

PJ FAC 493

FEB 10 1981

ENTERED

MEMORANDUM

Date: February 9, 1981

TO : Distribution  
FROM : CM/SOD, <sup>NSD</sup> Donald Dickie

SUBJECT: Grant No. AID/ta-G-1237 between A.I.D.  
and World Education

This transmits one copy of a Negotiated Indirect Cost Rate Agreement dated January 7, 1981. This Agreement is also Amendment No. 9 to the subject grant

The purpose of this Amendment is to establish final and/or provisional indirect cost rates.

If additional copies are required, please contact CM/SOD/OSC.

DISTRIBUTION:

- CM/SD/SUP, Mrs. B. Lewis
- CM/SD/SUP, Mrs. Sarah Lewis
- SER/FM/PAD, Mr. P. Amos
- AAG/W, Mr. A. LeBlanc (2 copies)

Contracting Officer, CM/ COB/PE , G. Gold

Project Manager, DS/EHR, J. Hoxeng

USAID/ \_\_\_\_\_

ORIGINAL

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date January 7, 1981

SUBJECT: Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (AID)

REFERENCE: AAG/W Audit Report No. 80-106 dated September 16, 1980

CONTRACTOR: World Education  
or  
GRANTEE: 1414 Sixth Avenue  
New York, NY 10019

PART I - NEGOTIATED INDIRECT COST RATES (%)

<u>Type</u>	<u>From</u>	<u>Effective Period</u> <u>Through</u>	<u>Overhead Rate</u>
Final	7-1-77	6-30-78	60 (1)
Provisional	7-1-78	6-30-79	55 (1)
Provisional	7-1-79	until amended	36 (2)

Base of Application

- (1) Direct salaries and wages of personnel payrolled out of the contractor's New York office, but excluding all fringe benefits, salaries and wages of cooperating or third country nationals and consultanting fees.
- (2) Total direct cost less equipment, subcontracts and subgrants.

Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor; (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs; (3) that similar types of costs have been accorded consistent treatment; and (4) that the information provided by the grantee/contractor which was used as the basis for acceptance of the rate(s) agreed to herein is not subsequently determined to be materially incomplete or inaccurate.

x  
2

**PART II - ITEMS NORMALLY TREATED AS DIRECT COSTS**

**PART III - SPECIAL TERMS AND CONDITIONS**

Pursuant to § 7-3.705 of the Agency for International Development Procurement Regulations (AIDPR), the negotiated indirect cost rates set forth in Part I of this Agreement are incorporated into AID Agreements shown below. This Agreement shall not change any monetary ceiling, obligation, or specific cost allowance or disallowance provided for in the Contracts or Grants listed below or any other Agreement between the parties.

<u>Contract/Grant Number</u>	<u>Amendment Number</u>	<u>Project Number</u>
AID/ta-G-1237	9	932-0077
AID/csd-c-3280	24	932-0820
AID/otr-G-1779	3	930-0055
AID/ta-C-1455	5	931-1020
AID/SOD/PDC-G-0380	1	932-0114
AID/SOD/PDC-G-0072	7	932-0100
AID/otr-G-1736	2	930-0855
AID/afr-G-1196	4	663-0180

ACCEPTED:

BY Richmond Mayo-Smith  
Richmond Mayo-Smith  
 Printed or Typed Name  
Acting President  
 Title  
January 21, 1981  
 Date

Donald Dickie  
 Donald Dickie

CONTRACTING OFFICER  
 Overhead and Special Costs Branch  
 Services Operations Division  
 Office of Contract Management  
 Agency for International Development



**DISTRIBUTION:**

X	<u>CM/ROD</u>		<u>CM/COD</u>		<u>CM/SOD</u>		<u>OTHER</u>	
X	AFR	X	AN	X	PDC	X	AAG/W	X DS/EIR X PDC/PVC
	NE	X	PE			X	CM/SD/SUP	X PDC/ED X DS/ED
	LA	X	OTR			X	FM/PAD	
	ASIA							

Mrs. Lewis

MEMORANDUM

Date: June 19, 1979

TO : Distribution  
FROM : CM/SOD, Donald B. Dickie *Paris W. Lewis for*  
SUBJECT: Grant No. AID/ta-G-1237 between A.I.D.  
and World Education

This transmits one copy of a Negotiated Indirect Cost Rate Agreement dated June 6, 1979. This Agreement is also Amendment No. 8 to the subject Grant.

The purpose of this Amendment is to establish final and/or provisional indirect cost rates.

If additional copies are required, please contact CM/SOD/OSC.

DISTRIBUTION:

CM/SD/SUP, Mrs. B. Lewis  
CM/SD/SUP, Mr. G. Nell  
SER/FM, Mr. W. McKeel  
AAG/W, Mr. B. Abshire (2 copies)

Contracting Officer, CM/ COD/AN , Mr. M. Darwin

Project Manager, DS/EHR, M. J. Hoxang

USAID/

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date June 6, 1979

SUBJECT Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (AID)

REFERENCE WE Letter dated May 1, 1979

INSTITUTION World Education  
" 1414 Sixth Avenue  
CITY New York City, New York 10019

PART I - NEGOTIATED INDIRECT COST RATES (%):

Type	Effective Period		Overhead Rate
	From	Thru	
Provisional	7-1-77	6-30-78	54.93 <u>a/</u>
Provisional	7-1-78	6-30-79	55.00 <u>a/</u>
Provisional	7-1-79	Until Amended	36.00 <u>b/</u>

Acceptance of the rate(s) agreed to herein is predicated upon the conditions (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, (3) that similar types of costs have been accorded consistent treatment, and (4) that the information provided by the grantee/contractor which was used as the basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially incomplete or inaccurate.

Base of Application:

- a/ Direct salaries and wages of personnel payrolled out of the Contractor's New York Office; but excluding all fringe benefits, salaries and wages of cooperating or third country nationals and consulting fees.
- b/ Total direct cost less equipment, subcontracts and subgrants.

SEE PART III FOR APPLICATION OF THESE RATES TO AID AGREEMENTS

**PART II - ITEMS NORMALLY TREATED AS DIRECT COSTS:**

**PART III - SPECIAL TERMS AND CONDITIONS.**

Pursuant to § 7.3 705 of the Agency For International Development Procurement Regulations (ADPR), the negotiated indirect cost rates set forth in Part I of this Agreement are incorporated into AID Agreements shown below. This Agreement shall not change any monetary ceiling, obligation, or specific cost allowance or disallowance provided for in the Contracts or Grants listed below or any other Agreement between the parties.

<u>Contract/Grant No</u>	<u>Amendment No</u>	<u>Project Number</u>
AID/csd-3280	23	932-11-580-820
✓ AID/ta-G-1237	8	932-13-690-077
AID/ta-C-1455	3	931-1020
AID/afr-G-1196	3	663-0180
AID/otr-G-1736	1	906-0001
AID/SOD/PNC-G-0072	3	932-0141

ACCEPTED

BY Thomas B. Keehn

Thomas B. Keehn

PRINTED OR TYPED NAME

President

TITLE

June 11, 1979

DATE

Donald Dickie

Donald Dickie

CONTRACTING OFFICER

Overhead and Special Costs Branch  
 Services Operations Division  
 Office of Contract Management  
 Agency for International Development

DISTRIBUTION

X

CM/ROD

AFR

NE

LA

ASIA

X

X

X

CM/COD

AN

PE

OTR

CM/SOD

PNC

OTHER

X

AAG/W

X

CM/SD/SUP

X

SER/FV/PAD

X

PDC/PVC X DS/EHR X WID

X

AFR/ESA

DP

6

ORIGINAL

3M - 9 Hoxley  
Reg - 3 Ware  
DS/ED

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

Mr. Thomas B. Keehn  
President  
World Education, Inc.  
1414 Sixth Avenue  
New York, New York 10019

SEP 23 REC'D

SEP 25 1978

Subject: Grant No. AID/ta-G-1237  
Amendment No. 7  
PIO/T No.: 3279237

Dear Mr. Keehn:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D.") amends the subject Grant as follows:

1. In the Cover Letter, delete the date "September 30, 1978" and substitute in lieu thereof, the date "November 30, 1978".

2. Program Description

Paragraph E - Budget - Under "Year 3" delete the date "9/30/78" and substitute in lieu thereof, "11/30/78".

All other terms and conditions remain unchanged.

Please sign the original and all copies of this letter to acknowledge your acceptance of the conditions herein. Retain one copy for your file and

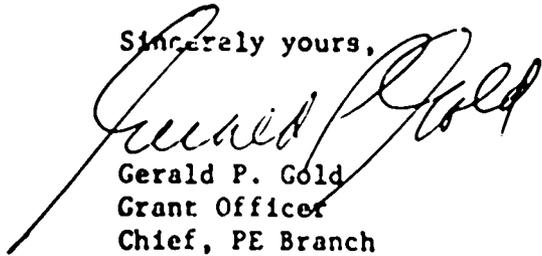
ORIGINAL

Mr. T. B. Keehn  
WEI, Inc.

-2-

return the original and remaining copies to this office.

Sincerely yours,



Gerald P. Gold  
Grant Officer  
Chief, PE Branch  
Central Operations Division  
Office of Contract Management

ACKNOWLEDGED:

WORLD EDUCATION, INC.

BY: Thomas B. Keehn

TYPED NAME: Thomas B. Keehn

TITLE: President

DATE: September 29, 1978

8

ORIGINAL

JUL 14 1978

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

~~JUL 05 1978~~  
Przybyl - E Whiden  
- 702 - B Ware  
DS/EHR

JUN 29 1978

Mr. Thomas B. Keehn  
President  
World Education, Inc.  
1414 Sixth Avenue  
New York, New York, 10019

Subject: Grant No. AID/ta-G-1237  
Amendment No. 6  
PIO/T No.: 3279237

Dear Mr. Keehn:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D.") amend the subject Grant as follows:

1. In the Cover Letter, delete the date "June 30, 1978" and substitute in lieu thereof, the date "September 30, 1978".

2. Program Description.

Paragraph E - Budget - Under "Year 3" delete the date "6/30/78" and substitute in lieu thereof, "9/30/78".

All other terms and conditions remain unchanged.

Please sign the original and all copies of this letter to acknowledge

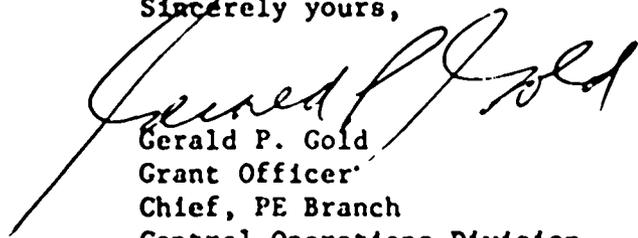
ORIGINAL

Mr. T. B. Keehn  
WEI, Inc.

-2-

your acceptance of the conditions herein. Retain one copy for your file and return the original and remaining copies to this office.

Sincerely yours,



Gerald P. Gold  
Grant Officer  
Chief, PE Branch  
Central Operations Division  
Office of Contract Management

ACKNOWLEDGED:

WORLD EDUCATION, INC.

BY: Thomas B. Keehn

TYPED NAME: THOMAS B. KEEHN

TITLE: PRESIDENT

DATE: JULY 5, 1978

MEMORANDUM

Date: May 26, 1978

TO : Distribution

FROM : CM/SOD, Donald B. Dickie <sup>ASST.</sup>

SUBJECT: Grant No. AID/ta-G-1237 between A.I.D.  
and World Education.

This transmits one copy of a Negotiated Indirect Cost Rate Agreement dated May 9, 1978. This Agreement is also Amendment No. 5 to the subject Grant.

The purpose of this Amendment is to establish final and/or provisional indirect cost rates.

If additional copies are required, please contact CM/SOD/OSC.

DISTRIBUTION:

CM/SD/SUP, Mrs. B. Lewis  
CM/SD/SUP, Mr. G. Nell  
SER/FM, Mr. W. McKeel  
AAG/W, Mr. B. Abshire (2 copies)

Contracting Officer, CM/ COD/AN , Mr. M. Darwin

Project Manager, DS/EHR, Mr. B. Wilder

USAID/

AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date: May 9, 1978

SUBJECT: Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (AID)

REFERENCE: AAG/W Audit Report No. 78-95 dated April 27, 1978

INSTITUTION World Education  
" 1414 Sixth Avenue  
OTHER New York City, New York 10019

PART I - NEGOTIATED INDIRECT COST RATES (%):

Type	<u>Effective Period</u> <u>From</u>	<u>Thru</u>	<u>Overhead Rate (%)</u>
Final	7-1-76	6-30-77	54.4
Provisional	7-1-77	Until Amended	54.0

Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, (3) that similar types of costs have been accorded consistent treatment, and (4) that the information provided by the grantee/contractor which was used as the basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially incomplete or inaccurate.

Base of Application

Direct salaries and wages of personnel payrolled out of the Contractor's New York office; but excluding all fringe benefits, salaries and wages of cooperating or third country nationals and consultant fees.

**PART II - ITEMS NORMALLY TREATED AS DIRECT COSTS:**

**PART III - SPECIAL TERMS AND CONDITIONS:**

Pursuant to § 7-3.705 of the Agency For International Development Procurement Regulations (AIDPR), the negotiated indirect cost rates set forth in Part I of this Agreement are incorporated into AID Agreements shown below. This Agreement shall not change any monetary ceiling, obligation, or specific cost allowance or disallowance provided for in the Contracts or Grants listed below or any other Agreement between the parties.

<u>Contract/Grant No.</u>	<u>Amendment No.</u>	<u>Project Number</u>
a/ AID/CM/pha-BOA-73-26	5	
AID/ca-C-1455	2	931-1020
AID/ca-G-1237	5	932-13-690-077
b/ AID/csd-3280	21	931-11-580-820
AID/afr-G-1196	2	663-0180

- a/ Maximum provisional and final overhead rate for Contract No. AID/CM-pha-BOA-73-26 is 45%.
- b/ Maximum provisional and final overhead rate in accordance with Amendment No. 14 to Contract No. AID/csd-3280 is 45% through March 31, 1977.

**ACCEPTED:**

BY Thomas B. Keehn  
 THOMAS B. KEEHN  
 PRINTED OR TYPED NAME  
 President  
 TITLE  
 May 15, 1978  
 DATE

Donald Dickie  
 Donald Dickie  
 CONTRACTING OFFICER  
 Overhead and Special Costs Branch  
 Services Operations Division  
 Office of Contract Management  
 Agency for International Development

DISTRIBUTION:	<u>CM/ROD</u>	<u>CM/COD</u>	<u>OTHER</u>
X	AFR	AN	X AAG/W
	NE	X PE	X CM/SD/SUP
	LA	OTR	X SER/FM/PAD
	ASIA		X PVC/OPNS X DS/EHR X AFR/ESA
		<u>CM/SOD</u>	
		X PDC	

DB

**ORIGINAL**  
DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

17 AUG 1977

*my msn - B Wilder*  
*reg - E Fisher*  
*TA/EHR*

1 JUL 1977

Mr. Thomas B. Keehn, President  
World Education, Inc.  
1414 6th Avenue  
New York, New York 10019

Subject: Amendment No. 4 to  
Grant No. AID/ta-G-1237  
PIO/T No. 932-0077-73-3279237

Dear Mr. Keehn:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, and Executive Order No. 11223, the subject grant is hereby amended, as follows:

Effective upon the date of this letter, the final increment of \$175,000 is made and shall apply to commitments made by the Grantee in furtherance of program objectives during July 1, 1977 through June 30, 1978.

