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FINAL REPORT

MID-TERM EVALUATION
OF THE
EDUCATION AND HUMAN RESOURCES
TECHNICAL SUPPORT PROJECT
(EHRTS)

Contract No. LAC-0032-00-9036-00

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LAC/DR/EHR

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ACRONYMS

A.I.D.	Agency for International Development
ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
BRIDGES	Basic Research and Implementaiton for Developing Education Systems
DOL	Department of Labor
EHRTS	Education and Human Resources Technical Services
J&A	Juarez and Associates, Inc.
LAC	Latin America and Caribbean
LAC/DR/EHR	Latin America and Caribbean Bureau, Office of Development Resources, Division of Education and Human Resources
LASER	Latin American Strategies for Education Reform
LOE	Level of effort
MSI	Management Systems International
OE	Operating expense
RAPID	Resources for the Awareness of Population Impacts on Development
RSSA	Resources Support Services Agreement
RTI	Research Triangle Institute
TSO	Technical Service Order

EXECUTIVE SUMMARY

The Agency for International Development (A.I.D.) and the Academy for Educational Development (AED) signed the Education and Human Resources Technical Services Project (EHRTS) in 1989. It is a five year project with total project funding of \$4,730,011. AED and a RSSA from the Department of Labor are working together with the Latin America and Caribbean Bureau, Office of Development Resources, Division of Education and Human Resources (LAC/DR/EHR) to support Missions in the areas of basic education, vocational skills, management training and participant training.

Purpose

The focus of the mid-term evaluation is twofold. First, to assess whether the project has met its objectives and to suggest areas for changes and modifications and second, to provide guidance for the design of a new, follow-on activity. The evaluation was conducted by DATEX, Inc. It was participatory in nature and included interviews, document reviews and a questionnaire to LAC Missions. Work took place between March 29 and May 31, 1993 and was carried out in Washington, D.C.

The goal of EHRTS is to assist in improving the access, quality and relevance of education and training in the LAC region. Its purpose is to promote cross-fertilization of lessons learned in the LAC region in basic education, vocational skills, management education and training and peace scholarships/development training.

EHRTS is designed around five interrelated components: 1) preparation of cross-cutting evaluations; 2) preparation of guidelines for strategy and project design, implementation and evaluation; 3) technical assistance through Mission buy-ins; 4) information sharing and dissemination; and 5) a data-tracking system.

Subcontractors to AED include Juarez and Associates, Inc., Management Systems International, and Research Triangle Institute.

Findings and Conclusions

There is no doubt that the project is making a critical contribution to the LAC Bureau and Missions. The design has evolved during four years in support of changing A.I.D. and national agendas without weakening the original intent of the project. EHRTS achievements include:

- Published comprehensive reviews of experience and practical applications for project design, implementation and evaluation in basic education, vocational training and participant training.

- Negotiated and managed 69 technical service orders (TSO) of which 34 are buy-ins from 12 Missions totaling \$1,380,076.
- Participated in the formulation of a new LAC/DR/EHR vision focusing on education as an investment in human resources with an economic, political and social impact.
- Developed an educational policy reform agenda and tools to generate national dialogue and champion support among local groups.
- Disseminated to A.I.D. and Missions publications and information packages on current topics in the education field as well as commissioning state-of-the-art papers under the title of "Advocacy Series".

EHRTS contribution to LAC/DR/EHR and Missions goes beyond providing just technical assistance. It has been instrumental in developing a philosophical framework for the education and human resources sector. Where A.I.D. had previously focused on the internal efficiency of education with teacher training programs, textbooks and school construction, the new vision focuses on education as an investment in human resources with an economic, political and social impact. EHRTS support has been crucial in this on-going dialogue and articulating the steps that are transforming this vision into concrete activities. The vision and approach are enriched through the use of a core group of consultants that provides a broad perspective to Missions in program design, implementation and evaluation.

EHRTS is very management intensive. Working through TSOs for every piece of work that outside of core staff is not efficient. In addition, the Contracts office has not allowed the use of subcontractors beyond the original consortium. Consequently, the contractor is not always able to provide the best qualified candidate for a position if they come through another institution.

The writing, publication and dissemination of documents is an important part of EHRTS and it has experienced lengthy delays. The primary audience for documents has been the A.I.D. missions, specifically the General Development and/or Education Officer. Reactions from the Missions are mixed and vary according to each publication received. Most Missions would like more documents to share with host country counterparts as well as more conferences.

The RSSA is an important resource to LAC/DR/EHR and field Missions. The RSSA has its own budget and travel monies. The RSSA's value to EHRTS is less direct. Complete integration into the project may not be realistic given that the RSSA scope of work goes beyond the project parameters. However, it is important to

capture the learnings of the RSSA and incorporate them into the cross-fertilization mandate of EHRTS.

Recommendations

LAC/DR/EHR and AED should discuss the findings and recommendations of this evaluation, ranking what should be addressed and when. Additional recommendations are included in the body of the report.

- A new project should be designed and funded based on EHRTS success and strengths. Missions and LAC/DR/EHR are enthusiastic about the support they have received through EHRTS.
- Revise the contract requirements in data tracking and indicators to reflect the current thinking of A.I.D. and EHRTS.
- Develop an implementation plan for the last 15 months of the project. Monthly planning meetings between LAC/DR/EHR and AED should also be institutionalized.
- Organize a working group within A.I.D. to develop, with the Contracts office, more efficient guidelines for using TSOs and core funds.
- Translate a wider range of documents into Spanish for host country nationals. At the same time, EHRTS should organize at least one more conference for A.I.D. Missions and at least two sub-regional conferences, that would focus on host country nationals, before the end of the project.
- Establish a working group of technical persons, committed to each specific publication, to develop a publication plan and hold periodic meetings to assess progress. A review committee should read and comment on the final draft.
- AED should hire an additional secretary to support the core staff in day to day tasks and a technical person to work on policy dialogue and related activities.
- Define a series of working papers (education finance, vocational education strategies) to incorporate the RSSA learnings into the overall EHRTS project.

Lessons Learned

The goal and purpose and objectively verifiable indicators, as put forth in the logical frame, bear no relation to EHRTS. Identifying different, more appropriate indicators has been a difficult issue in the project. Indicators need to be easily trackable, realistic and related to project interventions.

Working through numerous TSOs for project implementation is not only tedious, but a tremendous management burden. There are other ways to mold core funding that gives more autonomy to the project officer and less negotiation and management burden to the contractor. Different contracting mechanisms need to be explored with contracts since. Through discussions with other project managers, the evaluator learned that the management burden for both contracts and the contractor is a generic problem that exists on many centrally funded contracts.

The dissemination of reviews of experience, the practical applications, working papers and advocacy papers have proved important to LAC/DR/EHR and Mission staff. However, their publication is a lengthy process. Publication and review committees would help focus the entire process.

The restriction on OE travel monies places a constraint on the project. Important marketing did not happen at the beginning of the project. Only one educational officers conference has taken place. For more extensive cross-fertilization to take place, Mission and host country personnel need forums to exchange experiences and learnings.

Recommendations for the Design of a New Project

These recommendations can be found in Section VI, page 26.

I. INTRODUCTION

A. BACKGROUND

On August 18, 1989 the Agency for International Development (A.I.D.) and the Academy for Educational Development (AED) signed contract number LAC-0032-00-9036-00 to implement the Education and Human Resource Technical Services (EHRTS) Project. The contract with AED is for \$4,370,011 of funding through August 17, 1994.

The Latin American/Caribbean Bureau, Office of Development Resources, division of Education and Human Resources (LAC/DR/EHR) is the office responsible for backstopping EHRTS. Subcontractors working with AED include Juarez and Associates, Inc. (J&A), Management Systems International (MSI), and Research Triangle Institute (RTI).

Also in support of EHRTS, LAC/DR/EHR entered into a Resources Support Services Agreement (RSSA) with the Department of Labor (DOL) for specialized services in the area of labor/human resource economics, manpower planning and vocational skills training.

The goal of EHRTS is to assist in improving the access, quality and relevance of education and training in the Latin America and Caribbean (LAC) region. Its purpose is to promote cross-fertilization of lessons learned in the LAC region in the areas of basic education, vocational skills, management education and training and Peace Scholarships/development training.

Activities carried out under the LAC regional contract through AED and the RSSA focus on five components.

1. Four cross-cutting evaluations to document past successes and failures in basic education, management education and training, vocational education and training and participant training programs, as well as ongoing efforts in these four areas.
2. Four working documents developing guidelines for setting priorities, designing, implementing and evaluating projects in the four areas.
3. Mission buy-in for technical assistance in strategy setting, program and project design and targeted implementation and evaluation incorporating lessons learned from Component One.
4. Dissemination of the products of Components 1 and 2, translated into Spanish and possibly French, for use by host country counterparts, AID field personnel and individuals from the development community. Newsletters

and workshops would also provide another avenue for exchange and share information.

5. A data tracking system to assist host country personnel to follow key indicators that will permit them to measure progress in improving systems and to track progress in achieving the project's goal of improving access, relevance and quality of education and training in the LAC region.

Activities undertaken by AED focus on basic education, management education and training, and Peace Scholarships/development training. Activities in the area of vocational skills training are carried out through the RSSA with the Department of Labor.

B. SCOPE OF WORK

At the time of the formative evaluation, EHRTS has completed just over three and a half years of its' five year project life. In order to assess whether the project has met its objectives and to suggest areas where changes or modifications are needed and to provide guidance for the design of a new, follow-on activity, A.I.D. contracted with Datex, Inc. to carry out this mid-term evaluation. The evaluation was conducted by one consultant between March 29, 1993 and May 31, 1993.

The mid-term evaluation examines both the AED contract and the RSSA with the Department of Labor.

In the scope of work (Annex A) several questions regarding project design and purpose, project activities, project management, and design for a new project were posed. The following document is the effort to answer the questions and make recommendations for greater short-term and long-term efficiencies and impact.

C. EVALUATION METHODOLOGY

The evaluation was carried out by one evaluator. She reviewed documents and interviewed A.I.D., AED and subcontractor staff (Annex B provides a list of documents reviewed and Annex C a list of persons interviewed). The evaluation was participatory in nature and attempted to include as many interviews as time allowed. Since the evaluation did not include field travel, a questionnaire was designed and faxed to 14 LAC Missions (a questionnaire can be found in Annex D). Eleven Missions (Belize, Bolivia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Haiti, Honduras, Nicaragua, Panama and Peru) responded to the questionnaire.

