

I. PROJECT IDENTIFICATION

1. PROJECT TITLE Experimentation to Lower Education Unit Cost		APPENDIX ATTACHED <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
3. RECIPIENT (specify) <input type="checkbox"/> COUNTRY _____ <input checked="" type="checkbox"/> REGIONAL _____ <input type="checkbox"/> INTERREGIONAL _____		2. PROJECT NO. (M.O. 1095.2) 598-13-690-506
4. LIFE OF PROJECT BEGINS FY 70 ENDS FY 76		5. SUBMISSION 6/28/70 <input type="checkbox"/> ORIGINAL DATE 1/71 <input checked="" type="checkbox"/> REV. NO. 1 DATE _____ CONTR./PASA NO. AID/LA645

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMOD- ITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)			
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY		
											(A) JOINT	(B) BUDGET	
1. PRIOR THRU ACTUAL FY	\$654	\$525	151	\$111	261	\$8	\$9						
2. OPBN FY 74	150	139	50	6	15	2	3						
3. BUDGET FY 75	160	147	52	8	20	2	3						
4. BUDGET -1 FY													
5. BUDGET +2 FY													
6. BUDGET +3 FY													
7. ALL SUBQ. FY													
8. GRAND TOTAL													

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER D. C. Rogers	TITLE Education Economist	DATE 1/2/74
2. CLEARANCE OFFICER	TITLE	DATE

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE

3. APPROVAL AAs OR OFFICE DIRECTORS	4. APPROVAL A/AID (See M.O. 1025.1 VI C)
SIGNATURE	SIGNATURE
DATE	DATE
TITLE	ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

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A. The Project Goal

1. Goal Statement The goal of this project is the improvement of resource use in education.

2. Measurements of Goal Achievement The cost per unit of output of the education system would be reduced. Outputs could be such items as graduates of a given level of education, the learning of particular facts or approaches, or achievement of literacy.

3. Assumptions of Goal Achievement It is assumed that there are insufficient resources available to the education sector to meet the demand or the need for education services. In addition it is assumed that sufficient flexibility and interest exist to change the system to make it more efficient.

B. The Project Purpose

1. Statement of the Purpose The purposes of the project are to assess, develop and test cost reducing techniques and methods in education and to develop systems and data analysis capabilities in Latin America.

2. Conditions Expected at the End of the Project In the several countries with major efforts (Colombia, Brazil, Panama, and possibly one or two others), there will be several trained individuals with knowledge of cost reducing educational techniques and/or methods who are in important positions in MOEs or other institutions concerned with education. In addition, experiments or projects will have been implemented, evaluated, and expanded and budgets for such research will have been expanded. Third, in the several countries, the host governments will have budgeted for new or increased information management capacity.

3. Basic Assumptions It is assumed that the returning participants will be sufficient in number and placement so as to be in a position to influence policy. In addition, it is assumed that knowledge of the production function in formal and non-formal education can lead to more cost effective methods. It is also assumed that countries will release personnel for the short-term time required to participate in these activities.

C. Project Outputs

(a) <u>Kinds of Outputs</u>	(b) <u>Magnitude of Outputs</u>	(c) <u>Target Completion</u>
<u>U.S.</u>		
1. Trained participants in cost reducing techniques and evaluation in education.	6-10 per year	annual date
2. Increasing expertise at FSU	More individuals on FSU staff capable of providing TA	life of project

Cooperating Counties

1. Workshops in selected LA countries.	2-4 per year	annually
2. Research results on effectiveness of cost reducing techniques.	6-10 studies per year lagged by 1-2 years after training	first results 1-2 years after initial training
3. New information management systems installed and/or budgets increased.	One unit per year added or substantially enlarged	annually

3. Basic Assumptions It is assumed that:

- (a) cooperating country is able and willing to employ participants and support experiments in cost reducing techniques and methods in education.
- (b) participants can effectively write up results
- (c) potential participants in ongoing activities can be identified and made available for training.
- (d) importance of information management system is accepted.
- (e) information management specialist will be requested to provide services and can effectively work with host nationals.

D. Project Inputs

(a) Kind of Inputs	(b) Magnitude of Inputs	(c) Date
<u>U.S.</u>		
1. Information/management specialists	18MM/	each year
2. Professional Team at FSU	20MM/	each year
3. Professional Team in Latin America	4MM/	each year
4. Graduate assistance	24MM/	each year
5. Clerical/Secretarial	18MM/	each year
6. Travel/perdiem	\$35,000/year	

Cooperating Country

1. Participants (pay salaries while at FSU)	6-10/year	each year
2. Counterparts for workshops and information management specialists		each year

D. 3 Basic assumption

It is assumed that:

- (a) there are potential participants who are employed or have commitment for employment in host country institutions which are involved in education and committed to carrying out and evaluating experiments aimed at lowering educational output costs.
- (b) there are competent staff (the contractor), information management specialists and trainees.

E. Rationale

The importance of lowering the cost of education, however its output is measured, is clear in Latin America. In several Latin American countries, education already uses a large proportion (1/4 to 1/3) of the national government budget and yet large portions of the population are not being provided useful education.

The revised PROP is limited to a two-year period because of the experimental nature of the project. Clearly the objectives could be extended over time and more countries. The project has been in existence for over two years and has undergone an evolution during that period. Various routes have been tried. Some have been abandoned entirely, others diverted.

