

EDUCATION DIVISION DOCUMENTS. NO 25

SKILL DEVELOPMENT FOR SELF RELIANCE

REGIONAL PROJECT IN
EASTERN AND SOUTHERN AFRICA
ILO/SIDA

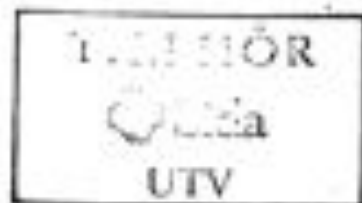
EVALUTION REPORT
BY MATS HULTIN

MARCH 1985



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REPORT OF AN EVALUATION MISSION CONCERNING THE
ILO/SIDA/77/RAF/48 REGIONAL PROJECT, SKILL DEVELOPMENT
FOR SELF RELIANCE IN EASTERN AND SOUTHERN AFRICAN
COUNTRIES WITH MAJOR EMPHASIS ON SECOND PROJECT
PHASE 1982 - 1985.



March 1985
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1 Introduction

- 1.1 In accordance with terms of reference of January 17th, 1985, as issued by the education division of SIDA, Stockholm, a formative evaluation of the second phase of the SIDA financed and ILO administrated regional project Skill Development for Self Reliance in Eastern and Southern African Countries (SOSR and covering Kenya, Lesotho, Somalia, Swaziland, Tanzania, Uganda and Zambia) was carried out during January through March 1985. The evaluation comprised
- a. Interviews of SIDA staff and former SOSR project unit staff in Stockholm. Review of project documents available at SIDA.
 - b. Interviews of staff and review of project documents at ILO Geneva.
 - c. Interviews of project unit staff in Nairobi and visits to project institutions in Kenya and Tanzania.
 - d. Interviews with subproject staff from Lesotho, Somalia, Swaziland, Uganda and Zambia in connection with a regional project staff conference in Nairobi. Review of documents available at project unit in Nairobi.
 - e. Debriefing at SIDA Stockholm and writing of evaluation reports.
- 1.2 In total some 70 people have been interviewed, 40 documents related to the project have been reviewed and some 20 activities in rural areas in Kenya and Tanzania have been visited. The evaluation as carried out has provided a satisfactory and comprehensive direct contact with the subprojects in Kenya and Tanzania, while the knowledge of ongoing activities in the other 5 countries is indirect and based on written and oral information of project staff and officials; the oral information received during the regional conference in Nairobi in late February. Time did not permit any visits to those other countries. It is, however, not believed that this limitation of the evaluation in any serious way invalidates the conclusions and suggestions of the report as presented in the following.

- 1.3 The SOSR project became operational in 1980 and a first phase of the project was evaluated in 1982 by a joint ILO-SIDA mission. The first evaluation mission suggested a second phase which also materialized. The second evaluation as presented in this report focuses consequently on the second project phase and comprises a follow up of the 1982 evaluation and is based on a detailed phase II project document of the same year. It assesses also the need for a third and final phase of the project as proposed and outlined in a document produced by the SOSR project unit and presented to ILO and SIDA in December 1984.
- 1.4 The project document covering phase II is comprehensive. It defines target groups and describes the project's long range, intermediate and immediate objectives. It suggests furthermore indicators to measure the achievements of those objectives and lists expected project outputs and activities by country and by date. The institutional framework and projected budget are presented. Semi annual project progress reports use to a large extent the indicators and list actual project outputs which is done according to a major recommendation of the evaluation of the project phase I and has facilitated the current evaluation. The phase III proposal is also comprehensive and therefore useful in assessing the need for and content of such a phase of the SOSR project.
- 1.5 The phase II project document and the phase III proposal are nevertheless less explicit on some important aspects of the project:
- a. The analysis and use of community surveys to identify the training and other needs at rural grassroot levels.
 - b. The application and use in rural communities of skills and materials as developed through the project in seminars and workshops and by project staff.
 - c. The coordination of SOSR activities at national and at community levels in each of the seven project countries.
- The evaluation of project phase I highlighted issues related to above three aspects of the project and this evaluation of project phase II has consequently paid special attention to them.

It has also paid more attention to project goals than to project means and has in this way differed from the approach of the project document for phase II.

- 1.6 This evaluation has been formative rather than summative. Observations as they were made and suggestions as they accrued were continuously discussed with the SOSR project staff to the extent such discussion was feasible and not seen as a possible prejudgement which could infringe on SIDA's or ILO's future assessments and actions. Project achievements, implementations and costeffectiveness have been assessed in relation to statements in project documents and findings of the previous evaluation mission. The evaluation has covered project objectives, target groups, content, structure, technology, management, staffing, costs and financing. Remedies to project issues are suggested and while doing so first priority has been given to indigenous resources and means to solve the problems.
- 1.7 The terms of reference of the evaluation mission is attached as annex 1.
- 1.8 It should be said that the evaluation could be conducted as originally planned. An excellent itinerary was composed by the project unit in Nairobi and the cooperation with Government officials and others concerned was very good. The mission encountered no difficulties to solicit desirable information. The discussions were frank but cordial both in private and public meetings. Lists of visits, major officials met and documents reviewed are attached as annexes 2 and 3.

2. Summary of conclusions and Recommendations

- 2.01 The skill development for self reliance project with the participation of countries in Eastern and Southern Africa (Kenya, Lesotho, Somalia, Swaziland, Tanzania, Uganda and Zambia) concludes its second 3 years phase in 1985. The performance and achievements of this second phase is evaluated in this report.
- 2.02 The major objective of the project has been to assist the authorities of the participating countries to offer skill development programs primarily in existing nonformal training centers and various economic groups in rural areas which would facilitate employment in those areas; promote various types of community programs and improve quality of life of individual families.
- 2.03 Self reliance has been the keyword and the project has from the beginning focused on skill training which would not require large amount of investments in buildings and equipment. Community surveys to assess training needs, development of curricula for appropriate training and the production of learning elements to be used in training centers and other places where nonformal training would occur have dominated the project work.
- 2.04 Twentyfour seminars and workshops in which over 500 nationals from the seven countries have participated have constituted a major means of knowledge transfer. Between 200 and 300 community surveys have been undertaken to identify training needs and over 200 learning elements have been produced in response. This is a considerable accomplishment by a small project unit of 6 - 7 full time professionals and with a fairly limited budget of 10 million Swedish Crowns. A condition for this performance has been a close and good cooperation with most of the Ministries in the seven countries involved in the SOSR project. The unit has obviously been responsive to the demands from their clients and sensitive to their needs.

- 2.05 The project is, however, not yet in such a stage that it can be considered completed as regards foreign assistance and be left on its own. There is still promotional work, monitoring and various types of follow up work to be done. A third project phase covering the rest of 1985 and the 3 years of 1986 - 88 is therefore suggested.
- 2.06 The work with community surveys should be continued and vigorously promoted at all levels of the bureaucracy of the SDR countries. The 250 participants in community survey seminars should be the main tool for this work. But the project should also establish a regular cooperation with appropriate institutions of African Universities to obtain assistance in the survey work and to ascertain that most recent techniques and analytical methods be used. The project unit should be strengthened with an experienced research sociologist with good knowledge. The community surveys should be operational tools which reflect the state of the art in sociology and statistics.
- 2.07 Curriculum development and production of learning elements should be consolidated. The main burden of its continuation should fall on the about 250 nationals who have been trained through the project in these areas. The project unit staff should focus on some further curriculum and learning materials work in agriculture and on the production publishing and dissemination of learning elements directly intended for the trainees of the various institutions (rather than for the instructors). This may imply translation of texts into local languages. The work may require special funding for paper, printing, etc.
- 2.08 A major emphasis during the third project phase should be in monitoring and evaluation of the application, use and usefulness of the SDR project training and learning elements at the institutions and workgroups at the the grassroot level in the rural communities. Are the curricula relevant? Are the elements being used? What is happening with the trainees

after the completion of their training? Are they employed? What kind of employment? Are the women applying new skills in food production, preservation, preparation? Have community projects started or been improved thanks to SDR skills? Community surveys and project staff review missions would be appropriate means to arrive at answers to above questions. They must be given high priority during the suggested third phase.

- 2.09 The project is well managed but it is very important that national country project coordinators be officially designated, financially supported by the project and devoting full time to it. They should work in and report to the Ministry having the main responsibility in each country for the project and have a national coordinating committee as a reference point.
- 2.10 The project unit submitted late 1984 a proposal for a third project phase covering 3 years. It should be amended to reflect the findings and suggestions of this evaluation. There is no need to change the size and composition of the project unit at large although it should include an experienced sociologist in addition to chief advisor, planning and organisation advisor, advisors in rural youth and women training and in agriculture and in toolproduction.
- 2.11 The budget should reflect a suggested extension of the project to 3 ½ years (instead of 3 in the proposal), the need to support a country coordinator system, the printing of learning elements for the trainees and a possible increased need of domestic travel to conduct the necessary monitoring and evaluation of the SDR project impact at the grassroots level in the rural communities.
- 2.12 The evaluation mission concludes this report in section 8 with a general statement about the project. It is feasible to conclude the summary in the same way. The paragraph 8.11 states

"The SOSR project is a modest, thinly spread catalytical project in a sector of human resources development - nonformal skill training of youth and adults in rural areas - which in the past has seldom received enough funds - nationally or internationally - nor has had much prestige. It is a difficult project and shortcomings and issues could be found by those who want. But the project constitutes a response to an important development need in the 7 participating African countries. Existing problems and issues can be solved and carry little weight against the necessity to execute programs of the SOSR type and against the many good accomplishments of the project thus far. It deals with the real issue in human resources development - the "software" - relevant curricula, learning materials, teaching methods and staff training, while too many multi- or bilateral education projects in the past have focused on "hardware: buildings and equipment."

3. Background, Justification and History of Project

3.01 The evaluation report of project phase II, the project document and particularly the proposal of a project phase III contain comprehensive information on the background, justification and history of the SISR project. What follows is therefore basically a compilation from those reports.

3.02 It is well known that the substantial economic growth of the 1960's and 1970's in the seven Eastern and Southern African countries of the SISR project had insignificant effect on the quality of life of a large segment of the population in rural and urban areas, often referred to as the 40 % poor. Only few of those poor were reached by acceptable health services, had access to clean drinking water and could provide their children with appropriate nourishment. The awareness that previous development strategies had neither led to a balanced economic and social progress nor to an equitable distribution of resources and services fostered a new thinking among development planners both in national governments and in international and bilateral agencies working in Africa. Strategies were formulated which were specifically directed towards the elimination of poverty and the satisfaction of the basic needs of the poor particularly in rural areas, where the majority of those people live.

3.03 Such strategies required a continued or even increased input by the Governments to provide such services as basic education and health care. But it became also soon obvious that Government resources would not suffice given the general deterioration of the economic situation in most parts of Africa during the last decade primarily caused by events and conditions beyond the control of African governments. Selfreliance; a policy adapted in Tanzania already in 1967 became therefore eventually a common policy for the domestic economy of all seven SISR countries. National budgets would have to be apportioned between providing direct services and establishing mechanisms that would enable people particularly in rural areas to generate additional incomes themselves through our initiatives. These self reliance strategies imply:

- a. Encouraging agricultural production by small scale farmers.
- b. Encouraging the use of natural domestic resources, simple technologies and labor intensive work.
- c. Encouraging people to enter into producer/consumer co-operatives, small scale business ventures, self employment as artisans.
- d. Realigning education systems to emphasize functional knowledge and combine education and production.
- e. Improving environment and quality of life of rural families (and particularly of women) through enhanced access to water and fuel for cooking and through better food production, food conservation and food preparation.

- 3.04 The move towards grass-root self reliance has forced national and local governments and authorities to identify basic needs as they vary from community to community and to organize and implement a spectrum of production and training programs in close cooperation with those directly concerned and so far as possible on the latter's initiative. As regards training the programs may cover:
- a. Training to prepare youth for entry into paid self or group employment in rural areas.
 - b. Training to upgrade the skills of existing producers (farmers, artisans).
 - c. Training to create small scale business or specific and well defined income generating activities.
 - d. Training that relates to the satisfaction of basic needs for family consumption (food processing/preparation, tree-planting, horticulture).
 - e. Training community members in group self help projects (watersupply, forestry programs, etc.)