A preliminary debriefing was held with AED on May 10, 1993 and with A.I.D. on May 11, 1993. A draft report was submitted on May 17, 1993 and a final report was submitted June 1, 1993.

II. PROJECT STRUCTURE

EHRTS is being implemented by the Academy for Educational Development. With AED providing the overall coordination, the subcontractor are loosely responsible as follows; J & A in basic education, MSI in management training, and (RTI) in Component 5.

The RSSA focuses its activities on human resource economics, manpower planning and vocational skills training. In addition, the RSSA provides technical advice and guidance to the LAC Bureau in formulating and evaluating policies governing A.I.D. and Bureau programs in the same areas previously listed and assists on technical assistance teams when requested by field Missions.

The project provides an extremely important service to the LAC/DR/EHR office and LAC Missions. With only three foreign service officers in Washington, one general schedule officer and one support staff (down from four foreign service officers and three support staff since EHRTS started), staff cannot carry out all the design and evaluation functions required by the Mission. EHRTS provides a means for efficiently responding to Mission demands. At the same time, EHRTS supports LAC/DR/EHR through report publications and dissemination, policy dialogue, conference and workshop coordination and general research and development activities.

The following document is divided into four sections. The first three sections provide the essence of the evaluation and are divided into project activities (by component), project design and purpose, and project management. The fourth section sets forth recommendations for design of a new, follow-on project.

III. PROJECT ACTIVITIES

A. COMPONENT ONE

Amalgamating lessons learned in the areas of basic education, vocational skills/management training and education; and participant training

With the idea that A.I.D. and other donor organizations have accumulated a wealth of experience in the areas of interest to the project, and lacking a comprehensive inventory of lessons learned, four cross-cutting evaluations were proposed; one in basic education, one in vocational skills training, one in management training, and a fourth in participant training. The focus of the

cross-cutting evaluations is on lessons learned that can be applied in the design of new program and project interventions in these areas.

1. FINDINGS

Three cross cutting evaluations, now known as "reviews of experience" were completed in June 1992 (basic education, participant training, vocational education and training). The last one, management training, is scheduled to be published during the Summer of 1993. The reviews of experience were to have been completed during the first year of the project.

Even though the delays appear grievous, they seem justifiable. First, LAC/DR/EHR lacked clarity in what kind of a product they wanted. The project manager was not the person who designed the project and LAC/DR/EHR rethought what they wanted from the documents. Once agreed on, travel bans due to the Gulf War prohibited the necessary field work. One of the strengths of EHRTS is the continuity of personnel. This practically guarantees the cross fertilization of lessons learned. However, in terms of writing the reviews of experience, LAC/DR/EHR oftentimes authorized the consultants to work on other tasks at the expense of completing the reviews. Further delays were experienced as LAC/DR/EHR reviewed and signed off on the final drafts. The tardiness was also due, in a large part, to the inexperience of the contractor's project staff and LAC/DR/EHR in undertaking major research studies and the underestimation of the time and commitment required to carry out the whole process.

AED was contracted to write three of the four reviews with the RSSA responsible for the vocational training review. With a change in the RSSA staffing halfway through the review, AED stepped in and assumed the responsibility to assure continuity in the outcome. An editor was brought on and assumed major responsibilities for writing and producing all four reviews.

The management education review is in the final stages of publication. Its delay is due to the inability of the original author to concretize his thoughts into a written product. Eventually, his contract was terminated and the RSSA, EHRTS consultants and staff have assumed the authorship. The review is projected to be published in the early summer 1993.

The reviews are thorough and comprehensive studies. While emphasizing A.I.D. LAC bureau experience, other donor experience is reviewed. Five hundred copies of each were printed and distributed to LAC A.I.D. Missions and representatives, A.I.D./Washington bureaus and relevant offices, other donor organizations and contractors and consultants. The project paper called for 20-page executive summaries. These were not prepared as

a separate document but a rather extensive executive summary was published within the document. The original audience was to have been host country nationals, Missions, and the donor community. LAC/DR/EHR decided not to translate the documents to Spanish and French, thus eliminating the non-English speaking host country nationals from the readership, based on the belief that the documents were written with A.I.D. staff as the primary audience.

The documents have been well received by some of the Missions, while others have not found them useful. Regardless of the mixed reception, the documents established a serious research agenda for the project. At the same time, they provided a uniform basis for carrying out the technical assistance component and the integral cross fertilization of experiences.

In summary, the research, writing and publication of the reviews was a major effort. They are of good quality, with the participant training review exploring new issues within the field. Their usefulness is questionable as a direct resource to Missions but they have been very helpful to the ideological focus of the project and the technical assistance teams.

Eleven percent of the overall monies expended to date were used on this component which represents an adequate investment. The level of effort budgeted was 21 person months while the actual level of effort is 24.34 person months. The additional time is due to a researcher not budgeted. However, considering that AED took on the vocational training review, the additional time is justified.

2. LESSONS LEARNED

While the overall delay of the materials has not caused any project setbacks, there are lessons to be learned. Publishing documents is much more than just research and writing. Producing a document is a fluid process, it requires regular assessment of progress against a publication plan. A publication plan defines, before the writing is undertaken, the final audience, the dissemination and marketing strategy, the production process, the research and writing and the time needed for each.

A technical committee, meeting on a regular basis, can track the progress against the publication plan and make adjustments as needed. Having the final audience (in this case A.I.D. Missions) involved in the development of the product that it will ultimately be using would also be beneficial. Selected persons could participate in the first meeting of the technical review committee to define the publication plan, be kept up to date on meetings they cannot attend and serve as readers when needed. A review committee should read the final draft and make comments.

An editor is an indispensable part of the planning and review process. An editor can coordinate the entire process and develop a realistic timeframe for completing activities. While working with committees can be cumbersome, their participation in the process enhances the final product.

3. RECOMMENDATIONS

For each future publication the following strategy is recommended:

- Establish a working group of technical people, including an editor, committed to the publication.
- Develop a publication plan and hold periodic meetings to assess progress.
- Organize a review committee, including an editor, to read and comment on the final draft.

B. COMPONENT TWO

Using lessons learned to develop guidelines for strategy/project design, implementation, and evaluation.

The guidelines provide the practical means for implementing the reviews of experience and for incorporating the lessons learned into project design, implementation and evaluation.

1. FINDINGS

The delay in publishing and disseminating the reviews of experience understandably impeded the ability to carry out the second component. It was anticipated that the reviews would be ready by the end of the first year of the project. The guidelines, now known as practical applications, for vocational training, training for development and basic education were completed and distributed in May 1993. The RSSA wrote the vocational training guidelines and AED edited and published it. The guideline in management training is anticipated by late summer 1993.

The timeliness of their publication is not an issue for several reasons. Their authors participate regularly on TSOs and have been incorporating the learnings from the reviews of experience in their work for some time. Furthermore, the lessons learned were based on a review of up to twenty years of experience and their validity is not likely to change in the foreseeable future.

The usefulness of the Practical Applications to the field is

as yet undetermined. They are written in a very readable style, are user friendly, with key issues appearing on checklists and space for notes. In anticipation that they will serve as a tool to only an A.I.D. audience, they will be published only in English. Their completion has commanded only two percent of the expended budget to date but may potentially prove to be far more valuable as a tool to practitioners than their expense to produce represents. The level of effort was budgeted at six months while 7.1 has been expended. The difference is due to additional time of the EHRTS senior editor as well as assuming the publication of the vocational training manual.

2. LESSONS LEARNED

The learnings presented in III.A.2 apply to this component as well.

3. RECOMMENDATIONS

- Develop and implement a feedback and evaluation strategy for the practical applications. This would complete the research cycle and provide feedback on the usefulness of the document. However, since the practical applications have just been distributed, and with only 15 months remaining in the contract, this may not be possible.
- The same recommendation as in III.A.3.

C. COMPONENT THREE

Working with host countries to apply guidelines in project design, implementation, and evaluation.

As the key component to EHRTS, field Missions are able to buy-in for specialized assistance in order to prepare sector strategies, carry out sector/sub-sector assessments, assist in project design, provide targeted assistance in project implementation, and assist in carrying out evaluations and in data tracking.

1. FINDINGS

To date, 53 separate technical service orders (TSO) budgeted at \$1,777,717 have been or are in the process of being implemented under component three. Of the 53 TSOs, 34 (64 percent) are Mission buy-ins totaling \$1,380,076 or 78 percent of the total monies budgeted for this component.

Table 1
Buy-ins by Country

Country	# buy-ins	Total budget
Haiti	2	\$ 33,066
Bolivia	6	105,173
Dominican Republic	3	70,688
Peru	1	35,766
RDO/C	1	49,980
Guatemala	2	89,438
Ecuador	1	34,751
El Salvador	2	55,419
Honduras	4	205,462
Panama	3	54,450
Nicaragua	8	585,075
Costa Rica	1	60,808
Totals	34	\$1,380,076

In the effort to measure cross fertilization, of the 53 TSOs, 32 have used consultants that have already performed work under other EHRTS TSOs. Most of the teams sent to the field are briefed by at least one of the authors of the reviews of experience. In many cases, they are also on the team.

There have been two viewpoints about the use of the same consultants expressed by many of those interviewed. On the one hand, their active presence on project teams provides the cross fertilization EHRTS strives to foster while on the other hand it creates an incestuous pool of eligible consultants, with the same consultants wondering if some new blood wouldn't add new perspectives to the work being carried out.

Missions are enthusiastic about the support they have received through the TSOs. Most Missions agree that the short-term technical assistance is the most helpful aspect of EHRTS. The buy-in mechanism works well. Timeliness is a key issue and Missions have found EHRTS to be one of the most efficient contracting mechanisms available. They also find AED's technical backstopping, anticipating problems and providing the necessary support, as well as the quality of the technical consultants extremely helpful.

During the second year of the project a TSO was developed and funded out of core funding that provided the services of two of the cross-cutting evaluation specialists for a series of support activities to the LAC Missions and the LAC/DR/EHR office. Having this TSO allows for rapid response to Mission needs and has been well received by the Missions. The resulting scopes of work have proved very helpful to the Missions as well as the teams that have undertaken the subsequent work. In addition, as part of the TSO at least one of the authors brief each technical assistance team thus institutionalizing the cross fertilization purpose.

According to the questionnaire sent to the Missions as part of this evaluation, smaller Missions without education as a strategic objective, would like access to some core funds for discrete tasks. This is already possible under EHRTS although Missions have not made use of it.

