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**AMERICAN PUBLIC HEALTH ASSOCIATION**  
Division of International Health Programs  
1015 Eighteenth Street, N.W.  
Washington, D.C. 20036

EVALUATION REPORT ON  
WORLD EDUCATION, INC. PROJECT

A Report Prepared By:

ROBERT C. BLOMBERG, M.P.H.

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EVALUATION REPORT  
WORLD EDUCATION, INC.

A. EXECUTIVE SUMMARY

In 1973, a major evaluation of the World Education Inc. (WE) activities funded by the Agency for International Development (AID) was completed. Included in that report, in addition to the evaluational content, is a brief history of World Education, Inc., the basic principles and approaches toward functional adult education employed by the organization, and its approach to program development. A discussion of these elements is not repeated here. The present assessment is a less ambitious follow-up of WE activities since 1973 as these relate to efforts to encourage and to implement the use of population/family planning information in functional adult education programs throughout the developing world.

The purpose of the AID contract with World Education Inc. has been, and is, to develop and diffuse innovative functional education methods and materials for expansion of population and family life planning activities through governmental and private agencies. This is achieved through workshops and seminars, country projects, and publications, and includes teacher training, curriculum design assistance, and the supply of collateral materials.

Since 1969, when first selected as the contractor for this project, World Education staff has grown from four to 31, including 20 professionals with expertise in adult education, family planning education, program planning and management, and research and evaluation, among others. This period has seen a corresponding growth in total annual budget from half a million dollars to one and a half million dollars, and the development of an extensive program worldwide with the following accomplishments:

- 41 country analyses
- 81 preliminary project designs
- 59 completed project designs
- 30 demonstration projects planned
- 18 demonstration projects activated
- 13 regional workshops and seminars held
- 225 in-country training workshops conducted
- 840 program planners and administrators trained
- nearly 6000 teachers trained for demonstration projects
- over 30,000 students reached in more than 1300 demonstration classes
- nearly 300,000 copies of 56 different publications produced and distributed to a mailing list of 5000, over 70 percent of whom live in the developing world.

Requests for World Education technical assistance nearly doubled between calendar years 1974 and 1975, with requests coming from all regions of the world (including Burma in the Asia region) and from many agencies active in population work in addition to those involved mainly in adult education. During this six year period, World Education has become increasingly involved with organizations which provide family planning services, shedding earlier reservations about the possible detrimental effects of such associations on its relations with adult education organizations, and now eagerly welcomes the opportunity to work with agencies which provide community-based delivery systems of family planning services.

World Education continues to maintain its record as an organization composed of highly qualified, energetic, and dedicated professionals who are very responsive to informed suggestions about ways in which they can improve the performance and operation of their programs. Since 1973, and in part as a direct response to the previous evaluation, World Education has undergone significant organizational changes and has implemented important program management procedures which are contributing to improved program operations and augur well for increasing effectiveness of efforts undertaken in the future.

Among the most important of these are changes in decision-making processes to include greater staff and trustee input, thereby expanding and diversifying the decision-making data base; changes in staffing patterns to provide for resident regional representatives in Asia, Africa, and Latin America with consequent benefits to program of closer project monitoring, unification of decision-making criteria, and increased familiarity with regional program needs in the area of family life planning education; and the creation of a Department of Program Development, Analysis and Evaluation, which has responsibility not only for evaluation of projects undertaken but also evaluation of the procedures and processes of the organization per se.

World Education continues to be a vital and dynamic organization which has not yet reached its full potential, but which has, in the last two years, increased its capacity to promote the incorporation of family life planning concepts and contents into on-going and developing functional adult education programs around the world. In the process, World Education has grown in organizational maturity and has reached new levels of professional competence, making it an institution of proven reliability with a continuing degree of flexibility, and an institution increasingly recognized as a leader in the field of non-formal, functional adult education.

World Education has become a multifunded organization in recent years with a declining portion of its annual operations budget coming from the Office of Population of AID. In spite of its rapid growth, World Education continues to operate at a very low-level of overhead, contributing to its high level of cost-efficiency.

Perhaps even more important than the fact of its cost-efficiency is the fact that World Education has more knowledge of, skill in, and experience with the area of non-formal, functional adult education than any other organization currently in existence. Any efforts oriented toward duplicating such an organization would soon find it necessary to turn to WE for expertise. Additionally, in its favor, is the fact that WE has no other "agendas" but the

one of providing technical assistance to action programs in functional adult education which incorporate family life planning concepts, and of disseminating the knowledge and information which is generated from these ever-expanding experiences. It does not suffer from the problem of a staff of "academics" who have scholarly publications as the number one priority. Hence, one finds in WE an organization whose principal interests are those of the clientele it serves with the provision of technical assistance, and this is done with a high level of dedication and intergrity.

Persons interviewed or contacted in New York and Washington:

AID Population Office/Washington

Dr. Willard Boynton, Deputy Director  
Dr. Gerald Winfield, Chief, ED Services Division  
Mr William Alli, Chief of Evaluation  
Mr. James Massie, Project Manager

World Education Headquarters, New York

Office of the President

Mr. Thomas Keehn, President  
Ms. Ann Miccu, Assistant to the President for Planning  
Mr. Doran Bernard, Assistant to the President for Operations  
Ms Arlys Warfield, Development Officer

Department of Regional Program Coordination

Mr. Tarry Davis, Director  
Ms. Jill Sheffield, Program Officer; Africa and Latin America  
Mr. David Berquist, Program Officer, Asia

Department of Program Development, Analysis and Evaluation

Ms. Cathrine Crone, Director  
Dr. Sean Tate, Research and Development Associate  
Mr. T.K. Ananthan, Distribution Officer and Librarian  
Dr. Jasperdean Kobes, Regional Representative, Africa

Department of Publications and Audio-visuals

Ms. Martha Keehn, Director  
Mr. Gus Hedberg, Editorial Associate  
Ms. Sandra Furton, Production Assistant

Department of Personnel and Office Administration

Ms. Doris Ward, Director

Department of Finance

Mr. Norman Gill, Director  
Ms. Cecily Norris, Administrative Assistant

U.S. Program Office

Mr. David Narot, Program Officer  
Ms. Patricia Huntington, Program Officer

## B. SUMMARY OF RECOMMENDATIONS

1. AID should continue its support of World Education's worldwide activities aimed at the development and diffusion of innovative functional adult education methods and materials for expansion of population and family life planning activities. This should preferably take the form of a grant rather than a contract in order that decision-making be free from performance quotas and other pressures which tend to be dysfunctional to good program planning and development.

2. AID should take steps to assist World Education in informing responsible USAID Mission personnel of World Education's technical assistance capacities, area of program interest, and operational procedures so that mission personnel may better understand their roles and responsibilities in World Education program development.

3. AID should implement the planned change in task order funding procedures which will require mission level budgeting of all major World Education demonstration projects supported by task orders. This will help to assure World Education project fit with population need.

4. World Education should place highest priority on the development of the regional program strategies which will clearly specify what WE hopes to accomplish with its programs in each geographic region. Include in least a three year period, and a discussion of the fit of World Education family life planning education activities in relation to other planned and on-going efforts to reduce population growth rates and to encourage the adoption of family planning practices in these regions.

5. World Education should share its strategy position papers for review and comment with other agencies working in population and family planning in the regions to get feedback about WE project and effort "fit" with regional program need, and to get a check of reliability and validity of the strategy position.

6. World Education should formulate project selection guidelines and a checklist of data requirements for project selection decision-making. There is a need to specify decision-making rules for entering into activities since the number of possible projects is increasing rapidly and not all requests can or should be responded to.

7. Each World Education activity or project should have clearly specified not only the objectives but also what WE hopes to learn from it and the implications of this for future or on-going work. Additional efforts should also be made at establishing project "end points" with the incorporation of "phasing out" steps in each project undertaken.

8. World Education should communicate specific information about what it has to offer in the area of technical assistance, areas of expertise, and program interests to developing country agencies working in adult education, and family planning. This information should be as personalized as possible and should include some indication of the steps to be taken to obtain World Education assistance.

9. World Education should consider assigning a "formative" evaluation consultant to each major project (such as task ordered projects). The evaluator should not be intimately connected with the pre-project development so as to maximize the likelihood of objective feedback to WE about the project's progress. The evaluator's visit schedule should be established at the outset for the duration of the project thereby assuring him greater autonomy. The quality of his/her evaluation work would be in turn evaluated at the conclusion of the project (summative evaluation).
10. World Education should take steps to bring recipient host national agencies into the consultant selection process such as by providing the agency with the names of several potential consultants from whom they can make a final selection.
11. World Education should consider the possibility of increasing the staff of the Department of Program Development, Analysis and Evaluation in order that this department meet the evaluation needs of the organization more promptly. As a corollary of this, the Department should devise a work plan with assigned priorities to the component activities so that requests can be placed in appropriate perspective.
12. World Education should formalize its staff recruitment and selection procedures, possibly following the faculty recruitment patterns employed by most universities. This would be one way of assuring that the best available person be recruited for the available position.
13. World Education should take steps to increase the number of approved consultants on its roster who have extensive specialization and experience in family planning education and communication programs and to utilize these consultants when appropriate.
14. World Education should take steps to increase the overall salaries of professional and support staff, giving priority to reducing the disparity between field level and central level staff salaries.
15. World Education should consider using young population specialists with training in appropriate fields who are recipients of AID-funder Fredrickson Fellowships and University Overseas Internships in Population for field placements in the regionally based projects.
16. World Education should make an effort to announce the availability of its publications by placing news releases and other publicity in the newsletters of other organizations working in population such as the East-West Newsleeter, the UNFPA Newsletter, and the IPPF Medical Bulletin.
17. Needs assessment surveys have been described and written into each of the projects as the starting point for development of the curriculum materials which will be prepared for a given project. The needs assessment survey is intended to be the established source of the content, topics, and lessons which will form the basis of the adult functional education curriculum. However, in no instance in the projects visited has the baseline survey been the central source of the curriculum content, and often was/only a small factor in its determination. In several cases (Ghana, Colombia, Ethiopia,

Thailand), the needs assessment survey was undertaken without either: 1) being analyzed in time to make a contribution, and/or 2) containing the kinds of information upon which selection of curriculum topics could be made. It is recommended that World Education deal with problem of needs assessment methodology through the development of a detailed and highly practicable plan for identifying, obtaining, and analyzing the kinds of data which are relevant for curriculum selection and preparation.

18. The training of group discussion leaders or, better, the training of instructors of adults in the methods of group discussion as well as the personnel responsible for supervising these instructors, is an issue which needs to be addressed with some care by WE. In most of the projects, training in these adult education methods has a duration of four to ten days with the possibility of some "in-service" training after the project enters the implementation phase. These abbreviated training periods, especially those under one week, are probably insufficient to provide the instructor with confidence in his or her skill as facilitating the group discussion process. Observations of "classroom" performance of the instructors as well as discussions with them about difficulties which they are having in carrying out their tasks provides corroborative evidence for this point. Group leaders undertake group discussions which differing levels of competence and skill though all make some effort at utilizing the method. However, the method is not generally employed as successfully as it could be, and this indicates a training deficiency. Several supervisors with whom the evaluator spoke indicated that they did not feel that they had the competence to guide the group leaders toward the improvement of their performance. In addition to providing more extended pre-service training and more frequent in-service training which deals specifically with this issue, it should be possible in many instances to use the best group discussion leaders as either part-time supervisors related to this problem and/or use them as trainers. Since the group discussion method is almost a philosophical point of departure for World Education program development, this matter merits further analysis and strategy development by them.

