Service National Class 12 (FSN-12) or the equivalent daily rate, as established by the post compensation plan, as from time to time amended, will be paid only with the approval of the AID Agreement Officer.

Prior approval is hereby given for the TCNs and CCNs named in WEI's cost proposal, as revised, at the rates proposed therein.

1.I.6. Payment of Foreign Taxes

The use of AID funds under this Cooperative Agreement to pay foreign taxes is strictly forbidden. If the payment of taxes, tariffs, duties, or other similar charges is required during the ordinary course of business, USAID/Namibia shall be notified and the Recipient, with USAID assistance, shall seek a refund through proper channels from the appropriate Government of Namibia entities as soon as is practicable.

1J. RESOLUTION OF CONFLICTS

Conflicts between any of the Attachments of this Cooperative Agreement shall be resolved by applying the following descending order of precedence:

Attachment 1 - Schedule
Attachment 3 - Standard Provisions
Attachment 2 - Program Description
WEI's Cost Proposal, as Revised
Article I of the Program Description of the IFA

1K. STANDARD PROVISIONS

The Standard Provisions set forth as Attachment 3 of this Cooperative Agreement consist of the Mandatory Standard Provisions, and the Optional Standard Provisions, denoted by an "X" if applicable, which are attached hereto and made a part of this Cooperative Agreement.

1L. COST SHARING

1L.1.(a) The Recipient shall be responsible for cost sharing at the proportional level agreed upon (at least 25% of total program costs), as shown in Section 1D.2 above, under this Cooperative Agreement. However, actual activities to be funded with matching (cost-sharing) funds (as found in the technical and cost proposals, as revised), are illustrative in nature and may be replaced with other activities that meet the appropriate goals and objectives of the program.

1L.1.(b) The status of the match will be reviewed by AID and the Recipient at the end of Year 2, in order to assess all efforts and projections to date.

1L.2. The Standard Provision of this Cooperative Agreement entitled "Cost Sharing (Matching)" makes reference to project costs. "Project Costs" are defined in Attachment E of OMB Circular A-110 as all allowable costs (as set forth in the applicable cost principles [see the Standard Provision of this Agreement entitled "Allowable Costs"]) incurred by a Recipient and the value of in-kind contributions made by the Recipient or third parties in accomplishing the objectives of this Agreement during the program period.

1M. GRAY AMENDMENT SET-ASIDE

1.M. The Recipient has identified and proposed two Gray Amendment entities as principle subcontractors under this Cooperative Agreement. The proposed amount of the subcontracts at time of the award of this Agreement is \$1,181,050. This is more than the 10% of USAID DFA funds targeted for Gray Amendment procurement, and fully meets the requirement. The Recipient will continue to make every effort to utilize other Gray Amendment entities to the maximum extent practicable in order to achieve additional Gray Amendment participation in this Cooperative Agreement and its activities.

1N. SUBSTANTIAL INVOLVEMENT UNDERSTANDING

Performance of the Cooperative Agreement will require substantial involvement by USAID and the GRN's MEC. Specific areas of involvement include, but are not limited to, the following list. This list may be subsequently amended as agreed to by the parties of the agreement:

- A. Concurrence in the hiring and replacement, and the right to request removal of key personnel, including long-term expatriate personnel.
- B. Review and approval of technical assistance and training activities in excess of \$50,000. The Recipient will advise USAID and MEC in advance, however, on all consultants coming into Namibia or, participants being trained, locally or overseas.
- C. USAID and the MEC review and approval of Program Monitoring and Evaluation system.
- D. USAID and the MEC concurrence with Annual Work Plans and budget submissions.
- E. Review and approval of all subgrants to Namibian NGOs in excess of \$100,000. The Recipient will advise USAID and the MEC in advance, however, on all subgrants to NGOs.
- F. Review and approval in advance of all commodity procurements, in accordance with the limitations prescribed elsewhere above.

World Education, Inc.
Cooperative Agreement
623-0004-A-00-3167-00

BUDGETS

NAMIBIA ROAD PROJECT (B/3 0004)
 WORLD EDUCATION BUDGET SUMMARY
 revised 7/23/93

U254 2 3009451: # 30
 Nov. Inc. -
 12:17 : JSI John
 7-26-93 :
 SEYI BY:

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6	TOTAL	TOTAL
	USAID	OTHER	(6 mths) USAID	(6 mths) OTHER	USAID	OTHER								
I. SALARIES														
A. International Staff:	112,590	0	118,219	0	128,729	0	0	0	0	0	0	0	359,538	0
B. National Staff:	45,000	25,000	47,250	26,250	74,613	27,563	79,721	28,941	83,707	30,388	43,946	15,954	374,237	154,094
C. Home Office Staff:	100,080	35,648	94,138	37,430	98,845	39,302	69,996	75,057	55,755	96,551	29,272	73,437	448,085	357,426
D. Consultants:	26,400	0	27,720	0	29,106	0	30,561	0	32,089	0	16,847	0	162,724	0
TOTAL STAFF AND CONSULTANTS	284,070	60,648	287,327	63,880	331,292	68,864	180,278	103,998	171,552	126,938	90,065	89,391	1,344,584	511,520
II. ALLOWANCES	28,957	0	42,072	0	52,719	0	0	0	0	0	0	0	123,748	0
III. TRAVEL AND PER DIEM														
A. International Travel	49,020	0	58,779	0	70,042	0	39,892	0	39,455	0	23,905	0	281,092	0
D. In-country air travel	4,000	0	4,200	0	4,410	0	4,631	0	4,862	0	2,553	0	24,655	0
E. Per Diem:	63,794	0	59,864	0	59,864	0	49,254	0	47,944	0	24,896	0	305,616	0
TOTAL TRAVEL AND PER DIEM	116,814	0	122,843	0	134,316	0	93,776	0	92,261	0	51,353	0	611,363	0
TOTAL TRAINING EXPENSES	77,500	0	81,375	0	160,442	0	79,296	0	83,263	0	25,524	0	507,401	0
V. OTHER DIRECT COSTS														
A. Field Office Running Costs:	38,200	0	41,240	0	44,495	0	46,590	0	48,789	0	25,549	0	244,863	0
B. Home Office Costs:	11,149	68,666	11,568	70,824	12,008	73,091	12,210	75,470	12,684	77,969	6,491	51,533	66,111	417,552
TOTAL OTHER DIRECT COSTS	49,349	68,666	52,808	70,824	56,503	73,091	58,800	75,470	61,473	77,969	32,040	51,533	310,975	417,552
TOTAL DIRECT COSTS	556,690	129,314	586,426	134,505	735,272	139,955	412,151	179,468	408,549	204,907	198,983	140,923	2,898,071	929,072
VI. INDIRECT COSTS @ 38%	211,542	0	222,842	0	279,403	0	156,617	0	155,249	0	75,613	0	1,101,267	0
VII. NGO SUBGRANTS	300,000	0	850,000	30,000	1,100,000	85,000	1,100,000	100,000	905,800	150,000	50,000	243,370	4,305,800	608,370
VIII. SUBCONTRACTS FOR TECHNICAL REPORTS & OTHER SERVICES	50,000	138,093	50,000	141,021	50,000	144,094	50,000	147,323	50,000	150,712	25,000	116,902	275,000	838,145
TOTAL COSTS I - VIII	1,118,233	267,407	1,709,268	305,526	2,164,675	369,049	1,718,768	426,791	1,518,798	505,619	349,596	501,195	8,579,338	2,375,587
IX. SUBCONTRACT TO NEW TRANSCENTURY FOUNDATION														
A. Commodity procurement	73,290	0	0	0	0	0	0	0	0	0	0	0	73,290	0
B. Participant training	0	0	160,199	0	166,469	0	0	0	0	0	0	0	326,668	0
TOTAL NTC SUBCONTRACT	73,290	0	160,199	0	166,469	0	0	0	0	0	0	0	399,958	0
GRAND TOTAL	1,191,523	267,407	1,869,467	305,526	2,331,144	369,049	1,718,768	426,791	1,518,798	505,619	349,596	501,195	8,979,296	2,375,587

NAMIBIA READ PROJECT (873-0004)
WORLD EDUCATION BUDGET
revised 7/23/93

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6	TOTAL	TOTAL
	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	(6 mths) USAID	(6 mths) OTHER	USAID	OTHER
I. SALARIES														
A. International Staff:														
Project Director @ 59,000	59,000	0	61,950	0	65,047	0	0	0	0	0	0	0	185,998	0
Financial Manager @ 22,000	22,000	0	23,100	0	27,563	0	0	0	0	0	0	0	72,663	0
Subtotal	81,000	0	85,050	0	92,611	0	0	0	0	0	0	0	258,661	0
Fringe @ 39%	31,590	0	33,170	0	36,118	0	0	0	0	0	0	0	100,878	0
Total	112,590	0	118,219	0	128,729	0	0	0	0	0	0	0	359,538	0
B. National Staff:														
Project Manager @ 20,000	20,000	0	21,000	0	22,050	0	24,255	0	25,468	0	13,371	0	126,143	0
Accountant @ 20,000	0	0	0	0	20,000	0	21,000	0	22,050	0	11,576	0	74,626	0
Secretary @ 12,000	12,000	0	12,600	0	13,230	0	13,891	0	14,586	0	7,658	0	73,965	0
Driver @ 4,000	4,000	0	4,200	0	4,410	0	4,631	0	4,862	0	2,553	0	24,655	0
Internships/secondments (2 @ 10,000 + benefits)	0	20,000	0	21,000	0	22,050	0	23,152	0	24,310	0	12,763	0	123,275
Subtotal	36,000	20,000	37,800	21,000	59,690	22,050	63,777	23,152	66,966	24,310	35,157	12,763	299,390	123,275
Fringe @ 25%	9,000	5,000	9,450	5,250	14,923	5,513	15,944	5,788	16,741	6,078	8,789	3,191	74,847	30,819
Total	45,000	25,000	47,250	26,250	74,613	27,563	79,721	28,941	83,707	30,388	43,946	15,954	374,237	154,094
C. Home Office Staff:														
Project Coordinator @ 3,750/month (6 mths)	22,500	7,500	15,750	7,875	16,538	8,269	17,364	8,682	18,233	9,116	9,572	9,572	99,957	51,014
Training Officer @ 3,500/month (12 mths)	42,000	0	44,100	0	46,305	0	24,310	24,310	12,763	38,288	6,700	20,101	176,178	82,699
Admin/financial support @ 2,500/month (3 mths)	7,500	2,500	7,875	2,625	8,269	2,756	8,682	2,894	9,116	3,039	4,786	3,191	46,228	17,005
Fundraiser @ 2000/month (3 mths)	0	6,000	0	6,300	0	6,615	0	6,946	0	7,293	0	7,658	0	40,811
Senior Management @ 5206/month (1 mth)	0	5,206	0	5,466	0	5,740	0	6,027	0	6,328	0	6,644	0	35,411
Senior Technical Advice (15 days p.a.) (15 days)	0	4,440	0	4,662	0	4,895	0	5,140	0	5,397	0	5,667	0	30,200
Subtotal	72,000	25,646	67,725	26,928	71,111	28,275	50,357	53,998	40,112	69,461	21,059	52,833	322,363	257,141
Fringe @ 39%	28,080	10,002	26,413	10,502	27,733	11,027	19,639	21,059	15,644	27,090	8,213	20,605	125,727	100,285
Total	100,080	35,648	94,138	37,430	98,845	39,302	69,996	75,057	55,755	96,551	29,272	73,437	448,085	357,426

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6	TOTAL	TOTAL
	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	(6 mths) USAID	(6 mths) OTHER	USAID	OTHER
D. Consultants:														
Short-term consultants @ average of \$4,400/mth	26,400 (6 mths)	0	27,720 (6 mths)	0	29,106 (6 mths)	0	30,561 (6 mths)	0	32,089 (6 mths)	0	16,847 (3 mths)	0	162,724 (33 mths)	0
TOTAL STAFF AND CONSULTANTS	284,070	60,648	287,327	63,680	331,292	66,864	180,278	103,998	171,552	126,938	90,065	89,391	1,344,584	511,520
II. ALLOWANCES														
COP housing @ 1,300/mth	0	0	16,380	0	17,199	0	0	0	0	0	0	0	33,579	0
FM housing @ 1,300/mth	15,600	0	16,380	0	17,199	0	0	0	0	0	0	0	49,179	0
COP education allowance	0	0	2,600	0	2,600	0	0	0	0	0	0	0	5,200	0
FM education allowance	5,850	0	2,750	0	3,050	0	0	0	0	0	0	0	11,650	0
Baggage/shipping allowances	2,317	0	0	0	6,215	0	0	0	0	0	0	0	8,532	0
Storage costs	570	0	1,250	0	1,312	0	0	0	0	0	0	0	3,131	0
Moving expenses	40	0	0	0	2,220	0	0	0	0	0	0	0	2,260	0
Medical exams	1,980	0	0	0	0	0	0	0	0	0	0	0	1,980	0
DBA insurance	2,260	0	2,373	0	2,584	0	0	0	0	0	0	0	7,217	0
SOS Insurance	340	0	340	0	340	0	0	0	0	0	0	0	1,020	0
TOTAL ALLOWANCES	28,957	0	42,072	0	52,719	0	0	0	0	0	0	0	123,748	0
III. TRAVEL AND PER DIEM														
A. Project Director:														
Orientation	2,000	0	0	0	0	0	0	0	0	0	0	0	2,000	0
R & R	0	0	6,048	0	6,350	0	0	0	0	0	0	0	12,398	0
Return from post	0	0	0	0	7,618	0	0	0	0	0	0	0	7,618	0
Subtotal	2,000	0	6,048	0	13,968	0	0	0	0	0	0	0	22,016	0
B. Financial Manager:														
Orientation	2,000	0	0	0	0	0	0	0	0	0	0	0	2,000	0
Travel to & from post	560	0	0	0	706	0	0	0	0	0	0	0	1,266	0
R & R	0	0	8,148	0	8,555	0	0	0	0	0	0	0	16,703	0
Subtotal	2,560	0	8,148	0	9,261	0	0	0	0	0	0	0	19,969	0
C. Other International Travel:														
Training Officer	20,000	0	21,000	0	22,050	0	11,576	0	12,155	0	6,381	0	93,163	0
Project Coordinator	5,000	0	5,250	0	5,513	0	5,788	0	6,078	0	6,381	0	34,010	0
Project Manager	2,000	0	0	0	0	0	2,315	0	0	0	0	0	4,315	0
Consultant travel	17,460	0	18,333	0	19,250	0	20,212	0	21,223	0	11,142	0	107,619	0
Subtotal	44,460	0	44,583	0	46,812	0	39,892	0	39,455	0	23,905	0	239,107	0
Total International Travel	49,020	0	58,779	0	70,042	0	39,892	0	39,455	0	23,905	0	281,092	0

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6 (6 mths)	Year 6 (6 mths)	TOTAL	TOTAL
	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER	USAID	OTHER
D. In-country air travel	4,000	0	4,200	0	4,410	0	4,631	0	4,862	0	2,553	0	24,655	0
E. Per Diem:														
Orientation in Boston @ 131	3,930	0	0	0	0	0	1,310	0	0	0	0	0	5,240	0
Project Coordinator														
14 days/yr in Namibia @ 132	1,848	0	1,848	0	1,848	0	1,848	0	1,848	0	1,848	0	11,088	0
Training Officer	15,840	0	15,840	0	15,840	0	7,920	0	7,920	0	3,960	0	67,320	0
Consultants	22,176	0	22,176	0	22,176	0	22,176	0	22,176	0	11,088	0	121,968	0
In-country per diem for														
Project staff @ 50	20,000	0	20,000	0	20,000	0	16,000	0	16,000	0	8,000	0	100,000	0
Subtotal	63,794	0	59,864	0	59,864	0	49,254	0	47,944	0	24,896	0	305,616	0
TOTAL TRAVEL AND PER DIEM	116,814	0	122,843	0	134,316	0	93,776	0	92,261	0	51,353	0	611,363	0
IV. TRAINING EXPENSES														
Workshop expenses	27,000	0	28,350	0	29,766	0	20,836	0	21,880	0	11,486	0	139,318	0
Conferences/seminars	27,500	0	28,875	0	105,319	0	31,835	0	33,426	0	0	0	226,955	0
Study tours/exchange visits	18,000	0	18,900	0	19,845	0	20,837	0	21,879	0	7,657	0	107,118	0
Materials, documentation	5,000	0	5,250	0	5,513	0	5,788	0	6,078	0	6,381	0	34,010	0
TOTAL TRAINING EXPENSES	77,500	0	81,375	0	160,442	0	79,296	0	83,263	0	25,524	0	507,401	0
V. OTHER DIRECT COSTS														
A. Field Office Running Costs:														
Vehicle running costs	3,600	0	5,040	0	6,615	0	6,946	0	7,293	0	3,829	0	33,323	0
Office rent and utilities	20,000	0	21,000	0	22,050	0	23,152	0	24,310	0	12,763	0	123,275	0
Telephone @ 600/mth	7,200	0	7,560	0	7,938	0	8,335	0	8,752	0	4,595	0	44,379	0
Postage/courier service @ 100/mth	1,200	0	1,260	0	1,323	0	1,389	0	1,459	0	766	0	7,397	0
Reproduction, printing @ 200/mth	2,400	0	2,520	0	2,646	0	2,778	0	2,917	0	1,532	0	14,793	0
Office supplies @ 100/mth	1,200	0	1,260	0	1,323	0	1,389	0	1,459	0	766	0	7,397	0
Training materials	2,000	0	2,000	0	2,000	0	2,000	0	2,000	0	1,000	0	11,000	0
Miscellaneous expenses	600	0	600	0	600	0	600	0	600	0	300	0	3,300	0
Subtotal	38,200	0	41,240	0	44,495	0	46,590	0	48,789	0	25,549	0	244,863	0

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6	TOTAL	TOTAL
	USAID	OTHER	(6 mths) USAID	(6 mths) OTHER	USAID	OTHER								
B. Home Office Costs:														
Telephone @ 300/mth	3,600	0	3,780	0	3,969	0	4,167	0	4,376	0	2,297	0	22,190	0
Postage/courier service @ 100/mth	1,200	0	1,260	0	1,323	0	1,389	0	1,459	0	766	0	7,397	0
Reproduction, printing @ 200/mth	2,400	0	2,520	0	2,646	0	2,778	0	2,917	0	1,532	0	14,793	0
Training materials	2,000	25,500	2,000	25,500	2,000	25,500	2,000	25,500	2,000	25,500	1,000	12,500	11,000	140,000
DBA insurance	1,179	0	1,238	0	1,300	0	1,139	0	1,196	0	628	0	6,682	0
SOS insurance	170	0	170	0	170	0	136	0	136	0	68	0	850	0
Miscellaneous expenses	600	0	600	0	600	0	600	0	600	0	200	0	3,200	0
World Ed library services	0	25,166	0	26,424	0	27,746	0	29,133	0	30,589	0	16,059	0	155,117
Fundraising expenses	0	18,000	0	18,900	0	19,845	0	20,837	0	21,879	0	22,973	0	122,434
Subtotal	11,149	68,666	11,568	70,824	12,008	73,091	12,210	75,470	12,684	77,969	6,491	51,533	66,111	417,552
TOTAL OTHER DIRECT COSTS	49,349	68,666	52,808	70,824	56,503	73,091	58,800	75,470	61,473	77,969	32,040	51,533	310,975	417,552
TOTAL DIRECT COSTS	556,690	129,314	586,426	134,505	735,272	139,955	412,151	179,468	408,549	204,907	198,983	140,923	2,898,071	929,072
VI. INDIRECT COSTS @ 38%	211,542	0	222,842	0	279,403	0	156,617	0	155,249	0	75,613	0	1,101,267	0
VII. NGO SUBGRANTS	300,000	0	850,000	30,000	1,100,000	85,000	1,100,000	100,000	905,000	150,000	50,000	243,370	4,305,000	608,370
VIII. SUBCONTRACTS FOR TECHNICAL REPORTS & OTHER SERVICES	50,000	0	25,000	0	275,000	0								
Time & resources: FSU/CIS	0	10,442	0	10,964	0	11,512	0	12,088	0	12,692	0	6,663	0	64,361
CIE	0	26,638	0	27,770	0	28,958	0	30,206	0	31,517	0	18,446	0	163,535
CEC	0	5,078	0	5,332	0	5,598	0	5,878	0	6,172	0	3,240	0	31,298
IEC	0	95,935	0	96,955	0	98,026	0	99,151	0	100,331	0	88,553	0	578,951
TOTAL TECH. SUBCONTRACTS	50,000	138,093	50,000	141,021	50,000	144,094	50,000	147,323	50,000	150,712	25,000	116,902	275,000	838,145
TOTAL COSTS I - VIII	1,118,233	267,407	1,709,268	305,526	2,164,675	369,049	1,718,768	426,791	1,518,798	505,619	349,596	501,195	8,579,338	2,375,587
IX. SUBCONTRACT TO NEW TRANSCENTURY FOUNDATION														
Commodity procurement	73,290	0	0	0	0	0	0	0	0	0	0	0	73,290	0
Participant training	0	0	160,199	0	166,469	0	0	0	0	0	0	0	326,668	0
TOTAL NTC SUBCONTRACT	73,290	0	160,199	0	166,469	0	0	0	0	0	0	0	399,958	0
GRAND TOTAL	1,191,523	267,407	1,869,467	305,526	2,331,144	369,049	1,718,768	426,791	1,518,798	505,619	349,596	501,195	8,979,296	2,375,587

World Education, Inc.
Cooperative Agreement
623-0004-A-00-3167-00

ATTACHMENT 2

PROGRAM DESCRIPTION

NAMIBIA READ PROJECT

Reaching out with Education for Adults in Development

(673-0004)

TECHNICAL APPLICATION

12 February 1993

Submitted to:

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EXECUTIVE SUMMARY

A primary goal of the USAID-funded READ project is to strengthen the capacities of a broad spectrum of Namibian NGOs so that they can provide high-caliber nonformal educational services. The project seeks to benefit 40,000 Namibian adults by helping them attain a range of literacy and life skills.

Keeping in view these aims and World Education's own mission of building strong, self-sufficient, and accountable local institutions, our project proposal offers a comprehensive development strategy based on a participatory approach to the transfer of skills.

Chapter I of this proposal examines the basic operating context in Namibia and offers World Education's assessment of critical factors that impact on the project design and implementation strategy and on its prospects for success. **Chapter II** discusses World Education's overarching development philosophy of partnership as well as the compelling rationale for such an approach. The purpose of this discussion is to illustrate how our approach has evolved out of decades of experience with grass-roots project work in Africa and Asia, and why it has a special relevance to the needs and potential of prospective Namibian participants in READ.

Chapter III deals in detail with the implementation strategy -- the WHAT, WHEN, and HOW of planned project activities. World Education has recommended a strategy that focuses concurrently on both institution-building and NFE program implementation to ensure that each component reinforces the other. Among the READ staff's first activities will be a series of important initiatory meetings with members of the Steering Committee, Namibian NGOs, the Ministry of Education, USAID, and other donor agencies.

Briefly, "Phase I" activities are intended to provide a set of skills that will enable NGOs to plan, launch, expand, and manage well-thought-out and fundable NFE projects. The training offered will center around the "core institution-building activities" of needs assessments, action planning, and project identification/proposal preparation. All workshops will be highly participatory, demonstrating to Namibian NGOs how NFE principles are put into practice.

"Phase II" activities, which are expected to start before the end of Year 1, will offer financial and technical assistance to NGOs for implementing a variety of sectoral programs using NFE methodologies. The aim is to help NGOs expand the impact and scale of their programs in the areas of functional literacy, health, environmental, and civic education, business skills, and other vocational areas. The expected result is the use of NFE methods that are more effective and that reach many more beneficiaries. Activities such as baseline research, documentation, information dissemination, and monitoring and evaluation to measure program impact will be carried out throughout the life of the project.

Chapter IV sets out the basic structure for World Education's management and coordination of Project Team activities with home office support and assistance from specialized consultants and collaborating agencies, when needed. World Education aims to keep the management and reporting structure simple while providing quality oversight and all the necessary information and documentation required by USAID.

Chapter V describes the personnel who will be involved in implementing the READ project. For the Chief of Party, World Education proposes Nancy Wilson, an individual with superior managerial and financial skills and an impressive record of collaborative institutional-strengthening work in East and Southern Africa. The candidate for Financial Manager, Petros Nyakunu, is particularly qualified for the post given his administrative experience with other large USAID-funded projects and training and support activities in the region. For the post of Project Manager, we propose a strong potential candidate, Tobias Hilifa Mbako, who is widely respected in the Namibian NGO community. As always, the project will have at its disposal a group of experienced World Education staff and trainers, and will also be able to draw upon a pool of skilled consultants and collaborating agencies of fine repute.

Finally, **Chapter VI** deals extensively with the substantive capacities and achievements of World Education and its collaborating agencies, which include New TransCentury Foundation, the University of Massachusetts, Florida State University, the International Extension College, and Community Economics Corporation. The discussion highlights our complementary strengths in relation to READ by providing examples from a range of sectoral and project management activities undertaken in recent years.

The appendices to this proposal contain letters of commitment from our partners and key personnel as well as letters of support from a number of key Namibian NGOs interested in working with us, including the Rossing Foundation, the Namibia Development Trust, and the Nyae Nyae Foundation. The last section, containing the full resumes of staff and consultants, confirms the extraordinary depth of experience and skills World Education can bring to bear on the implementation of READ.

At the conclusion of READ, World Education anticipates the existence of a network of highly capable and committed Namibian NGOs that have a knowledge of participatory nonformal education practices and offer sustainable services that can be improved upon in years to come. But above all, our aspirations for the project described in the following pages are that it will have a profound impact at the individual level -- enabling thousands of Namibians to play an active role in society and find gainful employment through the acquisition of basic literacy and an array of life skills.

CHAPTER I**The Namibia READ Project
AN OVERVIEW OF THE CONTEXT AND CHALLENGES**

The READ (Reaching Out with Education for Adults in Development) project has the broad aim of "improv[ing] the quality of life for disadvantaged adult Namibians through access to education and training..."¹ It proposes to do so by engaging a US PVO to work closely with approximately 25 Namibian NGOs over the life of the project to provide practical skills training to 40,000 adults in the areas of literacy and numeracy, life and income-generation, and democratization and civic awareness. In the course of project implementation, READ will strengthen the operational and delivery capacities of local NGOs to provide such services cost-effectively and efficiently.

