

676

MEMORANDUM

21 July 1982

TO : See Distribution
FROM : AFR/EA, Hariadene Johnson *HJohnson*
SUBJECT : Small Business Development OPG (615-0208)
REF : Nairobi 15705 (attached)

PD-AAS-045
ISN 41872

A meeting to review World Education Inc. proposal for the subject OPG (attached) will be held on Wednesday, 28 July, at 10:00 AM in Room 3524. Your attendance is requested.

The Mission has submitted a preliminary analysis in the referenced cable and indicated its intent to approve the project, subject to satisfactory negotiation of the issues listed in REFTEL and to AID/W approval of this PID-like document.

If you are unable to attend or send a representative to the above meeting and wish to raise any issues, please transmit your comments to the Kenya Desk, 1063-A Main State, by COB 28 July.

Distribution:

- AA/AFR, FS Ruddy (info)
- DAA/AFR, AR Love (info)
- DAA/AFR, G Patterson
- AFR/PD, N Cohen
- AFR/PD/EAP, S Cole
- AFR/TR, L Holdcroft
- AFR/TR/HN, J Sheppard
- AFR/DP, I Coker
- AFR/DP, R Hynes
- AFR/DP/PPE, M Brent —
- ST/N, M Foreman
- ST/H, D Ferguson
- PPC/PDPR, L Hamilton (3) 4
- PPC/PB, E Lijewski
- AF/E, R Roth (info)
- AFR/EA, S MacCarthy
- AFR/EA, F Perry

000106
S

001295

UNCLASSIFIED
Department of State

INCOMING
TELEGRAM

5

PAGE 01 NAIROBI 15705 01 OF 02 021520Z 2062 031399 A103543
ACTION AID-35

NAIROBI 15705 01 OF 02 021520Z 2062 031399 A10354

ACTION OFFICE AFDR-06
INFO AAAF-02 AFEA-03 FVA-02 PPCE-01 PDPR-01 PPPB-J3 GC-01
GCAF-01 GCFL-01 FM-02 FLD-02 DDB-01 PUG-02 AFDA-01
RELO-01 HAST-01 AFPH-01 /032 A4 85

INFO OCT-00 IHR-10 AF-10 EB-08 AHAD-01 OES-09 /073 W
-----322450 022046Z /38

R 021142Z JUL 82
FM AMEMBASSY NAIROBI
TO SECSTATE WASHDC 3754

UNCLAS SECTION 01 OF 02 NAIROBI 15705

AIDAC

E.O. 12065: N/A
SUBJECT: SMALL BUSINESS DEVELOPMENT OPG.
- PROJECT NO. 615-0209 - WORLD EDUCATION INC. (WEI)

REF: (A) STATE 182025 (B) STATE 177732
- (C) NAIROBI 14198 (D) AIDTO CIRC A-136 (8/4/79)

1. MISSION HAS RECEIVED OPG PROPOSAL FROM WORLD EDUCATION INC., 251 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010 (TELEPHONE 212-598-4480) FOR \$50,000 FUNDING OF AN ACTIVITY. THE PURPOSE IS FOR WEI TO ASSIST THE DIOCESE OF MASEHO SOUTH OF NYANZA PROVINCE IN ITS EFFORT TO PROVIDE RURAL ADULTS WITH SKILLS AND KNOWLEDGE TO ESTABLISH LOCALLY APPROPRIATE SELF-SUSTAINABLE ECONOMIC ACTIVITIES.

2. SINCE REF. (A) REQUIRES AID/W APPROVAL OF PID/ LIKE DOCUMENT, WE ASSUME THAT AID/W IS FOLLOWING GUIDELINE PROVIDED IN REF. (D), PARA 5. THEREFORE, WE REQUEST AFR/EA TO CONTACT JEANE MCCORMACK OF WEI, NEW YORK FOR COPIES OF OPG PROPOSAL SUBMITTED TO MISSION VIDE LETTER DATED JUNE 7, 1982.

3. MISSION HAS REVIEWED PROPOSAL AND HAS APPROVED IN PRINCIPLE SUBJECT TO NEGOTIATIONS WITH WEI OF FOLLOWING COMMENTS:

- (A) THERE SEEMS TO BE POSSIBLE IMBALANCE REGARDING THE SKILLS OF THE TECHNICAL ASSISTANCE. CONSIDERATION SHOULD BE GIVEN TO INCREASING TECHNICAL ASSISTANCE SUPPORT RE AGRICULTURE AND RELATED TOPICS AND DECREASING ADULT EDUCATION SUPPORT.
- (B) WHAT IS THE NATURE OF THE COORDINATION WITH OTHER DEVELOPMENT ENTITIES (E.G. FARM TRAINING CENTERS, LAKE BASIN AUTHORITY)? PLEASE SPECIFY IN MORE DETAIL.
- (C) IT WOULD BE USEFUL TO DESCRIBE IN DETAIL THE SOURCES OF TECHNICAL INPUTS IF NOT FROM COMMONLY KNOWN INSTITUTIONS.
- (D) HOW WILL THE SELECTION PROCESS WORK TO BE SURE THE BEST AVAILABLE DEVELOPMENT ASSISTANTS, EVALUATION SPECIALISTS AND BUSINESS MANAGEMENT TRAINERS ARE HIRED? ALSO TO WHAT EXTENT ARE SOURCES FOR TECHNICAL ASSISTANCE AVAILABLE LOCALLY?
- (E) MORE DETAILS ON THE PURPOSE AND NATURE OF LEARNING MATERIALS WOULD BE USEFUL. FOR EXAMPLE: WHAT TYPES OF TRAINING MATERIALS (AND CASSETTES, FLIP CHARTS; WRITTEN MATERIALS WILL BE IN WHAT LANGUAGE(S); WHY NOT A STRONGER FOCUS ON MATERIALS TO HELP IN THE IDENTIFICATION OF WORTHY SUBPROJECTS?

- (F) THE FOCUS OF THE ASSISTANCE IS CAREFULLY TAILORED TO AGRICULTURE AND RELATED ACTIVITIES? WHAT ABOUT OTHER ACTIVITIES, E.G. FAMILY PLANNING? NOTE, THE COMMITTEE TOOK EXCEPTION TO THE ASSUMPTION THAT DEVELOPMENT OF SPRINGS WAS A "NONPRODUCTIVE" ACTIVITY.
- WHAT OF THE SPRING, FOR EXAMPLE, WHICH PROVIDED WATER FOR TWO FISH PONDS AND A GARDEN SEEN IN THE TRIP ORGANIZED BY MUSIGA?

- (G) THERE WAS CONSIDERABLE DISCUSSION CONCERNING THE PLANNED GRANT AND LOAN MECHANISM OF \$100,000 FOR ESTABLISHMENT OF NEW SMALL-SCALE ENTERPRISES. SUGGESTIONS WERE MADE OF VARIOUS APPROACHES TO SUCH A PROGRAM. THESE INCLUDED, FOR EXAMPLE, POSSIBLE INVOLVEMENT OF A BANK LIKE KENYA COMMERCIAL BANK TO MAKE A LOAN TO THE DIOCESE, WHICH IN TURN COULD RUN A SMALL LOAN PROGRAM. THE POSSIBILITY OF AID PROVIDING \$50,000 IN GRANT, AND THE DIOCESE SEEKING THE REMAINING \$50,000 IN A BANK LOAN, WAS DISCUSSED. IN GENERAL, THE COMMITTEE ENDORSED THE CONCEPT OF LOANS AS BEING PREFERABLE TO THAT OF GRANT FUNDING. WEI AND THE DIOCESE ARE ENCOURAGED TO DISCUSS THIS COMPONENT WITH AID, IN HOPES OF DEVELOPING AN INNOVATIVE EFFECTIVE LOAN PROGRAM.

- (H) ON A RELATED TOPIC, THE COMMITTEE NOTED IN THE ANNEX 1 (PAGE 7), THE PROCEEDS OF THE SALE OF VEGETABLES PRODUCED BY GROUPS WERE USED TO IMPROVE THE CHURCH PROGRAM. A LOAN PROGRAM WOULD NOT OMIT THE POSSIBILITY OF FUNDS GOING TO SUCH ACTIVITIES, BUT THE LOAN WOULD BE REPAYED FIRST.

- (I) THERE IS NEED TO SPECIFY IN GREATER DETAILS:
 - (A) WHO IS RESPONSIBLE FOR FINAL APPROVAL OF LOAN/GRANT REQUESTS

UNCLASSIFIED

7

UNCLASSIFIED
Department of State

INCOMING
TELEGRAM

PAGE 01 NAIROB 15705 02 OF 02 021521Z 2234 031402 AID3557
ACTION AID-35

ACTION OFFICE AFDR-06
INFO AAAP-02 AFEA-03 FVA-02 PPCE-01 PDPR-01 PPPB-03 GC-01
GCAF-01 GCFL-01 FM-02 FLD-02 SDB-01 PVC-02 AFDA-01
RELO-01 MAST-01 AFPM-01 /032 A4 85

INFO OCT-00 COPY-01 INR-10 AF-10 EB-08 AMAD-01 OES-09
/074 W
-----312174 022131Z /52

R 021142Z JUL 82
FM AMEMBASSY NAIROBI
TO SECSTATE WASHDC 3755

UNCLAS SECTION 02 OF 02 NAIROBI 15705

- (B) WHAT WILL THE MECHANISM BE FOR ALLOCATION
- OF FUNDS, AND

- (C) WHO WILL KEEP THE FINANCIAL RECORDS ON
- LOANS.

4. JEANE MCCORMACK IS EXPECTED TO BE IN NAIROBI JULY 20 TO NEGOTIATE THE OPG, AT WHICH TIME WE EXPECT TO RESOLVE ABOVE COMMENTS. WE WOULD APPRECIATE AID/W'S APPROVAL OF PROJECT ASAP BUT BEFORE MCCORMACK'S VISIT.

5. WE REQUEST AID/W TO PREPARE APPROPRIATE CN FROM INFORMATION INCLUDED IN PROPOSAL. ADVISE DATE CN EXPIRES.

6. IF AID/W WISHES TO DISCUSS THE PROPOSAL IN MORE DETAIL, MISSION'S PROJECT OFFICER, NED GREELEY, WHO IS ON HOME LEAVE CAN BE CONTACTED AT PHONE 617-862-0120.
HARROP

UNCLASSIFIED

3

world education inc

251 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10010 TELEPHONE: (212) 598-4480

July 8, 1982

Mr. Richard Eney
AID/AFR/EA
Room 1063A -- Main State
Agency for International Development
Washington, DC 20523

Dear Mr. Eney:

Per your request, I am enclosing a copy of "Village Development in the Diocese of Maseno South," a proposal submitted to the USAID Mission of Kenya by World Education Inc. and the Diocese of Maseno South.

Sincerely,



Alison Ellis
Program Assistant

cc: Jeanne McCormack

6150208

VILLAGE DEVELOPMENT IN THE DIOCESE OF MASENO SOUTH

A program to train integrated rural development workers in the planning and evaluation of small-scale food production and processing enterprises.

A Proposal Submitted to the USAID Mission of Kenya

by

World Education Inc.

and

The Diocese of Maseno South

June 1, 1982

World Education Inc.
251 Park Avenue South
New York, New York 10010

001295

TABLE OF CONTENTS

- I. EXECUTIVE SUMMARY
- II. PROJECT PURPOSE AND EXPECTED OUTCOMES
 - A. Purpose
 - B. Background
 - 1. The Integrated Rural Development Programme of the Diocese of Maseno South
 - 2. Problems
 - 3. Relationship between World Education and the Diocese of Maseno South
 - C. Project Goals and Objectives
 - D. Project Implementation
 - 1. General Model
 - 2. Personnel
 - a. Staff
 - b. Consultants
 - 3. Training
 - 4. Learning Materials
 - 5. Loans and Grants
 - 6. Evaluation
 - E. Project Outcomes
- III. PROJECT RATIONALE
 - 1. The Diocese of Maseno South
 - 2. World Education
 - 3. USAID
- IV. MANAGEMENT AND REPORTING
- V. WORLD EDUCATION'S CAPABILITY AND PERSONNEL

VI. WORKPLAN

VII. BUDGET

VIII. LOGICAL FRAMEWORK

APPENDICES

I. DIOCESE OF MASENO SOUTH, INTEGRATED RURAL DEVELOPMENT PROGRAMME,
ANNUAL REPORT, 1981.

II. CHART OF INTEGRATED RURAL DEVELOPMENT PROGRAMME STRUCTURE

III. CURRICULA VITAE OF WORLD EDUCATION STAFF FOR PROPOSED PROJECT

IV. ORGANIZATIONAL CAPABILITY STATEMENT

I. EXECUTIVE SUMMARY

The Diocese of Maseno South has, over a period of years, supported an ambitious rural development program that seeks to promote local self-reliance, increase family incomes, and improve the health and nutrition of participants. To reach villagers, the Diocese works through its Church Development Committees which identify priority economic needs in the community and activities they wish to undertake to meet those needs. Diocesan development staff work with the Committees, providing them with technical and financial support to establish small-scale enterprises.

Under this project, the Diocese will employ seven mid-level Development Assistants to train Committees, supervise their work, and evaluate the progress of the project. These individuals will ultimately be fully paid by their communities. The Diocese will add to its core development staff an evaluation specialist and a business management trainer. The former will assist the core team in designing and implementing a system to evaluate the Integrated Rural Development Programme of the Diocese; the latter will work with community groups guiding them in the sound economic management of small enterprises. Development projects will consist of food production and processing activities.

World Education will provide technical assistance. Its staff and consultants will assist in the following tasks:

- development of learning materials for use with group members;
- design and delivery of training programs for the core team and Development Assistants in nonformal education, program evaluation, learning materials development, and management of small-scale enterprises;
- development and use of an evaluation system.

The project will include a grant of \$100,000 to the Diocese for a grant and loan mechanism enabling the establishment of new small-scale enterprises.

World Education will draw upon its experience in Kenya with Tototo Home Industries and similar projects it has assisted in Ethiopia, the Philippines, and elsewhere. At the end of the project period, World Education will have helped to strengthen and expand an infrastructure within the Diocese capable of supporting village development efforts on a broad scale.

World Education seeks \$497,221 from AID to carry out this three-year project.

