

Bureau for Science and Technology
Human Resources Directorate
(S&T / HR)



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Agency for International Development
Washington, D.C. 20523

S&T/HR PORTFOLIO DIRECTORY

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S&T/HR PORTFOLIO DIRECTORY

I. Introduction

The objective of this Directory is to introduce the reader to the work of the Human Resources Directorate of the Science and Technology Bureau (S&T/HR).

The key line units of the Directorate are the offices of:

Education (S&T/ED) &

Rural and Institutional Development (S&T/RD).

Both offices manage portfolios providing a range of services:

- o technical assistance including project design;
- o program and project evaluation;
- o policy analysis;
- o long-term, in-depth research;
- o short-term operational research;
- o training; &
- o networking.

Operationally, field involvement is reflected by the extensive network of buy-ins. In FY 1988, for example, projects in the Directorate received a total of 104 buy-ins from 30 countries and 11 offices in A.I.D./Washington.

In addition, the Directorate, in conjunction with the staff of S&T/RD and S&T/ED leads the work of the Education and Rural Development Sector Councils. This responsibility provides the opportunity for an exchange of information and the joint exercise of technical leadership within the Agency on substantive topics of mutual concern.

All in all, this creative relationship between centrally funded initiatives and the needs and realities of the field, results in a blending of skills and resources in pursuit of educational opportunity, efficiency and effectiveness, and sustainable rural economic growth.

Welcome to the Directorate. We invite your inquiries.

**OFFICE OF RURAL AND INSTITUTIONAL DEVELOPMENT
(S&T/RD)**

OFFICE OF RURAL AND INSTITUTIONAL DEVELOPMENT OVERVIEW STATEMENT

The goal of the Office of Rural and Institutional Development (S&T/RD) is broadly based and sustainable economic growth focused on income and employment generation and the active economic participation of the poor. The staff of economists, anthropologists and social and management scientists work on policy and institutional change and technology transfer in three key areas: (1) **EMPLOYMENT AND ENTERPRISE DEVELOPMENT**, (2) **DECENTRALIZATION AND PUBLIC MANAGEMENT**, AND (3) **NATURAL RESOURCES AND REGIONAL ECONOMIC SYSTEMS ANALYSIS AND MANAGEMENT**. The portfolio offers a complementary combination of practical research and field support. Its purpose is to improve policy and strengthen institutions that increase employment and incomes for the poor and improve their access to food, while at the same time maintaining their productive natural resource base. It is tailored to support the strong links between rural and urban economies, the relationship between income and access to food, and the importance of income improvement as an incentive to small farm and off farm enterprise.

Our programs in **EMPLOYMENT AND ENTERPRISE DEVELOPMENT** are aimed at increasing employment opportunities and income for the poor through stimulation of business development and increased labor demand. Division projects work at the policy level, attempting to create a positive environment for growth of small and microenterprises. They also work at the institutional level, helping to foster and strengthen small-scale and microenterprises through technology transfer, technical assistance and problem-focused research. Recently, significant successes also have been achieved working through private sector intermediaries to develop cost effective approaches for promoting employment and technology enhancing joint ventures between U.S. and LDC small enterprises. New initiatives are beginning involving the National Association of State Development Agencies to promote U.S. state/developing country trade and investment cooperation, and in partnership with the U.S. Peace Corps, to promote field-level cooperation between USAIDs and Peace Corps country programs in the area of microenterprise development.

In the **DECENTRALIZATION AND PUBLIC MANAGEMENT** area we help missions and host countries design and implement policy change, achieve public sector efficiency, and improve performance of sectoral programs. We provide diagnostic, applied research, and implementation support for agricultural marketing. We work with countries interested in decentralization as a means to maintain rural infrastructure, cover local costs, provide essential services, and promote local enterprise. Local self reliance is a key theme. Host countries need to build local intermediary organizations, mobilize local revenue, and replace centrally managed, subsidized and donor-targeted rural credit with locally mobilized savings and self-sustaining credit institutions. Forty different missions have drawn on our cooperators to design or implement management improvement components of sectoral and training projects. We also keep up with institutional development strategies, recently emphasizing institutional sustainability.

Programs in the **NATURAL RESOURCE AND REGIONAL ECONOMIC SYSTEMS ANALYSIS AND MANAGEMENT** area concentrate on improving the ways people and human settlements

relate to the natural resource base on which they depend for survival and the ways different productive activities influence each other within specific region contexts. The objective is to help the poor increase incomes and productivity from the land while at the same time preserving and enhancing that land for sustained future use. Special attention is given to improving national strategies and programs for sustained use of fragile lands, and to increasing access of the poor to both physical resources such as land, water and trees, and economic resources such as capital markets. Collaboration between biological researchers and social scientists is stressed in order to bring about effective development, transfer and marketing of technologies for use by small farmers.

S&T/RD and its projects serve A.I.D. principally by:

- helping Missions and Bureaus to conceptualize approaches to specific development problems and devise strategies for development interventions;
- producing knowledge upon which policy dialogue can be based, and facilitating that dialogue by involving host country people in collaborative field research;
- producing knowledge about specific development problems that supports project design, implementation, and evaluation efforts of Missions;
- helping to keep A.I.D. on the leading edge of policy-oriented work in the three S&T/RD subject areas through integration of research and field support activities.

How S&T/RD can Serve your Programs and Projects

How can S&T/RD lend support to your projects and programs? Page 5 shows S&T/RD organizational responsibility for its projects. This is followed by a chart which summarizes, by Division, the portfolio foci and project contractors/cooperators. Following this chart are individual project information sheets for each project in the office portfolio. You can be guided to those of particular interest to you by the "Subject area" and "General topic" notations at the top of each sheet. Contact names and information are provided for discussing your specific needs for information, publications, collaboration and support. Most of the projects are designed to accept mission buy-ins where there is consistency between RD projects and specific mission objectives. The Office maintains a summary of mission buy-ins to its projects which is available on request.

We invite your comments on program emphases and projects and on other services you would like us to provide. Your questions, ideas and comments will be appreciated. Our telephone is 703/875-4710; the mailing address is:

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S&T/RD

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**Employment and Enterprise
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1. Employment and Enterprise Policy Analysis
2. Market and Technology Access
3. Small Enterprise Approaches to Employment
4. Appropriate Technology International II
5. Microenterprise Support
6. A.I.D./Peace Corps Microenterprise Cooperation
7. Technology, Trade and Investment Initiatives

**Institutional Development and
Management Division**
Chief: Kenneth Kornher
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1. Decentralization: Finance and Management
2. Performance Management
3. Agriculture Marketing Improvement Strategies
4. Sustainability Initiative

**Regional and Resource
Development Division**
Chief: John Grayzel
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1. Settlement and Resource Systems Analysis
2. Fragile Lands Strategies
3. Land, Water, and Natural Resource Access
4. Forestry/Fuelwood Research & Development
5. Communications for Agricultural Technology
6. Rural Savings Mobilization
7. Resource Efficient Cities
8. Food Security

S&T/RD Projects: Quick Reference Guide

<u>Division</u>	<u>Focus</u>	<u>Project Name</u>	<u>Project No.</u>	<u>Cooperators</u>	<u>PAGE</u>
Employment & Enterprise Development	Economic Policy Analysis, Dialogue & Reform	Employment & Enterprise Policy Analysis	936-5426	Harvard Institute for International Development	10
	Small & Micro Enterprise Development	Small Enterprise Approaches to Employment	931-1090	Robert R. Nathan	12
		GEMINI USAID/Peace Corps Cooperation in Microenterprise Development		936-5448	TBA announced PASA w/ Peace Corps
	Development & Replication of Technologies Appropriate to Host Countries	Appropriate Technology Int'l. II	936-5428	Appropriate Technology International	15
	Firm-to-Firm Technology Development	Market & Technology Access	936-4053	Arthur Young Bus. Dev. & Int'l Mktg. INTERMATRIX, Inc. Int'l. Commercial Serv.	17
Institutional Development & Management	US/State/LDC Trade and Investment	Technology, Trade & Investment Initiatives	936-4053	National Assn. of State Dev Agencies & InterAm Mgt Conslts	19
	Development Program Management	Performance Management	936-5317	Natl Assn. of Schools of Pub. Affrs. & Adm; USDA/Dev. Prog. Mgt. Cen; U/MD IDMC	22
	Decentralization of Local Recurrent Costs	Decentralization: Finance & Mgt.	936-5446	Associates in Rural Dev. with Indiana & Syracuse U's	24
	Improve Performance of Agric. Marketing Systems	Agriculture Marketing Improvement Strategies	936-5447	Abt Associates; Postharvest Inst of Perishables, U of Idaho	26
	Implementation of Policy Reform	Implementing Policy Change	TBD	TBD	82
Regional & Resource Development	Access to Natural Resources, Securing Private rights to Resources	Research on Access to Land, Water and Natural Resources	936-5301	University of Wisconsin Land Tenure Center	29
	Mobilize Priv. Rur. Savings Financial, Policy Reform	Experimental Approaches to Rural Savings	936-5315	Ohio State University U.S. Dept. of Agric./OICD	31
	Natural Resource Mgmt., Urban Rural Relations	Human Settlement & Natural Resource Systems Analysis	931-1135	Clark University Inst. for Dev. Anthropol.	33
	Manage Fragile Lands, steep slopes & humid tropical forests	Development Strategies for Fragile Lands	936-5438	Dev. Alternatives, Inc./Tropical Research & Dev.	35
	Increase Production of Forestry Goods & Services	Forestry/Fuelwood Research & Dev.	936-5547	Winrock International	36
	Improve Technology Adoption through Social Marketing	Comm. for Tech. Trans. in Agric.	936-5826	Academy for Educational Development	38
	Upgrade Institutional & Professional Capacities for Policy Analysis	Food Security in Africa	931-1190	Michigan State University	40
	Income Generation in Peri-Urban Areas	Rural Urban Transitions	TBD	TBD	84
	Resource Efficient Urban Growth	Managing Energy and Resource Efficient Cities	936-5402	Tennessee Valley Authority	42

NOTE: See Section V of this Directory for specifics on the projects underdevelopment within the S&T/HR Directorate.

Activities of the Employment and Enterprise Development Division, S&T/RD

I. Ends

The Employment and Enterprise Development Division (EED) has set for itself the following three fundamental goals:

- o To stimulate employment, generate income and increase the productivity of poor people in developing countries.
- o To strengthen private micro-, small-, and medium scale, and informal sector enterprises in order to optimize their efficiency and contribution to national economic performance.
- o To advance the knowledge base, empirically and conceptually, through applied and basic research, and thereby improve the chances that projects and programs designed to effect the above two goals may be successful.

II. Means

There are three main channels through which the Division addresses these three goals:

- o Institutional capacity building, among U.S. universities, private consulting firms and PVOs, so that they in turn may assist in the strengthening of A.I.D. overseas enterprise development projects;
- o Technical assistance, delivered by external cooperators/contractors and Divisional staff, to contribute to strategy formulation, project design and institution building in developing countries; and
- o Research, applied and basic, short-term and long-term -- carried out in cooperation with other Agency entities, developing country institutions and collaborating bilateral and multilateral donors.

III. Resources and priorities

The Division's principal resources are its projects and staff. Main project foci include:

- o Policy analysis
- o Enterprise support institution development
- o Technology development and transfer
- o Entrepreneur development
- o Enterprise finance and financial markets
- o Human resource development
- o Business management
- o Marketing and subcontracting
- o Trade promotion
- o Employment research
- o Industry studies and subsector surveys

The staff side of the Division is comprised of seven on-board professionals, from an array of disciplines including economics, management and related social sciences. Most are designated senior officers. In addition to carrying out project management, they are frequently called upon to exercise Agency technical leadership and policy development responsibilities in their respective specialties.

The Division has primary Agency responsibility for providing technical support to the Congressionally-mandated microenterprise initiative and earmark. In this capacity the Division serves as the convener of the statutory Advisory Committee on Microenterprise. The EED Division also coordinates microenterprise programmatic activities between A.I.D. and the Peace Corps under the authority of a Memorandum of Understanding signed by the Peace Corps Director and the Administrator of A.I.D.

NAME: EMPLOYMENT AND ENTERPRISE POLICY ANALYSIS (EEPA)

PROJECT NO: 936-5426

PURPOSE: To facilitate efficient policy reform, and, thereby enhance enterprise development, productive employment generation, and economic growth. Policies examined include price policies such as minimum wages, foreign exchange and interest rates, industrial location regulations, and administrative or fiscal barriers to foreign trade. Of particular concern are widespread biases against small and medium scale enterprises, lest their entrepreneurial dynamism, labor intensity and capital and import-conserving nature be inhibited in generating growth and productive employment.

SERVICES AVAILABLE:

Policy analyses, research, technical assistance, training, institutional development and workshops, in collaboration with host country institutions.

PROJECT STATUS and
ACCOMPLISHMENTS:

Botswana: analysis of the role of employment and small enterprises in the mission's strategic plan.

Dominican Republic: project design, for long-term macro-economic policy technical cooperation.

Philippines: appraisal of institutional and policy support for small enterprise development.

Rwanda: analysis of investment incentives and household survey data for the Ministry of Plan, through long-term technical assistance; most importantly, reviewing the work of the Ministry of Trade and Industry.

Honduras: analysis of the effect of policy on small industry development.

Bangladesh: long-term technical assistance regarding the policy climate for small and labor intensive enterprise development.

Sri Lanka: provision of short and long-term TA, in the Mahaweli Development Authority to develop a new employment and investment promotion entity, and to assist USAID/SL in a new complementary private sector project initiative.

Senegal: to develop a program of technical assistance in policy analysis for the Ministry of Finance.

CONTACTS FOR SUPPORT:

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NAME: SMALL ENTERPRISE APPROACHES TO EMPLOYMENT, ASSISTANCE TO RESOURCE INSTITUTIONS FOR ENTERPRISE SUPPORT (ARIES)

PROJECT NO: 931-1090

PURPOSE: To strengthen the capabilities of intermediary institutions in IDCs to implement small-scale and microenterprise development programs, and provide a network through which enterprise experience in many different countries can be shared.