In order to achieve all the stated goals and outputs, the READ project implementers need to be cognizant of the social and political realities in Namibia. The legacy of South Africa's domination weighs heavily on this country, which achieved independence barely three years ago, in March 1990. Decades of colonial rule combined with South Africa's apartheid policies created a society characterized by glaring deficiencies and differences in every economic and social sphere -- be it education, employment, agriculture, industry, health, or civic rights.

This legacy poses severe challenges to the capabilities and commitment of all players in the development process -- donor agencies, external implementing organizations, local NGOs, the Government of the Republic of Namibia (GRN), and the population at large. But the magnitude of the inequities and needs also underscores the potential that exists for probing and implementing innovative problem-solving approaches in a wide range of development issues.

¹. USAID, IFA Namibia 93-04, p. 15 of 54.

**Sec.1 THE PROJECT ENVIRONMENT: ECONOMICS, EDUCATION,
EMPLOYMENT, AND NGOS**

A quick glance at some statistics illustrates READ's operating environment: The country's 82,000 whites have a standard of living far above the rest of its estimated 1.4 million people. Five percent of the population (i.e. whites) receives more than 70% of the GDP (equivalent to about US\$ 16,000 per capita), while the poorest 55% receives only 3% of GDP (about \$60 per capita).²

The situation in terms of education is no better. While government policy slowly evolved from the blatantly differentiated syllabi and facilities of the 1950s and '60s to the "separate but [only nominally] equal" policies of the next two decades, it spent six times more money on educating white children than black. As a result, six out of 10 Namibians are illiterate, and 70% have less than four years of schooling.³

The problem of a lack of employable skills fostered by the educational discrepancy goes hand in hand with the problem of lack of employment opportunities. The latter is partly reinforced by natural environmental factors unique to Namibia. Except for a few areas in the north, the country has very little arable land and surface water. Even in the Okavango region, which has a relatively favorable rainfall pattern and a viable agricultural base, deforestation, soil degradation, and overgrazing have heightened the natural fragility of the environment.⁴ Most of the drier highlands are owned by an estimated 4,000 large-scale white ranchers, who rear sheep, cattle, goats, and game. For those indigenous Namibians engaged directly in subsistence agriculture, there is a need for knowledge of environmentally sensitive and efficient farm management practices in order to ensure sustained productivity over the long run.

But, given the scarcity of arable land and current ownership patterns, the main income-earning opportunities for most Namibians have been confined to wage work -- on white-owned farms, in the large-scale mining industry, or as domestic help. Several hundred thousand Namibians are past school-leaving age and are part of the

². USAID, Small Country Program Strategy for Namibia, FY 1992-1996 (October 1992), and Kelso, B.J., "A Legacy of Inequity" in Africa Report, Nov/Dec 1992, p.35.

³. Kelso, pp. 35-37.

⁴. Gil Yaron et al, Rural Development in the Okavango region of Namibia: An Assessment of Needs, Opportunities, and Constraints (Windhoek: Gamsberg Macmillan) 1992; pp. 6-10.

work force. But unemployment and underemployment among non-white Namibians has been estimated as high as 40%⁵ of the economically active population of 550,000.⁶ Those who are employed in low-wage jobs need to be encouraged simultaneously to take advantage of new learning and skill-building opportunities. Those who are out of work may have the time but not the information or access to educational programs.

The READ initiative holds out possibilities for a comprehensive approach to improving the quality of life for a significant sector of Namibia's population. The attainment of skills in the areas of health, nutrition, the environment, and literacy can be buttressed by workplace education as well as by the acquisition of income-generating skills, since it is unlikely that the formal sector will create enough new jobs to absorb a growing population. Namibians have little experience in microenterprise activities as opportunities for self-employment (i.e. in the "informal sector") were very limited prior to independence because of strict apartheid zoning laws and other restrictions. Thus adult education efforts should foster skills that enable them to enter fulfilling and remunerative self-employment, whether in trade, manufacture, or services.

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Sec.2 THE TASKS FACING READ

Based on the preceding survey of the situation in Namibia, World Education views the tasks confronting READ as falling under three broad categories:

2.1 Strengthening Namibian NGOs' ability to design and implement effective NFE programs that reach out to target populations: In December of 1992, a World Education Senior Program Officer spent a week conducting research and interviews in Windhoek. Her contacts with Namibian NGOs provided direct insights into their expectations and needs, elements of which have been carefully incorporated into the project design and strategy presented in this proposal. Most NGO representatives contacted were eager to learn more about how to apply the NFE approach more effectively in all aspects of their work, especially those involved in literacy and income-generation projects. World Education's four decades of

⁵. African Business, December 1991, p. 27.

⁶. Kelso in Africa Report

practical experience with NFE methodologies and programs equip it to offer substantial technical assistance to NGOs in each of READ's wide-ranging life-skill areas.

2.2 Strengthening Namibian nongovernmental organizations' internal management and financial systems to improve overall planning and implementation capacities. Namibian NGOs span a wide spectrum in terms of resources, capabilities, and expertise. Nevertheless, most NGOs appear to share common needs in areas such as project planning and proposal writing; grant management and administration of donor funds; project monitoring and evaluation; and strategic planning and fund-raising. World Education's Partnership and Training Divisions have a record of successfully assisting NGOs to improve their institutional capacities and thus increase their outreach and beneficiary impact.

2.3 Reinforcing positive changes taking place in the formal education sector and economy as a whole by forging a network for information- and resource-sharing among NGOs and government agencies: While READ's primary focus is on NGOs, it is important to ensure effective coordination with interested GRN agencies. Reform of the formal education system is under way but it cannot reach everyone, especially in the short term. Nonformal education programs must be able to compass those who fall beyond the reach of the formal system and equip them with skills that have an immediate impact on their quality of life and ability to earn a living. The READ project needs to go beyond programmatic aspects to draw the link between NFE field work and NFE policies, that is, between the activities of NGOs and the activities of the Ministry of Education. It is essential that READ create and maintain opportunities for collaboration and information-sharing that will result in the formulation of workable and responsive policies at the national level, based on the practical experience of NGOs and their project participants.

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Sec.3THE CHALLENGES AHEAD

Project implementation through local NGOs is one of the pillars of READ and a source of great potential strength -- but *only* if it is built upon a firm foundation of NGO capability, cooperation, and coordination. Many Namibian NGOs emerged during the struggle for independence, espousing largely political goals and paying scant attention to organizational development, long-term planning, or project sustainability. Today, some have adjusted to the new realities, pursuing more socially-oriented projects and accessing donor funding. But others are at a crossroads, uncertain of their mission and management or their role vis-a-vis the government. Hence, the READ project needs to provide opportunities for NGOs to clarify their objectives, share information, and overcome any latent suspicions and political divisions. Promoting such collaboration will optimize the impact of this project as well as the GRN's and donors' other projects throughout the country.

Thus, in addition to project-specific technical and administrative details, READ's overall design and implementation will need to address several general issues, including:

- **How to work in a socio-political environment characterized by divisions** -- among ethnic and racial groups; between a bureaucracy and civilians who have long had occasion to be suspicious of government; between NGO factions; among former SWAPO fighters, returned exiles, and the Namibians who stayed on under South African rule. The project must formulate definitive approaches to promote cooperation and coordination among various factions in order to fully tap Namibia's human and institutional potential and to achieve widespread support and acceptance.

- **The impact of economic inequity:** For long, NGO resources have been less than optimal -- in terms of money, material, and trained personnel. The implementing organization will have to approach the institution-building task with sensitivity. Problems should be defined and solutions found together, so that project activities and goals are not perceived as simplistic or being prescribed by an "outsider."

- **The need to bolster American credibility and accessibility in Namibian eyes:** Preliminary contacts by World Education have revealed some ambivalence about the United States, given its connections (both actual and perceived) with the South African Government and the war in neighboring Angola. More to the point, several NGO officials indicate they do not fully understand USAID

policies and procedures in relation to grant management and reporting. In addition to countering perceptions of USAID as a politicized bureaucracy, the US PVO will have to prove its own credibility. This will require a record (such as World Education possesses) of having worked fairly and democratically with indigenous NGOs in the African context as well as devoting considerable time and attention to cultivating the trust and confidence of Namibian partners.

- **Gender issues:** World Education is in general agreement with USAID's analysis that READ should "integrate women into all Project activities, rather than 'women designated activities.'" But we are also well aware that 50% to 60% of households are headed by women,⁸ that female unemployment is high, and that traditional biases and role-typing still prevail. Hence, the design of READ activities must incorporate mechanisms at all levels to ensure the active participation of females as decision-makers and not just passive learners.

- **Logistics:** Vast distances, an unevenly dispersed population, and inadequate infrastructure outside of the Windhoek area complicate efforts to attain geographic balance in terms of program outreach. In this respect, there is a need to pay special attention to ensuring a fair spread of project resources and assistance to non-urban areas.

- **Education for democracy:** While somewhat ephemeral, this concept is essential for a populace that has had little experience with democratic governance and procedures, free market economics balanced by adequate government oversight, private rights versus social obligations, or civic participation. While the theoretical underpinnings of democracy are similar worldwide, its practical application is affected by local culture and traditions. The implementing PVO must have a demonstrated sensitivity to such cultural differences and a willingness to learn from indigenous NGOs, in order to carry out acceptable and accessible programs. In addition, the PVO must ensure that its Namibian partner NGOs institutionalize and operationalize democratic principles in working with, not just for, target populations.

⁷. USAID, IFA Namibia 93-04, p. 33 of 54.

⁸. Evans, David in Strategies for Supporting Development in Namibia, Report from a symposium sponsored by Oxfam America and The University of Massachusetts, Center for International Education, June/July 1990, p. 41; and USAID, IFA, p. 33.

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Sec. 4 CONCLUDING OBSERVATIONS

While the preceding survey has touched on several crucial challenges facing the READ implementing agency, World Education has also identified numerous positive characteristics that can help further the success of a well-designed and responsive adult education effort in Namibia.

To begin with, Namibian NGOs and MEC officials are under no illusions about the formidable task ahead, but they are committed to the nation's betterment and clearly eager to explore practical solutions in partnership with outside agencies. This sentiment has been evident since the outset of independence, when Dr. Zed Ngavirue, head of the Planning Commission, expressed his conviction that PVOs must play an integral part in Namibia's development.⁹

More recently, when a World Education staff member was on an exploratory visit to Namibia, she found a great deal of interest among NGOs in regard to the application of NFE methodologies in their education and other development projects. NFE methodology is not clearly understood by many NGOs, although the majority subscribe to working in a participatory, consultative manner with their staff and beneficiaries. All NGOs recognize their own need for capacity building, and are interested in applying NFE methods to improve internal management skills in addition to the more technical areas of development with their constituents.

Although foreign NGOs have entered the Namibian development scene relatively recently, the country stands to benefit from decades of experience gained elsewhere which should help avoid costly mistakes. World Education's experience as an institution and its active involvement in action-learning approaches to development further improve the likelihood of successfully meeting READ's goals as well as those of our Namibian partners.

Namibia's political environment also appears to favor vibrant, effective action at the grass-roots level. Its Constitution is considered the most democratic in all of Africa, and official commitment to individual rights and recognition of free-market structures create an environment that is likely to be conducive to economic expansion and greater social equity. While the outcome of current policies is not yet clear, NGOs should position themselves

⁹. Smith, David. Options for a PVO Response in Namibia, (New York: PACT), 1990; Pg. 1.

- to work optimally within current constraints and yet be prepared and flexible enough to adjust rapidly to future opportunities.

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CHAPTER II

WORLD EDUCATION'S ORGANIZATIONAL APPROACH AND ITS RELEVANCE TO NAMIBIA

From its very first venture -- establishing Literacy House in Lucknow, India, in 1951 -- every international project promoted by World Education has centered around a collaborative partnership with one or more local agencies. This institutionalized approach is rooted in the conviction of World Education's founder, Dr. Welthy Honsinger Fisher, that true development is spawned more by committed partnerships with local organizations and individuals than by financial resources and commodities. Long before "participation" became a buzzword, Dr. Fisher emphasized the role of the "learner" as an active and valued partner in the development education process.

Sec.1 THE PARTNERSHIP RATIONALE

World Education's prime mission is to build strong, self-sufficient, and accountable local institutions. Through four decades of operation, we have sought to strengthen indigenous NGOs in an effort to facilitate popular participation and cultural pluralism in varied national contexts. These imperatives, as our long-term relationships with PVOs and NGOs have taught us, are best achieved through the practice of authentic partnership, based on a footing of equality and willingness to learn from others.

Indigenous NGOs play a pivotal role in creating an environment conducive to active participation, an environment in which communities are economically empowered and become more self-reliant -- through improved production techniques; through access to information, credit, and other resources; and through universal education via national language literacy and basic skills training. World Education supports this facilitating role of NGOs by promoting the use of indigenous resources and expertise (often through South-South exchanges, training visits, and consultations); engaging in the ongoing development education of donors and northern populations; and fostering a continuing dialogue among northern PVOs, indigenous NGOs, and grass-roots organizations.

World Education's operating philosophy of NGO collaboration and development is very much in keeping with the objectives of the recent Arusha Conference on Popular Participation and Development, namely:

- * To recognize the role of popular participation in African development.
- * To raise awareness of the process and potential of self-reliant community initiatives.
- * To design, implement, and evaluate development programs that overcome obstacles to popular participation.
- * To sensitize policy makers and donors to the necessity of creating a viable space for authentic participation to take place.
- * To facilitate exchanges of information and experience among organizations and the populations they serve.
- * To assure the monitoring of progress toward popular participation for development in Africa.

North-South collaboration (as well as collaboration among northern partners) should model that between intermediary southern NGOs and their grass-roots clientele -- in other words, such collaboration should be based on mutual concerns, respect, and communication. World Education is, therefore, very deliberate in its use of terms such as "partnership," a word that sometimes provokes suspicion about a division of responsibility between the "conceptualizers" and the "implementers." The question that a northern PVO must continually ask itself is whether its activities are primarily promoting the development of partner institutions or its own institutional survival.

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Sec. 2 OUR APPROACH TO INSTITUTIONAL STRENGTHENING

As indicated by the preceding discussion, our approach to institutional strengthening revolves around a partnership between two or more organizations working together as equals. But, if we at World Education have learned that personal relations cannot be removed from the partnership equation, we also understand that infrastructures cannot be ignored or wished away to grow on their own. Trust on the personal level lays the foundation for strategic planning at the institutional level and improved effectiveness with local populations. Thus, we and our NGO partners jointly plan, execute, and evaluate a set of activities, all the while contributing unique skills, experiences, and human and financial resources.

2.1 Technical support

Institutional strengthening or capacity building helps organizations grow in ways they define themselves. As already noted, World Education is aware of the common constraints facing African NGOs as well as of the diversity in their existing resources and capacities. When common needs are apparent, World Education designs and implements training programs for NGO staff in the required areas. When organizations have unique needs or requests, specially tailored technical assistance is provided by World Education staff or consultants.

2.2 Assistance vs. autonomy

World Education's goal is to foster autonomy rather than dependency in its relationships with partner NGOs. This requires a commitment to working in a participatory fashion in developing partner organizations' abilities to plan, implement, and evaluate program activities. Key elements of this collaborative approach are World Education's recognition that indigenous NGOs hold the innate advantage of being able to work more effectively at the grass-roots level, and a willingness to adapt our own expertise to meet organizational and program needs identified by the NGOs themselves. The equality and importance of each organization's contribution is an unqualified tenet of World Education's partnership.

2.3 Integrating organizational activities

An integrated approach contributes to an organization's ability to plan and carry through with sustainable projects. This requires working with PVOs and NGOs to systematize and develop their organizational and management capabilities and strategies for financial management in addition to programmatic issues. In the context of finite funds and the continent's virtually infinite development needs, World Education has learned the importance of careful planning for long-term sustainability through a process that takes into account factors such as:

- Availability and mobilization of local resources -- human, technical, and financial.
- Flexibility to respond to changes in the external economic and political environment.
- A direct linkage of project activities and outputs to the immediate, basic needs of the population being served.
- Decentralization of project processes, including planning and periodic evaluation and reevaluation, to the local level.

- Consistently nurturing political will and public support, thus building a project support network at all levels.

As a result of this integrated planning process, we see that local organizations and their beneficiaries are able to develop managerial capabilities to mobilize local resources after external funding and assistance have ended. Equally important, the organizations acquire the ability to think strategically and respond actively to changes in the external environment.

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Sec.3 PAST EXPERIENCE AND PRESENT APPLICABILITY

Working in partnership with scores of local NGOs and government institutions in Asia and Africa has given World Education a wealth of experience in the processes of effective development and training. This has entailed training NGO and government agency staff in program skills, including assessing needs, planning and designing learner-centered programs, developing integrated curricula, and using feedback and evaluation systems; improving knowledge of nonformal education by undertaking basic research, implementing experimental programs, evaluating materials, and organizing workshops for specialists; and disseminating knowledge gathered from the field and information about programs, skill areas, and available resources to government and funding agencies, development professionals, and the public. Since 1984, World Education has also acquired practical experience in managing a large grant-making program and providing the necessary training and technical assistance to enable grantees to manage funds and programs effectively.

While individual projects are described elsewhere,¹ the lessons from these experiences, particularly those gained in more than a dozen countries in Africa, are pinpointed here as they have helped guide and refine our implementation strategy for READ:

¹. See Chapter VI, "World Education's Capability," and Appendix to the Cost Proposal which provides a detailed inventory of Past Performance Data as requested in USAID IFA Namibia 93-04.

3.1 Lessons learned about partnership and NGO strengthening:

* Need for an interactive planning process: Regular consultation among the PVO and NGOs must be incorporated into any project from the outset, in order to formulate viable plans, set realistic goals, and foster a democratic approach to problem-solving. The wider implications of a truly participatory approach in project activities in a newly free nation such as Namibia cannot be overstated.

* Respect and role definition: Authentic partnerships among NGOs are based not only on common interests, but on mutual understanding and respect. At the same time, there must be a clear delineation of roles and responsibilities in order to maximize the contributions of all players in a multifaceted umbrella project such as READ.

* Communication/Information-sharing: In order to ensure ongoing support for the project's goals and plans, the project team needs to institute a regular system of information sharing and dissemination -- for partner organizations and for the general public. Such efforts not only allow for all partners to provide input, but also contribute to the collective institutional knowledge base of the NGO community. As the author of the 1990 PACT report noted, "Namibia needs development information. It needs to know more about the international development scene, the players and current thinking [and] fast, coherent access to basic nuts-and-bolts data about methodologies and technologies."²

* Changing the nature of the North-South relationship: World Education actively espouses a North-South relationship of mutuality rather than the traditional one of domination. To this end, our organization aims to increase local (South) capacity in project planning, management, and training.

3.2 Lessons learned about grant-making and monitoring

* Matching assistance to needs: The implementing PVO needs to be cognizant of the diversity of the NGO community it is serving -- in terms of clientele, program mission and goals, experience, skills, and resources. Organizational variations require careful tailoring of grant-making and institution-building programs to respond to different levels of needs.

². Smith, David. Options for a PVO Response in Namibia, (New York: PACT), 1990; Pg. 16.

* Matching expectations with reality: At the start of a large grant-making project, expectations among potential recipients can sometimes be unrealistically high. It is therefore important that the project team work with NGO representatives and donors, often through the Steering Committee mechanism, early on in the project life to explicitly define funding criteria and eligibility.³ This ensures that all sides are aware of the expectations and constraints of the others.

* Efficiency and reliability of management procedures: As an intermediary, the US PVO is accountable both to its NGO clientele and the donor, USAID. The PVO must strike a workable balance by streamlining applications and reporting procedures for the NGOs while ensuring that the information obtained is accurate and fulfills legitimate donor requirements.

* NGO training and technical assistance: World Education's project experience in East, West, and southern Africa has highlighted several areas in which African NGOs need to strengthen their capabilities -- project planning, proposal writing, budget formulation, project management and evaluation, and financial monitoring. This calls for initial training as well as sustained follow-up assistance throughout project life. An effective starting point is to incorporate participatory needs assessments into the project, helping NGOs themselves to identify institutional weaknesses and needs.

3.3 Lessons learned about nonformal education and training:

* A learner-centered, experiential approach works best: Whether the objective is enhancing individuals' literacy skills or an organization's financial management capabilities, the "learner" is a major resource. All of World Education's training and literacy programs are based on the needs and experiences of participants, with a view to providing skills that enable them to both cope with and benefit from changes taking place in their environment.

* Participatory planning, implementation, and evaluation: Each program involves participants in making decisions about program goals, learning content and activities, and evaluation through ongoing formative assessment. Whenever possible, World

³. Outlined in Chapter III, Sec. 4.

Education works with client trainers as "co-trainers," exchanging philosophical approaches to training along with specific technical skills and knowledge.

* Team approach: World Education's experience supports established organizational development theory that suggests that teams are ultimately more effective and efficient than individuals at solving organizational problems. At the community level, too, groups that include those with a stake in the outcome are much more effective at coming up with and implementing solutions.

3.4 Lessons learned about sustainability:

* Guarding against dependency: Appropriate strategies should be in place from the initial stages of a project to build in elements that ensure sustainability, both financial and institutional. When a project's original funding ends, it is imperative that NGO personnel be able to steer the project toward financial sustainability, either through securing other sources of funding or through informed management decisions.

* Tapping local expertise: Sustainability goes beyond issues of money to include institutional knowledge and readily available personnel skills. Thus, when providing training and technical assistance, Northern NGOs should tap skills and resources available in the South. Teaming Northern and Southern trainers enriches all partners and strengthens local and regional capabilities that, in the long term, are more easily accessible to clients in the South. As a key end result of its overseas projects, World Education aims to have in place active training networks that can continue to build skills and capacity locally after our withdrawal.

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Sec. 4 THE RELEVANCE OF WORLD EDUCATION'S APPROACH TO NAMIBIA

World Education stresses self-assessment, self-direction, and self-governance on the part of its NGO partners in the joint effort to provide services and facilities that meet the needs of target populations. Given Namibia's recent experience with external rule, such an approach is critical to expanding a sense of independent achievement and possibility on a national and individual level.

To underscore the relevance of World Education's approach to project success in Namibia, we quote from the 1990 PACT report:

"Partnership is the key to successful work in Namibia Namibians are wary of aid-dependence and are keen analysts of development successes and failures in neighboring countries Partnership will mean that external organizations give at least as much attention to building the capacities of their partner organizations as they do to producing a development 'product.' ""

Namibians are now face to face with fresh opportunities for decision-making and planning, for establishing priorities and timetables, and for setting and achieving their own development goals. NGOs as well as various branches of an independent government are ideal fora for exercising such democratic participation. And, in response to Namibian concerns about the role and agendas of American PVOs, World Education offers its partnership approach to institutional strengthening as a viable and effective vehicle for community and national development.

A first step toward such popular participation is functional literacy. But beyond being able to read and write are the larger issues of attaining skills suitable to earning a decent income and providing a better life for Namibians today and for future generations. The READ project provides scope to address the needs of disadvantaged adult Namibians in a variety of these areas. It is through strengthening the capacity of committed NGOs and interested government agencies that World Education proposes to enhance the effectiveness and timeliness of life skills training.

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¹. Smith, pg. 17.

CHAPTER III

READ: PROJECT STRATEGY AND IMPLEMENTATION PLAN

1. OVERVIEW OF PROJECT STRATEGY

The implementation strategy proposed by World Education for the Namibia READ Project is based on our organization's long-term mission and experience as well as on our understanding of the needs of Namibian NGOs and citizens. As a result, the phasing we recommend takes into account the importance of focusing both on strengthening the institutional capabilities of local organizations and on providing sustained assistance in implementation of nonformal education programs.

In order to both enhance institutional capacity and improve the quality and quantity of nonformal education programs available to Namibians, World Education will offer a range of training services, financial assistance and technical support. Each project component is designed to reinforce the others, thus facilitating attainment of NGO and project objectives and avoiding extensive time lags. Project activities are broadly categorized into two complementary and overlapping phases:

* Phase I -- Institution Building for NGOs:

This phase will begin with a series of Core Institution-building Activities, offered in a workshop format with follow-up technical assistance provided by READ staff. These carefully sequenced training activities¹ will be supplemented by further institutional development activities, designed to meet the needs of groups of NGOs. Phase I is intended to provide a set of skills that will enable NGOs to plan, launch (or expand) and manage well-thought-out and fundable NFE projects. All READ workshops will be highly participatory, demonstrating to Namibian NGOs how NFE principles are put into practice. Phase I activities will receive most attention and emphasis during the first two to three years, but will continue throughout the life of the READ Project as NGO needs merit. Namibian NGOs will be encouraged to gradually take on more and more responsibility for the training activities themselves -- both by running training programs within their

¹ A detailed description of institution building activities is provided in Section 3 of this chapter.

own organizations and by offering training services to other NGOs. During the second half of the project we anticipate a need for no more than occasional support from World Education for training in institution building and organizational development.

* Phase II -- Implementation of NFE Programs by NGOs:

In the second phase, which is expected to start before the end of Year 1, the READ Project will offer financial and technical assistance to NGOs for implementation of a wide variety of programs that use an NFE approach. Activities will be promoted and supported in a variety of sectors ranging from functional literacy and workplace education to health and environmental education, and from income generation and microenterprise activities to civic awareness and legal rights. Phase II will focus particularly on financial support through the subgrant program, but will also offer tailored technical assistance and other support services for NGOs. The aim during the second phase is to help NGOs to increase the impact and expand the scale of their programs, so that their NFE approach and methods are much more effective while at the same time they are able to reach many more beneficiaries.

Before describing these two phases in detail (in Sections 3 and 4), it may be helpful to discuss the rationale for our proposed strategy and some of the underlying principles that guide our approach to implementing the READ Project.

1.1 RATIONALE FOR PROPOSED IMPLEMENTATION STRATEGY

More than forty years ago, World Education began its pioneering work in literacy and functional education for adults. Since then the organization has applied its nonformal approach and methods to programs in many different sectors -- including health, nutrition and family life education, as well as income generation and environmental education. Throughout this process, we have maintained a leading role in adult education, and have continued to be on the cutting edge of developing new and effective training methods. Institutional strengthening has always been an essential component of our strategy. World Education tries to ensure that local organizations have the capacity to plan, implement and continually assess their programs, improving and expanding them over time.

In the READ Project, knowledge and skills will be developed through

a combination of training workshops, field activities and one-on-one work with NGO staff. World Education's nonformal approach and methodology -- embodied in participatory, experiential learning -- will permeate all project activities. All training and technical assistance will be based on four fundamental principles, namely:

- * Training objectives are developed to meet the needs and experiences of program participants.