The monies expended on this component reflect its importance to the project. A total of 55 percent of the expended funds have gone to providing short-term technical assistance. As stated earlier, 78 percent of the funds have come through Mission buy-ins. The level of effort budgeted for this component is 301 person months; to date 91.32 person months have been expended.

2. LESSONS LEARNED

Fielding short-term technical assistance teams always has inherent risks. However, there are lessons learned that can lessen potential risks. First, keep trips short, under three weeks. If the Mission wants a team for a longer time, try to divide the work into two trips. Second, keep teams small enough so that they are manageable. Third, the Mission staff responsible for the project needs to be there and focused on the work. And lastly, the contractor needs to counsel the team to be positive about what has worked well and present collaborative, non-threatening recommendations. This reduces the possibility of recommendations not being implemented.

Marketing efforts should have been carried out during the initial months of the contract. LAC/DR/EHR and contractor staff should have traveled to the Missions to carry out needs assessments and explain the myriad of ways that EHRTS could provide services. This was never possible because of the shortage of OE funds to pay for the travel of the LAC/DR/EHR project manager.

Workscopes and the idea of having consultants on retainer who can respond to Missions' needs on short notice has been a good resource.

3. RECOMMENDATIONS

- Keep workscope-type arrangement for providing technical services to LAC/DR/EHR and Missions.

D. COMPONENT FOUR

*Sharing information with host countries, A.I.D.
and the development community at large.*

"Key to the accomplishment of the project purpose is having the appropriate mechanisms in place to facilitate exchange of information on project design and implementation between personnel in neighboring countries in the region who are charged with designing and implementing host country reforms as well as projects financed by A.I.D. and other donors." The dissemination of experiences and information is the principal vehicle for cross-fertilization.

The original design called for preparing and distributing the reviews of experiences and guidelines by the end of the first year of the project. These documents, to be made available in English, Spanish and French would be the major theoretical thrust for providing the LAC/DR/EHR strategy to the Missions. In addition, the contractors would "organize a periodic newsletter, in-country workshops, workshops to be carried out on a regional/subregional basis, and other information exchange mechanisms as deemed appropriate."

1. FINDINGS

a. Publications

Over the life of the project, it was anticipated that seven newsletters, four regional workshops and four sub-regional/country level workshops would take place. AED and the A.I.D. project officer agreed to change these outputs.

Emphasis was placed on disseminating information to the Missions that would provide more state-of-the-art information in thought provoking pieces under the Advocacy Series name. Sometimes works were commissioned by EHRTS and othertimes publications were bought and disseminated through the project. Working papers are also being written. A complete list of documents distributed by EHRTS is provided in Annex E. A full-time editor was added to the AED staff as the volume of publications grew.

Reactions from the Missions are mixed and vary according to each publication received. In the questionnaires, most Missions said they would like more documents to share with host country counterparts.

The ability to disseminate project documents in a timely fashion has been hindered by the LAC/DR/EHR workload. They review all centrally-funded documents that go out under the project name and turnaround can be slow.

The primary audience for documents has been the A.I.D. Missions, specifically the General Development and/or Education Officers. When the Missions receive extra copies they are sent to the Mission libraries. Documents are not always passed onto host country counterparts. This is due, in some cases, to the lack of an active relationship with the Ministry and in other cases, the lack of documents in Spanish. In cases where documents have been passed on (Honduras), the feedback was very positive.

b. Conferences

Conference activities have been varied in their focus and participants. In general, they can be classified into three categories; conferences with a broad range of participants, in-house workshops and participation in other conferences.

EHRTS has coordinated two conferences as shown in Table 2. All the Missions responding to the questionnaire would like more conferencing activities since they feel there is little opportunity to informally exchange information and experiences of other Missions and projects. Travel monies from country budgets are generally available this year. Some respondents suggested that conferences be regional in nature and one person was interested in looking at regional solutions to achieving educational goals.

**Table 2
Conferences**

Conference	Date	Participants
Private Sector Initiative in Basic Education	Nov. 1990	LAC/DR/EHR A.I.D./Wash. offices, Contractors
Education Officers Conference	Sept. 1991	A.I.D./LAC Education Officers, LAC/DR/EHR, Contractors

Workshops are of an internal nature and are used as a forum for LAC/DR/EHR policy discussions and informal education of staff about current issues in the field. This method of networking within the project has proved invaluable in crafting and finetuning the new vision statement about education the LAC/DR/EHR bureau is developing (see Component 5).

Table 3
In-house workshops

Workshop theme	Date
Indicators	Oct. 1991
New Vision	March 1992
Policy dialogue	June 1992
Values and moral education in primary school	Oct. 1992
Linkages between HRD and other development sectors	Nov. 1992
Social Marketing	Dec. 1992
LAC/DR/EHR staff retreat	Jan. 1993
RAPID presentation	Jan. 1993

LAC/DR/EHR and EHRTS staff have participated in a few conferences, disseminating information about the project and its achievements.

Table 4
Participation in other conferences

Conference	Date	Participants
Comparative and International Education Society annual conference	March 1992	EHRTS key staff, LAC officers
AED workshop on management information systems	Nov. 1992	EHRTS consultants working on MIS education systems
Honduras ABEL	Oct. 1992	Regional education ministry officers, EHRTS project manager
Jamaica - BRIDGES	March 1993	Regional education ministry officers, EHRTS/RTI key staff

Resources expended on this component to date are 8 percent of the total expended project resources and the level of effort has been 23.36 person months out of a total budget of 37 person months.

2. LESSONS LEARNED

Early into the project, EHRTS learned the value of having an editor involved in the publishing process and the editor's time was increased from part-time to full-time. Publication and dissemination on the scale of EHRTS requires a full-time editor. Copy editing, design, copying and binding are contracted out.

The project, to meet a wide range of beneficiaries, must produce and publish diverse documents. While some documents have a wide audience (such as Can Democracy be Taught in Schools?) others have a very defined audience (Reviews of experience and practical applications). Can Democracy be Taught in Schools? has elicited unprecedented response from field Missions and will be translated into Spanish. This is an example of how EHRTS can complement and reinforce other A.I.D. sectors, in this case Democratic Initiatives.

Conferences are an extremely important way to share information. However, they are very time intensive to organize and, in the larger scope of work to be done, they are not usually a priority.

3. RECOMMENDATIONS

- Organize at least one more conference for A.I.D. staff and contractors (or three regional conferences) before the end of the project, pending the availability of travel monies for A.I.D. staff.
- Organize at least two sub-regional conferences that would focus on host country nationals.
- Translate a wider range of documents into Spanish for dissemination among host country nationals.
- Retain the services of a full-time editor/writer to facilitate the dissemination process.

E. COMPONENT FIVE

Working with host countries to track progress.

As part of component five, the contractor's responsibility is to review indicators currently in use, recommend a set of indicators and common methodologies appropriate for use in tracking progress, and design a strategy for assisting field Missions and host country personnel to install and track progress.

1. FINDINGS

Component five has undergone the most transformation during the course of the project. The indicators to be tracked, as stated in the contract, gross enrollment ratios, net enrollment ratios, primary completion rates, number of individuals trained, trainee/employer satisfaction and such, present various problems. First, they bear no direct or indirect relation to the success of the EHRTS project. One small intervention on the part of A.I.D. was unlikely to ever show a cause effect relationship with the measurements suggested by the project paper. Second, the discussion around indicators raised the question whether EHRTS should be collecting information that it is not assisting in tracking. Tracking these indicators takes a great deal of resources and many Ministries already have a computerized management information system as a component of a large education sector program. Both the project management and the contractor are concerned about the unrealistic indicators set forth in the contract.

The discussion on indicators has also deliberated on indicators for EHRTS' success and indicators of impact for the Mission investments.

As part of the ongoing dialogue in the education sector and in the EHRTS project in particular, the focus of component five has been expanded. While not diminishing the importance of establishing measurable indicators, LAC/DR/EHR and EHRTS have emphasized a policy dialogue around the importance of viewing education as a human resource investment and evaluating its impact through various economic, political and social indicators within a given country.

With this in mind, EHRTS, with RTI taking the lead role, is developing a two phase educational policy dialogue package. The first phase consists of four discrete but interrelated activities. The first part is a slide presentation known as LASER, Latin American Strategies for Educational Reform. LASER presents a computer generated graphics program on an overhead projector that advocates investments in education from an economic, political and social rationale. The program is impressive and has been tested through multiple showings during 1993 in the Dominican Republic, El Salvador, Honduras, Nicaragua, at a regional conference in Jamaica and at A.I.D. in Washington. The presentation is targeted at the private sector as well as various Ministries.

The second part of the policy dialogue is an interactive computer model and technical paper based on formulas that express the interrelationships between investment patterns in education and major development goals. The third component is an educational policy dialogue concept paper with the lessons learned from previous policy dialogue projects. Lastly, a storyboard provides helpful education policies that have worked for other developing countries.

The second phase of the policy initiative is counterpart training and institutionalization, applying the techniques and lessons garnered from phase one. In this action phase, local organizations will be trained to design and carry out an information and advocacy program for education policy reform. It is the evaluator's view that this second phase will develop into a major part of a follow-on project.

At the same time, EHRTS is working with Missions and A.I.D. Washington to provide feedback to Missions on their efforts to develop strategic objectives and indicators. In this effort, AED and MSI are reviewing strategic objectives and indicators, looking for the emergence of common indicators, developing examples of sound indicators, identifying common pitfalls in developing indicators and writing a "lessons learned" paper.

This component has gained great momentum during the last year. This is due to various factors: 1) less emphasis on the reviews of experience and guidelines has allowed A.I.D. and project staff to turn their attention to this component; 2) the overall realization that no development input, such as education, can go on in a

vacuum; 3) the realization that past educational policies and projects within the LAC bureau were maintenance measures - school construction, textbook purchases, on-the-job training - and that a true investment in education touches on many sectors (employment and finance to name just two) and has lasting effects on every facet of a society; and 4) the emphasis within A.I.D. to better focus their programs through strategic objectives and indicators.

To date, six percent of project monies have been expended on this component with an expended level of effort of 8.94 person months out of a total of 37 budgeted person months.

2. LESSONS LEARNED

EHRTS is not alone in the effort to define indicators. However, as a technical services contract, meaningful indicators are elusive since the contractor is responsible to Bureau and Mission needs. The main contribution of a contractor is in catalyzing, responding quickly and assisting Missions. However, the activities carried out with the Missions can be evaluated.

Efforts to define clear indicators and measurements focusing on the cross-sectoral nature of human resources development is a challenge and EHRTS is moving forward together with A.I.D.