II. PROJECT PURPOSE AND EXPECTED OUTCOMES

A. PROJECT PURPOSE

World Education Inc. (WEI) proposes to assist the Diocese of Maseno South of Nyanza Province in its effort to develop locally appropriate and self-sustaining rural development activities. This purpose will be achieved through provision of training to the Diocese in nonformal education, program evaluation, project management, and small-scale enterprise development. A major part of this project will be to provide the Diocese with a subgrant for a revolving loan system enabling the establishment of new small-scale enterprises.

B. BACKGROUND

1. The Integrated Rural Development Programme

The Diocese of Maseno South encompasses all of Nyanza Province and more than 500 Anglican churches. It is located in Kenya's Western Region, an area that historically has been greatly deprived relative to the rest of the country. In the early 1970's, the Diocese launched its Integrated Rural Development Programme to respond to some of the area's most pressing problems. The primary concern of the IRDP is to demonstrate how the Christian Church can better serve the community. This concern is reflected in the IRDP's commitment to the words of the Apostle John (10:10) "Jesus came so that we have life and have it abundantly." The focus of the IRDP is to increase the standard of living of communities served by the Diocese through grass-roots development based on participation in and control of development projects by community members themselves.

Initially, the IRDP placed emphasis on developing projects related to literacy, health, and agriculture, and on complementing governmental activities in these fields.

To support village level projects, the Diocese hired a small field staff. It consists of a rural development officer (who serves as team coordinator), an agricultural advisor, a social worker, and two health workers. The role of this team is twofold: to organize village-level Church Development Committees that serve as the vehicle through which community people can plan and implement small-scale projects; and to provide the committees with some of the resources and technical assistance they need to implement the projects successfully.

The fundamental principle underlying the IRDP is one of community self-help and participation. The locus of development activities is the Church Development Committee. The committees select their own leaders and activities and coordinate activities upward through the church hierarchy.

Committee members, not the professional staff, select the projects to be undertaken and identify the kinds of assistance they wish to receive. Field workers visit the groups only after projects have been agreed upon by group members. The team's role during these visits is to help groups decide if their projects are feasible and to assist groups to acquire some of the basic skills and material inputs they will need to bring the project to a successful conclusion.

Typically, committees select projects related to food production. The agriculture advisor generally helps the group choose and prepare a communal plot, introduce hybrid seeds, and provide instruction in crop care and management.

The teaching program approach places heavy emphasis on visits to local gardens and farms throughout the village and provides ample opportunity for participants to compare and contrast agricultural methods in order to arrive at conclusions about suitable cultivation practices that are based upon first-hand observation.

As part of the program, the Diocese has given small loans to groups to purchase seeds. Loans are made to the Church Development Committees, which then arrange for the purchase and distribution of the seed.

The health component of the IRDP is largely the responsibility of the team's health workers who make periodic visits to communities and give lectures on health. The health workers also support the activities of Health Fellowship Groups which elect a Health Secretary to facilitate their discussion of problems of community health and solutions to the problems. The Health Secretary is often a local midwife. The basic purpose of her work is prevention, although she is supplied with a small health kit containing first aid supplies, remedies for minor illness, and malaria prophylaxis. The work of the Health Secretary is financed by the community.

The basic methodology of the Integrated Rural Development Programme is, in short, one that emphasizes community participation and decision making at every stage of the process. It relies heavily on the complementation of services provided by existing ministries and depends upon group and individual activities enabling local people to discover their own potential and capabilities. The process builds local capability to call on and use existing public services and resources. It cannot, by itself, totally solve poverty issues.

A more detailed description of the IRDP can be found in Appendix I, the IRDP Annual Report, 1981.

The IRDP has received long-term core support from EZE. Other donors to the IRDP include World Vision, CODEL, Bread for the World, and Services Overseas (West Germany). World Education proposes to extend the resources of USAID to the work of the Diocese.

2. Problems

The Diocese of Maseno South has had admirable successes in its Integrated Rural Development Programme. Notable achievements include a development education program for Church Development Committees, the establishment of food production projects (poultry, maize, fish farming, bee-keeping, bakeries), village technology (dero tanks, cookers, protected springs, biogas), and an ox-power program. For a detailed enumeration of these activities, their status and location, see Appendix I.

Despite these achievements, the IRDP team has identified several problems that hinder the Programme and prevent it from attaining the degree of success of which it is capable.

Management difficulties and lack of learning materials constitute problems at the village group level. The IRDP has no training materials for group members; simple manuals in preventive health care, village technology, or maize production would extend the work of the Programme. Inadequate management by groups of their projects increases project costs and prolongs the time necessary to achieve results. Groups do not meet regularly, books and records are inadequate, and groups lack systems for carrying out tasks and keeping track of activities. Improved training of group leaders and members would eliminate such problems, but the core team is already over-extended and needs itself some management training in order to train groups.

At the general program level, the IRDP core staff has attempted to collect data for program planning and evaluation, but these attempts have not been successful. The core staff would like to develop an evaluation system that would permit it to systematize data collection, document problems, and evaluate the achievement of program goals. This would require not only training of core staff, but assistance to the staff in developing a practical system for collecting and tabulating data and feeding data back into the program's planning mechanism.

World Education proposes to provide the Diocese with training for mid-level development workers and technical assistance in program management and evaluation.

3. The Relationship Between World Education and the Diocese of Maseno South

World Education originally contacted the Diocese of Maseno South in 1974; the two groups collaborated with the National Christian Council of Kenya in developing and refining an approach to participatory education for reaching rural adults and giving them the skills they need to improve the quality of their lives. This initial collaboration led to two outcomes: a WEI-NCKK nonformal education project through Tototo Home Industries of Mombasa, and further discussion between the Diocese and WEI of a training program to support the work of the Diocese's IRDP. This proposal is a result of those discussions.

C. PROJECT GOALS AND OBJECTIVES

The proposed project's purpose is to enable rural adults to gain the skills and knowledge they need to participate in and contribute to the development of Kenya through the establishment of locally appropriate, self-sustainable economic activities. To accomplish this purpose, project activities will be designed to meet the following objectives:

- to strengthen and expand an infrastructure within the Diocese of Maseno South capable of supporting community-based integrated rural development activities through a network of Church Development Committees.
- to provide members of these Development Committees with the additional skills and knowledge needed to improve the quality of village life through implementation of small-scale development projects that have a direct bearing on food production, family income, and incidence of disease and malnutrition.
- to strengthen the management of the Integrated Rural Development Programme and to establish a practical evaluation system for monitoring Programme activities.

In order to realize the potential of its Rural Development Programme as a force for improving the quality of life of the people of Maseno South, the Diocese and World Education propose the following activities:

- development of a cadre of villagers able to mobilize residents to self-reliant action and capable of nurturing and supporting each committee's development activities on a sustaining basis.
- training a corps of field supervisors capable of providing support for village workers in their development activities.
- development of learning materials suitable for use with pre-basic pre-literate or marginally literate villagers that integrate basic literacy and numeracy concepts with functional content (e.g. health, agriculture, small-scale enterprise development and management, and village technology).
- strengthened support to agriculturally focused income-generating projects at the village level that represent nontraditional activities.
- establishment of an evaluation system capable of providing feedback to program planning.

This project proposes to reinforce an innovative rural development system that already exists by addressing educational gaps in training, project management, and program evaluation. At the village level, a mid-level cadre of front-line development workers will be trained to assist and supervise the economic projects of the Church Development Committees. These mid-level workers will be located at the Deanary level, where one deanary comprises five parishes. Deanary workers will be trained in nonformal education techniques, project management, small business, information control and evaluation. At the program level, core staff will be trained in training of trainers, management and evaluation, and educational materials development. Small grants and loans will be made by the Diocese to viable village-level projects in the areas of food production, food processing, and village technology.

The project will emphasize the development of self-sustainable activities. A revolving loan fund will insure the Diocese's capability to provide financial assistance to Church Development Committees after the termination of this project. Deanary workers, initially paid fully by the project, will gradually be paid by their parishes, so that they are fully-supported by their constituencies by the end of the project.

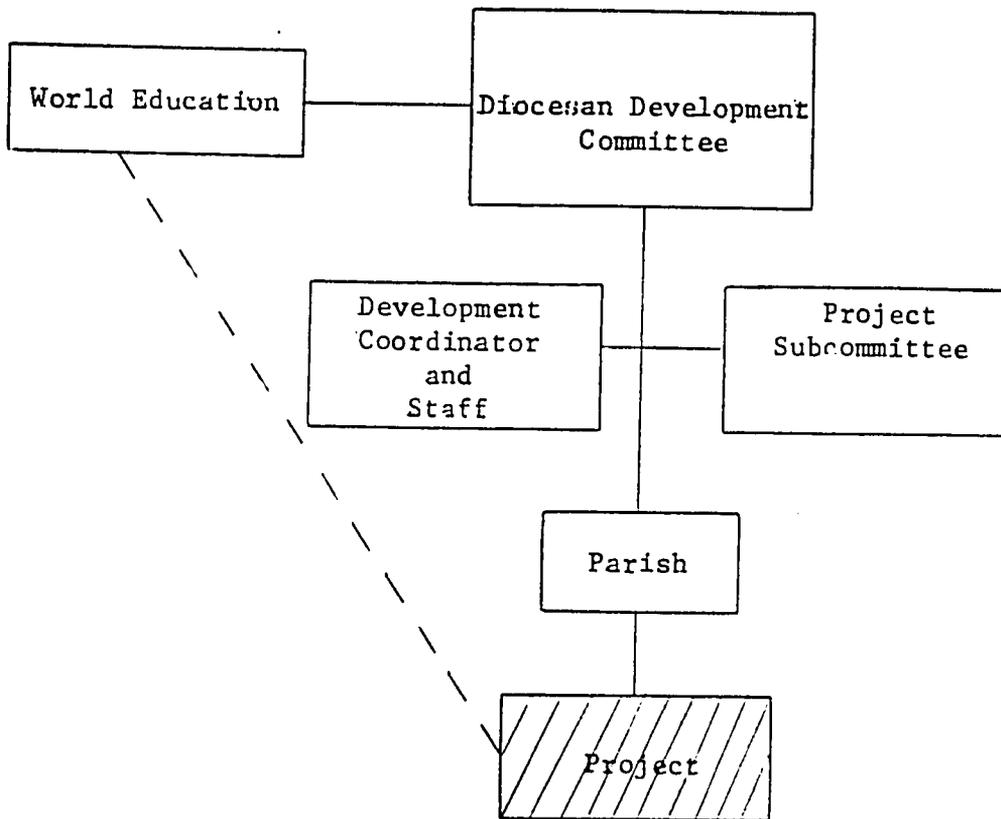
Linkages will be made with other relevant development resources in the Western Region, such as the AID-funded storage program, the Lake Basin Development Authority, and Kenya Government programs.

Stress will be laid on project outcomes. The process through which outcomes will be achieved -- training of trainers, community participation in planning and evaluation, and materials development -- is an integral part of the approach World Education brings to the collaboration. This process has been demonstrated in World Education's continuing work with Tototo Home Industries of Mombasa and has been documented in the report to USAID of the research phase of that project.

D. PROJECT IMPLEMENTATION

1. General Model

World Education will work through the Diocesan hierarchy in order to reinforce the grass-roots development focus that already exists and is effective. This structure allows the identification of needs at the village level, communicates those needs upwards to the funding and technical assistance entity, and facilitates rapid decision-making about support for village activities. A diagram of this structure is shown in Appendix II. World Education will be responsible to the Diocesan Development Committee and its Development Staff. The model for this collaboration is shown below.



The IRDP staff will train seven Development Assistants to work at the Deanary level assisting Church Development Committees in their economic projects. The IRDP staff will continue to provide field training to the Development Assistants as they carry out their work. World Education will assist the core team in preparing training workshops for the Development Assistants and, if requested, will conduct joint training in the workshops. Workshops will include nonformal education methods, management of small-scale enterprises, accounting and business management, and evaluation.

The IRDP staff, together with the Development Assistants and Church Development Committees, will develop an evaluation system for the IRDP. World Education will provide assistance in designing, testing, and revising this system.

The IRDP staff, assisted by World Education, will supervise the development of simple training materials for village groups. These materials will probably be a series of five manuals on specific topics related to food production and processing. The topics and content will be selected by the Church Development Committees with the assistance of the Development Assistants.

Special attention will be paid to the economic aspects of Church Development Committees' projects. A business management trainer will be attached to the IRDP staff to assist Church Development Committees in

conducting feasibility studies of their projects. This trainer will train Development Assistants in accounting and financial aspects of small projects and will help design the evaluation system.

2. Personnel

a. Staff

To the core staff, headed by the Development Coordinator, will be added two qualified Kenyans: an Evaluation Specialist and a Business Management Trainer. The Evaluation Specialist will collaborate in designing the IRDP's evaluation system, in conjunction with other core staff members, Development Assistants, and Church Development Committees. This person, assisted by World Education, will train all concerned to use the system and will be responsible for its functioning. The Business Management Trainer will assist village groups to conduct feasibility studies of their projects, will supervise the economic progress of projects, and will train Development Assistants and group members in practical methods of bookkeeping and accounting.

Seven Development Assistants will be employed by the Diocese. These mid-level workers will be selected by their communities and will have completed Form IV. In order to avoid undue employment and to encourage voluntarism, the Diocese will employ the Development Assistants full-time the first year; pay 75% of their salaries the second year, with constituent parishes paying the remaining 25%; and pay 25% of their salaries the final year, 75% being paid by the communities. By the end of the project, Development Assistants will be entirely supported by their communities.

b. Consultants

World Education will provide consultants to the project in nonformal education and training of trainers, evaluation, and materials development. Curricula vitae of these consultants appear in Appendix III.

3. Training

Training will occur at three levels: on-the-job training for core staff in preparation of workshops; formal training and field supervision of Development Assistants by core staff; and training of community members in small-scale economic projects by Development Assistants, supervised by core staff. An initial two-week workshop, preceded by a week of planning, will be held to start the project. This workshop will train Development Assistants in nonformal education, project management, accounting and business management, and evaluation. Refresher training will be held every six months, each workshop providing a review of current activities and problems as well as technical sessions on various aspects of small enterprise development, project management, and evaluation. Community training will include not only direct assistance from the IRDP staff but group trips to other parts of the Western Region to view relevant, successful activities and to expose communities to options heretofore unexplored.

4. Learning Materials

During the second year of the project, two sets of learning materials will be developed. The purpose of these materials will be to assist village groups in conducting income-generation activities and maintaining community health. These materials will be tested and revised by the end of Year 2. During Year 3, three more sets of materials will be developed, tested, and revised.