- 3.05 African Governments have implemented many of above programs and provided supplementary inputs. But problems have surfaced such as:
- a. Weak integration among programs.
 - b. Application of irrelevant methodologies.
 - c. Irrelevant or inappropriate programs.
 - d. Poorly trained instructors.
 - e. Lack of learning materials.

- 3.06 The Skill Development for Self Reliance Project (SDSR) was established to assist the participating countries to carry out programs as described in para 3.04 and to cope with problems as described in para 3.05. After some preceding research through a project entitled "The Introduction of Technology in Basic Education" (ITBE) the SDSR project was launched with a first phase starting in early 1979 with ILO as an executive agency and with SIDA financing. Project staff were hired and started their work in 1980-81. The aims of the project were:
- a. To assist countries in the Eastern and Southern Africa region in the development of the methodological and pedagogical aspects of skill development programs related to basic needs and services.
 - b. To establish a centralized source of training aids and materials, such as learning packages that had been tested and validated by ILO and could be supplied to countries upon request. This source would be built up from training aids and materials in particular learning packages which had been developed at country, regional and international levels.

- 3.07 The project launch was preceded by a regional consultation. The recommendations from this consultation were quoted in the evaluation of Phase I in 1982. They are also valid for an evaluation of Phase II of the project and read:

"Whilst it is essential to relate the training of technical personnel to development needs - and consequently to thoroughly assess the manpower requirements of each country - it is equally important to provide the population at large with the basic technological skills required to improve the quality of life at home and in their respective communities. Skills taught must therefore relate to their particular socio-cultural-economic environments.

"A great deal of research is needed to identify the specific needs of local communities. Local communities should be involved in the identification of these needs, which, in turn, should be used as a basis for determining the skills component of formal as well as non-formal education programmes.

"The resourcefulness of local communities should be fully explored and exploited with a view to development; this is particularly true of poor communities where only limited resources are available in the way of capital and equipment. Communities need to be provided with the technical advice and training required to develop to their full potential. By endeavouring, in the first place, to satisfy what they consider to be their needs, it is easier to motivate the communities and secure their participation in the development process.

"In order to foster self-reliance on the part of the individual, emphasis should be placed on functional knowledge which touches on his or her basic needs. This functional knowledge should lead the individual to a reasonable degree of awareness about personal and collective responsibility for community development.

"In the search for self-reliance, attempts must be made to upgrade any existing indigenous technologies and then, where possible, proceed from that level towards a greater degree of sophistication. Care should nevertheless be taken not to carry a community beyond its understanding, commitment and capacity for full participation in new development.

"Curricula for skills development for self-reliance programmes must draw heavily on the local environment and must be developed with involvement of the various government ministries and local authorities.

"Project proposals relating to skills development for self-reliance programmes must include provision for local staff development, which is a vital element for their continued success. The staff development component must allow for training in the identification of training needs, in the preparation of curricula, syllabi and relevant training materials, as well as in various aspects of implementation and evaluation.

"The training of instructors, or trainers, is a crucial area in all skills development for self-reliance programmes. The training of these instructors must be interdisciplinary, thus it requires involvement of the various technical agencies. Staff training must encourage professional development and the gradual promotion of personnel.

"The proposed SISR regional project is aimed at promoting education and training for rural development in each member country and will work in conjunction with existing national programmes as determined by the respective governments.

"The SISR regional project will assist countries in accordance with their needs and requirements and will be a co-operative effort between the national governments at various levels, the International Labour Organisation and other interested agencies."

- 3.08 In response to the recommendation of the original consultation in 1979 existing national training programs were reviewed by the SISR staff. It became apparent that many programs would have to be changed to comply with the concept of self-reliance and new programs would have to start. In this context much technical advisory service had to be given through the SISR project. It was also found that better integration among existing and new projects was much needed.
- 3.09 Four interconnected and mutually supportive components of the SISR project developed eventually.
- a. Identification of appropriate training activities for different target groups based on community surveys.
 - b. Preparation of curricula and software (modular approach) for use in training programs and based on the findings of the community surveys.
 - c. Implementation of curricula, learning materials, instructor training programs.
 - d. Evaluation of programs both in the context of learning and of number of learners who apply the skills to generate income and improve their conditions of life.

These four components approach developed already during the first phase of the project and is still applied although with more emphasis on components b.) and c.) than a.) and d.) (compare para 1.5.)

- 3.10 A first phase of the SOSR project was as mentioned evaluated by a joint ILO/SIDA mission in early 1982. An extract from the evaluation mission reads as follows:
- "The evaluation mission considers that the SOSR project concept and objectives continue to have relevance and significance to the countries' plans and efforts to achieve a greater degree of self-reliance, through the development of practical and innovative programmes for formal and non-formal education and training systems. The project has become fully operational only for a period of one-and-a-half years, yet its catalytic role in fostering systematic approach to skills development is becoming more and more a critical one. All the participating countries are demanding increased assistance, advice and participation in planning, organising, implementing and evaluating programmes that are community based and learners' based. This increasing awareness of what the SOSR project can offer has been created, and it would be only appropriate that the project increases its own capacity to suit the demands for assistance to and co-operation with the participating countries."
- 3.11 The evaluation mission was thus favourably impressed by the project performance but identified also a number of weaknesses in the project and suggested remedies implying.
- a. Closer cooperation in project work with indigenous institutions by those concerned.
 - b. Better intranational coordination in the identification of the learning needs of rural communities and improved capacity to conduct such identification.
 - c. Enhanced capacity to prepare appropriate training material using the ILO modular approach and to disseminate appropriate training technologies.
- 3.12 The evaluation team concluded with a suggestion of an extension of the project by three years and a strengthening of the composition of the technical advisory team in Nairobi.

- 3.13 The recommendations by the 1982 evaluation mission was accepted by participating countries and by ILO and SIDA in mid 1982. The project period 1979-1982 became in this way a first phase of a project with a second phase commencing in January 1983 and planned to last until late 1985. This report will consequently deal with activities which were defined in 1979-80, amended as an outcome of an evaluation mission in 1982 and executed during a 2 years period of 1983 and 1984.
- 3.14 The second phase of the SDR project is described in a project document of June/July 1982 which is comprehensive and detailed (para 1.4). The document states that the starting date of the project is 1983 with a 3 years duration and a donor contribution of SEK 10 M (at that time US\$ 1.7 M equivalent). It says furthermore that the cooperating governments in recipient countries are
- Kenya: Ministry of Basic Education and Ministry of Cultural and Social Services.
- Lesotho: Ministry of Education, Ministry of Agriculture, Prime Minister's office, Ministry of Commerce and Industry.
- Somalia: Ministry of Education, Ministry of Local Government and Rural Development.
- Swaziland: Ministry of Agriculture and Ministry of Education.
- Tanzania: Ministry of Education and Ministry of Information and Culture.
- Uganda: Ministry of Education and Ministry of Culture and Community Development.
- Zambia: Ministry of Youth and Sports, Ministry of Education, Ministry of Labor and Community Development.
- 3.15 The second phase of the SDR project has been implemented along the lines of the project document and with an efficiency outcome and impact as discussed in the sections of this report which follow.

4. Objectives and Content of Project. Target groups. Project Organisation and Staffing (Phase II)

4.1 The project document defines project objectives at three levels:

- a. development objectives
- b. intermediate objectives
- c. immediate objectives.

It lists furthermore indicators to measure the achievement of those objectives.

4.1.1 The development objective of the project is the adoption of self reliant approaches to the satisfaction of basic needs by rural populations in the seven project countries. The indicators to measure the achievement of this objective would be the number of people engaged in rural productive employment, access to income generating opportunities by different social groups, the nutritional status of the rural population and the provision of basic services involving community participation.

4.1.2 The intermediate objectives of the project have been to contribute towards the effective implementation of those components related to training with national development strategies as regards income generation, increased satisfaction of basic needs for family consumption and participation in self help development projects at the community level. The indicators measuring the achievement of these objectives would be percentage of,

- a. adolescents completing basic education with some work skills (100 %),
- b. youth entering into craft training programs as an alternative to secondary education (20 %),
- c. youth entering productive employment after completing craft training (60 %),
- d. goods/services required by communities and produced/available locally (70 %),

- e. women in SDR programs capable of producing appropriate diets (50 %),
- f. completion of selfhelp community based development projects with SDR guides training programs (70 %).

- 4.1.3 The immediate objectives have been that by 1985 the respective Government authorities involved in the SDR project would have the technical competence to formulate, implement, operate and evaluate basic skills training programs that would foster and facilitate self reliance in community, family and individual development. Again numerical indicators were set to measure the achievements; each country would have 10 competent officers in training needs assessment programs, each major national SDR agency would have at least 5 competent officers each for skill training program, curriculum developments, instructive training and learning materials development. Furthermore national SDR programs would have (by 1985) at least 80 % of instructors trained, curricula related to viable productive activities, learning materials covering at least 70 % of training, and an effective monitoring and vocational guidance system.
- 4.2 The project document lists comprehensively and detailed the expected project content under the heading "Output and Activities" country by country. It suffices in this context to summarize the content regionally given the condition and limitations of the evaluation.
- 4.3 Community survey questionnaires would be developed for all SDR countries and community profile programs implemented after training of nationals to conduct the surveys, analyse the responses and present the findings. The findings of the surveys would be used both at the microlevel and at the macrolevel. At the microlevel the local community grassroots training needs would be identified while at the macrolevel such training needs would be identified which might be satisfied through the appropriate changes of curricula of the national education and trainings systems.

- 4.4 The training needs (of adolescents, youth, women, etc) as assessed through the community surveys or in other ways would be met through a sequence of activities. Nationals would be trained to develop curricula and syllabi for youth-training centers, village polytechnics, youth economic groups, women's groups and for "practical" subjects in basic education. The training would provide skills suitable for self reliance and for various types of employment in rural areas with some emphasis at nonagricultural skills.
- 4.5 The development of curricula and syllabi would be followed by a production of "learning elements" on a modular basis. "Learning elements" are short pamphlets or booklets; in carpentry making a table or a specific tool, in metalwork making an oilcan or a hammer, in horticulture how to use manure and fertilizer, in home economics how to smoke dry fish, in animal husbandry goatkeeping, in forestry why and how to build a tree nursery, in business management how to keep stock control records, in health ways of preventing excreta related diseases, in tailoring how to make school uniforms etc. The learning elements would be produced in cooperation with seminars and workshops for instructors and civil servants who in their turn would train the teachers, instructors and leaders of training centers, women groups etc.
- 4.6 The community surveys, the quality of the instructors training and the use and usefulness of the learning elements would be monitored and assessed through evaluation programs.
- 4.7 The SOSR project target groups have implicitly been referred to in previous paragraphs. The project document lists them as
- adolescents who are in the process of gaining formal basic education,
 - youth who have completed basic education and attend post primary training programs,
 - youth who are engaged in youth production programs and need skill upgrading.

- d. youth and adults in functional literacy programs or in community training programs to improve daily life skills,
- e. women in specific income generating activities or in production of appropriate technology items.

4.8 The SISR project has a unit to lead and promote the activities comprising 7 professionals (international personnel) and several locally recruited support staff. The professionals are experts on policy planning and organization, curriculum development, women's training, agricultural training and tool production. They are all based in Nairobi and travel to other SISR countries to organize and conduct workshops and services, review project progress etc. They cooperate in each country with officers in the participating governmental agencies. Each country is in addition supposed to have nationals who coordinate the subprojects of the various agencies involved.

4.9 The seven project advisors allocate as an average their work-time as follows:

Planning, organisation and conduct of workshops, seminars	40 %
Preparation of technical papers and learning materials	25 %
General project consultation	10 %
Administration matters and preparation of mission reports etc	<u>25 %</u>
Total	100 %

About 25 % of worktime appears spent on missions outside Kenya in the other 6 SISR countries.