19. The generalization which may be drawn from the personnel problems experienced on World Education projects is that projects have tended to be more successful where the host agency has named one individual to assume fulltime responsibility for project management and this delegation of responsibility is established from the outset. (Ethiopia and Thailand) While World Education cannot be held responsible for personnel changes within the host country agency during the project lifetime, obtaining a level of commitment by the host agency which will assure the existence of such a position for the duration of a project would be an advisable procedure in future project negotiations. Also at that time, the organizational level of the position and qualifications of the person assigned to it should be established through negotiation with the host agency.

20. Within the curriculum content of several national programs, there are missed opportunities for dealing with population and family planning issues, particularly as relates to the reasons why family planning can contribute to solving the problem at issue. The inter-relationship of infant nutrition, breast-feeding, weaning and the importance of pregnancy and birth spacing is one such example. Many others could be identified, not all of them applicable to each situation or adult education program. It is recom-

mended that World Education either locate or develop a comprehensive guide and bibliography of sources for the utilization by consultants regarding the ways in which population and family planning messages can be dovetailed with other curriculum topics. (For example, in a fishing area, one might incorporate the following: "Are the fish as easy to catch as they used to be? Are the catches as large? Are the fish which are caught as large as they used to be? Are there more or fewer fishermen than there used to be? Assuming the fish are smaller, fewer, and that there are more fishermen, the discussion could focus on these relationships vis-a-vis population growth and over-fishing.)

## WORLD EDUCATION, INC. HEADQUARTERS

### I. BACKGROUND

This evaluation was requested by AID, as a follow-up to a previous major evaluation of World Education, Inc. which was completed in December, 1973. At that time, a four-man evaluation team had a mandate to determine the terms of the various AID contracts and task orders implemented with Title 10 funding. The 1973 evaluation report indicated that a very good effort was being made by World Education "to encourage and implement the use of population/family planning information in functional literacy programs throughout the development world..." The thrust of the present evaluation is to document and measure the results of World Education's activities to date.

Preparation for this assessment included a two-day orientation briefing in Washington in September, 1975 by responsible AID personnel, as well as AID's evaluation needs were discussed with relation to the assignment. At the time of that orientation, it was anticipated that the AID project manager responsible for World Education contracts would travel to Africa to review World Education Task Ordered Projects in Ethiopia and Ghana. Site visits to the Asian region were to be held in abeyance pending the outcome of the headquarters operation in New York. Subsequent freezing of international travel funds for AID personnel resulted in the postponement of the site visits to WE projects in the Africa region. However, in February, 1976 it was decided to send the evaluator to Africa and Asia to visit all of World Education Task Order Projects, and these site visits were subsequently scheduled for July, 1976.

The 1973 Evaluation Report goes into extensive detail about the history of World Education as an organization, its philosophical orientation to the education of functionally illiterate adults, its basic concepts regarding approaches to adult education, its approach to program development, and the origins and history of its contractual relations with USAID with regard to adult education programs around the world. Since much of the basic material is included in the earlier report and it is assumed that the reader will have access to that document for reference purposes, such background information will not be repeated here.

However, with regard to summary findings and recommendations of the 1973 evaluation team, it is appropriate to include them at this point since a major focus on the present report will relate to changes which have taken place within the organization its programs since that time.

### 1973 WORLD EDUCATION EVALUATION REPORT

#### A. SUMMARY OF FINDINGS

1. The historical background, interests, basic educational concepts, operational strategies, and organizational structure of World Education appear to be eminently suitable for the purpose and

tasks described in the AID agreements.

2. The concepts about adult learning and functional literacy promulgated and used by World Education are based on sound learning theory and currently accepted principles of program planning and community development.
3. During a period of rapid expansion, World Education has demonstrated a capability to design and implement innovative projects in functional education for family planning. The projects and materials are characterized by transferability within and between countries.
4. The staff of World Education is highly skilled in transferring and disseminating successful prototype methods and materials as evidenced by their being found in publications, seminar and workshop content, and in the various country projects.
5. Considering the experimental and innovative nature of World Education's activities and the high potential for widespread application of results, too little effort and resources have been allocated to research, evaluation, and dissemination of findings.
6. World Education has a remarkable ability to select and utilize well-qualified consultants, who, in turn, have established a reputation of being effective and acceptable in the field. Twenty-one of the 46 members of the active Consultant Panel are non-U.S. citizens. Reliance on consultants has the additional advantage of assuring inputs that are based on professional standards rather than on organizational loyalty.
7. There is evidence of increasingly serious work overloads by both part-time and full-time staff, particularly at the executive level, financial administration, materials and methods, publications, and in some of the regional program areas. Apart from potential damage to staff health and morale the overload could threaten to affect project operations adversely.
8. World Education has a highly qualified professional staff and utilizes doctoral and graduate students as well as other young people as staff. This combination assures a vigorous, imaginative, and exciting organization. However, there is a need for a more organized in-service training program.
9. The evaluation team expresses concern that continued growth of World Education be so planned so as to maintain the intimate style of its field work and intraorganizational relationships which have been important factors in its success.
10. The outstanding efforts World Education has made to promote interagency linkages has been highly successful both at the international level and at the country level where they have been instrumental in bringing about cooperation among adult education, family planning, and other organizations.

11. World Education's Board of Trustees is vigorous, well-qualified, international in outlook and background, and active in the newly expanded committee system for policy and development.
12. There has been a steady expansion in the number, variety, and distribution of World Education publications since the beginning of AID assistance. There is also a noticeable improvement in the quality of the publications in terms of content, format, and use of information and materials obtained from field experiences. Current plans call for further expansion into audio-visuals and other means of educational communications. The communications and publications unit is highly qualified but understaffed.
13. On the basis of factors such as population increases, illiteracy, and poverty indices, World Education appears to have selected countries and areas within countries where there is a definite need for experimental projects. In a number of cases, World Education is operating in areas where clinical family planning efforts are not yet welcome and where an educational approach is clearly indicated.
14. The World Education planning strategy has proven to be highly successful in the majority of cases at the country level. Organizational and program deficiencies, delays, and partial failures at the operational level can be traced, in several instances, to the failure and/or inability of World Education and host agency staff to adhere to the planning strategy.
15. World Education has been particularly successful in identifying and selecting host agencies, both governmental and private, with a high potential for utilizing and disseminating the results of innovative and experimental programs. Large-scale dissemination is the appropriate role for such host agencies.
16. It is the practice of World Education to link together family planning and adult education organizations at the country level. Field projects were stronger and there was better population/family planning emphasis in those cases where World Education was successful in drawing together adult education and family planning organizations.
17. World Education has impressively demonstrated its ability to intergrate population/family planning concepts into functional education programs in a number of countries. The basis premises and strategy are sound and have been adequately proven to the evaluation team at the level of the host agencies where World Education has its major impact.
18. There is some evidence that the content, methods, and materials used in the programs have changed participant attitudes about family planning and led them to seek additional information and assistance. It was not the responsibility of the evaluation team to determine the influence of World Education-assisted

programs on behavioral changes of adult learners in terms of family planning behavior; this is the responsibility of the host agencies. We do wish to point out that World Education is attempting to provide assistance to host agencies in improving their evaluation capabilities.

19. The staff and consultant of World Education enjoy an extremely high degree of acceptance by host agency and other project-related staff. This is attributed to World Education's methods of operation in host countries; its flexibility; its respect for local needs, conditions, and problems; the high level of competency of its technical personnel; and its flexibility in using financial aid. World Education is often contrasted with other agencies which impose their ideas, provide little useful technical assistance, have little sympathy for or understanding of local needs and which are inflexible in apportioning assistance.
20. World Education relationships with local AID mission are generally good. However, there are specific cases in which misunderstanding due to failure in communications between local missions and World Education's host agencies have adversely affected World Education's ability to carry out its mission.
21. The restrictions and constraints involved in funding World Education through contracts have, in some instances, inhibited a more effective and efficient operation of the organization both at headquarters and field levels. The project with World Education should be viewed as one of institutional development, as well as one which carried out specific contracted services or tasks.

#### B. SUMMARY OF RECOMMENDATIONS

1. AID should definitely continue providing financial assistance to World Education for the purpose of "incorporating population and family planning concepts into functional education programs". This funding should be in the form of a "grant"; it should cover a 3 to 5 year period to allow sufficient continuity and security; it should provide for a gradual rather than abrupt increase in operations; it should include a considerable increase in allocations for overhead and the addition of selected staff for the central office. The grant should enable World Education to assist host agencies in developing a capacity to carry out field level research and evaluation to determine specifically how and to what extent functional education programs influence family planning behavior of adult participants.
2. World Education should increase its capacity to disseminate the results of its innovative and experimental programs through its publications, its methods and materials center, its writing in other professional publications, and its sponsorship of or participation in workshops, seminars, and conferences at international levels.
3. World Education should maintain its present emphasis upon innovation and experimentation and its role as catalyst in getting projects started and disseminating its findings concerning adult learning

concepts, operational strategies, instructional methods and materials, and research and evaluation techniques.

4. World Education should continue its efforts to establish interagency linkages, both at the international and national levels, for purposes of sharing its own experience and knowledge, obtaining the cooperation of other agencies in similar efforts to link functional education with population and family planning, and to expand its base of financial support. The support of larger agencies and organizations such as IPPF, UNFPA and others should be sought for the widespread dissemination of World Education instituted programs.
5. World Education should exercise even more caution than in the past in selecting countries and host agencies for its pilot projects and should concentrate its efforts and resources on those governmental and private agencies that have either already demonstrated that they have the willingness, the resources, and the capacity to follow up on experimental programs or which, with a relatively small amount of World Education assistance, have a strong potential for widely disseminating the results of the experimental efforts.
6. World Education should control the rate of its growth (in terms of budget, staff size, geographical spread, and expansion into other adult education areas) in order not to lose the important values of smallness, intimacy at the field project level, and staff communications.
7. World Education should set a limit on the number of field projects it is assisting at any given time so as not to spread its resources too broadly over too many diverse experiments. Similarly, it should more clearly establish objectives and desired outputs for each country project which will determine at what point World Education's objectives are achieved and the project terminated or taken over by local agencies.
8. World Education should adopt a policy and strategy, with AID support and cooperation, of temporarily withdrawing assistance and financial support from those countries and projects where political, social, or administrative situations prevent a reasonable degree of timely progress toward the achievement of project objectives.
9. World Education should maintain the values and advantages derived from its young staff, but it should institute an organized staff development program utilizing in-serving training, paid time off to attend seminars, training sessions, and other educational activities and by instituting financial and other professional growth incentives.
10. Consideration should be given to inaugurating an internship program for graduate students in the field of population and adult education assisted by World Education in cooperation with various universities. Special funds should be sought for this purpose, including the provision of staff assistance.

11. While World Education has emphasized the integrated approach and has generally reflected local sensitivity and caution about the inclusion of specific family planning content in functional education programs, it is the view of the evaluation team that the source of project funding and its intent indicate that a more direct approach might be taken in some cases without damaging World Education's overall concept and strategy.
12. AID population officers at headquarters and mission level should be provided information to broaden their understanding of the role and importance of educational approaches to population/family planning. The kinds of information available in World Education publications would be useful for this purpose. The evaluation team strongly believes that the integrated educational fostered by World Education is opening up avenues and sectors for population/family planning information which are often extremely sensitive about this type of information and which, in many cases, would be completely closed to direct approaches with clinical information or commodities.