Core staff will direct the development and production of the materials, but topics and content will be proposed by community groups themselves. A World Education Publications Specialist will assist the Diocese in the design of these learning aides.

5. Loans and Grants

A major part of the project is the provision to the Diocese of a subgrant to supplement its granting capability. The possibility of a revolving fund will be explored and, if appropriate, established. It is anticipated that the loan component of the subgrant will be divided into two parts: one for small grants to groups undertaking non-productive activities (e.g., improved springs), and one for loans to groups undertaking productive activities (e.g., fish farming). Grants and loans will be administered through the mechanism already established by the Diocese.

6. Evaluation

Evaluation of the project will be conducted through the evaluation system designed in the course of the project. In addition to providing quantitative data on projects begun, income earned, numbers of community members involved, the following principles will be employed in designing the evaluation:

1. Data collection should enable project personnel to make determinations about each group as well as individual participants.
2. Because each learning group sets its own objectives, it is neither possible nor desirable for evaluators to conduct initial tests on existing knowledge or ability in conventional, formal ways, but to work with local groups in developing participatory needs assessment.
3. In part, success or failure of learning groups is dependent upon available resources — extension workers, materials, transportation, etc. Such resources vary from village to village.

*Could be
a constraint*

4. Because the project is intended to reflect learners' values, needs and decisions, and to foster collaboration and collective action, evaluators need to discover how learners actually take part in activities, what decisions they made, and what actions they took.
5. By the project's end, evaluators should learn the extent to which members of the groups and community residents feel that the programs have brought about improvements in their lives, their families, and their villages.
6. Evaluation should include an assessment of the extent to which changes obtained coincide with development goals generally deemed important for rural communities.
7. Data collection techniques need to yield information that describes the situation in each village while remaining unobtrusive, simple and manageable. Cumbersome data collection methods yield less reliable data in rural settings than simple means and discourage staff from conducting ongoing, weekly evaluations that are so essential.
8. Evaluation data should describe in quantitative and qualitative terms what works, what doesn't and why.
9. Above all, data collection should be useful to project participants and staff members from the partner agencies.

Established indicators will be used where appropriate, or relevant indicators developed where necessary, to measure project success. The evaluation scheme will be designed to generate information related to these indicators. At the same time, it will be flexible enough to generate data about the learner's own interests and notions of success that might not be anticipated at the project's outset.

Possible evaluation indicators are listed below:

- Group members join or develop one or more income-generating endeavors.
- Individuals participate in these income-generating activities over time.
- Group members adequately learn the specific skills of the income endeavor to a level of competence that enables generation of income, e.g., poultry-raising, beekeeping, etc.

- Participants develop skills associated with income endeavors, e.g., participate in savings plan, become a credit guarantor, develop an accounting/budgeting system, participate in literacy learning, develop systems for organizing and managing activities, etc.
- Individuals' incomes are increased by participation in these economic activities.
- Status of the participants' children changes positively; children enroll in school; their general nutrition improves; they receive available health services (e.g., immunization), etc.
- Participants form or join mutual assistance groups or cooperatives for child care, food buying, income activity, etc.
- Participants assume or are given leadership positions in the village.
- Status of participants' dwellings changes positively: home improvements are evident, general sanitation practices improve, etc.
- Participants learn and use appropriate agricultural techniques.
- Participants learn and use appropriate animal husbandry practices.
- Individuals increase their participation in community-sponsored development activities: they contribute time, money or labor to water projects, school projects, etc.; or they initiate development projects of their own.
- Participants' views of their own abilities to contribute to family and community life change positively.
- Participants' confidence in themselves as parents increase: confidence to provide for children in general, to provide adequate nutritious food, and to provide sanitary living conditions.
- Participants value positively and act on certain basic health and nutrition principles: eating protein-rich food (e.g., eggs, poultry, legumes); seeking immunization; keeping water supplies clean; safely disposing of waste, etc.

Data collection methods and instruments will be developed by IRDP staff, with assistance from World Education, in order that the system designed be as appropriate as possible to the setting and that IRDP staff and participants understand it and be committed to its proper functioning.

E. PROJECT OUTCOMES

Expected project outcomes are:

1. Seven Development Assistants selected, employed, trained, and paid (by the end of three years) by their own parishes.
2. 140 small-scale enterprises established, covering approximately 7,000 individuals.
3. A system established, tested, revised, and functioning to evaluate the IRDP.
4. Five sets of learning materials produced for use of church groups in development activities.

Each Development Assistant will provide assistance to five parishes, and each will establish four projects per parish over a three-year period. Thus 140 projects will be established during the project, affecting approximately 7,000 people.

III. PROJECT RATIONALE

1. The Diocese of Maseno South

The Diocese of Maseno South has, independently of external impetus, created an innovative, community-based integrated rural development program which is appropriate to the region and supported by the population. While the focus of the Diocese's work is on its own Church Development Committees, non-anglicans participate in Diocesan projects, contribute to project planning, and share project benefits. Participants in the IRDP are already organized into cohesive groups committed to community service and to bettering their lives. IRDP groups have already achieved remarkable successes in primary health care, village technology and food production. Approximately half of the participants are literate. This new project with World Education will expand and strengthen an already innovative system by providing education to staff and communities in areas critical to program success - learning materials, evaluation, training of mid-level workers - and by extending the capacity of the Diocese to fund community groups.

With an established institutional structure, a history of out-reach and commitment to local communities, and support from private and bilateral sources of funding, the Diocese of Maseno South is well prepared to carry on the nonformal education and community development components of this project beyond the proposed completion date of operational activities. It is a stated purpose of this project to establish a cadre of community-based front-line workers who are equipped for future support to local initiators through utilization of local resources and self-help efforts.

In addition, attention will be given throughout the life of the Maseno South project to ensure that the community level initiatives are linked to broader regional development programs, such as the Lake Basin Authority, services from Ministries of the Government of Kenya, the AID-funded storage program, and programs of other community-based PVO's working in the Western Region.

2. World Education

World Education has demonstrated its ability to work on the periphery of formal development institutions with private agencies that promote small-scale group economic enterprises. WEI understands the financial and organizational problems of developing small enterprises and is able to supply relevant technical assistance to local PVO's unobtrusively. Normally, WEI does not field project advisors but limits itself to providing specific technical assistance to colleague PVO's according to jointly assessed needs and mutually agreed-upon plans. WEI seeks to strengthen innovation in and commitment to development, not to impose new goals or systems.

During its eleven years of work in Kenya, World Education has gained an understanding of the processes and problems of Kenyan development and has identified a network of Kenyan professionals to assist our work in Kenya. Wherever possible, WEI prefers to use local professionals and resources rather than expatriates.

World Education is currently assisting Tototo Home Industries in Mombasa with a project similar to the one proposed here. The Mombasa project aims to assist 30 women's groups over a three year period (1982-85) to develop small-scale cottage industries. This project is centrally funded by USAID through the Office of Private Voluntary Cooperation. WEI hopes to carry out a PPC-funded evaluation of this project to measure the impact of participation in this program on participants' income and fertility. Much of the work done by World Education during the first phase of the Tototo project (1977-79) has informed and guided our approach to the project here proposed.

3. USAID/Kenya

While it is recognized that a U.S.-based PVO working in Kenya on projects funded by AID requires Mission approval for its work, regardless of the source within AID of its funding, it is also clear that when those sources are diverse, as are World Education's, the Mission potentially faces management complexities. WEI is currently funded in Mombasa by the Office of Private Voluntary Cooperation, (PD/PVC), hopes to receive additional funding from PPC for further work in Mombasa, and now requests an OPG from the Kenya Mission to work with the Diocese of Maseno South in Nyanza Province.

World Education suggests that the Mission should support this request for the following reasons:

1. The work of World Education in Kenya is all of a piece: it promotes increased self-reliance of the private sector by strengthening local PVO's in program planning, evaluation; and training. It seeks to vitalize the rural economy by assisting small entrepreneurial projects that supply goods and services to the communities in which they are located. It uses methods and approaches shown to be effective in Kenya. It utilizes the wealth of human resources available in Kenya for Kenyan development.

2. The work of World Education supports the goals of the Mission: it promotes the private sector. It emphasizes food production and processing. It integrates population activities into economic activities (a small study done in March, 1982, indicates that women participating in the Mombasa project are more likely to practice family planning than those who do not participate). It is now taking successful program approaches to the Western Region, a priority area for the Mission.

3. World Education, in policy and practice, does not depend on the Mission for logistical support or assistance regardless of the source of funding. We inform the Mission of our activities, report regularly as appropriate, and emphasize the maintenance of good relationships with Mission personnel. While we welcome Mission advice, we do not expect or need any assistance other than routine procedural actions (e.g., trip concurrence) and, in the case of an OPG, funding. This is our policy in every country where we work. ✓

4. The Kenya Mission, so well-endowed and innovative itself, should be able to foster and support the work of World Education, regardless of the diverse funding mechanisms, given the integral nature of that work and its relevance to the Mission's own concerns: the private sector, rural development and food production; and population.

All three of our current and proposed programs are innovative, contribute to general knowledge of effective approaches in Kenya, and represent linkages to other PVO's that are valuable to the Mission. Our centrally-funded activities feed into this project proposed for Mission funding: the Maseno South project will gain from the Mombasa activities, and they in turn can benefit from our work with the Diocese. In this way, the Agency as a whole reaps the fullest possible return on its investment, and the Mission in particular can extend its ability to innovate.

IV. MANAGEMENT AND REPORTING

A World Education staff member will be assigned responsibility for technical and administrative management of the proposed project. This individual will plan and coordinate technical assistance to the Diocese of Maseno South, see that quarterly subgrant payments are transferred to the Diocese, act as liaison between the project and USAID, and oversee in general World Education's contribution to the project.

The subgrant will be administered by World Education and paid to the Diocese in quarterly installments. Amounts of quarterly installments will vary slightly according to project activities planned for each quarter. The Diocese will submit to World Education at the end of each quarter a financial report using established World Education reporting systems. Receipt of the next quarterly payment will be contingent on timely submission of the report for the previous quarter.

World Education, in cooperation with the Diocese, will submit reports to USAID every six months for the duration of the project. Reports will include descriptions of activities undertaken, compliance with or deviations from original workplan, activities planned for next six months, and financial reports. At Month 20, an interim evaluation will be conducted and the results reported to AID. The final evaluation will be conducted and reported in Month 36.

21

V. WORLD EDUCATION'S CAPABILITY AND PERSONNEL

World Education, founded in 1951, is a private, nonprofit organization. Using nonformal education approaches, we provide consultant and other professional services to development agencies serving low-income people in the Third World and the U.S. Over sixty agencies in thirty countries on four continents have received our training and technical assistance.

Paragraph A: A tax-exempt 501 (c) (3) organization registered with the U.S. Advisory Committee on Voluntary Foreign Aid, World Education also has status with the United Nations Economic and Social Council, UNESCO and UNICEF. We are also listed with the United Nations Office of Public Information and hold memberships in Private Agencies Collaborating Together (PACT), the Society for International Development, the Adult Education Association of the U.S., and the International Council of Adult Education.

Since 1969, our services have enabled community groups to bring about change in the following sectors: agriculture, appropriate technology, community organization, education, enterprise development and income generation, family planning, functional literacy, health and nutrition.

Our goal is to strengthen the ability of both planners and front-line workers--the staff of agencies that request our services--to assist community groups in gaining the skills they need to achieve their own, self-defined objectives. It is a goal based on the conviction that development first and foremost depends on people.

World Education is widely recognized as having achieved a high level of professional competence in its field. The agency has received numerous requests from and undertaken major projects for donor agencies that relate to a range of development services. Wherever possible, World Education relies on our professional staff to provide technical services. We are also able, however, to call upon consultants when their special competence is required. The following activities are illustrative of our technical capabilities.

a. Designing and Conducting Training Courses

We have prepared and conducted four regional program planning workshops--two in Southeast Asia, one in Africa, and one in the Near East. In Africa and Asia we have also offered regional seminars to train local development agency personnel in project evaluation techniques. Our Publications Unit has produced a variety of manuals and material for trainers in many sectors, including maternal/child health and population. We have recently developed training designs for a program of skills development for traditional birth and health attendants and another for nutrition field workers.

b. Securing and Managing Grants and Contracts

We have experience and an exemplary track record in managing complex, large-scale projects financed by such major agencies as the Ford Foundation, USAID, World Bank, and the United Nations Fund for Population Activities. Since 1971, World Education has secured more than 15 major grants and contracts from such donors totaling well over nine million dollars.

24

In 1979, World Education was awarded, as a result of competitive bidding, an Indefinite Quantity Contract (IQC) from USAID. Through this contract, granted for program development and evaluation of formal and nonformal education programs, we provide technical assistance to USAID for short-term, special assignments.

To date, under the IQC, we have fielded consultants for needs assessments, business feasibility studies, and program and research design activities. We have also prepared techniques for nonformal education projects.

In a second USAID contract, which was bid with the New TransCentury Foundation, we provided technical assistance in training, evaluation, project planning and survey research to Promotion Feminine, the women's division of the Moroccan Ministry of Youth and Sports. World Education had responsibility under this contract for designing and coordinating participant training activities in the U.S.

A 1979 USAID evaluation report of World Education offered a favorable assessment of our management capability. In particular it praised our quarterly review system that requires program planning and financing to be worked out in tandem and noted our ability to produce the kinds of internal fiscal information needed by program staff for sound decision making.

c. Incorporating Women Into Development

Since the early 1970's World Education has provided technical assistance to a host of organizations seeking to bring women into the mainstream of development activities. As one of the first agencies to enter this field, we have worked with such groups as the Women and Development Unit of the University of the West Indies in Barbados; the Ethiopian Women's Association; Ahfad University College for Women (Sudan); The National Christian Council of Kenya; the Moroccan Ministry of Youth and Sports; the YWCA of India. We have helped these agencies depart from traditional handicraft and homecraft activities for women and move into skill training for small enterprise development and community action.

World Education also has a major matching grant from USAID to assist seven Third World PVO's in the integration of women in development. Though through this grant, we provide assistance in program planning and evaluation; staff and village level training in nonformal education, and technical assistance in small industry development. Our colleague PVO's are located in Ghana, Kenya, India, Philippines, St. Vincent, Brazil, Peru. This two million dollar grant begun in 1981 and will continue for three years.

d. Project Planning

The World Bank commissioned World Education to serve on a consultant team to assist the Saudi Arabian Government in a nationwide evaluation of its Accelerated Literacy Program and, based on the results, to devise experimental functional literacy projects for the purpose of developing a national policy and program strategy for a five-year period. Evaluation specialists analyzed the illiteracy situation and undertook a survey of those involved in existing programs. Those interviewed ranged from administrators to students.