I. Program Description

a. Paragraph E - Budget

Delete in its entirety and in lieu thereof substitute the following:

"BUDGET

1. The funds provided herein shall be used to finance the following items:

APPROVED FOR THE SECRETARY  
11 x 1026  
426,320.99 - 00 76.71  
327,923.7  
125,000.00 25.90  
932-0077-73

**ORIGINAL**  
*W. Hughes*

*2/19/77*

2.

	<u>Year 1</u> (6/30/75 - 6/30/76)	<u>Year 2</u> (7/1/76 - 6/30/77)	<u>Year 3</u> (7/1/77 - 6/30/78)	<u>Total</u>
a. Salaries	\$ 38,683	\$ 55,683	\$54,000	\$148,366
b. Benefits	5,802	7,502	7,400	20,704
c. Overhead	16,015	24,515	23,560	64,090
d. Consultant Fees	9,000	14,000	24,440	47,440
e. International Travel				
Consultant	3,000	5,500	7,500	16,000
Staff	4,500	7,000	7,500	19,000
f. Domestic Travel				
Consultant	600	600	1,500	2,700
Staff	900	900	1,500	3,300
g. Per Diem	5,000	9,000	12,600	26,600
h. Workshops and Training	13,000	1,300	43,000	57,300
i. Equipment & Other Direct Costs	1,500	2,000	7,000	10,500
j. Publications	<u>2,000</u>	<u>2,000</u>	<u>5,000</u>	<u>9,000</u>
GRAND TOTAL	\$100,000	\$130,000	\$195,000	\$425,000

2. The total estimated cost of this grant to the Government is \$425,000 of which the amount of \$425,000 is presently obligated for Years one (1) through three (3). The Grantee's attention is directed to the revised Standard Provision entitled 'Limitation of Cost.'

3.

3. There is presently obligated for commitment under this grant the amount of \$425,000 which may be utilize for the dollar cost as set forth in the 'Budget.' Within the grand total of the obligation, the grantee may not exceed the total amount of each Year's Budget without the approval of the Grant Officer. Adjustments among the line items within each Year's Budget are unrestricted.

4. Prior approval has been granted to the Grantee for transfer of Budget funds from Year 2 to Year 3 in accordance with the Standard Provision entitled 'Limitation of Funds' and with the stipulation that funds are available within the prior year level of funding." The amount of \$20,000 has been transfer from Year 2 Budget line item "h" to Year 3 Budget line item "h."

## II. Standard Provisions

Clause w. Limitation of Funds (June 1973), Delete in its entirety and in lieu thereof substitute "Limitation of Cost" which is attached hereto as Attachment A and made a part hereof.

Except as expressly amended, the subject Grant remains in full force and effect in accordance with its terms.

Please sign the original and seven (7) copies of this amendment in the space provided below to acknowledge your understanding and acceptance of the conditions under which this amendment has been made.

4.

The original and six (6) copies of this letter amendment should be returned to this office.

Sincerely yours,



Morton Darwin  
Grant Officer  
Technical Assistance Branch  
Central Operations Division  
Office of Contract Management

ACKNOWLEDGED:

WORLD EDUCATION, INC.

BY: Thomas B. Keeln

TITLE: President

DATE: August 8, 1977

## ATTACHMENT A

### W. LIMITATION OF COST (JAN. 74)

1. It is estimated that the total cost to the Government for the performance of this Grant will not exceed the estimated cost set forth in Attachment A, and the Grantee agrees to use his best efforts to perform the work specified in Attachment A and all obligations under this Grant within such estimated cost. If, at any time, the Grantee has reason to believe that the costs which he expects to incur in the performance of this grant in the next succeeding 60 days, when added to all costs previously incurred, will exceed 75 percent of the estimated cost then set forth in Attachment A, or if, at any time, the Grantee has reason to believe that the total cost to the Government for the performance of this grant will be greater or substantially less than the then estimated cost hereof, the Grantee shall notify the Grant Officer in writing to that effect, giving the revised estimate of such total cost for performance of this Grant.

2. Except as required by other provisions of this Grant specifically citing and stated to be an exception from this clause, the Government shall not be obligated to reimburse the Grantee for costs incurred in excess of the estimated cost set forth in Attachment A, and the Grantee shall not be obligated to continue under the grant (including actions under the Termination clause) or otherwise to incur costs in excess of the estimated cost set forth in Attachment A unless and until the Grant Officer shall have notified the Grantee in writing that such estimated cost has been increased and shall have specified in such notice a revised estimated cost which shall thereupon constitute the estimated cost of performance of this grant. No notice, communication, or representation in any other form or from any person other than the Grant Officer shall affect the estimated cost of this grant. In the absence of the specified notice, the Government shall not be obligated to reimburse the Grantee for any costs in excess of the estimated cost set forth in

Attachment A, whether those excess costs were incurred during the course of the grant or as a result of termination. When and to the extent that the estimated cost set forth in Attachment A has been increased, any costs incurred by the Grantee in excess of the estimated cost prior to such increase shall be allowable to the same extent as if such costs had been incurred after the increase; unless the Grant Officer issues a termination or other notice and directs that the increase is solely for the purpose of covering termination or other specified expenses.

3. In the event that this grant is terminated or the estimated cost not increased, the Government and the Grantee shall negotiate an equitable distribution of all property produced or purchased under the contract based upon the share of costs incurred by each.

8 JUN 1977 Mrs. Booker

MEMORANDUM

ORIGINAL

June 7, 1977

TO : Distribution

FROM : CM/SOD, Donald B. Dickie

SUBJECT: Grant \_\_\_\_\_ No. AID/ta-G-1237 \_\_\_\_\_ between A.I.D.  
and \_\_\_\_\_ World Education \_\_\_\_\_

This transmits one copy of a Negotiated Indirect Cost Rate Agreement  
dated May 18, 1977 . This Agreement is also Amendment No. 3  
to the subject Grant

The purpose of this Amendment is to establish final and/or provisional  
indirect cost rates.

If additional copies are required, please contact CM/SOD/OSC.

DISTRIBUTION

- CM/SD/SUP, Mrs. G. Booker
- CM/SD/SUP, Mrs. E. Amis
- CM/SD/SUP, Mr. G. Nell
- SER/FII, Mr. W. McKeel
- AG/AUD, Mr. B. Abshire (2 copies)

Contracting Officer, CM/ COB/TAB , Mr. M. Darwin

Project Manager, TA/EHR, Mr. B. Wilder

USAID/ \_\_\_\_\_

AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date: May 18, 1977

SUBJECT: Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (AID)

REFERENCE: DCAA Audit Report No. 6171-02-7-0169 dated December 22, 1976

INSTITUTION World Education  
          at 1414 Sixth Avenue  
OFFICE New York City, New York 10019

PART I - NEGOTIATED INDIRECT COST RATES (%):

Type	<u>Effective Period</u>		<u>Overhead Rate (%)</u>
	<u>From</u>	<u>Thru</u>	
Final	7-1-75	6-30-76	46.7
Provisional	7-1-76	Until Amended	46.7

Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the grantee-contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee-contractor, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, (3) that similar types of costs have been accorded consistent treatment, and (4) that the information provided by the grantee-contractor which was used as the basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially incomplete or inaccurate.

Area of Application

Direct salaries and wages of personnel payrolled out of the Contractor's New York office; but excluding all fringe benefits, salaries and wages of cooperating or third country nationals and consultant fees.

SEE PART III FOR APPLICATION OF THESE RATES TO AID AGREEMENTS.

**PART II - ITEMS NORMALLY TREATED AS DIRECT COSTS:**

**PART III - SPECIAL TERMS AND CONDITIONS:**

Pursuant to § 7-3.705 of the Agency For International Development Procurement Regulations (AIDPR), the negotiated indirect cost rates set forth in Part I of this Agreement are incorporated into AID Agreements shown below. This Agreement shall not change any monetary ceiling, obligation, or specific cost allowance or disallowance provided for in the Contracts or Grants listed below or any other Agreement between the parties.

<u>Contract/Grant No.</u>	<u>Amendment No.</u>	<u>Project Number</u>
a/ AID/CM/pha-BOA-73-26	3	
AID/ta-C-1202	2	931-17-998.001
✓ AID/ta-G-1237	3	932-13-690-077
b/ AID/csd-3280	15	931-11-580-820
AID/afr-G-1196	1	663-0180

- a/ Maximum provisional and final overhead rate for Contract No. AID/CM/pha-BOA-73-26 is 45%.
- b/ Maximum provisional and final overhead rate in accordance with Amendment No. 14 to Contract No. AID/csd-3280 is 45% through March 31, 1977.

ACCEPTED:

BY Norman R. Gill  
 FORMAN R. GILL  
 PRINTED OR TYPED NAME  
 Comptroller  
 TITLE  
 May 26, 1977  
 DATE

Donald B. Dickie  
 Donald B. Dickie  
 CONTRACTING OFFICER  
 Overhead and Special Costs Branch  
 Special Operations Division  
 Office of Contract Management  
 Agency for International Development

DISTRIBUTION	CM/ROD		CM/COD	OTHER
	AFR	X	TAB	X AG/AUD
	NE	X	PHA	X CM/SD/SUP
	LA		OTR	X SER/FM/ CSD
	ASIA		ITA	X PHA/POP X TA/EHR

L'BD

72

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

ORIGINAL

Mr. Thomas B. Keehn, President  
World Education, Inc.  
1414 6th Avenue  
New York, New York 10019

JUN 30 1976

Subject: Amendment No. <sup>2</sup>~~1~~ to Grant  
No. AID/ta-G-1237  
Amendment No. 1 to PIO/T No.  
932-13-690-077-73-3269247

Dear Mr. Keehn:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, and Executive Order No. 11223, the subject grant is hereby amended to increase the sum to \$425,000, subject to the availability of funds to continue to support the program and to improve the system for development of staff specialists and regional consultants in Africa during the second year of this grant, as fully described below:

1. Attachment A - Program Description

a. Paragraph A - Purpose of Grant - Add the following:

"4. To strengthen the ability of the African Regional Office of World Education, Inc. (WEI) to deliver technical services and to develop in the African region capacities and capabilities parallel to those being developed in the New York office."

b. Paragraph B - Specific Objectives - Add the following:

"5. This DPG\* will strengthen the African Regional Office of WEI's ability to deliver technical services. By the end of Year 3, these

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\*Development Program Grant

ORIGINAL

new systems will become self-sustaining. A cadre of African consultants will be identified, recruited, and trained to provide technical backstopping for WEI program activities, and for transferring its knowledge and skills from one cultural context to another."

c. Paragraph C. Implementation. WORKPLAN - Add the following:

Objective 5:

To improve system designing and planning activities.

Activities for Year 2:

1. Identify and maintain contact with regional representatives of public and private, national and international agencies involved in development activities related to integrated functional education for adults.

2. Plan and carry out at least two (2) project development field trips in conjunction with above selected agencies.

3. Plan and form World Education-African regional advisory committee by identifying key representatives from above agencies and regional consultants to assist in formulating program criteria, and selecting program activities.

Activities for Year 3:

1. Continue to maintain contact with above selected agencies.

2. Carry out at least two (2) field trips in conjunction with above selected agencies.

3. Hold two (2) meetings of World Education's African regional advisory committee.

Objective 6:

To improve system for managing and monitoring program activities.

Activities for Year 2:

1. With help of above agencies, survey/assess feedback systems presently in use by selected agencies.
2. Plan regional system, in response to headquarters for a four-way communication with New York, WEI regional consultants, host agencies, and with funding agencies.

Activities for Year 3:

1. a) Compile, catalogue, and utilize survey results.  
b) Plan one (1) workshop for inter-agency dialogues to create awareness of array of feedback schemes.
2. Refine system

Objective 7:

To improve system for development of selected staff and regional consultants.

Activities for Year 2:

1. Identify and recruit ten (10) regional consultants in Africa who can provide technical backstopping for program activities.
2. Identify and recruit fifteen (10) graduate interns in Africa for planning and managing program activities.
3. a) Identify program areas in which consultants and graduate interns need orientation and training.  
b) Plan and carry out four (4) related workshops.

Activities for Year 3:

1. Continue to process based on results of Year 2.
2. Plan and carry out one (1) major seminar and two (2) workshops to train regional consultants in various program areas.

Objective 8:

To improve system for information exchange and dissemination.

Activities for Year 2:

1. Assist work of New York Resource Center by assessing the needs of region in terms of information; e.g. kinds of publication needed, additions to WEI's mailing list, more information about African agencies, and soliciting articles from Africans for WEI's publications.

Activities for Year 3:

Continue to assist the work of New York Resource Center.

d. Under E. Budget - Delete in its entirety and in lieu thereof insert the following:

"E. Budget

1. The funds provided herein shall be used to finance the following items:

	<u>FY 1975</u>	<u>FY 1976</u>	<u>FY 1977</u>	<u>Totals</u>
1. Salaries	\$38,683	\$55,683	\$54,000	\$148,366
2. Benefits	5,802	7,502	7,400	20,704
3. Overhead	16,015	24,515	23,560	64,090
4. Consultant fees	9,000	14,000	24,440	47,440
5. International Travel				
Consultants	3,000	5,500	7,500	16,000
Staff	4,500	7,000	7,500	19,000
6. Domestic Travel				
Consultant	600	600	1,500	2,700
Staff	900	900	1,500	3,300
7. Per Diem	5,000	9,000	12,600	26,600
8. Workshops and training	13,000	21,300	23,000	57,300
9. Equipment and other				
Direct Costs	1,500	2,000	7,000	10,500
10. Publications	<u>2,000</u>	<u>2,000</u>	<u>5,000</u>	<u>9,000</u>
TOTAL	\$100,000	\$150,000	\$175,000	\$425,000

Best Available Document

2. The Grantee may not exceed the total amount of each Year's Budget. Adjustments among the line items within each Year's Budget are unrestricted.

*VP  
TBK*

3. As previously stated above, the total estimated amount of this grant is ~~\$475,000~~ <sup>\$425,000</sup>, subject to availability of funds; however, the total amount obligated and available is \$250,000, which is to cover costs as follows:

- \$100,000 for FY75 activities of original Program Description
- 100,000 for FY76 activities of original Program Description
- 50,000 for FY76 activities of the addition to Program Description included by this amendment
- \$250,000 Total amount obligated

The Grantee's attention is directed to the Standard Provision entitled "Limitation of Funds."