As will be seen in the analysis which follows, World Education took the findings and recommendations of the 1973 evaluation most seriously, and began immediately to examine their operations in the light of that report. Among the major consequences of WE's response to that evaluation were:

- changes in the composition of the Board of Trustees to include individuals with expertise in population/family planning and evaluation, as well as individuals who contribute to an increase in interagency linkages and a broadening of the base of financial support;
- initiation of an annual two-day trustee/staff meeting for organizational policy analysis and discussion of program direction;
- expansion of trustee/staff committee system with direct involvement of the trustees in the program planning and budgeting discussions;
- reorganization of the Office of the President with the creation of two assistant positions, one for operations, the other for planning, thereby freeing the President from a work overload and improving organizational functioning;
- implementation of a program planning and budgeting process (PPBP) to operations, thereby allowing for the improvement of the decision-making process;
- installation of a new financial management system by the Comptroller's Office;
- reorganization of the headquarters operation to redistribute workloads and responsibilities and to improve communication processes between organizational elements;

- creation of the Office of REgional Coordination to provide for better monitoring of projects and program developments in the several regions and to improve communications between the central and the field offices;

- decentralization of decision-making processes with increased delegation of responsibility to regionally based professional staff;

- an increased capacity for the accumulation and dissemination of findings obtained from program activities and innovative educational experiments in family life plannings;

- recruitment of additional professional personnel to carry out program analysis and evaluation functions as well as other professionals to assume responsibility for regional field programs;

- an expanded program of publications increasingly aimed at providing the practitioner responsible for training personnel and implementing programs with practical materials which he may adapt and utilize.

In addition to looking at changes and continuities in World Education operations which reflect the influence of the 1973 evaluation, the current assessment will examine the achievements of World Education with regard to anticipated outcome for the two-year interim period since the completion of the earlier report. That is, it will look at the accomplishments of World Education between January 1974 and November 1975 in the light of objectives established for this period.

## II. PROGRAM DEVELOPMENT ACTIVITIES AND CONTENT

### A. OVERVIEW

Historically, World Education has gone from an organization which designed and implemented adult literacy programs to an organization which provides technical assistance to other agencies which are undertaking or want to undertake programs in functional adult education. This shift in orientation is reflected in the World Education contract with AID which states that the purpose of the contract is to "visit in, survey, and collect information in various countries to determine the existence of and conduct of Adult Literacy and related functional education programs and the potential for incorporating population/family planning concepts in such programs. These programs shall include government programs, private institutional programs, and such others as may be in existence...The Contractor will provide such assistance as may be necessary to incorporate the concepts of population and family planning in literacy programs. These efforts may be accomplished by, but not limited to, teacher training, curriculum designs, and the supply of collateral materials".

In a recently adopted goal statement prepared by a special ad-hoc committee of staff and trustees of World Education, three overlapping functions of the agency were defined (adapted from the committee's statement):

1. Improving the knowledge base (regarding functional adult education). In addition to doing this by acquiring, analyzing and evaluating existing materials and developing new ones, World Education undertakes experimental programs to improve the knowledge base when it is desirable either to try new concepts or to acquire a better understanding, and thus improvement, of the old. Expanding the knowledge base also involves rendering service, but the major criterion for WE participation in this area is to enhance its capabilities so that adult learners will be served more effectively.
2. Providing professional assistance. World Education provides advice that ranges from helping to design pilot or full-scale national functional education programs for family life planning, to advising on the local development of materials, assisting in the framing of teachers training programs, or providing professional guidance on evaluation. In providing professional assistance, the major criterion for World Education involvement is the program's potential to maximize the contribution of functional, nonformal education in a specific culture. However, if the potential opportunity to educate is great even though the "new knowledge" to be obtained is not, WE would accept the opportunity to serve.
3. Disseminating knowledge. World Education is making a concerted effort to publicize, document, and clearly explain the approach to adult education which it seeks to foster based on the experience which it is accumulating from the field. Learner materials are also being acquired, analyzed, codified, and made available - for those who plan new programs in family life planning or who strive to improve programs already in operation.



Six of the World Education's projects, in Ethiopia and Ghana, in Colombia and Ecuador, and in Thailand and Indonesia, have been developed under task order funding, and are among the most important of WE's efforts to date.

One hundred and seven governmental and non-governmental organizations have sought WE assistance. Figure II-1 shows the trend in number of technical assistance requests received per semester by World Education between January, 1974 and November, 1975 from agencies around the world. (Appendix II-A for a detailed listing.)

Another indicator of WE's position in the arena of family planning/population work is the increasing frequency with which it is invited to participate in internal and invitational meetings sponsored by the UNFPA, the Population Council, IPPF, the Ford Foundation, UNESCO, The East-West Center, the World Bank, IDRC and others.

Among the strongest measures of WE's increasing stature and identification as a leader in the field of nonformal functional education of adult, and in the area of education for family life planning, is the frequency with which international organizations are calling upon it to provide technical assistance and expertise ample, WE was invited by the World Bank to submit a proposal, which was subsequently selected, for the provision of technical assistance in program design for a nationwide functional education project in Saudi Arabia; the UNDP has approached WE regarding the provision of all technical assistance for an expansion of WE's earlier family life education project in Turkey; WE has been requested by the UNFPA to collaborate with its project in Mexico; IPPF and WE are collaborating on a family planning education project in Honduras, and on other projects in the Dominican Republic and Paraguay; FPia has sought WE assistance for a project in Sri Lanka; HEW selected WE as the executing agency for an adult functional literacy project in the U.S. because of WE's experience and high qualifications. (Interestingly, this domestic project has served a double function for WE: 1) it has increased WE's acceptance and credibility overseas since it accentuates the high regard with which WE is viewed in the United States, and 2) it allows WE to draw upon its years of productive experience abroad to implement a high quality project here at home.)

### Linkages

One of the areas of greatest growth since the last evaluation is in the forming and fostering of linkages with other organizations. This happens on many levels--in the field, through the regional representatives; through the trustees; and, with increasing effectiveness, through the Central Office. There are basically four categories for building institutional relationships: 1) as an NGO within the UN system; 2) as a PVO within the voluntary agency network; 3) through professional memberships; 4) with population organizations.

- 1) We has earned consultative status with UNICEF, ECOSOC, and has participated in three global UN conferences (population, food, women),

- making considerable impression particularly in the third: contacts are maintained by routinely visiting and keeping alive exchange of information on activities with regional representatives and staff of UNICEF, UNDP, and UNFPA.
- 2) WE has participated in ODC/PVC workshops to bring AID and PVO's closer together in order to improve results in the field; it has membership in PACT to effect collaboration and complementary efforts in integrated rural development; and it makes regular visits and exchanges of information with other PVO's.
  - 3) WE promotes staff development through participation in regular meetings like those of the Society for International Development, the Asia Society, and the World Population Society. Pre-service orientation for new staff includes visits to UNFPA, AID, UNDP, the Population Council, Ford, etc.
  - 4) We maintains a healthy continuing relationship with IPPF; it has established new relationships with The Population Council, the Citizen's Committee for Population Affairs of the Population Institute, Population Services International, Planned Parenthood Federation of America, and Family Planning International Assistance with several efforts in coalition developing with the last named.

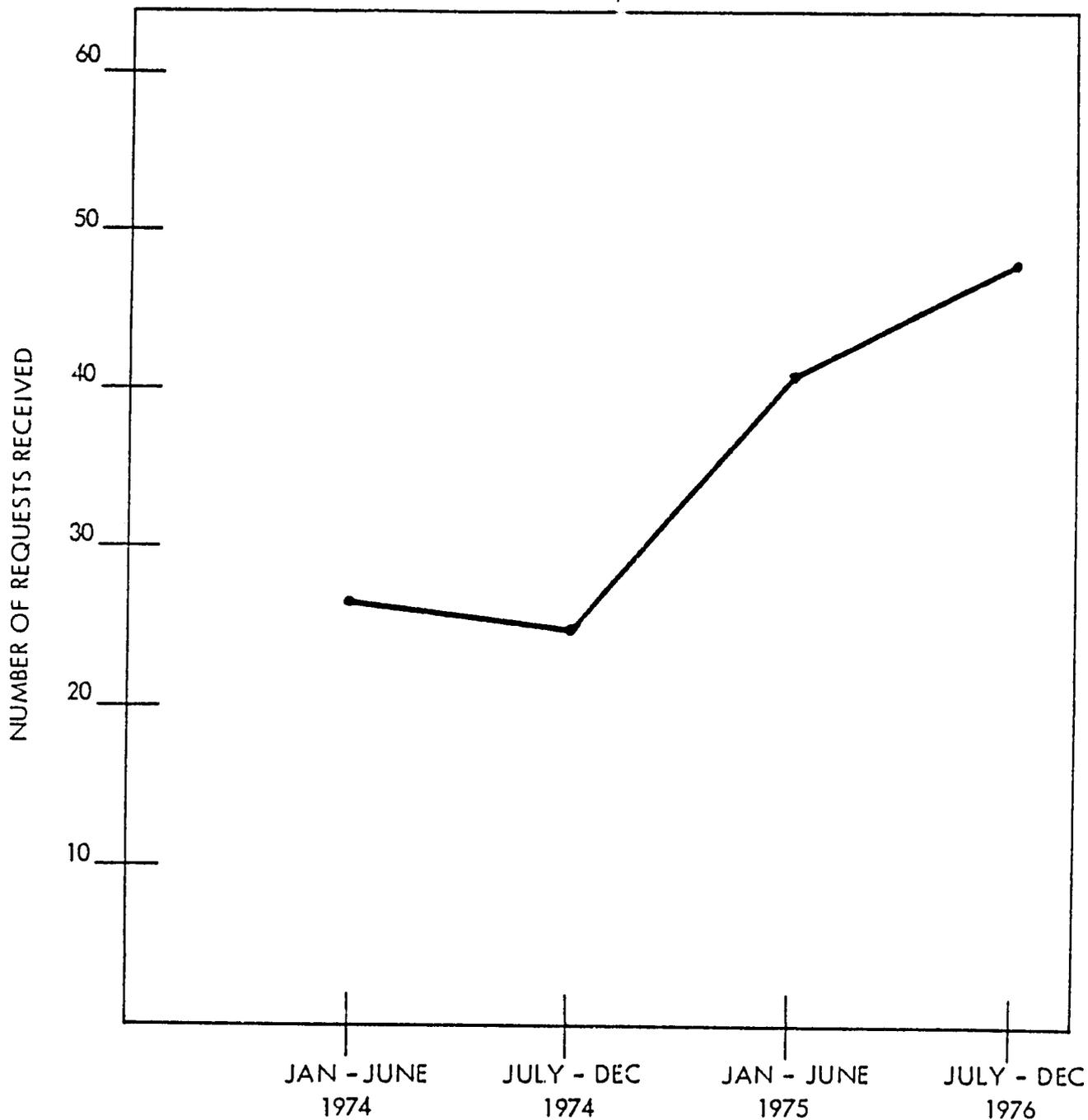
Appendix II-B gives a complete listing of agencies with which World Education has developed or renewed linkages during the past two years.

In spite of having achieved this leadership recognition in relatively brief period, it will still be necessary for WE to continue its efforts to make and/or keep agencies in the developing world apprised of its work, of its capabilities, and of its willingness to provide technical assistance for family life education programs. To accomplish this, not only for the benefit of host national agencies, but also for the benefit of AID mission personnel who may become increasingly involved in task order funding of LDC projects, World Education has prepared a pamphlet which spells out WE areas of work interest, its technical assistance capacity, and its areas of expertise. This pamphlet, along with a letter indicating the specific steps to be taken to obtain WE services, should now be widely distributed using the mailing lists of other organizations, such as IPPF and UNFPA, and should be made available to staff members of these organizations as well.

#### Workshops and Seminars

In the last two years, World Education has sponsored five regional and 129 national workshops and seminars for administrators, planners, trainers, and practitioners of functional education programs bringing to a total of 13 regional and 225 national workshops and seminars that have conducted by World Education or within WE projects since 1969. These seminars and workshops have dealt with such topics as Evaluation of Nonformal Education for Family Life Planning, (Chieng Thai, Thailand) Adult Education and Family Planning (Singapore) Use of Combined Media in Non-formal Family Life Education, (Sutatenfa, Colombia) and related educational themes.