SERVICES AVAILABLE:

-research on small and microenterprise development intermediary support institutions including examination of such issues as self-sufficiency, scale, economic impact;

-short term technical assistance in all elements of project cycle for small enterprise development;

-direct assistance to host-country institutions, including the programming of PL-480 and other locally generated currencies; and

-design of training materials and conduct of training courses for staff of micro- and small-scale enterprise assistance institutions.

PROJECT STATUS and ACCOMPLISHMENTS:

Since 1985, ARIES has provided assistance in over twenty countries to improve small enterprise development, including:

- Bangladesh: Evaluation of MIDAS project which resulted increased awareness in the larger business community of women's impact on business success, and a financial markets analysis.
- Philippines: Assistance on Project Paper for the Philippine Enterprise in Community Development project, and development of a source book on PVO income generation.
- Zaire: Training workshop for Chamber of Commerce and Government of Zaire small business personnel.
- Somalia: Assessing Institutional Management capabilities of Somalia Women's Democratic Organization (SWDO) coupled with a gender-specific analysis of WID issues/concerns in the Lower Shebelle region of Somalia.
- El Salvador: Small Scale Enterprise (SSE) sector assessment and training assistance to FEDECCREDITO.

- Honduras: Evaluation of Small Business Development Project and Sector survey.
- Costa Rica: Small Scale Enterprise (SSE) sector assessment.
- Dominican Republic: Design of a training program for six micro-enterprise technical assistance centers.
- Malawi: Evaluation of the Rural Enterprise (READI) project.
- Foster Parents Plan: Evaluation of income generation projects in Philippines and Indonesia for PLAN and FVA/FVC.
- Sudan: Assistance to strengthen the Sudanese Industries Association (SIA) to better provide services to its members.
- Ecuador: Assessment of Ecuador wood-based enterprise opportunities.
- Yemen: Survey of small agro-business sector potential.
- Zambia: Redesign of Small Scale Enterprise development program.

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Project Director

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 Robert R. Nathan Associates
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 Washington, DC 20004
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NAME: PEACE CORPS/A.I.D. JOINT PROGRAM IN MICROENTERPRISE DEVELOPMENT
(MEDP)

PASA No: DHR-1090-P-AP-8039-00

PURPOSE: To allow A.I.D. and the Peace Corps to carry out a joint microenterprise development program which will ultimately result in additional jobs and increased incomes in ten target countries. Both agencies will assist with programming in this sector.

SERVICES AVAILABLE:

The countries targeted for this project are being discussed by the Peace Corps and A.I.D.

Program activities involving Peace Corps and A.I.D. are:

Training for micro-entrepreneurs, host country personnel, PCV counterparts, and PCVs to improve their capabilities to assist microenterprises.

Consultant support to improve services to micro-entrepreneurs and to enhance microenterprise programming in the targeted countries

Development of printed materials and other resources to assist microenterprises, local entrepreneurs, PCV counterparts, and PCV's.

PROJECT STATUS and
ACCOMPLISHMENTS:

The PASA was signed in early September 1988. Countries will be selected and the project will begin in October 1988.

CONTACTS FOR INFORMATION AND POSSIBLE SUPPORT:

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Peace Corps Coordinator

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NAME: A. T. INTERNATIONAL II PROJECT (ATI)

PROJECT NO: 936-5428

PURPOSE: To strengthen Appropriate Technology International's (ATI's) capacity to facilitate the choice, development, transfer, adaptation, commercialization, assessment and replication of technologies which are appropriate to conditions in developing countries, particularly those facing the poor and small enterprises.

SERVICES AVAILABLE:

ATI has an ordering agreement available to facilitate servicing field mission requests in the areas of appropriate technology, transfer of technology and small-scale enterprise development. The ordering agreement is similar in operation to an IQC contract.

PROJECT STATUS and
ACCOMPLISHMENTS:

Collaboration with ATI began in 1976 and has led to several successful projects under the Cooperative Agreement. Two examples of these projects are: 1) the Guatemalan Wool Processing Project; and 2) the Peruvian Annatto Processing Project. The goal of the Wool Project is to demonstrate the effectiveness of a system of improved small-scale wool production and processing technologies which will increase the quantity and quality of wool supplied to the weavers of export quality artisanal wool products.

To meet this goal, high quality rams were shipped to the project to begin the improved breeding process. Thirteen technical assistance centers were established, each containing a meeting facility, a loan fund and a ram bank where artificial insemination can take place and where top quality rams are also kept. Special grasses have been tested to upgrade the quality and quantity of feed for the sheep. Ultimately, the wool products will be marketed through a commercial enterprise owned by the artisans.

The goal of the Annatto Processing Project is to establish a commercially viable achiote processing plant that produces export-quality annatto food colorant, introduce new techniques for cultivating achiote trees from which annatto is obtained, and introduce a newly developed technology for hulling achiote seeds for processing. To date, three achiote nurseries have been established. Eighteen hundred small farmers are expected

to increase their yearly incomes through higher prices they will receive for raw seed. Reflows from the project will be used to establish a fund to promote subsequent economic development projects among the rural poor. In addition, the critical element of Annatto, the bixin, has been recovered in increasingly higher concentrations, raising the final product's market value substantially. The new drying technology has reduced drying time for the annatto from 10 hours to 4 1/2 hours. Because there is a ready market for an increasingly valuable crop, some of the farmers are devoting more of their arable land to achiote production.

The current emphasis of the ATI program in general is on commercializing technologies by linking appropriate technology with small-scale enterprise promotion. ATI has developed a methodology whereby demonstration projects aim to integrate a core "hard" technology (product or process) with necessary institutional development elements and an effective delivery mechanism. ATI implements its demonstration projects primarily through cooperating country non-governmental organizations working with small enterprises.

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Contractor:

Appropriate Technology
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1331 H Street, N.W.
Washington, D.C. 20005
Phone: (202) 879-2900

NAME: MARKET AND TECHNOLOGY ACCESS (MTAP)

PROJECT NO: 936-4053

PURPOSE: To develop cost effective, commercially viable intermediary organizations and operating methods to facilitate firm-to-firm technology transfers and improve market access.

SERVICES AVAILABLE:

Research to determine what types of intermediary operations and approaches are useful for promoting collaborative ventures between small and medium U.S. and LDC firms.

PROJECT STATUS and
ACCOMPLISHMENTS:

Research: Applied research to date has investigated the effectiveness of commercial intermediaries in promoting collaborative ventures between small and medium U.S. and developing country enterprises. This research has examined the characteristics of intermediary firms involved in promoting international co-ventures in developing countries. The final report, to be completed in FY 89, will consist of a comparative study of trade and investment promotion programs that have been supported by A.I.D., other donors, foreign governments, state and local governments in the U.S., and private businesses and non-governmental organizations.

Field work: Field trials to test approaches for promoting coventures on a commercial basis have been completed in Thailand, India, Turkey, Yemen, Tunisia, and Costa Rica. Preliminary results suggest for-profit intermediaries are a useful component of trade and investment promotion programs in countries such as Thailand, India, and Turkey where business conditions are favorable to expanded international trade and investment linkages. Where business environments are less favorable, trade and investment promotion efforts may need to focus first on policy reform or institutional development initiatives.

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NAME: MARKET AND TECHNOLOGY ACCESS (MTAP) CONTINUED:

CONTACT FOR SUPPORT:

Contractors:

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International Commercial
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1201 Dove Street, Suite 480
Newport Beach, CA 92660
Tel (714) 476-8353

NAME: TECHNOLOGY, TRADE AND INVESTMENT INITIATIVES (TTII)
A Component of MTAP

PROJECT NO: 936-4053

PURPOSE: To develop and test new techniques and institutional arrangements for promoting sustainable technology commercialization, trade and investment relationships between U.S. and developing country firms and organizations.

SERVICES AVAILABLE:

-Continuing assessments and evaluations of technology, trade and investment promotion initiatives to identify cost-effective, sustainable techniques and programs.

-Assistance to missions in designing and evaluating technology commercialization, trade, and investment promotion activities.

PROJECT STATUS and
ACCOMPLISHMENTS:

Field Work: Field activities under this new component of MTAP will begin in FY 89. Initial activities will include a demonstration project in Thailand executed by The International Business Development Program (IBD) of Northwestern University to test approaches for linking Thai firms with IBD clients in Illinois, Indiana, and Michigan. In Guatemala, TTII will support a four-year effort to develop forest-based industries, including efforts to develop technology and market linkages between U. S. and Guatemalan enterprises. Other demonstration projects will be developed during the course of the project, supported by the NASDA Seed Fund and mission buy-ins.

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S&T/RD/IDM: Institutional Development and Management Division Program

A. Ends

Gains in economic efficiency and equity depend partly on incentives, skills, finance, organization and management. IDM Division programs help host countries improve the ways they mobilize and use scarce resources and the ways they organize and manage development tasks. Our long experience with agricultural and rural development and management training complements more recent work on revenue, national and local reform and policy implementation needs. Private sector growth is central to the reform agenda we support.

B. Means

- o Organization performance "owned" and sustained by LDC people working on key development tasks is the means we favor to get results. Our contractors and grantees work hand-in-glove with host country people and organizations. Management training improves skills in setting and meeting objectives. We assure relevance to USAID priorities by the "test of the market"--buy-ins for Division projects were \$2 million in FY 87.
- o Applied research builds understanding of country conditions, economic and social incentives, alternative ways to organize and manage, and strategies to reduce and meet costs. Learning and adaptation during implementation is a standard element in our research.
- o Dissemination and networking spread knowledge and technique. Publications and technical papers complement a network of consultants, researchers, and donor people who regularly share ideas and experience.
- o Quality resources are the key to sound research, analysis, dissemination, and field action. We work with our U.S. resource institutions and consultants over extended periods to help build quality services and products. Examples are Cornell (local organizations, participation), Development Alternatives, Inc.. (rural management), Syracuse (revenue). and the USDA Program Management Center (agriculture management). We increasingly use hand-picked LDC professionals in field postings, training and consulting.

C. Present Program

- o Decentralization: policies to encourage local people to decide on and meet local needs; incentives, finance and organization for rural infrastructure.
- o Agricultural Marketing: diagnosis, applied research, and implementation assistance, including mobilization of specialized U.S. resources.

- o Management Improvement: organization-based training and consulting to improve performance of LDC organizations which USAIDs work with.
- o Policy Implementation: applied research and work with host country senior managers to make policy changes and to make good use of scarce resources.
- o Institutional Development: design of means to improve incentives, meet recurrent costs and find ways to organize and manage that help assure sustainability.

NAME: PERFORMANCE MANAGEMENT (PMP)

PROJECT NO: 936-5317

PURPOSE: To improve the quality and cost-effectiveness of service and investment programs in developing countries through management training, consulting, and organization development.

SERVICES AVAILABLE:

- Management training and program monitoring/evaluation
- Preparation of state-of-the-art management technology reports and working papers.
- Establish or promote an institutional/professional exchange network (Also supports institutional development R&D)

PROJECT STATUS and ACCOMPLISHMENTS:

In the past five years, knowledge developed on performance management from field experience and parent disciplines has been analyzed, synthesized, tested and shared. Management improvement seminars have been held in 14 Francophone countries with over 2,000 participants. A strong R&D network has been developed with 100 core professionals from the U.S. and LDC, which meet semi-annually. Three development management supports centers now operate in the U.S. A collection of 20 books, 12 published articles and 100 papers has documented better management approaches provides a guide to strategies and techniques for LDC management improvement. Specific LDC management problems have been addressed and capacities built. Some notable examples include:

- Management training and organization development for irrigation projects in Pakistan, India; for Ministry of Agriculture systems improvement in Malawi; for management improvement in the Mali Livestock II project; and for the Center for Agricultural Management Development in Egypt;
- Strengthening capability of training and educational institutions in Pakistan, Ecuador, Southern Africa to provide management training for public management and sectoral areas; strengthening business school training programs of Catholic universities in the Dominican Republic, Paraguay.
- Providing resident management advisors in Indonesia and Asia Regional, Haiti, Southern Africa.

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- * See Section IV for description of the follow-on to this project, Policy Reform Implementation Project (PRIP).

NAME: DECENTRALIZATION: FINANCE AND MANAGEMENT (DFM)

PROJECT NO: 936-5446

PURPOSE: To support formulation and implementation of LDC policies for:
(a) decentralization of rural infrastructure maintenance (roads, irrigation) and coverage of local recurrent costs; and

(b) decentralization as a means to express and meet local development needs.

SERVICES AVAILABLE:

- Long-term, in-depth applied research, TA and training in three "demonstration" countries to test new arrangements for organization and finance of rural road maintenance;
- Studies and long-term assistance in 5 additional countries.

PROJECT STATUS and ACCOMPLISHMENTS:

Implementation began in FY 88. The work has advanced on schedule with a strong agenda of field work supported by USAID buy-ins:

Bangladesh: Review of feeder roads and other rural infrastructure needs is proceeding through a project evaluation and sector assessment. The analysis pays close attention to institutional and financial, as well as engineering and organizational requirements; to maintenance as well as construction; and to other donor as well as A.I.D. assistance strategies. The studies will include the role of large food-for-work inputs in rural infrastructure construction and maintenance. The analysis will support creative design of the Mission's new Local Government Infrastructure Services project.

Nepal: Applied research is planned to support His Majesty's Government decentralization and Panchayat policies with special application to the Mission's Rapti Zone and Irrigation projects. A long-term, low-cost effort is planned to feature strong collaboration (as in all DFM countries) with in-country resource institutions, specialists, and local government officials at all levels.

Philippines: Two Mission buy-ins are funding evaluation of Upland Access labor-intensive road construction and institutional and fiscal analyses to support design of the Mission's new Local Development Assistance Program. ANE/TR/ARD inputs support important elements of the Philippines work.

Pakistan, Indonesia, Zaire: Planning visits and exchanges of cables have laid the groundwork for applied studies of financial and institutional needs for sustained rural road maintenance in these three countries. FY 88 buy-ins are planned by each USAID. (In sum, strong collaboration has started with six of the DFM PP's intended eight countries. Inquiries from USAIDs interested in long-term work on irrigation institutions and finance would be especially welcome to round out the eight DFM country links.