Please sign the Statement of Assurance of Compliance, enclosed herein, and the original and eight copies of this amendment to acknowledge your acceptance of the conditions under which these funds have been granted.

If you are in agreement with this Letter Amendment, please return the Statement of Assurance of Compliance and the original and seven (7) copies of this Grant to the Office of Contract Management.

Sincerely yours,

V. C. Perelli  
Grant Officer  
Technical Assistance Branch  
Central Operations Division  
Office of Contract Management

Attachments:  
B. General Provisions

ACKNOWLEDGED:

WORLD EDUCATION, INC.

BY: *Thomas B. Keenan*

TITLE: *President*

DATE: *July 13, 1976*

*25*

Mrs. Booker

April 2, 1976

MEMORANDUM

*used*

TO : Distribution

FROM : CM/SOD/CSC, F. J. Moncada 

SUBJECT: Grant \_\_\_\_\_ NO. AID/ra-G-1237 between A.I.D. and  
World Education \_\_\_\_\_.

This transmits one copy of a Negotiated Indirect Cost Rate Agreement dated March 4, 1976. This Agreement is also Amendment No. 1 to the subject Grant.

The purpose of this Amendment is to establish final and/or provisional indirect cost rates.

If additional copies are required, please contact CM/SOD/OSC.

DISTRIBUTION:

CM/SD/SUP, Mrs. G. Booker  
CM/SD/SUP, Mrs. E. Amis  
CM/SD/SUP, Mr. D.F. Sutton  
SER/FM, Mr. W. McKeel  
AG/AUD, Mr. B. Abshire (2 copies)

Contracting Officer, CM/COD/TAB, Miss V. C. Perelli

Project Manager, TA/EHR, Mr. B. Wilder

USAID/ \_\_\_\_\_

MAR 8 - REC'D

NEGOTIATED INDIRECT COST RATE AGREEMENT

Date: March 4, 1976

SUBJECT : Indirect Cost Rates for Use in Cost Reimbursement Type Agreements With the Agency for International Development (A.I.D.).

REFERENCE : DCAA Audit Report No. 6171-01-6-0459 dated December 17, 1975

INSTITUTION : World Education  
or 1414 Sixth Avenue  
OTHER New York City, New York 10019

PART I - NEGOTIATED INDIRECT COST RATES:

<u>Type</u>	<u>Effective Period</u> <u>From</u>	<u>Thru</u>	<u>Rate(%)</u>	<u>Designation</u>
Final	7-1-74	6-30-75	44.9	Overhead
Provisional	7-1-75	Until Amended	45.0	Overhead

Base of Application:

Direct salaries and wages of personnel payrolled out of the Contractor's New York office; but excluding all fringe benefits, salaries and wages of cooperating or third country nationals and consultant fees.

Unless otherwise indicated, the above rates are provisional after the latest date shown for each rate designation, until amended.

\* SEE PART III FOR APPLICATION OF THESE RATES TO A.I.D. AGREEMENTS.

✓ 29

**PART II . ITEMS NORMALLY TREATED AS DIRECT COSTS:**

**PART III . SPECIAL TERMS AND CONDITIONS:**

Pursuant to 57-3.705 of the Agency for International Development Procurement Regulations (AIDPR), the negotiated indirect cost rates set forth in Part I of this Agreement are incorporated into A.I.D. agreements as follows:

<u>Contract/Grant No.</u>	<u>Amendment No.</u>	<u>Project Number</u>
AID/csd-3280	12	931-11-580-820-73
AID/pha-BOA-73-26	2	
AID/ta-C-1202	1	931-17-998-001-73
✓ AID/ta-G-1237	1	932-13-690-077

**ACCEPTED:**

BY Norman R. Gill

NORMAN R. GILL  
PRINTED OR TYPED NAME

Director of Finance

TITLE  
March 31, 1976

DATE

Francis J. Moncada  
Francis J. Moncada

CONTRACTING OFFICER  
Overhead and Special Costs  
Branch  
Special Operations Division  
Office of Contract Management  
Agency for International Development

**DISTRIBUTION.**

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X SER/FM/CSD  
X PHA/POP X TA/EHR

DBU

11 JUL 1975

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*B. J. ...*

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

JUN 30 1975

Mr. Thomas B. Keehn, President  
World Education, Inc.  
1414 6th Avenue  
New York, New York 10019

Subject: Grant No. AID/ta-G-1237

Dear Mr. Keehn:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to World Education, Inc. (hereinafter referred to as "World Education, Inc." or "Grantee") the sum of \$325,000, subject to the availability of funds, to provide support for a program for strengthening the Grantee's Department of Program Development, Analysis, and Evaluation as more fully described in the attachment to this Grant entitled "Program Description".

This Grant is effective, and obligation of the first increment of \$100,000, is made as of the date of this letter and shall apply to commitments made by the Grantee in furtherance of program objectives during the period June 30, 1975 through June 30, 1976.

This Grant is made to World Education, Inc., on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment A entitled "Program Description," and Attachment B entitled "Standard Provisions," which have been agreed to by your organization.

Please sign the Statement of Assurance of Compliance, enclosed herein, and the original and seven (7) copies of this letter to acknowledge your acceptance of the conditions under which these funds have been granted.

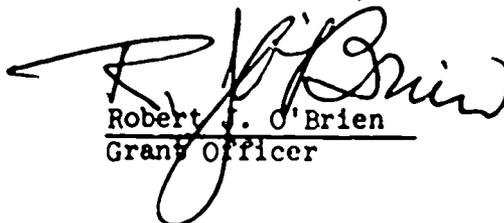
FUNDS AVAILABLE

Date June 30, 1975  
Project No. 932-13-49a-077  
Obligation No. 3259.051  
Object Class 2590  
Allotment 427-22-059-06-26-82  
Amount \$ 100,000.00  
By (initials) TK

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Please return the Statement of Assurance of Compliance and the original and six (6) copies of this Grant to the Office of Contract Management.

Sincerely yours,

  
Robert J. O'Brien  
Grant Officer

Attachments:

- A. Program Description (9 pages)
- B. Standard Provisions (15 pages)
- C. Payment Provisions (1 page)
- D. Grantee's Proposal of February 1975 (30 pages)
- E. Report Guidelines (6 pages)

ACCEPTED:

World Education, Inc.

By: Thomas B Keelin

Title: President

Date: July 1, 1975

ASSURANCE OF COMPLIANCE WITH THE AGENCY FOR  
INTERNATIONAL DEVELOPMENT REGULATION UNDER TITLE VI  
OF THE CIVIL RIGHTS ACT OF 1964

WORLD EDUCATION, INC.

(hereinafter called the "Grantee")

(Name of Grantee)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Agency for International Development (22 CFR Part 209, 30 FR 317) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, religion, sex or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under and program or activity for which the Grantee receives Federal financial assistance from the Agency; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Grantee by the Agency, this assurance shall obligate the Grantee, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Grantee for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Grantee for the period during which the Federal financial assistance is extended to it by the Agency.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Grantee by the Agency, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Grantee recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Grantee, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Grantee.

WORLD EDUCATION, INC.

(Grantee)

BY (Signature)

T. Thomas B. Keehn

TITLE President

TYPED NAME

Thomas B. Keehn

DATE

July 8, 1975

PROGRAM DESCRIPTION

A. Purpose of Grant

1. Increase the capacity of the LDCs to plan and conduct their own adult education programs
2. Develop US/FVO capability to assist LDCs to develop the capacity referred to in 1. above
3. To strengthen the Department of Program Development, Analysis and Evaluation, thereby enhancing World Education's organizational capacity to provide technical assistance throughout the world in the area of nonformal adult education.

B. Specific Objectives

This DPG\* will strengthen the Department of Program Development, Analysis and Evaluation, thereby enhancing World Education's organizational capacity to achieve four cardinal objectives:

1. To develop and introduce into ongoing World Education operations a system of program analysis, program needs assessment and program evaluation; and to acquire the capability to provide technical assistance to help other organizations and agencies engaged in nonformal education to acquire increased competencies in these areas;
2. To develop a more effective system for developing, evaluating and adapting improved instructional methods and materials for adults in nonformal education programs and to foster their use;
3. To develop a system or network of competent regional consultants and, as a counterpoint, to enhance capability on the part of staff to provide support and follow-up;
4. To develop a resource center and information system to foster the effective dissemination and utilization of innovations in program practice pertaining to nonformal adult education in LDCs.

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\*Development Program Grant

C. ImplementationWORKPLANObjective 1:

To develop and introduce into ongoing World Education operations a system of program analysis, program needs assessment and program evaluation; and to develop the capability to provide technical assistance to help other organizations and agencies engaged in nonformal adult education to acquire increased competencies in these areas.

Activities for Year 1:

1. Recruit and hire a professional staff member to spend part time carrying out activities in Objective 1 (the remainder in Objective 4).
2. Select and contract with consultant(s), who will spend approximately 25 days working with the staff person on the following five activities:
  - a. Design a continuous strategy for organizational analysis of World Education.
  - b. Analyze organization and administration of World Education to produce a normative description using interview guides to identify modal patterns of interaction and perspective.
  - c. Collect and interpret data on organizational analysis (how people perceive program, how it works, staffing, linkages, goal setting, recruiting, priorities for in-service training, further research needs, etc.).
  - d. Design strategy for organizational evaluation based on the areas identified in the analysis process.
  - e. Evaluate the organization, using questionnaires, interview guides and observation checklists to compare group perspectives (staff, field staff, consultants and administrators). The purpose is to compare the expectations of each group with evidence of current practice and to determine the discrepancies.

Year 2:

Interpret data from the analysis and evaluation of World Education. Modify the approach to the program activities of three World Education field projects. As part of this process, World Education field staff, regional consultants and host agency staff will be trained in the process of analysis and evaluation. Implement program analysis procedures in the three field programs.

Year 3:

Complete the evaluation of the three field programs. Produce and disseminate a manual on program analysis and evaluation that can be adopted for use in all World Education field programs as well as those of other organizations. Design a plan for implementation of this program analysis and evaluation into ongoing and future World Education programs.

Objective 2:

To develop a more effective system for developing, evaluating and adapting improved instructional methods and materials, and to foster their use.

Activities for Year 1:

1. Select professional staff person to devote part time to the activities in this objective and the remainder in Objective 3.
2. Identify and recruit consultant(s) to spend approximately 25 days assisting in this analysis and evaluation of methods and materials.
3. Select three World Education-assisted field programs as pilots for designing a system of collecting, analyzing and evaluating instructional techniques.
4. Design a feasible and practical way to collect this data.
5. Collect and analyze data.

6. Evaluate the analyzed data, asking particularly:
  - To what extent did learner involvement in the learning process (participatory rather than didactic) result in more effective cognitive, attitudinal and behavior changes?
  - How effective is the use of various types of nonformal settings in terms of reaching and retaining the adult learner?
  - To what extent do the innovative methods and materials engage the learner in the problem-solving approach and help him take practical action to cope with daily life problems?
  - To what extent are the various types of evaluation instruments effective in assessing learner needs and learning outcomes?
7. Design a system for disseminating information resulting from analysis and evaluation of methods and materials.
8. Select two World Education programs as pilots and, through site visits by World Education regional representatives or department staff, explore ways to experiment with variations of learning techniques currently in use.
9. Identify problems related to adaptation of new techniques in these two pilots.
10. Analyze information gathered from these two pilots in addition to data already known from other field projects and from what is being learned in the research program for women currently being carried out in the Philippines.
11. Prepare and disseminate how-to-booklet for field practitioners on methods of increasing learner participation in the instructional process.
12. Design method for assessing the usefulness of disseminating this type of booklet as well as content.

Year 2 and 3:

Evaluate the systems devised in points 4, 7 and 12 above, refine them, apply them and field test them in other programs. Develop, analyze and evaluate instructional techniques and methods. Explore effective means of disseminating findings and encouraging adaptation of new techniques in field programs.

Objective 3:

To develop a system or network of competent regional consultants and as a counterpoint to enhance capability on the part of staff to provide support and follow-up.

Activities for Year 1:

1. Select professional staff person to devote part time to activities in this objective (and the remainder in objective 2).
2. Select and contract with consultant(s) to spend approximately 20 days advising on the whole training program.
3. Design and administer a study to identify the specific needs of staff and consultants in program development, analysis, evaluation, training, materials development and needs assessment.
4. Set up system and criteria for identifying, selecting and evaluating consultants and staff.
5. Design and begin implementation of staff development program to enhance capabilities of staff in areas related to their main functions.

Three-Year Development Program and Targets:

1. Design a three-year development program for regional consultants and selected staff focusing on program planning and evaluation, training, and materials development.
2. Continue staff development program (5 above) modifying it in Year 2 and Year 3, based on results of Year 1.

3. Hold series of workshops in each region\* for consultants and selected staff, piggybacking on workshops already planned by the Field Activities Department for other purposes or designed specifically for the purpose of consultant and staff training in a particular area.

Year 1: Plan and hold two adjunct workshops  
 Year 2: Four-five workshops  
 Year 3: Two-three workshops

4. Send graduate interns abroad for six to twelve month periods to work closely with regional representatives.

Middle of Year 2: Three interns abroad and one in central office  
 Year 3: Continue practice if results are positive

5. Implement an exchange program whereby World Education staff members do short internship abroad in exchange for a foreign consultant or program representative's coming to spend a similar length of time in World Education's New York office as a resource person in the central staff development program.

Beginning of Year 2: Test the feasibility of exchanging central staff member with local field program staff member.

Year 2 and 3: Base plans on the results of this test case of exchange program.

#### Objective 4:

To develop a resource center and information system to foster the effective dissemination and utilization of innovations in program practice pertaining to nonformal adult education in IDCs.

#### Activities for Year 1:

1. Select professional staff person to devote part time to activities in this objective (the remainder in objective 1), assisted by administrative assistant/librarian.
2. Hire a consultant to spend 20 days working in conjunction with the above staff people.

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\*AID Geographic Region

3. Design a practical system for collecting, cataloguing, evaluating and disseminating information pertaining to program administration, coordination, interagency linkages, evaluation, learner characteristics, methods and materials, needs assessment and training.
4. Design and administer survey to identify key areas of interest and concern to practitioners, administrators and professionals in WEI's field.
5. Identify and recruit specialists to perform the synthesis, analysis, and evaluation of information in the particular subject areas.
6. Produce and disseminate one major publication (in addition to the how-to booklet discussed under 11 of Objective 2. and in choosing content, take into consideration the manual on program analysis, Objective 1, Year 3, a monograph on evaluation being prepared by the Department of Program Documentation and Dissemination, the how-to booklet on family planning being undertaken under AID/csd-3280.
7. Design a method for evaluating the reaction to this type of publication as well as the content.

Year 2:

Emphasize production and dissemination of relevant publications.