Figure II-1: Trends in Requests for Technical Assistance Received by World Education by 6-month period for 2 years — January 1974 to December 1975



As a result of these workshops and seminars, over 800 administrators and program planners were trained, and nearly 6000 teachers have been trained for work in demonstration projects. The workshop/seminar format has also served World Education in helping host agencies design projects in education for family life planning. Nearly three dozen project designs have been directly generated through this procedure; or these, nearly half have been or are about to be implemented as demonstration projects. For specific details regarding regional and national workshops and seminars held within the last two years, see Appendices II-C and II-D.

While it is difficult from available data to quantify and/or to assess the long-term impact of the workshop/seminar series in ways other than those discussed above, it is apparent that the workshops and seminars have been highly successful and useful from the evaluation of them made by participants. This success is in part attributable to the fact that WE devised and implements them using the adult education methods which it advocates in all of its projects, to wit: Learner needs assessment, active learner participation, inquiry method, group discussion and problem-solving approaches, to name but a few. This "experiential" learning process contributes to increased learning gains, more permanent learning gains, greater problem-solving skill and more transfer of learning.

Nonetheless, it is important that WE gain more understanding of the outcomes of its workshop/seminars program and the effects which participation in it has on learner performance of tasks on the job. If the desired outcome of these activities is behavioral change in participant performance, then the steps should be taken to gather the relevant data which will allow the impact of the seminar to be measured. The year-long follow-up evaluation undertaken in conjunction with the Ecuador workshop on methods and materials for family life education is one approach to meeting this effort, (For a discussion of the problems which have been encountered in this effort, see the evaluation of the Ecuador Task Order project.) The newly created Department of Program Development, Analysis and Evaluation (DPDAE) is in a good position for developing a system to accomplish this type of assessment, and the priority assigned to this effort should be commensurate with the significance which the workshop/seminar activity will have in future WE plans.

### III. DEPARTMENTAL ACTIVITIES

(For information on the activities of the Office of the President, see section four, Organization and Administration, below.)

#### Office of Regional Program Coordination

This office has the principal responsibility for field program oversight at the headquarters level. Working in close liaison with the Regional Representative resident in the field, this office provides administrative and technical support to the international program activities and is the principal link between the field and the other departments in the New York headquarters. The Director of the department is assisted by two other staff persons at the central level and by three regionally placed representatives and their associated staff.

In addition to monitoring both the programmatic activities being implemented in the various regions and the financial aspects of these, this office works with the regional representatives in the development, review and negotiations of all departmental proposals in coordination with the relevant program committees and New York staff who are concerned with funding and contracts. In conjunction with this responsibility, the Office is assuming an increasingly important role in establishment of program development procedures such as through the creation of regional program strategies and in the preparation of guidelines for the development of project proposals. These are accomplished jointly with the Department of Program Development, Analysis and Evaluation, and are discussed below.

The Office has responsibility for the briefing and debriefing of consultants who are contracted for work in the regions and, in coordination with the DPDAE, maintains consultant resource materials including individual consultant files which include evaluations of consultant performance.

With regard to internal communications, the Office provides staff liaison at regional program committee meetings, collects data and materials from international field activities as requested by the DPAE, and cooperates with the department of publications in project documentation and other thematic inputs. The headquarters staff work with regional representatives on the interchange of program ideas of components and to share experiences across regions, as well as to stimulate interest in new or adapted approaches to the achievement of program objectives; they are also responsible for responding to the specific needs of the field staff through the provision of pertinent subject matter or background material which may not be available in the field.

While the establishment of the Office has gone far to improve the communications between the field and the central offices, and to clarify the roles and responsibilities of each, there appears to be a need for further specification of these, as well as the lines of communications through which central and field staff channel their correspondence. Steps to deal with these problems have already been initiated, such as though

the "prioritization" of requests for specific information, etc. which the central office departments send to the field via the Office of Regional Program Coordination.

The need for development of operational regional program strategies --a framework for analyzing and dealing with the various project opportunities that are continually being presented--cannot be over-emphasized. Experience indicates, and WE is cognizant of the fact, that the demands for technical assistance are increasing at an accelerating rate, and their ability to meet this demand can easily and rapidly become over-extended. Therefore, as they have acknowledged, World Education's pattern of responding to these demands must be based on more effective criteria of selectivity. The 1973 evaluation expressed concern for the possibility that World Education was trying to do too much, and suggested that they set a limit on the number of field projects receiving assistance at any given time so as not to spread their resources too broadly over too many diverse experiments.

While there has been considerable improvement in both the decision-making process and in expanding the data based upon which decisions are made, there is a need to formalize and systematize these procedures.

The project proposal development guidelines which the DPDA has begun elaborating in cooperation with the Office of Regional Program Coordination, are one important step along these lines. But even prior to reaching the proposal development stage, World Education should devise guidelines which define the selection criteria which will be operant when making decisions about where WE wants to become involved in family life planning educational projects. That is, there is a need to specify based on the collective experience of the past five years, the necessary conditions for the development of quality projects and without which no project development would be attempted. This information may be incomplete at the present time, but such an effort should be initiated. This might take the form of a checklist which certifies that the data base upon which decision-making is realized is adequate, and that the checkpoints have been met at some criterion level which augurs well for project success. Such a checklist might begin with indicators of demographic need, and then require information about the availability of family planning services, policies and positions regarding each of these, etc. The possible checkpoints are too numerous to list; however, the selection of appropriate of decision making and planning, and can also contribute greatly to the development of program strategies.

Another procedure which might prove beneficial to strategy development and project selection, as well as a measure which tend to assure project fit with program need, would be the wide distribution to other population/family planning organizations in the region, particularly to those international agencies which provide technical assistance in this field, of program strategy papers for review and comment. While reserving the right to reject forthcoming perspectives on what constitutes program need in any given region, and how World Education's special expertise might be most appropriately and effectively

utilized. With the anticipated shift of task order funding of projects to the AID missions, this step would help apprise mission population officers of World Education interests and intentions, and would allow them to participate in the identification of suitable host national agencies with which to work.

Department of Program Development, Analysis and Evaluation

This department, an out-growth of the Methods and Materials Center that had functioned since 1972, began operation in June, 1975 under a three-year Development Program Grant from the Office of Private and Voluntary Cooperation of AID. In what promises to be one of the most important and significant aspects of World Education's continuing efforts to make its programs and activities more effective, this department has begun to build the capability to make full use of WE's ongoing field activities as the necessary laboratory for better program planning, materials and methods development, and program operations; and to disseminate and foster the utilization of demonstrably worthwhile innovations in functional adult education. The Department will also have the responsibility of examining and evaluating World Education's own internal and external operations.

The four specific objectives for the Department over the next three years are:

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

To develop a more effective system for developing; evaluating, and adapting improved instructional methods and materials for adults in nonformal education programs and to foster their use;

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

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

While this department will be performing its services in the interest of all of World Education's activities, the program which focus on family life planning will receive appropriate priority, as demonstrated by the focus on its initial efforts--a number of innovative programs have already been analyzed by the department will have synergistic consequences for AID's investment of population funds in World Education, resulting in greater returns to investment than has here-to-fore been possible. The benefits which will accrue to WE's efforts to "encourage and implement the use of population/family planning information in functional education programs throughout the

developing world..." as a consequence of this work should not be underestimated. The Department has also already begun to develop a program of consultant evaluation which is discussed below in Section VI of this report dealing with Personnel.

One of the priority areas which this department is emphasizing is the individual projects of WE to find out "what went right" and "what went wrong" --a sort of internal summative evaluation of significant projects which will begin to build a profile of the elements which are necessary to increase the likelihood that the projects upon which WE embarks will be successful. Such information is being fed back into program planning strategies to improve the data base for decision making about WE participation and technical assistance in proposals which is receives.

Because of the importance of the areas of concern with which the Department of Program Development, Analysis and Evaluation will be dealing, and the many facets of their responsibility, consideration should be given to increasing the staff of this department by recruiting an additional professional with expertise in evaluation design. While recognizing that the Department has just begun to function and already has significant accomplishments to its credit, the suggestion is made because the need for services to which the Department will be responding are likely to be greater and more diverse than their present manpower can handle and many of the different evaluational activities are of equivalently high priority. Evaluation of the impact of the efforts and activities undertaken by World Education should be a major thrust within the organization in the future.

An alternative to the permanent full-time employment of such a professional would be through the use of along-term consultant who could work with the permanent staff on the design of an overall evaluation work plan for the Department, with the assignment of priorities to diverse activities of evaluation guidelines, procedures and checklists to be employed in each of the activities. These might then be initially and/or periodically reviewed and commented upon by a high-level evaluation specialist such as James Popham, Carol Weiss, Michael Scriven or Malcolm Provus.

#### Publications and Audio-Visual

In the 2 years since the completion of the last WE evaluation, the publications program has continued to expand. Appendix II-E gives detailed information about the publications which have appeared during this period as well as cumulative data for the publications program since it began in 1969. The principal and secondary audiences of each of these and other internal publications is described in Appendix II-F.

At the present time, WE has about 5000 addresses on its mailing lists; of these, approximately 80 per cent form a regular mailing list and the remainder a special mailing list composed of trustees, AID officials, key consultants and selected inter-agency linkages. The latter group receives all of the WE publications whereas the former routinely receives REPORTS but other publications only where appropriate. The mailing list is regularly up-dated, particularly with regard to multiple, institutional

mailings; while the list has apparently stabilized at 5000, there is a deletion/addition/or change of about 200 addresses per month.

Most persons on the mailing list are self-selected, having been added because they asked or because they wrote for either organizational information or professional assistance. In the last 12 months, 497 requests for specific publications were received (in quantities ranging from one to 300), and an additional 120 persons asked for information about World Education's services.

As with most publications programs, it is difficult to attempt a cost-benefit assessment or even a "cost-per-reader reached" measure since it is not known how many readers there are of each copy mailed. However, WE staff are aware that increasing the press run could reduce costs but assurance would be needed that the expanded distribution continued to reach the appropriate audience.

An analysis of the mailing list indicates that publications go in larger quantities to Asia than to any other part of the world (1290 addresses), followed in order by the U.S., Africa, Latin America, Europe, and "others". Seventy-seven per cent of the mailing list addresses are overseas; and 72 per cent are in lesser developed countries. As to composition of the mailing list in terms of professional interest, the list is about equally divided among those whose major interest is education, particularly adult education; those whose major concern is family planning, population, or population education; and others (rural development, agriculture, community development). However, there is a recent trend of increasing queries from family planners, probably in response to the Ideas for Family Planning Educators, the so-called "Ideas Kit". For example, the International Confederation of Midwives has just ordered 150 copies of the above publication.

In an effort to evaluate the utility for readers of its publications, WE included a mailback questionnaire in its January, 1975 mailing of REPORTS. From the data obtained, it has been possible for WE to get estimates of whether their publications are being read (85 per cent of respondents report they "always" or "usually" read WE publications received), what the areas of interest to the readership are (respondents most often indicated family planning/population as one of their main areas of interest followed by community development and functional education), and what type of information would be of most value to the readers (in nearly all regions and occupational categories "coordination of functional education with other development programs - food production, family planning, health, nutrition" was ranked first; "introduction of family planning content into functional education curricula" was ranked second by practitioners from the LDC's). For more detailed information on the survey, see Appendix II-G.

Recently, there has been a trend in the WE publications program to focus on materials generated in the field and to disseminate these widely, rather than to generate materials at the central level. Flyers have been sent out to project officers in Asia, Africa and Latin America inviting

people involved in field work to submit articles on their experiences for possible publications in REPORTS. This policy change reflects a desire to share with program practitioners around the world the findings from WE's field experiences. Commensurate with this change in focus is a shift in target audiences for WE publications to include not only educational administrators and planners but also program field staff. Thus there is an increasing desire to make the publications of practical use to the line person working in the field; the Ideas Kit for family planning educators is one such example; a similar kit on training is in the planning stage. Determining the language level and style best suited for reaching this group for whom English is a second language is a major concern of the publications unit, as seen in the memo characterizing this target audience (see Appendix II-H).