AFR/SWA is funding analysis to support the development of strategies for decentralization of Sahel natural resources management.

S&T/RD/IDM core funding has supported cross-cutting research, notably including two drafts of a project state-of-the-art paper, a guide or "prologue" for advanced institutional analysis methods, and a draft of a "roads annex" to the SOAP. An "irrigation annex" is slated for FY 88.

ANE/DP plans to fund a seminar series to lay out the analytic approaches and methods that underly DFM's work.

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NAME: AGRICULTURE MARKETING IMPROVEMENT STRATEGIES (AMIS)
PROJECT NO: 936-5447
PURPOSE: To enhance USAIDs and host-country institutions ability to design, implement and evaluate improvements in agricultural marketing systems.

SERVICES AVAILABLE:

Rapid Appraisal: AMIS has developed and can assist in the implementation of a methodology designed for timely (up to two months) and efficient diagnosis of agricultural marketing system problems.

Applied Research: AMIS can assist when there is a need for in-depth analysis (extensive investigation requiring a year's effort) of a marketing problem. Examples include the appropriate roles of public and private sector marketing entities; analysis of (a) alternative approaches for carrying out functions, and (b) organizational issues related to improved marketing performance.

Pilot Innovations: AMIS can provide assistance in the design and implementation of innovations to improve marketing effectiveness changing or modifying the systems' institutional, organizational, or technological arrangement. These innovations are expected to follow from the rapid appraisal and applied research work.

PROJECT STATUS and
ACCOMPLISHMENTS: (Project was initiated in FY 88)

Rapid Appraisals - Operational Guidelines for appraisal of agricultural commodity marketing systems completed and also guidelines finished for examining privatization feasibility issues in parastatal dominated systems.

Rapid Marketing Appraisal (RMA) of commodity systems -- countries with activities underway include:

Cameroon - advisor is working with USAID and GOC to develop a monitoring and evaluation system for the fertilizer marketing system. The effort will assess the effectiveness of recent reform measures taken by the GOC to liberalize the marketing of this input. This activity utilizes an RMA technique for gauging the effectiveness of reforms.

Central African Republic - the USAID has funded a buy-in for a RMA to be initiated in January focusing on grains.

Chad - USAID has requested assistance in carrying out a broad based review this January to identify those aspects of marketing most suitable for further investigation and development.

Liberia -- USAID has requested assistance in carrying out three marketing studies: (1) the rice marketing system, currently dominated by parastatals, (2) the coffee/cocoa export market channel, and (3) a domestic vegetable system. AMIS has put together a number of candidates for USAID review. The team is tentatively scheduled to start work in January 1989.

Madagascar - a RMA of the parastatally dominated rice marketing sector is underway. The parastatal is SOMOLAC, and this represents a RMA of a public sector marketing system done in conjunction with IBRD structural reform efforts.

Nepal - AMIS is working collaboratively with a Nepali private firm in identifying and carrying out specific marketing studies during the period January 1989 to May 1990. AMIS is identifying study objectives, methodologies and scheduling options.

Niger -- A RMA of cowpeas is being undertaken. The team has incorporated a member of the University of Georgia cowpea CRSP, a specialist in food technology.

Senegal - an applied research activity started this month looking at the feasibility of new processing technology for coarse grain. This study follows in-depth work in Senegal by Michigan State which suggested a need to do this type of analysis to address the problem of competing with rice imports. Rice tends to be a preferred grain due to ease in processing. Early this January another study will be initiated to examine marketing constraints to counter cyclical exports of selected vegetables to European markets.

The Gambia - A RMA of groundnut marketing was undertaken focussing on the role of GPMB and parastatals concerned with the storing, processing and exporting of groundnuts. A specific program was developed for assisting the Gambian government move toward divesting these activities to the private sector.

Tunisia - A RMA of the Tunisian grain marketing parastatal was initiated in January 1989. The purpose of the study is to assist the GOT in its efforts to privatize the grain trade.

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S&T/RD/RRD: Regional and Resource Development Division Program

Focus: The focus of the Division's activities is on the operative mechanisms and interrelationships of: financial, resource, and production systems and targetted human populations in specific environmental, social, geo-political and regional contexts.

Means: The Division pursues its objectives through: (1) applied research in connection with development projects; (2) assisting bureaus and missions in accessing and integrating existing knowledge into program strategies and project designs; and (3) increasing the capacities of appropriate U.S. and A.I.D.- recipient country/institutions for applied work in their areas of expertise.

Resources: The Division's major resources are: (1) its ongoing projects; (2) specially funded small activities; (3) its internal technical staff which consists of a varying mix of economists, financial and legal/regulatory systems specialists, anthropologists, geographers, regional planners, and human ecologists; and (4) connection to relevant outside networks and resources.

Present Program: The Division's specific activities are intended to conform and adjust to changing Agency needs, priorities, and evolving understandings. Current major areas of focus include: (1) urban-rural links in production and commodity flow systems; (2) regional systems of resource use (especially fragile lands and river basins); (3) rural financial systems (with a particular emphasis on savings mobilization and investment application); (4) traditional and modern regulation of access to resources, (especially individual vs. common property rights); and (5) the generation, communication and acceptance of new technologies for specific rural agricultural and forest production systems and their concerned populations.

Operational Procedures: The Division provides its services in four basic ways: 1) its own core funded projects and activities that generally concentrate on the upgrading of relevant knowledge and institutional capacity; 2) other A.I.D. Bureau and Mission buy-ins to its projects to support relevant research or technical assistance in application of its research findings for direct and specific project and program purposes;. 3) the provision of the direct services by its staff professionals for technical analysis, project design and evaluation; and 4) the dissemination of information and upgrading of capacity of other parties through publications, workshops and information networking.

Because the Division places importance on serving as interlocutors between development theory and practice, it welcomes all opportunities for meaningful coordination and collaboration with Missions and other Bureaus and invites inquiries on such possibilities from other interested parties.

NAME: RESEARCH ON ACCESS TO LAND, WATER, AND NATURAL RESOURCES (ACCESS)
PROJECT NO: 936-5301
PURPOSE: To assist USAID's and IDC governments address tenure constraints to efficient, equitable and sustainable use of land, water, and other natural resources.

SERVICES AVAILABLE:

Provides research and consulting services to developing country governments to help them better address tenure constraints to agricultural and economic development, including policy research, land titling and cadastral surveys, resource tenure and natural resource management, urban land tenure, and training. The project deals explicitly with critical equity and distributional issues and with how these concerns relate to enhanced productivity, resource management and income enhancement.

PROJECT STATUS and
ACCOMPLISHMENTS:

USAID has supported research on land resource tenure since its founding in 1961, with much of this work implemented by the University of Wisconsin Land Tenure Center (LTC). The LTC is now acknowledged as a center of excellence on these issues and has built a substantial knowledge base on land tenure while raising a number of important questions on water rights, tree tenure, grazing rights, common property and other related natural resource tenure problems. The Center has successfully demonstrated that tenure and resource access are fundamental determinants of agricultural production and technological change.

Whereas ten years ago the LTC carried out mainly program analysis, today it assists dynamically in the design of regulations and legislation that will directly affect production processes. The project's successful achievements derive from integrating field mission activities into a coherent and focused program of basic and applied research and technical assistance which can permit consistent cross-country comparison and region-wide generalizations. The Center's extensive worldwide experience includes activities in:

Honduras: LTC evaluations of the Small Farmer Titling project have led to changes in GOH policy, as well as in project implementation.

Guatemala: Project has supported a local PVO's (the Penny Foundation) innovative approach to land reform through the private sector, with a voluntary land purchase and land sale program.

Swaziland: Project research and training has helped the GOS explore alternatives to customary tribal tenure, in order to increase agricultural productivity and rural incomes. Tenure change in Swaziland could mean major social transformations, and this research has underlined the need to understand and address such concerns in order to encourage more effective policy reform.

Somalia: LTC research and consulting services for the Mogadishu lands office resulted in important changes in land use, allocation, and pricing policies.

Dominican Republic: LTC research identified clear improvements in productivity with associative, rather than collective, farm production strategies; follow-up training seminars for land reform officials played an important role in a smooth transition from collective to the more efficient associative units.

Southern Africa: policy-oriented assessment of land tenure's impact on agricultural productivity and development.

Mauritania: training in land tenure assessment and design.

Ecuador, St. Lucia: Design of land titling/land market projects.

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NAME: EXPERIMENTAL APPROACHES TO RURAL SAVINGS MOBILIZATION (EARS)

PROJECT NO: 936-5315

PURPOSE: To undertake applied research and demonstration projects for upgrading rural financial sector activities.

SERVICES AVAILABLE:

- Research and technical advisory services on the establishment of deposit mobilization services with host country financial institutions;
- Policy research and analysis on strengthening and expanding host country's rural financial system;
- Institutional strengthening through savings mobilization as well as improved loan management and supervision, better accounting procedures and management controls, and;
- Rural financial sector assessment profiles.

PROJECT STATUS and
ACCOMPLISHMENTS:

Since its initiation, this project has provided much of the state-of-the-art re-thinking regarding the development of financial markets. Field research demonstrated that targeted and subsidized credit programs for small farmers rarely achieve either their production goals or any substantial increase in rural income. Hence a more particular concern is mobilizing private savings in rural areas as a means of increasing availability of rural capital, especially to small borrowers. Emphasis is on local adaptations of market-oriented savings inducements that have been successfully demonstrated elsewhere, institutional reform among financial intermediaries, and policy reform.

The project has accumulated an impressive technical assistance record, produced some key conceptual written works and amassed one of the best libraries on the sub-sector in the industry. Assistance to governments in Bangladesh, Guatemala, Dominican Republic, Honduras, Niger and the Philippines has helped to reorient their rural financial systems. The changed lending programs will serve to increase the amount and availability of funds for rural areas and promote self-sustaining institutions. Other recent efforts included providing guidance to USAID/Niamey on ways to link up formal agricultural lending with informal finance carried out at the village level and policy guidance in

Central America, particularly Costa Rica, on the need to promote viable agricultural finance systems.

Bangladesh: Provided policy guidance on implementing the Mission's \$75,000,000 Rural Finance project;

Dominican Republic: Established and expanded pilot savings mobilization projects for the rural/agricultural sector;

Niger: Carried out a comprehensive evaluation of that country's rural financial sector, and approaches that could be followed for strengthening the informal sector;

Costa Rica: Assessment of the impact of GOC's overall credit policies on rural borrowers;

Philippines: Provide and carry out the research agenda for the Mission's cofinanced \$120 million Rural Financial Services Project.

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NAME: HUMAN SETTLEMENTS AND NATURAL RESOURCE SYSTEMS ANALYSIS (SARSA)
PROJECT NO: 931-1135
PURPOSE: To increase host country capacity to assess natural resource systems, do regional analyses, identify problems in sustained resource use, and design resource management programs.

SERVICES AVAILABLE:

- Studies and assessments on natural resources management; new lands settlement, resettlement, and river basin development; the linkages between rural and urban areas; and development in a regional context.
- Training and institutional development, in collaboration with host country institutions.

PROJECT STATUS and
ACCOMPLISHMENTS:

Began in 1984, the project has emphasized three themes: natural resource management, rural-urban linkages and settlement and resettlement. Several important ideas and approaches emerged from project work:

- Research discredited the notion of a rural-urban dichotomy and has led to widening acceptance of the concept of integration between urban and rural areas. Thus an important emphasis is now placed on understanding relevant rural-urban links and commodity flows. As a means of identifying interventions to increase incomes in both rural and urban areas.
- Practices that lead to deterioration of the natural resource basin have been outlined in a recently published book, Lands at Risk, and have spawned considerable discussion within the Agency and at a recent World Bank Seminar.
- Studies have shown that small agricultural producers and pastoralists are not the major cause of poor production and resource degradation, but rather they are the victims of it. The studies conclude that commonly it is centralized decision systems and elite groups that neither let them conduct alternative production activities nor exercise stewardship of the basic resources of production.
- Review of worldwide experience on natural resource systems has led to development of various management techniques, including those for river basin development. The model developed for this specific environment component maximizes productivity in a sustainable, ecologically sound manner.

SARSA Project activities include:

- An analysis of rural urban linkages in the Kutus region of Kenya that is serving as a model for market town development by the GOK.
- A domestic water study in Tunisia that included population projection, water resources, existing wells and infrastructures used to guide well drilling.
- A longitudinal study of an area in Senegal which will be impacted by construction of an upstream dam. The study includes analysis of the productivity of traditional irrigated areas that depend on an annual flood. These areas will no longer be flooded unless water is released specifically to produce artificial flooding.
- A Somalia study comparing the development impact of plantation agriculture, herding and small farmer cultivators.
- An East Africa study of regional trade, both formal and informal.
- A study of the Africa experience with river basin development in eight countries. The study focused on the institutions to determine if there were competing and/or over lapping interests. The goal of the study was to develop guidelines for better allocation of responsibility among the major institutions.

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NAME: DEVELOPMENT STRATEGIES FOR FRAGILE LANDS (DESFIL)

PROJECT NO: 936-5438

PURPOSE: To assist in improving national and regional strategies for management of fragile lands, steep slopes and humid tropical forests.

SERVICES AVAILABLE:

- Assist Missions and host countries to assess fragile lands problems (steep slopes and lowland humid tropics) and develop strategies for addressing them;
- Identify and adapt available technology for use in fragile lands management;
- Promote research networks and conduct short-term field studies.

PROJECT STATUS and
ACCOMPLISHMENTS:

Since inception in 1986, DESFIL has supported fragile lands assessments in Peru, Jamaica, and Bolivia; initiated long-term technical assistance for Haiti and St. Kitts; provided short-term technical assistance for environmental assessment in Costa Rica, forestry action plan design in Belize, and a management information system for hillside agriculture in Jamaica; sponsored a major workshop in Ecuador on sustainable uses for steep slopes; developed and published several research papers on fragile lands; and initiated the DESFIL Newsletter, which presents articles and information dealing with fragile lands issues, creating a multidisciplinary network of IAC and U.S. professionals.