The difficulty of developing from scratch new experiments designed to lower education unit cost has been demonstrated over the period of the first PROP. Consequently, the revised PROP calls for working with projects already existing or planned. Thus, the sights of the project have been focused on the attainment of reliable evaluations and estimations of the impact of some of the many innovative activities already in operation in Latin America rather than doing that in addition to initiating the projects themselves.

The utility of the information management specialist located in Latin America has been demonstrated by the great demand by the Missions and the host governments for such services.

This demand has been verified in the evaluations and would exist say the USAIDs even if the missions would have to pay for the services themselves.

It is anticipated that the activities under this part of the project will contribute both 1) a climate for acceptance of cost reducing methods and 2) analyses at the macro level which themselves reveal cost reducing methods.

F. Course of Action

1. Implementation Plan Not Applicable

2. Narrative Statement

The basis of the project is first the successful identification by the contractor in collaboration with USAIDs of individuals who are in projects, existing or planned for imminent implementation. Next, these individuals are to be trained in evaluation, experimental design, cost analysis, and/or whatever skill is necessary in the particular case to develop and execute an effective demonstration of the project's impact on reducing cost per unit of output. Thus the project and the wider bureaucracy have to be sufficiently committed to unit cost reduction in education for the results of the evaluation linked activity to lead to a wider impact on the system.

The contractor will furnish timely TDY assistance to the participants who had previously worked at the contractor's institution, the other project personnel and/or other Ministry of Education personnel as required. This will take the form of narrowly focused visits and/or workshops. Workshops may also be given to generate interest in cost reducing

experimentation closely enough measured to allow policy generalizations to be made.

Similarly, the information management specialist services will contribute to an awareness and receptivity on the part of policy makers to this type of information. The information management specialists will also provide assistance in developing capabilities and receptivity to the handling of mass education data in the context of deriving usable information on how to reduce unit costs in education.

(see also Aigiam 1/16/74)

A 1 Sector Goal

- (a) improve the efficiency of resource use in Latin American Education

A 2 Indicators

- (a) reduction in cost in education per unit of output, graduates or mean achievement score

A 3 Assumptions

- (a) insufficiency of resources available to education sector to meet demand for educational services
- (b) sufficient political and management flexibility to make changes in the system.

B 1 Purpose

- (a) develop and test cost reducing techniques and methods in education
- (b) develop systems analysis and data analysis capabilities in Latin America

B 2 Indicators

- (a) trained individuals with knowledge of cost reducing techniques and methods in education in key positions in MOE and other institutions concerned with education
- (b) experiments, projects or other such activities being implemented and evaluated.
- (c) host country budgeting for experiments and evaluation in cost reducing techniques and methods in education; and establishing own research capability.
- (d) host country budgeting for and establishing own information management capability.

B 3 Assumptions

- (a) number of returning participants is sufficient and their placement is such as to be in a position to influence policy
- (b) knowledge of the production function in formal and non-formal education can lead to more cost effective methods.

C 1 Outputs

- (a) trained participants in cost reducing techniques and methods in education.
- (b) workshops prepared and given in selected Latin American countries
- (c) research and experimental results on effectiveness of cost reducing techniques and methods on education in host countries.
- (d) results of experiments on cost reducing techniques in education.
- (e) increasing expertise available at F.S.U.
- (f) new information management systems installation and/or budgets increased.
- (g) cooperating countries used services of information management specialist.

C 2 Indicators

- (a) trained Latin American participants returned to key positions in home countries where they are working on their projects or others related to cost reducing techniques and methods in education.
- (b) more individuals on the F.S.U. staff capable of providing increasingly better technical advice and training in these areas.
- (c) research reports from F.S.U. indicating value of various cost reducing techniques and methods in education.
- (d) report of results of experiments in Latin American countries.
- (e) information management system set up in country which used services of information management specialist. In countries where one already existed, budget increased over and above pre-planned level.
- (f) National extension of some pilot projects
- (g) more educational information and data available to AID than in past as a result of services of information management specialist.
- (h) new requests for services of information management specialists from Latin America.
- (i) information management specialist wanted back for additional work in Latin American countries.
- (j) report from information management specialist specifying the services he provided.
- (k) workshops given in Latin American countries.

C 3 Assumptions

- (a) cooperating country able and willing to employ participants and support experiments in cost reducing techniques and methods in education.
- (b) participants can effectively write up results.
- (c) potential participants in ongoing activities can be identified and made available for training.
- (d) importance of information management system accepted by host government officials
- (e) information management specialist will be requested to provide services and can effectively work with host nationals.

D 1 Inputs

- (a) Contract services of Florida State University
- (b) Participants: Latin American educators and government officials
- (c) Services of information management specialists

D 2 Indicators

- (a) Professorial time at FSU: 20 MM
- Professorial time in LA: 4 MM
- Graduate assistance: 24 MM
- Clerical/secretarial: 18 MM
- Travel/perdiem: \$35,000/year
- (b) 6-10/year (Host Govt. psyssalaries while in training)
- (c) Professorial time 18 MM

D 3 Assumptions

- (a) trainees employed or have commitment for employment by host country institutions involved in education and committed to carrying out and evaluating experiments aimed at lowering educational output costs.
- (b) competent staff (FSU), information management specialist/trainees