Publication priorities are established in consultation with the Department of Program Development, Analysis and Evaluation (DPDAE) which also shares responsibilities for the distribution of all WE publications and educational materials. In addition to preparing the kit on training and its various regular periodicals, during the coming year the publications office will be revising and adapting the Ideas Kit for use in Latin America (a Spanish language version), will be preparing a monograph on instructional methods, and will begin assembling materials development ideas for inclusion in a special publication.

World Education project have been cited or referenced in dozens of publications over the last two years. World Education publications have received increasing and highly favorable comment and publicity from other agencies working to further projects in the LDC's. For example, World Neighbors recently gave the Ideas Kit full page coverage in its publication, Soundings. (See Appendix II-I) This type of publicity should continue to be sought, especially for publications such as the Ideas Kit or the Monograph series, through the newsletters and journals of other organizations, particularly those organizations working in family planning whose publications receive wide circulation, such as the UNFPA newsletter, or the IPPF Medical Bulletin or the East-West Newsletter.

As another way of furthering awareness of the availability of its publications, WE should consider using the mailing lists of other agencies, whose focus of interest relates to their own, for the purpose of circulating a leaflet listing available materials.

The close working relationship between the publications office and the Department of Program Development, Analysis and Evaluation is providing WE with an excellent opportunity to disseminate the findings that are being accumulate from WE's worldwide experiences and selected national projects. This feedback relationship is seldom found in organizations and it has resulted in WE being called upon by Voluntary International Technical Assistance (VITA) to be a resource for other private agencies (PACT) which are trying to learn how to get the findings obtained from program experiences back into the field, and how to assess the effectiveness of these information dissemination efforts. A joint VITA/WE workshop under the auspices of PACT is being considered for this purpose.

In another facet of this relationship, the DPDAE is helping the publications Office evaluate its own materials. For example, each Ideas Kit contains a mailback questionnaire which is providing preliminary information about target audience response to these materials. This informal pretesting is being conducted with the help of IPPF, UNFPA, FPIA, the International Family Planning Project of the American Home Economic Association, and the International Confederation of Midwives. It would be worthwhile at this point to formalize the evaluation of this and other WE material which have been published with a view to use in the field. That is, the Kit should be field tested under the circumstances typical of those for which it was intended to be used, i.e. mailed as a package without personalized instruction as to how to use it, without personal contact, etc., to determine to what degree it can contribute to the improvement of educational materials and methods for family planning, and to learn how it can be made even better. Current efforts would profit from a formalized six-month follow-up survey of a representative sample of Kit recipients to determine if there is a need for revision and to find out if the Kit is serving its intended purpose.

In addition to its principal responsibility of preparing WE's diverse publications, this department continues to be called upon by other departments for editorial assistance, for the preparation of reports and other communications materials. For example, the department has been involved in audio-visual productions which focus on project documentation and institutional information. A list of the slide-tape presentations which have been prepared is included in Appendix II-E. Meeting requests for editorial assistance has less of a burden on the department than was the case at the time of the 1973 evaluation since there has been an increase in available staff as well as a shifting of some responsibilities to other departments.

Occasionally the department is called upon by other agencies to collaborate in the publication of certain materials; a most recent case of this was the Population Reference Bureau request to WE for assistance in preparation of PRB's publication, Literacy and World Population (for which WE got inadequate acknowledgement in the publication). At an international meeting this year, World Education was invited to participate in discussions of a planned series of monographs directed to the "middle level literacy worker." These monographs, to be published by the IIALM with the assistance of UNESCO and the German Foundation, will be distributed widely throughout the developing world. If this association continues, WE should be able to suggest ways that family planning/population content can be woven into this important series of books.

#### Organization and Administration

One of the areas which has experienced the greatest change since the completion of the previous evaluation has been WE organization and administration. This is reflected in changes both at the headquarters and field level, with major consequences resulting in terms of decision-making processes and patterns, and roles and responsibilities of staff as well as trustees.

Further, it has contributed to a redistribution of the work load, and improvement of staff communications and interpersonal relations. The reorganization has measurably improved the functioning of the headquarters office and its relations with the field staff, and has helped create a system of checks and balances which has enhanced the organizations' capacity for contributing to the development of high quality projects.

Page one of Appendix III-A presents a schematic diagram of the present World Education organization; page two of the same Appendix provides details of the positions and individuals filling them.

As a consequence of the reorganization of World Education, the President now counts on the service of two assistants, one in the area of planning, the other in the area of operations. Creation of these positions of Assistant to the President has reduced the work burden on the President in these areas, and has contributed to improving communications between and functioning of offices within the organization. More specifically, establishment of an Assistant for Planning has provided for wider representation of WE at meetings of other organizations working in adult education and population/family planning, has resulted in greater liaison and information sharing with other entities working in the field, and has allowed for improved long-range fiscal and program planning; establishment of an Assistant for Operations has resulted in a more systematic and effective monitoring of contracts with a view to compliance with contract requirements, has provided for monitoring of the budget and financial accounting system, monitoring of the legal and tax requirements of the organization as a non-profit corporation, and has resulted in the introduction of many management practices which have streamlined the operation of the organization and improved communications.

For example, the institutionalization of such internal communication procedures as the daily bulletin (listing important correspondence received), the "chron" file (weekly correspondence sent), the quarterly activities report and the quarterly activities summary, all help keep staff thoroughly informed and abreast of developments which are taking place throughout the organization germane to their own responsibilities. Distribution of the quarterly activities summary to field staff and trustees is yet another way in which communication between headquarters and field staff and trustees is yet another way in which communication between headquarters and field staff and trustees has been improved, thereby allowing both to become more involved in decision-making.

The 1973 Evaluation pointed to the need to keep board members informed of program developments and involved in policy changes, and it was further suggested that additional or replacement board members be sought who could make substantive contributions in such specialized areas as family planning, health education, and evaluation, or who could assist in building the organizational links World Education seeks with various national and international agencies, or who could assist WE in broadening the base of financial support. Appendix III-B, a listing of new trustees, provides ample evidence of the type of responsiveness which this organization

demonstrates toward such suggestions aimed at improving its operational effectiveness.

Not only has the collective breadth and depth of experience and expertise represented on the Board of Trustees been increased through recruitment and replacement in recent years, a concerted effort has been made to make good use of this trustee resource by increasingly drawing upon them for opinions and engaging them in program and policy review. The trustee/staff committee system has been expanded with trustee assignments based on their areas of specialization and experience (see Appendix III-C for listing of committees and assignments). Regional program committees for the several geographical regions regularly meet to review program developments and to provide feedback to the staff via resolutions of the Executive Committee. Committee recommendations and influence can be found in many of the program areas, and their interventions will be found in the forthcoming regional program strategy papers which are currently undergoing revision. Another example of trustee participation is the annual program planning and budgeting process meeting at Seabury House, a three day gathering of field and central staff with trustees and selected consultants to review developments and establish the program trajectory for the coming year. Efforts are being made to put planning on a two-year projection, thereby allowing for improved fiscal planning as well.

Roles and responsibilities of central versus field staff have greatly clarified as a result of the undertaken re-organization. At the central level, the Office of Regional Program Coordination has been established to provide the most direct link between headquarters and field staff. In addition, a new staffing pattern has been introduced which provides for regional representatives to be located in field positions in Africa, Asia and Latin America. These regional regional representatives have greater autonomy, authority and responsibility than exist in the former system of regional program officers. As described elsewhere in this report, this combination of central and field level staff, in collaboration with the DPADAE, has begun the implementation of a standardized procedure for proposal development and review which will provide additional assurance that contemplated and projects fit within regional program strategies and need.

As has been noted, this reorganization has contributed to major changes in decision-making processes and patterns. No longer is decision-making "centralized in the person of the president" as was reported in the 1973 evaluation; with the decentralization of functions and responsibilities, decision-making is shared among staff and trustees.

An additional reflection of WE's desire to maintain and/or improve its performance and vitality, a "self-study" was undertaken with the help of a consultant in February-March of 1975 as a step in the process of organizational development to improve organization functioning. This step has helped to forestall the undesirable consequences of rapid growth of which the previous evaluation and expressed concern, and has allowed the organization to grow without becoming bureaucratically rigid and impersonal, thus sustaining and nurturing the dynamism and high level

of staff dedication and morale which the previous evaluation had found to pervade the agency at all levels. The "self-study" has further contributed to improving communications and working relations between staff members which can only better the effectiveness of program operations.

In addition, the study resulted in the formation of three ad-hoc committees - on goals, on long-range funding, and on roles and responsibilities of trustees; the activities of the first of these committees is reflected in the recently adopted World Education goals statement found elsewhere in this report. A permanent part-time development person has been employed at the suggestion of the long-range funding committee, and the trustee roles committee has been in part responsible for the increasing participation and presence of trustees which is felt throughout the organization. Another outcome of the study has been the redefinition and clarification of the job descriptions of the professional staff, a further contribution to improving communication and organizational functioning.

In conclusion, it can be said that World Education's administration and organization has come a long way from the time that AID entered into its first contract with the institution, and that in a relatively brief period has grown to be a very professionally managed operation in which major improvements in program management have been instituted in recent years. Of equal importance is the fact that the organization has adopted policies and procedures which tend to identify incipient problem areas, thereby providing opportunity for early corrections and adjustments. The organization is to be commended for its responsiveness to thoughtful suggestions and recommendations as witnessed in the actions which followed upon the completion of the 1973 evaluation. This clearly is not an organization which resists the notion that it has nothing to learn while in the process of teaching others.

#### IV. BUDGET AND FINANCE

The World Education budget, not including rupee funds utilized in 1970-71, has grown 8-fold between FY1970 and FY1976 (See Figure IV-1.) While the annual budget has nearly provided by AID source has been declining. Figure IV-2 shows this trend; the portion of the annual budget which come from non-AID sources nearly trebled between FY1973 and FY1975. AID/Population funds, which accounted for 89 percent of the budget in 1973, will account for only 48.2 percent of the budget in 1976. Commensurate with the growth in annual budget and decline in the relative portion coming from AID between FY1973 and FY1977, there has been an increase in the amount of income from non-governmental sources during the same period. Figure IV-3 indicates that come from non-governmental sources has nearly doubled during this four year period. With the hiring of a permanent part-time development officer in late 1975, this trend should become even more accentuated in the future.

Table IV-1 gives a budget summary for the current fiscal year. By contrast with a similar budget summary for 1973-1974 included in the previous evaluation report, one notes an increasing degree of diversification of funding sources, with increasing amounts of money being given to field project research and evaluation through the Department of Program Development, Analysis and Evaluation, and with lesser amounts going to consultant services.