5. Project execution and major accomplishments

- 5.01 The SOSR project was and remains an appropriate response to many human resources development needs in Africa as they were identified in the 1970's. It has rural areas and underprivileged groups as targets; two main concerns in development. It addresses itself furthermore to meeting the needs for nonformal training when in the past and even now most human resource projects deal with formal education. It is a "software" project dealing directly with relevant skill developments based on community surveys and the development of curricula and learning materials, while traditionally external aid agencies have financed and helped execute projects mainly comprising buildings and equipment and thus having more "hardware" than "software" components. It deals systematically and at grassroots level with training needs and attempts to meet those needs by using existing local physical resources and a minimum of capital inputs (external or internal). It tries to offer teaching contents and methods which correspond to local conditions and traditions and minimize the influx of alien influence. It pays more attention to perception and attitudes of the target groups than is common in traditional education and training projects. Its history shows a number innovative and creative features. The project responds in this way to a number of findings and suggestions of evaluations of past education projects in LDC's as financed by bilateral or multilateral agencies. It has again and again been claimed in evaluation and other studies that those latter projects have too often reached target groups already comparatively well off in urban areas and in formal secondary or tertiary education. It has been said that too much attention has been paid to buildings and equipment and not enough attention to the use of those buildings and equipment - that is to curricula, teaching methods and staff-training. It has been claimed that many education projects in the past have offered teaching not relevant to the needs and caused recurrent costs which the recipients in the long run could not meet and have provided buildings and equipment which the recipients could not maintain. The SOSR project makes a serious attempt to avoid those mistakes and it can be accused of none of those liabilities.

- 5.02 The fact that the SDSR project thus responds in an appropriate way to new strategies of development and to education project evaluation findings of the past 10 years implies, nevertheless, not that it is an easy project without issues or problems. It is on the contrary a very difficult project. There are several reasons for this. It may have less appeal to many LDC governments and their local politicians as it will not show itself off in splendid buildings and sophisticated equipment. It responds much less to the concepts and demands of those population groups in LDC's which are articulate and in reality form the constituency of the leaders; the educated people in urban areas. The target group of the SDSR project is as a contrast in most respects weak. It is a project, which has no self evident agency responsible for its implementation and success. There are two and often more Ministries involved in the project and efficient interministerial cooperation is an issue in all project countries. The regional nature of the project with seven countries to be dealt with by the same number of professional advisors has an inherent risk of spreading small resources so thinly that any measureable impact would be unattainable.
- 5.03 It has always proven difficult to get funds for nonformal training and for curriculum development, staffupgrading and learning materials supply both in formal and nonformal education. During times of financial constraints (which all seven project countries are exposed to for the time being) the payment of regular teacher salaries in the formal school system becomes the priority. Nonformal training, curriculum development, learning materials supply and staff upgrading end easily up at the bottom of the financing list or are completely excluded in times of economic problems. Nonformal training has, as mentioned, a weak constituency and the supply of enhanced software and upgraded teachers can be postponed without any immediately obvious negative effects both in formal and nonformal education.
- 5.04 A project of the SDSR type is furthermore difficult to assess and its impact difficult to measure. The gestation period

may be long and there are no new student places to count in new buildings as in conventional school projects. Education projects in the formal sector lend themselves more easily to assessments. Cost effectiveness, meeting of manpower demands and rate of return calculations are always difficult exercises. They are particularly difficult in the nonformal economic sector to which the SDSR project belongs. Some quantitative input and output indicators to assess the project are listed in para 4.1.2 and 4.1.3. They are largely relevant but difficult to obtain and particularly only proxies for project impact measurements (compare para 5.16 and 7.03).

- 5.05 The points in previous paragraphs about the inherent difficulties in the SDSR project which is so innovative and breaking so much new ground has been made to demonstrate the need for an evaluation which fully recognizes the difficulties. The evaluation must be truly and constructively formative and seen as a part of the project process. In a project of this type many difficulties are unanticipated. Some goals will have to be changed and some goals might in fact be unattainable. It is good project policy in this case to aim at the moon with a view to hit a target at the horizon.
- 5.06 Project staff has been active and industrious. A summary of a computerized list of missions, workshops and seminars shows;

	<u>Missions</u>	<u>Seminars/workshops</u>
Kenya	17	9
Lesotho	16	3
Somalia	21	3
Swaziland	20	1
Tanzania	37	5
Uganda	3	1
Zambia	<u>21</u>	<u>3</u>
Total	135	25

(see also annexes 4,5)

It is estimated that 20 % of the 135 missions dealt with community profiles, 50 % with curriculum development, learning packages and related matters while 30 % dealt with general planning of SDR activities and provided various types of technical advice. Of the 25 seminars and workshops 8 dealt with community surveys, 14 dealt with curriculum development, learning packages and related matters while 3 were of a general or regional type.

- 5.07 The project staff has furthermore in cooperation with officials, teachers and instructors produced some 250 learning elements (annex 6). The staff has trained over 500 people through the seminars and workshops, which figure does not include a much larger amount of people who have been trained by those trained in the seminars and workshops. Of the 500 about 250 were trained to conduct community surveys while the rest were trained in curriculum development, learning elements and tool production.
- 5.08 As a result of the teaching in community surveys Kenya and Tanzania have conducted some 100 surveys each, Lesotho about ten while Somalia, Swaziland and Zambia have conducted pilot programs. The training for curriculum development and production of learning elements have also led to some follow up actions in the participating countries. Kenya has realigned curricula in many youth training centers, Lesotho has formulated new curricula for its youth training programs and has been supplied with new learning materials. Somalia has formulated curricula for its Family Life Education Centers and been supplied with learning materials for rural vocational training programs. Swaziland has identified training needs based on community surveys and is now working on curriculum improvements with new learning materials. A similar development has taken place in Zambia where the Community Based Skills Training Programs have received much attention. The developments in Tanzania have been particularly promising. The activities of many youth Economic Groups have been re-directed as a result of the community profiles. Together with German Technical Assistance (GTZ) new programs and learning

materials have been developed in National Polytechnic Education. It is only in Uganda where little or no action has taken place in workshops, seminars and subsequent follow up. The political situation has prevented an input by the SDR project similar to those in the other 6 countries.

5.09

The project unit claims (in the proposal for a third project phase) that a start has been made through SDR phase II to the:

- a. formulation of curricula that respond to the identified learning of various targetgroups,
- b. development of learning materials not available elsewhere,
- c. training of instructors/field workers in identifying learning needs, development of curricula using modular unit selection charts and using prepared learning materials,
- d. establishment of effectial record systems for training centers and trainees in six of the seven SDR countries.

The findings of the current evaluation of the SDR project phase II substantiate largely these claims.

5.10

The project unit has with the resources available in funds and in staff and with the time at its disposal produced an astonishing amount of seminars and workshops. They averaged 6 per year and compare as far as can be judged in quality and quantity well with those of professional training institutions. The same high productivity has characterized the curriculum development and the production of learning elements. They comprise partially new creations, partially syllabi from other countries which have been adjusted to the conditions of the seven SDR countries. There are in addition elements which have been adapted from other countries more or less as they were originally developed. An exchange of materials is taking place. Sixty to seventy learning elements have been written, rewritten or reviewed per year in project headquarter or in workshops and seminars. This compares also well in quality and quantity with the work of conventional curriculum development centers as managed by education authorities in Africa or elsewhere.

- 5.11 The production of community profiles comprises one of the most important and innovative parts of the SOSR project. The mission which evaluated the SOSR project phase I emphasized the value of the community surveys and this mission evaluating project phase II can do nothing but agree. Surveys to assess the socio-economic and human resources development needs at the grassroot level of local communities in the developing countries were perhaps less needed in the 1950:s and 1960:s when the main emphasis was to develop the formal social and economic sectors of the society. The obvious shortage of engineers, doctors, teachers etc was seen as particularly detrimental to the development as it was perceived at that time. There was less need for community surveys to identify those needs and subsequently expand formal education system particularly at secondary and tertiary level. Manpower estimates at the national level sufficed. In the 1970:s new policies and strategies for social and economic progress developed and basic education and training, rural development, selfreliance and the eradication of poverty were emphasized. "Relevance" became a keyword in this human resources development.
- 5.12 It could have been expected that the introduction of relevant skill development programs for self reliance would, as a rule, have been preceded by surveys of the needs of individuals, groups and communities at the grassroot level. This was in reality not the case. It is true that individual sociologists and some university institutions conducted community surveys in Africa and elsewhere in the developing world. These surveys served, however, primarily research interests and were conducted fairly ad hoc as interests surfaced and resources for the investigations were made available. They served seldom direct operational purposes and were not a part of a governmental pattern of education and training needs identification. It might be true to claim that many officials in Ministries of Education and other national or international agencies in charge of human resources development believed that they knew the needs so well that any surveys were unnecessary. In this way an astonishing amount of basic education and

training programs (formal and nonformal) started based on perceived beliefs rather than on observed facts. The results of those programs as far as have been evaluated were often disappointing. The many literacy programs which started in the early 1970's and failed illustrate the point. The attempts in the SOSR project to introduce and formalize community surveys as a precondition for the establishment of training programs at the community level and as an operational tool both for needs identification and for a later project impact evaluation in the seven SOSR participating countries are therefore in many ways an innovation and in fact long overdue.* The survey as it has been developed in the project can furthermore serve to identify many other needs than those of education and training. It can serve to identify the needs of waterprojects, treeplanting for fuel production, improved nutrition, enhanced health services, etc. There is, however, some way to go until authorities at all levels in the SOSR countries fully realize the potential of the community surveys and its product the community profile. This and other issues of the community profile will be discussed later in the report.

- 5.13 The analysis of the findings of the community profiles and the translation of identified training needs into curricula and syllabi (learning elements) in various types of nonformal training institutions have constituted a large part of the workshops conducted in the SOSR projects. Problems in the analysis and translation have surfaced and been tackled in various ways. Questionnaires have been simplified and so called "Modular Unit Selection Charts" have been developed to simplify the processes.
- 5.14 It was previously mentioned that new learning materials were produced as well as existing materials amended (paras 5.07 - 5.08). The trend has recently been to focus on the adjustment of already existing material and to exchange materials among countries. This is a correct development. One of the objec-

* Community surveys have more recently been introduced in other bilateral and multilateral projects.

tions of nonformal training supported by the SDR project is to introduce new but appropriate technologies for various economic activities at the community level. A large amount of such technologies have been developed during the last decade and the SDR project could well serve as a documentation center and disseminate such technologies and associated learning elements systematically.

- 5.15 Local tool production has been a somewhat specific but innovative part of the SDR project. Carpentry, metal work and motor mechanics are common training areas in post primary training centers in the SDR countries. The objective is to train local youth to become village carpenters, blacksmiths and motor-mechanics. By tradition trainees in such courses produce chairs, tables, watering cans, simple ovens etc, which is appropriate but does not treat a serious issue facing the trainees when they complete the courses and are supposed to enter the labor market. The issue is a lack of tools to make it possible for the trainees to take up and conduct the work they have been trained to do. The SDR supported tool production learning element teaches the trainees to produce various tools for carpentry, metalwork, (and possibly motormechanics) instead of the usual work in carpentry, metal work and motor mechanic courses as mentioned. In this way the trainees will complete the course having manufactured their own tools and with a skill to produce additional tools if needed. Tool production is a small part of the SDR project but is another illustration of its innovative nature.

- 5.16 The semiannual project reports and the introductory part of the Phase III proposal show that the achievements as measured in numerical input indicators have been good. The production targets have been largely achieved. The project is therefore well on the way to meet the immediate objectives as listed in para 4.1.3. The project is also meeting some intermediate objectives, although the extent to which the quantitative indication in para 4.1.2 has been achieved is not yet known (compare para 7.03). The achievement of the overall development objective is also less well known. These issues will be further discussed in sections 6 and 7 of this report.