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NAME: FORESTRY/FUELWOOD RESEARCH AND DEVELOPMENT (F/FRED)

PROJECT NO: 936-5547

PURPOSE: To develop and improve multipurpose tree species (MPTS) for farm and village forestry in Asia and other regions where access to trees and forest products is an increasing problem. This project is jointly managed with S&T/FENR and ANE/TR.

SERVICES AVAILABLE:

- Fosters close and coordinated collaboration on MPTS research and development through an interdisciplinary network approach to socio-economic and biological MPTS research and development.
- Provides training for Asian biological & social scientists.
- Supports interdisciplinary case studies on farm and village forestry in designated Asian countries.

PROJECT STATUS and
ACCOMPLISHMENTS:

Activities began in 1986 emphasizing the integration of biological (S&T/FENR supported) and social science (S&T/RD supported) research, development and training on MPTS.

- Organization of national seminars to establish interdisciplinary networks of scientists to address MPTS research issues in the humid/subhumid and arid/semi-arid tropics. Network meetings have been held in several countries with discussion and exchange of biological and socio-economic research results.
- Short term training in the Philippines and long term training at Michigan State University for foresters and social scientists. A major curriculum activity is also developing guidelines to strengthen social forestry training in Asian institutions.
- Standardized research and case studies examining farmer's tree growing objectives. Attention to 'Existing and Potential Tree/Farm Forestry/Land Utilization Systems', and 'Markets, Labor and Unemployment' issues. Case studies completed in four countries.

Future activities: Asia-wide workshop on social forestry curriculum, research for socio-economic minimum data set, establishment of a mountain zone MPIS network and strengthening of this network's exchange and communication.

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NAME: COMMUNICATION FOR TECHNOLOGY TRANSFER IN AGRICULTURE
(CITA)

PROJECT NO: 936-5826

PURPOSE: To develop appropriate communication modes to support agricultural extension, communications, and research programs. The project will assist creating and strengthening of communication networks between research institutions, extension agencies, and farmers to facilitate development and use of improved and appropriate agricultural technologies. The project has two phases: the application of communication techniques and the diffusion of methodology.

SERVICES AVAILABLE:

-Project can provide expertise to undertake target audience analysis with respect to technology appropriateness, cultural acceptability, and perceived utility and relevance to farmers.

-Provision of media-appropriate communication strategy, message development, and integration.

-Strengthening of host-country capacity for using modern communication techniques to enhance agricultural technology development, adaptation and adoption.

PROJECT STATUS and
ACCOMPLISHMENTS:

The project uses behavioral analysis of target audiences to guide message design and development as a means for transferring agricultural technology. The developed instructional systems are based on information exchange among farmers, researchers, extension workers and on the integration of mass media technology with farmer contact systems. Development investigation and on-going evaluations throughout the project process assure message adaptation to farmer capacity to receive the information and respond as shown by adopting the recommended practices.

Collaborating sites include Honduras, Peru, Indonesia, Jordan and Niger. Other future possibilities are under study.

Honduras: With remarkable speed (less than two years), CITA's model for technology transfer has become the heart of the GOH's new Unified Methodology for extension services in agriculture. The Minister of Natural Resources selected CITA from over 100 ongoing projects as the most exciting and exemplary model of new approaches to serving small farmers, and visitors to this state-of-the-art initiative have included the President of Honduras.

Niger: CITA researchers uncovered a wealth of indigenous agricultural experimentation and diffusion processes in this difficult Sahelian environment. The Project demonstrated that local agricultural knowledge systems may represent critical, if often ignored, reservoirs of appropriate technology and expertise that can be tapped to dramatically accelerate technology development and transfer. Building on state-of-the-art communications expertise, CITA made important practical recommendations to enhance formal and informal agricultural research and extension through improved communication among and between farmers, researchers, and extension workers.

Jordan: In collaboration with three government Ministries, CITA mounted a highly effective and timely multimedia campaign to combat serious and growing problems with pesticide poisoning in the Jordan valley.

Peru: Research demonstrated that radio reaches farmers with agricultural information almost twice as effectively as any other medium, including extension agents; almost two-thirds of all farmers regularly listen to Don Hilaco, the CITA radio character, and up to 70% of all listeners assimilated the information being broadcasted.

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NAME: FOOD SECURITY IN AFRICA

PROJECT NO: 931-1190

PURPOSE: To upgrade African institutional and professional capabilities to develop and manage short and mid-term solutions to food production, supply and consumption problems.

SERVICES AVAILABLE:

- Research, in collaboration with local institutions, on factors affecting food security at regional, national and household levels, focussing especially on the interaction of existing policies, institutions and technologies in differing specific circumstances.
- Specific research concerns include food trade, food marketing, food crop pricing practices, local production and consumption patterns, and the overall effects of these components on income generation and distribution and access to food supplies.

PROJECT STATUS and
ACCOMPLISHMENTS:

Begun in 1984, project analysis work has enhanced local institutional capacity to identify, analyze and articulate food issues, and to develop appropriate policies and strategies towards attainment of national and regional food security goals. Examples of recent achievements include:

- Rwanda: Project analysis demonstrated to the GOR that a higher support prices for beans actually hurts more farmers than it benefits, as more than 70% of all rural households purchase more beans than they sell; GOR policy was changed.
- Mali: The project showed that, contrary to conventional wisdom, an emphasis on cash crops (cotton) need not necessarily endanger household food security, but can significantly enhance it
- Senegal: The GOS was considering using higher rice prices to boost local production and increase national rice self-sufficiency, but the project effectively demonstrated that technical parameters seriously constrain increases in local rice production. This suggested that higher producer prices would have little impact on total rice production, though they would impose hardships on rice consumers.

- Somalia: FSA collaboration has, according to Somali Ministry of Agriculture officials, "tremendously contributed to the MOA's analytical capability...(and) has already helped the MOA to make major food security policy decisions".
- Zimbabwe: The project has played an important role in the development of an Agricultural Sector Strategy for the SADCC region.
- SADCC region: maize, wheat, oilseed and small grain sub-sector analysis with specific focus on questions of income and access consequences of country and region policies.

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NAME: MANAGING ENERGY AND RESOURCE EFFICIENT CITIES (MEREK)

PROJECT NO: 936-5402

PURPOSE: To undertake applied research and demonstration projects in smaller cities to establish institutional arrangements, urban planning and management systems, and technologies that will support resource efficient urban growth.

SERVICES AVAILABLE:

City demonstrations and technical assistance to Missions or host country institutions based on the experience of project demonstration cities, training, publications.

PROJECT STATUS and
ACCOMPLISHMENTS:

The project which began July 1982, uses the idea of resource system management to directly determine and coordinate areas of priority intervention. It has been very successful in developing and demonstrating planning, administrative, and technological approaches to management and development in secondary cities.

MEREK demonstrations were conducted in Tacloban, Philippines; Guarda, Portugal and Phuket, Thailand. In each city the MEREK approach led to improved municipal energy and resource efficiency, new private enterprise opportunities, additional urban employment, improved cost recovery, strengthened municipal management and self-sustaining local development activities.

MEREK has demonstrated the benefits of involving municipal officials and representatives of other levels of government together with representatives of business leaders and other community representatives in examining municipal operations in a sustained ongoing effort. This has resulted in a number of activities designed to save resources, reduce pollution and increase energy efficiency. The actions resulting from the project include:

-A biogas digester that produces energy, reduces stream pollution and increases agricultural productivity. Slaughter house wastes, formerly discharged to a stream, were converted into methane gas. This reduced the demand for fuelwood. The residue from the biogas digester provided fertilizer for local farmers;

-An increase in the efficiency of municipal lighting by changing bulb types;

- A program to calibrate electric and water meters;
- Design of a low cost energy efficient school building to serve as a regional prototype;
- Design of improved irrigation and drainage systems;
- Drafting of local ordinances governing zoning, building, and land use;
- Improvement in the efficiency of wastes and sanitary sewer systems;
- Improved methods for solid waste collection, recycling and disposal; and,
- Design and construction of prototype homes to improve energy efficiency.

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NAME: IQCs: INSTITUTIONAL DEVELOPMENT AND MANAGEMENT

PURPOSE: To facilitate access by USAID missions, A.I.D. Washington, and host country governments in A.I.D. assisted countries to short-term technical services in the area of institutional development and development management.

SERVICES AVAILABLE:

(1) General technical assistance to do analyses in the following areas: sustaining development programs/projects; decentralization of government services; privatization of government functions; implementing policy reforms; participation of beneficiary/target groups; and recurrent costs of development projects;

(2) specific technical assistance to strengthen national level public administration and civil service systems; strengthen capacity of sub-national government units; strengthen private sector organizations and groups; assess institutional capacity of business school and other management training entities; establish management systems and techniques; budgeting, revenue generation and administration; debt management, cash management and management of financial services management information systems including computer based information systems; and,

(3) training assistance to aid USAIDs in the design and implementation of activities for training techniques for organization-management-administration including organizing specific organization based in-service efforts; and/or formal training programs for business, public or non-government organizations.

PROJECT STATUS:

Contracts were awarded in late FY 88.

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IQC Contract Number
PDC-5317-1-00-5127-00
Contact: Mr. Jack Sullivan

NAME: IQCs: INSTITUTIONAL DEVELOPMENT AND MANAGEMENT (CONT.)

CONTACTS FOR SUPPORT:

Management Systems International (MSI)
Larry Cooley, President
600 Water Street, S.W.
Washington, D.C. 20024
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Telex: 4990821MANSY
Contract: PPC-5317-1-00-8122-00

Contracting questions: Mission or Regional A.I.D. Contracts
Officer;
Technical questions, non-contracting: Thomas J. Mehen,
S&T/RD/IDM; Telephone: (703) 875-4625

NAME: IQCs: EMPLOYMENT AND ENTERPRISE DEVELOPMENT

PURPOSE: To facilitate access by USAID missions, A.I.D./W, and host governments in A.I.D. assisted countries to short-term technical services in the area of employment and enterprise development.

SERVICES AVAILABLE:

Services are intended to be utilized for mission, A.I.D./W, or host country program or project planning, design, evaluation, and implementation, and may also include short-term training. Such services may include: (1) country, sectoral, and broad program analyses, including the assessment of economic, social and other relevant factors; (2) studies related to specific programs and projects; and (3) services related to the development of design and evaluation methodologies and the development of suitable agency and participating agency policy and procedures, and the teaching of these methodologies and procedures.

PROJECT STATUS AND ACCOMPLISHMENTS:

Examples of services provided to date include the mid-term evaluation of S&T/RD's Employment and Enterprise Policy Analysis Project and the implementation of the on-going "stocktaking" of A.I.D.'s activities in the area of microenterprise support.

CONTACT FOR SUPPORT:

Contractor contact officials:

Development Alternatives/Robert
R Nathan (joint contract)
James Boomgard
624 Ninth Street (DAI, 6th Fl.)
Washington, D.C. 20001
Telephone: (202) 783-9110
Telex: 424822
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Contract #: PDC-1096-I-00-8043-00

Global Exchange
Eugene M. Faison, President
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Washington, D.C. 20004
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Contract #: 58710435

Management Systems International
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Contract
#: PDC-1096-I-00-8042-00

A.I.D. Contacts:
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A.I.D. Contracts Officer.
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non-contracting:
Robert C. Young,
S&T/RD/EED,
Telephone: (703)
875-4528.

NAME: IQCs: RURAL AND REGIONAL INCOME GENERATION AND RESOURCE MANAGEMENT

PURPOSE: To provide short-term technical services in the areas of rural and regional income generation and resource management to AID/Washington, USAID missions, and AID-assisted host countries.

SERVICES AVAILABLE:

Services may be provided in the context of program or project planning, design, evaluation, or implementation. Services may include: a) broad country, regional, sectoral, or global program analyses; b) limited-scope studies in support of identification, design, start-up, or evaluation of specific programs and projects; c) design of planning, implementation, and evaluation methodologies, development of associated agency and cooperating agency procedures, and the teaching of those methodologies and procedures.

Tasks that may be assigned under delivery orders may involve the following subject areas:

A) Rural and regional income generation: agricultural production and marketing; rural finance; local organizations; agricultural parastatals; agricultural policy; household income streams and strategies; off-farm employment; short, medium, and long-term household, farmer, and other potential beneficiaries' adaptive strategies; public and private sector support activities; adequacy and effects of transportation and communications systems; rural-urban linkages and dynamics; secondary cities, towns, and rural settlements.

B) Rural and regional resource management: rural land use and land tenure; watershed management; irrigation system management; fragile lands management; forest utilization and conservation; grassland use and regulation; determination of access rights and dispute adjudication; and rural energy organizations.

CONTACTS FOR SUPPORT:

Contractor contact officials:

The Pragma Corporation (8(a) set-aside contract)
Mr. Mohammed Fatoorechie
116 East Broad Street, Falls Church, VA 22046
(703) 237-9303
Contract No. PDC-1096-I-00-7169-00

NAME: IQC: RURAL AND REGIONAL INCOME GENERATION AND RESOURCE MANAGEMENT

Contractor contact officials (Cont.):

Tropical Research & Development, Inc. (Small business set-aside contract)

Ms. Sally Dickinson

519 N.W. 60th Street, Suite D, Gainesville, FL 32607

(904) 378-1886

Contract No. PDC-5315-I-00-8102-00

Robert R. Nathan Associates, Inc./IRG Ltd. (joint contract)

Dr. Jennifer Bremer-Fox

1301 Pennsylvania Avenue, N.W., Washington, DC 20004

(202) 393-2700

Contract No. PDC-5315-I-00-8100-00

Development Alternatives/Institute for Development

Anthropology/Research Triangle Institute (joint contract)

Mr. Michael Colegrove

624 Ninth Street N.W., Washington, DC 20001

(202) 783-9110

Contract No. PDC-53115-I-0-8101-00

A.I.D. Contacts:

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H.S. Plunkett

SI/RD/RRD

620 SA-18

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**OFFICE OF EDUCATION
(S&T/ED)**

OFFICE OF EDUCATION (S&T/ED) OVERVIEW STATEMENT

The Office of Education's three major areas of concentration are:

- (1) assisting countries to make more efficient allocation and use of their resources especially at the primary school level;
- (2) developing appropriate and effective teaching technologies, to improve the quality of education and help increase efficiency and access; and
- (3) improving health and agriculture extension services by developing educational communications and social marketing systems.