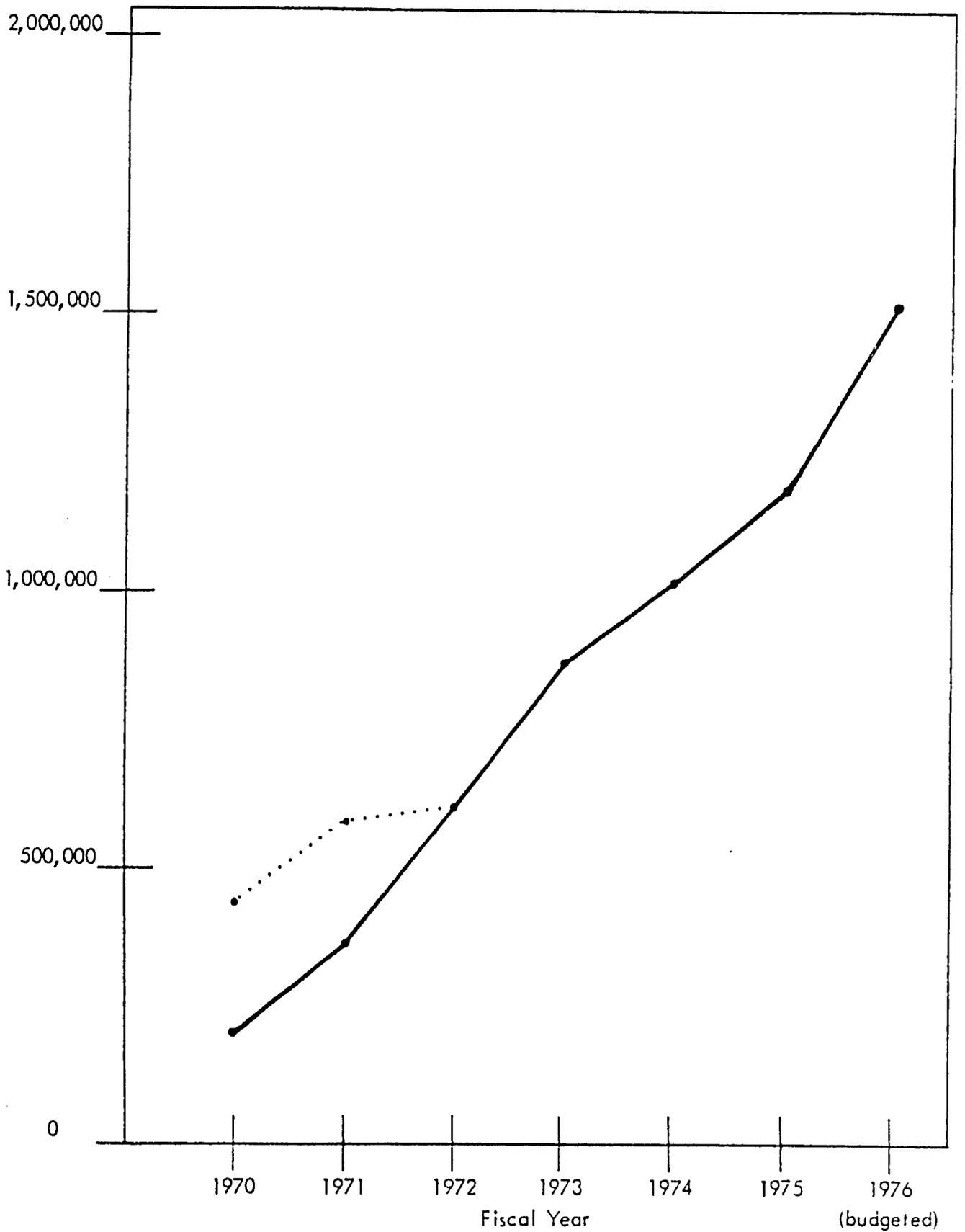
In spite of this growth in size of both the organization and its operating budget, the administrative costs have been held at an incredibly low level, averaging less than 10 percent over the last three years. While AID overhead, the base on which this is calculated, is composed principally of staff salaries and thus gives a somewhat distorted picture of the highly efficient, highly cost-conscious, operation which World Education in fact is. In addition to being highly cost-conscious, World Education has been extremely conscientious in its money management. In all of the AID audits conducted since 1970, no expense has been disallowed, and no mismanagement of any kind has been encountered.

Recently, a financial accounting system recommended by Price Waterhouse was installed; this system allows up-to-date information on all accounts to be obtained very quickly and easily. As a result, financial management and planning of operational programs has been tremendously improved. Trustee committees and regional field staff are provided with a Quarterly Financial Summary which indicates the status of all pertinent accounts, with a further breakdown by budget category. With this system, each field representative can get current data on project funds available by line item and can therefore make better judgments about program progress and need. The installation of this financial management system is one more example of the way in which World Education has become professionalized in recent years.

If one were to look for the "critical competitors" of World Education, one would find few, and none which operate at the cost-efficient level of

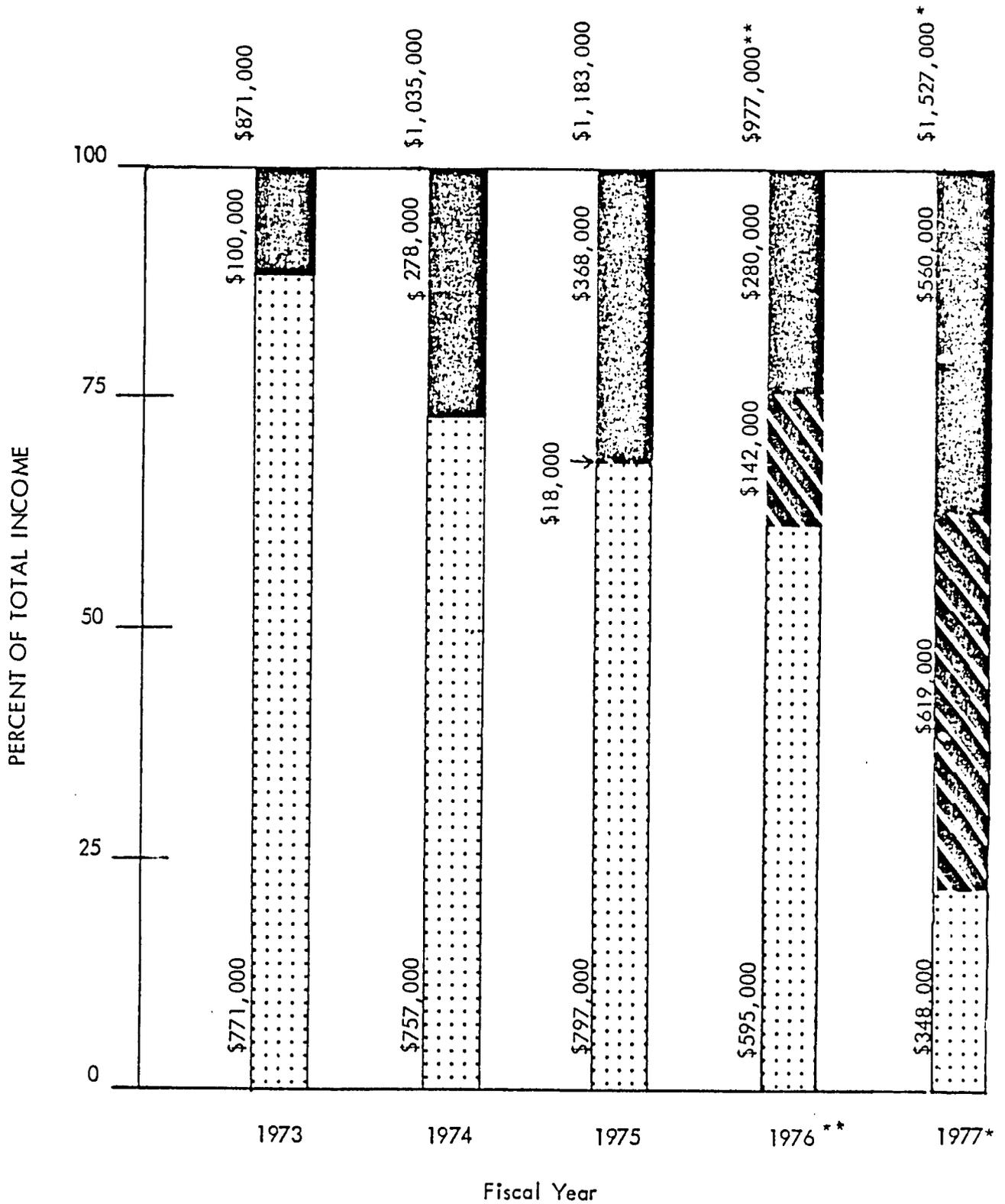
this organization. For example, considering the possibility of obtaining similar services from a university contract, one would have to anticipate an overhead level ranging from 50 to 100 percent of the total program budget, not merely staff salaries. Using the lower figure, one can estimate that for FY1975, it would have cost AID \$1,019,553 for the service obtained from World Education at a cost of \$755,224, a savings of more than a quarter million dollars. Other estimates are, of course, possible, but the fact remains that World Education is a highly cost-efficient organization.

Figure IV-1: Growth in World Education's Annual Budget (all sources, public and private)  
Fiscal Years 1970 - 1976



KEY: Dotted line represents a rupee grant from AID/New Delhi to Literacy House, India administered by World Education

Figure IV-2: Percentages of World Education Revenue by Source: AID and Non-AID Fiscal Years 1973-1977



KEY:  = NON-AID SOURCES  = AID SOURCES (non-population)

 = AID/Population SOURCES

\*Budget Projection

\*\*Estimated as of 5/20/76

Figure IV-3: Growth in Income From Nongovernmental Sources  
Fiscal Years 1973 - 1976