25

World Education also provided an administrative and management specialist to assess the structure and delivery system of the Ministry of Education and a methods and materials specialist to provide training for the development of alternative approaches to curriculum and instructional systems.

e. Project Evaluation

World Education places special emphasis on evaluation as a critical component of all projects. A major institutional goal calls for gathering information through project evaluation that can be used to improve the state of the art for all functional nonformal education programs designed to provide participants with the skills and attitudes needed to become actors in the development process. World Education is also committed to the concept of evaluation as something done with and by (rather than on) participants. Consequently, all evaluation models used furnish data that enable local agencies to judge both project results and the process that produces them. Models record staff and participant perceptions at critical points in time and seek to provide evidence concerning the impact of World Education's technical assistance and training on the effectiveness of the entire project.

f. Evaluation Research

In addition to assisting colleague PVO's with practical program evaluation that provides immediate feedback on program activities, World Education has also conducted basic research in program evaluation. Through a grant from USAID, we carried out a major process study of six women's income-generation projects in the Coast Region of Kenya. We have designed a basic research project, also in the Coast Region, to measure the impact of participation in women's integrated programs on family income and fertility.

World Education has shared its experience in evaluation with others by producing materials and occasional papers. One example is Demystifying Evaluation, a training manual by Noreen Clark and James McCaffery. A step-by-step guide to planning and implementing a field operational seminar, it focuses on program evaluation techniques. Another is REPORTS Magazine #15, a special issue on evaluation of World Education's professional journal. This issue has been translated and published in French and Spanish under a special grant from AID.

In reviewing World Education's technical capacity, it is also worth including an assessment by AID evaluators:

Perhaps even more important than its cost-efficiency is the fact that World Education has more knowledge of, skill in, and experience with the area of non-formal, functional adult education than any other organization currently in existence, and any efforts oriented toward duplicating such an organization would soon find it necessary to turn to World Education for expertise.

Additionally, in its favor, is the fact that World Education has no other "agendas" but the one of providing technical assistance to action programs in functional adult education... and of disseminating the knowledge and information which is generated from these ever-expanding experiences. It does not suffer from the problem of a staff of "academicians" who have scholarly (and not so scholarly) publications as a number one item on their agendas. Hence, one finds in World Education an organization whose principal interests are those of the clientele it serves with the provision of technical assistance; and this is done with a high level of dedication and integrity. (1976)

World Education is able to respond quickly and effectively to technical assistance requests because of the high caliber of our permanent program staff, and because we currently have over 400 specialists on our consultant roster. These individuals have been carefully screened for both their technical competence and their ability to work within World Education's development approach. Most are fluent in more than one language. While French and Spanish are their most frequent second languages, the roster includes trainers who are proficient in Arabic, Nepali, Portuguese, Thai, Bahasa Indonesian, Hindi, Swahili, Amharic, and a number of local dialects. Approximately 25 percent of our consultants come from Third World countries and about half are women.

Most of our consultants have experience in such skills as training, needs assessment, materials development, and evaluation. In addition, their collective expertise encompasses small-enterprise development, program management, media and communications, nutrition, primary health care, rural and urban development, agriculture, appropriate technology, family planning, and literacy.

A. WORLD EDUCATION PERSONNEL

1. Project Management

Jeanne McCormack, Technical Specialist on the staff of WEI, will act as manager of the WEI component of the proposed project. Ms. McCormack has worked in Africa for six years in the areas of nutrition and health, non-formal education, and program evaluation. She presently manages WEI's Matching Grant project with Tototo Home Industries and is the proposed manager of WEI's Case Study Research with Tototo Home Industries, a proposal now under consideration by PPC/AID.

2. Training and Technical Assistance

Ms. McCormack will serve as trainer and will provide technical assistance to the Diocese in evaluation. Carmax Hunter and Russ Mahan are proposed to offer assistance in nonformal education; training of trainers, and materials development.

Martha Keehn will assist the Diocese in designing, testing, and publishing learning materials for community groups.

Ms. Carman Hunter, Technical Specialist at World Education, has had more than thirty years experience training lay workers in Christian development programs, principally within the Episcopal Church. She is trained in human relations training methods, nonformal education techniques and materials development, and theology. She has written the definitive work on illiteracy in the United States and has worked closely with Paolo Freire, translating his most recent book for the Seabury Press. She has trained community groups in Latin America, the Caribbean, and Asia.

Dr. Russ Mahan, Technical Specialist at World Education, has worked in Africa for eleven years training community groups and development program staff in nonformal education, project planning, evaluation, and materials development. He is trained in extension work, adult education and human relations training. He has special expertise in population education, developed population learning materials at FAO for rural communities in East Africa, and worked for five years with FAO's PBFL program.

Ms. Martha Keehn, Publications Specialist at World Education, is Editor of World Education Reports. She has extensive experience in developing community-based learning materials and training community workers to work with their constituencies in designing needed and appropriate manuals and learning aids. She has worked in Zimbabwe, Zambia, Thailand, Sri Lanka, India, the Philippines, and Indonesia.

Ms. Alison Ellis, Program Associate at World Education, will serve as financial administrator of the proposed project. She currently monitors project budgets, prepares financial reports, and oversees subgrant administration in World Education projects.

Consultants: specific consultant needs will be determined during the planning phase of this project (Months 1-6). World Education has developed a network of Kenyan professionals who have served as consultants to previous World Education programs in Africa and where possible, these individuals will be used. It is World Education's policy and practice to use local consultants whenever possible.

28

VI. WORKPLAN

The implementation plan outlined below contains a chronological listing of major activities that will be conducted over the project's life. This listing is not intended to be all-inclusive but illustrative, highlighting when events deemed critical to the project's success will occur. Once the project has begun, World Education and the Diocese of Maseno South will periodically review this plan and make revisions as required. World Education's participation in the project is planned to span three years. However, the project itself is expected to continue well beyond the three-year grant period. Ongoing events, those that continue throughout the project once they have been initiated, are marked with an asterisk.

PHASE 1 (months 1-6):

Hire Evaluation Specialist and Business Management Trainer.

Assist core team in conducting assessment of its initial training needs.

Plan and conduct initial core team training (emphasis: nonformal education methods, project management, evaluation).

Visit villages within diocese who select seven Development Assistants at Deanary level.

Train Development Assistants.

Design instruments for initial baseline evaluation survey.

Development Assistant, Evaluation Specialist, assisted by core staff, conduct initial survey.

PHASE 2 (months 6-12):

For first-round villages, economic feasibility studies conducted.

Develop guidelines of awards of grants and loans to support Church Development Committee projects.

Workshop for Development Assistants on economics of small-scale projects, accounting, and project management.

*Install continuous feedback system for project management and review data periodically for identification of problem areas.

*Begin provision of technical assistance, funding, and training to committees as required to plan and implement small-scale income-generating projects with emphasis on food production and processing.

Initial survey of Committees to compile topics and content for village learning materials.

PHASE 3 (months 13-18):

Assist core team in conducting assessment of additional training needs.

Plan and conduct additional core team training as required (emphasis: supporting groups in income-generating activities, principles of evaluation, and development of learning materials).

Plan and conduct additional workshop for Development Assistants as indicated in training assessment.

Select next round of villages to participate in project; conduct feasibility studies.

*Begin provision of technical assistance, funding, and training to committees in second round villages.

PHASE 4 (months 19-24):

Design instruments for mid-point evaluation, pilot, and revise as needed.

Conduct additional training activities for Development Assistants and core staff related to evaluation as needed.

Conduct mid-point data-gathering activities.

Conduct seminar for Diocesan staff and staff of other local agencies, to share experiences and build collaboration.

Revise project as needed on basis of mid-point evaluation data and other information.

Publish mid-point evaluation.

Prepare first draft of two sets of village learning materials.

PHASE 5 (months 25-30):

Select third round of villages, conduct feasibility studies.

*Begin provision of technical assistance, funding and training to committees in third round villages as required.

Pilot new sets of learning modules designed for use with committee members, revise as needed, and publish.

Begin production of three new sets of village learning materials.

Conduct seminars with Diocesan staff to review project process and problems; conduct additional training as necessary.

PHASE 6 (months 31-36):

Pilot new set of learning materials designed for use with committee members, revise as needed, and publish.

Conduct final evaluation activities.

Prepare and publish significant findings in the form of a guide, monograph, or other publication.

VII. BUDGET

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
A. <u>SALARIES</u>			
1. Project Manager @ \$2,500/mo. Year 1 - 3.5 mos. Year 2 - 3 mos. Year 3 - 3 mos.	\$8,750.	\$8,250.	\$9,075.
2. Technical Specialists @ \$2,500/mo. Year 1 - 2 mos. Year 2 - 2 mos. Year 3 - 2.5 mos.	\$5,000.	\$5,500.	\$7,563.
3. Publications Specialist @ \$2,500/mo. Year 2 - 1.5 mos. Year 3 - 1.5 mos.		\$4,125.	\$4,538.
4. Program Assoc./Admin- istrator @ \$1,500/mo. 1 month/year	\$1,500.	\$1,650.	\$1,815
5. Secretary @ \$1,250/mo. 1 month/year	\$1,250.	\$1,375.	\$1,513.
B. <u>BENEFITS</u> (25% of A)	\$4,125.	\$5,225.	\$6,126.
C. <u>CONSULTANTS</u> (\$175/day)	\$4,900.	\$4,900.	\$6,125.
Year 1 - 28 days			
Year 2 - 28 days			
Year 3 - 35 days			
D. <u>TRAVEL</u>			
1. Project Manager 2 trips/yr. @ \$1,871 New York/Kisumu	\$3,742.	\$4,116.	\$4,528.
2. Technical Specialists 2 trips/yr. @ \$1,871	\$3,742.	\$4,116.	\$4,528.

11

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
3. Publications Specialist Year 2 - 1 trip Year 3 - 1 trip		\$2,058.	\$2,264.
4. Consultants 2 trips/year	\$3,742.	\$4,116.	\$4,528.
<u>E. PER DIEM</u>			
1. Project Manager Yr. 1: 14 days @ \$70 (Nairobi) 28 days @ \$38 (Kisumu) Yr. 2: 14 days @ \$70 (Nairobi) 35 days @ \$38 (Kisumu) Yr. 3: 14 days @ \$70 (Nairobi) 28 days @ \$38 (Kisumu)	\$2,044.	\$2,310.	\$2,044.
2. Technical Specialists Yr. 1: 35 days @ \$38 Yr. 2: 56 days @ \$38 Yr. 3: 70 days @ \$38	\$1,330.	\$2,128.	\$2,660.
3. Publications Specialist Yr. 2: 14 days @ \$38 Yr. 3: 21 days @ \$38		\$ 532.	\$ 798.
4. Consultants 91 days @ \$38	\$1,064.	\$1,064.	\$1,330.
<u>F. TECHNICAL TRAINING</u>			
Technical Training Materials, Training Aids and Supplies @ \$2,000/yr.	\$2,000.	\$2,200.	\$2,420.
<u>G. TELEPHONE, ETC.</u>			
Telephone, Telegraph, Postage, @ \$1,000/yr.	\$1,000.	\$1,100.	\$1,210.
<u>H. TOTAL DIRECT COSTS</u>	\$44,189.	\$54,765.	\$63,065.
<u>I. INDIRECT COSTS (36%)</u>	\$15,908.	\$19,715.	\$22,708.

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
J. <u>TOTAL DIRECT AND INDIRECT COSTS</u>	\$ 60,097.	\$ 74,480.	\$ 85,768.
K. <u>SUBGRANT</u>	\$ 99,743.	\$ 93,596.	\$ 83,527.
<u>GRAND TOTAL:</u>	\$159,640.	\$168,076.	\$169,295.
<u>TOTAL FOR THREE YEARS:</u>	<u>\$497,221.</u>		

BUDGET NOTES:

- 1.) 10% increase budgeted in Year 2 and Year 3 to WEI salaries, travel, communications, and training supplies. This increase does not apply to benefits, consultant fees, per diem, and subgrant costs.
- 2.) Project Manager's time includes time spent in Kenya and in New York. Assumption is made that at least one Technical Specialist assignment per year will be performed by Project Manager.
- 3.) Travel costs assume New York/Kisumu round trip.
- 4.) Consultants will be specialists in nonformal education materials development, accounting, business management, and training of trainers. Specific requirements for specialists will be determined in the initial project planning phase.
- 5.) It is assumed that learning materials will be produced using materials locally available to the Diocese, to enable the IRDP to continue to produce its own materials.
- 6.) Subgrant to the Diocese of Maseno South include:

Seven (7) Development Assistants	\$ 25,200.
Year 1 - 100%	
Year 2 - 75%	
Year 3 - 25%	
One Evaluation Specialist	9,000.
One Business Management Trainer	9,000.
Supplies, communications, office support, and administration	52,516.
Bicycles and local travel	34,150.
Training workshops and materials	47,000.
Loans and grants	<u>100,000.</u>
	\$276,866.

Subgrant will be administered by WEI/NY in quarterly advance payments using already established reporting procedures.

VIII. LOGICAL FRAMEWORK MATRIX

Project Title: Village Development in the Diocese of Maseno South

NARRATIVE SUMMARY

OBJECTIVELY VER. INDS.

MEANS OF VERIFICATION

ASSUMPTIONS

Program Goal: The broader objective to which this project contributes:

To enable rural adults to gain the skills and knowledge they need to participate in and contribute to the development of Kenya.

Measures of Goal Achievement:

1. Significant changes in quantitative and qualitative indicators related to welfare of overall population (men, women and children) living in rural areas.
2. Significant increase in rural adults' participation in activities that promote improvement in the quality of village life.

1. Comparison of pre- and post-project data from sample of rural communities concerning family income; sch. enrollment; health and nutr. status food production; partic. in community affairs.
2. Interviews and observations from sample of participating and non-participating communities before and after project.

Assumptions for achieving goal targets:

1. The GOK is genuinely committed to increasing the participation of rural adults in national development activities and in extending the benefits of development to this population.
2. Nonformal education programs for rural men and women that have significant development outcomes can be designed and implemented within the cultural and economic context of rural Kenya.