The core staff of the contractor would be greatly enhanced if they had an education economist. Having this technical skill on board would be efficient since currently all the economic input is coordinated through subcontractors and the RSSA and is labor intensive.

The policy work emerging from this Component is groundbreaking. Education has not been a focus of policy projects as has economics, environment, agriculture and health. This is an exciting venture to be embarking on and requires both financial resources and time.

3. RECOMMENDATIONS

- Revise contract requirements on Component 5 to reflect current thinking on indicators.
- Develop specific indicators to measure the impact of the LASER presentation and subsequent policy inputs.
- Hire an education economist at AED for core support to EHRTS in policy dialogue.

IV. PROJECT DESIGN AND PURPOSE

A. FINDINGS

While EHRTS has evolved considerably since its original design in 1988, the project, for the most part, is still faithful to its original purpose of promoting cross-fertilization of experiences in basic education, vocational training, management training and participant training. While the activities in Components 1 and 2 were designed as preparatory for the activities to be carried out under Component 3, long delays in their completion have not detracted from or delayed activities in Component 3.

Component 5 has ventured into new territory. Where A.I.D. had previously focused on the internal efficiency of education with teacher training programs, textbooks and school construction, the new vision focuses on education as an investment in human resources with an economic, political and social impact. EHRTS support has been crucial in this on-going dialogue and articulating the steps that are transforming this vision into concrete activities.

The mix between research and action combined with the "learning from experience" mandate provides an intellectual integrity to the project. All the activities are related to achieving the project purpose.

The project paper was imposing in nature and unrealistic in its expectations. As mentioned earlier, the indicators for success are not at all related to the project. Equally as distorted were the numbers in the logical framework for the goal. The goal, in and of itself, was quite ambitious; to improve the access, quality, and relevance of education and training in the LAC region. To be able to attribute to this project a 4% increase in enrollment or 30,000 individuals trained in vocational skills and management trade was unrealistic. There is no connection between the project and these indicators.

Identifying different, more appropriate indicators has been a difficult issue in the project. Much of the work in Component 5 has grown out of this discussion. In the questionnaire, the Missions were asked how they would measure impact. There was general agreement from the Missions that the results of the short-term technical assistance have been the main impact to date. For LAC/DR/EHR, impact is measured by Mission demand and satisfaction.

The project has been extremely flexible in adjusting itself to the changing tides in A.I.D. as well as individual countries. The LAC/DR/EHR director and EHRTS project manager were not involved in the original project design since they were both in overseas posts. Consequently, upon inheriting the project, they have used the

project to emphasize particular areas of concern to them, placing less importance on certain components in the original design and molding and strengthening other components. In Nicaragua, EHRTS has been key to the design and implementation of a \$50 million education and training portfolio after an eight year absence of A.I.D. in the country.

According to the contract, "the key recipients/beneficiaries of EHRTS will be host country and field Mission personnel who are responsible for designing and implementing field activities." This is not entirely the case. Except for component three, the primary beneficiaries are LAC/DR/EHR and Mission personnel. Component three, providing technical assistance, is, for the most part, focused on host country institutions and personnel. Without a doubt, the ultimate beneficiaries of EHRTS are the host countries, only at this stage of the project they are still two steps removed.

There is no doubt in the evaluator's mind that the project is making a critical contribution to the LAC bureau and Missions. A strength of EHRTS is its ability to bring in a broader perspective within the context of a Mission's own objectives. The design has evolved during four years in support of changing A.I.D. agendas without weakening the original intent of the project.

2. LESSONS LEARNED

The flexibility of project design is important to assure that the project can adapt to the changing environment not only at A.I.D. but in specific countries as well. In addition, the mix between research and action gives the project an integrity. It goes beyond just fielding short-term teams in its contribution of a broader perspective to Missions. Nicaragua has included policy dialogue in a Basic Education project. El Salvador designed a sector assessment with a labor force analysis. Honduras is investing in a management information system as the result of an EHRTS workshop on state-of-the-art management information systems.

3. RECOMMENDATIONS

The recommendations are related to a possible follow-on project and may be found in Section VI.

V. PROJECT MANAGEMENT

The responsibility for implementation of EHRTS is borne by several parties, including LAC/DR/EHR, field Missions, AED and the RSSA agency. The key to project success is the collaboration, coordination, communication and clear definition of roles between the involved parties.

A. OVERALL MANAGEMENT

1. FINDINGS

The success of the project to date is due largely to the management efforts of both LAC/DR/EHR and AED. As a team they work extremely well together, providing invaluable information, suggestions and feedback to their Mission counterparts, negotiating direction for the future activities and collaborating on day-to-day tasks. Field Missions, in their response to the questionnaire, lauded the project management both at A.I.D. and at AED. They felt they could depend on the contract to meet their needs because of the management team's knowledge of relevant development issues as well as their resourcefulness and practical management styles.

The LAC/DR/EHR project manager for EHRTS has been with the project since it started, providing not only continuity but strategy guidance and vision. He spends around half of his time managing the project.

The AED project manager has managed not only EHRTS but its predecessor, CAEFTS, as well. This continuity, together with the ability to assume an oftentimes overwhelming workload and knowledge of key consultants as well as technical knowledge in the field, has provided for a responsive and well managed contract.

Reporting requirements consist of AED sending a monthly fax to Missions to update them on their TSO status, a quarterly report to AED officers, a semi-annual report to LAC/DR/EHR and Missions and a semi-annual report for internal A.I.D. needs.

2. LESSONS LEARNED

Just as project management is a strength, it can be a weakness too. An informal working relationship and collaborative style have precluded regular formal meetings and programmed planning. Requests become ad hoc and everything is a priority. There is a strong need for formal planning since the workload oftentimes becomes overwhelming.

3. RECOMMENDATIONS

- Develop an implementation plan for the last 15 months of the project, prioritizing activities to be finished and publications to be produced.

B. TECHNICAL SERVICE ORDERS

1. FINDINGS

The EHRTS contract is an anomaly within the A.I.D. contract office. All work performed under this contract is negotiated through TSOs. TSOs either draw down on core funding or are Mission buy-ins. With other projects there are two different contracts, one for core funding and one to handle buy-ins. A.I.D. does not negotiate buy-ins that are under \$25,000, except in the case of EHRTS. Instead, contracts suggests using purchase orders for smaller buy-ins. However, these must be bid on a competitive basis so that the value of using EHRTS and the cross fertilization may be lost.

To date there have been 69 TSOs (for a complete list see Annex F) ranging from writing the reviews of experience to evaluation and design and to funding the core staff. The development, writing, and negotiating of TSOs is extremely time consuming for both A.I.D. and AED. Preparing a TSO and negotiating it with contracts takes between four and five days total time of various persons. At the average rate of about 1.5 TSOs negotiated each month, 6 to 7 days of staff time per month are spent on TSOs.

During the first three years of the project, the A.I.D. contract office could approve a TSO within 10 days. Due to less staff and more work, they have recently changed the approval time to 30 days. Thus fielding a team now requires a lead time of two to three months.

Three different contract officers have managed this project, each one bringing their perspective to project management. This has caused some misunderstandings as project officers change and no longer allow a previous practice. One case involved the inability of Juarez and Associates, a subcontractor with 20 percent of the contract, to bill administrative support. While they are billing for project specific administrative support to TSOs, they were not allowed a TSO for general backstopping which includes preparation of TSO budgets, report writing, field support of teams and recruiting. Another case is the use of subcontractors outside of the original project consortium. To field top notch teams, AED recruits some of the best know names in the field. Oftentimes, these experts are already affiliated with an institution. During the first two years of the project, consultants were hired through their institutions in the cases where it was necessary. The Contracts Office decided that they did not want to contract any additional subcontractors outside the original consortium and consequently, AED is now not always able to hire the best people for the task.

Because EHRTS is one contract, deobligating monies not spent under TSOs requires a separate action and paperflow, oftentimes holding up funds for a year.

Despite the above, TSOs still seem to be the most efficient contracting mechanism available and Missions are overwhelmingly satisfied with what they see as a rapid turnaround.

2. LESSONS LEARNED

Working through TSOs for every piece of work that is not core staff is tedious and very management intensive. There are other ways to mold core funding that gives more autonomy to the project officer and less negotiation and management burden to the contractor. Separate TSOs are an excellent way to track buy-ins but not Washington-based, centralized activities.

Contracts has also not allowed the use of subcontractors outside the original consortium. This is a contradiction in that the contractor is not always able to provide the best qualified candidate for a position if they come through another institution. While it is more expensive to subcontract, the technical qualification should determine whether a specific consultant is used or not.

The problem of management intensive TSOs is not only with EHRTS. While EHRTS use of TSOs is more intensive than many centrally-funded contracts, the management burden is a generic problem that exists on many centrally funded contracts and an impediment that will only be overcome through negotiation within A.I.D.

3. RECOMMENDATIONS

- Organize a working group within A.I.D. to develop, with the Contracts Office, more efficient guidelines for using TSOs and core funds.
- Permit subcontractors, other than those in the contract, to carry out work under EHRTS.
- Other recommendations are found in Section VI.

C. FINANCIAL MANAGEMENT

1. FINDINGS

The financial management of the project is well organized. It is extremely labor intensive requiring at least a half time person (including TSO tracking). Table 5 shows the relationships between

level of effort and funding by component. The inverse relationship (higher LOE than percentage of overall budget) in core funding (management) is positive as is the reverse relationship between component three. In part, the relationship exists because AED pays twenty percent of the project manager's salary. The project spends about \$51,000 per month and based on the current spending levels there are adequate funds through the life of the project.

2. LESSONS LEARNED

The budgeting process for EHRTS is difficult given the responsive nature of the buy-in component. It is difficult to predict the amount and size of the activities that Missions will be requesting. However, planning can take place for the core draw down activities. Despite the uncertainty of buy-ins, the financial management is well managed.

Project activities will be picking up their pace during the last year and spending will be somewhat higher than the average.

3. RECOMMENDATIONS

- Assure that strong financial management is supported and maintained.

Table 5
Funds and LOE expended
as % of budgets

Component	\$ expended	% overall expended	LOE	% overall expended
1	\$ 258,278	11	24.34	11
2	45,392	2	7.01	3
3	1,232,875	55	91.32	40
4	189,141	8	23.36	10
5	129,822	6	8.94	4
Core	395,092	18	72.84	32
Total	\$2,252,627	100	227.81	100

D. COMMUNICATION

1. FINDINGS

The project originally called for a monthly management meeting between the LAC/DR/EHR project officer, the contractor and the RSSA. In fact, there is no formal meeting schedule. Meetings are scheduled on an as needed basis. Part of the management success is the open communication between LAC/DR/EHR, the contractor and the Missions. At the same time, it is chaotic and not conducive to the best use of resources since planning is oftentimes ad hoc.