- * Participants are involved in making decisions about program goals, learning content and training activities, so that programs are responsive to each specific context and as effective as possible.

- * A team approach is actively promoted among participants and trainers.

- * A relationship of mutuality is consciously emphasized through a "co-partner" approach in all training.

In applying these principles, World Education recognizes that the needs of local organizations are very varied. In Namibia, as in other countries, the NGO community is far from homogeneous. It is important to acknowledge and respect differences, and to tailor training programs and other support activities accordingly. We believe in beginning to work with program partners **where they are**, and not where we think they ought to be. To facilitate replication of training activities and rapid expansion of NFE methodology, World Education will use a **Training of Trainers (TOT)** approach. This will enable Namibian NGOs to carry out similar training programs with the communities they serve.

As we begin to work together, it will be essential for World Education and local NGOs to get to know each other and gradually build a relationship of collaboration and partnership. We will need to spend time during the first year thinking through a strategy together for sharing responsibilities for different project components. Phase I activities, particularly the institutional assessment process described later, will allow this to happen early on in the life of the project.

Rather than take on all project functions within the project unit, World Education is committed to developing capacity within the NGO community whenever possible. For example, we expect that a small group of NGOs will want to specialize in training, expanding and upgrading the training skills of their staff and offering training services to others. Another set of organizations may decide to

focus their efforts on the development and production of NFE materials. One agency might set up and run a documentation center that could be readily used by others. Another might decide to produce and distribute a newsletter. Yet another might specialize in research on policy related issues in conjunction with the MEC/DANFE. We believe that the READ Project should actively encourage and support these initiatives, providing technical and financial inputs when necessary.²

As a result, NGOs will not only participate in the READ Project but will become active shareholders and shoulder responsibility for the success of project activities. Such a strategy aims to maximize the project's reach and limited staff resources, while at the same time building specialized and complementary NFE capabilities within the NGO community.

Ch. III

Sec. 2 PROJECT START-UP ACTIVITIES

World Education will be able to handle start-up activities very quickly and efficiently because our proposed Chief of Party is already living in Namibia and eager to start work as soon as possible. Our Financial Manager is also based in the southern Africa region, and the COP has identified a strong potential candidate for Project Manager. We will be able to locate, equip and staff an office in Windhoek with minimal delays, thus avoiding the logistical difficulties that are often associated with opening an office and beginning a new program.

Staff Orientation and Team Building

When the Cooperative Agreement is signed we propose bringing key READ staff members to Boston for a one week Project Planning Meeting. At the outset of a major project, it is important to build a shared understanding and firm basis for communication between the home office and the field. The COP, Financial Manager and Project Manager will work with World Education staff in Boston to review the goals and objectives of the READ Project, discuss first year workplans -- particularly for training activities and grant-making, review accounting and financial reporting procedures, map out a preliminary monitoring and evaluation plan, and talk through division of responsibilities, communications and reporting.

². Both kinds of inputs are explained in detail in Sections 3 and 4, which describe the two phases of project implementation.

Orientation and team building will continue in Windhoek, as the three senior staff coordinate a series of introductory activities for others associated with the READ Project in Namibia. Three key project activities are planned during the first month of work in Namibia, which are described below.

2.1 Initial Meeting with the READ Steering Committee:

A meeting will be held with the Steering Committee as soon as possible, to introduce READ staff and committee members to each other and together review plans for the future. The Steering Committee has been meeting for some time, acting as a group of advisors to USAID during preparations for the READ Project. However, the start of project implementation marks an important point in the evolution of the committee's work, and provides an opportunity to examine the respective roles and responsibilities of the funding agency, committee advisors and staff. While it will probably take some time for the committee to function smoothly and reach its full potential, two outcomes are expected from the initial meeting:

- A schedule for regular Steering Committee meetings and a process for setting the agenda and managing committee business
- Identification and sequencing of initial tasks, with priority given to preparation of grants guidelines (see Section 4.1 for details).

2.2 Opening Conference -- An Introduction to Nonformal Education:

This first conference has been designed for the purpose of bringing people together who have an interest in the READ Project. We expect people to come from a wide variety of institutions and have very different expectations and points of view. The opening activity is intended to set a positive and action-oriented tone for the entire project and provide participants with a taste of things to come. Its objectives are:

- * To provide a neutral forum for Namibian NGOs from across the political and economic spectrum to meet with READ staff and consultants, USAID personnel, Steering Committee members and representatives from DANFE and other Namibian government ministries.

* To share experiences from NGO support programs elsewhere in Africa so that Namibians can discuss different approaches to NGO development with trainers and resource people from other African countries.

* To introduce NFE methodology in an innovative and exciting manner, so that everyone attending the conference has an opportunity to participate in hands-on training and to experience World Education's style and approach.

* To familiarize the development community in Namibia with the specifics of the READ Project -- its goals, objectives and proposed activities.

The two- to three-day conference will be planned and coordinated by World Education and READ Project staff, using a format that combines plenary sessions and small group workshops. Trainers and resource people well known to World Education will be invited to come from other African countries.³ They will be asked to lead hands-on, participatory sessions on various aspects of NGO support, institution building and nonformal education. Possible topics include:

- The challenge of building sustainable NGOs
- Lessons from other grant making programs in Africa
- Institutional assessments as a tool for planning NGO development
- Nonformal education and income generation for women
- The value of South-South exchange networks.

We believe the conference will play a useful public relations function, providing an opportunity for people to identify the kinds of resources that will be available through the READ Project. Valuable networking among participants is expected to lay the foundation for future exchange programs, study tours, conferences and training activities. Perhaps most importantly, we expect the conference to help diffuse any institutional and political tensions among the Namibian NGO community and lay the groundwork for sustained cooperation with and interest in the READ Project.

³. For example, Kamau Kabbucho from the Kenya Rural Enterprise Programme, Zanele Mbeki from Women's Development Banking in South Africa, Elvina Mutua from Tototo Home Industries in Kenya, Christobel Motsa from the Zenzele Association for Productivity in Swaziland, and Kingston Kajese from the Ford Foundation Regional Office for Eastern and Southern Africa.

2.3 Initial Meeting with Namibian NGOs:

Shortly after the introductory conference, the READ Project team will invite representatives of all Namibian NGOs to a half-day meeting to discuss READ activities in more detail.

The meeting will spell out the nuts and bolts of project goals, objectives, structures and proposed activities -- especially the core training workshops, the grants program and other supporting services. It will help to clarify the roles and responsibilities of USAID, the government and the Steering Committee, and will provide a question-and-answer forum for NGO representatives to raise issues and concerns. The meeting will also be an opportunity for READ staff to learn more about the needs and expectations of NGOs as well as their particular strengths and interests.

This first meeting of NGOs will be designed to build trust and openness, and lay a framework for future collaboration among "co-partners." It will begin a process of figuring out which NGOs might be willing to take on particular functions and tasks under the READ Project. Staff will be able to start identifying needs and compiling an inventory of resources that are available in Namibia and the region, as a first step in promoting the sharing of skills locally rather than always turning to outside resources. This process will continue throughout Phase I of the project.

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Sec. 3 PHASE I: INSTITUTION BUILDING ACTIVITIES FOR NGOS

Phase I will begin as soon as start-up activities are completed - about six weeks after the project is officially underway. The proposed institution building activities will start with a series of three workshops for the staff of NGOs planning to participate in the READ Project. World Education uses training methods and techniques that are highly participatory, thereby providing a practical demonstration of the approach we expect Namibian NGOs to follow in working with their constituents. Training activities are designed to provide a solid foundation for beginning or expanding NFE programs. They focus on the development of essential skills in assessment, planning and proposal writing.

3.1 Summary of Core Institution-Building Activities:

<u>WORKSHOP</u>	<u>TOPIC</u>	<u>TIMING</u>	<u>EXPECTED OUTPUTS</u>
I	<u>Institutional Assessments for NGOs</u>	Month 2 5 days	Mission, goals objectives, strengths and needs
II	<u>Action Planning for NGOs</u>	Month 4 3 days	Draft action plans
III	<u>Project Identification and Proposal Writing</u> (including project design, financial planning, monitoring & evaluation)	Month 6 5 days	Project proposals

Each workshop lasts from three to five days, and will be designed and led by a World Education trainer -- hopefully with one or two experienced Namibian trainers in a co-training role.⁴ The workshops introduce a range of participatory training techniques

⁴. Prior experience of participatory, nonformal training will be a prerequisite for co-trainers.

such as critical incidents, case studies, brainstorming and small group activities.

Participants are expected to attend the full series of training activities, as each workshop builds on the last and is followed by a field activity that allows participants to practice the skills they learn. NGOs should be encouraged to send more than one staff member to each of the workshops, and will be asked to provide the necessary support for staff members to complete practical assignments between the workshops. No more than 25 participants are able to attend, but the series will be repeated whenever there is sufficient demand.

There is an interval of approximately six weeks between each workshop, during which participants are expected to complete field assignments within their organizations. World Education's trainer and other READ staff will be on hand to provide follow-up support to workshop participants, visiting them at their offices and project sites and helping resolve difficulties. The first series of intensive, institution building workshops will be completed in the first six months of the project.

These core training activities offer an opportunity for NGO representatives to work side by side and learn more about each other. They also provide a learning experience for READ staff, as they work through the initial steps with the NGOs and gain insight into their structure, programs, strengths and constraints. This knowledge is essential for the project team as it refines plans for the READ grants program and other support services that will be the focus of Phase II.

The following sections briefly describe the objectives, content and expected impact of the core institution building activities:

3.1.1 Workshop 1: Institutional Assessments

Institutional assessments are an essential first step in the institution building process. They will provide an initial snapshot of the organizational needs of Namibian NGOs. Workshop activities are designed to help NGOs develop the tools they need to carry out self assessments. They underscore a fundamental NFE principle: that people must initiate an assessment process themselves, defining their own needs and priorities, rather than expecting this to be done by someone from the outside.

The proposed assessment exercise has been used successfully by World Education in the United States and in many developing

countries. People throughout the world have found this to be a very empowering experience. It enables them to identify, analyze and prioritize the issues they wish to address. It allows them to answer crucial questions from the perspective of their own organization: What are the gaps between what we do and what we say we do? What do we need to do next? Where do we need help?

Assessment Workshop Objectives:

By the end of the first workshop on institutional assessment, participants are expected to be able to:

- 1) Describe their organization's mission, outline past accomplishments, and project what they hope to achieve in the future.
- 2) Set realistic goals and objectives for their organizations, based on a gap analysis of where they are now, where they have come from and where they want to be in the future.
- 3) Consider the strengths and weaknesses of their organizations and identify factors that help or hinder them to achieve objectives.
- 4) Draw an organizational chart showing board, staff and membership, indicating lines of authority and accountability, and roles and responsibilities of key staff.
- 5) Prepare an inventory of existing resources -- human, material and financial -- and indicate where they might access additional resources.
- 6) Plan a follow-up activity/assessment they will carry out in their own organizations (e.g. with a village association or women's group).

Using the initial assessments as a monitoring tool, the READ Project will help NGOs to establish an ongoing organizational learning process that can serve as a mechanism for keeping track of institutional growth and change. This will also be a useful instrument for evaluating the progress of institution building activities of the READ Project.

3.1.2 Workshop 2: Action Planning for NGOs

The second workshop is designed to build on the institutional assessments carried out by NGO participants during the first workshop and follow-up activities. It offers them the opportunity to review the data they have gathered, analyze it, and develop action plans that operationalize the mission statements and organizational goals of their respective NGOs.

Action Planning Workshop Objectives:

By the end of the second workshop on action planning for NGOs, participants will be expected to be able to:

- 1) Discuss and appreciate the value of developing action plans for their organizations and list the steps in the planning process;
- 2) Identify and prioritize program goals for the next 3 - 5 years and identify the strategies necessary for achieving each goal;
- 3) Describe the activities and implementing steps that will ensure each program goal is accomplished;
- 4) Develop a timeline for program activities;
- 5) Identify the resources and assistance (financial, technical, managerial etc.) needed to carry out the plan.

Participants will prepare draft action plans during the workshop, and refine and complete them afterwards through consultation with their NGOs. Again, READ staff will provide follow-up support and any individual assistance that participants may need. The finalized action plans will be brought to the third workshop.

3.1.3 Workshop 3: Project Identification and Planning

The third workshop covers a wide array of skills related to project planning and proposal development. It introduces a number of topics that will be examined in greater depth during subsequent training programs. This workshop is designed to incorporate elements from the two previous assessment and planning activities, reinforcing skills that participants have already learned and practiced.

More focused and detailed planning of NGO projects is considered in the context of the broader organizational plans that participants develop during and after the second workshop. It begins with a review of community-based needs assessment techniques, the importance of setting program goals and objectives, developing a plan of activities, and formulating indicators to monitor progress and measure project success. Participants will be introduced to financial planning and budgeting, as well as the skills needed to monitor project expenses and prepare financial reports.

The key product from this third workshop will be a set of project proposals prepared by participating NGOs. They will have an opportunity to review and discuss the grant criteria and guidelines of the READ Project. During the workshop NGO representatives will draft the main elements of a proposal, namely:

- 1) Problem identification and analysis of needs.
- 2) Goals and objectives of the project.
- 3) Plan of activities.
- 4) Resources needed -- human, material and financial -- noting those that are available and those that are needed.
- 5) Budget for financial resources needed.
- 6) Indicators to monitor progress towards objectives and evaluate project success.

After the workshop participants will be able to work further on their draft proposals, in consultation with the communities targeted and with their NGOs. READ Project staff will provide follow-up support and further technical assistance as requested.

It must be emphasized that READ funding is not automatically guaranteed for all project proposals developed by NGOs that participate in the three core training workshops. It will probably become apparent that some organizations need a lot more assistance in developing and planning their projects before they are eligible for financial support from READ. Throughout this institution building phase, all NGO participants will be encouraged to think about strategies for developing sustainable and self-financing programs as well as plans for raising funds from a variety of donor agencies.

3.2 Further Training and Institution Building during Phase I

When the first series of core institution building activities has been completed, trainers and participants will carry out a thorough assessment of the workshops and discuss any recommended changes.⁵ The READ trainer and project staff will gauge the demand for repeating the series, both in Windhoek and in other parts of the country. We anticipate offering the workshops again at least once, probably during the second year. After the first round the training design and materials will be made available for others to use. Our intention is to encourage one or more of the Namibian NGOs to take over a leading role in planning and implementing the core institution building activities when they are replicated.

Further training workshops will be arranged by the READ Project during the second half of the first year and throughout the remainder of phase I. Topics, duration and timing will depend on the needs and amount of interest among NGOs, which will become evident during the assessment and action planning activities described above. We would expect to cover a number of subjects that focus on building important skills. Some have already been suggested by Namibian organizations and some are proposed here because they have proved to be valuable NGO capacity-building activities in other parts of Africa.

Subject areas World Education anticipates covering are:

- 1) Accounting and financial management for NGOs.
- 2) Roles and responsibilities of NGO boards.
- 3) Fundraising strategies for NGOs.
- 4) Effective management through teamwork.
- 5) Participatory evaluation.
- 6) Development and field testing of NFE materials.
- 7) Introduction to distance learning.⁶

⁵. Note that an evaluation is conducted by participants at the end of each workshop, but a more thorough assessment will be done at the end of the series.

⁶. This workshop would be designed and run by the International Extension College.

8) Surveys and baseline data collection.

9) Advanced training techniques.

While all the topics on this "menu" are likely to be of interest to the NGO community in Namibia, it will be important for READ Project staff and their NGO partners to address two issues during the second part of phase I. Firstly, the importance of assessing and prioritizing needs for training and institutional strengthening activities. Secondly, the urgency of building capacity within a few Namibian organizations so that they can offer these services on an ongoing basis, gradually reducing the demand for training services from World Education and the READ Project.

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Sec.4 PHASE II: SUPPORT FOR NFE PROGRAMS IMPLEMENTED BY NGOs

During Phase II the READ Project will provide support to Namibian NGOs for implementation of a large number of programs that apply a nonformal education approach in a variety of sectors. The targets specified in the IFA present an exciting challenge:

- * At least 25 NGOs supported by the READ Project will be offering effective NFE and training programs,

- * enabling an estimated 40,000 disadvantaged Namibian adults to improve their lives through education and training.

World Education believes that the initial investment of time and resources spent on building the capacity of NGOs during Phase I will prove very worthwhile. However, we are also well aware that a number of Namibian organizations are eager to apply for READ funding to start program implementation as soon as possible. The second phase will therefore begin during the latter half of year 1, when the series of core institution building workshops and the grant guidelines are completed. Phase I and Phase II will run concurrently for about two years, with Phase II implementation activities gradually assuming more and more importance.

The READ Project will offer a range of services to the Namibian NGO community to support the implementation of programs that use an NFE approach. The services are:

Grants: a large and small grants program, that may include procurement of commodities

Technical Assistance and Training: including assistance in specific sectors, short-term and long-term training, study tours and exchange visits, and internships

Information Sharing: seminars and conferences, documentation and publications

Research Activities: research and special studies

Monitoring and Evaluation: assistance with monitoring progress towards objectives and assessing program impact.

Each type of support activity is discussed in turn in the sections that follow. Grants are examined first, since they are seen by many as the most important service offered by the project.

4.1 GRANTS PROGRAM

Funding from the READ Project will be available to NGOs for a variety of purposes. These include the operating expenses of NFE programs, procurement of equipment (including vehicles) needed by NGOs to run effective programs, and a wide range of training activities. USAID has stipulated that READ grants cannot be used to fund long-term training, buildings or credit programs. World Education recognizes the importance of cost-effectiveness, diversified funding and sustainability and will work with NGO grantees to address these issues.

To meet project goals World Education proposes setting up a two-tier program of subgrants for NGOs that reflects the dual focus of the READ Project:

Large grants of over \$50,000 to support multi-year NFE programs implemented by NGOs in a variety of sectors, and

Small grants of under \$50,000 to fund institution building activities, discrete short-term initiatives or small-scale pilot programs at the community level.

We believe that the benefits of this approach more than outweigh the disadvantages of increasing the management load, especially if administration of the small grants program is kept as simple as possible. The two-tier approach recognizes the fact that not all

NGOs in Namibia have the capacity to absorb large USAID grants right away. It will allow READ to work with smaller, less experienced NGOs and gradually build their capabilities to plan and run effective programs on a larger scale. Through the simplified application and approval process for small grants, the READ Project will be able to release funds quite quickly for certain kinds of activities. This will help to meet the expectations of the NGOs and offset the frustration with a long start-up period that some of them are bound to feel.

The two grants programs are considered in more detail in sections directly following. We will then discuss the series of steps involved in setting up and managing the READ grants program.

4.1.1 Large Grants Program:

READ Project grants are designed to be a mechanism for reaching out to large numbers of disadvantaged Namibian adults and should favor rural areas as well as urban communities. The grantmaking program is expected to result in an improved quality of life, through nonformal education and training programs.

Large grants will be available for a wide range of project activities, including:

- * functional literacy and numeracy
- * income generation
- * health, nutrition and AIDS education
- * environmental education
- * nation building, legal rights and civic education.

Tangible outcomes are expected from these kinds of activities that can be quantified by READ grantees. For example, they should lead to a higher literacy rate among the target population, greater awareness of health and environmental problems and concrete strategies for dealing with them at the community level, and new skills in small business management that enable people to earn higher incomes.

Large grants of \$50,000 or more are intended to fund multi-year projects. There will be considerable flexibility in terms of grant size and scope of program activities. World Education is aware that the absorptive capacity of NGOs varies widely (both in Namibia and elsewhere), and it is likely to take some time for many organizations to plan and gear up to implement large-scale programs. No upper limit on grant size is suggested, but we expect

relatively few NGOs to receive grants of more than \$250,000. Approximately ten or so will probably cluster around the \$100,000 level and most are likely to be approved between the second and fourth year of the project. This is because of the time needed for planning and institutional capacity building, and to allow enough time for disbursement of grant funds during the life of the READ Project.

The step-by-step application and approval process for large grants is described in section 4.1.3 and summarized in Diagram 1. Basically, after discussion of an initial concept paper, READ staff will work closely with the NGO to develop a full proposal. This will take some time, and culminate in formal review by the Steering Committee. All grants of \$100,000 or more will require final approval from USAID.

4.1.2 Small Grants Fund:

Under the proposed small grants program, NGOs will be able to apply for funding to carry out a variety of institution building activities and small scale projects. These include, for example:

- * field assessments
- * short-term training activities
- * study tours or exchange programs
- * pilot projects
- * seed money for small community initiatives.

Small grants are intended to fund discrete short-term project activities. While we propose an upper limit of \$50,000 most small grants are expected to be in the range of \$5,000 - \$20,000. Based on our experience of grantmaking programs elsewhere, World Education anticipates a lot of interest in the small grants program, especially in the first few years of the READ Project. We therefore suggest allocating a total of \$250,000 from the overall grants budget for the small grants fund, with the possibility of adding to it at a later point if the demand for small grants exceeds demand for larger amounts of funding.

It will be essential to develop a simple application and approval process for the small grants program, that both serves the needs of Namibian NGOs and minimizes the management burden. READ staff will be responsible for formulating the guidelines, in close consultation with the Steering Committee and USAID. A streamlined application process for small grants, suggested in Diagram 2, will be discussed with Namibian NGOs at the beginning of the project.

Short proposals of 2 - 3 pages will be submitted by the NGOs, using an abbreviated proposal format that is developed and practiced by participants during the third workshop in phase I. The proposals will outline:

- * Goals and objectives of the proposed project
- * A plan of activities showing how objectives will be met
- * A budget for proposed activities, indicating the financial or in-kind contribution from other sources
- * Expected outcomes and an indication of how the NGO will measure results.

NGOs attending the series of three institution building workshops will have no difficulty meeting the standards expected for small grant proposals.

Once the Steering Committee and USAID have approved the guidelines for small grants, READ staff will have full responsibility for reviewing proposals and approving funding requests. This shortens the process and allows small amounts of funding to be disbursed to NGOs as quickly as possible. A list of project activities funded through this mechanism will be submitted to USAID and the Steering Committee on a regular basis, to ensure that they are kept fully informed. A full report on small grant activities and outcomes will be prepared at regular intervals by the Project Manager and discussed with the Steering Committee.

4.1.3 Planning and Managing the Grants Program

When the project begins, one of the first tasks of the READ Chief of Party and Project Manager, will be to refine the selection criteria presented in the IFA for grant applications. World Education has learned from experience the importance of developing clear standards for awarding grants, both in terms of the eligibility criteria for NGO applicants and the criteria for activities to be funded. During the first few months of the project, the READ team will seek input and suggestions from the NGOs and USAID, and consult the Steering Committee regularly in the preparation of appropriate grant guidelines. The guidelines and application process need to be as simple and straightforward as possible, so that they are readily understood by potential grantees and applied fairly by the READ staff and Steering Committee.

Once the guidelines are in draft form, it will be a good idea to produce a short handbook on the READ grants program that sets out the criteria, application procedures and approval process. This should be ready mid way through the first year. The handbook should contain a suggested format for proposals and could also set out reporting requirements. In other countries a handbook of this type has helped NGOs and project review committees to understand the grantmaking process, and has provided practical guidance during proposal development and review. It serves as a useful training tool during workshops and can also be circulated widely among the NGO community to notify distant groups about the READ Project.

READ staff will be expected to screen initial requests for funding from the NGOs, preferably by reviewing short concept papers. This provides an opportunity to discuss with the NGO the fit between the proposed activity and READ grant criteria. At this point staff should advise potential applicants of their prospects for obtaining funding, and encourage them to look elsewhere if READ is unlikely to provide financial support -- thereby reducing frustration and avoiding later disappointment.

The next step will be to work with NGOs to develop full proposals. This should be a collaborative process, with READ staff providing guidance and offering assistance to prospective grantees. It will be important to consider the technical capabilities of each organization applying for a grant, as well as to review their management and accounting systems. READ staff will recommend training and technical assistance when necessary.⁷ READ staff are expected to make field visits with the NGO to the site of the proposed project to help verify the extent of beneficiary involvement in project design and assess the anticipated impact of proposed activities. READ staff need to ensure that the NGO has collected baseline information that will allow it to monitor progress and measure results. The collection process and nature of the data can be refined during the site visits if necessary.

When the proposal has been finalized by the NGO, READ staff will submit it to the Steering Committee for review. Committee members should have a chance to study proposals beforehand and make comments and suggestions at the meeting. READ staff and committee members will make recommendations during the review process, considering in particular the technical feasibility of the proposed project, the capacity of the NGO to carry out the project, and

⁷ The need for this is made clear to NGO applicants in the grant guidelines, and the self-assessment process is introduced during the core institution building workshops.

conformance with selection criteria and USAID regulations. As Steering Committee members, one or more representatives of USAID will take part in the committee discussions and share any concerns with READ staff and other advisors. While USAID makes the final decision about funding for projects of \$100,000 or more, we anticipate approval of all grants that are recommended by the Steering Committee.

The READ Project Manager will then draw up a subgrant agreement for signature, using the format specified by USAID. The agreement sets out the terms of the grant, the amount of funding, reporting requirements and the authorized representative of the NGO grantee. The agreement includes a description of project goals, activities, expected outputs and indicators of success. A budget and financial plan are attached, indicating cash and in-kind contributions from other sources.

READ staff will have ongoing responsibility for monitoring the grants program. They will visit project sites on a regular basis, helping with commodity procurement and arrangements for training and technical inputs if needed. Reports on grant expenditures will be submitted to the Financial Manager for regular review and project accounts will be audited once a year. NGOs will prepare narrative reports for READ, which are expected to describe progress towards objectives and quantify project outputs. READ staff will encourage NGOs to document their program experiences -- both successes and difficulties -- and share lessons learned with other NGOs. These supporting services are examined in greater detail in sections 4.2 - 4.6 on the following pages.