The first element of the Office program is to assist countries to establish policies that are based upon more current and reliable information and that lead to more children staying in school longer and receiving a better education. Education already comprises the largest single item in most countries' annual budgets. This program is helping government leaders use those funds more efficiently. Two major projects have established long-term (10 year) commitments with approximately twelve countries to establish or strengthen the data base and analytic capacity of national planning units and to distill the worldwide research on educational policy options. These efforts are already having an increasing influence on policy makers in education and national planning ministries.

A second program element is educational technology. This program has been designed to develop practical teaching tools, that can help teachers deliver quality education in spite of the severe constraints under which they typically function. A decade of A.I.D. educational research and development has produced a breakthrough in the methodology of using radio to teach basic literacy and numeracy. Dramatic learning achievement gains have shown that this method can play a critical role in rapidly improving quality and in providing wider access to education. A major Office project is assisting seven countries to begin their own large-scale use of these radio curricula. The Office program is also exploring cost-effectiveness of the use of other technologies ranging from simple posters, to micro-computers, to telecommunications for distance teaching and in-service training.

In 1989, a major new basic education project will begin to serve the field with a variety of educational planning, local research, and technology services, designed to help interested Missions generate and manage new projects in basic education. A special sub-focus will be on improving educational access for chronically under-served populations, notably women.

The final component of the program, development communications, extends the Office's expertise to key behavior-related problems in other sectors. Development communications methods and technology, including the new tools of social marketing, are alleviating problems in the agriculture and health sectors by disseminating information to rural populations, by providing for two-way communications, and by promoting changes in the practices of large populations. Ongoing efforts, in collaboration with other A.I.D. Offices, involve the Agency's AIDS education program, environmental health and safety, and local-level agricultural technology transfer. A new project in narcotics education is under development.

The central budget of the Office (\$5.4 million) represents approximately three percent of A.I.D.'s development assistance funds in education for fiscal years 1986, 1987, and 1988. For the past three years, however, the Office has obligated in buy-ins nearly three times that amount by working closely with missions and AID/W Offices on collaborative efforts.

S&T/ED

Bureau for Science and Technology
Senior AA: Nyle C. Brady

Directorate for Human Resources
Agency Director: Antonio Gayoso

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1. Basic Research and Implementation for Developing Education Systems
2. Improving the Efficiency of Education Systems

Educational Technology
Contact: Jim Hoxeng
(703) 875-4620

1. Learning Technologies
2. Communications Support
3. Radio Science/Radio Learning
4. Clearinghouse on Development Communication

Development Communications
Contact: Chole O'Gara
(703) 875-4620

1. Communications for Technology Transfer in Agriculture
2. AIDSCOM
3. U.S. Telecommunications Training Institute
4. Drug Use Prevention

AAAS Fellow: Lynellyn Long

Advisor on: Female Education, Educational Access Issues,
Refugee Education, & Educational Anthropology

S&T/ED Projects: Quick Reference Guide

Division	Focus	Project Name	Project No.	Cooperators	PAGE
Education Systems Development	Macro Planning and Capacity Building	Improving the Efficiency of Educations Systems II	936-5823	Florida State University	54
	Applied Research and Policy Analysis	Basic Research and Implementation in Developing Education Systems	936-5824	Harvard University	57
	Field Support and Dissemination	Applied Technology and Management for Education Development		To be determined	78
Educational Technology	Research on computers in Education	Educational Technology: Studies and Applications: Learning Technologies	93i-1109	Institute for International Research	59
	Field Support: Communications Components	Educational Technology: Studies and Applications: Communications Support	931-1109	Institute for International Research	61
	National implementors of "interactive" radio	Radio Science: Radio Learning	936-5818	Education Development Center	63
Communications	Primary Science Teaching	Radio Science: Papua New Guinea	936-5818	Education Development Center	65
	Distance teaching and training	Rural Satellite	936-5811	Academy for Educational Development	66
	Agriculture technology transfer	Communication for Technology Transfer in Agriculture	936-5826	Academy for Educational Development	68
	Information dissemination communications and education technology	Clearinghouse on Development Communications II	936-5831	Institute for Int'l Research	70
	AIDS Education	AIDS Technical Support: AIDSCOM	936-5972	Academy for Educational Development	71
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NOTE: See Section V of this Directory for specifics on the projects under development within the S&T/HR Directorate.

NAME: IMPROVING THE EFFICIENCY OF EDUCATION SYSTEMS (IEES)

PROJECT NO: 936-5823

PURPOSE: To help developing nations make better allocations of their education budgets and strengthen their capabilities for educational planning, management and research. Fundamental components of the IEES program include:

-Educational sector assessment and Education/Human Resource planning.

-Building management information systems (MIS).

-Research and development support.

-Knowledge building activities and communication among policy makers in participating countries.

-Training and institutional capacity building.

SERVICES AVAILABLE:

-Comprehensive assessments of the Education Sector with the requisite overlap into contiguous sectors and ministries, such as Planning, Finance and Labor.

-Design and development of education management systems.

-Information systems and training in their use for policy analysis and planning.

-Sub-sector assessments or policy studies of components of the educational system, e.g., teacher training.

-Technical expertise for project design.

-Training modules for workshops and seminars in policy analysis and conducting education sector assessments.

PROJECT STATUS and
ACCOMPLISHMENTS:

The project began in 1984 and sector assessments have been conducted in seven countries. A second phase contract will be completed and obligated by June, 1989. Activities in Phase One have stimulated actions to improve host country education systems. These activities include:

--In Somalia, project activities focus on developing an integrated strategy to improve primary schooling to ensure that available personnel and instructional materials reach and are fully utilized in classrooms, and on research to improve Somalia's education management information system and to improve incentives for the recruitment and retention of primary school teachers.

--In Botswana, project activities focus on developing an education management information system for the Department of Nonformal Education and the Unified Teaching Service and on research to strengthen local education capacities. This project is also implementing the bilateral Junior Secondary Education Improvement Project.

--In Liberia, project activities focus on a feasibility study to integrate "programmed learning" with conventional instruction in Liberia's primary education system and on policy research on teacher incentives systems.

--In Haiti, project activities were to focus on increasing the planning capacity of Ministry of Education staff, doing research with the Ministry and University of Haiti on available incentives to recruit and retain teachers, and enhancing the quality of primary schooling through strengthening private sector organizations which manage these schools. At this time, the project in Haiti is only implementing part of the bilateral Incentives to Improve Basic Education project.

--In Indonesia, project activities focus on developing a model to evaluate Indonesia's fourth Five-Year Plan, designing a system to monitor development projects for the Ministry of Education and Culture, and conducting policy-oriented research to strengthen local education capacities. This project is also implementing part of the bilateral Education Policy and Planning project.

--In Yemen, project activities focus on design of an education management information system, on training in data collection, processing and analysis, on assessment of Ministry of Education organizational and training needs, and on improved manpower planning.

---In Nepal, project activities focus on strengthening the evaluation capacity of the Radio Education Division in Nepal's Ministry of Education and Culture, computer training in data management and analysis, cost-effectiveness studies of teacher training programs, policy analysis related to the basic needs strategy, training and support in developing a planning and budgeting system, and policy research on teacher incentive systems.

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NAME: BASIC RESEARCH AND IMPLEMENTATION IN DEVELOPING EDUCATION SYSTEMS (BRIDGES)

PROJECT NO: 936-5824

PURPOSE: To design strategies which will (1) increase children's access to schooling, (2) reduce dropout and repetition rates, (3) improve the amount and quality of what is learned in school, (4) optimize use of fiscal and educational resources, and (5) improve educational planning.

SERVICES AVAILABLE:

-Sub-sector policy studies, e.g., provision of technical experts to investigate problems within an education system which impede access or what specific resource allocations and policy changes might affect teacher quality.

-Training related to policy analysis.

-Assistance in looking at policy options and articulation of policy issues. One example of this service would be the provision of policy analysis models such as cost/benefit.

-Assistance with overall management of education issues such as the definition and use of data, projections, etc.

PROJECT STATUS and
ACCOMPLISHMENTS:

Implementation began in 1985 and the project has developed and implemented a state-of-the-art microcomputer based system for projecting the growth of education systems and associated costs. Programs for evaluating the impact of policy options for improving resource allocation and the efficiency of basic education are under development.

Research focusing on key policy variables including teachers, instructional materials, facilities and learning technologies is being carried out in seven countries. Two of the research activities examine the impact of decentralization and local resource generation on the provision of basic education. Seventeen state-of-the art reviews have been completed on critical education development issues such as improving female access to schooling, use of instructional technology for improving basic education, organizational characteristics of effective schools, and the relationship between educational materials and facilities and student achievement. The findings will be integrated into A.I.D. policy guidance.

The BRIDGES Network is currently working in the following seven countries:

--In Burundi, research is underway on the relationship between education and employment with particular focus on the primary level and on both the formal and non-formal employment sectors.

--In Egypt, the research team is working on improving the data collection system, developing a more complete accessible data base, and developing planning and policy analysis models.

--In Indonesia, a study has begun to investigate the social and private costs of teacher training with particular emphasis on distance education programs.

--In Pakistan, areas of research focus on: 1) management and implementation of primary education, 2) the effects of evaluation, 3) the use of data, 4) teacher performance, and 5) rural/urban and gender issues in access to education.

--In Sri Lanka, research will be conducted on the impact of management reform on school and classroom organization and on school-community relations.

--In Thailand, research is focused on 1) costs and results of alternative approaches for improving primary school quality, and 2) to develop indicators of school inputs, processes, outcomes and costs for use in the educational management information system.

--In North Yemen, research -- training and collaboration -- will be on issues of primary school quality, policy options, and the development and use of a management information system.

Model implementation is underway in five Central American countries, and policy studies are being carried out in Cameroon and for the WID office.

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Project Director

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NAME: EDUCATIONAL TECHNOLOGY: STUDIES AND APPLICATIONS
Sub-project: LEARNING TECHNOLOGIES

PROJECT NO: 931-1109

PURPOSE: To assist developing countries in exploring a variety of learning technologies in basic education, including the new technologies such as computers.

SERVICES AVAILABLE:

-Seminars or workshops on the use of learning technologies in education.

-Planning advice and information to missions.

-Evaluation both of national plans and of projects in involving the use of learning technologies.

-Through buy-ins, collaboration in carrying out experimental projects involving a wide array of learning technologies.

PROJECT STATUS and
ACCOMPLISHMENTS:

Pilot studies in Belize and Grenada have focused on gains in student learning through the use of computers, programmed instruction posters, and instructional games. Affordability and cultural acceptability have been areas of research.

--In Belize, the Posterized Programmed Teaching Technologies project has developed a detailed plan for a teacher to follow which includes both what to teach and how to teach it. The project is assisting the Ministry of Education to develop and test the program for teaching primary level reading and social studies. The instructional medium is classroom posters, used by teachers and students to guide instruction. The project also has conducted a national survey of educational needs, studied the use of instructional games, and is developing a computerized school monitoring system. It will be extended to investigate computers for skill improvement during teacher training.

--In Grenada, the project is evaluating an intensive use of computer-assisted instruction to upgrade mathematics and reading skills.

--An easy access data base on instructional technology choices (citing educational problems and context, management requirements, results, and costs of alternative technologies) will be available in early FY 89. Mission tryouts would be helpful.

--A blue-ribbon advisory panel of educators, manufacturers, and researchers has been established to advise the Agency, through this project, on strategies for the careful utilization of new information and training technologies such as computers and video-discs.

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Project Director:

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NAME: EDUCATIONAL TECHNOLOGY: STUDIES AND APPLICATIONS
Sub-project: COMMUNICATIONS SUPPORT (also called
Development Communication Services Project, DCSP)

PROJECT NO: 931-1109

PURPOSE: To respond to Mission needs to design communication components to new or existing projects.

SERVICES AVAILABLE:

-provide communication analysis of proposed projects prior to and as a part of new project paper preparation

-provide assistance to design specific communication strategies to support projects in sectors such as health, agriculture, forestry, and small business development.

PROJECT STATUS and
ACCOMPLISHMENTS:

Since its inception in 1984, this project has sent teams to the following countries to use communication expertise to support:

-Education in Guatemala: advised the Mission on the use of radio in non-formal education.

-Agricultural Communications in Peru: a radio-based extension strategy was designed for drug control enforcement.

-Pesticide safety in Bolivia: designed and evaluated a campaign to educate campesinos in safe and effective pesticide use.

-Education in Honduras: provided technical expertise to assist in the design of a new primary education project using proven technologies.

-Health communication in Guyana: evaluated the two-way radio communication system between rural medical aides and headquarters.

-Health in Bolivia: by evaluating the performance of local radio in delivering health information to Aymara Indians.

-Continuation of the satellite linkage of the University of the South Pacific campuses: Consultants provided the Fiji Mission with strategies to continue to support this innovative approach when the current satellite dies.

-Instructional media in Indonesia: consultants identified ways to integrate this technology into the education planning process.

-Water management in Yemen: provided expertise in the design of a regional water management campaign.

-Agriculture research in the Middle East: by describing how new technologies will improve data sharing among research stations.

-Agriculture extension in Malawi: provided consultant to write a project paper.

CONTACTS FOR SUPPORT:

Project Manager:

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NAME: RADIO SCIENCE
Sub-Project: RADIO LEARNING

PROJECT NO: 936-5818

PURPOSE: To improve the teaching of basic primary school skills in developing nations through the use of interactive radio instruction.