Project Purpose:

To strengthen the capability of the Diocese of Maseno South to support locally appropriate and self-sustainable development activities.

Conditions that will indicate purpose has been achieved: End of project status.

1. 140 small-scale enterprises established, covering approximately 7,000 individuals
2. Significant and measurable improvements related to one or more of the following will be observed: food production; family income; incidence of disease and malnutrition; community participation.

1. Observations of field programs.
2. Interviews with Devt. Assts., core team members, adult participants, other community members.
3. Review of data on participation rates in devt. activities at different phases of project.
4. Review of reports submitted by core team and Devt. Assts.
5. Review of data collected concerning such matters as food production, family income, health & disease, etc. (Data collection instruments will include interviews, observations, and review of records.)

Assumptions for achieving purpose(s)

1. Increasing opportunities of rural adults to gain knowledge and skills through nonformal education programs will remain a politically acceptable goal within Kenya throughout the life of the project.
2. The nonformal education programs designed will integrate training related to health, nutrition, food production, rural enterprise development, management, and decision making

Outputs:

1. Trained Church Development Committee leaders capable of sustaining and nurturing village-based economic enterprises.
2. Trained Development Assistants capable of supporting Committee work.
3. Tested and published materials for training committees in the establishment of self-sustainable, appropriate economic activities.
4. A system established, tested, revised, and functioning to evaluate the effectiveness of adult nonformal ed. programs designed to provide knowledge related to micro-enterprise development, food production, health, nutrition, and community participation.
5. Administrative support and delivery systems in place, under the aegis of the Diocese of Maseno South, to nurture and sustain nonformal ed. progs. for rural adults.
6. A system for conducting local feasibility studies of economic project in place and used by core staff.

Magnitude of Outputs:

1. Seven Development Assistants trained to support, assist, and supervise economic projects of Church Development Committees.
2. 140 projects established in food production and processing.
3. 5 sets of learning materials or manuals produced for use by village groups.
4. At least 140 feasibility studies conducted of economic projects.
5. Manual in place describing IRDP's evaluation system and in use by core staff and Development Assistants.
6. Mid-term and final evaluation reports
7. Adequate administrative, support, and delivery systems in place to nurture and sustain nonformal education programs for rural adults in seven Deanaries.
8. 7000 adult learners participating in and benefiting from economic activities growing out of 140 nonformal ed. programs.

1. Review of Diocesan records including supervisors' logs, trainee rosters, learning group rosters, and disbursements and deliveries in support of field progs.
2. Examination of reports and other publications produced over the life of the project.

Assumptions for achieving outputs:

Inputs are available as planned.

Inputs:

1. Technical expertise in training, management, materials development, and evaluation.
2. Training seminars and workshops.
3. Small grants to 140 learning groups for micro-enterprise development.
4. Subgrant to the Diocese of Maseno South.

Implementation Target (Type and Quantity)

See attached budget

1. Review of logs, travel records, reports by trainers & consultants.
2. Examination of workshop reports.
3. Review of signed contracts and receipts of subgrants.
4. Audit reports.

Assumptions for providing inputs:

Inflation will not significantly reduce the real value of inputs.

9/2

APPENDIX I

D I O C E S E O F M A S E N O S O U T H

Integrated Rural Development Programme

A N N U A L R E P O R T 1 9 8 1

The Diocese of Maseno South
Rural Development Service
Box 380
Kisumu
KENYA

C O N T E N T S:

- 1.0 INTRODUCTION
- 2.0 DISTRIBUTION OF THE PROGRAMME
- 3.0 G E N E R A L
- 4.0 PROGRAMME TO DECEMBER 1981
- 5.0 PROJECTS ESTABLISHED BY THE PEOPLE
- 6.0 OTHER RELATED PROGRAMMES
- 7.0 F I N A N C E

1.0 INTRODUCTION

1.1 Three Corner Stones of the Diocese is based on PROCLAMATION, TEACHING AND SERVICE of which the programme is charged with the later.

1.2 The interrelationship however is obvious because the programme is Church based.

1.3 The programme is carried out through its various sections/departments namely

:- Development Education

:- Agriculture through extension

:- Primary Health Care/Nutrition Education

:- Village Technology(Appropriate Technology)

:- Vocational Training

1.4 This programme was first funded by.E.Z.E. in 1976 and has since received this bilateral funding todate

2.0 DISTRIBUTION:

2.1 The work of development programme is distributed in the whole Diocese whose jurisdiction Lie within Nyanza Province of Kenya.

2.2 The Anglican Church congregations through which the programme works is distributed as follows:

<u>Archdeaconries (Districts)</u>	<u>Church congregations</u>	<u>Population of the area</u>
Siaya	231	471,899
Kisumu	197	479,809
South Nyanza)	83	815,260
Kisii)		867,438
	<u>511</u>	<u>2,654,305</u>
	<u><u>511</u></u>	<u><u>2,654,305</u></u>

- Notes:
1. The population census was taken in 1979.
 2. There altogether 234,000 members of the Anglican Church Communion

- 3.1 The programme is run through peoples committees with the general aim that these committees should be strong so that power is vested at the grass roots.
- a. The Diocesan Development and Planning Committee however is a Diocesan Board of the Synod in which a general framework of policy decisions are taken and which also employs diocesan development staff.
 - b. While other tiers are the Archdeaconry Development Committees and the Parish Development Committees, the Church (Village) Development Committee is one committee which the programme emphasises most since development can only be successful if this committee becomes a springboard.
- 3.2 The Diocesan Development Staff are seconded to each Archdeaconry to work with the groups as extensionists while each development group select their own leaders and every member of the groups work for their own benefit.
- 3.3 The team leader of the programme coordinates the work of field staff throughout the Diocese.
- 3.4 Over the years now, the programme works in good relationship with the Government and other Voluntary agencies. Therefore the programme Coordinator liaises with the government development issues. Such relationship includes membership to decision making bodies like the District Development

4.1 Development Education

- a) During the year, Seminars/Workshops lasting four days each were held by the three arch-deaconries. The workshops drew together Chairmen, Secretaries, Health Secretaries, Treasurers and some members of Village Development Committees. Each workshop was designed to help participants have an insight in diocesan development programme and to learn how to organise themselves better.

Resource people were drawn from the Diocesan Development Staff and from the Government and other development agencies.

b) Schedule for development education seminars

Time	Place	Archdeaconry	Attendance
May 1981	Malela (Ogande)	South Nyanza & Kisii	58
August 1981	Migingo Girls School	Kisumu	62
August	Ng'iya Girls' School	Siaya	98

- c) Very informal Development Education Programmes were carried out throughout the year. These took the following forms:

- i) Meetings with the Diocesan field staff during their extension work.
- ii) Organised Church (Village) Committee field days
- iii) A few conducted tours by the field staff

4.2 AGRICULTURE

- 4.21 Kenyas Sessional paper No.4 on Food Policy calls for every kenyan to produce enough food. In this context, the Diocesan extension work in Agriculture is a general attempt to fulfil the need of our society.
- 4.22 The broad terms upon which the programme is based is as follows:
- a) That people should learn all the skills in Agriculture so that they should be equipped with knowledge to produce enough food for themselves.
 - b) That such production should leave them with excess which may be sold in order that farming goes beyond subsistence.
- 4.23 During the year, unreliability of rainfall affected agricultural activities especially along the Lakeshore.
- 4.24 While in the upper parts of the Province where rainfall supports crop production had better agricultural activities, the groups living along the Lakeside reached by the programme shifted to vegetable growing particularly by using the water from the Lake and the rivers. Vegetable growing therefore has become very characteristic because the crop is

also sold at the same time.

4.25 A lot of individuals now grow vegetables as a result of the campaign about establishment of kitchen gardens and the following church groups have established active group vegetable plots throughout the Diocese.

Archdeaconry	Parish	Church	People involved
South Nyanza/ Kisii	Ogande	Ogande	42
		Maguje	25
		Otaro	30
		Malela	40
	Akoko South	Oruba	32
Kisumu	Maseno	Rabuor	40
	Sinyolo	Wambara	18
	Ngere	Nyiera	25
		Kirindo	20
	Masogo	Kaluwore	26
Ong'eche		18	

Archdeaconry	Parish	Church	People involved
Siaya	Usigu	Nyangera	27
	Yenga	Yenga	30
	Akoko Central	Mbaka	18
		Ujuang'a	32
	Simenya	Simenya	36
	Nyakongo	Nyakongo	20
Ramba	Saradidi	45	

4.26 A casual evaluation by the programme staff indicate that vegetable growers, both individuals and groups use the vegetables as follows:

Individual	Group
(A) Eats it	Eat eat
(B) Sell the vegetable and uses income for:	Sell the vegetable and use the income for:
-Buy meat	-Repair of church buildings
-Buy cloth	-Buy seats for the church
-Pay school fees	-Use money for entertainments
-Give to church	-Use it for funerals
-Buy seeds	-Buy drugs for Health Fellowship
-Plough the garden	-Support other church activities with the money

4.27 Poultry Keeping

Besides organised groups throughout the Diocese, individuals have gone into poultry keeping and the programme staff now give advisory services only. Many people order their day old chicks through the Diocese and also ask for Veterinary services. The Agricultural Advisers encourage people not only to keep exotic stock but help them to upgrade their indigenious breeds.

In Lundha and Sawagongo parishes which are covered by the National Poultry programme, many christians are now benefiting from the scheme through the advice of our Agricultural field staff.

The following group projects which were started by the programme are...

Archdeaconry	Groups involved	Remarks.
Siaya	Kokise	This run by the Kokise VP as a training programme
	Uriri	The group also got grant from the Government
Kisumu	St John Bungu	Production is good. The group has a bank account
	Omung'i	Production is good. The group has a bank account
South Nyanza /Kisii	Kabuoch	This run by the Agricultural Training Centre as a training programme

4.28 FISH FARMING/FISH PROJECTS

The following groups have undertaken on fish farming/fish projects in the Diocese.

Archdeaconry	Parish	Group	<u>People involved</u>		Stock in the Pond.
			Previous	Present	
Siaya	G/Osimbo	G/Osimbo	70	85	700
	Nyang'ungu	Nyang'ungu	30	30	600
	Simenya	Ambira	20	43	400
	Yenga	Yenga	30	42	400
	Nyang'ungu	Nyang'ungu	25	37	400
Kisumu	Masogo	Haluwere	19	26	N/A
South Nyanza /Kisii	N/A	N/A			

4.29 TREE PLANTING

As response to Government call on afforestation, the Diocese of Maseno South did not only work with her people on this programme but planted more ~~trees~~ than any other group in the country. Trees most Eucalyptus saligna(Maculata/Paniculata and citriodora were planted as follows:

<u>Archdeaconry</u>	<u>No. of people involved</u>	<u>Trees planted</u>
South Nyanza/Kisii	813	12.900
Kisumu	2327	234.800
Siaya	N/A	N/A

The success story about the tree planting was that after motivation, the people contributed Shs 7/50 or less in order to be supplied with 100 seedlings. The trees so planted will be used:

- As fuel
- For building the huts
- As cash crop

4.30 GENERAL

Agricultural production among the programme groups is still low owing to the general poor climatic condition of the area and also to the slow response of the people. This geographical factor as well as the legacy of the historical past has not made it conducive for the quick change. The land tenure system as well as marketing of produce have played havoc to the quick development of agriculture and the programme has addressed itself to these problems. Many groups are now beginning to address themselves to money economy as far as Agriculture is concerned and already a few groups have started with horticulture whose returns are quicker. With this as a turning point, many groups particularly those around the Lake are organising themselves to establish horticultural projects.

HEALTH CARE/AGRICULTURE

- 4.31 The basic aim for promotion of Health remained the same i.e. Promotion of health through education.
- 4.32 The year was characterised by more health promotion activities especially in the training of Health Fellowship Secretaries. In South Nyanza/Kisii District, many Health Secretaries were admitted for orientation course at the Homa Bay District. It is hoped that these health secretaries will do better work on their return.

ArchdeaconryNo. of Health Secretaries sponsored

	<u>Previous</u>	<u>Present</u>	<u>Total</u>
S/Nyanza/Kisii	5	17	22
Siaya	4	5	9
Kisumu	2	-	2
	<u>11</u>	<u>22</u>	<u>32</u>

It should be noted that the programme does not pay for this sponsorship. (We have good relationship with the Government) but both the Health Fellowship Groups and relatives of the trainees pay a small amount of money towards the upkeep of trainees while they are in the training. Some graduates are already

placed their own village health care fellowship group. They work not only in the village pharmacies but also deliver the babies. The following places are now operational:

<u>Archdeaconry</u>	<u>Parish</u>	<u>Church group</u>
Siaya	Lundha	Lundha
	Sawagongo	Uriri
Kisumu	Ndiru	Magwar
	Masogo	Gng'eche
S/Nyanza/Kisii	Ogande	Ogande

It should be noted that the movement has created an impact on the programme and many more Centres would be started.

4.33 Administration of the Health Care/Nutrition programme has now been decentralised and there staff in Archdeaconries of Siaya and South Nyanza/Kisii. Another appointment will be made soon so that Kisumu archdeaconry will also have a staff.

4.34 During the year, there was an outbreak of cholera mostly in South Nyanza and Siaya Districts. The Ministry of Health recognising the work of the Diocese invited

us to help fight cholera and the Diocese assigned the Health Workers together with Health Fellowship Secretaries to help fight the disease. The Diocese bought drugs and also treated the cases as follows:

People treated	8,641
People swabbed	6,344
Deaths reported	419

4.35 The work of health promotion is now getting understood by most church groups. The problem that underlie its operation however is on general administration especially the frequent change over by the Health Secretaries. It should be understood that most of these Health Secretaries do the work voluntarily therefore it is difficult to sustain them over along period. Others however have done a good job. To date there is a trend towards establishment of more Health Fellowship Groups by the village churches even without any financial aid from the programme. This has made the number of the groups to swell.

<u>Archdeaconry</u>	<u>No of Health groups</u>	<u>New groups</u>	<u>Total</u>
Siaya	32	9	41
South Nyanza/ Kisii	25	11	36
Kisumu	<u>24</u>	<u>6</u>	<u>30</u>
	<u>81</u>	<u>26</u>	<u>107</u>

4.36 One of the highlights of the programme is that people are now working on their own to establish health care projects.

a) Health Delivery points: Ng'iya- Ng'iya Parish
: Nyiera- Ngere "
: Qgande- Qgande "

b) Health Delivery Complexes: (Where education and Nutrition education programmes will be held

: Gotosimbo-Gotsimbo P.
Uriri-Sawagongo P.
Malela-Qgande P.
Ong'eche-Masogo P.