Year 3:

Continue production and dissemination. Study feasibility of the Center's expanding its activities to become an interagency clearing house for this type of information.

#### D. Reporting

1. A detailed annual report shall be submitted to PHA/PVC (1 copy) and TA/EHR (6 copies) prior to May 30 of each year of the grant. The report shall include all information pertinent to the grant and include summaries of field surveys, regional and country programs and plans as they are developed. A special report compiling all the above information will be completed and submitted to PHA/PVC and TA/EHR 20 months from start of the grant to facilitate an intensive review of the grant 21 months from its signing. The 20 month special report should include data relating to the existing regional programs and their accomplishments to date. Also, one copy of the fiscal report required by Attachment C shall be provided to the Grant Officer.

2. Reports shall be in accordance with the format set forth in Attachment E, "Guidelines for Preparation of the Annual Report", dated June 26, 1975.

3. Fiscal Reports. The Grantee shall submit each quarter a "NO PAY" voucher (SF 1034) with a statement of expenditures by Budget line item for the previous quarter. The "NO PAY" voucher and statement of expenditures shall be submitted along with the voucher and report required by Attachment C. In addition to the statement of expenditures by Budget line item for the previous quarter, the statement of expenditures shall show the cumulative expenditures by Budget line item for the total period of the grant through the previous quarter.

#### E. Budget

1. The funds provided herein shall be used to finance the following items:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
a. Salaries	\$38,683	\$38,683	\$40,000
b. Benefits (15%)	5,802	5,802	6,000
c. Overhead (41.4%)	16,015	16,015	16,560
d. Consultant fees	9,000	9,000	18,440
e. International Travel			
Consultants	3,000	3,000	4,500
Staff	4,500	4,500	4,500
f. Domestic Travel			
Consultants	600	600	1,500
Staff	900	900	1,500
g. Per Diem	5,000	5,000	7,600
h. Workshops and training	13,000	13,000	13,000
i. Equipment (materials)	1,500	1,500	6,400
j. Publications	<u>2,000</u>	<u>2,000</u>	<u>5,000</u>
TOTAL	\$100,000	\$100,000	\$125,000

2. The Grantee may not exceed the total amount of each Year's Budget. Adjustments among the line items within each Year's Budget are unrestricted.

3. The total estimated amount of this Grant is \$325,000; however only \$100,000 is obligated for Year 1 (i.e., 6/30/75 - 6/30/76). The Grantee's attention is directed to the Standard Provision entitled: "LIMITATION OF FUNDS".

F. Special Provisions

1. The Grantee's proposal of February 1975 is made a part of this Grant by attachment (see Attachment D). To the extent that there is a conflict between Attachment D and Attachment A, Attachment A shall govern.

2. Dependents will not be permitted to accompany employees of the Grantee under this Grant.

3. The AID/W Project Manager is:

Mr. Bernie Wilder, TA/EHR  
Agency for International Development  
Washington, D. C. 20523  
Telephone: A.C. 202:632-9760

## STANDARD PROVISIONS

### a. Allowable Costs and Payment (Oct. 1974)

The Grantee shall be reimbursed for costs incurred in carrying out the purposes of this Grant which are determined by the Grant Officer to be allowable in accordance with the terms of this Grant and Subpart 15.2 of the Federal Procurement Regulations (FPR) (Principles and Procedures for use in Cost Reimbursement Type Supply and Research Contracts with Commercial Organizations)\* in effect on the date of this Grant. Payment of allowable costs shall be in accordance with Attachment C of this Grant.

[\*If this Grant is made to a university, the applicable cost principles are "Federal Management Circular, 73-8 (Cost Principles for Educational Institutions)" instead of Subpart 15.2 of the FPR as cited above]

### b. Accounting, Records, and Audit (Oct. 1974)

The Grantee shall maintain books, records, documents, and other evidence in accordance with the Grantee's usual accounting procedures to sufficiently substantiate charges to the grant. The Grantee shall preserve and make available such records for examination and audit by AID and the Comptroller General of the United States, or their authorized representatives (1) until the expiration of three years from the date of termination of the program and (2) for such longer period, if any, as is required to complete an audit and to resolve all questions concerning expenditures unless written approval has been obtained from the AID Grant Officer to dispose of the records. AID follows generally accepted auditing practices in determining that there is proper accounting and use of grant funds. The Grantee agrees to include the requirements of this clause in any subordinate agreement hereunder

### c. Refunds (Oct. 1974)

(1) If use of the Grant funds results in accrual of interest to the Grantee or to any other person to whom Grantee makes such funds available in carrying out the purposes of this Grant, Grantee shall refund to AID an amount equivalent to the amount of interest accrued.

(2) Funds obligated hereunder but not disbursed to the Grantee at the time the grant expires or is terminated, shall revert to AID, except for funds encumbered by the Grantee by a legally binding transaction applicable to this Grant. Any funds disbursed to but not expended by the Grantee at the time of expiration or termination of the Grant shall be refunded to AID.

(3) If, at any time during the life of the Grant, it is determined by AID that funds provided under the Grant have been expended for purposes not in accordance with the terms of the Grant, the Grantee shall refund such amounts to AID.

d. Equal Opportunity Employment (Oct. 1974)

With regard to the employment of persons in the U.S. under this Grant, Grantee agrees to take all reasonable steps to ensure equality of opportunity in its employment practices without regard to race, religion, sex, color or national origin of such persons and that, in accordance with Title VI of the Civil Rights Act of 1964, when work funded by this Grant is performed in the U.S. no person shall, on the grounds of race, religion, sex, color or national origin, be excluded from participation, be denied benefits, or be subjected to discrimination. In addition, the Grantee agrees to comply in accordance with its written assurance of compliance, with the provisions of Part 209 of Chapter II, Title 22 of the Code of Federal Regulations, entitled "Non-Discrimination in Federally Assisted Programs of the Agency for International Development - Effectuation of Title VI of the Civil Rights Act of 1964."

e. Termination (Oct. 1974)

This Grant may be terminated at any time, in whole or in part, by the Grant Officer upon written notice to the Grantee, whenever for any reason he shall determine that such termination is in the best interest of the Government. Upon receipt of and in accordance with such notice, the Grantee shall forthwith take immediate action to minimize all expenditures and obligations financed by this Grant, and shall cancel such unliquidated obligations whenever possible. Except as provided below, no further reimbursement shall be made after the effective date of termination, and the Grantee shall within thirty (30) calendar days after the effective date of such termination repay to the Grantor all unexpended portions of funds theretofore paid by the Grantor to the Grantee which are not otherwise obligated by a legally binding transaction applicable to this Grant. Should the funds paid by the Grantor to the Grantee prior to the effective date of this termination of this Grant, be insufficient to cover the Grantee's obligations pursuant to the aforementioned legally binding transaction, the Grantee may submit to the Grantor within (90) calendar days after the effective date of such termination a written claim covering such obligations, and, subject to the limitations contained in the Grant, the Grant Officer shall determine the amount or amounts to be paid by the Grantor to the Grantee under such claim.

f. Officials Not to Benefit (Oct. 1974)

No member of or delegate to Congress or resident commissioner shall be admitted to any share or part of this Grant or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this Grant if made with a corporation for its general benefit.

g. Covenant Against Contingent Fee (Oct. 1974)

The Grantee warrants that no person or selling agency has been employed or retained to solicit or secure this Grant upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee except bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of this warranty, AID shall have the right to cancel this Grant without liability or, in its discretion, to deduct from the Grant amount, or otherwise recover, the full amount of each commission, percentage, brokerage, or contingent fee.

h. Nonliability (Oct. 1974)

AID does not assume liability with respect to any claims for damages arising out of work supported by its grants.

i. Amendment (Oct. 1974)

The Grant Agreement may be amended by formal modifications to the basic grant document or by means of an exchange of letters between the AID Grant Officer and an appropriate official of the Grantee.

j. Grant Agreement (Oct. 1974)

The letter to the Grantee signed by the Grant Officer, the Program Description and the Standard Provisions which have been reviewed and agreed to by the Grantee, constitute the Grant Agreement.

k. Notices (Oct. 1974)

Any notice given by any of the parties hereunder, shall be sufficient only if in writing and delivered in person or sent by telegraph, cable, registered or regular mail as follows:

To the cognizant AID Grant Officer

To Grantee - At Grantee's address shown in this Grant, or to such other address as either party shall designate by notice given as herein required. Notices hereunder, shall be effective when delivered in accordance with this clause or on the effective date of the notice, whichever is later.

1. Travel and Transportation (Oct. 1974)

(1) The Grant Officer hereby approves international travel hereunder provided that the Grantee shall obtain written concurrence from the cognizant technical office in AID prior to sending any individual outside the United States to perform work under the Grant. For this purpose the Grantee shall advise the Project Manager at least thirty (30) days in advance of any travel to be undertaken outside the United States. After concurrence is received the Grantee shall provide the cognizant USAID Mission or U.S. Embassy advance notification with a copy to the project officer of the arrival date and flight identification of Grant financed travellers.

(2) Travel to certain countries shall, at AID's option, be funded from U.S.-owned local currency. When AID intends to exercise this option, it will so notify the Grantee after receipt of advice of intent to travel required above. AID will issue a Government Transportation Request (GTR) which the Grantee may exchange for tickets, or AID will issue the tickets directly. Use of such U.S.-owned currencies will constitute a dollar charge to this grant.

(3) The Grantee agrees to travel by the most direct and expeditious route, and to use less than first class transportation unless such use will result in unreasonable delay or increased costs.

(a) All international air travel under this Grant shall be made on United States flag carriers. Exceptions to this rule will be allowed in the following situations provided that the Grantee certifies to the facts in the voucher or other documents retained as part of his Grant records to support his claim for reimbursement and for post audit:

1. Where a flight by a United States carrier is scheduled but does not have accommodations available when reservations are sought;

2. Where the departure time, routing, or other features of a United States carrier would interfere with or prevent the satisfactory performance of official business;

3. Where a scheduled flight by a United States carrier is delayed because of weather, mechanical, or other conditions to such an extent that use of a non-United States carrier is in the Government's interest;

4. Where the appropriate class of accommodations is available on both United States and non-United States carriers, but the use of the United States carrier will result in higher total United States dollar cost to the grant due to additional per diem or other expenses; and

5. Where the appropriate class of accommodations is available only on a non-United States carrier and the cost of transportation and related per diem on the non-U.S. carrier is less than the cost of available accommodations of another class on a United States carrier and related per diem.

(b) All international air shipments under this grant shall be made on United States flag carriers unless shipment would, in the judgment of the Grantee, be delayed an unreasonable time awaiting a United States carrier either at point of origin or transshipment, provided that the Grantee certifies to the facts in the vouchers or other documents retained as part of the Grant records to support his claim for reimbursement and for post audit.

(4) Travel allowances shall be reimbursed in accordance with the Federal Travel Regulations (FTR).

m. Regulations Governing Employees Outside the United States (Oct. 1974)

(1) The Grantee's employees, when employed in work overseas, shall maintain private status and may not rely on local U.S. Government Offices or facilities for support while so engaged.

(2) The sale of personal property or automobiles by Grantee employees and their dependents in the foreign country to which they are assigned shall be subject to the same limitations and prohibitions which apply to direct-hire AID personnel employed by the mission, except as this may conflict with host government regulations.

(3) Other than work to be performed under this Grant for which an employee or consultant is assigned by the Grantee, no regular or short term employee or consultant of the Grantee shall engage, directly or indirectly, either in his own name or in the name or through an agency of another person, in any business, profession or occupation in the foreign countries to which he is assigned.

(4) The Grantee's employees, while in a foreign country, are expected to show respect for its conventions, customs, and institutions, to abide by its applicable laws and regulations, and not to interfere in its internal political affairs.

(5) On the written request of the Grant Officer or of a cognizant Mission Director, the Grantee will terminate the assignment of any individual to any work under the Grant and, as requested, will use its best efforts to cause the return to the United States of the individual from overseas or his departure from a foreign country or a particular foreign locale.

(6) Allowances for employees assigned overseas shall be reimbursed in accordance with the Federal Travel Regulations (FTR).

n. Conversion of United States Dollars to Local Currency (Oct. 1974)

In countries designated "excess" or "near-excess" currency countries, Grantee agrees to convert all United States dollars to local currency through the United States Disbursing Officer, (USDO), American Embassy, unless the Disbursing Officer directs the Grantee otherwise or certifies that no local currency is available.

o. Ineligible Countries (Oct. 1974)

Unless otherwise approved by the Grant Officer, no grant funds will be expended in countries ineligible for assistance under the Foreign Assistance Act of 1961, as amended, or under acts appropriating funds for foreign assistance.

p. Subordinate Agreements (Oct. 1974)

The placement of subordinate agreements (e.g., leases, options, etc.), grants, or contracts with other organizations, firms or institutions and the provisions of such subordinate agreements are subject to prior written consent of the Grant Officer if they will be funded hereunder. In no event shall any such subordinate agreement, grant, or contract be on a cost-plus-a-percentage-of-cost basis. Subordinate contractors (including suppliers) shall be selected on a competitive basis to the maximum practicable extent consistent with the obligations and requirements of this Grant.

q. Negotiated Overhead Rates (Oct. 1974)

Pursuant to the provisions of this clause set forth below an overhead rate shall be established for each of the Grantee's accounting periods during the term of this Grant. Pending establishment of a final rate for the initial period beginning June 30, 1975 and ending Until Amended, provisional payments on account of allowable indirect costs shall be made at the rate or rates of 41.4%, applied to \*\* (see below).

(1) The Grantee, as soon as possible but not later than ninety (90) days after the close of each of his accounting periods during the term of this Grant, shall submit to the Grant Officer with copies to the Overhead and Special Cost Branch, Support Division, Office of Contract Management, AID, Washington, D.C. and to the Office of the Auditor General, AID, Washington, D.C., a proposed final rate or rates for the period, together with supporting cost data. Negotiation of final overhead rates by the Grantee and the Grant Officer shall be undertaken as promptly as practicable after receipt of the Grantee's proposal.

(2) Allowability of costs and acceptability of cost allocation methods shall be determined in accordance with Subpart 1-15.2 (Principles and Procedures for Use in Cost-Reimbursement Type Supply and Research Contracts with Commercial Organizations) of the Federal Procurement Regulations\* as in effect on the date of this Grant.

(3) The results of each negotiation shall be set forth in a written overhead rate agreement executed by both parties. Such agreement shall specify (1) the agreed final rates, (2) the bases to which the rates apply, and (3) the periods for which the rates apply. The overhead rate agreement shall not change any monetary ceiling, Grant obligation, or specific cost allowance or disallowance provided for in this Grant.