SERVICES AVAILABLE:

--Provide materials on "interactive" radio instruction, including curricula, evaluation reports, case studies, sample lessons and video programs;

--Provide specialists to:
-discuss the feasibility of a radio project
-conduct workshops on interactive radio instruction
-assist with adapting the curriculum
-assist with planning and evaluating the implementation;

--Carry out short-term demonstrations;

--Provide financial resources to assist with new project activities;

--Maintain an active information network among interested users, researchers, and policy-makers;

--Through buy-ins, carry out projects.

PROJECT STATUS and
ACCOMPLISHMENTS:

A World Bank study has recently shown interactive radio to have the highest cost-effectiveness of any classroom intervention--twice as great, on average, as the introduction of textbooks.

A pilot activity in Bolivia is being expanded with buy-in funds. A national-scale implementation is well underway in Honduras. Implementations have begun in Ecuador and Costa Rica. National implementation of the methodology is underway in Lesotho, under a separate Mission project. Prior activities in the Dominican Republic and Thailand have been institutionalized.

The following project products are available:

-Complete sets of instructional materials are available which include curricula, scripts, taped lessons, pupil worksheets, achievement tests and teachers' guides. They are available in the following subjects:

- Mathematics curriculum, Grades 1-4
- Reading and writing curriculum, Grades 1-4
- English as a second language, Grades 1-3
- Science curriculum under development;

-Videos and films are available which demonstrate each project;

-The project also has computer programs to facilitate the adaptation of the curricula and to project implementation costs.

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Project Director:

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NAME: RADIO SCIENCE
Sub-Project: Papua New Guinea

PROJECT NO: 936-5818

PURPOSE: To develop and test a low-cost radio-based science program for grades four through six in Papua New Guinea.

SERVICES AVAILABLE:

Information and prototype instructional materials on primary school science teaching through radio.

PROJECT STATUS and
ACCOMPLISHMENTS:

This project is addressing the acknowledged quality problems of science teaching in Third World primary school systems. Poorly prepared teachers, working without teaching materials, often find it too great a challenge, and simply avoid teaching science. This project combines (1) in-service training for teachers on the radio the night before science is to be taught, (2) classroom radio instruction orchestrated by the teacher, and (3) low-cost materials to illustrate the concepts being taught.

The project has completed grade four lessons for broadcast in the 1989 school year simultaneously with production of grade five lessons, which will be carried on the air the following year. Plans call for three years of radio science curriculum to be incorporated into the national school system upon completion of the project in early 1991.

This system is a prototype designed to have wide applicability for science teaching throughout the developing world. It is expected to complete the Agency's core radio curriculum for the improvement of primary school teaching, which already includes mathematics, English as a second language, and Spanish.

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Project Manager

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Project Director

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NAME: RURAL SATELLITE PROJECT (RSP)

PROJECT NO: 936-5811

PURPOSE: The project was designed to explore, test and demonstrate the use of modern two-way telecommunications facilities, particularly satellite systems and low-cost telephone and audio-conferencing networks, to facilitate national development and education efforts in remote and rural areas.

SERVICES AVAILABLE:

-Consultation on the use of teleconferencing and/or training and in-service education, in health, agriculture and education.

-Consultation on distance teaching for higher education extension and improvement.

-Through buy-ins, demonstration projects in the application of telecommunications.

PROJECT STATUS and
ACCOMPLISHMENTS:

The Rural Satellite Project worked with eight host country governments to design, install, and manage extensive multi-site, two-way audio-conferencing networks in the West Indies, Indonesia, and Peru. The multinational University of the West Indies Distance Teaching Experiment (UWIDITE) links seven campus locations in six island nations by way of a single channel voice circuit. UWIDITE is used for undergraduate and graduate course delivery, professional teacher certification programs, and for medical in-service training.

The Indonesian Distance Education Satellite System (SISDIKSAT), which began in 1983, connects 15 sites, including 12 universities, the headquarters of the Indonesian Open University, and the Directorate General of Higher Education. The program shares scarce faculty resources among network members and is used for in-service training of the primary and secondary school teachers.

The Peru Rural Communications Services Project (RCSP) connects seven towns in the high jungle region of northern Peru into the national telephone network. In addition to providing audio-conferencing services to the ministries of education, agriculture, and health for the purposes of in-service training and project management, RCSP also provides regular telephone service for the general public.

In addition to initiating these projects, RSP staff conducted planning activities in the Philippines, Senegal, and Cameroon, compiled a resource library of materials related to satellite technology and its applications, published a newsletter on educational applications of telecommunications systems, and worked with service providers (INTELSAT and the I.T.U.) on the provision of new services. Extensive dissemination took place in 1987.

The project has been extended into FY 90 at least, to permit further work, if Missions are interested in buy-in activities.

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Project Director

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NAME: COMMUNICATION FOR TECHNOLOGY TRANSFER IN AGRICULTURE
(CTTA)

PROJECT NO: 936-5826

PURPOSE: To develop appropriate communication modes to support agricultural extension, communications, and research programs. The project will assist creating and strengthening of communication networks between research institutions, extension agencies, and farmers to facilitate development and use of improved and appropriate agricultural technologies. The project has two phases: the application of communication techniques and the diffusion of methodology.

SERVICES AVAILABLE:

-Project can provide expertise to undertake target audience analysis with respect to technology appropriateness, cultural acceptability, and perceived utility and relevance to farmers.

-Provision of media-appropriate communication strategy, message development, and integration.

-Strengthening of host-country capacity for using modern communication techniques to enhance agricultural technology development, adaptation and adoption.

PROJECT STATUS and
ACCOMPLISHMENTS:

The project uses behavioral analysis of target audiences to guide message design and development as a means for transferring agricultural technology. The developed instructional systems are based on information exchange among farmers, researchers, extension workers and on the integration of mass media technology with farmer contact systems. Development investigation and on-going evaluations throughout the project process assure message adaptation to farmer capacity to receive the information and respond as shown by adopting the recommended practices.

Collaborating sites include Honduras, Peru, Indonesia, Jordan and Niger. Other future possibilities are under study.

Honduras: With remarkable speed (less than two years), CTTA's model for technology transfer has become the heart of the GOH's new Unified Methodology for extension services in agriculture. CTTA/GOH teams prepare innovative communications packages on agricultural technologies for broad transmission over different media channels, and the project's daily interactive radio program ("La Milpa") offers an open communication channel between small farmers and research and extension. Due to its success "La Milpa" will soon be broadcast nationally.

Niger: CTTA researchers uncovered a wealth of indigenous agricultural experimentation and diffusion processes in this difficult Sahelian environment. The Project demonstrated that local agricultural knowledge systems may represent critical, if often ignored, reservoirs of appropriate technology and expertise that can be tapped to dramatically accelerate technology development and transfer. Building on state-of-the-art communications expertise, CTTA made important practical recommendations to enhance formal and informal agricultural research and extension through improved communication among and between farmers, researchers, and extension workers.

Jordan: In collaboration with three government Ministries, CTTA mounted a highly effective and timely multimedia campaign to combat serious and growing problems with pesticide poisoning in the Jordan valley.

Peru: Research demonstrated that radio reaches farmers with agricultural information almost twice as effectively as any other medium, including extension agents; almost two-thirds of all farmers regularly listen to Don Hilaco, the CTTA radio character, and up to 70% of all listeners assimilated the information being broadcasted.

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Project Managers

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Gale McClure
Academy for
Educational Development
1255 23rd St., N.W.
Washington, D.C. 20037
Phone: (202) 862-1900

NAME: CLEARINGHOUSE ON DEVELOPMENT COMMUNICATIONS II

PROJECT NO: 936-5831

PURPOSE: To respond to field requests for assistance in using educational technology and development communications.

SERVICES AVAILABLE:

Answers requests from the field for information and publishes the Development Communication Report.

PROJECT STATUS and
ACCOMPLISHMENTS:

The Clearinghouse Project was the first S&T/ED activity to provide an underpinning for its concomitant media activities. The project has two aspects:

- Information collection: materials are collected on communication methodologies and sectoral issues; to date this includes 15,000 documents;
- Quarterly publication, since 1979, of Development Communication Report, to a mailing list of 6,000.

CONTACTS FOR SUPPORT:

Project Manager

Mr. Jim Hoxeng
S&T/ED, AID/W
SA-18, Rm. 609
Wash. D.C. 20523
Phone: (703) 875-4490

Project Director

Mr. Mike Iaflin
Institute for Int'l.
Research
1815 N. Fort Myer Dr.
6th Floor
Arlington, VA 22209
Phone: (703) 527-5546

NAME: AIDS Technical Support: AIDSCOM - Public Health Communication Component.

PROJECT NO: 936-5972

PURPOSE: AIDSCOM is a public health communication support project to help Missions and host government AIDS committees to develop their programs for AIDS prevention.

SERVICES AVAILABLE:

Activities will be coordinated with the World Health Organization (WHO). AIDSCOM advisors and technical assistance teams :

- Help with communication planning for national and local media;
- Conduct behavior and market research to test what strategies and messages will help reduce high-risk behavior;
- Design counseling and training programs for people at high risk, and for health workers;
- Assist with target condom promotion and marketing;
- Advise on appropriate social marketing strategies to ensure community involvement; and
- Undertake monitoring and evaluation of ongoing activities.

PROJECT STATUS and ACCOMPLISHMENTS:

Reconnaissance trips have been made to 23 countries in all regions, to brief Missions and countries about AIDSCOM services and goals, and to develop plans. Long term resident advisers have been placed in the Philippines, the Eastern Caribbean, and the Dominican Republic. Technical assistance is underway to Mexico, El Salvador, Brazil, Peru, Bolivia, Ecuador, Colombia, Haiti, Uganda, Tanzania, Swaziland, Zimbabwe, South Pacific Region, Malawi, and Tunisia.

CONTACTS FOR SUPPORT:

Project Monitor

Dr. Chloe O'Gara
S&T/ED, AID/W
SA-18, Rm. 609
Wash. DC. 20523
Phone: (703) 875-4620

Project Director

Dr. Glen Margo
Acad. Educ. Dev.
1255 23rd St. NW
Wash. DC. 20037
Phone: (202) 862-1900

NAME: USAID-PEACE CORPS EDUCATION INITIATIVE

PURPOSE: A joint initiative with Peace Corps to explore collaboration with the goal of assisting education leaders and decision makers in developing countries improve the planning and management of their education systems. Under the proposed collaboration, Peace Corps volunteers would serve as technical and training resource personnel to education ministries in support of mission and centrally funded USAID education projects.

THIS INITIATIVE WILL:

-Support the design and implementation of management information systems (MIS) for the education sector.

-Make information available in a timely and efficient way so-that it is used in policy formation and decision making.

- Conduct training seminars on the use of micro-computers, teach principles of elementary spread-sheet analysis, assist in the design of data coding schemes.

-Serve as technical resources to ministry employees on issues of data presentation by tables, graphs and charts.

PROJECT STATUS and
ACCOMPLISHMENTS:

A joint cable, under the signatures of Peace Corps Director Ruppe and A.I.D. Administrator Woods, was sent to all A.I.D. missions and Peace Corps post on June 8, 1988. The cable explained the initiative, and encouraged each A.I.D. and Peace Corps post to explore the possibility of collaboration.

As of August 1988 the following countries have responded:

Definite Interest: Belize, Honduras, Pakistan, Yemen, Swaziland, and Thailand.

Possible/Future Interest: Philippines, Kenya, Botswana, Zimbabwe, Burma (PCA's only), Guatemala, Jamaica, Tunisia, and Bolivia.

Not appropriate/Feasible: Cameroon, Senegal, Somalia, Eastern Caribbean, The Gambia, Morocco, El Salvador, Nepal and Sierra Leone.

CONTACT FOR SUPPORT:

Project Manager: Dr. Gary Theisen, S&T/ED, A.I.D./W
SA-18, Rm 609, Wash., D.C. 20523
Phone (703) 875-4700

NAME: Education Indefinite Quantity Contracts (IQCs)

PURPOSE: To provide quick response technical services in matters relating to education, training, and human resources development during periods of up to 120 calendar days. Specific services are requested via "Delivery Orders", issued by the cognizant contracting officer, in accordance with the terms of the contract.

SERVICES AVAILABLE:

The following is a list of the functional labor specialties which are available under this IQC contract:

1. Curriculum Design and Development Specialist
2. Teacher Training Specialist (In service and pre-service)
3. Educational Planner (formal education)
4. Management Information Specialist
5. Educational Economist
6. Educational Finance Specialist
7. Educational Policy Developer
8. Tests and Measurement Specialist
9. Evaluation Specialist (formal education)
10. Vocational & Technical Training Specialist
11. Manpower Planning & Needs Assessment Specialist
12. Participant Training Planning & Evaluation Specialist
13. Management Training Specialist (public & private sector)
14. Instructional Systems Designer

CONTRACT SCOPE:

Tasks that may be assigned as delivery orders relate to the activities in AID/Washington and in the USAID Missions concerned with education, and training, human resource development. Such activities include needs assessments in IDCs, planning design, implementation and evaluation of projects all within the context of A.I.D.'s education sector.

The tasks, which are listed below, involve short-term technical assistance through AID/Washington and USAID Missions to host country counterpart institutions and organizations.

1. Assessment of LDC education, training, and human resource development problems and recommendations for improvement.

Tasks, include the undertaking of surveys, analyses, and the preparation of recommendations concerning topics in:

(a) general education (pre-primary, primary, secondary, higher), such as curriculum design and development, teacher training (in-service and pre-service), textbook development, production and distribution, testing and measurement, evaluations, and expanding educational opportunities for women.

(b) educational administration such as educational planning, finance, decentralization, management information systems, classroom construction-renovation and maintenance, and community involvement support.

(c) human resource development, such as manpower need assessments, manpower planning, participant training, vocational and technical training, formal and nonformal skills training, competency based instruction, skills certification, private sector trade advisory committees, and management training.

(d) educational technology, such as instructional systems design, instructional materials development, computer assisted instruction, communications planning, low-cost learning technologies.

(e) nonformal education such as, design and development of nonformal education (NFE) delivery systems.

2. Design of education, training and human resource development activities either as independent efforts, as components of , or otherwise integrated within, education, training, and human resource development sector programs and projects.