- 5.17 The project is reaching the targetgroups as planned at project inception. A consolidation of the project coverage is, however, an issue discussed in section 6 of the report. Project content will also be discussed in section 6. We claim that the number of African staff trained in community surveys and curriculum development would largely suffice to guarantee a successful continuation of the project in those activities.
- 5.18 The production of learning elements has also been good during project phases I and II. There is, however, an imbalance in learning elements between nonagricultural and agricultural topics. This imbalance might be corrected by using agricultural learning materials developed in the German assisted Tanga project in Tanzania previously referred to. Such use would make it possible to emphasize agricultural skills more than so far has been done and still direct most SDR project staff work from curriculum development and learning elements to other project sectors which in the past have received less attention. Community surveys and follow up, monitoring and evaluation of the project (and possible remedial action) of the project at grassroot levels in training centers, economic groups and local labormarkets are most urgent actions and should receive more emphasis in a third project phase which is being suggested in this report.
- 5.19 No audit of the project has been conducted as it was not included in the terms of reference. The project appears well managed. A strong leadership has led to high productivity and orderly work environment without unnecessarily hampering initiatives or creativity of individual staff members. Project staff appears sensitive to African needs, conditions and culture and it is a real asset having Africans included in the unit. Reporting has been comprehensive which has facilitated the evaluation. The review of time on tasks (para 4.9) indicates, nevertheless, that preparation of mission reports and papers for the records may have taken more staff time than is necessary. It should be possible to reduce such time with the help of the computer technology available in the project headquarter and in other ways. Other and more important tasks would in this way get more time.

5.20

It should as a conclusion of this section be said that the accomplishments of the SOSR project have been considerable and admirable. The length of the following section 6 which deals with various project issues should be seen as an approval of what so far has been done and as a demonstration of the need to follow up on current achievements. It attempts to be a constructive proposal for future work rather than a negative assessment of past deficiencies or shortcomings. It is a difficult project and some of the issues discussed in the evaluation of the first phase remain. They deal with follow up, monitoring and evaluation, international coordination and some other issues not obvious or even existing at the conclusion of phase I and the initiation of phase II.

6. Project Issues and Remaining Tasks

- 6.01 Community surveys. It has already been stated that the use of community surveys to arrive at a community profile for the identification of training needs is one of the most attractive features of the SCSR project. Its potential for a systematic approach to meet the needs of disadvantaged population groups in rural areas of Africa (and elsewhere) as the needs are perceived by the target groups themselves is considerable. The content of the community surveys is furthermore so comprehensive that other needs than learning; in agriculture, infrastructure, health, etc also can be identified.
- 6.02 Some issues exist nevertheless. It has been claimed that the questionnaires are difficult to complete despite several simplifications during the course of events. It has furthermore been said that the interviewers occasionally have been perceived as officials from central governments and the survey as part of taxation attempts. Some critics have claimed that content, structure, presentation and dataprocessing of the questionnaires may not represent the state of the art in sociology. The questionnaires have also been said to be insufficiently adjusted to specific country conditions. Other critics have meant that the interviewers are too narrowly focussed on the educational and training parts of the survey instruments when conducting their investigations. This would be so because most investigators are staff at polytechnics, instructors from training centers, etc. The interviewers have also sometimes been seen as less competent.
- 6.03 Other issues relate to the analyses of the survey instruments and the appreciation of their usefulness. Analysis of the questionnaires have generally been undertaken at the micro-level with a view to assess the needs of individual communities. Macroanalysis (at the provincial or national level) has so far not been undertaken although it would be of interest and use and feasible in at least Kenya and Tanzania. A statistical regression analysis at the macro level might

uncover interesting relationships e.g between the working burden of rural women and the nutritional status of their children. It would of course also aggregate needs which might require action at provincial or national levels in watersupply, afforestation, transportation, etc.

- 6.04 The concept and usefulness of community surveys are so far understood and accepted in some SDRS country ministries and at some levels of the bureaucracies. The full potential of the community profiles for efficient and relevant development work at grassroot level in rural areas is not recognized everywhere at other echelons of the civil service in other SDRS countries.
- 6.05 There exist fortunately ways to deal with the issues. It is thus suggested that the department of sociology at the university of Nairobi be contracted by the project unit to review the community survey instruments; their design, the survey techniques, the qualifications of the interviewers and other related aspects. It could in this way be ascertained that the surveys are up to date from a scientific point of view, relevant and tuned the rural society. This review could be done in cooperation with sister institutions in the other SDRS countries and could lead to amendments of current instruments and ways to conduct the surveys. It might also be found feasible to cooperate more closely than in the past with university institutions in the training of interviewers and even in the conduct of some surveys. It should under any circumstances be ascertained that interviewers are tuned to local conditions and to the extent possible also known locally. They should also cover more than narrow training conditions and needs. The surveys should always be conducted in close cooperation and agreement of village councils or similar bodies.
- 6.06 The conduct of both micro and macro analysis of the community profiles is important and a macro analysis technique should be developed. A community survey is not an one shot exercise to identify needs a specific point of time only. It should

on the contrary be repeated and used as an instrument to measure the progress of SDRS activities and of other projects. It is one of the few methods to assess project outcome and impact rather than inputs only, which latter are often used as (unsatisfactory) proxies. The project unit should develop macro analysis technics in cooperation with appropriate statistical and sociological institutions.

- 6.07 The SDRS project should continue to support the execution of community surveys and sell its concept to all levels of the authorities of the SDRS countries. There is only a limited sociological expertise available in the SDRS project unit. The unit must therefore be strengthened with a well experienced sociologist and researcher who can cooperate with the universities at equal level in the further development of the community surveys.
- 6.08 Curriculum Development and Learning Elements. It was stated earlier in this report that curriculum development and production of learning elements had been successful in the SDRS project. The work during a possible third project phase should therefore imply a consolidation of the curriculum and learning materials work already done with less direct input by SDRS project unit staff. A monitoring of continued curriculum development in the individual SDRS countries would be necessary. Assistance should furthermore be provided in the production, perhaps translation to local languages, printing and distribution by national agencies of learning elements for use by trainees themselves during training and afterwards on the jobs or at home. (Current learning elements have primarily been intended for the instructors at training centers). It is possible that financial constraints and shortage of paper and of printing facilities may hamper these activities. SIDA is in such case advised to provide necessary funds either through the SDRS project or in other ways.
- 6.09 Curriculum development and learning elements production (and the SDRS project as such) has so far only narrowly dealt with agricultural skills. This is understandable as the project

originally aimed at the provision of nonagricultural skills which were deemed beneficial or even necessary for self reliance in rural areas in the SDR project countries. Most training centres and many economic groups participating in the SDR projects devote, however, much time to agriculture. There is a risk that the SDR project with its current content may not fully reflect such needs and create an imbalanced skill supply in favour of nonformal agricultural skills. Some areas of nonagricultural training or training "cum production" are so common in training centers and among economic groups that there may well be an oversupply of those skills and products. A common complaint of "lack of markets" reflects this. The choice of some types non-agricultural training and production in centers, economic groups and other ventures indicates also a lack of imagination. Such one sidedness and lack of imagination could do much harm. The suggested further improvement of community surveys will broaden the spectrum of non-agricultural skills to be trained in SDR activities. It is in addition suggested that the project systematically reviews the need for agricultural SDR work. The agricultural training needs at this level appear well covered in Tanzania through the German assisted Tanga project and there may therefore be no need for SDR agricultural activities in Tanzania. The situation appears different in Kenya and may be so also in the other SDR countries. It is therefore suggested that the SDR project unit continues to include an agronomist to assess the agricultural nonformal training needs in SDR institutions and follow up with curriculum development and learning elements production.

6.10

The project unit should also more systematically than in the past serve as a center for dissemination of learning elements among the SDR countries. It is important that the assembled and considerable amount of knowledge of appropriate technologies be spread. There is no easy task to run documentation centers and disseminate knowledge. But the SDR project should try to institutionalize the dissemination of SDR type information including appropriate technologies in the participating countries.

- 6.11 The toolproduction concept could possibly be widened beyond its current scope. It is admittedly a sideline of SDSR but it represents such obvious "self reliance" and its appeal to all concerned is so strong that the work deserves a continuation.
- 6.12 A discussion of toolproduction leads into the wider area of self employment and its financing. Lack of means to start a workshop or some other self employment was continuously mentioned during the evaluation as one of the reasons that trainees who have completed their training in metal work, motormechanics, tailoring, carpentry, etc often did not take up the job for which they were trained. Many SDSR countries have loan schemes for entrepreneurs, artisans and small scale industry but trainees from village polytechnics and other similar institutions do generally not qualify for such loans. They may be too young or a collateral may be needed. The truth is, however, that skill development is necessary for self reliance but it is seldom sufficient. Other inputs such as money to start a venture and buy equipment is almost invariably also required. There would surely be losses in loan schemes for the target groups of the SDSR project. But the costs of the alternatives - unemployed youth or additional years in secondary schools only postponing the problem - are probably even higher. It is understood that the SDSR project has no mandate to deal with such other inputs necessary for self reliance, nor has ILO. SIDA is in a different situation and supports loan schemes for small scale industrial development in at least one of the SDSR countries. It is suggested that some attention should be paid by SIDA to this issue also in SDSR. Training alone does not create employment. SDSR requires complementary non-education inputs.
- 6.13 Project monitoring and evaluation. An improved and strengthened project monitoring which focusses on the final stages of the SDSR project sequence has a high priority during the project's final phase. It is important to monitor the use of the community profiles, the adjustment of learning elements

to the grass-root target groups in training centers and economic groups. It is particularly important to study the application of the SCSR acquired skills in employment and real life situations. The emphasis of the project staff should therefore be on guidance of the 500 so far trained in SCSR workshops and on a follow up of their work in the field rather than on a continued and large scale training of new people by the project unit.

- 6.14 It is of importance that the project receives the institutional framework already requested by the mission which evaluated project phase I. There must be a country coordinator in each SCSR country with a well defined T.O.R. and with the SCSR project as his sole responsibility. He should serve as an executive secretary to a national project committee with representatives of each participating agency. The country coordination would be a full time job while the committee would meet perhaps twice a year. The coordinator would be a national in the Ministry having the major responsibility for the SCSR project in the country. He should ideally be paid through the project and be on leave of absence from his regular job. Such financial arrangements and the existence of a project committee would secure a full project commitment and guarantee appropriate links within the Ministry and between Ministries. The coordinator would remain a civil servant and report to the Ministry although he would be in close cooperation with the SCSR project unit. This arrangement makes any relocation of SCSR project staff to the 7 SCSR countries as sometimes suggested not only unnecessary but also infeasible. A relocation and "decentralization" would furthermore spread project staff skills even more thinly than now and make the exchange of experiences and dissemination of ideas among the SCSR countries too difficult.
- 6.15 The monitoring and evaluation during the last project phase should be a major assignment for the national coordinator for which he would receive assistance from the SCSR project staff. The monitoring and evaluation could be facilitated by

a systematic use of local SCSR committees with responsibilities for community surveys, for distribution of learning elements and for job placements of SCSR trainees.

- 6.16 Project consolidation. The project should be consolidated. Most curriculum development and learning materials production should be seen as completed (as a SCSR project unit task) by the conclusion of Phase II and be left to the SCSR countries themselves to follow up. Some other consolidations should also take place. The attempts to fully include Uganda in the project have been rather futile mainly because of the political situation and unsafe life conditions. The situation in Uganda remains difficult and it is advised that Uganda be dropped from the project or at least be regarded as a dormant member. Project activities have otherwise been fairly even distributed among the countries with the possible exception of Swaziland where so far only one workshop has taken place. Some strengthening of the projectwork in Swaziland is called for.
- 6.17 The SCSR activities are by their nature dispersed among many agencies in the participating countries. This is to some extent unavoidable. It implies, nevertheless, such a spreading of project resources that overall impact may be jeopardized. The project unit should by now have that much experience of what works and what does not work that it should be possible to focus the activities on a few major tasks in each country. It appears that institutionalized and well established activities as Village Polytechnics in Kenya, Post Primary Technical (Training) Centers in Tanzania, etc should be given preference to various adult groupings of less specificity and with less well defined training objectives. It is thus suggested that the SCSR project unit systematically reviews the activities in each participating country with a view to focus on those which so far have responded best to the work during the first two project phases and which are well established in their respective societies.

7. A third Project Phase. Implications for Project Content, Organisation and Staffing of Evaluation Findings. Actions to be taken.