4.41 An additional staff was employed during the year not only to help man the department but also to work as counterpart to the village technologist.

4.42 The department became the busiest during the year because many church groups made several inquiries about village technology. The staff therefore visited and met with the parishes members as follows:

<u>Archdeaconry</u>	<u>No of Parishes</u>	<u>No of visits made</u>
South Nyanza/Kisii	6	42
Kisumu	17	75
Siaya	19	114
	<u>42</u>	<u>231</u>

4.43 During these contact and visits to the parishes/church groups, the staff gave lectures and made demonstrations of useful items which can be adopted by the people.

<u>Item</u>	<u>Number made during demonstration</u>
Dero	5
Dero tank	15
Basket cookers	12
Spring protection	1
Improved jiko	5

4.44 All these items were made during training courses lasting three to four days which carried out in the following order:

<u>Archdeaconry</u>	<u>No of training courses</u>
South Nyanza/Kisii	9
Kisumu	9
Siaya	<u>12</u>
	<u>30</u>

4.45 These training courses have yielded results therefore items have been made as follows:

<u>Item</u>	<u>Archdeaconry of Siaya</u>	<u>Archdeaconry of Kisumu</u>	<u>Archdeaconry S/Nyanza/Kisii</u>	<u>Total</u>
Dero tank	21	20	9	50
Mud Stove	24	5	3	32
Charcoal coolers	1	-	2	3
Basket cookers	16	2	-	18
Protection of spring	9	4	1	14
Biogas	1	2	1	4

It should be noted that the extension work within the department is now making it possible for the people in the rural areas to see the new technology within their locality. While other groups have started making some of these items, it is anticipated that other people will emulate them.

4.46 During the year the department was invited to display some of the items we make at the International Renewable Energy Conference hosted by Kenya Government at the Kenyatta Conference Centre, Nairobi, and among other items, the Basket Cooker has been very much acclaimed by many people in Kenya. It is now feasible that the department will establish a project around this item.

4.5 OX-POWER TRAINING PROGRAMME

4.51 The Ox-power training programme based at the Kokise Village Polytechnic is an integral part of the programme.

4.52 Of the four sub-units namely Kokise, Reru, Rae and Malela, the Malela and Rae groups are working on their own although the local committees are not very strong. These sub-units, enjoy the services of two Ox operators who are the employees of the sub-units.

4.53 The work accomplished at the sub-units was as follows:

<u>Sub-Unit</u>	<u>Animals Treated</u>	
	<u>Drenching</u>	<u>Spraying</u>
Kokise	N/A	N/A
Malela	1020	2040
Rae	512	772
Reru	N/A	N/A

4.54 During the year four types of training programmes were carried out for the following target groups:

<u>Target group</u>	<u>Number involved</u>		
	<u>Previous</u>	<u>Present</u>	<u>Total</u>
Inmates(trainees)	105	22	125
Trainers	17	34	51
Farmers	54	-	54
Oxen trained	42	24	66

It is appreciated that the Government of Kenya working in collaboration with FAO/UNDP has chosen Kokise Centre as a training base for Ox-power technologists. During the year, the Centre held two training courses for trainers for senior Government officials.

5.0 PROJECTS ESTABLISH BY THE PEOPLE

- 5.1 Fish Marketing: Ramba Deanery Joint Development Projects
 A shop has now been established at Bondo and fish marketing is going on. The project is at infant stage.
- 5.2 Brick making : Guu Parish. The project is slow but more than 15,000 bricks have been made.
- 5.3 Quarry : Urianda Group. The project has not started.
- 5.4 Saving & Credit Society : Membership drive has been slow but so far the few members have more than 40,000/- in the bank.
- 5.5 Soap Manufacture: Simenya Parish. The project has not yet started owing to the raw materials.
- 5.6 Projects which have been funded:

<u>N a m e</u>	<u>General remarks</u>
a. Gotosimbo Fish pond	Doing very well
b. Nyang'ungu Fish pond	Doing very well
c. Kwa Bakery	Not doing well

- | | | |
|----|-------------------------------|------------------------------|
| d. | Ndiru ship & Goat Improvement | The dip is now complete |
| e. | Citrus fruit at Yenga | Fruits have been planted |
| f. | Fish improvement Nyaguda | The project is doing well |
| g. | Bee keeping (Uloma) | Harvesting is very irregular |
| h. | Magwar citrus project | Doing well |

6.0 OTHER RELATED PROJECTS

- 6.1 Ramba/Ndori Water Project
The project is still under design stage
- 6.2 Sigomere Water Project
The project is still under design stage
- 6.3 Gem Rae Water Scheme
The project is still under design stage

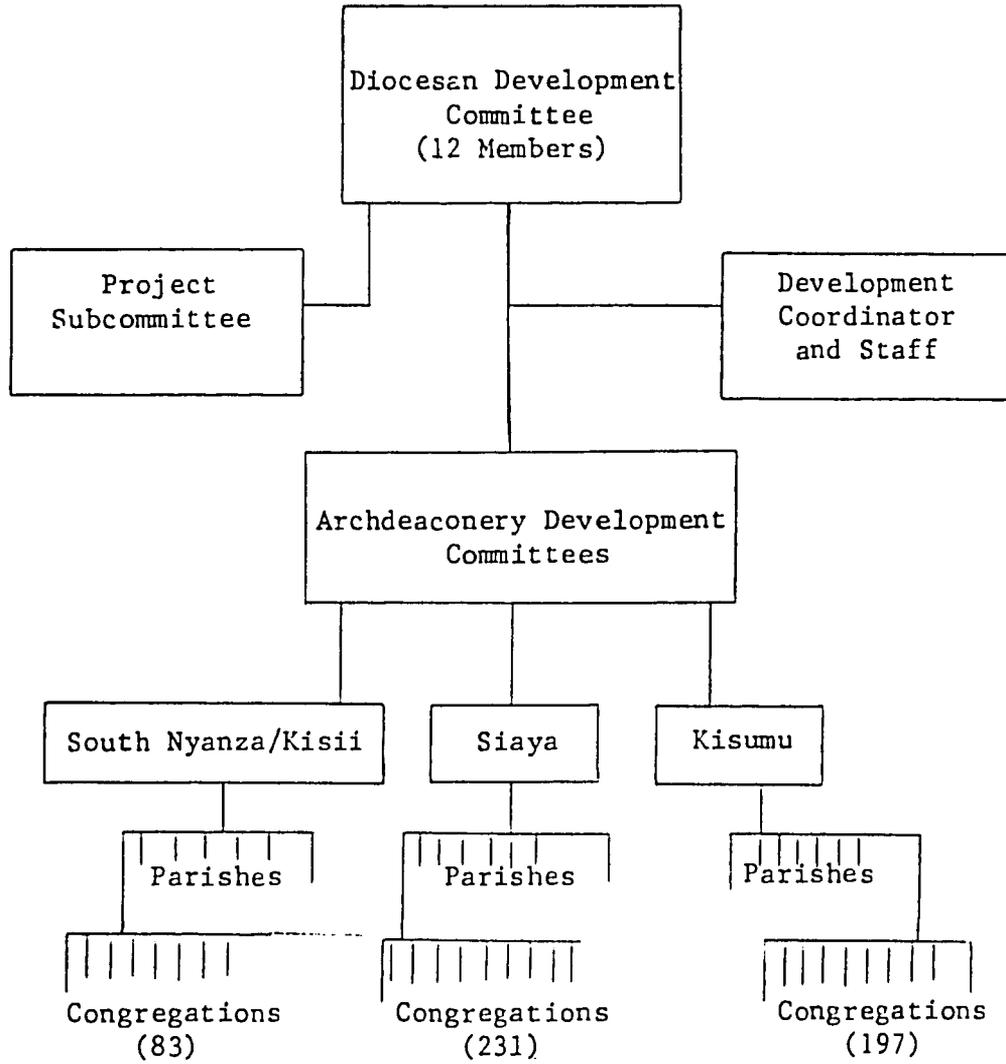
7.0 F I N A N C E

- 7.1 Finances of the programme are administered centrally by the Accounts department.
- 7.2 Audited Financial reports are submitted to the Diocese and to the donors periodically.

APPENDIX II

APPENDIX II

CHART OF IRDP STRUCTURE



Total Congregations/Church Development Committees = 511

APPENDIX III

JEANNE McCORMACK

PROFESSIONAL INTERESTS:

- Planning and evaluating nonformal education programs in developing countries.
- Evaluation research in programs of social change.
- Primary health care and village health worker programs, including family planning.
- Nonformal education to increase women's participation in development.

SUMMARY OF QUALIFICATIONS:

- 12 years experience in planning, implementing, and evaluating nonformal education programs in Africa and the U.S.
- 6 years experience in public health programs in developing countries.
- Experience designing research for program evaluation and applied research in Africa and the U.S.
- Experience in demographic research and KAP surveys.
- 7 years experience developing and evaluating training and educational materials in developing countries and the U.S.
- 7 years experience planning, conducting, and evaluating short-term training programs, workshops, and seminars.
- 10 years experience writing technical research material for lay audiences.
- 3 years experience in women in development programs in Africa.
- 5 years experience in administration and technical back-up of field programs.
- 2 years formal training in planning and evaluation of nonformal education (family planning, health, nutrition, literacy), with emphasis on Africa.
- Special training in survey design and data analysis.
- 2 years experience as village nutrition educator in Central Africa.
- 5 years residence and work in Malawi, Zambia, and Ghana; short-term assignments in Kenya, Togo, Cameroun, Botswana, Nigeria, Nepal.
- Fluency in French.

PROFESSIONAL EXPERIENCE--SHORT-TERM CONSULTING:

Date: August-September 1981.

Employer: U.S. Department of State

Location: Washington, D.C.

Assignment: Panel review of Foreign Service employee performance.

Date: August 1981.

Employer: Overseas Education Fund

Location: Washington, D.C.

Assignment: Project design and proposal writing for integrated women's program in Senegal.

JEANNE McCORMACK
Page 2

Date: May-June 1981.
Employer: U.N. Fund for Population Activities
Location: Lome, Togo
Assignment: Assisted Togo Ministry of Health's Programme National du bien familial in designing and planning KAP survey for Togo.

Date: March 1981
Employer: Management Sciences for Health
Location: Boston, Massachusetts
Assignment: Proposal writing for health manpower training project in Cameroon

Date: March 1981.
Employer: Abt Associates
Location: Cambridge, Massachusetts
Assignment: Project planning for national nutrition program evaluation in Cameroon

Date: July-September 1980.
Employer: World Education, Inc.
Location: Accra, Ghana
Assignment: Final evaluation of five-year Family Life Education Programme Ghana Government's Department of Community Development.

Date: May 1979.
Employer: World Education, Inc.
Location: Accra, Ghana
Assignment: Co-trainer for Department of Community Development's evaluation workshop for community development officers.

Date: June-August 1974.
Employer: African-American Institute
Location: Ghana and Nigeria
Assignment: Survey of mid-level agricultural training institutions, rural development projects, and small farmer training programs.

PROFESSIONAL EXPERIENCE--PERMANENT POSITIONS:

October 1981 to present:

Employer: World Education, Inc.
Location: New York
Position: Technical Specialist

Responsible for research, evaluation, and planning assistance to nonformal education and women in development programs; management of AID Match Grant WID projects in Ghana and Kenya; development of new projects in Togo, and other African countries; writing proposals and technical reports. Staff development in design of training and technical assistance to indigenous generation groups for Tototo Home Industries, Mombasa, Kenya; design basic research to measure effects of participation in WID programs on income and family planning acceptance; developed new project with Dio of Maseno South, Kisumu, Kenya, to assist small-farmer groups through training and credit schemes; wrote sections of ACVAFS PVO Evaluation Sourcebook; wrote section on cost-benefit evaluation of nonformal education for WEI Issues Paper on Nonformal Education; designed evaluation research to measure effectiveness and impact of community participation in PAC projects; developed collaborative of PVO's to assist handicapped in Togo through training and credit.

Best Available Document

September 1979 to March 1981:

Employer: Overseas Education Fund
Location: Zambia Council for Social Development; Lusaka, Zambia
Position: Technical Advisor, Women in Development

Responsible for developing capacity of Zambian PVO consortium to assist 52 member voluntary organizations to plan, manage, improve, and evaluate economic and social programs for Zambian women. Conducted needs assessment of 23 agencies; developed five-year plan to address needs of member agencies pertaining to women's programs; developed organizational capacity of Council to set policy regarding women in development; held training programs, workshops, and conferences on women in development; assisted members in evaluating vocational training programs for women.

September 1975 to July 1979:

Employer: Management Sciences for Health
Location: Boston, Massachusetts
Position: Staff Associate

Administrator and consultant to Nepal government project to integrate health services: developed nonformal education materials for village health workers; assisted in evaluation workshop for Basic Health Services staff, Katmandu; managed training programs in U.S. for Nepal Basic Health Services staff; on-going project administration.

Consultant to NIMH for two years: worked with 8 U.S. community groups to evaluate rape prevention programs; wrote four manuals on evaluation research for rape prevention programs.

Consultant to DHEW for three years: worked with community and migrant health centers across U.S. to evaluate quality of care; wrote manuals and conducted training workshops in assessment of quality of care.

September 1972 to June 1975:

Employer: Harvard Graduate School of Education
Location: Cambridge, Massachusetts
Position: Project Administrator, Research Assistant

Administrator to study of science education in five developing countries. Researched integration of nutrition, health and family economics education into agricultural extension programs in developing countries. Edited and compiled book on population education in the U.S. and developing countries. Researched and helped write monograph on legal aspects of sex and population education.

November 1971 to August 1972:

Employer: Forum International, Inc.
Location: Berkeley, California
Position: Managing Editor

Edited environmental education journal. Helped plan and conduct seminar on proposed environmental education university for prominent systems and operations research experts.

July 1970 to October 1971:

Employer: University of California Counseling Center
Location: Berkeley, California
Position: Counselor

Intake counselor for university agency.

April 1970 to June 1970:

Employer: Florence Crittenton Services
Location: San Francisco, California
Position: Groupworker

Planned educational activities for resident unmarried mothers in maternal home with emphasis on development of creative arts skills. Coordinated volunteer auxiliary staff, participated in therapeutic treatment for residents, developed group leadership skills among residents.