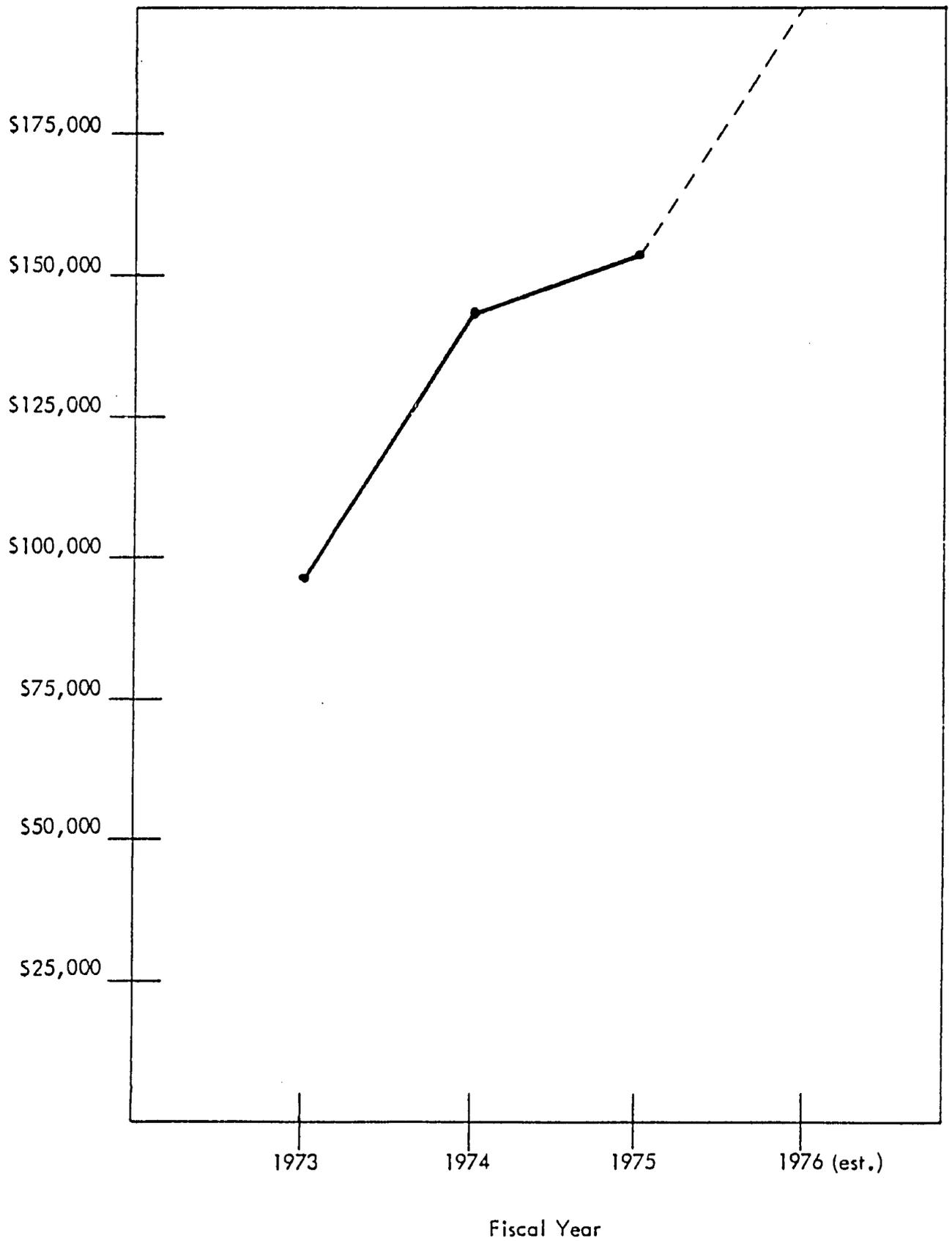


TABLE IV-1  
WORLD EDUCATION  
BUDGET SUMMARY 1975 - 1976

12/15/75

<u>Income</u>	<u>Total Amounts</u>	<u>Percentage of Total</u>	<u>Expenses</u>	<u>Total Amounts</u>	<u>Percentage of Total</u>
Private Income	277,000	18.4	Program		
Individuals & Organizations	100,000		Policy & Org. Planning	109,800	7.3
Foundations	150,000		Regional Program		
Corporations	20,000		Coordination	56,715	58.1
Interest, dividends & other	7,000		Africa	149,918	
International Income	49,000	3.2	Asia	234,160	
H.E.W.			Latin America	188,420	
ADI Project	40,000	2.6	United States	249,015	
State Governments	100,000	6.6			
A.I.D. Population	728,500	48.3	Dept. of Program		
Worldwide	470,000		Development, Analysis,		
Thailand	104,000		and Evaluation	228,947	15.2
Indonesia	25,000				
Ghana	40,000		Publications/AV		
Ecuador	35,000		Department	107,475	7.1
Colombia	54,500				
A.I.D. Non-Population	316,000	20.9	Supporting Services		
Private Voluntary Cooperation			Fund Raising	17,350	1.1
DPG	105,000		Management &		
OPG Ethiopia	70,000		General	163,700	11.2
Education & Human Resources					
Women's Education Project	126,000				
US AID/Pakistan	15,000				
<b>Total Estimated Income</b>	<b>1,510,500</b>	<b>100.0%</b>	<b>Total Budgeted Expense</b>	<b>1,510,500</b>	<b>100.0%</b>

## V. PERSONNEL

### Headquarters and Regional Program Staff

World Education has continued during the past two years to experience the type of rapid growth upon which the previous evaluators commented. Since 1973, seven new professional staff members have been employed, principally to improve geographic coverage of regional field programs and to intensity and improve WE's capacity for program analysis and evaluation, and three new support staff positions have been added, bringing World Education's field and central professional staff level to 20 with a support staff of 11 (including permanent part-time positions).

Since 1973, the following staff expansion has taken place (by department):

#### Office of the President

3 new positions    \*Ann Micou  
                         Assistant to the President for Planning 1974  
                         Doran Bernard  
                         Assistant to the President for Operations 1975  
                         Arlys Warfield  
                         Development Officer

#### Program Offices

2 new positions    \*Catherine Crone  
                         Director, Department of Program Development, Analysis,  
                         and Evaluation    1974  
                         Sean Tate  
                         Research and Development Associate DPDAE 1975

#### Regional Offices

4 new positions    \*\*Jasperdean Kobes-Regional Representative-Africa  
                         Louis J. Setti    -Regional Representative-Asia  
                         Lawrence Summ    -Regional Representative-Latin America  
                         J. Giron-Toledo -Program Officer-Latin America

\*Position created in 1974

\*\*Kobes is 1st full time Regional Representative in Africa

The recruitment of new staff has brought with it an augmentation and diversification of skills to an organization which already counted on a highly qualified staff. Among the competencies of newly acquired staff are specialists in evaluation, family planning education, adult education, and program administration. At the present time, of the 13 professional staff members whose responsibilities include field work outside the USA, five have doctoral degrees or are candidates for the degree, and seven others have academic qualifications at or above the Master's level. All

have had overseas work experiences, including four through the Peace Corps, and have lived overseas for an average of five years. Thirteen of the professional staff have command of at least one foreign language, and nine of these have two or more foreign languages.

Though the previous evaluation expressed concern for the possible consequences of continued expansion for the organization, the growth in personnel which has occurred in the last two years has been in no way detrimental and in fact has contributed to World Education's potential for meeting the ever-increasing demand for technical assistance in educational and family planning programs which it has experienced.

While greater staff participation in decision making has contributed markedly to staff morale, so has the increase in salary levels which were introduced as a result of the earlier evaluation. Clerk/typist salaries now range from \$8,700 to \$12,000 per year--increases of over 50 per cent as compared with previous figures--while professional staff salaries range from \$12,000 to \$24,000. In addition, staff fringe benefits have been notably improved as a result of a survey of similar non-profit institutions undertaken to determine their policies in this matter. Staff now receives major medical coverage, increased vacation time, and participation in an annuity program.

As a consequence of the improvements in pay and other working conditions, staff turnover has decreased in recent years, resulting in an organizational maturation which is beginning to be reflected in program performance and effectiveness. Including new positions which have been created since 1973, one finds staff tenure of longevity figures of the following order: as of November 1, 1975, 29 per cent of the staff have been at WE for less than one year, 19 per cent for less than two years, and 52 per cent have more than two years service. These compare with 45 per cent, 30 per cent, and 25 per cent, respectively at the time of the 1973 report. These contrasting figure dramatize the fact that World Education is undergoing a real maturation process by retaining staff and by building on the accumulation of experience which this makes possible. While no staff turnover would have stultifying effects on an organization, one can appreciate the performance improvements which accrue from staff stabilization of the type which World Education has attained. Growth in accumulated experience and judgement which can only come with staff stabilization should follow from the above circumstances.

In recent months a policy of "pre-service" training has been instituted which provides for a period of orientation to headquarters operations and organizational procedures for all personnel assuming field assignments, yet another step designed to facilitate agency functioning and to clarify roles and responsibilities. This step will assure continuity in program monitoring and management, as well as provide new employees with insight about the organization's philosophy and approach to functional adult Education. An "in-service" training program for the professional staff has been started in the form of a Spanish language course, and other ways of providing for professional and support staff development in areas directly related to their program responsibilities, such as through released time

for educational advancement or participation in seminars, conferences, and workshops, are being studied.

The Director of Personnel and Office Administration has been active in efforts to improve the functioning and working relations of the headquarters office. In addition to surveying similar non-profit agencies regarding their employee benefit policies discussed above, she is credited with the creation of an Internal Staff Committee to bring employee grievances to the attention of the administration and/or to work out solutions for these.

In spite of the major improvements in pay scales which have occurred in the past two years, there is a need for further improvements so as to assure the current trends in staff stabilization. It would be impossible for World Education to recruit denovo a staff of the calibre, dedication and experience of the present one at the salary levels which are presently being paid. The difficulty of achieving this increase under current budget constraints is fully acknowledged, but efforts along these lines must be undertaken. While the range of professional salaries appears adequate, it is somewhat deceptive in that opportunities for promotion are few in a small organization and furthermore the highest salaries are paid to field staff while more modest salaries (with a median of about \$16,000) are paid to headquarters personnel who reside where costs-of-living are greatest. Even if salary increases across the boards cannot be achieved, there is a definite need to ameliorate this salary disparity before it has demoralizing effect on staff performance.

Another area of personnel policy which needs study and possible reformulation relates to staff recruitment. While the experience of the organization to date in this regard is one of very good fortune, due, in part, as the 1973 evaluation noted, to the ability of the president of WE to attract good people, it would seem advisable at this point to institute a formal procedure of recruitment similar to that employed by universities--wide announcement of position openings, preliminary committee review of applicant qualifications, interviews with selected candidates, followed by final selection. While this sort of procedure has been employed in one or more cases of staff recruitment at WE, the benefits to the organization of formalizing it will be even greater in the future when it may not be possible to rely on a more personalized selection process. Further, it minimizes the kind of "in-breeding" of thinking and orientation which can have a stultifying effect on a small institution such as WE, and equally importantly, it goes a long way toward assuring that the best possible candidate will be recruited.

#### Consultants

WE continues to rely on the use of consultants to meet the needs of its technical assistance work, especially when special competencies or language skills are required. However, with the advent of the regional representative system, there has been a tendency for reliance on consultants

to deminish, especially with regard to project development exploration and country analysis. Figure IV-1 illustrates the nature of this shift. This change has helped WE to become oriented toward a systematic strategy for program planning, with an effort to achieve long-range perspectives and goals. Further, it has encouraged the development of some uniformity in decision making criteria which will prove beneficial in the process of project selection, as discussed elsewhere in this report.

Regional representatives and their assisting staff apparently work well in the "consulting" role also; for example host country agency staff of the WE project in Colombia report that the regional representative provided consultation service equal to or better than other consultants who work on the project, as reflection of his high qualifications and professional competencies. Another example is the regionally recruited consultant who was so highly regarded and praised by Ecuadorian participants in the WE training workshop is now a full-time staff member in the Latin America regional program field office.

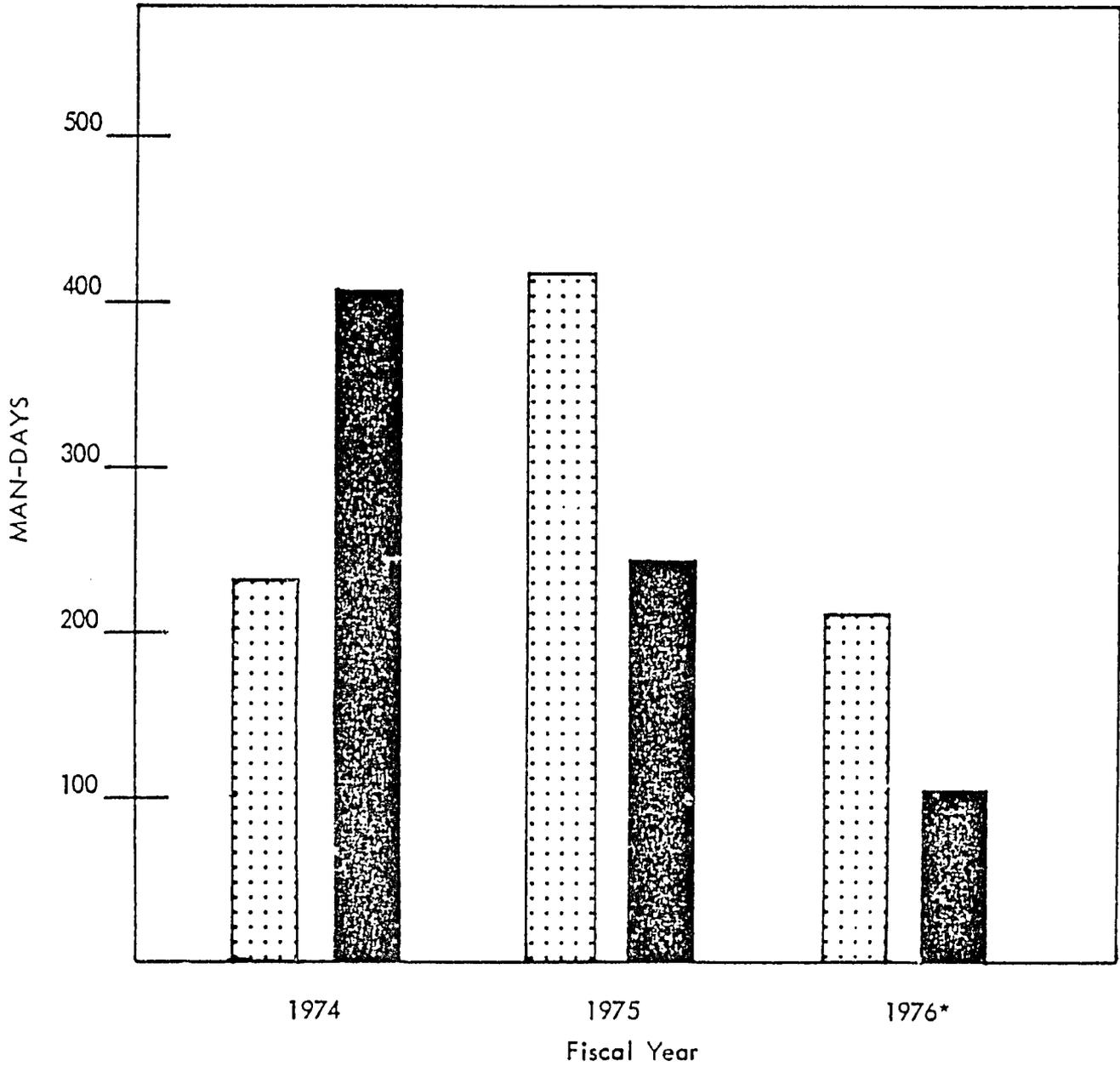
World Education has made a special effort to identify consultant resources who are local to the region in which their services are needed, thereby reducing consultant costs, and improving the likelihood of cultural understanding and language communication. On its currently active consultant roster there are 75 persons of whom 42 are U.S. citizens and 33 are other nationalities. Of these, 24 have experience and/or specialization in family life planning and consultants with this type of background are increasingly being relied on in World Education projects; during FY1975 over half of the consultant contracted in the non-U.S. programs had among their qualifications expertise in family planning and related health areas. This trend is certainly to be encouraged, and WE should continue to add individuals to its consultant roster who have an even greater depth of experience and professional preparation in this area.