7.01 The SDSR project unit produced in late 1984 a 128 pages document called "Skill Development for Self Reliance Project Proposal". It is a suggestion of a third project phase of a 3 years duration and ending in mid 1988. The total cost of the third phase is estimated at US\$ 2,3 M of which US\$ 0,35 comprise a contingency to cover cost increases. There would be 165 man months of project personnel experts corresponding to 5 fulltime staff equivalents and one half time consultant.

7.02 The proposal is detailed about activities to be undertaken during the years 1985 - 1988. It would go beyond the scope of this evaluation to discuss each proposed activity. A few comments will, however, be made of the suggested specific country activities, of the project objectives and of the sub-regional activities. There is an apparent contradiction between the content of the country activities and the expressed objectives. The objectives emphasize at all levels (developmental, intermediate and even immediate objectives) the goal of the SDSR project to help entry into employment, involvement in income generating activities, increased satisfaction of basic needs, participation in group self help development projects, and increased and diversified production of goods and commodities by rural communities through appropriate grassroots training programs. The country specific programs deal, however, to a large extent with the development of curricula, production of learning elements and similar activities (in addition to the needed further development of community profiles). There appears to be insufficient attention in the specific country programs to the necessary assistance, monitoring and evaluation of the achievement of the project's objectives at grassroots level in rural communities. There is an obvious risk that the project unit would continue to do what it has done so well; conducting seminars in curriculum development and produce learning elements while paying insufficient attention to project outcome and impact.

It is suggested that the specific country programs be amended so that they better reflect the monitoring of the achievements of the project at the grassroot level.

- 7.03 The assessment of project outcome and impact is no easy task. It is doubtful if means exist to use some of the indicators of intermediate objectives as suggested (paras 4.1.2 and 5.16). A second community survey in the hundreds of communities where such surveys have already been conducted could possibly go a long way. It is, nevertheless, doubtful if it ever would be possible to find out "the percentage of the income conserved which in the past was spent on purchasing foodstuff or consumables" - just to mention one of the indicators related to income generation and family consumption. It is also felt, by the author of this report, that some of the expectations expressed about the general formulation and implementation of government policies and strategies in the SDR sector are too far reaching and unrealistic. The most urgent action in that respect is the establishment of better intranational project coordination to deal with policies, strategies and activities as they are. Such establishment would be an important achievement by itself at the national level.
- 7.04 What was said above on the suggested country specific activities is also partially true for the suggested subregional activities and outputs. They appear to pay more attention to curriculum development and learning packages than would be needed given the number of nationals already trained, while impact and outcome monitoring and evaluation and subsequent training is not suggested. Three other points should be made
- The suggested further work on the community profile program would be welcome. But a computerization of the program is not enough to solve its problems.
 - It is doubtful if the project unit should set aside scarce staff resources for "skill gap analysis programs" of Government staff as proposed.
 - Attention should be paid as is already suggested to the national developments of curricula in nonformal training - particularly skill development for self reliance. A closer

cooperation with already existing curriculum institutes working in the formal education system might be feasible. This is important given the attempts in several SDR countries to "vocalionalize" primary and secondary education.

- 7.05 It is obvious from several statements in previous sections of this report that the evaluation mission considers a third phase of the project feasible and necessary. But the proposal of a third phase as suggested by the project unit in its late 1984 document cannot be accepted as it is. It should be amended to reflect the discussions in sections 5, 6 and 7 of this report. It should reflect an expanded, improved and possibly revised community survey work. It should reflect a reduced attention to curriculum development and learning element production with the exception of agriculture and of the publishing and distribution of learning elements for trainees (rather than for trainers). It should emphasize intranational coordination and monitoring and assessment of project outcome and impact at the grassroot level in rural communities. It should finally reflect a consolidation of the number of participating countries and of the number of programs in each country with a view to arrive at higher costeffectiveness.
- 7.06 The current size (at the time of the evaluation) of the project unit of seven professionals is appropriate. Its location to Nairobi is also feasible and any decentralization or relocation of the experts should not occur (para 6.14). There will be a continued need of a chief technical advisor and of advisors on the training of rural youth and women. There will also be a continued need for an agronomist. The unit must be strengthened with an experienced sociologist with good knowledge of Africa. The toolproduction program is of great interest as already mentioned (para 6.11). It should be continued and widened in scope but could be completed ahead of the rest of the program. The project unit's third phase program assumes a 3 years duration ending in mid 1988. Three and a half years duration and an end in December

1988 to coincide with the study year of the various training institutions most heavily involved in the project would be more feasible.

- 7.07 The budget proposed by the project unit for a 3 years extension of the project appears reasonable. An extension by 6 months as proposed by the evaluation mission would require additional funds. The proposed emphasis on monitoring and evaluation may also require additional travel funds. The need of a closer cooperation on a contract basis with university institutions in community profile work should also be reflected in the budget. Funds should be made available to support a country coordinator system in 6 countries and the printing and dissemination of learning elements at the trainee level. A possible exclusion of Uganda from the project would have negligible impact on the costs.
- 7.08 The contracts of several project staff expire in the near future. The staff has generally performed well. Project work continuity is important and the staff should if possible be retained. A decision of a third phase should therefore be made as soon as possible and staff offered extended contracts prior to their acceptance of assignments elsewhere. It is important to have the sociological expertise available soonest possible.

8. Overall conclusions and recommendations

- 8.01 The combined ILO-SIDA mission which evaluated the SOSR project phase I in early 1982 found that the attempts by the project to introduce skills development for self reliance to existing or planned national programs which were selected by the participating countries themselves was a good approach and well received by the countries.
- 8.02 The 1982 mission approved also of the village oriented training programs and of the target groups which had been selected for the project. These programs and target groups have largely remained with somewhat more emphasis on post primary education level trainees and programs.
- 8.03 The 1982 mission supported furthermore the conduct of community surveys and the modular approach to the development of curricula and learning elements, which latter would be based on the findings of the community surveys.
- 8.04 This mission, which has evaluated phase II of the SOSR project 1982 - 1985 agrees with the basic conclusions of the 1982 mission as listed above. The project continues to be highly relevant to the needs of the participating countries and the project approach is correct.
- 8.05 The 1982 mission identified also weaknesses
- a. there was not enough evidence of the project's complete or over-all national acceptance within the SOSR project countries,
 - b. there was a lack of a coordination machinery within the countries,
 - c. national capacity to conduct community surveys had to be developed,
 - d. national capacities to prepare training materials had to be enhanced,
 - e. the dissemination and application of appropriate technologies had to be strengthened among and in the SOSR project countries,

- f. the adoption of the modular "package" in skills development for selfreliance should be the ultimate goal of the project activities.

8.06 The findings of this mission which evaluates the second phase of the SOSR project has shown that

- a. the project is now considerably better known and accepted among the national agencies although the importance of the community surveys is not yet well recognized among all concerned,
- b. there continues to be a lack of coordination of intranational activities,
- c and d. the capacity to conduct community surveys and prepare training materials has improved considerably since 1982,
- e. the dissemination and application of appropriate technologies have improved as well but should be bettered even further,
- f. the modular package approach is widely accepted.

8.07 It can thus be said that the evaluation recommendations of 1982 have been met to a satisfactory extent. The training of nationals for activities c. and d. has in fact been very impressive as has the production of learning elements.

8.08 This report shows, however, that other project issues have surfaced which did not exist or were not anticipated in 1982. A third phase of the project is necessary and should be added during which

- a. The community survey instruments should be further developed with the assistance of experienced sociologists with a view to fully exploit recent research in this area and have them tuned to the needs of the individual countries. Macro analysis should be undertaken in addition to current micro analysis of the surveys. Attempts should be made to have the great potential and usefulness of the community surveys fully recognized at all levels of the respective governments.

- b. Less project unit manpower should be allocated to curriculum developments and learning materials production although further work in agriculture must be done to counterbalance a possible over emphasis in the project in the past in favor of nonagricultural skill development and family life improvement. Funds should be made available to convert existing instructor related learning elements into elements intended for use by trainees. The latter elements should then be massproduced and distributed to training centers, polytechnics, etc.
- c. The project unit must strengthen its work in advising, monitoring and evaluating the application of the SOSR products among the ultimate beneficiaries; youth and adults who have been trained in youth centers, been members of economic groups, etc. This would require series of follow up review missions and an extended use of community surveys. The work should be done in close cooperation with sub project staff in respective countries.
- d. The activities in each country should be consolidated and focussed on training centers and other institutions with reasonably well established training objectives, activities and performance. Youth should receive more attention than adults. Some ways should be found to facilitate the entrance into the labormarket of those who have received employable and useful skills through SOSR activities but lack other means. Training is a necessary but not always sufficient means to achieve self reliance.
- e. Country coordinators with full time devoted to the project should be assigned. They should be nationals and work in the Ministry in each country which has the main responsibility for the SOSR project. Their posts should be financially supported through the project. Such coordinator would serve as executive secretary in a national SOSR committee comprising representatives of all participating national agencies.

- 8.09 The current number of staff of the project unit in Nairobi is appropriate and the unit should continue to be located in Nairobi but have terms of reference of individual advisors changed to reflect the recommendations of the evaluation. The unit should continue to include an agronomist and be strengthened with experienced sociological research expertise. Current staff is largely well suited for the project and could mostly carry out new assignments as suggested in this report. It is furthermore essential to maintain project continuity.
- 8.10 The project unit should be required to amend its proposal of late 1984 for a third project phase to reflect the findings and suggestions of this report and make a new estimate of project cost for a third phase covering the remainder of 85 and the full years of 1986 - 1988.
- 8.11 The SOSR project is a modest, thinly spread catalytical project in a sector of human resources development - nonformal skill training of youth and adults in rural areas - which in the past has seldom recieved enough funds - nationally or internationally - nor has had much prestige. It is a difficult project and shortcomings and issues could be found by those who want. But the project constitutes a response to an important development need in the 7 participating African countries. Existing problems and issues can be solved and carry little weight against the necessity to execute programs of the SOSR type and against the many good accomplishments of the project thus far. It deals with the real issue in human resources development - the "software" - relevant curricula, learning materials, teaching methods and stafftraining, while too many multi- or bilateral education projects in the past have focused on "hardware"; buildings and equipment.

TERMS OF REFERENCE FOR EVALUATION OF THE PROGRAMME SKILL DEVELOPMENT FOR
SELF-RELIANCE (ILO/SIDA)

1. Background

The SDR project became operational in 1980. Seven African countries (Kenya, Lesotho, Somalia, Swaziland, Tanzania, Uganda and Zambia) receive professional support through a SDR Project Unit in Nairobi to formulate, implement and organize training systems in local communities in the countries. The project would achieve its objectives through technical advice and information dissemination, various training programmes for national officers, collection and development of training materials and through other appropriate means.

The project is administered by ILO with financial assistance from SIDA. The Swedish support started in 1979. A joint ILO-SIDA review was undertaken in 1982. On basis of recommendations of this evaluation mission a second phase of the Swedish support was launched for the period 1983 to 1985.

In December 1984 ILO presented to SIDA a project proposal for a third phase of Swedish support to the SDR project.

2. Purpose of the mission

The consultant shall make a formative evaluation of the on-going project. The findings presented in the first evaluation of 1982 should be followed up. In addition to this an in-depth analysis of the objectives of the project should be made. On the whole, project goals should be emphasized more than project means in the evaluation.

The evaluation will give SIDA a background for discussions with ILO on the project proposal, presented in December 1984.

3. Duties

In performing the study due consideration should be given to the project document for phase II. Target groups as well as the project's long range, intermediate and immediate objectives have been identified here. Indications to measure the achievement of those objectives as well as expected project outputs and activities by country and by date have also been suggested in the project document.

In addition to discussions with staff at ILO HQ in Geneva, and the SDR Project Unit in Kenya, the consultant shall visit field projects in Kenya and Tanzania, involved in the SDR programme.

S I D A

The evaluation will cover project objectives, target groups, content, structure, technology, management, staffing, costs and financing. It will suggest remedies to project issues the consultant may encounter and, while doing so, primarily refer to indigenous resources and means to solve the problems.