February 1969 to November 1969:

Employer: St. Francis Hospital
Location: San Francisco, California
Position: Social Work Case Aide

Discharge planning for hospital patients. Liaison with public welfare agencies and patients' families. Work with Burn Unit patients.

August 1966 to November 1968:

Employer: U.S. Peace Corps
Location: Balaka, Malawi
Position: Nutrition Educator

Conducted pilot nutrition education program for Ministry of Health in 20-village rural area of Malawi. Held weekly child welfare clinic in government hospital (detection of malnutrition, immunizations, treatment of eye disease); economic and health evaluations of case families; village follow-up of malnutrition cases (home visits, groups discussions; cooking demonstrations); compilation of statistics on morbidity and mortality of clinic population.

Developed visual aids for nutrition and health education for use in non-literate rural communities in conjunction with songs aired by Malawi Broadcasting Company; presented these materials at nationwide conference

September 1965 to June 1966:

Employer: University of California Tutorial Project
Location: Oakland, California
Position: Volunteer tutor

Tutored low-income children in reading and mathematics.

EDUCATION:

Certificate of Advanced Studies.

Harvard University, June 1975.

Training in evaluation research, nutrition planning, educational planning

Major papers: research methodology for informal surveys; nutrition planning in Malawi; health education in Rwanda.

Master of Education.

Harvard University, June 1974.

Training in evaluation research, nutrition, population studies, economic development. Major papers: population education in Ghana; evaluation of literacy programs in Tanzania.

Bachelor of Arts.

University of California, Berkeley, July 1966.

Major in Social Science: sociology, anthropology, political science.

SPECIAL TRAINING:

Questionnaire Design and Survey Research, Anderson & Berdie Associates, Washington, D.C., 1978.

Statistical Package for the Social Sciences computer programming, Harvard University, 1975.

Peace Corps Training (Chinyanja language, public health, nutrition, community development, cultural studies), San Diego, California and Puerto Rico 1966.

African Literature, University of California, Berkeley, 1969.

Applied art training, Scripps College, Claremont, California, 1961-1963 and San Francisco Art Institute, 1961.

PROFESSIONAL MEMBERSHIPS:

African Adult Education Association

African Studies Association

American Public Health Association

Evaluation Research Society

International Union of Health Educators

National Council on International Health

LANGUAGES:

French: FSI 3

(have worked in French)

Chinyanja: FSI 4+

(have worked in Chinyanja)

Spanish: 4 years university training

(have not worked in Spanish)

Portuguese: 1 year language school training

(have not worked in Portuguese)

PUBLICATIONS:

- J. McCormack, "Zambia's Women: Vital Resource for Development". Focus on Development, No. 2, Spring 1981, Overseas Education Fund.
- J. McCormack, S.F. Klein, and H.S. Feild. A Self-Evaluation Primer for Rape-Responsive Organizations. Washington, D.C.: NIMH, 1979.
- J. McCormack and S.F. Klein. A Self-Evaluation Guide for Rape-Responsive Training Programs. Washington, D.C.: NIMH, 1979.
- S.F. Klein and J. McCormack. A Self-Evaluation Guide for Rape-Responsive Community Education Programs. Washington, D.C.: NIMH, 1979.
- S.F. Klein and J. McCormack. A Self-Evaluation Guide for Programs Providing Services to Victims of Rape. Washington, D.C.: NIMH, 1979.
- N. Hirschhorn, J. McCormack, S. Klein. Quality of Care Assessment and Assurance: An Annotated Bibliography with a Point of View. Boston: G.K. Hall, 1978.
- N. Hirschhorn, J.H. Lamstein, S. Klein, J. McCormack. Quality by Objective: A Self-Instructional Manual for Ambulatory Health Care Centers. Boston: G.K. Hall, 1978.
- N. Hirschhorn, J.H. Lamstein, S. Klein, J. McCormack, T.N. Warner. "Quality by Objectives: A Model of Quality of Care Assessment and Assurance for Ambulatory Health Care Centers." J. of Ambulatory Care Management, I, 1 (1978).

CARMAN ST. JOHN HUNTER

Office: World Education
251 Park Avenue South
New York, NY 10010

Summary of Experience

Primary responsibility for a national and international program of interorganizational cooperation and systems development;

Supervision of an interdisciplinary professional staff (1835 persons) responsible for the design and implementation of education, community development and action programs including resource development and publications;

Primary administrative responsibility for departmental budgets ranging from \$750,000 to \$7,000,000 annually;

Leadership of professional staffs and volunteers from the U.S. and international constituencies in

- creating, administering, and evaluating training programs for national, regional, and local teams;
- evaluating proposals and making grants to community development, social welfare, and education projects throughout the world;
- designing conferences to facilitate Third World-First World interaction held in the Caribbean, Africa, Asia, and South America;

Primary responsibility for a major study on adult illiteracy in the U.S., its educational and socio-economic roots and implications for national policy;

Thirteen years' experience living and working outside the U.S.

Work History

1978- Technical Specialist and Project Manager, World Education, Inc. responsible for providing technical assistance and administrative back-up for nonformal education and community development projects in Asia, Latin America, and the U.S.

- 1975-78 Free-lance education, organizational development, and training consultant with specialization in cooperation among voluntary organizations in the U.S. addressing issues of international development.
- 1959-74 Various executive positions with the National Executive Council of the Episcopal Church, including Director of National and World Mission (1971-74), Director Department of Education (1964-70), Associate Director, Department of Education (1961-63). The specific experience and responsibilities of these positions are outlined under Summary of Experience above.
- 1951-59 Co-director (with a Brazilian colleague) of the Department of Education of the Brazilian Episcopal Church with primary responsibility for adult nonformal education, leadership training, curriculum development, and regional and national planning.
- 1946-50 Teacher at St. Hilda's School, Wuchang, Hupeh, China and English tutor at Wuhan University. Coordinator community and village programs.
- 1943-44 Teacher (English, Latin, and history) at Derby Academy, Hingham, Massachusetts.

Education

- Undergraduate Western College, Oxford, Ohio, BA 1943
- Graduate Columbia University, Union Theological Seminary, and General Seminary, New York, combined MA program, 1944-46.
- Professional Human Relations Laboratories
 Consultant Skills Laboratories
 Organizational Development Seminars
 Community Organizing Workshops
 The above training was acquired in events sponsored by the National Training Laboratories, The National Council of Churches, and the Episcopal Church. Participation both as a trainee and as a staff member in the U.S. and overseas between 1961 and 1974.
- Honorary Western College, LHD, 1953
 Cuttington College, Liberia, LHD, 1973

- Publications Adult Illiteracy in the United States: A Report to the Ford Foundation, with David Harman. McGraw-Hill, 1979
- Translation from the original Portuguese, Pedagogy in Process: The Letters to Guinea Bissau, Paulo Freire. Seabury Press, 1978.

Author and collaborator in the production of study guides and training documents for teacher/leader training, values clarification, China, Brasil, and issues in world developme

Lectures at universities and conferences on adult education, literacy, community development, Third World issues.

Languages

Portuguese: fluent, spoken and written

Spanish: oral comprehension and reading knowledge

Chinese: limited spoken and oral comprehension (Mandarin)

French: reading knowledge and some oral comprehension

Personal data



Citizenship: U.S.

Civil Status: Married

(References on request)

Technical Associate
World Education, Inc.
251 Park Ave., South
New York, N.Y. 10010
(212) 598-4480

Experience Summary:

- 18 years professional experience in program development and program leadership in the areas of: family dynamics, community development, nonformal education, staff training, needs assessment/evaluation and project design; both in the U.S. and overseas.
- Professional experience and assignments with a broad network of Universities, development agencies, United Nations and U.S. Government Departments in project identification and development, and in contract/funds negotiations.
- Field-based international experience at the Government/Ministry and community level, and academic teaching and research positions at the graduate and undergraduate level in the U.S.
- Administrative and supervisory assignments in both international development programs and university programs in the U.S.

Professional Experience:

World Education

1980 to Present:

Program Development/Technical Associate

Responsible program officer for development of new program initiatives for the Organization, development of grant applications and management of organization's liaison with U.S. Government agencies and UN Organizations. On-going assignments of technical support to field projects, including: program design, workshop design and leadership for host agencies, project evaluation and liaison with donor agencies. Specialist consultancies carried-out in North Yemen, Swaziland and Zimbabwe in country needs assessments and project development for the UN and other agencies.

1978 - 1980:

Project Advisor; Family Life Project
Ghana, West Africa

Project advisor for an integrated development and education project carried-out in cooperation with the Ghana Department of Social Welfare and Community Development. Field-based technical support to host agency staff in program design, staff training and development and refinement of a project monitoring and evaluation system. Maintained in-country liaison with donor agencies and non-government organizations. Developed successful funding submission to the Food and Agriculture Organization of the United Nations for project support.

Merrill-Palmer Institute for
Human Development, Detroit, Michigan

1975-1977:

Faculty; Family Studies Program

Returned to the Institute from a United Nations assignment, to a faculty position in the Family Studies Program. The courses taught at the graduate and undergraduate level included; family dynamics, parent-child relations, and social change and the family. Responsible for program development in community-human services, and served as Chairperson for Graduate Committees of students in the Masters Program. Served as Co-Chairperson for the Institute Family Life Conference.

United Nations
Tanzania - Rome

1971 - 1975:

Program Officer, Food and Agriculture Organization

Country program specialist for population - family life project in Tanzania, E. Africa. Responsibilities in building government - program linkages; including development and design of education and training programs, development of materials and publications and survey/research activities. Medical leave following duty travel accident in 1971.

Re-assigned to Rome Headquarters staff in population - family life related programs. Consultant to Headquarters Workshop on population programs, 1971. Produced basic population education handbook for the Organization, and developed a research framework and collaborative relationship with host institution in Lebanon for a family life - child development research project carried-out in 1975.

Merrill-Palmer Institute for
Human Development, Detroit, Michigan

1969 - 1971:

Faculty; Family Studies and Community Services

Teaching assignment in family studies program, and community program responsibilities in human services, including supervision of student practicums in child/family services. Chairperson for Institute Family Life Conference in 1970.

Iowa State University
Ames, Iowa

1961 - 1969:

Specialist; Human Development

Served as state Extension Specialist in Human Development for the University. Responsibilities in community program development, including preparation of adult education and training materials, design and implementation of professional staff training, and liaison with community leadership. Extensive radio and TV program experience. Awarded staff leave to complete Ph.D. course work at the Merrill-Palmer Institute in 1967-68.

Clara-Elizabeth Fund for
Maternal Health, Flint, Michigan

1957 - 1960:

Program Staff

Member of teaching staff of community program in family life and maternal - child health. Teaching responsibilities in public school program and in adult education program in the community hospitals. Granted leave to complete M.S. Degree at Iowa State University in 1959 - 60.

Consultant Experience:

Office of Economic Opportunity; OEO, Washington, D.C.
University of California; Davis
University of Missouri; Columbus
Labor School, Wayne State University; Detroit, Michigan
United Nations (UNFPA); New York
PACT (Private Agencies Cooperating Together); New York

These experiences include design, coordination and leadership of workshops, seminars and in-service training programs in social change, child/human services, and population - development - quality of life issues.

Publications:

Papers Published

Mahan, Russ A., and Stephan R. Bollman, "Education or Information Giving?" Journal of Cooperative Extension, Summer, 1968.

Technical Bulletins: Iowa State University Extension Service;
Human Development Series (with N. Lysen)
The Teenager: His Image and World (with S. Bollman).

Mahan, Russ A., Population, Family Life and Resources. A Population Education Curriculum, FAO/UN, (MI/F1358/E), Rome, 1974.

Mahan, Russ A., Rural Household Resource Functions: Options and Constraints in the Development Process. FAO, Rome, 1974.
(In cooperation with EUC; Beirut, Lebanon).

Papers Presented

Family Strengths: What type Development Supports the Family Unit? Paper presented at International Federation of Home Economics Workshop; Guelph University, Ontario, Canada. July, 1976.

The Family and Change Process: A Systems Approach. Paper presented at State Meeting, Minnesota Early Childhood Program. April, 1976.

Family Conflict and Stability: Past and Future. Paper presented at State Conference; New Jersey Home Economics Association. May, 1976.

Urbanization and Indicators of Family Stress. Paper presented at Wayne University Conference, Labor School. November, 1976.

Russ A. Mahan
Education:

Central Michigan University; Mt. Pleasant, Michigan, 1956.

B.S.: Psychology, Teaching Certificate; Guidance.

Iowa State University; Ames, Iowa, 1960.

M.S.: Child - Human Development, Sociology.

Iowa State University; Ames, Iowa, 1970.

Ph.D.: Child - Human Development, Sociology.

Merrill-Palmer Institute; Detroit, Michigan, Summer Term 1958,

Sabbatical from Iowa State University, 1968-69 to complete Ph.D.

Professional Interests:

University teaching and action research in the areas of human development, social change and family sociology.

Development of curricula and design of learning experiences for various levels of students and participants in above areas.

Development and implementation of applied community programs of advocacy and education affecting human development, family units and quality of life.

Applied research programmes with focus on individual - family growth, and change, within social-economic-cultural context.

References Provided on Request

CURRICULUM VITAE

NAME: Martha McKee Keehn
 ADDRESS: 60 Tennis Place

(Office) World Education
 1414 Sixth Avenue
 New York, New York 10019

(212)838-525

EDUCATION: New York City public schools
 Western College for Women
 Oxford, Ohio

B.A. 1943
 (magna cum laude)
 Major: English Liter

University of Chicago
 School of Social Work

Graduate courses
 1943-1944

Columbia University
 New York School of Social Work
 (Field Work: Community Service Society
 and Bureau of Child Guidance of the
 New York City Board of Education)

M.S. 1945
 Master's Thesis: Ca
Recording Techniq

New York University

1970 - 1971
 Professional course
 Copy Editing and La

PROFESSIONAL EXPERIENCE:

Publications Director: World Education
 N.Y., N.Y.

1971-

Consultant: Publications and Publicity,
 World Education, N.Y., N.Y.

1969-1971

Assistant to the Executive Director:
 Foundation for the Arts, Religion,
 and Culture, N.Y., N.Y.

1967-1969

Freelance editor and writer

1960-1970

Secretary (executive director):

Social Welfare Committee, Indian
 Cooperative Union, New Delhi, India

1952-1961

Caseworker: Foster Homelinding Unit,
 Department of Public Welfare,
 Washington, D.C.