Diagram 1

APPLICATION PROCESS FOR LARGE GRANTS

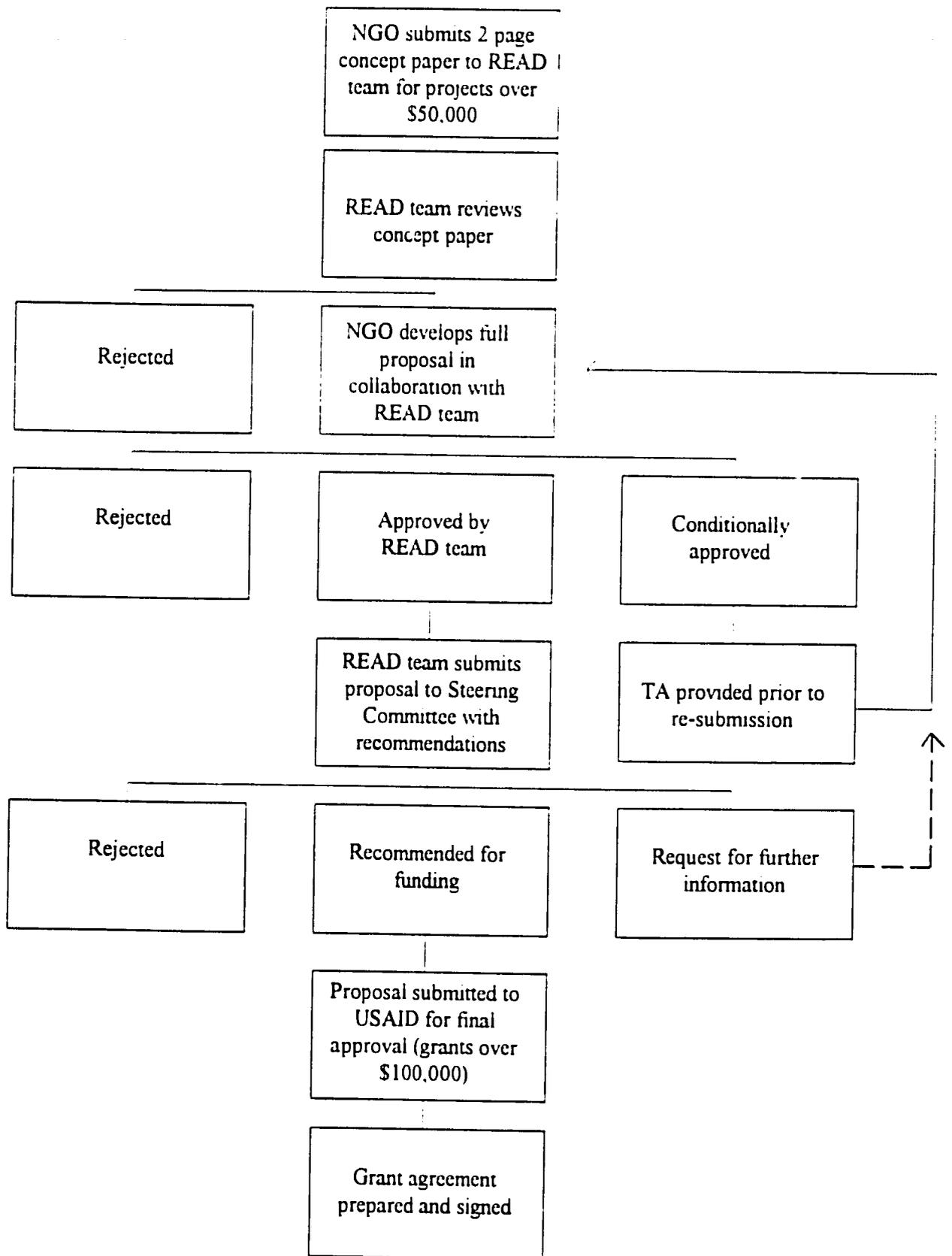
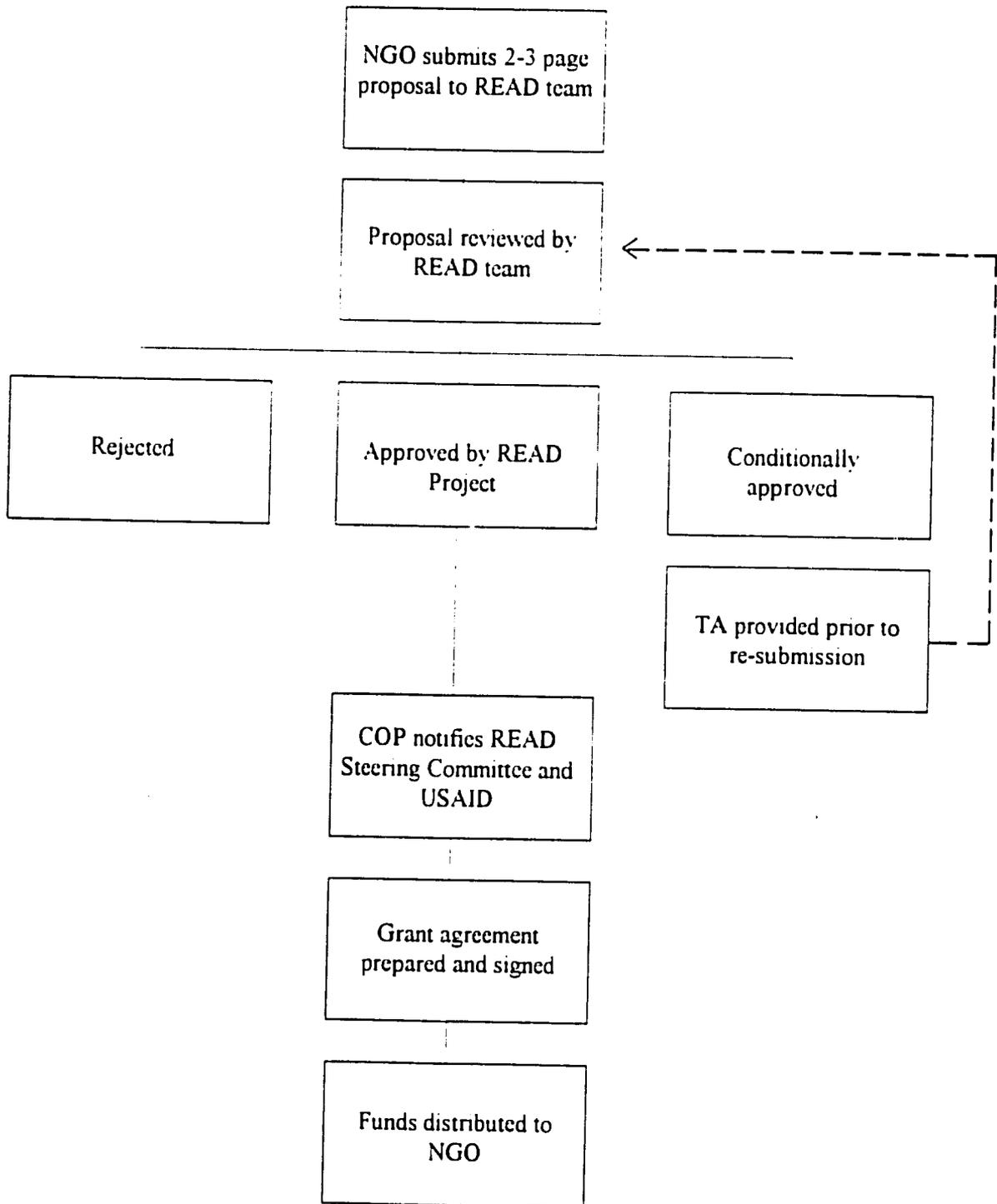


Diagram 2

APPLICATION PROCESS FOR SMALL GRANTS



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Sec. 4.2 TECHNICAL ASSISTANCE AND TRAINING

During the second phase of the READ Project, provision of technical assistance and specialized training services will become increasingly important. Through this project, the Namibian NGO community will have access to the technical expertise and resources offered by World Education and its partners in this application. These include experienced staff and consultants, as well as an extensive network of contacts in the southern Africa region. The matrix of staff and short-term consultants in Chapter V illustrates the impressive array of skills that will be available to the READ Project from World Education and collaborating organizations. Our aim will be to introduce Namibian NGOs to this network, so that they become familiar with the kinds of technical advisory services that can be accessed if and when the need arises.

In its vanguard role using learner-centered nonformal education in development projects, World Education has provided training and technical assistance to more than 1,500 planners and 14,000 trainers and field workers around the globe. This has involved developing training curricula and materials for a broad range of content areas. Several of these topics, as they relate to basic NGO institutional development have been discussed under the Phase I workshop-type training activities. Others, falling under functional "skill" areas,⁹ will be improved and expanded by provision of specialized technical assistance, most likely via one-on-one assistance to individual NGOs, though a few areas will be amenable to more general training workshops for a number of NGOs involved in similar sectors or regions.

A brief survey follows of the kinds of technical assistance and training services that will be made available in each sector.

4.2.1 Functional Literacy and Numeracy

Many Namibian NGOs are engaged in literacy and numeracy programs. With an illiteracy rate of 83% this is a national priority and an area with considerable scope for collaboration between NGOs and government. World Education's Literacy Division has extensive experience in the design and implementation of programs for adults and out-of-school youth, helping them to acquire the functional

⁹. See Pgs. 18-23 of USAID IFA Namibia 93-04.

literacy and basic skills that form a foundation on which other development, education, and skill training can build.

Programs are designed to combine the needs and desires of the learners, the capacity of the implementing agency, and accumulated knowledge in the adult education field. The training format is eclectic, drawing on three main approaches to teaching -- phonics, whole word, and whole language. World Education literacy programs employ a problem-posing approach that challenges learners to explore issues of importance to them while practicing oral and written language skills. By the end of the program, learners are better able to cope with changes taking place in their environment. Many of these programs are geared specifically to providing learners with sufficient basic literacy and numeracy skills to enter the workforce. Linking literacy to business or other vocational training to strengthen the skills of those who wish to operate in the informal sector is another common program practice.

During Phase II, the READ Project expects to offer selected Namibian NGOs and MEC/DANFE staff a workshop in general literacy techniques and NFE methodology, which would cover issues such as group learning, materials and curriculum development, and testing and evaluation. If there is sufficient interest on the part of NGOs or government line agencies, more specialized training could be offered jointly by the Center for International Education and World Education.⁹

In other countries, World Education has helped groups of NGOs come together and share in the responsibility for developing the elements of an effective literacy and numeracy program. World Education brings its expertise in this area to the process, but helps local NGO staff take the initiative in the design process. Texts, learning games, instructional aids, instructor training programs, teacher manuals, and post-literacy materials can be designed together and published locally.

⁹ For example, CIS's Summer Institute in Adult Literacy is an intensive 5 - 6 week in-service training program for literacy professionals from many different countries. It is based either in Amherst, Massachusetts, or overseas.

4.2.2 Income-generation

World Education has learned from its experience in other parts of Africa that participants in nonformal education programs frequently identify income generation as a priority need. This is especially true in rural areas, particularly among women. The Small Enterprise and Partnership Division of World Education has provided training and technical support to a number of successful income-generation and microenterprise programs in Africa.

Two of our long-term NGO partners -- the Kenya Rural Enterprise Programme based in Nairobi and Tototo Home Industries in Mombasa, Kenya -- have become well known for their technical competence in income generation and small enterprise development.¹³ Tototo and World Education have worked together to design training programs for women in leadership and small business appropriate to each country context in Mali, Swaziland, and South Africa.

READ efforts will be aimed at helping Namibian organizations design and implement equally successful NFE programs in income generation and small enterprise development. The project will assist NGO staff in carrying out feasibility studies of current income-generation programs and identifying unmet community needs. World Education can also help them to consider a range of alternative models that might increase the impact of current programs. (This would include the design and management of credit schemes, although these could not be funded through the READ grants program.)

NGO income-generation programs will be expected to reach large numbers of non-literate adults, providing them with skills to earn significantly higher incomes, particularly in the informal sector. These basic elements of business skills training are:

- The ingredients for starting a business
- Profit and loss calculations
- Cash control
- Analysis of strengths, weaknesses, and opportunities
- Marketing
- Feasibility analysis
- Basic bookkeeping
- Financial statements
- Wages and dividends
- Business planning

¹³ NGO programs in this sector will also be able to draw on the technical expertise of Community Economics Corporation, one of the resource institutions that are part of World Education's bid.

Several Namibian organizations, such as the Private Sector Foundation, the Rossing Foundation, and the Namibia Development Trust, are eager to draw on the technical expertise in income generation offered by World Education and its African NGO partners. They are particularly interested in World Education's unique approach to promoting a South-South exchange of training and technical assistance, and the possibility of collaborating with K-REP and Tototo Home Industries, as well as with the groups in Swaziland and South Africa that have benefited from similar programs.

4.2.3 Health Education

World Education and its affiliate, John Snow Inc., have extensive experience with family life education, that includes particular emphases on nutrition, maternal health, controlling diarrheal disease, and AIDS awareness. Health education is a key area where READ can directly address gender concerns and widen the scope of active involvement and skill-building among large sectors of the female population.

The overall goal of World Education's involvement in health education is to improve health service delivery to largely non-literate populations through the use and development of nonformal educational activities. Having developed health-related literacy/NFE materials for a number of countries, World Education is well placed to tailor its basic approach to Namibia. For instance, in Nairobi, Kenya, World Education is working with local NGOs to create activities and materials that focus on critical maternal and child health issues, including AIDS prevention. In the Philippines, a similar project is being undertaken on a larger scale that involves staff from several government line agencies (sanitation, health, education) in promoting a comprehensive and integrated approach to health education.

Namibian NGOs that are working on health issues will be provided technical assistance with the design and delivery of effective health care messages. This will include assistance with the development of materials and manuals for NGO trainers as well as the design of simpler, participatory activities for their client groups. NGOs will also be assisted with monitoring activities and measurement of project impact.

Several of our proposed short-term consultants are skilled at providing such assistance, having worked extensively on health

projects in Africa. For instance, while working on AIDS education for TASO in Uganda, consultant Rebecca Bunnell produced a trainer's manual, trained large numbers of trainers and community AIDS workers, and coordinated implementation and evaluation of AIDS education and care programs for indigenous NGOs. Other consultants have managed the design and financing of nationwide health projects, and will be able to provide Namibian NGOs with state-of-the-art managerial and administrative assistance. World Education is also affiliated with a number of AIDS education programs in South Africa that could prove useful sources for materials and training techniques.

4.2.4 Environmental Education

Education that increases awareness and knowledge of environmentally sustainable practices is of great importance for Namibia. World Education's emphasis on "functional literacy" means that all our basic education efforts incorporate issues of relevance and importance to the learners' lives, imparting information that is of immediate use in their daily activities.

In the case of rural Namibians, the issue of agricultural survival is of immediate relevance. Insufficient water and poor quality land call for small-scale, economical approaches to cultivation, grazing, and land and water conservation. World Education has built up considerable expertise in the development of nonformal training materials around just such themes as water use, integrated pest management, and natural resources management (NRM).

A large number of the Namibian NGOs that will be involved in NRM efforts through the LIFE project will also be supported by the Rossing Foundation as part of the environmental education subcomponent of READ. Thus, there is ample opportunity for World Education and the Project team and consultants to provide the NGOs with specialized assistance in producing NFE materials and implementing participatory activities, especially for community-based environmental projects. Such an effort has already been successfully undertaken in Mali, with 11 local NGOs. Similar help could be provided to Namibian NGOs working with rural inhabitants - as in the north and in Capriviland -- to manage local natural resources in a sustainable and productive fashion in order to generate income.

4.2.5 Civic Education/Nation-building

Improved access to opportunities stems, in part, from improved access to information. The basic literacy training offered under READ will greatly enhance Namibians' access to information, but to thoroughly redress economic and social inequities, it is essential to acquire an understanding of democratic processes that require individual decision-making as well as group consensus-building. Civics and governance education, while a relatively new field of exploration in African development work, will be promoted through direct program activities as well as overall approach. For example, the READ project could work directly with the Legal Resources Center in Windhoek to bolster its ongoing campaigns with the development of learner-centered NFE information and materials.

World Education also has available a number of consultants who combine a grass-roots bent toward empowering the individual with a knowledge of legal and civic issues. One such example is Shirley Walters, director of the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape in South Africa. Ms. Walters has worked since 1985 to support individuals and organizations in the struggle against apartheid. More recently, CACE has begun to concentrate on working with communities around issues such as voter rights, civic education, women's rights, and legal literacy. CACE relies on a participatory approach to all its training and educational activities, and has developed a number of innovative publications for this purpose. Given CACE's general approach to democratization education and the fact that most of its work is done in Afrikaans, the *lingua franca* in Namibia, collaboration with READ should provide an ideal learning opportunity for both the Namibian NGOs and CACE. Like Professor Walters, another of our consultants, Shirley Moulder, has had nearly 30 years of legal advocacy and support experience in South Africa. She has administered an EEC-funded program under the Victims of Apartheid Task Force, and worked on general human rights and women's issues.

In addition, World Education has been in contact with legal/civic rights groups in Zimbabwe and Nigeria¹¹ whose staff have expressed interest in sharing their skills and strategies in areas such as voter organization, advocacy work, informational radio programming, etc. Calling upon such Africa-based organizations as resources will make READ's educational outreach that much more relevant to

¹¹. The Catholic Commission for Justice and Peace in Harare and the Constitutional Rights Project in Lagos.

Namibian NGOs and their constituents. This is in line with World Education's intent to avoid foisting "Northern" expertise and knowledge on contexts and cultural traditions that have vastly different needs and experiences.

4.2.6 Long-term Participant Training

One of the READ project's contributions to building a sustainable NFE knowledge base within Namibia is the provision of five Masters degree scholarships that will be made available to qualified DANFE personnel. In implementing this aspect of the program, World Education will call upon New TransCentury Foundation to oversee participant placement in quality degree programs in the United States.

New TransCentury will arrange training that matches the needs of Namibian graduate trainees. Placements will be made with respect for the individual career needs of each trainee and their role in the Ministry. The American institution that best fits these needs will be selected for each trainee.

Both our collaborating academic institutions, the Center for International Education at the University of Massachusetts, Amherst, and Florida State University, have a long history of providing graduate and other training that equips southern African candidates to provide effective input once they return home. These institutions are two possible options for long-term training participants.

The project plan anticipates that long-term training will start in Year 2 of the project. Prior to this, New TransCentury will have provided READ and DANFE with an overall training plan and information on graduate programs and special fields of study at appropriate U.S. institutions. The most cost-effective approach, we have been informed, is to have all five participants embark on training at the same time (albeit at different institutions). Such a decision, however, will only be taken on the basis of DANFE's assessment of its staffing needs and institutional capacities.

Once participants have been selected, study plans finalized, and admission gained, New TransCentury will arrange for transport and housing needs. An important component will be provision of orientation and continued counseling, administrative, and monitoring support to the Namibian students during their two years at an American university. New TransCentury will provide regular reports to the project team and MEC/DANFE.

4.2.7 Short-term Training

Specific short-term training programs will be defined and finalized after the project begins and the READ team and NGOs have had an opportunity to assess specific areas of need. Based on continued successes, World Education proposes offering short-term training in the form of study tours, staff exchanges, and special courses or workshops.

- **Study Tours:** Since World Education is a vigorous proponent of local capacity building through South-South exchange, NGO participants as well as staff of interested government line agencies (such as health or sanitation) who carry out educational campaigns will be encouraged and assisted to take advantage of regional and in-country exchange visits. Such on-site exposure to NFE and skills-training projects is crucial to spurring an active dialogue and NFE innovation in Namibia. Throughout the project life, the exchange program will include support for groups of NGO staff to visit projects of direct relevance in other parts of Namibia or the region.

Given both Namibia's and South Africa's past political history, regional communication for NGOs has been virtually nonexistent. But there is a burgeoning of information and ideas as new development initiatives take hold which are relevant to practitioners all over southern Africa. The READ project will encourage regional communications and networking efforts to help Namibian NGOs establish links with similar organizations in neighboring countries.

For example, study tours may include a visit to Swaziland to share Swazi extension officers' experience in strengthening local *zenzele* groups or Kenya to observe Tototo trainers in the field. Another possibility for Namibian NGOs is to meet with participants in an NGO support program run by PACT-South Africa, with which World Education has close contact. This USAID-funded project focuses on leadership and capacity building for NGOs in a democratic South Africa. PACT is planning to send leaders of several South African NGOs to Namibia on an exposure visit and READ hopes to build on this initial visit and establish a channel for dialogue and support.

Although Africans may have the most to learn from each other, World Education has found it useful to encourage South-South sharing between continents, too. Our long history of work in Asia has made this particularly easy. For instance, World Education has arranged for Ugandan practitioners and officials to visit Thailand to

consult with the Thai Ministry of education and for Kenyan NGO staff involved in microenterprise support to visit agencies in India and Bangladesh. The African participants found that the problems and contexts in Asia were not all that different and that the solutions could be adapted to their own countries. In fact, the Kenya Rural Enterprise Programme's Juhudi credit scheme grew out of a visit by the Kenyan staff to the Grameen Bank and the Bangladesh Rural Advancement Committee, both long-time partners of World Education.

• **Staff Exchanges:** "Secondment" of NGO staff to the READ Project Team will be presented to Namibian NGOs as another strategy to increase their organizational/personnel capacities and to amplify the impact of the workshops and TA sessions offered by READ. It will promote hands-on involvement in the minute logistical details of project work as well as the larger thought processes that go into strategic planning and program implementation -- a sure-fire method of institutionalizing participatory, effective approaches to development among the participants. World Education suggests that the secondment of staff last for 6 to 12 months and be available to at least six NGOs over the life of the project. Implementation details, however, will depend on NGO interest and willingness to contribute support for such a learning experience.

• **Other short-term training:** Both the Center for International Education at the University of Massachusetts and the International Extension College in Cambridge, England, regularly hold intensive, short courses in a variety of educational fields. These include a 5-6 week Summer Institute in Literacy, an in-service training program that UMass can provide either in Amherst or overseas and special short courses in distance education, broadcast materials development, etc. designed and run in country by IEC. The Center for Adult and Continuing Education at the University of the Western Cape is another institute that would be able to provide such training closer to home. Where appropriate, government agency staff may also attend such learning sessions.

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Sec. 4.3 INFORMATION SHARING

World Education expects a project of the magnitude of READ to generate a large amount of information on NFE methods and experiences in Namibia. The READ Project will promote information sharing in two ways:

- By encouraging NGOs to collect and disseminate information systematically through meetings, conferences, and publications.
- By strengthening existing networks and helping to establish regular channels of communication to promote a multi-directional flow of useful information among NGOs, donors, target communities, government agencies, the formal education sector, and business community.

While the process of information sharing will begin in Phase I, the varied activities will move into high gear during the second phase. Specific needs and plans will be formulated with the NGO community, but are likely to include some or all the following:

- 4.3.1 Regular meetings of READ NGO grantees/partners to share experiences, discuss problems and coordinate activities. This has proved valuable in other World Education projects. Sometimes there are issues of particular concern to the group, such as providing feedback on grants guidelines, proposing a research agenda or presenting the results of an evaluation. Sometimes the NGOs may want to form smaller interest groups, perhaps along sectoral or functional lines. While the READ Project will encourage this, it will try and avoid duplicating a function that is already performed by another organization.
- 4.3.2 Larger conferences with a wider audience. We anticipate holding one major conference each year, and inviting people from other countries in the region as well as from all parts of Namibia. In the first year, we propose launching the READ Project with an introductory conference on nonformal education (see section 2.2 in this chapter). In the second year we suggest holding a southern Africa regional conference in Namibia, bringing people together from a wide range of NFE programs to

share methods, experiences, and lessons.¹² While NGOs would be in the majority, government representatives would also be invited. Participants would be able to identify expertise and resources in the region, opportunities for exchange visits, ideas for research and themes for future seminars. Planning for conferences in the years that follow will depend on the interests of Namibian NGOs.

4.3.3 Publications. The READ Project will encourage publication of a wide range of materials, including training manuals, literacy and post-literacy materials, newsletters, proceedings of conferences and seminars, and research studies. We expect production to be carried out locally, by a printing house such as New Namibia Books or the materials development unit of MEC/DANFE. In addition, the READ Project could offer technical assistance and seed money to NGOs interested in setting up desk-top publishing services for the production of such materials and manuals.¹³

4.3.4 Documentation center. Information and materials on nonformal education should be accessible to as many people as possible. Rather than maintaining a library of materials at the READ office, World Education will explore the possibilities for housing these resources elsewhere, so that they are available to the NGO community beyond the life of the READ Project. It will be very important to ensure that the materials are housed in a manner that they are accessible to NGOs throughout the country and not just those in a particular area.

The emphasis on information dissemination bolsters another READ objective -- the formulation of practicable and responsive national policies on NFE and adult education. Through sharing information among NGOs, government, and donor agencies, READ will spur networking and collaboration. The availability of field-level, baseline information is likely to assist official efforts to design policy that has tangible beneficial effects and also help integrate NFE policy with overall national economic goals and trends.

¹². The conference would be planned and run with assistance from the Center for International Education.

¹³. This should be carried out as an income-generating activity, so that revenues from sales cover the costs of production and distribution.

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Sec. 4.4RESEARCH ACTIVITIES

A focus on data collection and research will support READ activities by apprising the project team and NGO program implementers of the actual NFE needs of target populations and conditions in the nation as a whole. Building survey, statistical, and information-gathering skills among participating NGO staff will be an element of the "training" imparted by the project. And, far from being an academic exercise in data collection, such research will be designed to be of practical value and applicability to participants.

If the various skills and sectoral training provided through READ are to have a significant impact on improving beneficiaries lives, it is crucial that the project team and participating NGOs have a clear understanding of how and where people will be able to use these skills. In other words, do the quality and quantity of skills being imparted match their needs and the availability of opportunities in the Namibian economy?

As one of the initial areas of exploration, World Education proposes a research effort into the growth and prospects of employment opportunities in both the formal and informal sectors. We are aware that the Namibian Government commissioned an overall economic study a few years ago and that institutes such as the Namibia Institute for Social and Economic Research (NISER) and the First Namibia Development Corporation (FNDC) are conducting research into labor and employment issues. We intend to use the information already available as a starting point for this READ-specific research and carry out such research in collaboration with interested Namibian NGOs.

Given that the USAID IFA for this project notes the problem of unemployment and draws a connection with the lack of basic literacy/numeracy skills, we intend this first research activity to identify existing links between READ/NGO training activities and employment opportunities, as well as make concrete recommendations for creating such links where necessary.

For this first activity, we recommend the assistance of Community Economics Corporation, a long-time collaborator with World Education. CEC was established in 1988 to assist in the economic advancement and empowerment of low-income members of society. The organization's senior staff have both grass-roots and policy level experience in microenterprise and economic development issues in Africa. This background makes it an ideal organization to help

identify existing or future gaps in human, material, and financial resources and design appropriate responses and policy directions.

The experience of this first research activity, as well as the initial READ conference, is expected to highlight other information gaps and areas that need further exploration. Our project team will encourage and assist NGOs in identifying their own research needs and producing high-quality information. In this regard, our collaborating academic institutions -- the Center for International Studies at Florida State University and the Center for International Education at UMass, Amherst -- are also likely to provide valuable technical assistance and input into implementation and documentation of research activities, especially of those carried out at the national level.