As contractors talk and work directly with Missions, there is always a need to be cautious about potential conflict of interests. The AED project manager is sensitive about this issue, discussing a potential problem with the project manager and referring the Mission to him, if the case warrants it. On the questionnaire, Missions responded very positively about the access they have to the contractor and the ability to discuss not only administrative issues but technical ones as well.

2. LESSONS LEARNED

Open communications is very important to the success of this project but formal communication systems would control some of the ad hoc requests. In the contractor's effort to please the client, AED assumes a monumental work load (publishing, recruiting and fielding teams, negotiating TSOs and backstopping with a staff of three). Not all work is completed on time.

3. RECOMMENDATIONS

- Institute monthly planning meetings. This measure becomes critical as the project enters its final phase. Budget resources are becoming scarcer and priority activities need to be given preference.
- Install electronic mail between LAC/DR/EHR and AED as well as between AED and subcontractors.
- Install voice mail at AED.

E. STAFFING

1. FINDINGS

The core staff of EHRTS includes a full-time project manager (who only bills 80 percent of salary) and a full-time program associate. An editor, who works 80 percent time, is covered under

TSOs but is considered as part of the core team. They are not underutilized. Even though the workload is variable, depending on teams in the field and to be fielded and reports in various stages of production, a more efficient staffing pattern would disperse the workload and help to create a more balanced work environment. At present, much of the copyediting, all of the design and the copying and binding has been contracted out. This system seems to work. Additional administrative personnel would lessen some of the daily workload.

A primary concern to the EHRTS design team was the availability of staff time at LAC/DR/EHR and OP/OS/LAC to adequately manage the project. The original estimates placed LAC/DR/EHR management time at 50-60 percent of one person's time. OP/OS/LAC time was estimated at 30% of one person's time. Both estimates have proved accurate. However, staff cuts in both offices have made staff time more valuable. To compensate, OP/OS/LAC is requiring more time to process TSOs. LAC/DR/EHR depends more heavily on the contractor for certain functions.

2. LESSONS LEARNED

Hiring additional staff, in and of itself, does not always solve the problem of a formidable work load. Responsibilities need to be well-defined and as stated elsewhere, proper technological support (e-mail and voice mail) need to be combined with a realistic work plan. However, the present workload surpasses the possibilities of the three very capable full-time staff persons.

3. RECOMMENDATIONS

- Hire one additional support staff to carry out secretarial functions.

F. RSSA

1. FINDINGS

The RSSA provides a much needed service to LAC/DR/EHR and the Missions. The average annual cost of the RSSA to the project (it is a separate contract from AED with the Department of Labor) is \$100,000 which includes the salary of a full-time labor economist and travel budget. The RSSA is housed at LAC/DR/EHR. The travel monies are important because travel monies in the Bureau are extremely limited.

The RSSA scope of work is quite extensive. In addition to contributing to the five components of EHRTS, the work entails providing technical advice and guidance to the LAC Bureau in the

areas of labor economics, workforce planning, education finance and technical and management education and training.

Under the RSSA, technical assistance has been provided to Missions through 16 short-term assignments in seven countries. A summary of these assignments follows in Table 6. While the RSSA has carried out significant work, much of it has been done parallel to EHRTS. In a large part this is due to the lack of vocational training programs in the education sector. The RSSA contributed to the vocational training review of experience, drafted a technical training strategy, wrote the practical applications for vocational education, participated in the writing of the management training review of experience and represents LAC/DR/EHR on the A.I.D. Working Group for Education and Human Resource Development. The Working Group provides feedback to A.I.D. Missions and EHRTS staff on the development of indicators for measuring the achievement of Missions' strategic objectives (see Component 5).

Through the RSSA, short-term PASA arrangements can be made with the Department of Labor. To date, this mechanism has not been used.

The RSSA is cost effective. To provide the same services through AED, the cost would be 20 percent higher. This is a reflection of higher fringe benefits and indirect costs.

2. LESSONS LEARNED

The RSSA is an important resource to LAC/DR/EHR and to field missions in that it has its own budget and travel monies and can be requested by the field and travel on short notice. The RSSA's value to EHRTS is less direct. Complete integration into the project may not be realistic given that the RSSA scope of work goes beyond the project parameters. However, it is important to capture the learnings of the RSSA and incorporate them into the cross-fertilization mandate of EHRTS.

RSSA staff come with pros and cons. While they are cost effective to the Bureau, their utility to the project depends on many variables including, but not limited to, their area of technical expertise, the ability to adapt their skills to project needs, and their time availability for project tasks.

**Table 6
RSSA short-term assignments**

Country	Date	Purpose
Chile	4/93	Conducted mid-term evaluation of secondary level vocational education and training project.
El Salvador	4/93	Developed financial analysis and sustainability strategy for two local NGOs involved in education and training.
RDO/C	3/93	Drafted human resources development component of private sector support project.
RDO/C	1/93	Conducted analysis of human resource constraints faced by region's private sector.
El Salvador	11/92	Developed strategies for attaining financial self-sufficiency of three education-oriented NGOs.
RDO/C	6/92	Conducted final evaluation of youth skills training project.
El Salvador	5/92	Helped establish endowment fund for NGO; conducted feasibility study for B.S. program in business administration; evaluated institutional strengthening component of education and training project.
RDO/C	4/92	Restructured implementation plan of management training project.
ROCAP	2/92	Developed student loan program for two regional agricultural universities.
El Salvador	11/91	Provided guidance to management training project in financial feasibility, evaluation and student loans.
Chile	10/91	Redesigned secondary level vocational education pilot project.
Haiti	8/91	Evaluated non-formal vocational training project.
ROCAP	4/91	Conducted feasibility study for student loan program at two regional agricultural universities.
Nicaragua	2/91	Participated as adult education specialist on basic education assessment team.
Nicaragua	11/90	Assessed demand for technical and management skills training.
RDO/C	5/90	Served as labor economist on development of regional management training project.

3. RECOMMENDATIONS

- Define a series of working papers (education finance, vocational education strategies) to incorporate the RSSA learnings into the overall EHRTS project.

VI. RECOMMENDATIONS FOR DESIGN OF A NEW PROJECT

Building on the achievements and strengths of EHRTS, and with a new emphasis on education as an investment in human resource development, the following section makes some recommendations regarding the design of the Human Resources Policy and Planning Services (HARPS) Project.

Project Goal: To assist in improving human resource development through a more effective use of financial resources.

Project Purpose: To develop strategies and tools to improve and support the investment in human resource development.

Design Recommendations:

The project could have four components; policy dialogue, technical services, marketing, and research and action. The following recommendations are made under each component.

Policy Dialogue

- Continue developing tools that promote policy reform.
- Train host country institutions to advocate human resource and educational policy dialogue.
- Provide some limited match funding (either Mission or host-country match) for selected pilot projects in policy advocacy with local organizations.
- Coordinate a donor committee, both in Washington and each country, to establish complementary policy agendas in the human resource field.

Technical Services

- For countries anticipating using HARPS more than once during a given fiscal year, they could buy-in under one TSO for a variety of technical assistance activities.
- Buy-ins would not be only for education sector activities but would extend to other sectors, such as the private sector, where human resource development has a decisive impact.

Marketing

- Develop a marketing strategy for the project. This would include introducing HARPS to all relevant sectors in the Missions and conducting Mission needs assessments at the beginning and half-way through the project.
- Build in more conferencing, particularly regional conferences with host country participation.
- Write and distribute more documents in Spanish with relevance to host country programs.

Research and Action

- Build on the work of EHRTS component 1 and 2 to assess the success of integrating lessons learned into projects.
- Refine indicators to measure impact of Mission interventions and national and regional investment in education.
- Exchange and cross-fertilization of learning with other policy projects from other regions and other sectors.

Management

- A broader definition of core funding would include specific persons and tasks so that activities could be implemented with only project officer approval. Separate TSOs would not have to be negotiated for each specific task (the present workscope model).
- Develop annual work plans for the project through a joint LAC/DR/EHR staff and contractor retreat.
- Establish monthly planning meetings between LAC/DR/EHR and contractor for programming staff time and activities.
- OE monies should be made available for LAC/DR/EHR staff to travel with the contractor at the start of the project to market project.

Staffing

The LAC/DR/EHR project manager must be a staff member with solid strategic planning skills, good linkages to other LAC technical offices, and a sense of advocacy for the new LAC/DR/EHR vision.

Based on a review of past TSOs and given the future emphasis of the project, the following suggestions are made. These positions may be contractor positions or some may be filled by RSSAs and based at LAC/DR/EHR. The core staff, should speak Spanish and be able to participate on short-term field assignments.

Project manager. Strong management skills, background in education.

Education policy planner. Policy specialist with experience in education and strong design skills in information and communication programs.

Education economist. Statistical background with experience in broad range of educational fields.

Trainer. Training needs assessment, development of materials, experience working with community groups, advocacy programs.

Editor. Background in education, up to date on literature in field, experience with mass communication.

Research assistant. Familiarity with education project design, implementation and evaluation.

Secretary. Accounting background would be helpful.

Attachment 1

Revised 1/19/93

**SCOPE OF WORK FOR EVALUATION OF
EDUCATION AND HUMAN RESOURCES TECHNICAL SERVICES (EHRTS) PROJECT****A. Activity to be Evaluated:**

The project to be evaluated is titled the Education and Human Resources Technical Services (EHRTS) Project (598-0659), and is being implemented under a contract with the Academy for Education Development (AED), Contract No. LAC-0032-00-9036-00. The project has been authorized for \$10,000,000 for a five year period from FY 1989 to FY 1994. The contract with AED is for \$4,730,011 for the period August 18, 1989 through August 17, 1994.

B. Purpose of Evaluation:

This formative, threshold evaluation of EHRTS has two broad purposes:

- (1) to assess whether the project has met its objectives and to suggest areas where changes or modifications are needed, and
- (2) in view of the upcoming design of the Human Resources Policy and Planning Services (HARPPS) Project, which is a follow-on to ERHTS, this evaluation should provide guidance for the design of the new activity.

(The follow-on HARPPS Project will finance primarily technical assistance, workshops and seminars, and publications to mobilize host country private and public sector collaboration for more effective utilization of limited financial resources. The conceptual framework of HARPPS will be to work towards an improved and sustainable policy reform environment that promotes the economic development and competitiveness of the host country. Thus, HARPPS will stimulate and reinforce sustainability issues in all facets of human resources development interventions in the LAC region.)