The following matters should be given special attention:

- to examine and assess the achievement, implementation and cost effectiveness of the project in relation to the situation described in the project document and to the findings of the previous evaluation mission;
- to identify other needs which may not have previously been fully identified. One such area is the need for community profiles when identifying training needs. This issue was less explicitly dealt with in the project document than in the evaluation report of phase I;
- to assess the actual impact in the rural labour markets of the SOSR project with consideration of the fact that the full impact is still to come.

4. Implementation

The study will be carried out by a Swedish consultant, provided by SIDA.

The consultant will be engaged for a five week period in January/March 1985, of which four weeks in Geneva, Kenya and Tanzania.

5. Reporting

The consultant shall report to SIDA. The final report should be presented to the Education Division, SIDA HQ not later than 29 March 1985.

6. Costs

The costs for the evaluation mission will be borne by SIDA.

Evaluation Mission of SDR ProjectJanuary - February 1985Visits and People met

SIDA, Stockholm	Messrs Wohlgemuth, Kokeritz, Bellander, Nystrom, Salomonsson
ILO, Geneva	Messrs Zarraga, Kirzbaum, Olsen, Pooran, Twigger, Salt, Bermant, Vargas, van der Hoewen
<u>Kenya</u>	
SDSR project unit, Nairobi	Messrs Green, Meena, Wallbing, Poolgreen, Akesson Mrs Male, Adu-Bobie
Officials in Ministries	Messrs and Mrs Odera Oteng, Mbiti, Waithaka, Macharia, Kingu, Gichuru, Kinyong'i, Arapsol, Buyela, Kirkcaldy, Kirvi, Nyonga, Naiterra, Wanjohi, Mondeko, M'Burugu (University of Nairobi), Sinclair
Various Non-Governmental organisations and institutions	Messrs and Mrs Moore, Carner, Akole, Raintree, Oiro, Chege, Richeliou, Linden, Dickson
Swedish Embassy	Mr Monoe
World Bank, Ford foundation	Messrs Godine, Berlin, Hyden
A number of village chiefs, community officers, schooldirectors, etc were interviewed at visits to four village polytechnics, 3 women groups and some industrial estates	

Tanzania

Officials in Ministries	Messrs Maeda, Ogondiek, M'Bogo, M'Waite, Pesile, Moses, Konomboleo
Non-Governmental organisations and bilateral experts	Anacleti, Brother Kevin, Riedmiller, Salim, Simon de Jong
Swedish Embassy	Leif Hindersson, Anita Nasstrom
A number of other officials at visits in 6 postprimary technical centers, 6 youth economic groups and 4 primary schools with practical subjects.	

Lesotho

Messrs Monaheng, Makkela

Somalia

Mrs Hawa Aden Mokomed,
Messrs Aar, Fadar

Swaziland

Messrs Genindiza, Hlatshnako,
Lukkele

Uganda

Mr Muwonge

Zambia

Messrs Simpokoloe, Tenbo, Makomeni,
Molotsi, Chongwe, Ngenda,
Mrs Mwanpole

March 1985

Major Documents of relevance
to SDSR project

1. ILO Skill Development for Self Reliance
Report of Regional Seminar
Nairobi (1977)
2. ILO/SIDA Report of an Evaluation
Mission concerning the ILO/SIDA/77/RAF/48 Regional Project,
Skill Development for Self Reliance (1982)
3. ILO Multilateral Program of Technical Cooperation Project
Document "Skill Development for Self reliance (Phase II)
(1982)
4. ILO/SIDA/RAF/77/48
Skill Development for Self Reliance
Project Findings and Recommendation (Geneva 1983)
5. Skill development for Self Reliance
Project Proposal Phase III
(Project Unit Nairobi December 1984)
6. SDSR Project Unit
Progress Report November 1983 - April 1984
7. SDSR Project Unit
Progress Report May 1984 - October 1984
8. SDSR Project Unit
Policies for and Planning and Organization of Rural Skills
Training Programs (October 1984)
9. International Labor Review
Green: Training for
Self Reliance in Rural areas (July - August 1981)
10. SDSR project office
Wallbing: Skill Development for Self Reliance (Business Studies)
(January - February 1984)
11. Community Profile Instrument, Part A and Part B (February 1985)
12. Community Profile Program
Concepts, Principles and Methodology (February 1985)
13. Community Profile Program
Learner's Manual - Community Surveys (February 1985)
14. SDSR - Wallbing
An approach to a flexible curriculum (1985)
15. Learning Elements, Tool lists
(in Home Techniques, Tool Production, Carpentry, Metalwork,
Forestry, Business training etc) (1982 - 1984)

16. GTZ: Tanga Integrated Rural Development Program
Internal Evaluation Report (1984)
17. SISR, Nelson
Review the Need for Introducing Entrepreneurial and small
Business management Training and Development in the Village
Polytechnics in Kenya (with comments by Loucks)
(1983 - 1984)
18. Business and Ec Research Company Ltd: Study on the Production
and Marketing of Women's Group Products in Kenya (1984)
19. Kenya: Office of the President
"District Focus for Rural Development"
(January 1984)
20. Plan of Action for SISR work in Tanzania (undated)
21. President Nyerere's second Arusha speech on education
(October 1984)
22. Tanzania National Voc Training Division
Information on Vocational Training (1982)
23. ILO: Procedures for the Designs and Evaluation of ILO projects
(1981 - 1982)

LIST OF PROJECT STAFF
INTERNATIONAL PERSONNEL

PRESENT :

<u>POST</u>	<u>NAME</u>	<u>FUNCTION</u>	<u>STARTING DATE</u>	<u>CONCLUDING DATE</u>
01	G D Green	Chief Technical Advisor	1 May, 1979	31 December 1985
02	E K Meesa	Advisor on Policy Planning & Organisation	1 January 1981	31 March 1985
03	S Wallbing	Advisor Curriculum Development	7 September 1983	1 September 1985
04	Ms C Male	Advisor Women's Training	1 November 1983	30 April, 1985
05	J Polgreen	Advisor Agricultural Training	10 November 1983	31 March 1985
07	Ms G Adu-Bobie	Junior Expert Women's Training	1 January 1983	30 June 1985
08	Mr P Akesson	Advisor Local Tool Production	1 April 1981	30 June 1985

PREVIOUSLY LEFT THE PROJECT :

02	Mr E La Cour	Advisor Training Methodology	18 August 1980	31 December 1982
03	Mrs Armstrong	Advisor Staff Development	1 March 1981	31 December 1982
80/4	Mr S Selmonson	Associate Expert Metalwork & Black-Smithing	3 September 1981	31 August 1983

LOCALLY RECRUITED EXTERNAL COLLABORATOR :

Mr E Townsend-Coles	- Undertook a consultancy mission in Swaziland from 12 September to 4 October 1981 and 17 October to 1 November 1981 to evaluate the Rural Education Centres Programme. Report on RECs completed and submitted to SOSR Project.
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FUNCTION :

To observe and discuss matters pertaining to the establishment of youth training programmes and other similar programmes geared to promoting self-reliance.

PURPOSE OF TRAINING :

- To improve the quality of training programmes in beneficiaries' home countries.

PHASE I :

NAME	PLACE OF STUDY	STARTING DATE	CONCLUDING DATE
Mr W O Orwa (Kenya)	Tanzania, Zambia & Botswana	13 Sept. 1981 11 Oct. 1981	26 Sept. 1981 16 Oct. 1981
Ms K Maphleba (Lesotho)	Kenya, Tanzania & Swaziland	5 Sept. 1981	26 Sept. 1981
Mr A B Jibrill (Somalia)	Tanzania, Zambia & Kenya	17 Sept. 1981	4 October 1981
Mr E Ginindza (Swaziland)	Kenya, Zambia, & Botswana	6 Sept. 1981 12 Oct. 1981	20 Sept. 1981 16 Oct. 1981
Mr R J Mashayo (Tanzania)	Malawi, Botswana & Zambia	23 Sept. 1981	11 Oct. 1981
Mr J Mudenda (Zambia)	Tanzania, Kenya & Lesotho	15 March 1982	3 April 1982

PHASE II :

None.

INVENTORY OF EQUIPMENT AND FURNITURE (Major Items)

- EQUIPMENT:
1. Gestetner 209 - printing machine
 2. Gestetner DT 1 (plate maker)
 3. Gestetner velo-band
 4. Rank Xerox 2300
 5. IBM typewriter
 6. Olympia ES 100
 7. Philips 304 dictating machine with 1 pair of headphones and 12 cassettes
 8. 1 rexel giant stapler

- FURNITURE:
1. 4 executive desks
 2. 4 executive chairs
 3. 7 mobile telephone tables - executive
 4. 1 coffee table
 5. 1 lateral filing unit
 6. 1 drawer stationery chart
 7. 4 cupboards (900 x 900 x450)
 8. 4 adjustable shelving units
 9. 6 waste paper tubs
 10. 1 small size key cabinet
 11. 5 add-a-dex trays (Visible record system with cards)
 12. 1 draughtsman's chair,
1 draughtsman's board
 13. 14 office arm-chairs
 14. 100 magazine storage boxes
 15. 3 secretarial desks and 3 chairs
 16. 5-tier letter racks (6)
 17. 1 adjustable shelving unit 7 ft. high with 6 standard shelves
 18. 2 tables - trapezoidal
 19. 1 - 15-drawer stationery cabinet

PHASE IIINVENTORY OF EQUIPMENT AND FURNITURE (Major Items)

- EQUIPMENT:
1. Two Wang PC Computers
 2. Epson LQ 1500 Printer

- FURNITURE:
1. One Table 40" x 24" x 40" high
 2. Two Special Computer Tables with Bottom Shelves
 3. Two Special Computer Chairs with Pneumatic adjustment

LIST OF TECHNICAL PAPERS AND LEARNING ELEMENTS PRODUCED
THROUGH THE SDR PROJECT.

Note: The following excludes the general reports, dates for the record, etc., which are prepared following all missions, workshops and meetings.

Phase I

Bibliography of Principal Documents
(Prepared by project)

Skill Development for Self-reliance
Published in July 1979: 202 pages.

Synopsis

The book outlines the basic concepts and principles of the SDR Project and their relationship to grass-root development strategies. The book also explains the SDR approach to training/production programme development, with specific reference to 'community surveys', 'planning and organisation', 'staff development', 'curriculum development', and 'software development'.

The latter part of the book contains the technical papers submitted to the 1979 seminar, which led to the establishment of the SDR Project.

Report on National Co-ordinators Officers' Meeting
Printed in January 1982: 120 pages.

Synopsis

The book was based on a symposium, held in November 1981, with representation from the seven countries participating in the SDR Project. The book goes further than simply documenting the presentations made at the symposium, as it draws comparison between national programmes for similar target groups.

The latter part of the book contains 'national papers' presented to the symposium.

An Instrument for use in Community Surveys
Printed in January 1982: 118 pages.

Synopsis

This document details all the information that should be collected during community surveys. Part A is concerned with collecting information on the community in general and covers: locality description; development plans; economic activities; manpower resources; traditional arts and crafts; and indigenous materials. Part B is a survey of the basic needs and services and covers: water supply; sanitation; health; food and nutrition; welfare services; communications; education and training; shelter; home appliances; and clothing.

Handbook for Trainers of Village Polytechnic Managers
Printed in January 1982: 186 pages.

Synopsis

The document was prepared following a training course for the managers of village polytechnics in Kenya. The book covers many of the aspects in training VP managers, ranging from centre organisation and administration to starting a work group. As such the document could be useful in upgrading the skills of managers of non-formal training centres in other countries.

Mission reports

Mission reports were prepared for each country visit. As can be seen from Annexes IV to IX, in all 51 field missions were undertaken by Project Advisers during SDR Phase I. Very brief explanations as to the purpose of each mission were given when listing the missions.

Phase II

Documents relating to:

a. COMMUNITY PROFILE PROGRAMMESCommunity Survey Instrument

The survey instrument used in national community programmes - original with two revisions.

Community Profile Programmes - Concepts, Principles and Methodology

A guideline on the rationale behind, organisation and operation of, community profile programmes original plus revisions.

Learners Manual on Community Survey

A manual for use in training workshops to prepare field workers for undertaking community surveys.
(original plus revision).