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Sec. 4.5

MONITORING AND EVALUATION¹⁴

Monitoring and evaluation is a basic tenet of all World Education projects, and a fundamental component of the NFE approach to training. In general, monitoring and evaluation activities under READ will be used as a practical tool help chart the progress of each participating NGO and identify areas requiring modifications in strategy, special technical assistance, or further research.

Training in monitoring and evaluation will be provided in workshop format to NGOs from Year 1. Since experience has shown that inadequacies in monitoring practices and data often are rooted in poor or imprecise project design, the workshops and TA during project planning and proposal preparation will emphasize the need to establish measurable project goals and incorporate periodic reviews. In order to demonstrate the necessity and value of developing baseline data and data collection systems, the project team will work with NGO grantees to produce an evaluation plan that includes:

- A clear statement, in measurable terms, of their project objectives.
- A definition of success for each objective at year end.
- Measures of impact on key development indicators.

¹⁴. For information on READ Project monitoring and evaluation for USAID purposes, please see Ch. IV on Management Procedures.

- A methodology for collecting and analyzing the data.
- An evaluation report format and schedule.

During subsequent project implementation phases, training will be provided on quantitative, monetary, and other measures of project impact so that NGOs can gauge the effectiveness of their activities and make the necessary adjustments during implementation. Periodic field visits by Project staff and/or consultants are an important tool in the monitoring process, as are regularly scheduled project review meetings to be held with grantee staff. All grantees will be required to submit regular financial and narrative reports to the project team.

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CHAPTER IV**PROJECT MANAGEMENT**

This chapter presents World Education's plans for effectively managing the READ Project, including its technical, programmatic and financial aspects. It explains how we propose to administer the Cooperative Agreement, including coordination of inputs from other organizations -- both our subcontractor, New TransCentury Foundation, and the resource institutions named in our application.

1. PROJECT START-UP

World Education plans to manage start-up of the READ Project quickly and efficiently. Our candidates for the two long-term positions in Namibia are available to begin work as soon as the Cooperative Agreement is finalized. Our Chief of Party is resident in Windhoek and the Financial Manager is in nearby Harare.

1.1 Recruitment and Staffing

A search is already underway for good candidates to fill the Namibian staff positions, and we have identified a short list of people with excellent skills and experience for the key position of Project Manager. This is of fundamental importance, since the two expatriates will hand over management responsibilities for the READ Project to Namibian staff after the first three years. Staffing plans are presented in more detail in Chapter V. References will be checked thoroughly and USAID approval will be sought before local staff are hired.

1.2 Orientation and Team Building

Soon after the Cooperative Agreement is signed, we propose to bring key READ staff members to World Education's Boston office for orientation and a week long project planning meeting.¹ This will be arranged by home office staff, and led by the Project Coordinator Gill Garb. World Education believes very strongly that

¹. See also Section 2 of Chapter III.

². See also Chapter III, Section 2. The Chief of Party, Financial Manager and Namibian Project Manager will be invited to Boston.

a project of the size and complexity of READ needs to be well planned and carefully coordinated from the outset. This team-building activity will ensure that staff in Namibia and the home office share a common vision and understanding of project goals and objectives. Together we will develop the outline of a more detailed workplan for Year 1 and review all the proposed activities, particularly:

- core training activities in institutional strengthening
- preparations for grantmaking
- steps in a process for assessing technical assistance needs
- setting up accounting procedures and a financial management system
- development of a monitoring and evaluation plan
- groundwork for additional services that READ may offer NGOs for implementation of NFE programs.

During project planning sessions the team will figure out who will have responsibility for different project functions and activities in both the home office and the field and develop a timeline for completing each task. We will discuss the roles and potential contributions from our resource institutions, the Center for International Education, Florida State University, Community Economics Corporation and the International Extension College and meet with representatives of some of these organizations.

As part of the orientation, field staff will be briefed about World Education policies and procedures and will begin to put together a manual for the office in Namibia, using a format we have developed successfully as a training and management tool for other offices overseas. On arrival in Windhoek, the READ team will continue orientation and team building activities, involving other office staff and key personnel from USAID. Initial activities with NGOs, the Steering Committee and others interested in the READ Project are described in detail in sections 2.1 to 2.3 of Chapter III. By the end of the first month in the field we expect to complete these important steps. We will have a strong team in place in Namibia and in Boston, who have a clear and shared understanding of the roles, responsibilities and expectations of all parties.

1.3 Logistics and Procurement

The logistics of locating and setting up a small office in Windhoek will be handled by the Chief of Party, with assistance from the network of contacts she has already established in Namibia. World Education's recent experience of opening small field offices in Mali and Yemen has shown that this can be accomplished smoothly, especially if support is available both locally and from the home office.

Procurement of the project vehicle, office equipment and furnishings will be arranged through a subcontract with New TransCentury Foundation, taking advantage of their expertise and extensive experience in purchase and shipment of commodities. As Procurement Services Agent for the READ Project, TransCentury will refine a list of equipment and supplies, develop specifications, and ensure availability of spare parts, repair services, and timely delivery. After careful review of bidding documents in Namibia (including AID procurement regulations, warranties, installation and training plans, bonds and guarantees) bids are evaluated and awarded by TransCentury and approved by World Education and USAID. TransCentury will provide follow-up services, to ensure shipment when necessary, delivery, insurance, inspection and proper installation of all office equipment.

TransCentury will advise the READ Project on any subsequent procurement of vehicles and other commodities, either for NGO grantees or to replace office equipment when it eventually wears out.

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Sec. 2 PROJECT MANAGEMENT

The READ Project will have a simple management structure. In World Education's home office, the Small Enterprise and Partnership Division will have overall management responsibility for the READ Project, under the leadership of Vice President Jill Harmsworth. The Senior Program Officer for Southern Africa, Gill Garb, will be responsible for technical oversight and coordination of all aspects of project management. She will ensure regular communications with the READ team in Windhoek, and coordinate all training, technical assistance and other support services provided by World Education staff, consultants, subcontractors and resource organizations. With assistance from World Education's Comptroller, she will monitor expenditure of project funds.

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In the field office, World Education's Chief of Party will be in charge of all project functions and will supervise other READ staff. Once the project is up and running, World Education expects the Chief of Party to manage field operations with a considerable degree of autonomy from the Boston office, since we believe that decisions are best made in the field on the basis of up-to-date local information.

A number of specialized program management tasks are covered in the sections that follow, but there are some general management functions that will be the primary responsibility of the Chief of Party. These are:

- * to establish and maintain good collaborative relationships between the READ Project and a wide variety and cross-section of Namibian NGOs;
- * to ensure that the Steering Committee functions smoothly and effectively as an advisory body for the grants program and other READ activities;
- * to liaise with USAID and other donors, so that they are regularly informed about READ Project activities;
- * to coordinate with the Rossing Foundation and the staff and Steering Committee of the LIFE Project, arranging collaborative programs and activities when appropriate;
- * to promote regular communications about NFE programs between various government ministries, and particularly with the Ministry of Education and DANFE.

2.1 Financial Management

World Education has an excellent and fully computerized financial management system in the Boston office and in overseas offices. Beginning during orientation and training, the Financial Manager will spend several months developing a financial management system that is tailored to the needs of the READ Project and any special requirements of USAID/Namibia. The home office of World Education will provide any assistance needed for this task.

A computerized financial management system will be put in place and maintained by the Financial Manager to track local currency expenses and generate monthly reports on local currency and dollar expenditures. All local currency checks for READ operating costs

will initially be signed by the Chief of Party and the Financial Manager as an internal control, until actual needs are assessed. All grant disbursements will be made by check, signed at the outset by the Chief of Party, the Financial Manager and the Program Manager, again pending review of actual needs. The office will have petty cash available for small or urgent expenditures. The Financial Manager will prepare monthly expense reports, submitted through the Chief of Party to USAID/Namibia and to World Education in Boston.

Financial administration of grants will be based on quarterly reports that the Financial Manager will require from all NGO grantees. Grantees will be encouraged to hold READ funds in separate accounts to facilitate tracking and reporting. Most grants will be paid in installments that are related to reporting requirements, according to a schedule agreed at the outset between READ and the grantee. Grantees will be expected to report on expenditures versus budget projections, accruals, bank reconciliations and advance reconciliations, showing what has been done with advances to date and where remaining funds are located. All expenditures should be justified with original documentation furnished to the READ office. Financial reports from grantees will be reviewed by the Financial Manager and other staff who monitor the projects on a regular basis, to ensure that expenditures correspond to project activities. Grantees will be asked to maintain appropriate records for monitoring the use of vehicles and identifying assets financed through READ grants. As grantees become more familiar with advanced accounting procedures, they will be trained to calculate depreciation on grant-funded assets.

The Financial Manager will help grantees to develop a system for tracking contributions to project activities from local communities and other donors. As part of a concerted effort to avoid dependency on a single large donor such as USAID, the Financial Manager and other READ staff will help NGOs to develop fundraising plans, encouraging them to diversify their funding sources and to consider developing programs that could generate revenue -- for example marketing training skills, offering research and evaluation services or operating credit programs.³

The Financial Manager will maintain parallel accounting of grant disbursements and justifications. He will provide a full financial report on a regular basis to USAID/Namibia and World Education. This financial report will include a detailed accounting of project

³ Even though credit schemes cannot be funded through READ grants, World Education will assist NGOs to identify other donors for loan programs.

running costs, a detailed report on disbursement of grants, and a summary of the financial reports of grantees.

In order to help NGOs meet these accounting and reporting requirements, the Financial Manager will work with the Training Officer to assess the capabilities and training needs of potential grant recipients. They will plan generic training as well as customized training and technical assistance in budgeting and general accounting procedures. The training and some of the follow-up technical assistance could be delivered by local institutions that specialize in this field, rather than by the READ Project itself. Initially READ might manage contracts with local providers, acting as an intermediary to ensure quality control and client satisfaction. But in the medium and long term, NGOs are expected to hire these services directly. As the needs of grantees for accounting and financial services evolve and become more complex, training and technical assistance must become increasingly sophisticated and varied. Throughout the life of the project READ staff will work with service providers and their NGO clients to ensure that their technical skills are developed and gradually institutionalized.

During the third year, the Financial Manager will recruit and train a Namibian Accountant to take over all financial management responsibilities.

2.2 Grants Management

During the first six months, the Chief of Party and her staff will work closely with the Steering Committee and USAID to establish a manageable grant making system. The READ team will refine grantmaking criteria and develop application and approval procedures for both the small and large grants programs. They will seek input from the NGO community, and be sensitive to their expectations as well as responsive to USAID requirements.

When the criteria and procedures are approved, the team will put together a manual for prospective grantees that is easy to follow and gives helpful instructions for submitting grant applications. It will explain the different types of grants available through the READ Project and include a suggested format for proposals, which is presented at greater length during training programs.

The Financial Manager and Project Manager will work with prospective applicants to ensure that they meet the eligibility requirements, coordinating closely with the Training Officer on

the results of institutional strengthening activities. The Financial Manager will be responsible for assessing levels of accounting and financial management, visiting both NGO offices and field sites. He will liaise with other staff to assist NGOs with budgeting and financial planning, as they develop projects and grant applications.

Grant applications may be turned down by project staff or by the Steering Committee because they do not meet the criteria for READ funding, but we do not anticipate a competitive review process unless very large numbers of proposals are received. Applications for small grants of less than \$50,000 may be approved by READ staff, but the Steering Committee will review all requests for larger grants. Final approval is required from USAID for all grants in excess of \$100,000. World Education expects some initial grant applications to be processed and approved during the second half of the first year. These will be made to NGOs that meet the NGO selection criteria and can demonstrate their managerial and programmatic ability to carry out the proposed project activities.

Monitoring of grantees, both before and after approval of their applications, is one of the most important task of the project staff. The team will visit the offices and field sites of grantees on a regular basis, according to a monitoring and internal reporting schedule that they develop with the NGOs. They are expected to build up a good rapport with grantees, so that any problems are identified early on and discussed openly so that solutions can be found. The Project Manager will coordinate closely with the Training Officer and Financial Manager, to facilitate on-going inputs of training, technical assistance and counselling that may be needed.

The READ team will be responsible for developing and implementing a formal reporting schedule and format for grant recipients. Financial reports will be submitted to the Financial Manager. Narrative progress reports, which are linked to the monitoring and evaluation plan of the project, will be discussed with grantees and summarized for inclusion in reports to USAID and the Steering Committee. Throughout the life of the project, READ staff are expected to play a key role in encouraging NGOs to reflect on their work and share lessons learned with other NGOs and the wider development community.

The Financial Manager will conduct periodic internal audits of NGO grantees and help NGOs to comply with auditing requirements. Each year he will arrange for an external A133 audit of all grantees who have received more than \$25,000 from READ.

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2.3 Coordination of Project Inputs

READ staff will be expected to coordinate a heavy schedule of training workshops for NGOs, as well as arranging other project inputs and services such as study tours, exchange visits and conferences. To facilitate this it may be helpful for the team to hold regular meetings of NGO partners, perhaps quarterly, to discuss needs and coordinate plans. In other countries this has been the most effective way of resolving scheduling difficulties. Meetings also provide a forum for sharing information, discussing problems and brainstorming solutions.

The field office will contact the Project Coordinator in Boston if home office support is needed to arrange tours or conferences outside the southern Africa region. Many events within Namibia or neighboring countries will be more easily coordinated locally, either by READ staff or by institutions that offer networking services and assist with logistics for a modest charge.

2.4 Management of Participant Training

New TransCentury Foundation will manage all the necessary arrangements for five staff members of DANFE to attend two year masters programs in the U.S. DANFE will select candidates, in accordance with acceptable practices. TransCentury will develop a training plan for each participant and prepare project implementation orders, arrange placement⁴, orientation, ongoing support, reporting, follow-up and evaluation.

Management of short-term training may be done by TransCentury if it is in the U.S. or the U.K., or by World Education and the Center for International Education if a literacy institute is arranged in Namibia.⁵

2.5 Subcontracting Arrangements

World Education will handle all subcontracting arrangements for procurement and participant training services with New TransCentury Foundation. This arrangement, together with international travel and auditing services provided by minority owned companies, will

⁴ FSU, CIE and IEC offer programs of study that are appropriate for students from MEC/DANFE, and are eager to assist with development of comprehensive training plans.

⁵ This possibility is discussed in Chapter III.

ensure that at least 10% of total project funds will be used to procure goods and services from Grey Amendment firms.

In addition, World Education expects to provide some of the specialized technical services that the project may require through subcontracting arrangements, using several institutions that have indicated their willingness to collaborate if and when the need arises. These include the Center for International Education at the University of Massachusetts, Florida State University, the International Extension College and Community Economics Corporation. Subcontracting arrangements will be driven by needs in Namibia, and made by home office staff only when asked to do so by the READ team in Windhoek.

World Education will encourage READ staff and NGO partners to make maximum use of in-county and regional resources, using external technical assistance to supplement the skills of local consultants. We expect to provide some of the local services through institutional arrangements which will be handled by READ staff. For all institutional arrangements, World Education will obtain prior written approval from the USAID contracting officer, when necessary. In all cases, subcontractors will be directly accountable to World Education for the provision of personnel and quality of services specified in the subcontracts. All reports will be submitted to World Education, which will in turn be responsible for reporting to USAID.

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Sec.3 REPORTING TO USAID

World Education will provide prompt financial statements and progress reports in line with USAID requirements.

3.1 Financial Reporting

World Education will provide comprehensive monthly reports on financial expenditures to USAID/Namibia, together with a copy of the Financial Status Report (FS 269) that is submitted to USAID/Washington. The financial report will include a breakdown of expenditure on commodities that shows source and origin by geographic code. The Financial Manager will prepare a standard format for these reports, after discussion with the READ team and USAID.

3.2 Monitoring and Evaluation

During the first three months of the project, the Chief of Party will design a monitoring and evaluation plan to meet USAID's needs for information on "people-level" impact. This will be tied into USAID's own monitoring and evaluation system and form the basis of all semi annual project implementation reports, as well as a more thorough annual assessment of project impact.

These reports will review progress towards project goals and objectives at the end of each year. They will in turn form the basis for preparing detailed workplans, and will be reviewed with USAID and the Steering Committee. READ staff will synthesize information for the annual reports from a variety of sources, including institutional assessments and evaluations, workshop and seminar reports, and monitoring reports on sub-grantee programs.

To help compile information in a systematic manner, READ staff will spend time developing monitoring and evaluation plans with each grantee, especially recipients of large grants. Monitoring and reporting will be used as a practical tool, to help NGOs conduct baseline surveys and systematically analyze data in order to measure the impact of their work, adjusting it when necessary. NGOs will be expected to evaluate all activities they take part in, including training programs, institution building workshops, conferences and exchange visits.

A mid-term evaluation of the READ Project and any NGO programs receiving more than \$500,000 will be carried out during the third year, and a final evaluation will be done towards the end of 1998. These external evaluations will review project goals, purposes and the validity of assumptions, as well as assessing progress towards goals and objectives. After the mid-term review, it may be necessary to re-focus the project.

3.3 Workplans

A summary workplan is attached, to show when major project activities will be carried out. Activities are indicated by month during the first two years and by quarter from Year 3 onwards.

A detailed workplan will be drawn up at the beginning of each year, based on the emerging needs of Namibian NGOs participating in the READ Project. It will be discussed with the Steering Committee and presented to USAID for approval.

READ Project Workplan

	Year Three				Year Four				Year Five				Year Six	
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6
Project Start-up														
Locate, furnish, equip READ Office														
Finalize recruitment of Namibian staff														
Staff orientation and team building														
First meeting with Steering Committee														
Introductory NFE conference														
First meeting with NGOs														
Phase I Institution Building Activities														
Institutional assessment workshop														
Action planning workshop														
Project identification/Proposal writing workshop														
Visits to NGOs and project sites														
Further institution building workshops														
Phase II Implementation of NFE Programs														
Refine and approve grant criteria														
Produce and circulate grant handbook														
Screen initial grant requests														
Assist NGOs with proposal development														
Approve, disburse and monitor READ grants														
NFE training workshops (sector specific)														
Major conferences and seminars (years 2-5)														
Study tours/exchange visits														
Long-term overseas training														
Project Management														
Design monitoring and evaluation plan														
Implement monitoring and evaluation plan														
Annual audit of subgrantees														
COP hands over to Project Manager														
Namibian accountant hired and trained														
External evaluation														
Close out of AID-funded activities														

CHAPTER V**READ PROJECT PERSONNEL**

World Education staff and consultants offer an outstanding array of skills and experience to the READ Project in Namibia. Their qualifications for fulfilling the responsibilities are described in the sections that follow.

Sec. 1 LONG-TERM FIELD PERSONNEL**1.1 Chief of Party/Project Director**

World Education is pleased to nominate Ms. Nancy Wilson for the position of Chief of Party. She brings to this key leadership role an impressive track record of working collaboratively with African NGOs. She has a strong background in grants management, a demonstrated commitment to building the capacity of African organizations, and excellent interpersonal skills.

Her responsibilities as Chief of Party will be as follows:

- Overall leadership and management of the READ Project.
- Regular liaison with Namibian NGO leaders, USAID and other donors, the Government of Namibia, and the READ Project Steering Committee.
- Coordination of the training, technical assistance and institution-building components of the project.
- Design and implementation of the grants program (including finalizing criteria and the grants approval process as well as selection and monitoring of NGO grantees).
- Design and implementation of a monitoring and evaluation plan, and submission of reports to USAID in a timely manner.
- Regular coordination of project activities with the LIFE Project.

- Recruitment and staff development for the READ Project team.
- Preparation for a smooth transition to Namibian management of the project after three years, when the Project Manager will take over as Project Director.

Ms. Wilson has excellent qualifications and experience for carrying out these key functions. Over the last ten years of her career, she has consistently held positions directed toward strengthening the capacity of organizations to plan, manage, and evaluate their work.

Most recently, she employed those skills as a Program Officer for The Ford Foundation in Eastern and Southern Africa. As a grant maker, she managed an annual budget of more than \$1 million, working primarily with NGOs in Kenya, Tanzania and Zimbabwe involved in a variety of income-generation programs as well as focusing on strategies to increase women's influence over policy-making. While many of these organizations had long operating histories, several were confronting the fact that their past programming approaches were not achieving desired results. In this setting, Ms. Wilson repeatedly supported the management and leadership of the organizations in critically examining their goals and strategies, carefully defining their objectives and constituencies, and undertaking the sometimes painful processes of program redesign, staff redeployment, or simply stopping certain lines of work in favor of more effective approaches. To do this, she instigated a dynamic process of self-reflection with the NGOs with whom she worked, and developed an evaluation tool that helped grantees measure their institutional progress and assess the impact of their programs.

As a grant-maker, it is not always easy to develop the candor in relationships with grantees that enables one to participate in reassessment and restructuring. The essential element for the donor is to participate in this process without pre-determining the outcome, especially as the answers are rarely clear. Repeatedly, Ms. Wilson demonstrated the ability to encourage NGOs in the difficult process of critical reflection, offering financial support for the new, though sometimes risky, approaches that emerged.

World Education feels strongly that this partnering during the reflection process, combined with a willingness to take

calculated risks, are very valuable qualities which Ms. Wilson brings to the READ Project. Ms Wilson's cultural sensitivity, supportive attitude and willingness to work side by side on difficult institutional issues consistently won her high regard from the leaders of African NGOs with whom she worked.

Prior to her work in Africa, Ms. Wilson worked in a similar capacity although in some very different sectors. She provided training, business planning, and strategic management support to worker-owned cooperatives, to groups of employees considering becoming worker-owners, and to community development organizations engaged in employment promotion activities in the United States. She also worked with large, family-owned businesses which were becoming publicly owned and needed to restructure financially and operationally. Finally, she has worked with small and large social service organizations in the program planning, rationalization, and budgeting stages. Through her experience in such diverse sectors and settings, Ms. Wilson has demonstrated an ability to work effectively in various cultures and contexts.

In her work with cooperatives and social service organizations, Ms. Wilson gained considerable experience as a trainer -- learning firsthand the pitfalls of too much lecturing and not enough participation. She is familiar with participatory methods and can effectively manage training activities, identify situations requiring general training, more individualized technical assistance, or other forms of support, and also conduct basic business training courses.

The Chief of Party position requires someone who is not only able to manage the grant-making, technical assistance, and training activities, but who also can manage the staff and internal administration of the READ Project. Ms Wilson has outstanding communications skills and relates easily with people at all levels (senior government, donor community, NGO leaders, program staff, villagers and other project beneficiaries) Ms. Wilson's management experience began by managing some of the most difficult kinds of workers -- volunteers, whose willingness to complete tasks depends entirely on the manager's ability to motivate them without financial incentives. In her work, Ms. Wilson has found that delegating responsibility and facilitating shared decision-making, consistent feedback, and regular communication can build effective teamwork among volunteers and employees alike.

Ms Wilson also held regular responsibilities for financial administration in her previous positions. In her job with the Ford Foundation, for instance, she provided oversight to the accounting department for an office which managed grants in excess of \$7 million per year, and had an operating budget of nearly \$2 million.

In the past six months, Ms. Wilson has spent considerable time meeting with organizations and individuals who will potentially be involved with the READ project. Since her arrival in Namibia in June 1992, she has developed a set of open relationships with governmental and nongovernmental groups that is likely to serve her well in getting the READ Project off the ground quickly and on a sound foundation.

The high caliber of Ms. Wilson's professional experience and achievements is matched by that of her academic experience: She holds an M.B.A. from Stanford University's Graduate School of business, where she concentrated on finance and international development and was awarded a special grant to study cooperatives in Costa Rica. Her undergraduate degree, in economics and political science is also from Stanford University, where she graduated with distinction and was elected to *Phi Beta Kappa*.

Ms Wilson brings a strong sense of vision to the READ project which, combined with her superior administrative ability and interpersonal skills, make her the best possible candidate for the position of Chief of Party.

1.2 Financial Manager

Mr. Petros Nyakunu is proposed by World Education for the Financial Manager position. His background in accounting and financial management, his knowledge of USAID regulations and procedures, and his commitment to building the financial capabilities of local organizations make him an ideal candidate for this important role.

As Financial Manager he will be responsible for design and implementation of sound financial management systems for the READ Project, and in particular the following tasks:

- Assessment of the capacity of Namibian NGOs to manage USAID grants (including review of their accounting systems, budgeting skills, and financial controls).
- Design and management of a system for disbursing and monitoring subgrants.
- Training Namibian NGO accountants to set up adequate financial systems, monitor expenses, maintain good records, submit regular reports to the READ Project, comply with A133 audit requirements, and follow other USAID rules and regulations.
- Tracking of READ Project expenditures and preparation of monthly financial statements for the head office of World Education.
- Providing assistance with logistics and procurement.
- Recruitment and training of a Project Accountant during the third year, in preparation for handing over financial management responsibilities to a Namibian successor.

Mr. Nyakunu's responsibilities in his current job, as well as his work experience and educational background, closely match the requirements for the Financial Manager of the READ Project.

At present Mr. Nyakunu is working as Regional Finance and Administration Manager for a large USAID-funded program: Family Planning Service Expansion and Technical Support (SEATS). The program is implemented by a U.S. public health company, John Snow Inc. Mr. Nyakunu was hired by JSI to assist the SEATS Regional Director in establishing an office for eastern and southern Africa, in Harare, Zimbabwe. His job has been to set up and manage an accounting and financial management system for the SEATS regional program that has a budget of approximately \$8 million over five years. The program offers financial support to subprojects run by NGOs and parastatals. So far subprojects have been funded in four countries -- Malawi, Tanzania, Uganda, and Zimbabwe -- with budgets ranging in size from \$250,000 to \$2,250,000.¹

¹. In addition, SEATS has a small projects fund to support activities with budgets of \$2,000 to \$10,000, which are approved by the regional office.

For the subprojects, Mr. Nyakunu is responsible for conducting initial assessments and assisting with project design. He frequently visits the numerous SEATS-funded activities in the region, providing technical assistance and in-service training for staff. He helps them to establish sound accounting practices, personnel policies, and financial monitoring and reporting systems. He is responsible for monitoring the accounting procedures and financial reports of subprojects, and conducts periodic audits of their records according to established guidelines.