C. Background:

Since August 1989, LAC field missions and their host country counterparts have received technical assistance in selected education and human resources areas provided by the Education and Human Resources Technical Services Project. EHRTS has a five year duration and is being implemented via two mechanisms: a LAC regional contract with the Academy for Educational Development, and a Regional Service Support Agreement (RSSA) with the Department of Labor.

Activities undertaken under the AED contract focus on three areas: basic education, management education and training, and Peace Scholarships/development training. Activities in the area of vocational skills training are carried out through the RSSA with

the Department of Labor. The Central American Field Technical Support (CAEFTS) contract entered its third year of implementation in 1989 and continued to provide services to all Central American missions between the time of the LAC Regional contract award of EHRTS during the third quarter of FY 1989 and the end of FY 1990, when CAEFTS terminated. During that time, missions could access either the CAEFTS contract or the EHRTS contract in the areas of basic education, management education and training, and Peace Scholarships/development training programs.

Activities carried out under the LAC Regional contract with AED and the RSSA center on five areas:

1. Learning from successes and failures of the past in basic education, management education and training, vocational education and training, and participant training, as well as ongoing efforts in these four areas. This was carried out through research, reporting, and broad dissemination of the lessons learned (Component 1);
2. Drawing from lessons learned, prepare for each area, guidelines for setting priorities, designing projects, implementing and evaluating projects in these four areas. This was carried out through a distilling of the lessons learned in Component One, and a report for AID project officers responsible for project design, implementation, and evaluation (Component 2);
3. Applying lessons learned in the conceptualization, design, implementation, and evaluation of future interventions in these four areas. This was carried out by supplying key specialists to help missions design scopes of work that incorporate the lessons learned from Component One. This component also served as a LAC/DR/EHR and LAC mission buy-in mechanism to access short-term technical assistance teams to conduct sector assessments, write project papers, carry out short-term implementation activities, and conduct project evaluations (Component 3);
4. Disseminating lessons learned to USAID mission personnel, host country counterparts, and other members of the development community. This component is being accomplished primarily through publication, conferences, workshops, computerized storyboards (Component 4);
5. Tracking progress in improving host country capacity in these four areas. This component consists of assisting LAC/DR/EHR with identifying indicators of status and progress in the four technical areas and reporting to AID/Washington and the LAC missions on useful statistics in the four technical areas (Component 5).

Project Goal:

Improve access, quality, and relevance of education and training in the LAC region.

Project Purpose:

Promote cross-fertilization of experiences gained and application of lessons learned in the LAC region in the areas of basic education, vocational skills/management education and training, Peace Scholarships/development training.

D. Evaluation Questions

PROJECT DESIGN AND PURPOSE

1. Is the project achieving its purposes (" . . . cross-fertilization of experiences gained and application of lessons learned. . .")? Are the activities designed for the EHRTS project related to achieving the purposes?
2. Are the inputs (funding, technical assistance, project management) sufficient for achieving the purposes? Given a new vision statement and staff responsibilities for LAC/DR/EHR, is the current EHRTS staffing appropriate and sufficient?
3. Are the assumptions in the project design and logframe valid? Are the EOPS appropriate for a project of this type? Should the EOPS for the project be revised? If so, how should they be changed?
4. How have the "lessons learned" influenced project design, implementation, and evaluation by the USAID field missions? Do the "lessons learned" serve as a tool to inform and influence not only the missions, but also USAID and LAC Bureau management, other AID/W offices, and other donors? What are the obstacles to applying the "lessons learned" that are beyond the scope of the EHRTS project to affect?
5. Has the EHRTS project proven to be an effective mechanism in adapting to the changing objectives and priorities of AID/W and the field missions? Which aspects of the project have adapted successfully and which have not? Why?

PROJECT ACTIVITIES (OUTPUTS)

Please answer the following questions for each of the five components of the EHRTS Project and for both the AED and DOL RSSA activities under each component. In querying missions about activities of the EHRTS project, the evaluator should specifically address Component Three, which accounts for half the funding to the EHRTS project.

1. What activities were originally called for under this component? What activities have been carried out to date?
2. What have the constraints been to carrying out activities

under this component?

3. Have activities been carried out on time and in budget? If not, why not?
4. Has the quality of personnel assigned to activities under this component been adequate?
5. Have the outputs of activities under this component met the needs of the client?
6. How were the outputs of this component disseminated? to what audiences? Has dissemination been effective?
7. What changes should be made to this component for the remainder of the project in order to increase its effectiveness?

PROJECT MANAGEMENT

1. How effective have LAC/DR/EHR and AED been in their management and oversight of the EHRTS Project both technically and financially?
2. Has the contractor been timely and responsive to client requests? How well has the contractor carried out financial management of the project? How well has the contractor facilitated communication with USAID field missions and with AID/W?
3. Are activities under the project on target in terms of funds expended and TSO's negotiated and implemented? Is there any need to adjust the contract to reflect changes in procedures and/or activities?
4. How cost-effective a mechanism is the RSSA with the DOL?
5. How useful has it been to have included in the contract a provision to have the contractor assist missions in developing scopes of work? Has this element of the contract been used judiciously, and have the missions made good use of and identified with the resulting scopes of work?

IMPLICATIONS FOR DESIGN OF NEW PROJECT

1. Given the changing environment at A.I.D., how might the follow-on project be designed to clearly indicate the desired direction but not tie the new project to outputs that might well be obsolete by 1994-95? Given a new vision statement for LAC/DR/EHR and new staff responsibilities, how should the HARPPS Project's contractor personnel be configured to provide the most effective support to the office?

2. Given the importance of dissemination of information ^{about} the project, what mechanisms have been most effective? The discussion of mechanisms of dissemination should be tied to specific audiences and kinds of products.
3. Given the increasing importance of policy reform, how can the current project best be configured to support this activity? What kinds of activities are most appropriate for the new project?
4. Is this kind of project appropriate for other regions or other sectors?
5. Have there been any unplanned, unanticipated benefits or costs flowing from the EHRTS project? If so, please describe and relate to the design of the follow-on project.

E. Methods and Procedures:

A total level of effort of 30 days will be devoted to the following:

1. In order to develop and propose a workplan within the first week of the activity, the evaluator will interview the Project Manager, the Chief of LAC/DR/EHR, the Contract Officer, and SER/OP. He/she will also review the Project Contract (No. LAC-0032-00-9036-00) with AED and the ERHTS Project Paper (PP).
2. After approval of the workplan, the evaluator will select for review a sample of Technical Services Orders representing the five components of the project, the three technical areas, and the predominant mission users of the contract. For this sample, the evaluator should review AED communication with LAC/DR/EHR and missions, scopes of work, team composition, timing, funding, and reports. Special attention should be paid to how the sample of TSO's contributes to meeting the overall goals of the project in cross-fertilization of lessons learned. In addition, a sample of RSSA technical assistance activities will be closely reviewed for adequacy and responsiveness.
3. The evaluator should review general project management reports, including semi-annual reports, financial status reports, project management meeting agenda and interview contractor and subcontractor personnel and mission users regarding overall management of the project.
4. Prepare the evaluation report. No access to classified material is required.

F. Evaluation Team Composition:

This evaluation requires one evaluator. He/she should have a knowledge of A.I.D. education and human resources programs, including development/participant training programs. A working

knowledge of the Spanish language would be helpful.

G. Reporting Requirements:

At the conclusion of the evaluation, the Contractor shall submit a draft report to be reviewed by LAC/DR/EHR that will include the following:

Body of Main Report

- Project Evaluation Face Sheet (PES)
- executive summary
- purpose of evaluation
- methods used
- findings
- lessons learned
- recommendations
- list of recommendations for design of HARPPS follow-on project based upon evaluation findings.

Appendices

- Scope of Work for evaluation
- Methodology of the evaluation
- Bibliography of documents read
- Interviews conducted

The contractor will submit five copies of the final report incorporating any comments or changes made by LAC/DR/EHR.

H. Relationships and Responsibilities:

The Contractor will work directly with the A.I.D. Project Manager, LAC/DR/EHR, to implement the evaluation.

Mid-term Evaluation
of the
Education and Human Resources
Technical Support Project
(EHRTS)

Documents reviewed

EHRTS project documents

Information Package, Girls' Education, March 1992.

LAC/EHR Program Overview 1992.

LAC/EHR Conference Proceedings, February 1992.

LASER, Latin American Strategies for Educational Reform,
draft.

Semi-annual reports for periods ending

September 30, 1992

March 31, 1992

September 30, 1991

March 31, 1991

September 30, 1990

March 31, 1990

Bowden, Richard et al, La Escuela de Agricultura de la Region
Tropical Humeda (E.A.R.T.H.), A Strategic Evaluation, November
1991.

Chesterfield, Ray, *Basic Education: Review of Experience*,
June 1992.

Crouch, Luis et al, "Educational Policy Support: An
Educational Development Approach for Donors", draft.

Edwards, John et al, Honduras Primary Education Efficiency
Project, Mid-term evaluation, March 1992.

Gillies, John, *Training for Development: Review of
Experience*, June 1992.

Herschbach, Dennis et al, *Vocational Education and Training:
Review of Experience*, June 1992.

Sanguinety, Jorge, "Educational Crisis in Latin America",
April 1992.

Villegas-Reimers, Eleonora, "Can Schools Teach Democratic
Values?", April 1993.

. ,
: :
**Practical Applications: A User's Guide to Lessons Learned in
Project Design Implementation, and Evaluation, May 1993.**

Others

Harrison, Lawrence E., Who Prospers?, Basic Books, 1992.

Mid-term Evaluation
of the
Education and Human Resources
Technical Support Project
(EHRTS)

Persons interviewed

Agency for International Development

Norman Rifkin	LAC/DR/EHR
Leopoldo Garza	LAC/DR/EHR
Jay Bergman	OP/OS/LAC
Sharon Halvosa	OP/OS/LAC

Academy for Educational Development

Beverly Jones	Project Manager
Francy Hayes	Editor
Nancy Finkle	Program Associate
Christiane Perry	Contracts
John Gillies	Consultant

Juarez and Associates, Inc.

Katherine Hayes	California office
Ray Chesterfield	Washington, D.C. office

Management Systems International

Larry Cooley	President
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Research Triangle Institute

Luis Crouch	Senior Economist
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Department of Labor

Gary Russell	RSSA
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Your Name:
Title:
Country:

Overall

What have been the most helpful aspects of ERHTS?