(4) Pending establishment of final overhead rates for any period, the Grantee shall be reimbursed either at negotiated provisional rates as provided above or at billing rates acceptable to the Grant Officer, subject to appropriate adjustment when the final rates for that period are established. To prevent substantial over or under payment, the provisional or billing rates may, at the request of either party, be revised by mutual agreement, either retroactively or prospectively. Any such revision of negotiated provisional rates provided in this clause shall be set forth in a modification to this Grant.

[\*If this grant is made to a university the applicable cost principles are "Federal Management Circular 73-8 (Cost Principles for Educational Institutions)"]

\*\* Direct salaries and wages of personnel payrolled out of the Grantee's New York office; but excluding all fringe benefits, salaries and wages of cooperating or third country nationals or consultant fees.

r. Publications (Oct. 1974)

(1) If it is the Grantee's intention to identify AID's contribution to any publication resulting from this Grant, the Grantee shall consult with AID on the nature of the acknowledgement prior to publication.

(2) The Grantee shall provide the Project Manager with one copy of all published works developed under the Grant. The Grantee shall provide the Project Manager with lists of other written work produced under the Grant.

(3) In the event grant funds are used to underwrite the cost of publishing, in lieu of the publisher assuming this cost as is the normal practice, any profits or royalties up to the amount of such cost shall be credited to the Grant.

(4) The Grantee is permitted to secure copyright to any publication produced or composed under the Grant. Provided, the Grantee agrees to and does hereby grant to the Government a royalty-free, non-exclusive and irrevocable license throughout the world to use, duplicate, disclose, or dispose of such publications in any manner and for any purpose and to permit others to do so.

s. Procurement of Equipment, Vehicles, Supplies, Materials, and Services (Oct. 1974)

(1) Except as may be specifically approved or directed in advance by the Grant Officer, or as provided in paragraphs (2), (3), and (4) below, all equipment, vehicles, materials, supplies and services the costs of which are to be attributed to this Grant and which will be financed with United States dollars shall be purchased in and shipped from the United States. In addition, for any U.S. purchase transaction in excess of \$2,500 the Grantee shall notify the seller that the item(s) must be of U.S. source and production and comply with the componentry limitations and other requirements applicable to suppliers under AID Regulation 1, and that the supplier must execute and furnish Form AID-282 "Suppliers Certificate and Agreement with the Agency for International Development".

(2) Exceptions to the foregoing are as follows (for Title X Grants only):

Grantee may permit a subgrantee (or the Grantee on his behalf) to procure commodities already in its country (with the exception of contraceptives, drug products, pharmaceuticals, and motor vehicles) in an amount not exceeding a total cost of \$5,000 per subgrantee per annum without regard to limitations, rules and procedures applicable to commodity transactions financed by AID. Such commodities shall not be considered "Already in its country" within the meaning of the aforementioned exception if the commodities have been imported or otherwise brought into the country at the request of the Grantee or subgrantee. A subgrantee's own country for this purpose shall in no event include any of the following: Australia, Austria, Belgium, Canada, Denmark, France, Germany, Spain, Italy, Japan, Luxembourg, Monaco, Netherlands, New Zealand, Norway, South Africa, Sweden, Switzerland, and United Kingdom. The Grantee shall take all reasonable precautions to ensure that the subgrantee does not procure any commodity which has as its country of origin any of the following countries: Albania, Bulgaria, China (Mainland and other Communist-controlled areas), including Manchuria, Inner Mongolia, the provinces of Tsinghai and Sikang, Sinkiang, Tibet, and former Kwantung Leased Territory, the present Port Arthur Naval Base Areas, and Liaoning Province, Cuba, German Democratic Republic, Hungary, North Korea, North Vietnam, Outer Mongolia, Poland, Rumania, and the Union of Soviet Socialist Republics.

(3) Printed or audio visual teaching materials may, to the extent necessary, be purchased outside the United States when:

(a) Effective use of the materials depend on their being in the local language, and

(b) Other funds including U.S. owned and controlled local currencies are not readily available for procurement of such material.

The order of preference as to countries in which such purchases outside the United States are made shall be:

1. The AID receiving country
2. Countries falling within AID Geographic Code 901
3. Other Countries falling within AID Geographic Code 899

AID Geographic Codes are defined in AIDPR 7-6.5201.1.

(4) Procurements in the country in which an activity is being undertaken and which are less than \$2,500 and are for materials (regularly available and normally sold on the local market) which are to be consumed or expended during the period of this Grant, are exempt from the conditions of Paragraph 1 above, provided that the origin of such materials and supplies and the component parts thereof is a free world country as described in AID Geographic Code 935.

(5) All international air shipments made by the Grantee, to be financed hereunder, shall be made on U.S. flag carriers unless shipment would, in the judgement of the Grantee, be delayed an unreasonable time awaiting a U.S. carrier, either at the point of origin or transshipment, provided that the Grantee certifies to the facts in the documents retained as part of his Grant records for post audit by AID. All international ocean shipment made by the Grantee, to be financed hereunder, shall be made on U.S. flag vessels. Where U.S. flag vessels are not available, or their use would result in a significant delay, the Grantee may obtain a release from this requirement from the Transportation Support Division, Office of Commodity Management, AID, Washington, D.C. 20523, as appropriate, giving the basis for the request.

(6) The Grantee shall obtain competition to the maximum extent possible for any procurement to be financed hereunder. Procurement by the Grantee without consideration of more than one source must be approved by the Grant Officer. In no event will any procurement be on a cost-plus-a-percentage of cost basis. The Grantee shall take all reasonable steps necessary to insure that subcontractors procuring in accordance with Paragraph (2) obtain competition to the maximum extent possible. In addition to the foregoing, for purchases made in the United States the cost of which are to be attributed to this Grant, the Grantee shall comply with the following requirements:

To permit AID, in accordance with the Small Business Provisions of the Mutual Security Act, to give United States Small Business firms an opportunity to participate in supplying commodities and services procured under this Grant, the Grantee, shall, to the maximum extent possible, provide the following information to the Office of Small Business, AID, Washington, D.C. 20523 at least 45 days prior to placing any order or contract in excess of Five Thousand (\$5,000) Dollars, except where a shorter time is requested of, and granted by the Office of Small Business:

(a) Brief general description and quantity of commodities or services;

(b) Closing date for receiving quotations or bids;

(c) Address where invitations or specifications may be obtained.

(7) Funds provided under this Grant shall not be used to procure any commodity or commodity-related services furnished by any supplier whose name appears on the list of Ineligible Suppliers under AID Regulation 8, "Suppliers of Commodities and Commodity-Related Services Ineligible for AID Financing", Grantee agrees to review said list prior to undertaking any procurement the cost of which is to be attributed to this Grant. AID will provide Grantee with this list.

t. Title to and Use of Property (Grantee) (Oct. 1974)

Title to all property financed under this Grant shall vest in the Grantee, subject to the following conditions:

(1) The Grantee shall not, under any Government contract or subcontract thereunder, or any Government grant, charge for any depreciation, amortization, or use of any property title to which remains in the Grantee under this clause.

(2) The Grantee agrees to use and maintain the property for the purpose of the grant.

(3) With respect to items having an acquisition cost of \$1,000 or more, title to which vests in the Grantee, the Grantee agrees:

(a) to report such items to the Grant Officer from time to time as they are acquired and to maintain a control system which will permit their ready identification and location.

(b) to transfer title to any such items to the Government in accordance with any written request therefor issued by the Grant Officer at any time prior to final payment under the Grant.

u. Prohibition on Abortion Related Activities (Oct. 1974)

No funds made available under this Grant will be used to support the following activities: 1) procurement or distribution of equipment intended to be used for the purpose of inducing abortions as a method of family planning; 2) special fees or incentives to women to coerce or motivate them to have abortions; 3) payments to persons to perform abortions or to solicit persons to undergo abortions; 4) information, education, training, or education programs that seek to promote abortion as a method of family planning.

v. Salaries (Oct. 1974)

All salaries, wages, fees, and stipends reimbursed under this Grant shall be in accordance with the Grantee's policy and practice as reviewed and approved by the Grant Officer. In the absence of an approved policy the Grantee shall follow the regulations contained in Section 7-15.205-6 of the Agency for International Development Procurement Regulations.

w. Limitation of Funds (June 1973)

(1) It is estimated that the cost to the Government for the performance of this Grant will not exceed the estimated cost set forth in the Schedule,\* and the Grantee agrees to use his best efforts to perform the work specified in the Schedule and all obligations under this Grant within such estimated cost.

(2) The amount presently available for payment and allotted to this Grant, the items covered thereby, and the period of performance which it is estimated the allotted amount will cover, are specified in the Schedule. It is contemplated that from time to time additional funds will be allotted to this Grant up to the full estimated cost set forth in the Schedule. The Grantee agrees to perform or have performed work on this Grant up to the point at which the total amount paid and payable by the Government pursuant to the terms of this Grant approximates but does not exceed the total amount actually allotted to the Grant.

(3) If at any time the Grantee has reason to believe that the costs which he expects to incur in the performance of this Grant in the next succeeding 60 days, when added to all costs previously incurred, will exceed 75 percent of the total amount then allotted to the Grant, the Grantee shall notify the Grant Officer in writing to that effect. The notice shall state the estimated amount of additional funds required to continue performance for the period set forth in the Schedule. Sixty days prior to the end of the period specified in the Schedule the Grantee will advise the Grant Officer in writing as to the estimated amount of additional funds, if any, that will be required for the timely performance of the work under the Grant for such further period as may be specified in the Schedule or otherwise agreed to by the parties. If, after such notification, additional funds are not allotted by the end of the period set forth in the Schedule or an agreed date substituted therefor, the Grant Officer will, upon written request by the Grantee, terminate this Grant pursuant to the provisions of the "Termination" clause on such date. If the Grantee, in the exercise of its reasonable judgment, estimates that the funds available will allow it to continue to discharge its obligations hereunder for a period extending beyond such date, it shall specify the later date in its request and the Grant Officer, in his discretion, may terminate this Grant on that later date.

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\*Schedule shall mean Attachment A.

(4) Except as required by other provisions of this Grant specifically citing and stated to be an exception from this clause, the Government shall not be obligated to reimburse the Grantee for costs incurred in excess of the total amount from time to time allotted to the Grant, and the Grantee shall not be obligated to continue performance under the Grant (including actions under the "Termination" clause) or otherwise to incur costs in excess of the amount allotted to the Grant, unless and until the Grant Officer has notified the Grantee in writing that such allotted amount has been increased and has specified in such notice an increased amount constituting the total amount then allotted to the Grant. To the extent the amount allotted exceeds the estimated cost set forth in the Schedule, such estimated cost shall be correspondingly increased. No notice, communication, or representation in any other form or from any person other than the Grant Officer shall affect the amount allotted to this Grant. In the absence of the specified notice, the Government shall not be obligated to reimburse the Grantee for any costs in excess of the total amount then allotted to the Grant, whether those excess costs were incurred during the course of the Grant or as a result of termination. When and to the extent that the amount allotted to the Grant has been increased, any costs incurred by the Grantee in excess of the amount previously allotted shall be allowable to the same extent as if such costs had been incurred after such increase in the amount allotted; unless the Grant Officer issues a termination or other notice and directs that the increase is solely for the purpose of covering termination or other specified expenses.

(5) Nothing in this clause shall affect the right of the Government to terminate this Grant. In the event this Grant is terminated, the Government and the Grantee shall negotiate an equitable distribution of all property produced or purchased under the Grant based upon the share of cost incurred by each.

Periodic Grant Disbursement

Each quarter, or at less frequent intervals as agreed upon in advance, Grantee will submit to the AID Controller Voucher Form SF 1034 (original) and SF 1034-A, three copies, each voucher identified by the appropriate grant number, in the amount of estimated cash needs for the following quarter. The voucher shall be supported by an original and two copies of a report rendered as follows:

Amount of Grant	\$xxx
Expended this period	\$xxx
Expended to date	\$xxx
(By Budget Line Item)	
1.	\$xxx
2.	\$xxx
3.	\$xxx
Advances outstanding to subgrantees (if any)	\$xxx
Anticipated expenditures next quarter (dates)	\$xxx
Cash received to date	\$xxx
Cash required next quarter	\$xxx

The report shall include a certification as follows:

"The undersigned hereby certifies: (1) that the above represents the best estimates of funds needed for expenditures to be incurred over the period described, (2) that appropriate refund or credit to the grant will be made in the event funds are not expended, (3) that appropriate refund will be made in the event of disallowance in accordance with the terms of this grant and (4) that any interest accrued on the funds made available herein will be refunded to AID."

BY \_\_\_\_\_

TITLE President DATE July 8, 1975

DEVELOPMENT PROGRAM GRANT PROPOSAL

NAME OF ORGANIZATION: World Education  
ADDRESS: 1414 Sixth Avenue  
New York, New York 10019  
(212) 838-5255  
DATE OF SUBMISSION: February 1975

I. Organization

A. Description of Organization

World Education is a private, nonprofit, tax-exempt (Annex A: IRS Information) organization established in 1951 (Annex B: Certificate of Incorporation) and funded by private contributions, foundations, and grants and contracts with the United States Agency for International Development and the United States Office of Education. It is registered with the United States State Department Advisory Committee on Voluntary Foreign Aid and the International Council on Voluntary Agencies. It is listed with the United Nations Office of Public Information and has status with the United Nations Economic and Social Council, Unesco, and UNICEF. Copies of World Education's Annual Report (1973-1974), an Evaluation Report (1973), and other publications are available.

For twenty years, and on an expanded scale in the past five years, World Education has been engaged in non-formal adult education in the Third World. From an initial interest in functional literacy, World Education has developed a broader and more comprehensive approach which integrates health, nutrition, family planning, and food production into functional education programs for adults.

World Education programs are directed to young adults, with special focus on women and those in hard-to-reach rural areas. These critical groups, which could be contributing to the development process, have to a large extent been excluded from or ignored by their countries' development schemes.

World Education's approach to these 800 million economically, socially, and educationally disadvantaged adults is education for human and national development. World Education does not initiate its own programs, but rather -- in accord with the position of the Advisory Committee on Voluntary Foreign Aid that "the peoples of the developing countries must be fully involved in the initiation, planning and implementation of all development projects" -- works closely with partnership agencies (Annex C: Interagency Linkages), and encourages full participation of planners, administrators, supervisors, field workers, and the learners themselves in any project it undertakes.

## B. Board of Directors

An active and involved international board of trustees (Annex D: List of Trustees) works through committees organized around aspects of the program (analysis and evaluation, publications, or geographic regions) and brings to its task a broad range of international experience and concern. The By-laws of World Education (Annex E) describe the make-up of the Board.

The Board (38 members, six non-U.S. citizens) meets in plenary session twice annually. The Executive Committee (13 members) acts for the Board in all matters of major policy and meets four to six times a year. The Financial Management Committee (5 members) meets four to six times a year and reviews, advises, and assists where necessary in all financial matters, particularly the budget. The Development Advisory Committee is concerned with fund-raising and public relations. The Communications Committee and the Committee for Program Development, Analysis and Evaluation meet as needed. The Regional Program Committees (trustees, staff, and outside experts) meet as needed to discuss policy and strategy in planning regional programs in Africa, Asia, Latin America, and the United States. The chairmen of these committees make up an Executive Program Committee which is actually responsible for program planning and coordination.