Tasks include the design, and analysis in terms of technical, economic, and social feasibility, as well as cost, efficiency, and equitable distribution of benefits of activities in:

(a) general education (pre-primary, primary, secondary, higher), such as curriculum design and development, teacher training (in-service and pre-service), textbook development, production and distribution, testing and measurement, evaluations, and expanding educational opportunities for women.

(b) educational administration such as educational planning, finance, decentralization, management information systems, classroom construction-renovation and maintenance, and community involvement support.

(c) human resource development, such as manpower need assessments, manpower planning, participant training, vocational and technical training, formal and nonformal skills training, competency based instruction, skills certification, private sector trade advisory committees, and management training.

(d) educational technology, such as instructional systems design, instructional materials development, computer assisted instruction, communications planning, low-cost learning technologies.

(e) nonformal education such as, design and development of NFE delivery systems.

3. Evaluation of effectiveness of activities in education, training, and manpower development.

Tasks include analyzing, and/or redesigning projects and project components, sectoral activities, or programs in:

(a) general education (pre-primary, primary, secondary, higher), such as curriculum design and development, teacher training (in-service and pre-service), textbook development, production and distribution, testing and measurement, evaluations, and expanding educational opportunities for women.

(b) educational administration such as educational planning, finance, decentralization management information systems, classroom construction-renovation and maintenance, and community involvement support.

(c) human resource development, such as manpower need assessments, manpower planning, participant training, vocational and technical training, formal and nonformal skills training, competency based instruction, skills certification, private sector trade advisory committees, and management training.

PROJECT STATUS: Contracts were awarded in August, 1987.

CONTACTS FOR SUPPORT:

Project Manager

S&T/ED, AID/W
SA-18, Room 609
Washington, D.C. 20523-1815
Phone: (703) 875-4700

Project Contractors:

- | | |
|--|--|
| 1. Dr. Danuta Lockett
Creative Associates, Inc.
Suite 270
3201 New Mexico Ave., N.W.
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Phone: (202) 966-5804 | 3. Dr. Mary Pigozzi
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| 2. Dr. Mary Lou Johnson
Education Development Center
55 Chapel Street
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Phone: (617) 969-7100 | 4. Dr. David Nolan
Research Management Corp. (8a
firm)
Suite 327
7115 Leesburg Pike
Falls Church, VA
Phone (703) 834-1040 |

**PROJECTS CURRENTLY UNDER DEVELOPMENT
(S&T/HR)**

NAME: APPLIED TECHNOLOGY AND MANAGEMENT FOR EDUCATIONAL DEVELOPMENT
(AIMED)

PROJECT NO: 936-5832

PURPOSE: This project, which will commence in 1989, will build on the technologies developed by the IEES, BRIDGES, Learning Technologies and Radio Learning projects. It will foster the growth and efficiency of education systems by implementing and improving upon the prototype methodologies which were developed under the former projects. Training and technical assistance will be provided.

SERVICES AVAILABLE:

-Assistance in analysis, design, and implementation of bilateral projects;

-Short- and long- term field support to missions through management assistance, evaluation and expert technical assistance;

-Region and country-specific management information systems sector assessments and analyses of application of educational technology to development problems;

-Support to experimental and trial field tests of applications of educational technology;

-Assistance in design of education activities especially targeted at "marginalized" populations such as girls, urban squatters, and rural children;

-Facilitating highly-focused technical assistance by U.S. practitioners such as budgeting experts, planners, textbooks publishers, and curriculum designers.

PROJECT STATUS and
ACCOMPLISHMENTS:

A concept paper has been approved and is available upon request. The PID and PP are to be completed by Spring 1989; Mission input and statements of desired services are welcome. The LOP will be ten years with \$10 million of S&T funding and up to \$20 million in mission/bureau buy-ins. S&T is prepared to field staff immediately to negotiate field-support activities. Full set of project services will be available in March of 1989 following competitive bid procedure.

CONTACT FOR SUPPORT: Project Manager Dr. Gary Theisen, S&T/ED, SA-18, Room 609, Wash., D.C. 20523. Phone: (703) 875-4700

NAME: DRUG USE PREVENTION

PROJECT NO: 936-5834

PURPOSE: This project will probably be initiated in FY 1989. It will be designed to help Missions and host governments develop their programs for drug use prevention and rehabilitation, through core activities and Mission buy-in capability.

SERVICES AVAILABLE:

The project is expected to have a core capability for providing state-of-the-art information in alternative prevention strategies and sources of expertise, planning, assistance, evaluation, professional networking (through both personal and electronic means), and possibly operations research. Through additional funding, particularly through Mission buy-ins, it will:

-Provide technical assistance for national drug-education and prevention organizations;

-Develop and test information packages on key elements of the problem: e.g., the identification of early symptoms of drug use, for both parents and professionals, the impact of drug addiction on economic development, methods of rehabilitation, effective use of mass media and interpersonal methods for prevention;

-Provide technical assistance in developing training modules for medical, public health, and educational professionals, as well as parent and community groups. Short-term U.S. training programs will also be developed.

-A substantial information-generating program of pilot research, smaller operations research activities, and field evaluations. Research will whenever possible be associated with Mission operational projects.

PROJECT STATUS and
ACCOMPLISHMENTS:

A concept paper has been approved and is available upon request. The PID and PP are to be developed in the Spring of 1989; Mission inputs on desired services are welcome. A state-of-the-art paper will be available in early 1989. The LOP is planned for ten years with \$3 million of S&T funding and up to \$15 million in mission/bureau buy-ins. S&T is prepared to field staff immediately to negotiate field-support activities and buy-ins.

CONTACT FOR SUPPORT:

Project Manager:

Dr. Clifford Block
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Phone: (703) 875-4700

NAME: GROWTH AND EQUITY THROUGH MICROENTERPRISE INVESTMENTS AND INSTITUTIONS (GEMINI)

PROJECT NO: 936-5448

PURPOSE: To provide technical leadership, research and institutional support in microenterprise (ME) development to A.I.D. field programs, to U.S. and host country PVOs, and to other institutions that work with microenterprises.

SERVICES THAT WILL BE AVAILABLE:

Research on issues that still confront microenterprise development: scaling up inputs and impacts, efficiency of single-person vs. slightly-larger microenterprises, loan graduation, characteristics of non-manufacturing firms, and effective technical assistance delivery.

Surveys of microenterprise sectors or industrial subsectors in specific countries; surveys of credit demand and supply; and assessments of business development capacity of local institutions in this sector;

Design and assessment of assistance to microenterprise field activities and projects;

Training to strengthen ME institutional management and project implementation (for example, short courses in management, finance, marketing, technology acquisition, and other skills) for staff of non-governmental organizations, local enterprise development foundations, intermediate financial institutions, and other groups that deliver credit and services to the smallest entrepreneurs in developing countries; and

Dissemination of research, evaluations and applications to field programs through publication, workshops, seminars, and other fora.

PROJECT STATUS and ACCOMPLISHMENTS:

Project is being designed. The project paper was completed in January, 1989. A Request for Proposal will be issued in April, and the project will begin at the end of FY 1989.

CONTACT FOR SUPPORT:

Project Manager: Dr. Ross Bigelow, S&T/RD/EED,
Room 622B, SA-18
Washington, DC 20523
Tel: (703) 875-4623

NAME: POLICY REFORM IMPLEMENTATION PROJECT (PRIP)

PROJECT NO: 936-XXXX

PURPOSE: Assist host countries to improve the use of incentives resources, and organizations to implement policy reforms.

SERVICES AVAILABLE:

Assist host country organizations implementing policy reform through research, consulting and training to (1) assess the institutional setting and managerial implications of desired change; and (2) develop and implement strategies which include appropriate attention to sectoral technology, incentives information for decision making, coordination of stakeholders redefined roles for the public sector, and effective and dependable management of organizational responsibilities which are key to policy reform such as financial management.

PROJECT STATUS and ACCOMPLISHMENTS:

This activity is a follow-on to the Performance Management Project, (PMP) which terminates at the end of FY 89. PRIP will build upon the elements of PMP's work, focusing on implementation of reforms. The project is planned for six years (FY 90 to FY 95) with a S&T core of \$3.5 million and a buy-in level of \$7 million.

PRIP addresses the problem area of implementation of policy reform. As LDCs undertake structural reforms to improve the growth and income generation potential of their economies, and shift activities to a more market-oriented approach which promotes active private sector involvement, a host of implementation problems have emerged. Principal among these have been inadequate incentives for change and poor performance of the organizations charged with carrying out change. These constraints are generally not adequately addressed in existing policy projects which emphasize macro economic assessments. Identifying the constraints to effectiveness of key institutions and proposing alternative approaches will be the focus of the PRIP project. Hence it will provide a much needed complement to policy dialogue efforts. Problems include: getting organizations to work together more effectively (for example, agricultural ministry, finance ministry, and farmers association); identifying the potential "winners" and "losers" affected by policy reforms and devising strategies for obtaining compliance and support by a majority of the interests involved; improving overall investment budgeting and recurrent cost management; and enhancing administrative capability and management.

PRIP is being designed in collaboration with field missions and regional bureaus to assure focus and content that meets specific field support and applied research needs. Five African missions have expressed strong interest in assistance to deal with reform implementation problems.

CONTACT FOR SUPPORT:

Project Manager

Jeanne North, ST/RD/IDM
AID/S&T/RD/IDM
Room 608, SA-18
Washington, DC 20523
Tel: (703) 875-4440

Contractor

To be determined

NAME: RURAL URBAN TRANSITIONS (RUTS)

PROJECT NO: 936-XXXX

PURPOSE: To provide LDCs, USAIDs and other donors with capacity for understanding dynamic transitional processes and demographic change in peri-urban environments, and to assist in developing strategies, policies and projects to improve broad based economic growth both among these populations and in associated rural communities with which they interact through the generation, adaptation and communication of new knowledge, technologies and skills.

SERVICES AVAILABLE:

Policy analyses, applied research, rapid assessments and surveys, technical assistance, training, institutional development, pilot project design in collaboration with host country institutions.

PROJECT STATUS and
ACCOMPLISHMENTS:

The following are illustrative research and field support activities.

Identifying and developing specific strategies, policies and projects in order to generate, adapt, and communicate new knowledge, technologies and skills to transitional peri-urban populations.

Developing state-of-the-art understanding of the role of peri-urban processes in the rapidly changing demographic of populations and economic activities in IDC's.

Helping peri-urban populations who are psychologically and socially in a high innovation, high flexibility mode overcome the significant financial, educational and resource access constraints facing them.

Conducting, as requested, socio-institutional analysis of specific peri-urban areas to assist USAIDs in integrating new concern for the needs of the bulging urban associated populations of LDCs into their country development strategies.

Developing training modules and training courses for development and local administration personnel on understanding transitional processes in peri-urban areas.

The project is slated to start in FY 90.

CONTRACTOR: None at present. Present thinking favors a combination of either (1) an appropriate academic institution and NGO, or (2) an associated venture between an appropriate non-profit research oriented institution under a cooperative agreement and a for-profit implementation oriented contractor.

CONTACT FOR SUPPORT:

John Grayzel
AID/ST/RD/RRD
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Washington, DC 20523
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SECTOR COUNCILS' CONSENSUS STATEMENTS

A.I.D.'s Rural Development Agenda for the 1990s:
The Views of the Rural Development Sector Council

Summary

The Rural Development Sector Council recommends that the Agency pursue sustainable rural economic growth as a major goal in the 1990s.

This goal should be pursued in full recognition of the fact that, through the 1990s, the majority of the world's poor still will reside in rural areas. Nevertheless, rural economies are changing as countries urbanize rapidly and as the world becomes more interdependent economically and environmentally.

Rural economic growth is based on dynamic economic exchange between rural and urban areas, a process that, in the first instance, requires a surplus produced by agriculture. For the process to be sustainable, the economic growth should be broadly based and participatory. It should include also a healthy respect for the management of the natural resource base required for agriculture and on which rural and urban populations alike depend for survival.

The rural economic growth process needs the special skills of rural development professionals to comprehend and address the human and institutional dimensions of the problem and the complex dynamics between rural and urban areas. They are needed also to mobilize the interdisciplinary skills often required to get the job done.

Goals for the Near Future

The Rural Development Sector Council met in a retreat May 31 and June 1, 1988, to consider future priorities in rural development. Looking at prospects for the 1990s, the group acknowledged that the global, developing country and U.S. domestic situations have been changing. Stronger commitment to sustained rural economic growth as an overarching goal is necessary as a critical ingredient in overall national economic growth.

The reassessment process actually started last year with the "focus-statement" adopted to guide our use of the Section 103 (ARDN) account: "To increase the incomes of the poor and access to and availability of food while maintaining and enhancing the natural resource base." This statement still is valid. Sustained rural economic growth requires production of

a surplus in agriculture for exchange with urban areas as the principal engine of that growth. Prolonged production of a surplus in agriculture is not feasible if the land and water resources on which it depends are not maintained. The need for a broader concept of sustained rural economic growth is compelling.

Sustained rural economic growth is required to increase effective demand of rural and urban areas. Effective demand is both a requisite and a result of broadly based economic growth. Effective demand, or put in other terms, money in people's pockets, is what puts food on the table, provides access to basic needs and the goods and services needed to improve living conditions, and ultimately drives the continued growth and expansion of the national economy. It requires creation of surpluses in agriculture, increased employment opportunities off-farm and in towns and cities, and a stable or enhanced resource base. Rural economic growth will be stronger with a proportionally greater contribution of small farmers to increases in agricultural production, since small farmers will spend a higher percentage of their income in local markets than larger producers.

With this in mind, the Rural Development Sector Council (RDSC) recommends that the Agency focus on three sub-goals within the context of sustained rural economic growth - namely, economic growth, broad based participation in that growth, and sustainability of the environment and natural resource base. These sub-goals address not only the needs of the developing countries, but also U.S. domestic interests. They respond to the rapidly increasing interdependence of the advanced and developing nations economically and environmentally, an interdependence in which the United States has very high stakes.