The least helpful?

Is the scope of ERHTS flexible enough to meet you changing needs?

Dissemination

The ERHTS project has produced and disseminated a variety of documents. The first documents reviewed the past experience in basic education, vocational training and participant training. A management training review is almost completed. Annually, the project updates the LAC program overview.

Other publications include the information packages on girl's education and statistics (including books by the UN and the World Bank).

Who receives the documents ERHTS sends to the missions?

At the mission level, are there different audiences according to the document?

At the host country level, are there different audiences according to the document?

What feedback have you received about the documents?

Would you pay for these documents? If yes, which ones?

Would you like more documents that you could pass on to host country counterparts?

Should they be in Spanish, French?

Would you prefer more regular input into LAC/DR/EHR to tell them what you need in terms of technical information to keep you current in the education field?

Would you prefer more conference activities? Why?

Do you have travel monies to attend subregional conferences?

Indicators

How would you measure the impact of this project on the mission?

To those missions that have participated in the Laser (Latin American Strategies for Educational Reform) presentation -

What kind of feedback have you received?

Was it a valuable tool to deliver messages to the Ministry?

Do you think the presentation changed attitudes?

Technical Assistance

Have the technical inputs been timely?

Were the team compositions appropriate?

How have the teams interacted with host country counterparts?

Was the team adequately backstopped by their home office? If not, what could have been done better?

What was the quality of the draft document?

How was the final document disseminated?

If you used consultants on drafting scopes of work, was it useful? Do you like the mechanism of having the consultants that preform this work on retainer?

How would you measure the impact of the work preformed under TSO's on the host country Ministries, training institutes, non-government organizations and such? Specific examples would be helpful.

Management

Comparing the buy-in mechanism to other contracting alternatives, does it work? If not, what would be a more effective mechanism?

Are you overfunding or underfunding on your budgets?

How long after the work is completed does it take to receive the deobligated funds?

Future

Would you support the continuation of a similar project when ERHTS finishes in 1994?

How would you change the project?

What would you do differently to make it more receptive to your needs?

Rank Order

Of the following interventions available through the ERHTS project, please rank order them in terms of their usefulness to you. You may give equal ranking to items.

- _____ Materials dissemination
- _____ Availability of ERHTS staff
- _____ Management backstopping of TSO's
- _____ Developing scopes of work
- _____ Evaluation
- _____ Project design
- _____ Project development
- _____ Sector assessment
- _____ Conferences
- _____ Laser presentation
- _____ Other (please describe)

Please feel free to offer additional comments.

**EHRTS Project
Information Component
April 1993**

- Letter to the field from Joe Carney** **October 1990**
letter written by EHRTS project
Quantity: 50 copies
Distribution:
- EHR and training offices in LAC USAID missions
Attachments:
- new USAID mission statement
- draft strategy statement for LAC Bureau
- draft USAID strategy for assistance to basic education
- statement by Joe Carney, "Rationale for Investment in Human Resource Development"
- summary statements, World Conference on Education for All
- RESULTS Educational Fund, "Building on Basics: A Report on the Global Education Crisis and U.S. Foreign Aid to Basic Education"
- Workshop report:** **December 1990**
Private Sector Initiatives in Basic Education
workshop organized by EHRTS project
Quantity: 50 copies
Distribution:
- LAC mission directors, EHR officers, and other workshop participants
- LAC/EHR Program Overview 1991** **May 1991**
report researched and written by EHRTS project
Quantity: 1,000 copies
Distribution: multiple copies to:
- LAC USAID missions and reps
- AID/W bureaus and relevant offices
- other donor organizations
- contractors and consultants
- Materials for LAC Education and Training Conference** **August 1991**
conference organized by EHRTS project
Quantity: 50 copies
Distribution:
- EHR and training officers at LAC missions
Contents:
- *Reviews of Experience* in draft
- "Educational Crisis in Latin America" in draft
- *LAC/EHR Program Overview 1991*
- LAC/EHR Conference Proceedings** **February 1992**
report written by EHRTS project
Quantity: 150 copies
Distribution:

- LAC mission directors, EHR and training officers, and all other conference participants

Information package: Girls' Education materials assembled by EHRTS project

March 1992

Quantity: 100 copies

Distribution:

- all LAC missions and offices, LAC Bureau for AID/W

Contents:

- "Educating Girls and Women: Investing in Development" by Elizabeth King, the World Bank
- "Educating Girls: Final Report on First National Conference in Guatemala" by Gabriela Nunez and Susan Clay
- "Planning and Implementing a National Conference for Policy Makers: A Development Model" by Susan Clay, USAID/Guatemala
- "The Economic and Social Impacts of Girls' Primary Education in Developing Countries" by Maria Floro and Joyce Wolf for the ABEL Project
- "Educating Girls: Strategies to Increase Access, Persistence, and Achievement" by Karen Tietjen for the ABEL Project

"Educational Crisis in Latin America"

by Jorge Sanguinety

April 1992

paper commissioned by EHRTS project

Quantity: 500 copies in English/500 copies in Spanish

Distribution:

- multiple copies in English and Spanish to all LAC USAID missions and offices
- consultant and contractor community
- LAC host country policymakers

The Progress of Policy Reform in Latin America

by John Williamson

April 1992

book purchased by EHRTS project

Quantity: 100 English copies/100 Spanish copies

Distribution:

- multiple copies in English and Spanish to all LAC USAID missions and offices

Reviews of Experience

June 1992

evaluations conducted, written, edited, and produced under EHRTS project

Quantity: 500 copies of each volume

Distribution: several rounds of distribution over the course of six months

- LAC USAID missions and reps
- AID/W bureaus and relevant offices
- other donor organizations
- contractors and consultants

Contents:

- *Basic Education: Review of Experience* by Ray Chesterfield

- *Training for Development: Review of Experience* by John Gillies
- *Vocational Education and Training: Review of Experience* by Dennis Herschbach et al.

UNDP Human Development Report 1992 **June 1992**
UNICEF State of the World's Children 1992
 books purchased by EHRTS project
 Quantity: 25 copies of each
 Distribution:
 - EHR officers at LAC USAID missions

LAC/EHR Program Overview 1992 **August 1992**
 report written and produced by EHRTS project
 Quantity: 500 copies
 Distribution:
 - as needed by LAC/DR/EHR

"Can Schools Teach Democratic Values?" **April 1993**
 by Eleonora Villegas-Reimers
 paper commissioned by EHRTS project
 Quantity: 100 copies
 Distribution:
 - all LAC USAID mission directors, reps, EHR and Democratic Initiatives officers

Practical Applications: **May 1993**
A User's Guide to Lessons Learned in Project Design, Implementation, and Evaluation
 report written, edited, and produced by EHRTS project
 Distribution:
 - LAC USAID missions and reps
 - AID/W bureaus and relevant offices
 - other donor organizations
 - contractors and consultants
 Contents:
 - *Basic Education* by Ray Chesterfield
 - *Training for Development* by John Gillies
 - *Vocational Education and Training* by Gary Russell

Information package: **in final production**
Early Childhood Education and Development
 Distribution:
 - LAC USAID missions and reps
 Contents:
 - "Towards a Policy for Early Childhood Education in Latin America and the Caribbean" by Fernando Reimers (paper commissioned by EHRTS project)

- above paper as translated into Spanish and printed in the UNESCO-OREALC Bulletin of Education
- "Early Childhood Development Programs in Latin America: Toward Definition of an Investment Strategy" by Robert Myers for the World Bank

Information package:

in final production

Multigrade Schools

Distribution:

- LAC USAID missions and reps

Contents:

- Literature review prepared by Juarez and Associates for the EHRTS project
- "Issues in the Development of Multigrade Schools" by Christopher Thomas and Christopher Shaw for the World Bank
- "In Search of the School of the 21st Century" by Ernesto Schiefelbein for Unesco/Unicef

Educational Policy Support:

in final edit

An Educational Development Approach for Donors"
by Luis Crouch

concept paper commissioned by EHRTS project

Distribution:

- LAC USAID missions and reps
- AID/W bureaus and relevant offices
- other donor organizations
- LAC host country policymakers

**"Promoting Education for Democracy in Latin America:
Innovations to Provide Quality Basic Education with Equity"**
by Fernando Reimers

in final edit

paper commissioned by EHRTS project

Distribution:

- LAC USAID missions and reps
- AID/W bureaus and relevant offices
- other donor organizations
- LAC host country policymakers

Management Education and Training:

Review of Experience

Practical Applications

by John Gillies

**awaiting final edit
to be written**

Distribution:

- as per other *Reviews of Experience*

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LAC EDUCATION AND HUMAN RESOURCES TECHNICAL SERVICES PROJECT
 CONTRACT NO. LAC-0032-C-00-9036-00
 AED COST SHEETS -- March 31, 1993

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*** SUMMARY BUDGET INFORMATION ***