"World Education's Board of Trustees is vigorous, well qualified, international in outlook and background, and active in the newly expanded committee system for policy and development."

Evaluation Report 1973

### C. Personnel

A professional staff (Annex F: Functional and Organizational Chart) of fifteen based in New York is augmented by three regional representatives, two field staff (Thailand and India) and a consultant panel of more than fifty well-qualified specialists, twenty of whom are from the developing world (Annex G: list of consultants actually used in 1973-1974).

#### "Personnel

World Education personnel are, almost without exception, of especially high quality in terms of preparation, experience, and capacity to carry out assigned tasks.\* This is true both for headquarters and field personnel. In addition, the many consultants hired by World Education appear on paper to have backgrounds appropriate to their assignments; their written reports indicate an unusually high level of competence, and interviews with host agency personnel verify that their contributions have been useful, of very high quality, and greatly appreciated. Much of the credit for selection and orientation of staff and consultants is directly due to the abilities and efforts of the president of World Education.

\*Of the twelve professional staff members whose responsibilities include field work outside the U.S.A., eleven have academic qualifications at or above the masters level. All have lived and worked overseas in developing countries for an average of 3-1/2 years. Eleven of these twelve professionals know at least one foreign and several know three other languages."

-Evaluation Report 1973

### D. Budget

A variety of funding sources permits flexibility in approach and program focus as well as experimentation with innovative methods. The United States Agency for International Development provides the core budget for activities that integrate population and family planning content into ongoing literacy and adult education programs in developing countries. The major sponsor of the U.S. program is the Office of Education's Division of Adult Education, Department of Health, Education, and Welfare, with additional funds from the Jessie Smith Noyes Foundation.

The Ford Foundation, The United Nations' Fund for Population Activities, Oxfam, Beta Sigma Phi, and others have provided funds for particular purposes. Collaboration with agencies like the International Planned Parenthood Foundation has afforded opportunity for joint sponsorship and funding of pilot projects. The unrestricted giving of individuals and organizations makes possible World Education's quick response to immediate needs in varied settings. In the past six years, World Education's budget has grown from \$200,000 to approximately \$1,300,000.

A copy of a complete annual audit for the last fiscal year by a certified public accountant is included as Annex H. Annex I is the budget estimates for 1974-1975.

#### E. Collaboration with AID

In June 1969, World Education entered into a contract with USAID (AID/csd 2456) for the development of programs in functional education for family life planning in various areas of the developing world. The original contract with the Office of Population of the Population and Humanitarian Assistance Bureau expanded in June 1971 (AID/csd 3280). The scope of work under that agreement follows four phases: country analysis; program design; program demonstration; and program expansion. Under a Basic Ordering Agreement (73-26) with AID, World Education has entered into task orders for its expanded program activities in such countries as: Turkey, Ethiopia, Ghana, Thailand, Indonesia, Ecuador, and Colombia.

It is this support that has made possible World Education's worldwide expansion over the past five years and has helped build its professional capacity and to attract additional funding from other sources. This has been a research and development period for World Education, focused on a variety of field activities. An evaluation, conducted at the request of AID, identified achievements, problems and new directions.

In the spring of 1974, a nine-person task force of trustees, staff, and consultants, drew up a new three-year proposal. It identified three program priorities: carefully planned field activities with partnership agencies in selected countries with regional planning and services; an increased emphasis on program analysis and evaluation; and as wide

as possible dissemination of World Education's experiences through the strengthening of its ties with interagency and United Nations networks and an expanded communication program. The three-year proposal was accepted by AID in June with funding committed for the year beginning July 1, 1974 as an amendment to csd 3280. A program in innovative nonformal education for rural women has been approved by the Office of Education and Human Resources, Technical Assistance Bureau, AID, and a contract is being negotiated.

## II. The Proposal

As a private, voluntary organization, World Education has been able to work in a flexible and responsive manner with a variety of agencies. Its involvement in more than twenty project activities in seventeen countries in Asia, Africa, and Latin America, has provided valuable experience in designing integrated educational programs to reach the rural adult. The process, a part of the total task of development, is complex, painstaking, and time consuming, but one of great potential.

We have come to understand education as a crucial factor in promoting integrated rural development; people are unlikely to change their attitudes and adopt innovative practices unless they understand their relationship to this development -- that they are, in fact, the key agents/actors in the development process.

World Education has learned that the illiterate rural adult responds to effective educational programs that stimulate and engage him, keep him involved, and make him aware of himself as an important factor in his personal development as well as that of his community and his nation.

Many of the projects with which World Education has worked have developed ways of incorporating the needs of the learner as well as his cultural imperatives into the educational process so that he is attracted rather than alienated by it.

World Education has structured its program in three major departments:

### (a) Field Activities

Including selected projects, workshops and seminars, training;

(b) Documentation and Dissemination

Using audio-visual and print media, and collaborating with a network of other agencies;

(c) Program Development, Analysis, and Evaluation

It is the strengthening of this third and newest department which World Education considers of major importance at the present time.

World Education hopes, therefore, during the next three years to build its capability and that of the Department by making full use of its ongoing field activities as the necessary laboratory for the development and testing of innovative practices, and through a number of organizational changes including a staff and consultant development program.

Program Development, Analysis, and Evaluation Department

Effectiveness and quality in nonformal education programs depends, to a large extent, on:

- careful program planning;
- identification and analysis of innovative methods and materials;
- training of staff and consultants;
- evaluation of the total educational process;
- development of techniques and materials that will effectively disseminate this experience to others.

World Education is committed, through its Department of Program Development, Analysis, and Evaluation, to efforts to achieve these objectives. The Department has begun to function on a limited basis: a number of innovative programs have been analyzed and training materials developed especially of education approaches to family planning; an international workshop on evaluation of nonformal education programs was held in mid-1974. The Department's program, however, needs to be enhanced if World Education is to provide adequate services to the projects in which it is already involved. And the Department needs to be strengthened and developed as an integral part of World Education, if the organization is to develop the kind of capability in program planning and development, analysis, and evaluation that is needed, and to attract substantive support and program funding from such agencies as UNDP, UNFPA, the World Bank, and a number of private foundations.

A. Grant Purpose

World Education is applying for a Development Program Grant (DPG) to extend over a three-year period. This DPG is needed to strengthen the Department of Program Development, Analysis and Evaluation, thereby enhancing World Education's organizational capacity to achieve four cardinal objectives:

1. To develop and introduce into ongoing World Education operations a system of program analysis, program needs assessment, and program evaluation; and to acquire the capability to provide technical assistance to help other organizations and agencies engaged in nonformal education to acquire increased competencies in these areas;
2. To develop a more effective system for developing, evaluating, and adapting improved instructional methods and materials for adults in nonformal education programs and to foster their use;
3. To develop a system or network of competent regional consultants and, as a counterpoint, to enhance capability on the part of staff to provide support and follow-up;
4. To develop a resource center system to foster the effective dissemination and utilization of innovations in program practice pertaining to nonformal adult education in LDC's.

World Education is unique in its approach as a private organization providing technical assistance throughout the world in the area of nonformal adult education.

Under the compelling pressure of demands for help by LDC's, in five short years World Education has expanded its technical assistance from one country, India, to twenty countries in Asia, the Near East, Africa, and Latin America while simultaneously undertaking a research and demonstration project of national scope in the United States which adapts educational approaches from other countries to adult basic education here. During this same period, World Education has also developed a significant publication and dissemination program whose audience includes educational decision-makers in LDC's.

This dramatic growth in the nature and scope of program development has transformed a small, more specialized organization primarily concerned with fund raising into one involving a much expanded staff and consultant cadre in a much more diversified and exacting job of technical

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assistance. World Education's success was recently assessed by an external evaluation team which studied all aspects of the organization's operation, both in New York and abroad. The team called for continued and expanded support from AID and concluded:<sup>1</sup>

World Education has already made significant contributions to educational programs directed at population control, but its full potential has not yet been achieved. In spite of its smallness, in comparison with other agencies involved in similar activities, World Education has shown a capacity for innovation and leadership in the field of population education for adults which merits both admiration and expanded support by agencies in addition to AID.

The evaluation team went on to make the following recommendation:

Because of the innovative nature of World Education projects and their potential for widespread application, AID should encourage increased World Education efforts to build its research and evaluation capacities, its links with other population, education, and family planning agencies, and its efforts to disseminate its findings widely.

While gratified with its progress in specific countries, World Education is keenly aware of its own shortcomings. The pressures of the past five years have forestalled our devoting the time and resources essential for consolidating our gains, systematizing our findings, and developing a rational and systematic approach to program planning, analysis, evaluation, staff development. The same pressures have hampered the effective dissemination, development and fostering the utilization of improved instructional methods and materials and other program practices pertaining to nonformal education in the LDC's. These are areas generic to our development as an organization as well as key functions in which we are frequently asked to provide technical assistance to others. Because of the uniqueness of our field of competence -- nonformal education -- and our intercultural commitment in providing assistance, ready made systems of working in these areas and functions from other fields need careful and systematic adaptation and development before we can apply them to our work. And yet

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<sup>1</sup> Evaluation Report, December 1973

our need is urgent. By virtue of our assigned role as a catalyst in bringing new educational approaches and methods to a wide range of agencies and organizations in the LDC's and within the United States, we are in a position directly to provide the multiplier effect sought by development planners; inputs into our own organizational development -- especially of the kind herein proposed -- will also have direct influence in the nature and quality of technical assistance rendered to our clientele agencies.

Moreover, although World Education has a prime commitment to AID, it has the advantage of multiple sources of funding. Consequently, a three-year investment in organizational development will bring about changes which can be institutionalized in an orderly way with assurance that the ebb and flow of operating funds from a single source will not seriously jeopardize organizational gains.

Our approach involves certain commonalities of practice and philosophy:

Historically, our pattern of operation has been one of continuing collaboration with indigenous government and voluntary agencies. We want to know what others are doing, to help them with our particular kinds of competencies.

Our mode of operation includes local participation at the earliest stages of program planning. The program innovations we assist host agencies to develop or adapt for their local use are incorporated into ongoing development programs. Working with established organizations means built-in capability for replications and widespread use without creating new organizational structures for doing so.

World Education does not attempt to impose priorities in program development on host agencies. In Ethiopia, for example, we are working with a women's association, where nutrition and family planning are high priorities and literacy rather lower. In Bangladesh, we are engaged in an integrated rural development program with a private agency in which the literacy component began as a top priority but is becoming of secondary importance as the program gets underway. In Thailand, we are working with the Ministry of Education, Adult Education Division; in Honduras, with the local Family Planning Association and an agricultural cooperative.

Inherent in World Education's systematic strategy of program development is needs assessment in terms of learner problem priorities. Our programs derive from what the learners perceive to be their needs, taken in concert with the broader needs of the community and the host agency. The educational programs we foster develop and organize instructional materials to accommodate problems of learners and learner objectives. Our methodology too is designed to encourage active learner involvement in planning, instruction, and assessment.

Fundamental to our approach is the focus on indigenous institution building, an emphasis on training and staff development. This priority is clearly evidenced in our assistance to programs in Thailand, the Philippines, and Indonesia, for example.

Our continuing concern has been to establish firm indicators of program progress. This we have found difficult where: dealing with the intangibles of nonformal education. We have begun the complicated process of developing and testing a set of instruments designed for this purpose. Our strategy is to work as partners and leave something behind. The four objectives of the proposed DPG -- to develop and institutionalize improved systems of program analysis and evaluation, methods and materials, staff development, and dissemination -- are a significant part of what we want to leave behind. One of the indicators of our success would be the degree to which each of these capabilities can be transferred to our clients abroad.

Experience indicates that the demands for technical assistance are increasing at an accelerating rate. Our patterns of responding to these demands have to change in different points of time. Not all demands can be met; we must develop more effective criteria of selectivity. Our unique capacity to respond, the quality of our response, can be significantly enhanced through a DPG with which we can accelerate our efforts to systematize and extend what we have learned out of our past experiences to create new and more effective ways of involving and working with adults in the integrated approach to nonformal education for national development.

### III. Course of Action

Objective 1: To develop and introduce into ongoing World Education operations a system of program analysis, program needs assessment, and program evaluation; and to acquire the capability to provide technical assistance to help other organizations and agencies engaged in non-formal adult education to acquire increased competencies in these areas.

Our strategy in carrying out this objective is twofold: to develop and introduce improved systems of program analysis, needs assessment, and evaluation into our operation; and to provide technical assistance in our network of partnership organizations to transfer this experience.

We have been working toward building indigenous and relevant evaluation approaches rather than importing them. We have made initial efforts to evolve a comprehensive evaluation strategy, but our action commitments have had to be assigned first priority. Our resources have not permitted a sustained and organized effort. Because of the necessity for speed and flexibility, in the response to the needs of others, our concern with program analysis and evaluation has been real, even essential, but we have carried out these functions on an ad hoc basis. We have made a beginning recently by sponsoring an international workshop on program evaluation in Thailand in which important ideas were generated. Follow-up is essential to capitalize on these early gains. Reporting information from the field has had sporadic attention. For example, there is other information that we need that we have not been getting such as reliable data on learner characteristics and perspectives, patterns in instructional interaction, administrative constraints to adaption of improved practices and others.

As a first step, the Department would analyze World Education's own internal and external operations, building on the intensive evaluation performed at the request of AID by a team of outside experts a year ago, and on the self-study it is presently conducting with the help of a consultant. Through this analysis, the Department would develop its capability as a resource to analyze and evaluate other programs as well.

The external evaluation team, which published its report on World Education in December, 1973, prepared a set of guidelines for its own use which constitute a valuable and thoughtful set of parameters for designing our own system of program analysis.

and evaluation (see Attachment J). A second source of guidance is to be derived from the results of the International Workshop for the Evaluation of Nonformal Education Programs convened by the Thai Ministry of Education and World Education in June, 1974 in northern Thailand. Further developing the diversified evaluation strategies which evolved, as reported in the Workshop report, represents a way to build upon a substantial base of pooled international experience. (Attachment K: Summary and Table of Contents.)

Our interest in evaluation encompasses assessment of learning gains, instructional process, and institutional development. Of necessity this will involve study of both process and outcome evaluation. We want to develop manageable, simplified instruments and techniques which recognize the value of parsimony and adaptability. Cost effectiveness is a critical criteria for work in this field.

World Education is also interested in a comprehensive approach to program analysis and evaluation developed by the Center for Adult Education, Columbia University, and demonstrated on a national scale in the context of the United States Office of Education's adult basic education program.