1950-1952

Adoption Worker: The Barker Foundation
 Bethesda, Maryland

1948-1950

Case Aide: The American Red Cross
 Chicago, Illinois

1943-1945

COMMUNITY SERVICE:

Alumnac Trustee: The Western College	1967-1975
Chairman: Arts Committee, The Broadway United Church	1968-1971
Board Member & Treasurer: World Education	1967-1971
Editor: The News Circle, monthly magazine . of the American Community, New Delhi, India	1958-1961
Co-Founder and Board Member, Cooperative . Nursery School, Lusaka, Zambia	1965
American International School, New Delhi, India	1954-1958
Cooperative Nursery School, Silver Spring, Maryland	1948

MISCELLANY: Script writer, director, actress, PTA veteran, Brownie leader,
Den Mother, etc., etc.

Small Hindi and less French

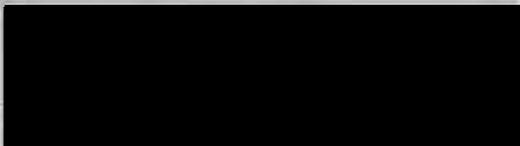
OVERSEAS EXPERIENCE:

One year in Venezuela as a child
Eight years in India (1952-1961)
Two years in Africa (Zambia and Rhodesia) 1965-1967
Professional assignments in Thailand and the Philippines.

PUBLICATIONS:

Editor:
The Theater in India, by Balvant Gargi

PERSONAL: Married
Six children
Health: Excellent



EDUCATION

COLUMBIA UNIVERSITY, Master of International Affairs,
School of International Affairs
Specialization: International Economics

198

Awards:

School of International Affairs Fellowship
Margaret C. Peabody Fellowship: Awarded by Vassar
College to a student pursuing graduate work in
International Affairs.

B.A. VASSAR COLLEGE
Major: French

19

Other Undergraduate Study:

YALE UNIVERSITY SUMMER LANGUAGE INSTITUTE Summer 19
Intensive study of French language and literature.

PROFESSIONAL
EXPERIENCE

WORLD EDUCATION INC., New York City 1980 - Pr
Program Assistant, Africa, Latin America and
Caribbean Unit

FUNCTIONAL SKILLS:

Management and Administration

- Monitor project activities in Africa, Latin America and the Caribbean.
- Manage consultant roster and conduct consultant searches.
- Liaison with Federal, United Nations, and private funders.

Planning and Programming

- Participate in development of project proposals.
- Wrote case study for the American Council of Voluntary Agencies for Foreign Service (ACVAFS) Conference on Evaluation.
- Planned and coordinated week-long orientation for staff member assigned to Liberia.
- Prepared background reports and analyses for internal organizational workshop.
- Organized and participated in the defense of a proposal to provide technical assistance to the Government of Morocco.

Training

- Participated in the design and facilitation of a workshop on basic skills in impact evaluation at the second ACVAFS Conference on Evaluation.

Training (Continued)

- Conceptualized, designed, organized and led (in French) a 2-day session on program evaluation for the XVI International Training Program in the Integration of Maternal and Child Health and Family Planning, Metropolitan Hospital Center, New York City.
- Train new staff members in administrative functions.

Counselling and Interviewing

- Interview consultants for overseas assignments.
- Interviewed and counselled staff member assigned to Liberia.

Finance

- Monitor project budgets.
- Prepare monthly cost and revenue projections.
- Provide analyses of expenses.
- Prepare proposal budgets.
- Prepare financial and narrative reports to funders.
- Prepare fiscal year budgets.

UNITED STATES INTERNATIONAL TRADE COMMISSION
New York Office, Intern.

Sprir

- Wrote a comprehensive report on the United Nations Development Programme. (Published by USITC.)
- Interviewed UNDP personnel in the Bureau of Programme Policy and Evaluation, and the Division of Information.
- Analysed potential for the institutionalization of an effective liaison between UNDP and USITC.
- Recommended strategies and policies to Branch Director of USITC.

COLUMBIA UNIVERSITY, Office of Career Education,
School of International Affairs.
Departmental Research Assistant.

- Assisted the Dean of Career Education in the management of the Field Work Program.
- Organized and chaired a Career Conversations panel on job opportunities in the nonprofit sector.
- Prepared a written profile and analysis of first-year SIA students.

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH
Intern.

Sprir

- Assisted in the preparation of a comprehensive report on the UN student intern programs.
- Organized and analysed data.
- Prepared information for publication.

RESEARCH INSTITUTE ON INTERNATIONAL CHANGE, 1978-
Columbia University.
Graduate Research Assistant.

VITTORIA & PARKER, New York City, 1977-
Administrative Assistant and Legal Secretary

VASSAR COLLEGE, Office of Admissions, 1975-
Admissions Assistant and Tour Guide

SCHERING AG, Berlin, Federal Republic of Summer 19
Germany, Intern.
- Translated French and Russian bio-chemical
articles into English.

LANGUAGES

French (excellent), Russian (good)

TRAVEL &
FOREIGN
RESIDENCE

Western Europe, Soviet Union, Mexico, the Caribbean and
continental United States.
Berlin - Summer 1974; Paris - Summer 1972.

REFERENCES

Available upon request.

APPENDIX IV

World Education's Unique Blend of Experience

As a nonprofit voluntary organization, registered with the USAID Advisory Committee for Voluntary Foreign Aid, World Education provides technical assistance to development agencies and institutions serving low-income people in the Third World through projects that contain an educational component.

We cut across development sectors and use educational techniques that focus on staff and human resource development, program design, and evaluation.

We strengthen local institutions; we do not operate our own field programs but work with agencies already in place to meet the needs of their client groups.

We have been at the forefront of agencies giving specialized assistance to groups working to bring women into the development process.

Our professional performance has led major donor agencies including USAID, the World Bank, and the Ford Foundation not only to support us but to use our services.

In the last decade, World Education has prepared more than:

- 140 country and sectoral analyses;
- 180 preliminary project designs;
- 90 final project designs;
- 60 research and demonstration project plans;
- 45 project implementations;
- 40 regional training seminars;
- 260 country training workshops and programs reaching...
 - 980 program planners, and
 - 12,000 teachers, facilitators, and field workers.

What we do

World Education trains the staff of local institutions in the skills they need to develop educational planning and policy and to:

- ASSESS the NEEDS of their constituents through...
- basic evaluation and research design
 - baseline surveys using such techniques as interviewing, questionnaires, and group discussion

PLAN and DESIGN EDUCATIONAL PROGRAMS that...

- reflect institutional goals
- are based on participants' priority concerns
- have realistic objectives that lead to specific outcomes
- strengthen administrative and supervisory systems
- result in curriculum models
- involve many development sectors (e.g., health, manpower development)

DESIGN TRAINING ACTIVITIES for staff, teachers, and field workers that...

- combine substantive content with appropriate group processes
- use a problem-solving approach
- strengthen leadership and administrative abilities
- provide for continuous feedback from learners
- include pre- and post-activity assessments
- provide for follow-up and institutionalization

DEVELOP INSTRUCTIONAL MATERIALS and TRAINING RESOURCES that...

- are culturally appropriate
- are relevant to the particular learning situation
- solve problems, build confidence, and encourage participation
- promote understanding and integration across disciplines

USE EVALUATION SYSTEMS that...

- provide easily obtainable information for continuous program improvement (formative evaluation)
- assess the program impact and lead to informed decisions about expansion or continuation (summative evaluation)
- employ pre- and post-tests, observation, interviews, and surveys
- assess changes related to administrative and program staff functions

MANAGE PROGRAMS through...

- effective budgeting and administration
- sound organizational planning
- appropriate staffing that encourages development and leadership at all levels
- project documentation
- work plan implementation

MOBILIZE RESOURCES by...

- establishing networks with other agencies and sharing information with them
- writing fundable proposals
- developing or enlarging constituencies
- carefully documenting and disseminating project results

Staff and Consultants

World Education is able to respond quickly and effectively to technical assistance requests. Its full-time professional staff has capability in curriculum development, teacher training, administration and supervision, educational planning, research design, evaluation, documentation and communications, nonformal education, skills development, teaching of a second language to illiterate people, women's education, cross-cultural and manpower training. In addition, World Education has immediate access to 56 consultants skilled in these technical areas, and maintains a roster of over 300 professionals.

Rigorous criteria are applied for both staff and consultant selection: extensive experience in working with Third World development problems; academic preparation; and technical skills directly related to the analysis, design, and evaluation of educational programs. Although World Education's major emphasis has been nonformal education, the majority of its staff and consultants have also had considerable experience in the design and evaluation of formal educational systems.

STAFF: All staff have lived and worked overseas. They speak a combined total of 15 foreign languages with either fluent or good communications skills: Thai, Chinese, Hindi, Lao, Nepali, Bahasa Indonesian, Arabic, Swahili, Amharic, Spanish, French, German, and Portuguese.

The staff has provided technical assistance in education or development programs in more than 26 countries in Asia, Africa, Latin America, and the Caribbean. All have graduate degrees at the Masters' or Ph. D. levels in education or related development areas. More than half of the staff are women.

CONSULTANTS: Those on the consultant roster possess multi-disciplinary technical skills and combined have capabilities and experience in the technical specialist categories specified in the IQC. In addition, their collective expertise encompasses agriculture, family planning, small-enterprise development, nutrition, primary health care, rural and urban development, appropriate technology, media and communications, program management, and literacy.

The group has provided technical assistance to educational programs in over 55 countries throughout the world. Among them they speak 29 languages and dialects fluently, including H'mong, Khmer, Tagalog, Filipino, Twi, Kpelle, Hausa, and Kikuyu. Approximately 25 percent are from developing countries and about half are women.

The consultant roster has been established since 1970 and is continuously refined and updated. World Education will continue to expand the roster in order to respond promptly to requests under the IQC for planning, design, and evaluation of educational programs.

Training

Good training is essential to skills development. World Education offers to its colleague agencies and institutions training programs that ...

- are experiential, "hands-on," and practical
- are based on the institution's own needs
- bring trainees into direct contact with those whom they, in turn, will be training, supervising, teaching, or assisting
- use the same approaches and techniques that trainees will be expected to use on the job
- are designed to move from simple to complex, from concrete to abstract, from here-and-now to remote

Results

Development, however, is more than methodology. It also depends on concrete change. During the past 12 years, World Education's technical assistance has had specific impact in many areas:

Staff and leadership development. Institutions and administrators are performing their roles more effectively and appropriately through better management and planning and by including evaluation in their program design.

Curriculum development. Government ministries and private institutions have designed new curricula for both formal and nonformal educational systems and have created and produced innovative learning materials in a variety of media.

Enterprise development and income generation. Rural women and men have founded small businesses as a result of new skills and access to credit; local groups developed food processing enterprises, and set up production and marketing co-ops.

Functional literacy. Adults have learned to read and write; field workers have designed new materials that integrate health, nutrition, agriculture, and family life planning concepts with literacy and numeracy training.

Agriculture. Farmers have adopted new techniques for truck farming and for raising livestock; they have planted additional protein-rich crops and found new markets.

Appropriate technology. Rural people have developed safe water systems, that not only improve health and sanitation but also enable women to use more productively those hours they traditionally spent fetching water.

Community organization. Low-income people have grouped together to meet their common needs through joint efforts—from building a community pre-school to approaching government agencies to provide health services or loans.

Primary health care. Parents have come to understand how they can control and improve family health; health workers have launched vaccination campaigns.

Our Special Capabilities

With its professional staff, and with access to an extensive consultant pool representing the major educational and development disciplines, World Education is able to provide a broad range of special services to other institutions.

PROGRAM PLANNING and TRAINING

Both government agencies and indigenous private voluntary agencies in Latin America, Asia, and Africa have requested collaborative assistance from World Education in planning functional education programs. These have ranged from national strategies to grass-roots outreach programs for village women. We have planned and conducted four regional program planning workshops—two in South-east Asia, one in Africa, and one in the Near East.

In the Caribbean, Africa, and Asia, we have conducted several series of staff development seminars for field staff and administrators. Based on this wide field experience, our publications unit has produced a variety of "how-to" manuals for trainers working in a range of sectors including health and family planning, rural enterprise/resource development, appropriate technology, and education.

MANAGEMENT

World Education has 12 years of experience in managing complex large-scale activities. These have included, for example, a World Bank request to assist the Saudi Arabian government in devising a national program for promoting functional literacy; a UNFPA contract to assess education and communication needs in Africa and the Middle East; and USAID contracts for technical assistance in training, evaluation, project planning, and survey research in over 30 countries.

Since 1969, World Education has secured and managed more than 18 major grants and contracts from such sources, totalling well over eleven million dollars.

EVALUATION

We have conducted regional seminars in Africa and Asia to train local development agency staff in program evaluation techniques, and take care to assure that an evaluation component is built into every project undertaken by World Education.

We have an established record of assisting IPVOs and other host agencies in designing and implementing evaluation and monitoring procedures. These have been documented in a number of publications, including handbooks and action reports of approaches to, and results of, field evaluation. Most recently, through our publications unit, we have prepared an evaluation monograph of an action-research project on innovative nonformal education for rural women, which was carried out over two years in Kenya and the Philippines.

world education inc

251 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10010 TELEPHONE: (212) 598-4480

WORLD EDUCATION, Inc. has been awarded a two-year Indefinite Quantity Contract (IQC), effective June 18, 1981. Contract # PDC-1406-I-00-1061-00.

World Education has agreed to provide AID and/or cooperating agencies with short-term advisory services related to the planning, design, and evaluation of educational programs, specifically in the following areas:

GENERAL EDUCATION

- Curriculum development
- Teacher training
- Administration and supervision
- Educational planning
- Tests and measurements
- Research design (experimental and quasi-experimental)
- Evaluation

EDUCATIONAL TECHNOLOGY

- Instructional materials development
- Systematic design and use of instructional media
- Formative and summative evaluation
- Instructional systems design
- Communications planning

NONFORMAL EDUCATION

- Program design and development (design NFE delivery systems and describe options for administration and management)
- Skills training
- Assessment and evaluation
- Materials development
- Women's education
- Planning and policy development

MANPOWER DEVELOPMENT

- World Education will analyze, design, and evaluate skills-training requirements and systems in the context of local and country circumstances. World Education will perform these functions for both formal and nonformal systems that are involved in providing trained manpower and will formulate recommendations for improvements in such systems.

WORLD EDUCATION, Inc. is prepared to provide specialists in these program areas and welcomes requests for such services.

W.E.