At the SEATS office in Harare, he directly supervises the work of five financial and administrative staff. He has set up effective systems for communications, filing and office support and monitors the organization of conferences and workshops in the region. He is in charge of tendering bids and negotiates contracts for services in accordance with USAID procedures. He is responsible for tracking and analyzing expenditures and for preparation of monthly financial reports, ensuring that all expenditures are allowable under USAID rules and regulations.

During the past year, Mr. Nyakunu has been asked to undertake special short-term assignments in Madagascar and Nigeria. In Madagascar he assisted with closing out and auditing the accounts of SEATS bridging activities (with a budget of \$1.6 million). In Nigeria, he carried out a two-part consultancy for Family Health Services, a Nigerian organization that supports programs throughout the country. He reviewed the financial records of 20 subprojects with budgets ranging from \$25,000 to \$120,000, and prepared final reports and other documents for final audit.

Prior to joining the staff of SEATS, Mr. Nyakunu worked for three years as the Finance and Administration Manager of a business resource company in Zimbabwe, where his responsibilities included budget preparation and control, staff recruitment, training and supervision, and procurement of vehicles and equipment. Communications and public relations with government ministries were also important functions. Mr. Nyakunu was in the diplomatic service of the Government of Zimbabwe for five years, from 1983 to 1988, serving in Algeria and Tanzania and then in the Ministry of Foreign Affairs in Harare. His duties included establishing and managing administrative and financial systems, as well as training staff

in record keeping and reporting. Before that he worked for two years as Financial Trainer in the Ministry of Public Services, training Zimbabwean civil servants in accounting and administration. He also taught accounting and commerce in a secondary school in Botswana for two years.

Mr. Nyakunu has masters and undergraduate degrees in public administration from Pacific Western University in Los Angeles. He trained as an accountant at the National Training Centre in Zimbabwe and is a Fellow of the Institute of Certified Bookkeepers in South Africa. He also has a certificate in business accounting, economics, and office organization and management from the British Society of Commerce and is a member of the Institute of Professional Managers and the Institute of Commercial Management in the U.K. He has good computer skills (Lotus 123 and ACCPAC) and is fluent in several languages (English, Shona, Swahili and French).

Mr. Nyakunu has an excellent track record in financial management and administration. He is an experienced and talented trainer, both in workshop and on-the-job training situations. His communication and interpersonal skills are outstanding. He is highly recommended for the position of Financial Manager of the READ Project by senior staff of SEATS and USAID/Zimbabwe. (Their letters of recommendation are contained in the Appendix.) While sorry to see him leave his current position, they recognize his potential for an international career and the significant contribution he can make to development efforts in other African countries.

1.3 Project Manager

World Education has identified a strong potential candidate, Tobias Hilifa Mbako, from among a number of individuals recommended to us for the post of Project Manager. In this position, Mr. Mbako will assist Ms. Wilson to set up and run the READ project to support the nonformal education programs of Namibian NGOs. From the fourth year onwards, the Project Manager is expected to take over as Director of READ Project, a position for which Mr. Mbako is well qualified.

The Project Manager will have the following responsibilities:

- Assisting the Director to develop and manage a grant making program, including proposal development and review, as well as project approval, monitoring and evaluation.
- Developing and maintaining regular contact with NGO grantees and their NFE programs.
- Assisting the Director and Financial Manager with coordination of other READ Project inputs, such as training and institutional development activities, financial support and information exchange.
- Gradually assuming increased supervisory and management responsibilities (including liaison with and reporting to USAID, the Steering Committee and government), in preparation for taking over the role of Director.

It is clear that one of the most important functions of the READ Project Manager is to build relationships with and communicate across a broad spectrum of Namibian NGOs in a climate which is politically sensitive and often divisive, given Namibia's pre-independence history. Mr. Mbako's wide-ranging contacts with community-based organizations, church groups, and NGOs as well as his excellent interpersonal skills make him a strong candidate for READ Project Manager.

Mr. Mbako has worked for over five years for the Council of Churches of Namibia (CCN), a nationwide organization that played a key role in easing the transition to independence and elections in 1990. In his capacity first as Information Head of the Repatriation, Resettlement, and Reconstruction (RRR) program and, more recently, as Director of the CCN's Communications Department, Mr. Mbako became intimately acquainted with the Namibian NGO community and the needs of their constituents.

Mr. Mbako is an excellent administrator and a competent manager. He has been praised for his ability to work quietly and effectively on the sidelines, often allowing others to take the limelight as he gets the job done. His position as Director of Communications at CCN has given him an opportunity to expand his capabilities, bringing vision and a sense of direction to the task at hand. His analytical bent and grasp of complex developmental issues has earned him respect among colleagues. Although relatively young, Mr. Mbako is highly regarded in a

personal capacity by all who know him and admire his energies and flair.

As well as possessing management, administrative, and outstanding interpersonal skills, Mr. Mbako brings strong technical expertise to the READ project. He has a master's degree in international journalism from the City University of London and has written, published, and helped produce many articles, newsletters, case studies, and occasional papers. His interest in communications will help the project in its aim to disseminate information on NFE and READ activities and to establish a diverse and well-stocked documentation center. He is familiar with a wide range of computer programs and can provide participating NGOs with technical assistance in desktop publishing to help create and build up their own documentation capacities.

Mr. Mbako's proficiency in a number of local languages will enable him to take the lead in presenting the READ project to a far-flung range of Namibian communities. He is fluent in spoken and written English, Afrikaans, Herero, and Ndonga and he has a good command of German and Nama.

Mr. Mbako is ready to move on from the CCN to a more heterogeneous working environment. He is excited about the possibility of developing innovative NGO programs and creating an environment that fosters more complementarity between the activities of NGOs and Government agencies. In the view of World Education and Ms. Wilson, Mr. Mbako is an excellent candidate for the position of READ Project Manager.

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Sec. 2 HOME OFFICE STAFF

Gillian Garb, Senior Program Officer

Ms. Garb will be responsible for coordinating technical inputs from World Education and collaborating institutions and providing necessary administrative support for READ in her capacity as head of all World Education's program development and project activities in southern Africa. On two recent visits to Namibia, Ms. Garb identified a wide range of interests, needs, and concerns on the part of Namibian NGOs, all of which provided valuable input for the design and implementation strategy outlined in this proposal.

Since joining World Education in 1986, Ms. Garb has initiated programs in South Africa, Swaziland, and Mozambique and provided administrative, training, communications, and other support to ongoing projects in Kenya and Mali. Using an approach which promotes a south-south exchange of skills and field experience, Ms. Garb is coordinating a training program for South African women's organizations and community groups, in collaboration with an elected committee of local leaders. In Swaziland, she designed and facilitated a training program in leadership and business management skills for Home Economics Officers in the Ministry of Agriculture and Cooperatives.

She is also the editor of World Education's Reports magazine and other publications, including the new Juhudi training manual for loan officers. A graduate of Sussex University and London University's School of Oriental and African Studies. Ms. Garb has been involved in African issues for over 15 years, having worked as cultural editor for Africa Now magazine in London and editor of the New African Yearbook and The Traveller's Guide to Africa. She has compiled a book of traditional Swazi tales published by MacMillan, and her radio and newspaper pieces have appeared on the BBC Africa Service, in the Boston Globe, The Guardian, the London Times, and the International Herald Tribune. Ms. Garb is fluent in French and Italian and has a working knowledge of siSwati.

Hilda Kokuhirwa Sinkonde, Senior Trainer

Dr. Sinkonde is slated to become a full time trainer with World Education's Small Enterprise and Partnership Division. Given the sizable training component in the READ project, her time during the next two years will be devoted principally to providing training support to the READ team in Namibia.

Rather than having her fly back and forth between Boston and Windhoek several times a year, World Education would like to suggest an alternative which we believe would be more effective. Under this plan, Dr. Sinkonde would spend two years based in Namibia.² She would thus be an integral part of the READ project team and be able to more effectively assist with design and implementation of the large number of training activities planned for the first year. During the remaining years of the project she will make several extended visits to the field to assist the project team and Namibian NGOs in planning and implementing training activities.

Dr. Sinkonde's commitment to a nonformal education approach to training is supported by a strong academic background in nonformal education and a wealth of experience in designing training curricula, developing training materials and organizing and implementing training workshops. She has carried out such work in a broad range of sectors using a participatory training approach, and her lengthy experience with African NGOs, particularly in Tanzania, uniquely qualifies her for the role of trainer in this project.

Her principal responsibilities will be to:

- Assist the COP and READ Project Manager in organizing and carrying out training workshops in Namibia using a participatory approach to training.

- Plan and implement a series of carefully sequenced training workshops that are tailored to the needs of NGO participants and designed to build skills in institutional and needs assessment, project planning, proposal

². This alternative is discussed further in the budget notes of the Cost Application.

development, budgeting and financial management, monitoring, and evaluation.

- Work closely with both READ project staff and the training staff of Namibian NGOs (sometimes as leader in a TOT and sometimes in a co-trainer role) to design training curricula, develop training materials, implement training activities, and provide follow-up support.

- Design and organize a variety of sector-specific workshops for Namibian NGOs using a nonformal educational approach (eg., literacy, income-generation, civic education, life-skills, gender issues and AIDS education).

- Encourage partnerships and sharing of information, materials, and training skills among Namibian NGOs.

Dr. Sinkonde has been involved in nonformal education since the 1970s when she was the Senior Resident Tutor for the Institute of Adult Education in Dar es Salaam, Tanzania. In that capacity she organized and carried out a wide variety of TOT workshops for different groups including NFE coordinators, trainers, community development workers and regional adult education officers. Based on her practical work in Tanzania during the height of the adult education movement in that country, she moved on to complete first a masters and then a doctoral degree in adult education in the United States. Since then she has worked for the United Nations and other international organizations planning and implementing training programs in Kenya, Nigeria, Botswana, Zambia, and Niger. Dr. Sinkonde currently holds a faculty position at the University of Connecticut in Human Resources Development.

Dr. Sinkonde has been associated with World Education for a number of years and feels ready to accept a training position that will enable her to provide sustained support to African NGOs. She is excited by the challenge and potential offered by the READ project in Namibia.

Jill Harmsworth, Vice President

As head of World Education's Partnership and Small Enterprise Division, Ms. Harmsworth will be responsible for management oversight of the READ project and will be the person to whom the Chief of Party reports.

Specializing in program design and management, Ms. Harmsworth has provided leadership for World Education's institutional-strengthening partnerships during the past five years. Among her most recent efforts are the expansion of a successful program to strengthen women's associations in Yemen and the coordination of a series of projects in partnership with indigenous Malian NGOs. Prior to this, Ms. Harmsworth carried out a final review of the lessons learned from World Education's seven-year grant to set up and run the Kenya Rural Enterprise Programme (K-REP) and designed and directed an 18-month study of projects funded by Band Aid in five African countries.

Although she began her career in international development in Central America (in 1971), Ms. Harmsworth has since been involved largely in Africa, where she has worked to strengthen local NGOs through a wide range of capacity-building programs, including training, research, and grant-making. While working for Oxfam America in the 1980s, Ms. Harmsworth developed and managed their grant-making program throughout the Sahel region of West Africa, identifying and monitoring projects that promote the development of indigenous organizations.

Ms. Harmsworth has also worked for the UNDP in New York and conducted research for the International Livestock Center for Africa and for the Institute of Development Studies at the University of Sussex. She holds a Masters degree in development economics from the University of Sussex, and has studied at the London School of Economics and Oxford University. She is fluent in French.

John P. Comings, Vice President

Mr. Comings is responsible for developing and managing all literacy programs at World Education, both international and domestic. He holds a Doctorate in Education from the Center for International Education at UMass, Amherst, with a concentration in project design, materials development, and evaluation for nonformal education and training. Dr. Comings will be available to provide short-term technical assistance in literacy and NFE, as needed.

Dr. Comings began his development work as a Peace Corps Volunteer in Nepal, where he spent six years in fisheries and agriculture extension. He has served as a consultant to the World Bank, UNDP, Peace Corps and USAID in several Asian and African countries and was a long-term staff member of the World Bank-funded PENMAS Project in Indonesia. He has managed an evaluation of an OAS/USAID youth skills training project in the Caribbean and evaluated projects in rural development, agricultural training and nonformal education in Asia and Africa. He has provided training to both government ministries and NGOs. Dr. Comings speaks Nepali and Bahasa Indonesian.

David W. Kahler, Vice President

In his capacity as head of World Education's Training and Organizational Development Division, Dr. Kahler oversees new program development and provides technical assistance in training and program design in health, environmental, and employment-related education. He will provide valuable advisory services to the READ project in these and other areas, such as organizational development and curriculum design.

In his nearly 30 years of development work, Dr. Kahler has served as a Peace Corps Volunteer in Senegal, taught in Honduras, worked for UNESCO in Iran and other parts of Asia, and has managed and directed international contracts funded by USAID. More recently, he has provided technical oversight for education and development-related programs in the Philippines, Sri Lanka, Indonesia, China, Egypt, Kenya, Rwanda, Cameroon, Tunisia, Haiti, and Ecuador.

Dr. Kahler holds a doctorate from the Center for International Education, UMass, Amherst; graduate degrees in education and in

international management; and a bachelor's degree in French. He holds an adjunct faculty position at Boston University's School of Public Health. He is fluent in French, has a good working knowledge of Spanish, and also remembers some Wolof.

Nanette Brey Magnani, Senior Program Officer

Dr. Magnani has extensive international and domestic experience in organizational development and training, and is expected to provide support to the READ project especially in training of trainers in the areas of health and community development.

As World Education's training program manager, Dr. Magnani has led numerous teams in the design, implementation, and evaluation of staff development and training of trainers programs for government officials from ministries of health, community development, and community education; for international health project staff; and for NGO staff. She worked as a training consultant for UNESCO and the FAO.

Volunteering as a Peace Corps worker in Malaysia 20 years ago marked the start of Dr. Magnani's international career. She has since worked in Kenya, Ethiopia, Sudan, the Ivory Coast, and Indonesia. In the United States, she has provided organizational development consultation to hospitals, health centers, international health projects, and community-based adult education organizations.

Dr. Magnani holds a masters degree in health education from the University of Maryland, and a doctorate in education with a concentration in management and training from the Center for International Education, UMass, Amherst. She teaches courses on organizational development and creating change in the workplace for Boston University's School of Public Health, Office of Special Projects. She has a basic knowledge of Bahasa Indonesia and Bahasa Malaysia.

Bonnie Mullinix, Program Officer

Ms. Mullinix has worked as an educator in formal and nonformal settings for over 20 years, six of which were spent in Africa working on literacy and adult education. She is expected to

provide direct and indirect support for the training programs and activities carried out under READ.

Currently, Ms. Mullinix holds dual international and domestic responsibilities at World Education: She is our primary link with the YWCA of Kenya, providing training, planning, materials development and evaluation support for a partnership project to promote small enterprise and credit efforts for women. And, closer to home, she is coordinating U.S. Department of Education-funded research into Adult Basic Education Mathematics.

Recently, she has worked with personnel teams from Malawi's Ministry of Community Services to develop and implement an integrated national training curriculum for functional literacy instructors. In Gambia, Ms. Mullinix served as research, evaluation and training officer for the Nonformal Education Services Unit. She has also coordinated the writing and editing of two reference and training manuals for the Peace Corps on the topics of teacher training and nonformal education.

Ms. Mullinix helped to establish the Literacy Support Initiative at UMass, Amherst, and has worked on a variety of projects at the university's Center for International Education. She holds a masters degree in international and nonformal Education from the center and is presently completing her doctoral dissertation. Ms. Mullinix speaks Wolof, Chichowa, and French, and is familiar with Mandinka, German, and Swahili.

Kathleen Duffy, Comptroller

Ms. Duffy is responsible for all financial administration and reporting activities for World Education. Having worked here for over ten years, her experience includes knowledge of contract and grants management regulations, external audit requirements, budgeting, internal administration systems, and procedures for setting up financial systems in field offices. In addition, she has converted our home office financial systems from manual bookkeeping to a fully automated government tracking system called DELTEK. Ms. Duffy holds a Bachelor of Science Degree in Business Finance from the University of Massachusetts' School of Management.

READ Project Skills Matrix	NGO Strengthening			Nonformal Education Activities							Other				
	Institution Building & Staff Development	Program Design & Evaluation	Financial Management	Training Design & TOT	Materials & Curriculum Development	Literacy & Numeracy	Health, Nutrition & AIDS Education	Environmental Education & Agricultural Extension	Small Business & Income Generation	Civic Education & Legal Rights	NFE Policy & Research	Distance Education	Gender Issues	Communications & Documentation	Africa Experience
Staff of World Education and Resource Institutions															
World Education															
Comings, John															
Garb, Gillian															
Harmsworth, Jill															
Kahler, David															
Magnani, Nanette															
Mullinix, Bonnie															
Sinkonde, Hilda															
Florida State University															
Basile, Michael															
Easton, Peter															
Mayo, John															
UMass/CIE															
Evans, David															
Kinsey, David															
Miltz, Robert															
International Extension College															
Dodds, Tony															
Reeves, Barry															
Community Economics Corporation															
Cotter, Jim															
O'Regan, Fred															

READ Project Skills Matrix	NGO Strengthening			Nonformal Education Activities							Other				
	Institution Building & Staff Development	Program Design & Evaluation	Financial Management	Training Design & TOT	Materials & Curriculum Development	Literacy & Numeracy	Health, Nutrition & AIDS Education	Environmental Education & Agricultural Extension	Small Business & Income Generation	Civic Education & Legal Rights	NFE Policy & Research	Distance Education	Gender Issues	Communications & Documentation	Africa Experience
World Education Consultants															
Betz, Richard															
Biehl, Amy															
Bunnell, Rebecca															
Clement, Margaret															
Devine, Daniel															
Engstrom, Kristina															
Fox, Leslie															
Fredo, Deborah															
Grieser, Mona															
Grieser, Richard															
Hitchcock, Robert															
Kaibuchho, Kamau															
Kajese, Kingston															
Kelley, Marcy															
Kennedy, Jack															
King, John															
Martin, Carol															
Luswata, Sibeso M.															
McCormack, Jeanne															
Motsa, Cristobel															

READ Project Skills Matrix	NGO Strengthening			Nonformal Education Activities							Other				
	Institution Building & Staff Development	Program Design & Evaluation	Financial Management	Training Design & TOT	Materials & Curriculum Development	Literacy & Numeracy	Health, Nutrition & AIDS Education	Environmental Education & Agricultural Extension	Small Business & Income Generation	Civic Education & Legal Rights	NFE Policy & Research	Distance Education	Gender Issues	Communications & Documentation	Africa Experience
World Education Consultants															
Moulder, Shirley															
Munger, Fredi M.															
Mutua, Albert															
Mutua, Elvina															
Otto, Jonathan															
Plank, David															
Pursley, Linda															
Rowley, S. Dunham															
Sebstad, Jennifer															
Sedlak, Philip															
Sethna, Armin															
Smith, David															
Steinkamp, Roger															
Thomas, Gwen															
Toler, Deborah															
Tomlinson, Jane															
Trail, Tom															
Von Hahmann, Gail															
Wills, Michael															
Yocer, Richard															

Ch. V**Sec. 3 SHORT-TERM CONSULTANTS****Rebecca Bunnell**

Community-based health and adult education with an emphasis on AIDS are Ms. Bunnell's strong suits. Before embarking on a doctoral program at Harvard University's School of Public Health, she spent several years working on AIDS-related health education in Uganda. While working for TASO, the well-known Ugandan AIDS support organization, Ms. Bunnell produced a trainer's manual, trained scores of trainers and more than 1,000 community AIDS workers, and coordinated implementation and evaluation of AIDS education and care programs for indigenous NGOs. In the United States, Ms. Bunnell has worked as an instructor in workplace education and adult basic education, also producing a series of ABE training curricula using a collaborative design process. She began her development career as a Peace Corps volunteer in Honduras from 1984-86, which helped attain fluency in Spanish. Ms. Bunnell also is familiar with Luganda, KiSwahili, and Bahasa Indonesia.

Daniel Devine

Mr. Devine is currently providing ongoing management and microenterprise advice to two NGO-strengthening programs being run out of World Education's Bamako office. Over a period of 20 years, he has acquired skills in providing a range of nonformal and technical training support to NGO staff, field workers, and volunteers, especially in the areas of small business and credit unions, natural resources and forestry, agriculture, and health. In Mali, his consulting services for World Education include design and management input for the Urban Revitalization Project and training and TA in microenterprise and credit issues for women's NGOs. On various assignments with the Peace Corps over the past several years, Mr. Devine has designed and provided training input and structures for: health and agriculture programs in Mauritania; education, fishery, cooperative, and rural development volunteers in Cameroon; regional trainers and language instructors in Senegal; and poultry extension projects in Gambia. He has consulted for the World Council of Credit Unions, USAID, and the YMCA. He is fluent in French, speaks several West African languages, and holds a degree in Educational Psychology from Georgetown University.

Leslie Fox

Mr. Fox has served at all levels of development activity -- from extension agent to chief of party of several umbrella projects in Africa. His understanding of grass-roots NGO needs has served him well in the design and management of collaborative, decentralized projects to build the capacity of indigenous NGOs. Mr. Fox has built up expertise in formulating low-input agriculture projects and integrating conservation and natural resource management interventions into both rural and enterprise development activities in and around national parks and forest reserves. Before taking up independent consulting a year ago, Mr. Fox was chief of party for the start-up phases of the SHARED project in Malawi and the PVO/NGO Support Project in Liberia, both financed by USAID. Prior to that, he managed several multi-year projects including PLAN International's first rural development program, covering Kenya, Burkina Faso, and Ethiopia and a project for the American ORT Federation in Zaire. In his consulting work, Mr. Fox provided design input into the Democratic Initiatives and Governance project for Rwanda and a sustainable forestry management project in Central America. He was a Peace Corps volunteer in Sierra Leone from 1971 to 1975, holds an MA in International Affairs from the Johns Hopkins University, is fluent in French and Krio, and competent in Swahili and Spanish.

Deborah Fredo

Prior to returning to doctoral studies in Nonformal Education at the University of Massachusetts' Center for International Education, Ms. Fredo was a World Education Program Officer for three years. During that time, she provided training, evaluation, and program development support to a variety of projects in Africa, including partnership efforts with NGOs in Kenya, Mali, Senegal, Sudan, and Ethiopia. Ms. Fredo has designed, facilitated, and implemented numerous workshops in literacy training, adult learning, materials development, and project evaluation, as well as assisted in health-policy related projects. She led and coordinated exchange visits for World Education's Malian partners that included site visits to rural women's projects in Mombasa, Kenya, and training with staff of Tototo Home Industries.

Ms. Fredo ably represented World Education at international conferences of the InterAction Partnership Project in Dakar and Baltimore in 1990. In 1988, Ms. Fredo was called upon to develop training design and a facilitator's guide for technical modules on logistics management of expanded immunization programs for a child health management conference held in the Ivory Coast. Her experience working with grass-roots NGOs and their beneficiaries on NFE and other issues will be a valuable asset in READ implementation. She first acquired skills with WID and community development issues as a Peace Corps volunteer in Senegal, from 1980 to 1983. She is fluent in French and Wolof.

Kamau Kabbucho

Mr. Kabbucho has worked closely with World Education for several years, in his capacity as Training Manager for the Kenya Rural Enterprise Programme. Under this PVO umbrella project, begun in 1984, Mr. Kabbucho has designed training curricula, developed training materials, and organized and carried out innumerable workshops for staff of K-REP and its NGO grantees. He is co-author of World Education and K-REP's new Juhudi Credit Officers Training Manual. A native of Kenya, Mr. Kabbucho had several years experience as a business advisor/trainer in both the public and private sectors before coming to K-REP. He participates regularly in World Education's and K-REP's South-South exchange endeavors, having held workshops for Tanzanian, Swazi, and Malian participants both in Kenya and in their home countries. Skilled at such cross-cultural transfer of theory and experience, he is expected to be a key resource for READ project NGOs interested in income-generation activities. Mr. Kabbucho holds a bachelor's degree in education from the University of Nairobi, and has also attended several short training seminars held by the ILO, World Education, and CIDA, among others.

Mona Grieser

A specialist in NFE skills and training, Ms. Grieser is the founder of GLOVIS Inc., an international consulting firm specializing in communication and training. GLOVIS has linked up with women-owned firms in Namibia, Swaziland, Malaysia, India, Russia, and Brazil. Ms. Grieser has worked with the Government of Namibia as a nonformal environmental education specialist and was responsible for setting up the recent

training program for UNDP staff, government staff from many ministries, and NGO representatives on Environmental Management. Ms. Grieser is the director of a UNIFEM-funded communications project which is concerned with raising the status of women in five countries through the use of nonformal education programs designed to stimulate community dialogue and action. She has also worked with USAID, in its Office of Education on Environmental Communication, as a communications specialist for several POPTECH assignments (including Botswana and Cameroon), and as a health training evaluation consultant to the ASEAN/Thailand program.

Robert Hitchcock

An anthropologist by training, Dr. Hitchcock specializes in applying his understanding of socio-cultural structures to the design, analysis, and evaluation of a range of sustainable development activities. He is an expert on the indigenous peoples of southern Africa, including the Bushmen of Namibia and Botswana. He has carried out social-soundness and other evaluations of projects involving/affecting the Namibian Nyae Nyae for both USAID (LIFE project) and the Ford Foundation. He has conducted extensive development-related research into commercial farming, ranching, natural resource management, and water use practices in Botswana, Lesotho, Swaziland, and elsewhere in Africa. He serves as an assistant professor and coordinator of African Studies at the University of Nebraska in Lincoln, while continuing to take on overseas consulting assignments. A prolific author, he holds a doctorate in anthropology from the University of New Mexico.

Sibeso Mukoboto Luswata

Curriculum development, design, implementation, and evaluation are Dr. Luswata's areas of expertise. In her current position as Education Project Officer for UNICEF in Lusaka, Zambia. Dr. Luswata has worked on a government strategy paper for the education sector and is responsible for the Education For All (EFA) program, including development, implementation, and financing issues. Her skills in nonformal education have been put to use in numerous consulting assignments for the Finnish Aid Project, UN/FAO, Oxfam, and a number of German and Commonwealth foundations in the area of educational reform and

programming for eastern and southern Africa. After obtaining her B.A. in Education at the University of Zambia, Dr. Luswata completed further studies at Marquette University and a doctorate at the University of Massachusetts. She is fluent in English and Silozi, and knows Chinyanja.

Jeanne McCormack

As Senior Program Officer at World Education from 1981-87, Ms. McCormack was largely responsible for establishing the foundations of our pioneering work in NGO partnerships in Africa. She played a principal role in designing the Kenya Rural Enterprise Programme and served as long-term advisor to Tototo Home Industries in Kenya, fostering its capacity to carry out long-term planning, organizational development, training, and evaluation of low-income rural women's group micro-enterprises.