Under a substantial development grant from the United States Office of Education, Columbia has developed a methodology which examines (1) organizational and administrative dynamics, (2) instructional interaction, and (3) the perspectives (perceptions and expectations) of administrators, staff and adult learners. Through structured interview schedules, standardized program data collection forms, comparative use of participant observation, an adversary method of data analysis, and informal field interviews, modal patterns of administrative and instructional interaction are identified, common group perspectives are discerned, and innovative program departures are explored. Critical to a program analysis of World Education is the nature of interaction and perspectives (a) among the central office departments in our headquarters, (b) between headquarters and our regional representatives and consultants, and (c) between each of these groups and key host country collaborators.

Based upon a data reporting system which provides such information, a program evaluation approach becomes feasible

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that systematically examines discrepancies in program expectations of those most centrally involved in planning and implementation, and between these perceptions and expectations and current practice. Key decision making areas are determined from the program analysis results and instruments designed to establish discrepancies in such areas as recruitment, instruction, staff development, staffing, interagency collaboration, and goal setting as these appear relevant. Findings have direct and immediate implications for policy reformulation, staff development, and administrative practice.

Developments growing out of World Education's United States project, which has transferred international experience to adult basic education in this country, have included evaluation instruments to assess such things as coping skills and practical action.

Indications of progress in this field will be fairly tangible: a set of procedures in manual form for program analysis and a set or sets of instruments for evaluation. Another will be a demonstration of their use within World Education headquarters and of their adaptation and institutionalization in major programs in which World Education is providing technical assistance.

Another set of indicators of the value of these new systems are such considerations as whether people keep coming to the learning group. In the Philippines, Malaysia, and Thailand, for example, the drop-out rate in the programs is much lower since our assistance began. Other indicators include less absenteeism; an increased demand for extension services (i.e., health, agriculture, or family planning); greater learner involvement; readiness to try out innovations in program practice; expansion and adaptation of projects; collection of increasingly sophisticated data about attitude changes and literacy skills; higher staff morale and fewer organizational problems related to internal factors; and the transferability of a more effective problem-solving orientation from one subject matter to another; learner gains in attitudes, concepts, skills, and application of what is learned.

Objective 2: To develop a more effective system for developing, evaluating, and adapting improved instructional methods and materials, and to foster their use.

The focus in this objective is the development of methods and materials of instruction. We want to establish an applied research and development capability. This function is closely linked to the first objective of program analysis; through a continuing program analysis effort, we will have better means of identifying new ways, techniques, and approaches to teaching and learning in nonformal education. We will be able to know the specifics of common practice in instruction, identify innovative methods and materials, and evaluate and test them for adaptation in other programs. Most innovations require repackaging and development to prepare them for dissemination.

This function is one which we have recognized as crucial and within available resources we have made a beginning (Examples: Fold-out Series, Attachment K). We are seeking new ways, for example, to involve adults -- learners, teachers, administrators, planners -- in the actual development of materials and learning approaches. In our program, Innovative Non-formal Education for Rural Women (to be initiated in the Philippines), the participants can contribute to the content of the materials by drawing on their extensive store of life experiences, folklore, folk art, or their own perceptions of their environment and its problems, as a starting place for the learning process. If the learners are actively involved in curriculum and materials development, desired behavioral and attitudinal changes are more likely to take place through increased identification with the program.

A second new approach is alternate delivery systems for women in indigenous sites and local meeting places. Rural women who are underprivileged, undereducated, and overworked are often unwilling or unable to come to classrooms. We are developing techniques to reach rural women by bringing their education to where they live and work and interweaving it with their life styles.

A third example of experimenting with new methods is the use of local photographs, comic strips, and other locally produced visuals, as projective techniques for diagnosing learning needs, to motivate learner involvement in problem-solving and as instructional material related to practical life problems.

In the past, traditional educational approaches to illiterate adults were often unsuccessful because they imposed outside standards and methods on learners who failed to understand the relevance of these methods to their own lives. Another area of experimentation is refining the problem-solving approach to learning so that it incorporates meaningful content with practical action skills, making the education of immediate value to the learner and recognizable as such to him. At the same time we are incorporating content that is important to the various facets of integrated rural development.

Another important technique we have developed and are refining is the method of group discussion and dynamics, learner participation, establishing a peer relationship between teacher and learner. In addition, helping field projects build in ongoing feedback systems teaches us about the impact of the materials and methods on the learners. We are interested in mediated uses of mass media for instruction.

One of our advantages as a field-oriented organization is that we have developed a process -- going into a country to do a survey, designing a situation-specific, culturally relevant pilot project, expanding successful demonstrations throughout the host agency program in phases. Because of this strategy we are able to modify and make revisions in curriculum and materials design at the pilot stage or further along.

The merit of an innovation for others outside the originating program is less important to adoption than are situational factors. Our system of regional representatives and consultants makes it possible for us to learn of specific problems in each collaborating program, and to help local program officials learn of improved practices that will meet a specific need for which they seek help. Thus, solutions are found to local problems rather than attempting to "sell" improved program practices or products.

Often a local inventor of an innovation can serve as a consultant to others if resources can be made available for him to do so. Officials in neighboring programs can visit an innovative program to discover their own solution to a common

problem without any effort to promote the innovation. This has been shown to be one of the most effective methods for dissemination. Again, resources must be found to encourage this kind of cross fertilization of ideas.

World Education can assist the process of promoting innovation by systematically evaluating methods and materials on site and in other settings to assess factors impeding adaptation.

"Adaptive Development" refers to the function of preparing a promising innovation for widespread use. This may involve producing a manual, translation, cultural adaptation, re-packaging, modification to enhance cost effectiveness, or phasing to permit use in stages. Limited field trials in different regions to demonstrate the value of an innovation may be essential. World Education has never had the resources to undertake such obviously relevant action research and demonstration activity on a sustained basis. Every such effort has had to compete with limited resources earmarked for host country program development.

Actual field-testing of methods and materials will take place in conjunction with the Department of Field Activities of World Education and will require separate funding.

Objective 3

To develop a system or network of competent regional consultants, and as a counterpoint, to enhance capability on the part of staff to provide support and follow-up.

Our panel of consultants (of 50, over 20 are from the developing world) are all experts in their fields. They are specialists in training, materials design, program evaluation, etc. We are seeking the resources to make them more multipurpose, to link them on an ongoing basis with collaborating programs in a specific region, and to develop more effective systems to determine the need for their services, to assess their effectiveness, and to provide support and follow-up services.

To provide continuity in operation, it is crucial to formulate a new set of roles of functional responsibilities for the staff. Our staff is generally young, professionally competent, with relevant but generalized overseas experience. The field of nonformal education is a new one and a body of common expertise is only now being systematized. We have expanded our operation to include regional representatives. We now feel that just as we must enhance the degree of regional specialization in our consultants, we must also provide for greater functional specialization by our staff.

The following specialized content areas would supplement the knowledge base of existing staff: program planning, needs assessment of learners, materials development, information processing, instructional methods, teacher and staff training, evaluation approaches and techniques, workshop techniques.

We want to emphasize Third World specialists, to build up a cadre of indigenous experts. We have made a good start in this direction with our international workshop held in Thailand last June to which we brought evaluation specialists from all over the world. We plan to hold an Asia Regional Workshop to build up a Third World cadre of materials developers.

We want to foster more communication between consultants and staff. We propose providing training workshops in the areas of the expertise mentioned above for staff and selected consultants in both the regions and the central office. The training workshops and field experience will provide the staff with the specialized skills needed more effectively to implement nonformal education programs for adults.

On occasion, staff will have to be used for consultant duty: there are certain academic seasons when university-based consultants will not be available for immediate tasks.

On a more continuing basis, staff members are required to evaluate the consultants' performance of a specific function and need to become better informed in that field to perform this function adequately. We need to develop a more effective system for evaluating consultant performance.

It is imperative that more intensive field involvement on the part of the staff take place. We could append to our regional conferences a staff workshop. In this way, selected staff members could not only participate in the most important program analysis and review activity which takes place during the regional conferences involving the principals from collaborating agencies but, after the other participants have left and the interaction with them is over, a staff workshop is a prime opportunity to build staff competence in the field.

Other possibilities include an intern program, using international graduate students, preparing them for coming to join us or a similar organization. Or they could be attached to a regional office, supplying them with additional international experience. We have just sent a young woman from the School for International Training in Brattleboro to work with one of our programs in Malaysia. Or a trade-off arrangement could send a World Education staff member to a collaborating agency, or a university. Or we could bring key collaborators (directors of programs) in from the field, giving them a chance to exchange experiences and contribute to seminars for staff development. These seminars could also benefit other PVU's.

We need resources to permit our staff selectively to participate in the workshops and seminars conducted by other international organizations which bear directly on our programmatic concerns.

Objective 4: To develop a resource center system to foster the effective dissemination and utilization of innovations in program practice pertaining to nonformal adult education in LDC's.

This objective will be carried out in conjunction with the World Education Department of Program Documentation and Dissemination.

There is, to our knowledge, no international information analysis center to identify, foster, and disseminate innovations in nonformal education although existing clearing houses have certain other functions.

The National Referral Center in Washington uses the following criteria in identifying "information analysis centers:"

- (1) Key activities must include the analysis, interpretation, synthesis, evaluation, and repackaging of information for the purpose of enabling users to better assimilate the information or numerical data of a specific field.
- (2) Subject specialists must perform the analysis, evaluation, or synthesis.
- (3) New evaluated information must be produced in the form of critical reviews, state-of-the-art monographs, or data compilations; substantive, evaluated responses to inquiries must usually be supplied.
- (4) Assistance must be provided to a community of users and not just to in-house personnel.

There is no such resource center in the field of nonformal education in the LDC's. We propose to develop our capability to provide these services on a selective basis for ourselves, for our collaborating agencies in the LDC's, and for other organizations and agencies involved in functional adult education especially as it relates to national development.

With our existing network of collaborating programs in twenty countries we have an unusual communications structure to make such a service possible. In addition to the action research-demonstration activities delineated in Objective 2 pertaining to methods and materials of instruction, we would include within the purview of the Center within

World Education information pertaining to organization, administration, supervision, program coordination, community and inter-agency liaison and coordination, staff development, budget funding, program development and evaluation, studies pertaining to learner characteristics and related action research. The Center would also maintain rosters of specialists and consultants and of resources in the field.

The Center would systematize a substantial amount of data-gathering activity already undertaken by World Education on a less organized or sustained basis and primarily for in-house use. It would provide an invaluable service for those who are recipients of World Education's technical assistance and a continuing link for those programs with which we are no longer providing such active service. This function would provide an essential and now lacking follow-up for a continuing staff development effort both within World Education and for those in nonformal education in other countries and in international agencies. World Education already has a strong growing program of publications into which the Center can feed information for world-wide dissemination. World Education's efforts at program analysis, evaluation, action-research and demonstration, staff development, and virtually every activity will be enriched by the resources of the proposed Center.

We will use the Center as a basis for detailed and thorough analysis of improved program practices to identify and foster utilization of innovations in nonformal adult education and to seek the whole range of innovations about how programs operate. We want more effectively to develop the capacity to take diffuse information and to transform it for user purposes as well as to share it through workshops, seminars, and symposia.

The Center will produce selected publications on innovations and significant current program initiatives in nonformal adult education programs aimed at several target audiences: administrators, practitioners, and other professionals. These publications will include practical technical information: "How-to" booklets in areas such as workshop techniques, program evaluations, materials development, and involving learners in the education process.

The Center will make a continuing effort to set standards for program practice by developing guidelines and disseminating models of program planning and development (thereby building on existing efforts); to cut down on duplication and overlap; to provide shortcuts for other planners and administrators; to accelerate the kinds of responses we and other

organizations can make to requests from developing countries.

For example, we carry out what we call "country surveys" as an initial step in program development when a country agency or ministry requests help. We assist the host agency in carrying out a baseline survey which is, more accurately, a needs assessment. Through interview guides we gather information, trying to identify and systemize the perceptions of decision-makers, representatives of local organizations, as well as those of the villagers. This needs survey is an invaluable source of data to make instructional materials survey culturally relevant and "situation specific."

At the moment, we use different approaches and different questions in different countries. Each situation is culturally analyzed. In Thailand, for example, people do not like to be confronted with questions. We had to adapt our approaches to win acceptability. Our experience in this area of needs assessment is potentially valuable to others planning to work in the same countries.

Our projected series of low-cost, practical, how-to pamphlets for field workers mentioned above is one answer to this problem. We propose to publish training pamphlets with simple practical devices for questioning strategies to increase learner responses, for example, making innovative use of traditional or commonplace materials, helping the nonreader, integrating curriculum development, etc.

The Center will provide a continuing organized effort to assess professional needs, trends, and priorities relevant to international program research and development. It will provide a resource for visiting professionals, interns, and leadership training.

The Center would be developed initially as a resource for World Education staff and consultants, to interpret and analyze new information and experience as a supplement to in-service training but would be developed into a resource center for other organizations, agencies, and professionals involved in nonformal adult education. Eventually, the Center could provide an interagency clearing-house liaison service and set up a network of collaborating agencies for such purposes as information utilization and models of local programs.

WORKPLAN FISCAL YEAR 1976Objective 1:

To develop and introduce into ongoing World Education operations a system of program analysis, program needs assessment, and program evaluation; and to develop the capability to provide technical assistance to help other organizations and agencies engaged in nonformal adult education to acquire increased competencies in these areas.

Activities for Year 1

1. Recruit and hire a professional staff member to spend 2/3 time carrying out activities in Objective 1 (and 1/3 time in Objective 4).
2. Select and contract with consultant(s), who will spend approximately 30 days working with the staff person on the following five activities:
3. Design a continuous strategy for organizational analysis of World Education.
4. Analyze the organization and administration of World Education to produce with a normative description using interview guides to identify modal patterns of interaction and perspective.
5. Collect and interpret data on organizational analysis (how people perceive program, how it works, staffing, linkages, goal setting, recruiting, priorities for in-service training, further research needs, etc.)
6. Design strategy for organizational evaluation based on the areas identified in the analysis process.
7. Evaluate the organization, using questionnaires, interview guides, and observation checklists to compare group perspectives (staff, field staff, consultants, and administrators). The purpose is to compare the expectations of each group with evidence of current practice and to determine the discrepancies.

Year 2:

Interpret data from the analysis and evaluation of World Education and adapt the approach to the program activities of three World Education field projects. As part of this process, World Education field staff, regional consultants, and host agency staff will be trained in the process of analysis and evaluation. Implement program analysis procedures in the three field programs.

Year 3:

Complete the evaluation of the three field programs. Produce and disseminate a manual on program analysis and evaluation that can be adopted for use in all World Education field programs as well as those of other organizations. Design a plan for implementation of this program analysis and evaluation into ongoing and future World Education programs.

Objective 2:

To develop a more effective system for developing, evaluating, and adapting improved instructional methods and materials, and to foster their use.