Economic growth in the developing countries is lagging seriously behind expectations, and the gap between the advanced and developing countries grows each year. The U.S. is heavily dependent on developing countries for trade expansion; they already account for 40% of our exports. Unless the developing countries develop at a more rapid rate, there will be very little prospect for expanding this market share and our own trade imbalance will suffer. In addition, the huge international debt borne by the developing countries not only constrains their own growth but also will remain a threat to the international finance system on which we depend unless the growth performance of the developing countries improves substantially. The growth process in most developing countries has its foundations in agriculture, which needs to make a

stronger contribution to economic growth. Agriculture is the economic base in most instances for getting growth in rural areas on an upward trend, including the economic exchange with urban areas that stimulates both the rural and urban economies.

Broad-based participation in economic growth is important for several reasons. First, it diminishes poverty, which in and of itself, remains a high priority of the Agency, the Congress and strong U.S. domestic constituent groups. Second, the serious gap between the poor majority and the upper income groups in developing countries creates pressures that produce political instability and results in practices which cause the natural resource base to deteriorate. Finally, the lack of economic opportunity also stimulates the outward flow of migrants, some of them illegally to the United States.

From a development standpoint broad-based growth, in which the majority contributes to and benefits from the economic mainstream, creates a better foundation for sustained economic growth. It creates a widely differentiated domestic market that stimulates productivity and economic opportunity, increases effective demand, and, not incidentally, makes for healthier trading partners. Lastly, broad-based economic participation and the dynamic growth of the domestic market create an improved foundation for the advancement of democratic principles and institutions.

Sustainability of the environment and natural resources base preserves the foundations for economic growth. This is especially so in that agriculture is the engine of economic growth in most of the countries in which AID has a development program. An eroding natural resource base also erodes the prospects for future economic growth. But it is not just a national problem. We are increasingly cognizant of a phenomenon coming to be known as the "global commons," in which destruction or degradation of the land, forests, plant and animal life, water, air or ozone by one nation affects us all. All nations are offenders. Unfortunately the developing countries are least well equipped to mitigate these problems and may be the most vulnerable vis-a-vis the fragile base from which they start. National and international will and capacity are needed.

Interdependence of the Goals

These three sub-goals are highly interdependent. Without growth there cannot be broad-based participation in the growth process. Without participation, sustained growth will be threatened by political and social instability. If people and

nations remain poor, they will continue to lack the resources and motivation to preserve the natural resources base and the environment on which sustainable growth and well-being depends.

Rural Development Focus for the 1990s

Using these three broad goals as the point of departure, the RDSC developed a focus for rural development in the 1990s. This focus takes into account the changing nature of aid relationships (that is, the increasing desire of developing countries to become less dependent on donors), the qualitative improvements in the skill and experience of their human resources, and the diminishing resources available to the Agency.

The principal objective of RDSC's focus is to strengthen developing country policies and institutional capacity to accomplish broad-based and sustainable rural economic growth.

It was agreed that achieving a substantial surplus in agriculture is the basis for economic exchange between rural and urban areas and this exchange is at the heart of rural economic growth. Increasing the multiplier effect of this exchange strengthens the rural economy and is a function of the breadth of participation in the exchange by rural and urban people alike. Growth in agriculture requires a growth in effective demand for its output and this requires growth in off-farm employment opportunities in both rural and urban areas. Growth in both farm and off-farm productivity and employment require technologies and management skills and institutions that will persevere. A sustainable natural resources base is a sine qua non for the continuation of this rural growth process.

The Council offered also suggestions on the basic content and most reliable approaches for pursuing this focus. Creating the right policy context, a sound financial structure and system, a good environment for off-farm small and micro enterprises, and an ability to identify and address major constraints and opportunities were seen as critical. Underlying all of these is the need in rural economic growth to understand the human dimension of economic growth, natural resource management, technology transfer and the management and sustainability of development institutions.

Rural development practitioners have designed and pioneered many approaches to development, some of which are shared broadly now by the development community. The four approaches most applicable to the proposed goals and focus are:

- creating understanding of the fundamental links between the micro and macro levels of development for improved policies and implementation at both levels;
- using a systems approach to understanding and improving approaches like marketing, resource access and management, rural-urban exchange and location of infrastructure;
- using intermediaries in the development process through decentralization, use of NGOs, involvement of universities, promotion of financial intermediaries and stimulation of the voluntary sector; and
- applying the tools of local participation in the development process pioneered by AID and used so broadly now in development work, for example, - household and intrahousehold level interventions, working with local user organizations and leaders, and identification and involvement of disadvantaged groups (e.g., women, indigenous groups and minorities). Rural development practitioners apply the social sciences as basic tools in all of the above. Their approaches usually involve the cooperation of more than one sector or discipline.

Rural-Urban Continuum the Changing Face of Rural Economies

The rural-urban dichotomy that earlier provided a convenient way for donors and others to conceptualize development no longer obtains. Rural and urban areas are interdependent in the development process, and the economic and other exchanges between them feed and, in many ways, define the growth process. It is more realistic to think of national space in terms of a rural-urban continuum in which changes critical to the development process take place. The shift from rural to urban locations of population and economic activity has a bearing on appropriate development responses. Moreover, it is not just a question of shifts. Some urban and rural areas are in a state of transition in which they take on temporally some of the characteristics of both -- creating unique problems and opportunities.

However, when it comes to rural economic growth, one suit does not fit all. The nature of developing countries is dynamic and this dynamism is heightened by increasing global economic interdependence and rapid urbanization. Even in countries that are economically stagnant, the development prognosis changes as available technologies, global communications, the human resource base, and demographics change.

Growing urban markets provide demand for rural enterprises in market towns and production increases in rural areas. In countries that are experiencing economic growth, of course, the changes are much more dramatic. As a developing country makes the transition from predominantly rural to predominantly urban, in terms of population, the strategy for rural economic development must adjust. Agribusiness and food processing and environmental controls for industrial pollution become more important. Similarly, as the economic base of a country shifts from dominance by the agricultural sector to dominance by the industrial, commercial and service sectors, a country must change its development emphases. This dynamic in the rural-urban continuum poses choices for this Agency and other donors. The differentiation in our development strategy as among Chad, Cameroon, Ecuador, Indonesia, India, Thailand, and Costa Rica is quite evident already.

We need to develop strategies that consciously take into account these changing rural-urban structures, what they mean for sustained rural economic growth and the role that the rural economy plays in national growth.

This agenda will be pursued by the Rural Development Sector Council as it works with other Councils in helping the Agency address economic development, participation and sustainability in the 1990s.

Drafted: Rural Development Sector Council:6/7/88U

EDUCATION AND ECONOMIC DEVELOPMENT A.I.D.'S Role in the 1990's

I. Background

Basic education is the catalyst for the growth and development of nations. Skills acquired in primary school are the building blocks of progress in all other sectors including higher levels of the education system itself. The Agency's human resource efforts, shaped by both external and internal forces, are wide ranging and include vocational skills and management training, higher education, participant training and telecommunications. Accomplishments in these sub-sectors are important and subsequent papers will be issued by the Sector Council on them. The intent of this document is to refocus the Agency on supporting the development of basic education as a cornerstone of A.I.D. assistance policy.

II. Rationale

For the past three decades A.I.D. has been a leader in developing strategies for improving access to and the quality of basic education. In 1982 PPC reviewed A.I.D. assistance to the education sector and concluded that "U.S. assistance had been singularly effective in helping to expand and improve primary education systems."

Paradoxically, the Agency's commitment of resources to basic education has fallen dramatically in the last few years. This drop has been due in part to a greatly expanded participant training effort and in part to a variety of other human resource activities (narcotics awareness, labor programs, PVOs, etc.) that are now funded out of the education and human resources account. As a result only a little over one percent of A.I.D. bilateral assistance last year was allocated to help countries improve their primary and secondary education systems. Almost half of this activity is in the Latin American region (El Salvador, Guatemala, Haiti, Honduras and Jamaica). Less than \$7 million was obligated this year by A.I.D. on primary education in Africa.

A.I.D. support for basic education is minimal despite the fact that 46 A.I.D. assisted countries have less than 75% of their school cohorts completing the primary education cycle. In Asia, A.I.D. currently has no basic education activities in Bangladesh, India, or Pakistan, all of which have completion rates less than 50%. In FY 89 A.I.D. will support basic education activities in only 14 of the countries it is

assisting. In short, the Agency is making substantial investments in other sectors without ensuring that these be placed on a literate, numerate human resource foundation. Unless A.I.D. is willing to develop the human resource base necessary for sustained economic and social benefit, the development problems of today will be revisited in the year 2000 and on into the next century. There is no shortcut nor substitute for a fully developed basic education system. The story of development in the U.S. is testimony to this fact.

III. Links to Development

Basic education is a necessary (though not sufficient) condition for development. A developed country without an educated population is virtually inconceivable, and the linkages are well established between improved education and improved performance in agriculture, health and family planning. It is generally agreed that education is a key contributor to strengthening the democratic process.

"Basic education" is defined here as minimum skills and knowledge that a society determines to be essential to function as a responsible and productive member. At a minimum this includes basic literacy and numeracy. As national economies and cultures become more complex, the scope of basic skills required also grows more diverse. For the foreseeable future for most countries the education of children through formal schooling is the most cost-effective means of providing these skills.

A.I.D. policy should fix universal primary school completion, for boys and girls, as a priority assistance theme. An interim objective for the year 2000 is a minimum 80% primary school completion rate for all A.I.D.-assisted countries.

IV. A.I.D.'s Role

To strengthen the effectiveness of its overall assistance portfolio, A.I.D. has the responsibility to participate in raising the quality of basic education. Host countries and other donors will continue to invest in building more schools. Yet focusing only on school expansion will neither ensure that students leave school with functional literacy, nor encourage more cost-effective strategies that would help free resources to serve more pupils. A.I.D. has the capacity to remedy this problem. It lacks only the will.

The Sector Council recommends that the Agency comply with the guidance contained in the Agency strategy in the Blueprint for Development as well as in the 1983 A.I.D. Sector Strategy for Education:

"When less than two-thirds of the eligible age group are completing at least the first four years of primary school and there is a country policy commitment to increased internal efficiency [effective utilization of scarce resources], the improvement of primary education is to be given priority for A.I.D. assistance."

The Sector Council recognizes that in some countries, lack of infrastructural development, organizational unsettledness within the ministry of education, and other problems, may place education investments at high risk. In those special situations, it is incumbent upon the missions to provide a thorough and complete justification in its CDSS and action plans for why the Council recommendations (below) should not apply and how they are addressing the problem of inadequate basic education and its impact on assistance to other sectors.

To reemphasize the Agency's recognition of the central role basic education development plays in its assistance program the Council strongly endorses the following:

1. A.I.D. leadership needs to make clear through direct guidance to the field that enhancing basic education is to be supported wherever possible within USAID programs, and is in all cases to be encouraged as part of policy dialogue agendas and in discussions with other donors.

- o Countries receiving A.I.D. assistance for basic education should demonstrate willingness to establish indicators of educational quality and efficiency, and set concrete benchmarks for tracking progress.

2. In countries with primary school completion rates less than 70%, each mission should be required to include some form of assistance to the development of basic education in their portfolio.

- o When policies constrain the expansion and improvement of basic education, sector analysis and policy dialogue should be prominent in initial program involvement.

3. In countries with especially acute budget problems, program assistance in addition to technical assistance through projects should be considered.

4. Regional and Central A.I.D. Bureaus should have sufficient resources for assisting missions in identifying problems, designing strategies, and when appropriate,

supporting regional or international institutions, programs or initiatives that complement national and bilateral programs to promote primary schooling.

V. A.I.D.'s Focus

An education system requires a number of essential ingredients: basic school facilities, access to instructional resources, textbooks, reading materials, teachers with at least a minimum level of competence, and a reasonably efficient school and system administration. A.I.D. supports broad, comprehensive reform of the basic education system. We realize, however, that this reform is primarily the developing country's responsibility. It is critically important that we work with the country and other donors, especially the World Bank, so that a coherent and comprehensive reform effort is put forth and that our resources are applied where they will be most effective.

The Sector Council endorses a basic education assistance effort designed to achieve the main objective of assisting a greater number of children to achieve higher levels of learning.

The Sector Council endorses three types of activities on the focus of project and program efforts:

1. Policy Dialogue: A.I.D. should collaborate with host governments to assess what elements of basic education systems restrict improvements in the quality and efficiency of the system. The dialogue should examine the appropriateness of central policies, budget priorities, and assistance opportunities. This process must be broadly participatory. Missions with even the most modest budgets can engage in policy dialogue and analysis of sub-sectoral issues.
2. Management: Efficient utilization of resources, both human and material, is vital to protecting and capitalizing on education investments. A.I.D. should concentrate project assistance on developing the skills of school principals, local education leaders and central ministry decision-makers. Planning, analysis and evaluation capacities must be strengthened. Budgeting, logistical systems, data systems, personnel systems are the areas in which A.I.D. could provide very practical and critically needed help. Even in countries where A.I.D. does not have a bilateral education program, training of education administrators could be a highly effective way to improve the basic education system.

3. Learning Materials: Textbooks, instructional guides, worksheets and other learning media provide immediate returns in the form of higher student achievement. Project assistance that supports the production, development, dissemination, utilization and evaluation of these materials should be a high A.I.D. priority. A.I.D. should continue its support for "learning technologies", ranging from simple writing pads for pupils to interactive radio. Levels of support and duration of assistance can vary by mission resources. Investments in pioneer efforts that may realize more efficient, effective use of education resources should continue to be a hallmark of A.I.D. strategy.

VI. Conclusion

Support for primary education is an investment not just in the education sector. It represents a commitment to building a solid foundation on which to construct a comprehensive, cross-sectoral assistance portfolio. A.I.D. has available the fiscal resources, the technical skills, and the experience to facilitate a major change in the educational base of the countries it assists. With appropriate guidance to the field from Agency leadership, coupled with the technical services, programmatic assistance and field support that Regional and Central Bureaus are prepared to offer, school systems adequate to create and sustain a literate and numerate human resource foundation can be created by the year 2000. This can be accomplished in any country for which A.I.D. chooses to make a serious effort and in which it collaborates actively with the World Bank and other donors.

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