TSO NO.	ACTIVITY TITLE (COMPONENT)	SOURCE OF FUNDING	START DATE	END DATE	* TSO BUDGETS	TOTAL EXPENDED	REMAINING BALANCE
00	Core Administration	CA/Regional	08/18/89	08/17/94	\$586,926	\$395,091.85	\$191,834.15
01	Cross-Cutting Evaluations (1)	CA/Regional	10/13/89	12/31/92	\$288,665	\$258,278.07	\$30,386.93
02	Update Profiles & Overview (4)	CA/Regional	11/01/89	08/31/91	\$21,815	\$19,427.84	\$2,387.16
03	Mexico Adv Dev Country Trg (3)	CA Reg/Mexico	11/10/89	01/15/90	\$6,438	\$4,145.95	\$2,292.05
04	USAID/Belize CLASP II Proj (3)	CA Reg/Belize	11/28/89	01/15/90	\$6,523	\$5,250.40	\$1,272.60
05	USAID/Bolivia Subsector sow (3)	CA/Regional	11/30/89	01/15/90	\$8,046	\$7,865.68	\$180.32
06	Techn Coordination (unsigned)						
07	USAID/Haiti CLASP II (3)	USAID/Haiti	01/18/90	04/13/90	\$19,901	\$19,901.00	\$0.00
08	Bolivia Trg for Dev Proj (3)	USAID/Bolivia	02/01/90	07/31/90	\$10,091	\$8,973.14	\$1,117.86
09	Dom Rep Graduate Follow-on (3)	USAID/Dom Rep	03/02/90	04/30/90	\$9,359	\$7,427.17	\$1,931.83
10	USAID/Peru CLASP II SIF & PP (3)	USAID/Peru	03/09/90	08/30/90	\$35,766	\$31,066.78	\$4,699.22
11	Assesst. of DR Dev Trg Proj (3)	USAID/Dom Rep	03/16/90	05/31/90	\$26,354	\$26,114.16	\$239.84
12	USAID/Bolivia CLASP II SIF (3)	USAID/Bolivia	05/11/90	07/31/90	\$15,850	\$13,338.25	\$2,511.75
13	RDO/C Reg Mngt Trg PP Amend (3)	USAID/RDO/C	05/11/90	07/31/90	\$49,980	\$36,115.29	\$13,864.71
14	Bolivia Trg 4 Dev PP Amend (3)	USAID/Bolivia	05/25/90	08/31/90	\$14,886	\$9,591.69	\$5,294.31
15	Indicators Tracking (6)	CA/Regional	9/18/90	07/31/91	\$38,141	\$31,023.17	\$7,117.83
16	Country Dev Trg Plan (3)	CA/Regional	06/14/90	09/30/90	\$5,778	\$3,488.84	\$2,289.16
17	Contracting for SA CLASP II (3)	CA/Regional	06/14/90	09/30/90	\$4,133	\$2,123.30	\$2,009.70
18	Ed Policy Concept Paper (3)	CA/Regional	9/25/90	02/28/92	\$55,828	\$48,928.49	\$6,899.51
19	Advanced Trg in Econ Eval (3)	CA/Regional	9/30/90	11/30/90	\$6,268	\$6,113.99	\$154.01
20	USAID/Bolivia CLASP II PP (3)	USAID/Bolivia	09/15/90	12/31/90	\$14,618	\$11,743.82	\$2,874.18
21	Information Dissemination (4)	CA/Regional	09/25/90	04/30/92	\$29,320	\$29,009.59	\$310.41
22	Guatemala Ed Vouchers Study (3)	USAID/Guatemala	09/13/90	12/30/90	\$15,096	\$14,672.67	\$423.33
23	USAID/Ecuador CLASP II SIF (3)	USAID/Ecuador	09/25/90	12/31/90	\$34,751	\$32,984.26	\$1,766.74
24	USAID/Bolivia RLP Evaluation (3)	USAID/Bolivia	09/25/90	01/31/91	\$28,488	\$23,147.57	\$5,340.33
25	LAC/DR/EHR Year Two Support (3)	CA/Regional	11/01/90	06/30/92	\$106,823	\$60,329.66	\$46,493.34
26	USAID/El Salvador Testing Eval (3)	USAID/El Salvador	11/09/90	01/31/91	\$27,574	\$20,432.76	\$7,141.24
27	USAID/El Sal Ed Superv Strat (3)	USAID/El Salvador	11/16/90	02/28/91	\$27,845	\$23,017.45	\$4,827.55
28	LAC/DR/EHR Indicators Tracking (6)	CA/Regional	01/10/91	07/31/91	\$32,045	\$24,298.70	\$7,746.30
29	USAID/Panama Adm Just Trg Plan (3)	USAID/Panama	01/12/91	09/30/91	\$28,158	\$27,072.49	\$1,085.52
30	USAID/Nicaragua Ed Subsector Asst (3)	USAID/Nicaragua	02/14/91	08/31/91	\$162,135	\$149,856.95	\$12,278.05
31	LAC/DR/EHR Component 2 - Guidelines (2)	CA/Regional	05/01/91	06/30/93	\$79,175	\$45,391.66	\$33,783.34
32	LAC/DR/EHR Costa Rica ATIE Design (3)	CA/Regional	04/18/91	06/30/91	\$8,399	\$7,527.85	\$871.15
33	LAC/DR/EHR Human Resources Strat Ppr (3)	CA/Regional	05/24/91	10/30/91	\$25,412	\$19,705.10	\$5,706.90
34	LAC/DR/EHR Dev Trg PID - Nicaragua (3)	CA/Regional	04/12/91	05/31/91	\$10,662	\$9,031.48	\$1,630.52
35	USAID/Panama CLASP II SIF (3)	USAID/Panama	04/18/91	10/30/91	\$15,693	\$13,733.87	\$1,959.13
36	USAID/Nicaragua CLASP II SIF (3)	USAID/Nicaragua	04/26/91	09/30/91	\$36,955	\$27,286.93	\$9,668.07
37	USAID/Haiti CLASP II Follow-on Plan (3)	USAID/Haiti	05/31/91	09/31/91	\$13,165	\$12,547.36	\$617.64
38	LAC/DR/EHR Editing & Prod Support (4)	CA/Regional	08/21/91	06/30/93	\$66,860	\$60,540.21	\$6,319.79
39	USAID/Costa Rica EARTH Evaluation (3)	USAID/Costa Rica	06/22/91	12/31/91	\$60,808	\$52,729.20	\$8,078.60

LAC EDUCATION AND HUMAN RESOURCES TECHNICAL SERVICES PROJECT
 CONTRACT NO. LAC-0032-C-00-9036-00
 AED COST SHEETS -- March 31, 1993

*** SUMMARY BUDGET INFORMATION ***

TSO NO.	ACTIVITY TITLE (COMPONENT)	SOURCE OF FUNDING	START DATE	END DATE	* TSO BUDGETS	TOTAL EXPENDED	REMAINING BALANCE
40	USAID/Nicaragua Assistance to MOE (3)	USAID/Nicaragua	06/26/91	02/29/92	\$73,970	\$64,290.91	\$9,679.09
41	USAID/Honduras PEEP Eval - Phase 1 (3)	USAID/Honduras	06/15/91	06/30/92	\$23,180	\$23,109.56	\$70.44
42	USAID/Honduras PEEP Eval - Phase 2 (3)	USAID/Honduras	06/16/91	06/30/92	\$102,041	\$101,591.94	\$449.06
43	LAC/DR/EHR Ed Officers Conference (4)	CA/Regional	09/18/91	02/28/92	\$45,029.00	\$36,798.26	\$8,230.74
44	USAID/Nicaragua Ed Options Paper (3)	USAID/Nicaragua	09/26/91	12/31/91	\$26,000.00	\$25,138.48	\$861.52
45	USAID/Panama CLASP II Design Actvts (3)	USAID/Panama	11/22/91	03/31/92	\$10,599.00	\$9,588.24	\$1,010.76
46	USAID/Nica Basic Ed Proj Ppr (3)	USAID/Nicaragua	11/21/91	03/31/92	\$75,284.00	\$59,802.06	\$15,481.94
47	LAC/NAPA Monitoring/Eval. Design (3)	CA/Regional	12/11/91	03/31/92	\$10,375.00	\$9,451.71	\$923.29
48	USAID/Nica Basic Ed. Soc'l Sndrs (3)	CA/Regional	12/13/91	03/31/92	\$7,194.00	\$4,719.42	\$2,474.58
49	USAID/Nica Training Process Design (3)	CA/Regional	01/24/92	05/31/92	\$8,806.00	\$2,496.41	\$6,309.59
50	LAC Policy Book Dissemination (4)	CA/Regional	02/18/92	06/30/92	\$2,523.00	\$1,964.80	\$558.20
51	USAID/Nica Assistance to MOE Admin. (3)	CA/Regional	03/26/92	06/30/92	\$13,842.00	\$10,057.04	\$3,784.96
52	LAC Multigrade Schools Research (4)	CA/Regional	05/22/92	12/31/92	\$8,795.00	\$3,841.92	\$4,953.08
53	LAC/DR/EHR Year Three Support (3)	CA/Regional	05/01/92	05/01/93	\$80,194.00	\$17,366.51	\$62,827.49
54	USAID/Honduras MIS Plan for MOE (3)	USAID/Honduras	05/22/92	12/31/92	\$52,853.00	\$52,750.89	\$102.11
55	LAC/DR/EHR Policy Reform Activities (4)	CA/Regional	06/22/92	12/31/92	\$59,325.00	\$52,302.31	\$7,022.69
56	USAID/DR Training Impact Eval. (3)	USAID/Dom Rep	06/22/92	04/30/93	\$34,975.00	\$32,645.30	\$2,329.70
57	USAID/Nica Assnce to MOE Admin II (3)	USAID/Nicaragua	06/28/92	03/31/93	\$54,326.00	\$33,793.53	\$20,532.47
58	LAC Pubs. Dissem./Ed. Advocacy (4)	CA/Regional	09/01/92	06/30/93	\$63,226.00	\$37,558.25	\$25,667.75
59	USAID/Bolivia Mgmt. Ed. Feasibility Study (3)	USAID/Bolivia	07/28/92	09/30/92	\$21,240.00	\$20,014.74	\$1,225.26
60	LAC/DR/EHR Pol.Dialog Model Dev./Dissem. (5)	CA/Regional	10/30/92	10/29/93	\$119,513.00	\$17,029.51	\$102,483.49
61	LAC/DR/EHR Ed. and Democracy Conf. (3)	CA/Regional	10/22/92	10/31/92	\$1,125.00	\$1,122.37	(\$27.37)
62	USAID/Honduras Test Developmt Assistance (3)	USAID/Honduras	11/23/92	06/30/93	\$27,388.00	\$6,330.38	\$19,057.62
63	USAID/Nica In-Service Teacher Trng Plan (3)	USAID/Nicaragua	11/24/92	03/31/93	\$9,482.00	\$8,953.55	\$528.45
64	LAC/DR/EHR HRD Strategy Workshop (3)	CA/Regional	11/24/92	12/31/92	\$6,243.00	\$3,426.95	\$2,816.05
65	LAC/DR/EHR RTAC-II Project Ppr Amendmt (3)	CA/Regional	01/06/93	09/30/93	\$25,552.00	\$7,676.51	\$17,875.49
66	LAC/DR/EHR Indicators Analysis (5)	CA/Regional	01/07/93	09/30/93	\$24,213.00	\$4,733.53	\$19,479.47
67	USAID/Guatemala PRONEBI Project Evaluation (3)	USAID/Guatemala	01/08/93	09/30/93	\$74,342.00	\$254.87	\$74,087.13
68	LAC/DR/EHR Concept Ppr Development (5)	CA/Regional	02/06/93	09/30/93	\$89,336.00	\$435.01	\$88,900.99
69	USAID/Nica Interim Teacher Training Assistance (3)	USAID/Nicaragua	03/19/93	11/30/93	\$146,923.00	\$0.00	\$146,923.00
TOTAL					\$3,332,624	\$2,250,599.69	\$1,082,024.31
Plus Non-A.I.D. Expense (ref. TSO #7)						\$2,080.10	
GRAND TOTAL						\$2,252,679.79	