Activities for Year 1

1. Select professional staff person to devote 1/3 time to the activities in this objective (and 2/3 time to Objective 3).
2. Identify and recruit consultant(s) to spend approximately 35 days assisting in this analysis and evaluation of methods and materials.
3. Select three World Education-assisted field programs as pilots for designing a system of collecting analyzing, and evaluating instructional techniques.
4. Design a feasible and practical way to collect this data.
5. Collect and analyze data.

6. Evaluate the analyzed data, asking particularly:
  - To what extent did learner involvement in the the learning process (participatory rather than didactic) result in more effective cognitive, attitudinal, and behavior changes?
  - How effective is the use of various types of nonformal settings in terms of reaching and retaining the adult learner?
  - To what extent do the innovative methods and materials engage the learner in the problem solving approach and help him take practical action to cope with daily life problems?
  - To what extent are the various types of evaluation instruments effective in assessing learner needs and learning outcomes?
7. Design a system for disseminating information resulting from analysis and evaluation of methods and materials.
8. Select two World Education programs as pilots and, through site visits by World Education regional representatives or department staff, explore ways to experiment with variations of learning techniques currently in use.
9. Identify problems related to adaptation of new techniques in these two pilots.
10. Analyze information gathered from these two pilots in addition to data already known from our other field projects and from what we are learning in the research program for women currently being carried out in the Philippines.
11. Prepare and disseminate how-to booklet for field practitioners on methods of increasing learner participation in the instructional process.
12. Design method for assessing the usefulness of disseminating this type of booklet as well as content.

(Developing new techniques will be tested on a small scale with other funds during Year 1).

Years 2 and 3:

Evaluate the systems we have devised in points 4, 7 and 12 above, refine them, apply them, and field test them in other programs. Develop, analyze and evaluate instructional techniques and methods. Explore effective means of disseminating findings and encouraging adaptation of new techniques in field programs.

Objective 3:

To develop a system or network of competent regional consultants, and, as a counterpoint, to enhance capability on the part of staff to provide support and follow-up.

Activities for Year 1:

1. Select professional staff person to devote 2/3 time to activities in this objective (and 1/3 time to Objective 2).
2. Select and contract with consultant(s) to spend approximately 25 days advising on the whole training program.
3. Design and administer a study to identify the specific needs of staff and consultants in program development, analysis, evaluation, training, materials development, and needs assessment.
4. Set up system and criteria for identifying, selecting, and evaluating consultants and staff.
5. Design and begin implementation of staff development program to enhance capabilities of staff in areas related to their main functions.

Three-Year Development Program and Targets:

1. Design a three-year development program for regional consultants and selected staff focusing on program planning and evaluation, training and materials development.
2. Continue staff development program (#5 above) modifying it in Year 2 and Year 3, based on results of Year 1.

3. Hold series of workshops in each region for consultants and selected staff, piggybacking on workshops already planned by the Field Activities Department for other purposes, or designed specifically for the purpose of consultant and staff training in a particular area.

Year 1: Plan and hold two adjunct workshops  
Year 2: Four-five workshops  
Year 3: Two-three workshops

4. Send graduate interns abroad for six to twelve month periods to work closely with regional representatives. (Discussions on possible intern programs already have begun with several universities.)

Middle of Year 2: Three interns abroad and one in central office  
Year 3: Continue practice if results are positive.

5. Implement an exchange program whereby World Education staff members do short internship abroad in exchange for a foreign consultant or program representative's coming to spend a similar length of time in our New York office as a resource person in the central staff development program.

Beginning of Year 2: Test the feasibility of exchanging central staff member with a local field program staff member.

Year 2 and 3: Base plans on the results of this test case of exchange program.

Objective 4:

To develop a resource center system to foster the effective dissemination and utilization of innovations in program practice pertaining to nonformal adult education in LDC's.

Activities for Year 1:

1. Select professional staff person to devote 1/3 time to activities in this objective (and 2/3 time in Objective 1), assisted by administrative assistant/librarian.
2. Hire a consultant to spend 30 days working in conjunction with the above staff people.
3. Design a practical system for collecting, cataloguing, evaluating, and disseminating information pertaining to program administration, coordination, interagency linkages, evaluation, learner characteristics, methods and materials, needs assessment, and training.
4. Design and administer survey to identify key areas of interest and concern to practitioners, administrators, and professionals in our field. (Preliminary data has been gathered through evaluation questionnaire sent out by our Department of Program Documentation and Dissemination.)
5. Identify and recruit specialists to perform the synthesis, analysis, and evaluation of information in the particular subject areas.
6. Produce and disseminate one major publication (in addition to the how-to booklet discussed under Objective 2 #11, and in choosing content, take into consideration the manual on program analysis, Objective 1, Year 3, a monograph on evaluation being prepared by the Department of Program Documentation and Dissemination, the how-to booklet on family planning being undertaken under 3280.
7. Design a method for evaluating the reaction to this type of publication as well as the content.

Year 2:

Emphasize production and dissemination of relevant publications.

Year 3:

Continue production and dissemination. Study feasibility of the Center's expanding its activities to become an interagency clearing house for this type of information.

## Finance and Budget

In order to carry out the tasks described in the workplan, World Education will require a budget totalling \$107,000 during the first year, \$109,000 during the second year, and \$109,000 during the third year. The total amount required for the three-year period is \$325,000.

The funding for the first-year's activities will be allocated as follows:

- A. Salaries and benefits for two professional staff members who will be responsible for carrying out the grant workplan, with the assistance of consultants and World Education staff. Plans are for one professional to devote 2/3 time to Objective 1, developing an ongoing system for World Education, and 1/3 time to Objective 4, developing a resource center system. The other professional will devote 2/3 time to Objective 3, developing a network of competent regional consultants and enhancing staff capabilities, and 1/3 time to Objective 2, designing a system for developing, and analyzing and evaluating instruction methods and materials.
- B. Consultant fees for 120 days of assistance from outside professionals. It is envisioned that approximately 30 consultant days will be devoted to the organizational analysis and evaluation area (Objective 1), 25 consultant days to the staff and consultant development area (Objective 3). It is estimated that 35 consultant days will be utilized in carrying out activities in the area of methods and materials analysis and evaluation (Objective 2), and 30 consultant days in carrying out activities related to the development of a resource center system (Objective 4).
- C. International Travel It is estimated that there will be three international trips each for staff and consultants for the purpose of designing and participating in the two regional training workshops that are planned as adjuncts to other World Education planned activities.
- D. Domestic Travel It is anticipated that approximately 15 consultant trips within the U.S. will be necessary during the first year for the purpose of bringing resource personnel to World Education as part of (1) the staff training program, and (2) the development of a resource center system. Approximately 15 U.S. staff trips will be necessary to carry out all the activities outlined in the workplan.

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- E. Allowances. It is estimated that approximately 250 days of allowances will be necessary in conjunction with the travel outlined above.
- F. Workshop and Training. During the first year two adjunct regional training workshops are planned. It is estimated that they will cost approximately \$7,500 each. Costs for these workshops will include, local transportation, accommodations for participants, rental of facilities, honoraria for local resource personnel, and materials and supplies. As part of the internship program planned, it is estimated that \$3,000 will be needed for living expenses for two interns abroad for a six-month period during the first year. Approximately \$1,000 will be needed for workshop fees, local transportation and training material as part of the central staff training program.
- G. Equipment. It is estimated that the equipment and materials needed to develop the resource center system will cost approximately \$3,400.
- H. Publications. Plans are to publish at least one "how-to" booklet or monograph during the first year. The estimated production cost is \$5,000.

BUDGET

(Year 1)

1. Salaries (24 man months x \$1,250)	\$30,000
2. Benefits (16% of salaries)	5,000
3. Overhead (42% salaries)	12,000
4. Consultart fees (120 days x \$100)	12,000
5. International Travel	
Consultants 3 trips x \$1,500	4,500
Staff 3 trips x \$1,500	4,500
6. Domestic Travel	
Consultants 15 trips x \$100	1,500
Staff 15 trips x \$100	1,500
7. Allowances \$30 x 254 days	7,600
8. Workshops and training	20,000
9. Equipment (materials)	3,400
10. Publications	5,000
	<hr/>
TOTAL:	\$107,000

**Best Available Document**

JUN 26 1975

GUIDELINES FOR PREPARATION  
OF THE  
ANNUAL REPORT

The attached guidelines suggest the format and the detail for annual project reports that are required in all grants.

The grantee will submit nine copies of the report with appendices to the A.I.D. Project Manager. The A.I.D. Project Manager will submit two copies to PHA/PVC and two copies to the AID Reference Center.

The outline should prove useful to the grantee in preparing the report, and provide an improved basis for annual project reviews. The grantee is encouraged to develop a self-contained report as outlined below .

Additional material may be annexed as necessary for a comprehensive report. The report is intended to provide a statement of the effectiveness of WEI's Department of Program Development, Analysis, and Evaluation in producing results according to annual work plans, and the significance of these results for the solution of the problem being addressed. Annexed material is essential for a critical review of assertions regarding findings, significance, etc.

REPORT SUMMARY 1/

- A. 1. Project Title and Grant Number:
2. Principal Investigator, Grantee and Mailing Address:
3. Grant Period (as amended): 2/ from \_\_\_\_\_ to \_\_\_\_\_
4. Period covered by Report: from \_\_\_\_\_ to \_\_\_\_\_
5. Total A.I.D. funding of grant to date:
6. Total expenditures and obligations through previous grant year: 3/
7. Total expenditures and obligations for current year: 3/
8. Estimated expenditures for next grant year:

B. Narrative Summary of Accomplishments and Utilization

(In this space provide a concise statement of the principal accomplishments during (1) the period of the report and (2) life of the project in relation to objectives and actual or potential operational significance.)

This information does not substitute for a full discussion of the same points required in the body of the Annual Report as outlined below.)

- 1/ "Report Summary": Statistical Information (Item A) and the Narrative Summary of Accomplishments (Item B) should be reported on a single page. This page will be for general public use as well as project management purposes, and should be written for a general rather than a technical audience.
- 2/ Item 3 - Grant Period (as amended): Report the original date of the grant and closing date as prescribed by the grant or any amendment thereto.
- 3/ Items A 6-8: These items refer to expenditures including firm obligations by the grantee. Obligations are the grantee's legal but unpaid commitments, i.e., subgrants purchase orders, etc.; and other related accruals through the end of the reporting period. A "grant year" is one between anniversary dates of the grant

## ANNUAL REPORT

### A. General Background

Prepare a concise statement that provides the background and rationale that led to the initiation of the project. This summary should state the nature and importance of the problem to which the project is addressed, and the rationale that links the project activity to the problem.

### B. Statement of Project Objectives as Stated in the Grant

The purpose of this section is to record in a precise and concise way the objectives of the project. The objectives as stated in the grant may have been interpreted, expanded or further defined in other documents and mutually agreed to by A.I.D. and the grantees. This section should reflect the grant's objectives as modified by these supplementary understandings.

### C. Continued Relevance of Objectives

Do your activities to date, or other circumstances, indicate a need for modification of project objectives as stated in the grant? If so, in what respects?

### D. Accomplishments to Date

1. Findings: Provide a statement of the principal and significant findings and other accomplishments for the reporting period as they relate to the anticipated results in the year's work plan. (See material for the year similar to that requested in C.1. below for the coming year.)

Discuss the operational significance of the accomplishments of the current year's activities for attainment of project objectives as stated in Section B above. The discussion should include reference to existing knowledge, recent research findings by others, and cumulative findings and accomplishments of this project.

Also discuss side effects of the work, positive or negative. For example, do the findings to date suggest unexpected complications for the application of findings; do they suggest the need for more direct approaches to the problem than were originally anticipated; or is the project developing information and insights not expected in the scope of the work?

#### 2. Interpretation of Data and Supporting Evidence:

Summarize briefly the evidence and analysis that support the findings cited above. To permit a critical analysis of the evidence and analysis, expand as necessary in an appendix to each copy of the report.

3. **Project Design:** State briefly any significant modifications made in the design prior to the current reporting period.

Are the present techniques, instruments or mode of inquiry appropriate and/or optimal for the study design? In view of the findings of the past year or your experience with the project measures employed, do you recommend modifying (1) the project design or (2) research techniques? For example, have there been special problems of data availability, sampling, data processing, or ineffective techniques? Have project findings revealed technical relationships that suggest a continuation of present methods or do they suggest a new approach?

**E. Dissemination and Utilization of Project Results**

1. Briefly describe efforts made under the grant to disseminate the results of the project. Attach as appendices two lists: (1) a bibliographic list and an abstract not exceeding 200 words of papers and publications developed under the grant and (2) a list of short statements that identify each known use of material produced by the project for seminars, conferences, translations, or as background material for speeches, policy statements, etc.

2. Cite evidence and cases known to you that findings of the project are being used in LDCs, the U.S., or both, in training, direct application to the problem, etc.

3. Has the experience of the past year suggested new or more effective ways to expand the use of project results? If so, discuss the experience and as appropriate include proposed steps in the work plan (Item G below). Indicate whether your proposals can be carried out under current provisions of the grant, or would require new grant arrangements by A.I.D.

4. Discuss the extent and nature of considerations to involve LDC personnel and/or institutions as an appropriate activity of the project. If judged appropriate, discuss the kind and extent of LDC involvement in (a) planning the project, (b) the execution of the field work, (c) the analysis and reporting of results. Plans to involve LDCs in the future should be reflected in the work plan in Item G (4) below.

5. Under separate cover forward four copies of publications, seminar reports, translations and other materials representing efforts to disseminate results of the project, and evidence of the results being utilized by LDC or U.S. people or institutions.

**F. Statement of Expenditures and Obligations and Grantee Resources**

Provide a statement of expenditures and obligations related to the budget plan for the year. This statement should show expenditure and obligations for each of the (1) major inputs (Personnel, equipment, travel, etc.) according to (2) the major accomplishments or work targets that had been planned for the year's work.

Identify significant problems or accomplishments in the progress of the project related to the volume, effectiveness, or scheduling of the manpower, equipment, travel, etc., made available by these expenditures.

Discuss significant changes or modifications in project management, in the staffing pattern, physical facilities, institutional environment, etc.

#### G. Work Plan and Budget Forecast for Coming Year

Taking into consideration the past year's progress and expenditures and the work remaining to be done over the life of the project, present a work plan and budget for the coming year.

1. anticipated accomplishments for the coming year.
2. procedures to be used and activities to be carried out.
3. significant factors that you anticipate that will promote or impede accomplishments.
4. a plan for dissemination and utilization of the expected results of the project in the U.S. and in LDCs as applicable.
5. a budget statement that shows planned expenditures for each of the major inputs (personnel, equipment, travel, LDC involvement, etc.) according to the major accomplishments, or work targets that are planned for the coming year's work.

#### H. Appendices

Reports of technical data and analyses (Par. D. 2)

A bibliographic list with abstracts of papers and publications (Par. E. 1)

A list of uses made of research findings and reports (Par. E. 1)

Other appendices as appropriate.