Ms. McCormack's special expertise in institution-building and women's issues is combined with program skills in agriculture and animal husbandry, small enterprise development, and nonformal education. For the Overseas Education Fund, in Zambia, Ms. McCormack assisted the Zambia Council for Social Development in working with 52 member organizations to plan, manage, improve and evaluate economic and social programs for Zambian women. Ms. McCormack has conducted extensive research in Senegal and Kenya, and has supervised national research teams in Mali, Chad, Burkina Faso, and Malawi.

Elvina Mutua

As Executive Director and Senior Training Consultant for Tototo Home Industries in Kenya, Ms. Mutua has overseen the development of that organization from its inception as a small handicrafts project to its current position as a leading African NGO known for innovative training and skill-building programs. In her 25 years with Tototo, Ms. Mutua has acquired unsurpassed practical expertise in both NFE skills training and NGO organizational strengthening. She has conducted numerous participatory workshops on topics including group participation and organization, business skills, leadership, credit and savings, handicraft production and marketing. These sessions have been held not only in Kenya, but also in Malawi, Mali, South Africa, Tanzania, Somalia, Egypt, and Swaziland. Ms. Mutua has groomed

a strong team of Tototo trainers who are in demand all over Africa and both she and her organization are key resources in furthering World Education's efforts to promote South-South exchange and capacity building. Ms. Mutua is fluent in English and Swahili, and speaks at least five other Kenyan languages.

Jonathan P. Otto

Mr. Otto brings to the READ project substantial skills in the design, coordination, and implementation of projects that improve the institutional capacities and effectiveness of NGOs. His work has taken him throughout sub-Saharan Africa, where he has provided training, management, and evaluation services relating to institutional assessment, strategic and program planning, financial systems, and microenterprise issues. In recent years, he has provided extensive support for a regional oilseed processing project on behalf of Appropriate Technology International and has made recommendations on integrating NGOs into Burkina Faso's Tropical Forestry Action Plan activities for the World Resources Institute. Mr. Otto was also the chief consultant for an in-depth study of USAID's umbrella funding mechanisms for African PVOs and NGOs under the PVO Initiatives Project, and he designed and coordinated PACT's Mali initiative, a program to facilitate innovative program development and to provide technical assistance to the Malian NGO community. Mr. Otto, who holds a M.Ed. from UMass's Center for International Education, has been an adjunct faculty member at the School for International Training since 1988 and is fluent in French and Hausa.

David A. Smith

For most of his 25 years in development, Mr. Smith has held senior leadership positions in NGO management and project activities. He has been Chief of Party and/or Regional Director for a number of US PVOs, including PACT, Save the Children, Winrock International, and TransCentury Corporation. As PACT's Africa Representative, he managed the agency's largest grant portfolio to NGOs in 20 African countries. In this capacity he worked extensively on NGO strengthening, providing assistance in project design, budgeting, grant-making, evaluation, and strategic planning. Also for PACT, Mr. Smith produced a report titled Options for a PVO Response in Namibia in 1990. Prior to

that, he served as Chief of Party for the Southern Africa Manpower Development Project in Botswana, where he managed regional participant training programs for 100 expatriate technicians and 300 African trainees. In March this year, he completes a two-year assignment as COP and Technical Advisor to the Sarhad Rural Support Corporation, a major new Pakistani NGO.

Deborah L. Toler

Dr. Toler has been directly involved in Southern Africa development issues for nearly a decade having been Oxfam America's Program Director and Field Representative for the region from 1984-1989. She designed the agency's response strategy for Namibia, Mozambique, Zambia and Zimbabwe and identified programs and local NGO recipients for short and long-term support and conceptualized a regional funding strategy for a \$2 million annual grants budget.

In her work with Oxfam America and as an independent consultant since then, Dr. Toler gained considerable experience with NGO assessment and evaluation, including project design and management, strategic planning, and financial systems management. Dr. Toler assisted World Education with a review of Mozambique's health care programs, needs, and policies and helped set up the terms for evaluating USA for Africa's project identification and monitoring methodologies. Prior to her field work in Africa, Dr. Toler taught graduate and undergraduate courses in the Political Science Department of Ohio State University. Most recently, she visited Namibia in 1992 to assess possible drought responses.

Jane Tomlinson

NGO staff development and adult literacy are two of the major areas on which Ms. Tomlinson's career has focused. A resident of Swaziland, she established her own consulting firm in Mbabane three years ago to provide training assistance in community development, institutional strengthening, and micro-enterprise and gender issues throughout southern Africa. Prior to that, with Agricultural Cooperative Development International in Washington, Ms. Tomlinson was closely involved in participant-training activities for cooperative staff members from Asia, Africa, and Latin America, working with them on project

identification, proposal development, and technical assistance to farmers. For five years in the 1970s, Ms. Tomlinson managed the Sebenta National Institute, a Swazi NGO running a nationwide adult literacy program. As Associate Director, she designed and implemented programs, trained Peace Corps volunteers through cross-cultural modules, and produced printed and audiovisual educational materials. Ms. Tomlinson holds a graduate degree in international administration from the School for International Training in Vermont and a diploma in nonformal adult education and extension from Manchester University.

A Sampling of Collaborating Agency Staff

Cotter, Jim

A Senior Associate at Community Economics Corporation in Washington, Mr. Cotter has more than 25 years of developing country experience. His program planning, project design, monitoring, and communications skills in the field of income-generation have helped build the capacity of NGOs, women's groups, and government agencies involved in microenterprise support. In his current position with CEC, Mr. Cotter has provided policy advice to USAID's Private Sector Department and to the Peace Corps' African Small-Business Assistance Program. For the last several years, Mr. Cotter has taught courses in program and project design and analysis at American University's School of International Service, where he is also the international development specialist in residence. He has produced numerous publications on small business needs assessments and support activities for countries in Africa, Asia, and Latin America.

Dodds, Anthony

Mr. Dodds has been director of the Cambridge-based International Extension College since its inception in 1971. Trained as an adult educator, he has more than 10 years of experience managing adult and distance education programs in Africa. His expertise in broadcast and other distance education activities encompasses project planning and review, training, and materials and curriculum development. In recent years, Mr. Dodds has made several visits to Namibia as an adviser to the MEC. Prior to that, his long term assignments in Africa included six years in

Tanzania and two years each in Nigeria and Mauritius. Mr. Dodds is a graduate of Oxford University.

Easton, Peter

Associated with Florida State University's Learning Systems Institute since 1984, Dr. Easton has been closely involved in the IEES Project (Improving the Efficiency of Educational Systems). His duties have included economic analyses of educational systems in participating countries (of which Namibia is one), project development and planning, and evaluation studies of vocational/technical education projects. Prior to joining FSU, Dr. Easton worked in Niger for two years, assisting the University of Niamey and the National Agency of Literacy and Adult Education, and also in Mali. He has conducted numerous workshops and studies around the world on behalf of USAID, UNICEF, OECD, and the World Bank.

Evans, David

University of Massachusetts, Amherst

A professor at the University of Massachusetts' Center for International Education, Dr. Evans is an expert on NFE theory and practice, teacher training, and educational planning and project design, including computer flow models and teacher supply/demand assessments. He has been responsible for technical and financial management of a number of CIE's overseas projects, including USAID-funded basic education and NFE projects in Lesotho, Swaziland, and Ecuador. Dr. Evans has also provided consulting services for UN agencies, the World Bank, and others. Dr. Evans interest in collaborating with World Education on the READ project will be very valuable in the areas of specialized training for NGO staff, participant training, materials development and documentation, and financial planning and policy for successful NFE.

CHAPTER VIWORLD EDUCATION'S CAPABILITIESSec. 1 INTRODUCTION

An exceptional combination of technical resources, applied expertise, and genuine commitment qualify World Education to successfully manage and implement the READ Project in Namibia. In addition, our collaborating agencies -- the University of Massachusetts' Center for International Education (CIE), Florida State University (FSU), the International Extension College (IEC), and Community Economics Corporation (CEC) -- bring assets in research, educational policy formulation and evaluation, and distance learning techniques that further augment our ability to undertake the project. Finally, New TransCentury Foundation has considerable experience in other large overseas projects of this kind and will offer specialized services and support, particularly for project procurement and participant training placement.

This chapter highlights World Education's proficiency in nonformal education, NGO development, and general project management, beginning with a brief survey of program activities and an inventory of the organizational advantages we enjoy in the context of programs in Africa. The bulk of the chapter will concentrate on a more thorough discussion of the regional and sectoral experience and accomplishments of World Education and its partner agencies in areas that are of direct relevance to READ, namely:

- Institutional strengthening and partnerships with a broad cross-section of African NGOs. (Section 2.)
- Nonformal education for adults across sectors, beginning with literacy and numeracy and going on to include business skills, natural resource management, maternal and child health, etc. (Section 3.)
- Management of large umbrella-type projects, including design and implementation of a range of organizational development and program activities, and functional grant-making and operating systems with partner NGOs. (Section 4)

- Professional training of educators and NGO staff in NFE techniques and applied methodology. (Sections 2 through 5.)
- NFE research and policy work tailored to the needs of a number of developing country contexts. (Sections 3.6 and 5.)

1.1 Overview of World Education's Activities

Founded in 1951 to meet the needs of the educationally disadvantaged, World Education has worked with nongovernmental and governmental agencies in 48 countries in Asia, Africa, and Latin America. In the 1950s and early 1960s, it focused on literacy and functional education for adults. Starting in the late 1960s, World Education began applying its early experience in India to new countries and to new, broad-based development activities in a variety of sectors.

All World Education projects are designed to strengthen the capacity of partner agencies, catalyze community and national development, and contribute to individual growth. Our training activities concentrate on both attitude and skills development. Building local capacity and fostering self-reliance using a "training of trainers" approach are central to both our overseas and domestic programs.

In addition, all our programs are sensitive to the traditional biases against women that exist in many developing countries. To rectify this, World Education attempts to integrate women's participation in decision-making at all levels of project activity rather than designing projects that focus solely on women. The intent is to empower women so that they can enter the social and economic mainstream in their communities.

Currently, World Education's major project activities include:

- Training staff members of educational, social service, and economic development agencies (both governmental and non-governmental) in applying NFE techniques to program skills such as assessing needs, planning and designing projects, developing integrated curricula, and using feedback and evaluation systems.
- Furthering the knowledge of nonformal education through basic research, implementing experimental programs, evaluating new

and existing materials and approaches, and organizing workshops for specialists.

- Managing program implementation, including the financial, administrative, personnel, and design aspects of multi-year, comprehensive development projects in more than a dozen countries.
- Providing specialized technical assistance in the areas of microenterprise and income generation, literacy, maternal and child health, natural resource management, and agriculture.
- Disseminating knowledge gathered from the field, and circulating information about programs, skill areas, and local resources to government and funding agencies, development professionals, and the general public.
- Encouraging and facilitating South-South exchanges in Africa with the aim of supporting the growth of a regional resource base.

In carrying out this wide range of activities, World Education itself has undergone an organizational evolution. For the last several years, we have found it effective to organize into three general divisions -- Small Enterprise and Partnership, Training and Organizational Development, and Literacy, each headed by a Vice President. The work of each division complements that of the others to produce a consolidated, multidimensional approach to development. Our Partnership Division will have prime responsibility for managing the READ Project given its mandate and experience in NGO capacity building; but it will be assisted by both the Training and Literacy Divisions in specific training and educational activities during the life of the READ Project.

Our program experience in sub-Saharan Africa is extensive, and includes work in Swaziland and South Africa, as well as throughout East and West Africa. In addition, each of our long-term staff, as well as the short-term consultants we have proposed to provide specific technical assistance to the project, have extensive professional experience in Africa. Since many of the consultants have worked in southern Africa, their knowledge and cultural sensitivity to the region will enhance the professional skills they will bring to project implementation.

1.2 Inventory of World Education's Organizational Assets

We believe that World Education possesses the organizational capacities and commitment that are essential to the success of the READ Project. To sum up, they are:

- The ability to conceptualize, coordinate, and implement the technical and financial requirements of umbrella-type projects as a PVO "intermediary."
- Demonstrated capabilities in implementing cross-sectoral nonformal adult education programs in varied cultural and socio-economic settings.
- A record of success in institutional strengthening and NGO training based on perceptive and practical responses to local needs.
- A dedication to development as a tool to empower local organizations and unleash individual potential at the grass-roots community level.
- A credibility with indigenous African NGOs that has been earned by pursuing long-term partnerships and a participatory approach that is cognizant of each country's unique economic, environmental, and cultural characteristics.
- Development and application of effective monitoring and evaluation techniques at all levels.
- Pioneering work in promoting South-South exchanges to increase regional networking and skill-sharing among indigenous NGOs.
- Documentation, development, and publication of training materials and curricula, and dissemination of information related to general development issues as well as to specific topics such as literacy, AIDS education, women in development, small enterprise development, environmental awareness, etc.

Ch. VISec.2 CAPACITIES IN INSTITUTIONAL STRENGTHENING OF NGOS

As our proposal has made abundantly clear thus far, World Education is committed to empowering local organizations on the dual premise that (1) indigenous organizations are best placed to address the needs of grass-roots communities, and (2) institutional issues must be addressed in conjunction with project activities.

A strong yet flexible institutional framework is essential to provide ongoing support for effective development projects. Hence our focus is on building the skills of partner organizations in all aspects of program design and implementation, rather than on setting up and operating projects run by World Education's own staff. World Education has helped build the capacity of many internationally acclaimed indigenous organizations in Asia and Africa, including the Bangladesh Rural Advancement Committee (BRAC), the Kenya Rural Enterprise Programme (K-REP), Yayasan Indonesia Sajatera and Bina Swadaya in Indonesia, Tototo Home Industries in Kenya, and the Hill Area Community Development Association in Thailand.

In the role of a catalyst, World Education strives to foster autonomy by empowering partners to plan and implement their own programs for social and economic change, appropriate to the local context and needs of their grass-roots constituents. Over the past 15 years, our partner NGOs have increasingly sought to address two issues that they see as crucial: long-term sustainability, so that they can continue to provide services when donor funds diminish; and constituents' desire and need for increased income-generating capacity, particularly among women.

In response to these interlinked institutional issues, World Education has expanded its work in income generation and microenterprise development, providing training in small business skills and the design and operation of credit programs. We have also helped our partners develop integrated strategies for financial sustainability as well as learn to respond to changes in their external environment by planning strategically.

Each of the programs currently managed by our Small Enterprise and Partnership Division includes a set of activities designed to strengthen the NGOs' institutional capacity as well as an important income-generating component to promote financial viability -- of the NGO and its clients.

South-South exchanges of skills and experience have become a vital component of many World Education programs. Much of this work has grown out of our long-term partnership with Tototo Home Industries, which is described below. We also facilitate study tours and exchange visits among partner organizations in many countries. (Recent examples include Kenya, Malawi, Swaziland, Mali, Niger, Egypt, Jordan, and Yemen.) The visits provide a forum for a rich exchange of information and experience, often stimulating fresh thinking and a desire to replicate the new methods discovered.

The rest of this section describes some of World Education's major NGO partnerships. These center on jointly defined and implemented activities that are intended to bolster local institutional capacity. Project impact, efficiency, and beneficiary outreach is maximized by streamlining organizational systems and operations.

The establishment and evolution of **The Kenya Rural Enterprise Programme (K-REP)** into a leading, independent, African-run NGO has been one of World Education's most outstanding achievements. The process and its implications for READ are discussed in detail in Section 4 of this chapter, which deals with our overall project management and coordinating capacities. For present purposes, it should be noted that K-REP now has a staff of over 35 Kenyan professionals, a Nairobi head office, and two branches (with many more planned). The organization has successfully secured funding from other sources besides USAID, including PACT, ODA, and the Ford Foundation, while raising \$100,000 per year of its operating expenses from program revenues and consultancies.

To advance the goals of sustainability and autonomy, World Education provided in-depth training for staff, management and board members. This input was instrumental in establishing a vigorous and impartial Board of Directors that continues to chart broad policy directions for K-REP. In addition, World Education's design for K-REP included establishment of an independent Project Review Committee from the outset. This committee was comprised of prominent Kenyans from business, government, and academia, and made all funding decisions for grants of up to \$100,000. It is anticipated that similar training in broad policy and management issues, provided through READ, will have an equally beneficial impact on Namibian NGOs.

Similarly, our 15-year partnership with **Tototo Home Industries**, in **Mombasa, Kenya**, has steadily and vastly improved the quality of that organization's support to women's groups in Kenya's Coast Province and, more recently, in several other African countries. Collaboration began in 1977 with a pilot training program in group

process and NFE methods. As the program expanded, World Education moved from upgrading the business skills of Tototo staff and women's groups to a comprehensive effort to improve the NGO's overall management and grant-making systems. Originally directed toward handicraft production, Tototo Home Industries today helps African women transform a wide variety of part-time activities into viable small businesses. These range from bakeries, tea kiosks, children's creches, and village stores to goat and poultry production as well as to more atypical activities such as the provision of ferry services and community water supplies.

As a result of these activities, Tototo and World Education jointly published an NFE small business training manual, **FAIDIKA!** (meaning "profit" in Swahili) in 1990. This publication and Tototo's increased expertise have transformed the organization into a valuable training resource. Tototo now assists World Education with joint training programs for numerous Kenyan agencies as well as for women's organizations in Tanzania, Mali, Swaziland, and South Africa. These activities generate consulting revenues and have bolstered Tototo's financial independence and international reputation.

Our extensive institution-building collaboration with K-REP and Tototo is mirrored in activities undertaken closer to the READ project site in the southern Africa region, and also in West Africa. In **Swaziland**, World Education and Tototo jointly implemented a three-year training program in leadership and business management skills for home economics extension agents in Swaziland's Ministry of Agriculture and Cooperatives and leaders of *zenzele* (self-help) women's groups. The program was unique in setting up a south-south relationship between an African NGO and a Government Ministry and in offering training for African women by African women. The most dramatic evidence of increased local capacity as a result of this program has been the establishment of an independent women's NGO, the **Zenzele Association for Productivity**, modeled on Tototo, which provides credit and technical assistance to Swazi women's associations. This program has been extensively documented, with a case-study and video featuring the South-South training approach and its impact.

In **South Africa**, World Education is coordinating a similar program of support for a group of women's organizations through the **Kusoma Project**. The overall project goal is the economic empowerment of women through a program that will create a network of skilled indigenous trainers who can offer training in leadership skills and small-business management to women's groups throughout the country. Working in partnership with a locally based foundation, the Fund

for a Free South Africa, World Education and Tototo Home Industries carried out an in-depth needs assessment with representatives of 13 South African women's organizations in 1991. The findings were used to plan a three-year training program, which includes workshops run by trainers from Kenya and Swaziland. Exchange visits to those countries are planned, as is a baseline survey of women's income generation activities in South Africa.

The South Africa project builds on experience gained in Swaziland and Kenya, and is part of a broader program goal to expand regional links among African NGOs and encourage the exchange of skills and information. The READ Project is an ideal channel through which to extend this regional network and promote learning. The Kusoma Project is funded by several donors, principally UNIFEM and PACT.

In 1991, after five years of working in Mali, World Education opened an office in Bamako to coordinate collaborative activities with a group of Malian NGOs on the **Promoting Economic Opportunities for Women** program. The goals of the project are to improve the performance of income-generating activities carried out by Malian women and to help develop the capacity of the four partner organizations to provide a variety of services to women's groups. The program includes a grant-making component, for which World Education is providing technical assistance and training to the Malian NGOs in how to set up a viable management and accounting system.

The project had its genesis in an earlier series of partnership activities with a diverse group of NGOs, including **OMAES** (Ouevre Malienne pour l'Aide a l'Enfance du Sahel), with whom World Education began work in 1988 to improve water resources, food security, and health; and **AED** (Association d'Entreaide et du Developpement), which became an independent NGO a few years ago after having operated as part of the Ministry of Rural Development. In 1989, World Education coordinated exchange visits for AED and four other Malian NGOs to Tototo Home Industries in Kenya. These visits led, eventually, to the collaboration on a number of training activities in Mali.

Also in Mali, World Education's role in the **Urban Revitalization Project** demonstrates the potential for local organizations to support the development activities of urban communities. World Education staff train NGOs to plan and execute community projects that are defined as priorities by participants themselves. Projects include cleaning and repairing drainage ditches, building school latrines, and improving the supply of piped water.

The preceding examples of our NGO partnerships give some idea of the myriad sectoral activities that World Education has supported in tandem with broader "NGO strengthening" efforts. The applicability of overall institution-building approaches to such a range of NGO functions and interests serves to reinforce our conviction that local capacity building is an essential means to the final end of effective development.

Ch. VI

Sec. 3 CAPACITIES IN NONFORMAL EDUCATION FOR ADULTS

For several decades, World Education has been associated with a number of seminal thinkers and practitioners in the NFE field. Our staff's combination of advanced academic training and grass-roots experience ensures that our programs and approaches remain on the cutting edge of NFE training and practice.

The basic principles of nonformal education are applied to all our projects in all sectors. In an attempt to illustrate the correlation between our experience and READ project goals, the following pages pinpoint a few of the many adult NFE projects that World Education has undertaken in Africa, Asia, and the United States:

3.1 NFE for Literacy

Given the nature of World Education's very first venture -- Literacy House in Lucknow, India -- it seems appropriate to present a small sampling of literacy efforts both overseas and in the United States. Supported by private contributions at the time, World Education's founder, Dr. Fisher, focused on functional education for nonliterate adults by starting several experimental projects integrating family life education with literacy instruction. From the late 1960s, World Education expanded its programs to Thailand, Turkey, and the Philippines. With funding from USAID and others, World Education continued to develop and improve literacy programs in Ghana, Indonesia, Ethiopia, Bangladesh and the United States, among other countries. World Education participates in the UNESCO sponsored Collective Consultation of NGOs on Education for All and is a member of the International Task Force on Literacy. In several instances, World Education staff have advised the World Bank and UNDP on the design of literacy programs.

For more than 15 years, World Education has worked closely with the **Ministry of Education in Nepal** on literacy promotion and policy. Outcomes include a comprehensive literacy curriculum based on four 96-page books (in Nepali and English) which teach written language and simple math skills and include material on health, family planning, agriculture, and rural issues. A teacher-training manual complements the curriculum, now used by NGOs and Peace Corps volunteers. More than 750,000 people have been reached through adult and child programs.

A component central to the effectiveness of the Nepal literacy efforts has been the learning process designed with and for the curriculum development team who were also trainers. Over several years, trainers spent intermittent periods in villages, learning about the lives and needs of the people who would eventually join literacy classes. This experience provided insights that were critical to effective project design and appropriate content of learning materials so learners become actively engaged in the process. World Education has helped the Ministry plan a literacy campaign that will benefit 8 million Nepalese in this decade.

In Senegal, World Education collaborated with the **Association pour la Renaissance du Pulaar** on a project promoting a learner-centered approach in preparing literacy materials for use with community-based literacy groups. The project included management training and institution building activities with ARP's board of directors and regional committees, as well as the production of post-literacy materials linking literacy with the income-generation activities of community-based learning groups. Specific objectives of the project included the development, field testing, and revision of basic literacy materials in the Pulaar language; the development of teacher training materials and courses; the formulation of a strategy for integrating literacy instruction with community economic development projects; and bolstering ARP's capacity to better serve and monitor its learning groups and village development programs.

In January 1990, World Education became the Central Resource Center for a program begun by the **Massachusetts** Bureau of Adult Education. Known as **SABES** (System for Adult Basic Education Support), the project takes a comprehensive approach to improving and increasing the capacity of the existing network of adult basic education services in the Commonwealth. This effort has four general areas of activity: an ABE materials clearinghouse; a program development component; staff development and training; and research and design.

In addition to the Central Resource Center, SABES will develop five Regional Resource Centers.

3.2 NFE for Income Generation and Skills Training

As World Education branched into new areas, it began applying NFE approaches to development activities in Africa. For instance, from 1973 to 1977, World Education worked with the **Ethiopian Women's Association**, a PVO, to train groups of rural women and men in integrated family life education and income generation, with literacy training as a basic project input. The success of this USAID-funded project led to UNICEF providing funds for program continuation at the request of the Ethiopian government. In the 1980s, World Education worked for five years with the **Ghanaian government's Department of Community Development** to institutionalize a pilot family life education program that focused on the promotion of income-generating skills through literacy training materials. More than 40 community groups developed projects including soap production, goat raising, sugarcane plantations, and vegetable farms. World Education helped administer a revolving loan fund for the activities in addition to supporting the literacy and training components.

Currently, World Education and Community Economics Corporation are running a collaborative program in **Mali** to provide **Small Enterprise Advisory** services to Malian NGOs. An advisor is resident in Bamako, working with a loose-knit group of NGOs interested in expanding small enterprise activities. Support includes helping the NGOs to formulate action plans, training to enhance small business skills, information gathering and exchange, and design and coordination of research activities.

3.3 NFE for Environmental Awareness

Environmental education is one of the four major project areas of World Education's Training and Organizational Development Division. (The other three areas are maternal and child health education; workplace learning programs; and refugee training.) In the field of environmental education and natural resource management, World Education has successfully implemented single-country programs as well as coordinated multi-country efforts that have involved working simultaneously with numerous NGOs. The use of NFE methods lies at the core of our support for NGOs working to integrate community participation into natural resource management.

In **Mali**, 11 NGOs were involved in World Education's recently completed pilot **Natural Resources Management Project (NRM)**. The NGOs were assisted with the practical application of technical NRM issues to the design of small, community-based projects that involve village women. In **Indonesia**, World Education is collaborating with 12 NGOs on a four-year project to strengthen their capabilities in promoting and managing community-based environmental education campaigns. A September 1991 evaluation of the project's first 15 months praised its innovative approach to the action-learning process, the high degree of NGO involvement in the project, and the healthy prospects for sustainability because the project's success is intimately linked to NGO ownership of project outcomes.

Since 1986, World Education has also worked intensively with the **FAO Intercountry Programme in Integrated Pest Management (IPM) in Rice in South and Southeastern Asia**, a 15-country project. Initial involvement focused on assisting the project with developing a strategy and modules for use in training agricultural extension agents. Since then, assistance has been provided in staff development and training and in the evaluation of field-based training. Last year, World Education organized a **Regional Meeting of Asian NGOs on Basic Education and the Environment**. This UNESCO-funded event brought together practitioners from seven countries to examine participatory adult education methods and their application to community-based activities addressing environmental degradation. The information shared there could be modified and applied to the Namibian context.