Learners Manual on the Analysis of Findings from Community Surveys

A manual for use in the training of national officer in the techniques of analysing findings from community surveys.
(original)

b. DOCUMENTS RELATING TO PLANNING AND ORGANISATIONTraining for Self Reliance

A paper prepared for inclusion in the ILO Labour Review which considered the roles of alternative training systems in respect to training for self reliance.

Training for Community Development

A publication detailing the SDR approach to the planning, organisation and operation of training and production programmes to promote community development (in first draft form).

c. TOOL PRODUCTION1. Tool Production as part of Skills Training

This paper tries to highlight how the toolproduction would benefit the trainees and promote the practical education in the formal and non-formal school system.

2. Tool-list-for-Handtools-in-Carpentry-and-Joinery-with-Idea
Sheet-on-how-to-make-Tools
 Ideas is given on how to make a tool with different material
 or technique. Here the instructor will be able to choose
 what is more suitable for his trainees depending on their
 level of training.

Technical Paper Presented

"The Kenya Primary School Leaver and Agricultural Training -
 Realities and Possibilities".

This paper describes the social, economic background of the young
 school leaver's choice to become a farmer and suggests ways in which
 the government could improve his or her chances by both training and
 non training interventions. It then describes in detail the SDR
 projects involvement with agriculture in the Village Polytechnics.
 It offers a methodology utilizing Modular Unit Selection Charts to
 simplify curriculum design and directly target it to local needs.

LIST OF LEARNING ELEMENTS PRODUCEDCarpentryPhase I

Making the following:

1. Simple table
2. simple ledge and brace door
3. Wooden plane
4. Bow-saw
5. Marking gauge
6. Handles (for files etc.)
7. Pad-saw/marketing knife
8. Rebate-plane
9. Saw-horse
10. Sliding bevel
11. Woodwork bench
12. Screwdriver bit
13. Bradawl
14. Chisel
15. Compass for pencils
16. Cleat or wooden clamp
17. Wooden clamp
18. Gouge
19. Backsaw
20. Hammer
21. Handles
22. Marking knife
23. Marking gauge
24. Mallet
25. Mitre box
26. Mortise gauge
27. Nail punch
28. Oil can
29. Plane (made from one piece of wood)
30. Plane
31. Blade and cap-iron for wooden plane
32. Rebate plane
33. Blade for rebate plane
34. Router plane
35. Blade for router plane
36. Wood rule
37. Copying saw
38. Padsaw
39. Scrapers
40. Screwdriver
41. Spirit level-straight edge
42. Try-square
43. Vice woodwork
44. Templates for dowels
45. Bench hook
46. Woodwork bench
47. Centre bit
48. Power bit
49. Depth gauge for drill bits

Metalwork and Blacksmith

Phase I

Making the following:

1. Scriber
2. Rivet set
3. Hacksaw
4. Hammer
5. Rivet snap
6. Sliding bevel
7. Screwdriver
8. Caliper
9. External radius gauge
10. Bending iron or folding bars
11. Internal radius gauge
12. Flat cold chisel
13. Drift
14. Angle plate
15. Internal radius gauge
16. Mallet (wooden)
17. Mallet (rubber)
18. Centre punch using a drilling machine
19. Oil can
20. Drift
21. Divider
22. Scriber
23. Toolmaker's clamp
24. Try-square
25. Metal bench
26. Anvil
27. Soldering iron
28. Slug hammer
29. Welding table
30. Handles for surfiles
31. Portable workbench
32. Hand-tools (hardening and tempering)

Phase II

Learning Elements prepared, or being prepared with SPSH Assistance at the Project Office

Carpentry

Making a bench with storage place
 Making a toolbox
 Making a water storage tank
 Making a wheel barrow

Women's Activities

Blanching
 Sun drying of vegetables
 Smoke drying of fish
 Wet salting
 Making jars
 Making soy milk
 Preparation of peanut butter
 Rendering of fat
 Tie-dye
 Making a coconut ice bucket

Following a training workshop at the Karen Centre for Research and Training

Smoking chickens
 Preparation of traditional salt
 Preparation of dried fish in tomato sauce
 Preparation of dried meat
 Preparation of mango chutney
 Drying tilapia
 Mixing pickles

How to make the Kenyan Ceramic Jiko

1. How to make the metal body
2. How to make the ceramic liner
3. How to assemble the Kenyan ceramic Jiko
4. How to use the Kenyan ceramic Jiko

Goat Keeping

1. Choosing a goat house
2. Preparation for construction of a goat house
3. Construction of a goat house

Growing VegetablesInstructors Guide

1. How to prepare plant and take care of a vegetable nursery
2. How to make and use compost
3. Pest control
4. Crop rotation
5. How to use manure and fertilizer
6. Tools
7. Selecting a garden site
8. Transplanting seedlings
9. Weed control

Book-keeping for Non-Literate Women
 Learners Guide
 Instructors Guide

1. Membership records
2. Treasurer's records
3. Final profit and loss

Business Management

1. How to keep stock control records
2. Receipt of goods
3. Prevention of shop lifting
4. Dealing with shop lifters
5. How shop lifters operate
6. Organisation of stock taking
7. Calculation of stock value
8. Procedure for stock taking
9. Writing up a card book

Meetings

1. Holding a meeting
2. Writing a report
3. Minutes of a meeting

Tree Production

1. Why Build a Tree Nursery ?
2. Selecting and Planning
a Tree Nursery
3. Building a Tree Nursery
4. Building Fences
5. Seeds for Trees
6. Planting Seeds and Early Care
7. Late Care of Seedlings
8. Nursery Management
9. Bud Grafting Fruit Trees
10. Problems Facing the Nursery
1. What can Trees do for you
2. What planting Places do you have ?
3. Mixing Trees with Crops
4. Choosing Trees
1. How to Plant a Tree
2. How to Care for Trees

Tree Nursery Learning
Package

Choosing Trees Learning
Package

Planting and Maintenance
of Trees Learning Package

The following materials are being prepared in Lesotho, following SDCS Assistance:

Horticulture/Agriculture

	English	Sesotho
1. Sewing and early care of seedling	X	
2. Making a compost and compost pit	X	X
3. Growing beetroot	X	X
4. Growing carrots	X	
5. Growing water melon	X	X
6. Growing onions	X	X
7. Growing tomatoes	X	

Fruit Trees

1. Identify parts of a fruit tree	X
2. Identify tools for planting a fruit tree	X
3. Prepare the ground and planting a fruit tree	X

Forestry

4. Site selection tree nursery	X
5. Protection from diseases and insects	X
6. Nursery site preparation for direct sowing	X
7. Nursery site preparation for sowing in seeds in tanks	X
8. Layout of forest nursery	X
9. Importance of irrigation and irrigation methods	X
10. Safety precaution in using chemicals in nurseries	X
11. How and when to plant a tree	X
12. Maintenance and protection of young trees	X

Appropriate Technology

1. Constructing the stone paola	X	
2. Making a retained heat cooker	X	
3. Cooking with the retained heat cooker	X	
4. Growhole	X	
5. Cement water storage jar	X	
6. Water filter	X	
7. Dishwashing table	X	
1. Table mats	X	X
2. Grass broom	X	X
3. Grass items	X	X
4. Clay container	X	X
5. Clay pot	X	X
6. Grass mat	X	X
7. Clay beads	X	X
8. Mohair	X	X
9. Plant hanger	X	X
10. Weaving	X	X

Home Economics

	Codlieb	Scrabe
1. Tomato Soup	X	X
2. Pea Soup	X	X
3. Lentil Soup	X	X
4. Omelette	X	X
5. Soft and Hard Boiled Egg	X	X
6. Fried Egg and Bacon	X	X
7. Scrambled Eggs on a Toast	X	X
8. Lentils with Curry	X	X
9. Improved Sorghum Porridge	X	X
10. Improved Maize Porridge	X	X
11. Mixed Vegetable Stew	X	X
12. Bean Salad	X	X
13. Curried Beans	X	X
14. Samp and Beans	X	X
15. Kedgree	X	X
16. Fried Fish	X	X
17. Boiled Mutton	X	X
18. Beef Stew (Brown)	X	X
19. Fried Meat	X	X
20. Fried Liver	X	X
21. Green Tomato Chutney	X	X
22. Tomato Juice	X	X
23. Tomato Puree	X	X
24. Tomato Sauce	X	X
25. Principles of Food Preservation	X	X
26. Identifying Equipment for Food Preservation	X	X
27. Vegetable Drying	X	X
28. Meat Drying	X	X
29. Bottled Green Beans	X	X
30. Bottling of Food	X	X
31. Making Peach Jam	X	X
32. Blanching	X	X
33. Breadmaking	X	X
34. Bread Rolls	X	X
35. Plain Scones	X	X
36. Rock Cakes	X	X
37. Raisin Leaf	X	X
38. Doughnuts	X	X
39. Hygiene	X	X
40. First Aid	X	X

Public Health

Title	English	Setsibe
1. Introduction to MSP	X	X
2. Addressing a Pitso	X	
3. Conducting Small Group Meetings on Improved Sanitation	X	X
4. Counselling Individuals on Improved Sanitation	X	
5. Important Points About Latrines	X	X
6. Ways of Preventing Excreta - Related Diseases in Lesotho	X	X
7. Rubbish Pit	X	X
8. Soak Pit	X	X
9. Improved Waste Disposal	X	
10. Improved Waste Disposal	X	

Tailoring

Title	English	Setsibe
1. Constructing Baby's Dress	X	
2. Baby's Matinee Jacket		
3. School Uniform	X	
4. School Blouse	X	
5. Boy's Shirt	X	
6. Boy's Shorts	X	
7. Pyjama	X	
8. Nightdress		
9. Traditional Skirt and Apron	X	
10. Identifying Body Measurement Sizes	X	
11. Identifying Cuffs	X	
12. Identifying Crossway Binding	X	
13. Identifying Darts	X	
14. Run Fell/Flat Seam	X	
15. Straight Collar	X	
16. Identifying Gathers	X	
17. Identifying Buttonholes by Hand Sewing	X	
18. Identifying Set-in Sleeve and Puff Sleeves	X	
19. Identifying Marking Equipment and their use	X	
20. Identifying Tools and their use	X	
21. Identifying Stitches and their use	X	
22. Identifying Scissors and their use	X	
23. Identifying Pins and Needles and their use	X	