These experiences in Asia and Africa are highly applicable to work with Namibian NGOs such as the Rossing Foundation who will be involved in both the READ and the LIFE projects. It is our intent to collaborate with the implementing PVO for the LIFE Project to identify points at which the two USAID-funded programs intersect and to fashion appropriate interventions. Given the Rossing Foundation's pivotal role in READ, we anticipate considerable sharing and cross-fertilization of resources and skills among Namibian NGOs and the two US PVOs.

3.4 NFE for Health

Programs supporting maternal and child health are carried out in collaboration with agencies already involved in direct health care delivery. The goal of World Education's involvement is to strengthen and expand health service delivery through the development of nonformal education activities and materials

designed to make formally uneducated or illiterate women and mothers more active participants in their own health care.

Through the 1950s and '60s, World Education was involved in the development of extensive health-related functional literacy and family life education training materials in Asia. More recently, with UNESCO funding, World Education developed an **Urban Maternal and Child Health Programme** in the slum areas of Nairobi. The educational activities and materials in this program focus on critical maternal and child health issues, including AIDS prevention. This program is implemented with the Family Planning Private Sector II Project and Crescent, a Kenyan NGO.

In the **Philippines**, World Education has implemented UNICEF's **Area Based Child Survival and Development Programme** (ABCSD) in seven of the poorest provinces in the country. Working with a national and regional core of trainers representing five line agencies, World Education staff helped develop a set of nonformal education activities and materials for use with illiterate mothers and family members. These activities provide critical educational messages as well as the necessary literacy skills to support technical inputs such as nutrition, family planning, oral rehydration therapy, breast feeding, and water and sanitation. One of the ABCSD program's innovative features is the way in which it brings together staff of different agencies -- such as health, sanitation, nutrition, education -- and helps them jointly produce a strategy and materials that complement each of their social objectives.

In the **People's Republic of China**, World Education has been instrumental in introducing new training methods into a large-scale training program for strengthening maternal and child health service delivery at the grassroots level. Between October 1990 and May 1991, 120,000 township and village doctors were trained in workshops using the new methods introduced by World Education. World Education staff returned to China in 1991 to carry out a second set of NFE workshops to train staff from regional medical universities and maternal and child health institutes who serve as trainers at other levels of the program.

For the Research and Training Division of John Snow Inc., World Education has assisted with the development of a set of training materials for use with community groups involved in AIDS education and service delivery activities. The materials focus on the "nuts and bolts" actions to form community coalitions that can effectively provide care to individuals and families suffering from HIV/AIDS.

3.5 NFE Materials and Publications

The establishment and development of an NFE materials resource center in Namibia is an element in our project design for READ. In the expectation that such a center will help disperse knowledge of READ-type activities and NFE approaches throughout Namibia's NGO community, World Education's experience with documentation is a valuable asset as is that of the Centers for International Education at both the University of Massachusetts and Florida State University. All institutions have developed a wide range of published NFE materials and training techniques, including simulations, games, consciousness-raising exercises, dialogue procedures, and role plays.

In developing NFE materials, World Education depends on a process that combines the needs and desires of the learners, the capacity and priorities of the implementing NGO, and accumulated knowledge and experience in the field of adult education. World Education staff have the skill to design effective materials outside of this process, but we have found that the involvement of NGO staff and members of the learner population leads both to more effective materials and the building of NGO capacity.

The process begins with information-gathering that draws specific technical content from experts. Then, a needs assessment process that draws input from learners identifies how best to present this technical information and which related issues are of immediate importance to learners. These two points of view are combined to produce materials that are technically satisfactory but which also explore issues that are important to the lives of the learners. NGO staff are also helped to learn through experience the value of field-testing and revising materials based on the results of those tests.

World Education publications and NFE materials are well known and in high demand among NFE practitioners. As mentioned earlier, World Education has published FAIDIKA!, a small-business skills training manual, jointly with Tototo Home Industries. This manual has been received so well by NGOs throughout Africa that it is currently being translated into French and Arabic for use in West Africa and in Yemen. In addition, World Education and Tototo are producing SAIDIKA, a leadership skills training manual based on a participatory approach. In collaboration with the Kenya Rural Enterprise Programme, World Education has recently completed the

Juhudi Training Manual for NGO credit officers using a minimalist approach in working with informal-sector microentrepreneurs.

From the Field: Tested Participatory Activities for Trainers is one of World Education's most popular NFE publications. It was first produced in 1980 in response to many requests from field practitioners for a resource for designing training programs. This 150-page manual outlines 47 exercises used in actual training workshops and is suitable for trainers in nonformal education, community development, health, nutrition, and agriculture. Similarly, Dr. Lyra Srinivasan's Perspectives on Nonformal Adult Learning offers a comprehensive introduction to NFE and is a valuable learning resource for NGOs worldwide and in many graduate-level academic programs.

World Education's Literacy Division, in addition to generating project specific training materials, has also published the Peace Corps Literacy Handbook, which offers guidance on program and materials development and suggests strategies for evaluation. Making available such field-tested NFE training materials is one avenue by which World Education will support READ objectives in Namibia.

In addition, World Education periodically publishes Reports, a magazine that deals with specific development themes. Recent issue titles have included "Towards a Fully Literate World," which examines NGOs' roles in mass literacy campaigns; "Local Action for Global Change," which explores the grass-roots relationship between environmental action and economic development; and "The World According to Women," examining policies and practices that incorporate women into the development process. In past years, World Education has also produced Focus on Basics, a hands-on journal for educators providing information and guidance on effective teaching practices in adult basic education and literacy programs in the U.S. Issues have included teaching about AIDs, "reinventing" assessment, literacy for non-English speakers, and the use of computers in literacy learning.

3.6 NFE Research and Policy

Both, the University of Massachusetts' Center for International Education and Florida State University, offer substantial know-how and experience in the areas of NFE research and national-level policy formulation that supplement World Education's own capabilities in nonformal education.

Florida State University, through its Center for International Studies (CIS), assists national governments in the application of innovative instructional methods and communication technologies in both the formal and nonformal education sectors. Namibia is one of six countries participating in the center's IEES Project (Improving the Efficiency of Educational Systems), which is funded by USAID. In June 1991, Namibia's Ministry of Education and Culture also contracted FSU to provide technical support to its National Basic and Primary Education Reform effort. This ongoing involvement prepares FSU to play a useful role in broad policy research, analysis, and coordination and to be a valuable resource for READ.

The Center for International Education at the University of Massachusetts has had a longstanding interest in Namibia's development. In 1990, together with Oxfam America, the Center co-sponsored a symposium on "Strategies for Supporting Development in Namibia," with a special emphasis on NFE and literacy. World Education plans to collaborate with CIE in coordinating a regional conference on state-of-the-art NFE methodologies that will be held in Namibia.¹ CIE is in an excellent position to identify key NFE practitioners both regionally and internationally.

Senior Faculty from FSU and CIE have worked as short-term advisors in Namibia, providing technical support to USAID and MEC/DANFE in formulation of nonformal education strategies. Both academic institutions have hosted graduate students for Namibia, and tailored study programs to meet their needs and interests. They offer NFE courses that are particularly appropriate for training staff from DANFE.

Ch. VI

Sec. 4 CAPACITIES IN MANAGEMENT OF PROJECTS

The creation and establishment of **The Kenya Rural Enterprise Programme (K-REP)** is World Education's most far-reaching NGO strengthening program in Africa. Stemming from one of the first USAID-funded umbrella projects to support the activities of local NGOs, this endeavor resulted in the establishment of an independent, effective, financially viable, and locally staffed Kenyan organization in less than eight years.

¹. See section on information sharing in Chapter III.

Along the way, World Education and our Kenyan partners have learned many lessons about the design and functioning of umbrella projects as well as grant-making programs. This experience has proved invaluable in aiding our collaborative efforts in many other African countries and will, undoubtedly, do so in the case of Namibia, too.

Based in Nairobi, K-REP initially provided grants to 24 NGOs engaged in small enterprise development around the country. World Education and K-REP staff designed a comprehensive program of training and technical assistance to build the management capacity of Kenyan NGOs. In 1987, K-REP was locally incorporated and its success in the first five years led to renewed USAID funding for another five years.

One of the major lessons learned from World Education's management of the K-REP project is the imperative of a flexible project design and the need to work with NGOs in a way that responds to the specific needs of individual organizations. With ongoing evaluation built in from the outset, K-REP was able to adapt its program and improve services provided to NGO clients. Aside from providing an array of financial assistance and training in organizational development to Kenyan NGOs, church agencies, and community groups, K-REP conducted feasibility studies, assisted with marketing, and helped establish production facilities.

Earlier discussions in this proposal² have underscored the emphasis that World Education places on NGOs' financial sustainability. In line with this goal, after its first five years in existence, K-REP began providing financial assistance in the form of loans as well as grants. This led to greater emphasis on a streamlined credit process, reduced incidence of defaults, and strengthened financial and managerial capabilities in its own staff and those of assisted NGOs.

Finally, and most critical to financial sustainability, was K-REP's decision to become a direct provider of credit with the launching of its **Juhudi** scheme. Since the demand for credit is high and largely unmet among low-income entrepreneurs, K-REP instituted the first Juhudi scheme in 1990. The program is modeled on Bangladesh's Grameen Bank and provides small loans to groups of entrepreneurs on a commercially viable basis. K-REP has encouraged its NGO grantees to adopt similar lending principles in order to shore up prospects for long-term financial stability. Adopting a

². See, for example, "Lessons learned about sustainability" in Chapter II.

business-like approach to the provision of credit to microentrepreneurs, this program is designed to make K-REP fully self-sustaining in 10 years through revenues collected from ten loan programs and an aggressive expansion schedule.

The K-REP experience with grant-making -- which ultimately involved managing a budget in excess of \$14.4 million and making over 40 subgrants ranging in size from \$1,200 to \$733,000 -- has had invaluable benefits for a variety of other World Education projects that involve the management of subgrants, as in Yemen and Mali.

Staff design and decisions -- most notably, the recruitment and involvement of local professional staff from the outset -- also paid handsome dividends. As already noted, World Education stressed the creation of an independent Project Review Committee, a viable and dependable Board of Directors and smooth relations between the Board and K-REP staff. A considerable amount of training and technical assistance was provided in these areas. For the last three years of World Education's direct involvement, the Managing Director was the only expatriate employed full time; since June 1992, his Kenyan deputy has ably stepped into that position and steers the agency with help from highly skilled Kenyan colleagues.

We expect a similar pattern of transfer to local management in the READ project, given the inclusion of a Namibian counterpart to the Chief of Party (COP) from the start and the later recruitment of a Namibian accountant. Furthermore, in the case of READ, our proposal to involve Namibian staff through "secondment" to the project¹ by various NGOs will also promote local institutional strengthening through in-service training.

The many specific lessons learned from the K-REP project on sustainability, grant-management, human resource management, etc. have deepened World Education's understanding of the processes of institutional development and program management. Much of this experience and knowledge is likely to be readily transferred to the Namibian context through READ. World Education is optimistic about this because of the success with which the K-REP management experience has been modified and applied to projects in two other countries -- Mali and Yemen.

As mentioned earlier, World Education has been involved in two projects in **Mali** since mid-1991 -- **Urban Revitalization and Promoting Economic Opportunities for Women (PEOW)**. Together, these projects have budgets of nearly \$3 million. In addition to

¹. For details on "secondment," see section on short-term training in Chapter III.

providing ongoing technical assistance and training to the local NGOs, World Education plays a significant management role by monitoring activities at the field level, managing funds and subgrants according to USAID regulations, and assisting in the evaluation of project activities. The in-country presence of a World Education officer ensures smooth coordination of activities and is promoting expansion to include a larger number of interested NGOs and community groups.

The PEOW project initially started work with two large NGOs to assist poor women in Mali's rural and urban areas. It focuses on small business training and institutional support for local women's NGOs. It has a budget of \$165,000 for small grants to support income-generating activities.

The Urban Revitalization Project aimed to provide employment through local NGOs to community groups by funding restoration programs in the aftermath of civil disturbance in the capital. To do so, it manages disbursement of a "civic grants" fund of \$850,000 to support projects. Community institutions are reinvigorated through cooperation with larger NGOs, thus establishing a foundation for other joint urban projects such as microenterprise development, adult literacy, and health education. So far, 59 groups have participated in the project, providing employment in five *communes* of Bamako, Segou, Mopti, Kayes and Sikasso.

In **Yemen**, World Education is implementing a three year program of support for a network of Women's Associations in two governorates. The goals of the \$2.38 million project are to strengthen the management and planning capabilities of the associations (known as YWAs) and to improve the quality of training and services they offer to members, with special emphasis on income-generation and small business activities.

The administrative structure, the participatory nature of the activities, and the results produced are leading to strengthened Yemeni capacity in providing institutional support as well as implementing projects. The small team of Yemeni staff and the World Education Project Director have coordinated a series of three institution building workshops attended by representatives of 12 associations in the first year and nine in the second. The workshops introduced organizational assessment techniques; skills in feasibility studies, planning and implementing of small business activities; and the principles of action planning for organizations. Between each set of workshops, project staff offered assistance through regular field visits and established a process

of evaluating the associations' progress toward achieving goals and objectives.

When planning these workshops, the staff in Yemen and home office staff in Boston worked closely to identify appropriate consultants and materials that would meet the specific needs in Yemen. And after the workshops, the consultants underwent extensive debriefing so World Education and project staff could be apprised of and respond to participants' existing and evolving concerns. Before each training activity, a preliminary TOT workshop for Yemeni project staff was conducted. In the course of the project, these individuals have taken on increasing responsibility for implementing the workshops. This process is a result of conscious efforts to build local capacities.

The project has helped the women's associations purchase a variety of suitable equipment and supplies with part of the \$390,000 grant budget. Remaining grant funds will be used to set up a credit fund to support income-generating activities. As with other projects, World Education has also promoted site visits for association staff and clients in order to extend the project's reach. In fact, the Team Leader and Project Coordinator have conducted informal needs assessments in other areas of Yemen that reveal abundant interest in project services. Expansion plans are in the works. In addition, Project staff have assisted with a variety of support activities - such as compiling an inventory of YWA activities, updating a directory of training resources in the computer system, and packaging first year training materials for use by individual associations in their own trainings.

Ch. VISec.5 CAPABILITIES OF COLLABORATING INSTITUTIONS

World Education is well acquainted with all the institutions proposed herein as possible collaborators, having been actively associated with them in the past. We think highly of their institutional integrity and capacities and are satisfied that their approach to development in general, and nonformal education in particular, are in consonance with our participatory and sustainability-oriented principles.

While World Education intends to act as the primary implementor for READ, we envisage the two academic institutions -- the **Center for International Education (CIE)** at UMass Amherst and the **Center for International Studies (CIS)** at Florida State University -- as being major players in long-term participant training through the innovative and respected graduate-level programs they offer. Their involvement in READ will also contribute a high level of academic expertise and exactitude in the areas of policy research, formulation, and assessment; materials and curriculum development; and program coordination with Namibia's Ministry of Education and Culture on nonformal and formal educational issues.

The UK-based **International Extension College (IEC)** has a strong background in distance education and longstanding links to Namibia from pre-independence years. We expect to call on the IEC to provide necessary planning and technical assistance if participating NGOs and MEC/DANFE wish to build a distance education component into their literacy or other programs. **New TransCentury Foundation**, as already noted, will assist the home office and Project Team in a logistical and procurement capacity.

Given their proposed roles in READ implementation, World Education would like to give a brief overview of the collaborating agencies' capabilities.

5.1 New TransCentury Foundation (NTF)

New TransCentury Foundation is part of the TransCentury group of affiliated organizations which, for 24 years, has managed field-level projects and training programs around the world. For the READ Project, NTF's primary role will be in managing the long-term participant training of DANFE personnel and in coordinating and implementing necessary procurement activities.

Since 1967, NTF and its affiliates have administered over \$100 million in USAID-funded activities. These activities concentrate on enhancing the capability of developing country NGOs through the transfer of professional skills and technical assistance in training, project design and management, personnel development, and strategies for sustainability. For example, NTF is currently operating the USAID/Senegal funded PVO/NGO support project, an umbrella project which provides grants and institutional strengthening assistance to local agencies. NTF manages all project services -- from training needs assessment to procurement of supplies and equipment -- for this five year, \$10 million effort.

NTF also offers substantive capability in arranging appropriate training for overseas participants. NTF engages in this process as being a partner with the institutions and the participants, holds individual and organizational effectiveness as a joint goal, and recognizes that training must improve execution of present responsibilities and also respond to evolving needs. TransCentury managed long and short-term U.S and third-country participant training for the Swaziland manpower Development Project from 1984-91. More than 200 Swazi participants from public and private institutions received degrees in finance, business, education, agriculture, health and engineering.

As a procurement services agent over the last 25 years, the volume of services provided by TransCentury has exceeded \$130 billion. In this capacity, NTF translates the functional needs of the READ project and NGO grantees into practical, well-defined lists of equipment and supplies. From the assessment, specifications are developed and refined to ensure open competition, availability of spare parts, and local repair services, and timely delivery. After receipt of bids, NTF evaluates them and makes awards to the bid most responsive to technical and commercial requirements of the purchaser. If required, performance bonds are secured and letters of credit issued. NTF will follow through with delivery and inspection of the equipment and provide READ staff with monthly status reports and documentation of all payments, etc.

We are confident that NTF's experience in such work will provide READ with the highest quality materials and equipment within the budget constraints.

5.2 The Center for International Education, University of Massachusetts at Amherst

As part of the University's School of Education, the Center for International Education (CIE) is a multicultural learning community of approximately 60 people, including staff, faculty, and graduate students from more than 20 countries. CIE is committed to developing educational skills that promote cross-cultural understanding and critical awareness, and it strives to link educational theory with practice in the domestic and international contexts.

CIE is internationally known for its innovations in nonformal education and adult literacy, and stresses a participatory, learner-centered approach in all educational concerns including basic education, staff development, participatory management, and action research. CIE's degree and non-degree training incorporate state-of-the-art research and opportunities for practical experience. Qualified Namibian participants funded by READ for graduate academic study in the U.S. will be able to choose from a variety of CIE programs. These include Third World Development Education, Nonformal Education, Global Education, and Adult Literacy.

In terms of programmatic experience overseas, the Center has a robust record of involvement and achievement in Africa and in other developing regions. For instance, CIE is part of a consortium under USAID's BANFES (Basic and Nonformal Education Systems) project in **Lesotho**, where it is helping to upgrade teacher training, materials and curricula, and out-of-school literacy efforts. Some of the specific BANFES activities that CIE has implemented include managing a participant degree program for 40 Basotho professionals and short-term training for 25; organizing a six-week Summer Institute for Master Elementary Teachers; and conducting on-site training and evaluations.

Also in southern Africa, CIE has helped the University College of **Swaziland** develop its capacity to provide outreach education to rural populations. In **Indonesia**, it strengthened the National Directorate of Community Education's ability to provide NFE training, develop materials, and evaluate programs. And in **Ghana**, CIE worked with the voluntary People's Education Association, building its infrastructure to the point where it became the prime implementing agency for providing community education and development assistance.

5.3 The Center for International Studies (CIS) Florida State University at Tallahassee

This university's program of Graduate Studies in Adult and Continuing Education (GSACE) is one of the oldest and most respected in North America. Through the Center for International Studies, the program has developed significant international dimensions including NFE research and application in numerous countries overseas. The GSACE is currently involved in a UNESCO demonstration project to develop new methods for evaluating adult literacy and basic education programs and in a UNICEF study of educational programs for street and working children throughout the developing world.

CIS itself has long provided technical assistance, conducted research and trained development professionals in programs aimed at expanding and democratizing educational opportunity. As already mentioned, since 1984 CIS has been a lead implementer of the USAID initiative in Improving the Efficiency of Educational Systems (IEES). That project's principal goal is to help developing countries improve the performance of their educational systems by strengthening their capabilities for planning, management, and research.

Namibia is one of the six countries participating in the IEES project (along with Botswana, Guinea, Haiti, Indonesia, and Nepal) which focuses on policy development, knowledge development, educational management, networking, and planning. In addition, FSU has worked on contract directly with Namibia's Ministry of Education and Culture to support reform in primary schooling, especially in classroom learning and instruction.

This substantive experience in Namibia, as well as a cadre of experienced academic professionals, eminently qualifies FSU to play an active role as partner in World Education's bid to implement the READ project.

5.4 The International Extension College (IEC) Cambridge, England

The International Extension College is a nonprofit organization registered as a charity in the United Kingdom. Since its establishment in 1971, the IEC has sought to promote development through the expansion of educational opportunities using distance education techniques.

A few of the countries where IEC has helped set up and run NFE programs using distance learning include Botswana, Lesotho, Zambia, Tanzania, Pakistan, and India. It has had a three-year association with a mass functional literacy campaign in Ghana that involved pre- and post-literacy and numeracy training and NFE to promote self-help economic and social projects in rural areas. Funded by Britain's ODA, this project has provided intensive support on management systems, trainer training, radio workshops, planning, writing, and production of materials, monitoring, evaluation, and staff training.

IEC has had a long-standing involvement in education for Namibians, starting with its distance education efforts for exiles living in Angola and Zambia prior to Namibian independence. More recently, IEC assisted in the preparation of 32 radio lessons and two accompanying textbooks for broadcast/distribution to primary school teachers and other adults to develop their English-language communication skills.

5.5 Community Economics Corporation (CEC)

Community Economics Corporation was established in 1988 to serve as a center of excellence in local economic development. CEC's staff have prior experience working at senior levels with USAID, the World Bank and several other agencies on issues relating to small and microenterprise development and income-generation. Founder and president, Fred O'Regan, has been involved in the formulation of USAID's strategy for small and microenterprise development since its beginnings in 1980. He also designed and managed World Education's highly successful Kenya Rural Enterprise Programme until 1988.

CEC's extensive experience researching the informal sector employment situation in many African countries makes it an ideal collaborator for providing input into READ-initiated studies.

NAMIBIA READ PROJECT

Reaching out with Education for Adults in Development

(673-0004)

TECHNICAL APPLICATION

ADDENDUM

17 June 1993

Submitted to:

Ms. Kimberley M. Kester
Regional Agreement Officer
REDSO/ESA

The following responses to questions and comments from USAID are incorporated into World Education's Technical Application for the Namibia READ Project. Each of the issues raised by USAID is first stated in bold, followed by World Education's response.

- A. **The Technical Evaluation Committee was concerned that the mention of certain Namibian NGOs in the proposal might indicate a bias in favor of those organizations. World Education should describe the steps it will take to maintain neutrality and objectivity in the delivery of services to NGOs and in project operations. In light of the importance of transparency and fairness to the READ Project's credibility and ultimate success, the Committee believes that all the Namibian staff positions should be filled through an open competitive process to avoid any appearance of undue connection with particular NGOs. World Education should plan such a process rather than proceeding with the candidate it identified for Project Manager.**

World Education is very aware of the sensitive socio-political environment in Namibia, and that there are controversial issues within the NGO community. We would like to assure you that the mention of certain NGOs in our proposal does not indicate any bias towards them, nor does it mean that others will be excluded from READ project activities.

We believe it will be very important to maintain neutrality and objectivity in the delivery of training and financial support, and to encourage cooperation and coordination among NGOs from different networks and with diverse approaches and points of view. As a first step in this process, World Education will hold an opening conference designed to bring everyone together who has an interest in the READ Project. The next important step will be for READ staff to define the guidelines and a set of operating procedures for the project (including grant guidelines and selection criteria); this will be done with input from a wide array of Namibian NGOs and in close consultation with the Steering Committee and USAID. We expect this to be a process that builds trust and collaboration, laying the groundwork for implementing a grants program, technical assistance and training and other project activities in a manner that is as fair and open as possible throughout the life of the READ Project.

World Education will be pleased to fill all the Namibian staff positions through an open competitive process. We believe it is important to identify the best possible candidates for Project Manager and the other staff positions. Once contractual

negotiations are complete, World Education will circulate job descriptions and advertise the positions in the national press. Promising candidates will be interviewed by the READ Project Director.

- B. Can the proposed 6 months of NGO assessment, institution building, and training prior to awarding sub-grants be substantially shortened? Some NGOs feel that they are ready now and in fact have been waiting over a year to receive READ Project funding. How would World Education handle this situation?**

World Education is aware that many NGOs feel frustrated by the delays they have already experienced in start up of the READ Project, and is sensitive to the fact that they are anxious to obtain funding as soon as possible. We intend to make every effort to begin project activities quickly and speed up the initial steps as much as we can.

However, it is essential to develop clear guidelines and criteria for awarding subgrants at the outset. It is crucial for the success of a long-term project such as READ to spend time building a process that everyone agrees with. At the beginning of the project, READ staff will devote most of their energy to this task, building a strong relationship with the Namibian NGO community and consulting closely with the Steering Committee and USAID.

World Education expects the Small Grants Fund to be up and running quickly, as this program has been expressly designed to be easily accessible early on in the project to NGOs who have already planned or designed small scale projects or discrete project activities. It is important to reiterate however that the process of awarding small grants will be subject to NGOs meeting the criteria recommended in the guidelines that are set by READ staff, the Steering Committee and USAID. We expect that the initial institution building activities will help many less experienced NGOs to plan their programs more effectively before submitting a grant application.

- C. The Committee felt that conducting the initial project planning meeting in Boston as proposed is not appropriate. They preferred a team building meeting held in Namibia including all actors: Ministry, Steering Committee, USAID, and World Education field staff. Such a meeting would be a good beginning for the READ Project and discussions would lead the group to mutually agreeable objectives and priorities. Administrative issues requiring explanation by World Education's Boston office could be handled through phone and fax communications, and by having one or two backstopping staff attend the team building meeting.**

World Education feels that the request to hold the initial planning and team building meeting in Windhoek rather than Boston is perfectly reasonable and is happy to follow this suggestion.

- D. While not part of the Committee's technical evaluation, members repeatedly stressed the importance of keeping the funding for sub-grants at the level specified in the IFA and the strong desirability of executing sub-grants to NGOs expeditiously. The NGO community is very anxious to see the fruits of the Project planning process and to build on the ground work already performed.

World Education agrees with the Committee's recommendation to keep the funding for sub-grants at the level specified in the IFA. As mentioned in our response to Question B above, World Education will do everything possible to execute sub-grants to Namibian NGOs as expeditiously as possible, given that it will take some initial planning time for the READ team and the Steering Committee to set the eligibility criteria for awarding sub-grants and that NGOs will need to meet these criteria.