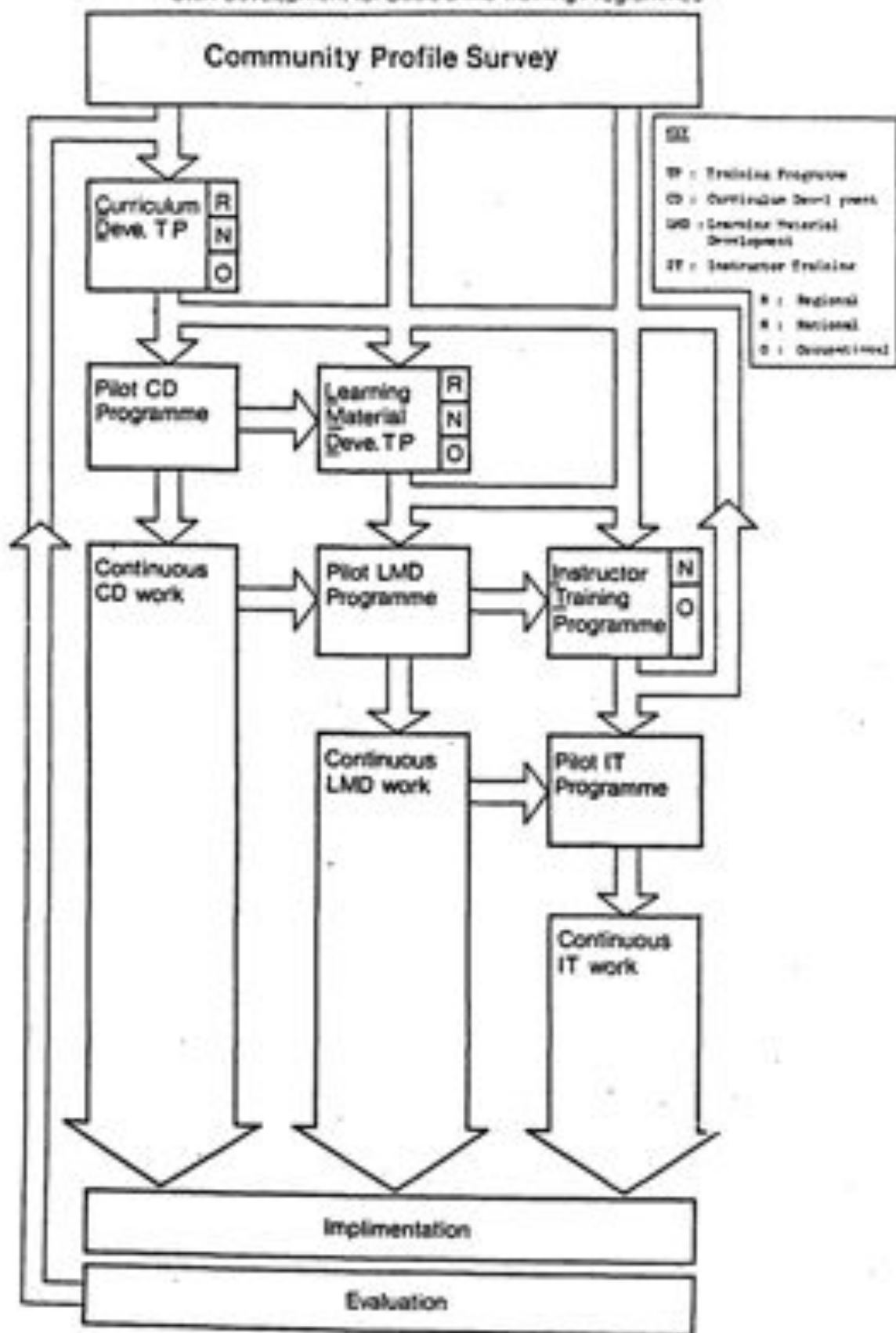
PLAN OF ACTION

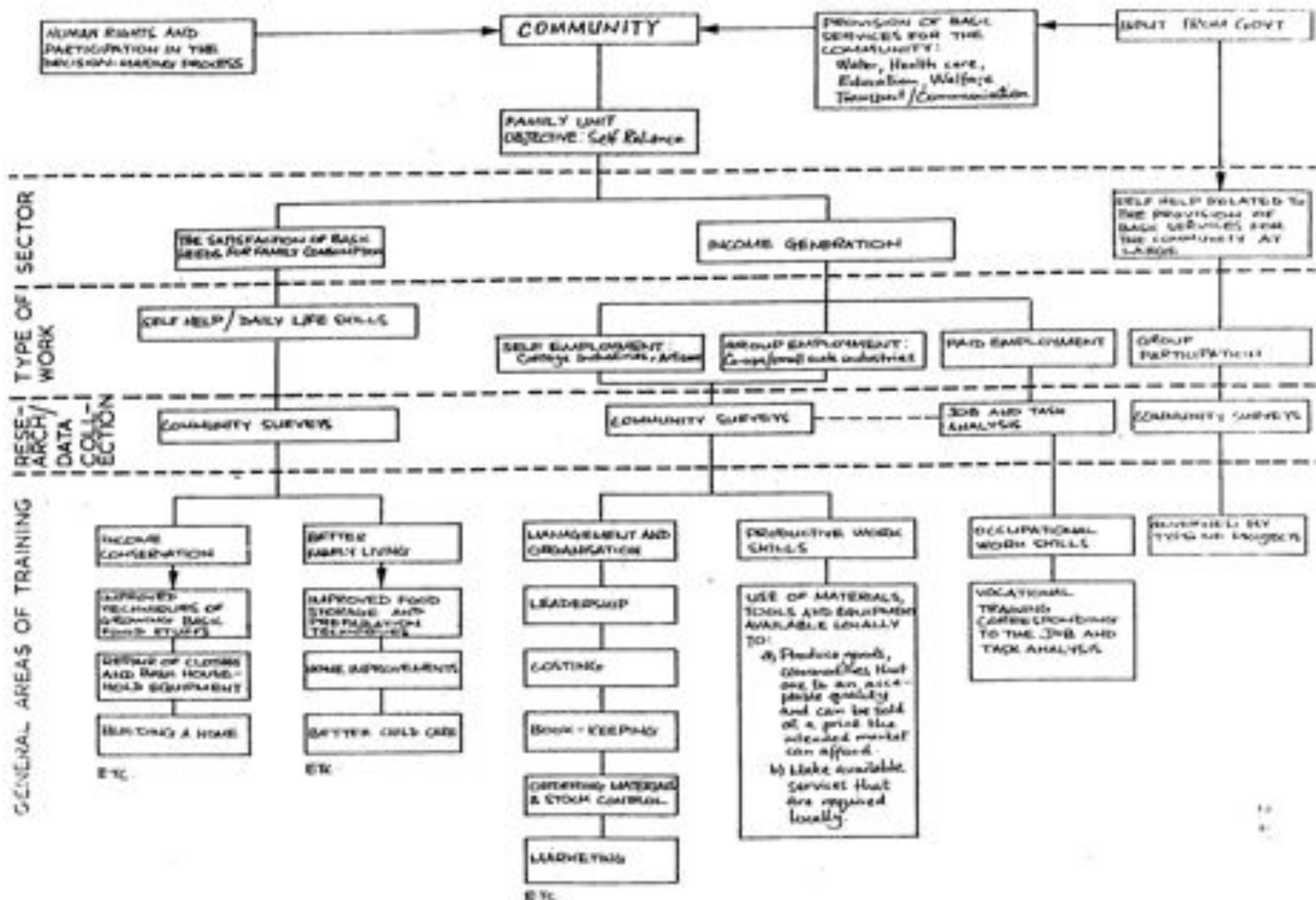
SDSR MODULAR APPROACH :

Staff Development for Basic Skills Training Programmes

ANNEX 7

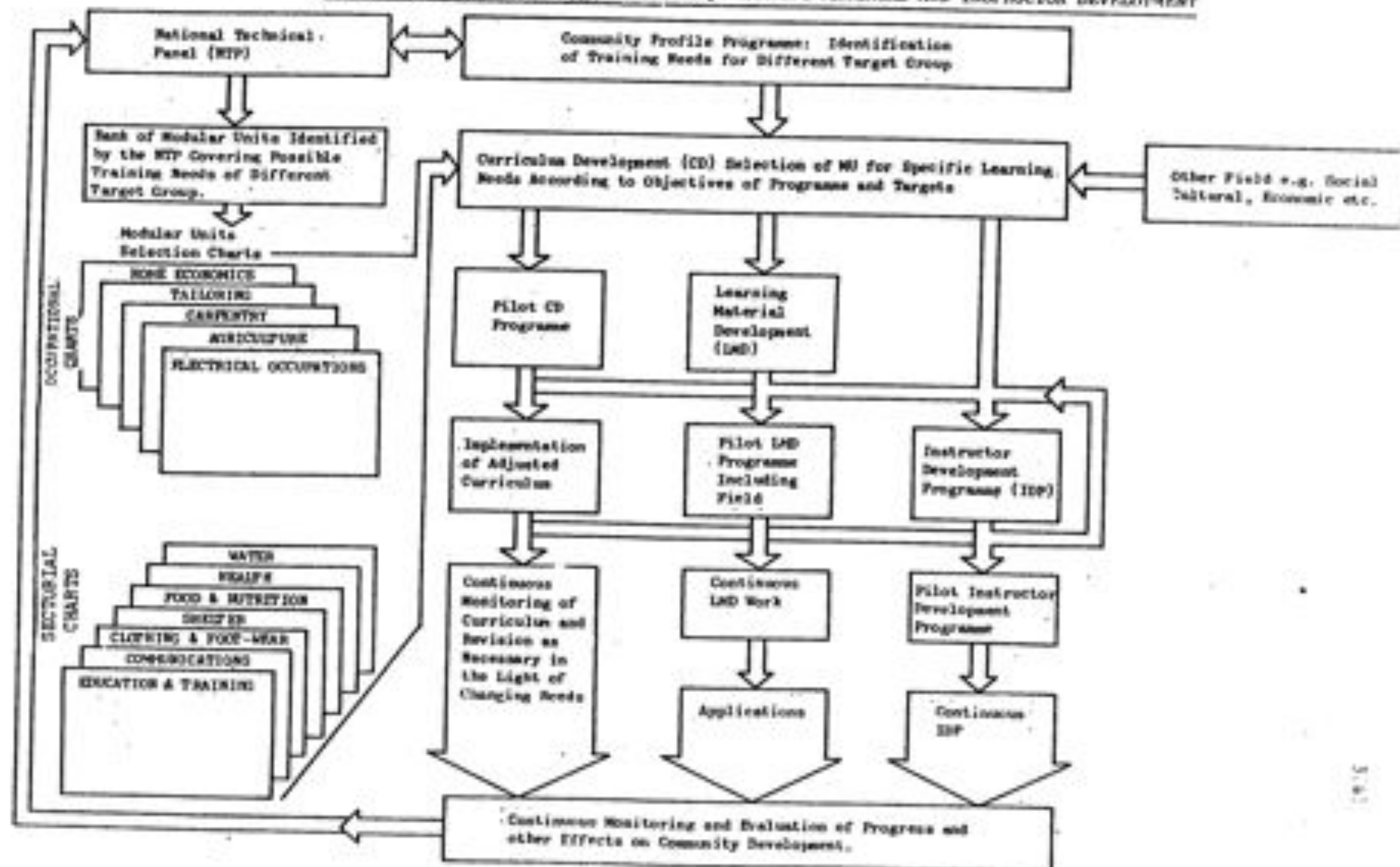
Page 1





PLAN OF ACTION

ISDR MODULAR APPROACH FOR CURRICULUM, LEARNING MATERIAL AND INSTRUCTOR DEVELOPMENT



The Education Division at SIDA initiates and implements a large number of studies regarding education and training, especially in SIDA's programme countries.

In order to make these studies more readily available, they will be published in a series called "Education Division Documents".

Included in this series:

- No. 1: "Education and Training in Sri Lanka" by O. Engquist, L. Jivén, K. Nyström
- No. 2: "Education and Training in Botswana 1974-80" by J.O. Agrell, I. Fägerlind, I. Gustafsson
- No. 3: "The Indian Non-Formal Education Programme" by O. Österling, J. Persson
- No. 4: "Education and Training in Bangladesh" by A. Gorham, J.I. Löfstedt
- No. 5: "Education in Guinea-Bissau 1978-81" by R. Carr-Hill, G. Rosengart
- No. 6: "Institutional Co-operation between The University of Zambia and The University of Luleå 1976-82" by K. Chitumbo, S. Ray
- No. 7: "Mobile Vocational Training Units" by K. Larsson
- No. 8: "Technical and Vocational Teachers College, Luanshya, Zambia" by O. Eklöf, M. de Beer, J. Fisher, K. Ruuth-Bäcker
- No. 9: "Adult Education in Tanzania" by A.I. Johnsson, K. Nyström, R. Sundén
- No. 10: "Evaluation of the Activities of the Southern African Team for Employment - Promotion (SATEP)" by B. Karlström, A. Read
- No. 11: "Education in Ethiopia 1974-82" by P. Gumbel, K. Nyström, R. Samuelsson
- No. 12: "Education in Zambia. Past Achievements and Future Trends" by I. Fägerlind and J. Valdelin
- No. 13: "Non-Formal Training Programmes for Rural Skill-Development" by Alex Gorham
First Published November 1980
- No. 14: "The Indian Non-Formal Education Programme." An evaluation by G. Mellbring, O. Österling, J. Persson
- No. 15: "Education in Mocambique 1975-84." A review prepared by Anton Johnston
- No. 16: "Primary Education in Tanzania." A review of the research by Roy Carr-Hill
- No. 17: "Report on Teaching of Technical and Science Subjects in Sri Lanka" by Alan Dock/Sören Salomonson
- No. 18: "Swedish Folk Development Education and Developing Countries" by Johan - Norbeck, Folke Albinson, Tyko Holgersson, Rolf Sundén
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