In an effort to better the quality and effectiveness of its consultant services, WE has initiated a formal program of consultant service evaluation in which each consultant will be evaluated by WE staff (e.g. field representatives) as well as by host country agency staff with whom the consultant has worked. This is just one of the many important activities which the Department of Program Development, Analysis and Evaluation has embarked upon since its creation this year, and it should go far toward assuring that WE obtains the highest quality consultants possible.

### Interns

Interns, usually graduate students, who are interested in pursuing a career in the educational aspects of development, work from time to time in various departments of World Education. While of benefit to WE as a source of inexpensive manpower, the aim of the program is to provide the interns with a practical learning experience, and for World Education to gain their assistance and be exposed to new outlooks and ideas which they may provide.

Figure V-1: Trends in Manpower Utilization: Man-days of Staff vs. Consultant Technical Assistance Inputs by Fiscal Year. 1974 - 1976\*



KEY:  = STAFF  
 = CONSULTANTS

\*First 6 months only

Interns may, or may not, receive a stipend. They are not considered employees of World Education and are not entitled to regular employee benefits. They are not required to keep time sheets or to follow regular office hours.

Guidelines have recently been drawn up to clarify intern recruitment procedures and to specify staff responsibilities regarding their supervision. Interns are recruited only to meet a specific program need that has been previously identified and for which a job description can be drawn up.

While the interns which have been used to date have come from a large number of institutions and from diversified background, there has been no effort to recruit students whose specialization focuses on population/family planning or family life planning. WE should investigate the possibility of using young graduates in population/family planning whose services can be obtained at minimal cost to the organization through the Frederickson Fellowship or UOIP program developed by the AID Population Office. Such individuals would be suited for longer term overseas assignments, and might contribute substantially to project implementation.

## FIELD SITE REPORTS

### Introduction

This report is based on field-site visits between October 17 and November 1, 1975 to World Education projects in Latin America and field-site visits between July 1 and 24, 1976 to World Education projects in Africa and Asia. All projects visited have been funded by the United States Agency for International Development Office of Population under its contract AID/csd 3280 and/or through task-orders. The countries visited included Colombia and Ecuador in the Latin America region, Ghana and Ethiopia in the Africa region, and Thailand, Indonesia, and the Philippines in the Asia region. Given the brevity of the visit to each country, the evaluator chose to focus on qualitative dimensions of program development and implementation and, to the extent possible, program impact, with less emphasis on the quantitative dimensions which 1) are available through the contractor from program managers, and 2) could not be validated in any systematic and therefore meaningful way during the brief site visits. Clearly, the most important benefit from site visits of the type scheduled was the opportunity to see the program in action, to question the personnel responsible for implementing it, and to talk to individuals who have been intended recipients and/or impacted by the program efforts.

All interviews outside of Latin America which were undertaken at the village or field-site level required the assistance of an interpreter, and therefore findings reported are dependent on the adequacy of the translation of both the question asked and the answer given. Interviews with the central level staff were conducted in English or Spanish without the assistance of an interpreter.

In addition to prior background documentation on each project supplied to the evaluator by the contractor, initial briefings were conducted to provide an overview, materials review, and status report of the development of the program at the national level. As quickly as possible and feasible, where appropriate, the visits shifted to the field where it would be possible to see the program being undertaken by personnel trained under program auspices and to interview participants.

Questioning of implementing personnel tended to focus on the nature of their contact with the national implementing organization (Ministry, or other), the kind of training which they had received to prepare them for their tasks in adult education (including family planning/family life education) and their opinions about the adequacy of that training (including strengths and weaknesses), and then focussed on their feelings about dealing with family planning concepts and content as part of their adult education work.

Interviews with participants, always conducted in groups, tended to become increasingly focussed in the course of the interview, beginning with why they had come to the classes, what they thought they had gotten or were getting out of it, what they liked best (and least) about the classes, what specific things they were doing differently as a result of attending the classes (or what community changes has come about as a result of persons who had attended the classes getting together to work on a community problem), and finally, if it hadn't been brought up by this point, did they remember discussing family planning in the classes, what did they remember about it, how did they feel about family planning, had they talked with anyone about it, how they talked with anyone about it as a result of discussing it in the classes. At the discretion of my host/interpreter, I tried to get information about the adoption of practice among participants through such indirect questioning as "Do you know if any of your classmates had begun practicing family planning as a result of learning about it in the adult education program?" Direct questioning of participants about their family planning practices was considered too sensitive to be undertaken in the group setting.

Many caveats must be stated about the findings which are generated from visits of the type under consideration, as well as the information-gathering approach which was used. A site-visitor is to some extent at the mercy of his hosts with regard to what he is shown; with some prior knowledge, he may ask to see specific program elements in specific locations but recognition of the time constraints makes one reluctant to be too insistent about what one is shown since selected alternatives may be logistically impracticable. Hosts may take advantage of this by showing the visitor only the most successful program elements or program implementation sites. It is the evaluator's belief, however, that the host nationals in each country made no effort to conceal any elements of their programs. Rather, it is the candor with which they openly replied to all of the evaluator's questions which should be noted.

In addition to not being able to "place" the sites visited and the performance of personnel observed into some sort of qualitative perspective in terms of the whole program, the site visitor is unable to ascertain the representativeness of participants whom he interviews. Further, group interviewing is subject to flaws as well as benefits, and findings generated in this manner should be considered exploratory tentative, to be followed-up (if deemed worthwhile) by more systematic individual interviewing. For example, when one participant speaks strongly in favor of family planning at the outset, it is less likely that a less extroverted person whose views toward family planning are less favorable will speak against it in the group setting. Hence, the information upon which this report is based lacks the empirical rigor that a more thoroughgoing evaluation would provide.

In addition to looking at the specific characteristics of each project, an effort has been made to assess the quality of the project inputs provided by World Education to determine if that organization is

providing the kind of assistance which will lead to individual program improvements as well as contribution to the available knowledge about the development and implementation of adult education programs elsewhere. That is, has the groundwork been laid in each project for the possibility of learning from that experience: have baseline data been gathered, data collection procedure established, project chronicling by WE personnel on-going, post-program measurements taken regarding learning gains, attitude changes, behavioral changes, etc.

## GENERAL CONCLUSIONS FROM FIELD SITE VISITS

The following are general conclusions made on the basis of observations of World Education projects in seven countries. This attempts to bring together the main findings, strengths and weaknesses, trends and related points in order to give synthesized view of the projects and of World Education's contributions to their development. Any such data compression process runs the risk of giving the reader an overly simplified, incomplete and, to some extent, unrealistic picture of complex situations and project histories; it is nonetheless an essential element of the evaluation process. From the outset, it should be noted that this report emphasizes the family planning/population aspects of the adult education work in which World Education is engaged and does not attempt to address or examine the many other facets of the educational programs which could be considered. While it would be impossible to focus solely on the family planning/population content without looking at such things as the organizational capacity and capability for rendering technical assistance, no effort was made to determine the program effects on literacy and numeracy skills of program participants, not of the influences which class discussions on other content areas may have had among participants.

### Technical Assistance Capability

World Education is widely praised by the personnel of the host national organization with which it works for its sincere effort to work cooperatively with the host national agencies rather than attempting to impose itself upon them. However, WE was recognized to be the source of many of the innovative ideas which had been incorporated in the various programs, as well as having fostered the networking of the different adult education programs so that each could gain from the experience of the others. In addition, World Education flexibility in program response and encourage of experimentation and innovation were frequently cited as among the agency's important contributions and operational characteristics. Though not all of the consultants were considered highly useful, by and large the technical assistance which WE had provided through either consultants or regular staff was favorably rated by project personnel. Finally, World Education was commended for their reliance on and their contribution to the development of local personnel and local resources.

As noted in the section of this report which deals with the headquarters operation of World Education, there appears to be continuing improvements in organizational and program operations over time. For example, there is evidence of better program monitoring in the Africa region established through the hiring of a regional representative; there is evidence of improved project evaluation designs and procedures in recent phases of projects, due to the contributions of the Department of Program Development, Analysis and Evaluation and more attention to this problem by the organizations; there is evidence that recently

utilized consultants are providing more useful project inputs than those used in previous years and, through the newly developed consultant evaluation process at World Education, it can be expected that the quality of future consultations will be further improved.

There is reason for continuing concern about the ways in which project proposals are developed with WE assistance. As was the case with the Colombia project for instance, there is reason to believe that the Indonesia project was not well rooted in the host national agency where it was to be implemented; as in Colombia, the original proposal was never written or even translated into the local language.\* Since neither the Latin America projects (Colombia and Ecuador) nor the Indonesia project were very successful, and none was originally prepared in the local language, this issue should be given consideration in future WE project development efforts. It is less likely that projects will achieve their objectives if those objectives are suggested by outsiders than by the nationals who will develop the program. However, \*(The new OPG developed by World Education in conjunction with Indonesian host nationals was originally written in Indonesian and later translated.)

#### Impact on the Rural Poor

The principal target population of the seven World Education projects visited is the rural poor; it is the exclusive target of the project in Colombia, Ghana, Indonesia and the Philippines, and the major target of the projects in Ecuador, Ethiopia, and Thailand. All of the curriculum materials (with the exception of some of the Skills Training materials being developed in the Thai project) which have been developed in each of the projects is oriented toward the needs of the rural, agriculturally-based populations of the communities in which the projects are implemented. In all instances, the materials attempt to nurture problem-analytic and problem-solving skills among the participants and to develop interdependence among participants for dealing with community problems. The development of a well building project in Lumamine, Ethiopia is an example of the type of outcome sought through the functional education process.

#### Impact on Female Populations

The projects in Ethiopia and the Philippines have predominantly female enrollment (72% and 56% respectively) while the projects in Thailand and Indonesia have experienced a predominantly male enrollment (60% male in each). Data from Colombia were not precise. Enrollment data from the Ghana project were still unavailable. (In Ecuador, enrollment does not apply.) In both the Ethiopia and Philippines projects, there was clear evidence that spin-off projects of the adult education classes were contributing to the self-esteem of the women involved. In Ethiopia, women have developed cooperatives of various types (either marketing or production), have worked together in efforts to improve their condition, and in the process have developed a strong sense of mutual support and concern. In the Philippines,

a spin-off project has been the establishment by the women of buying clubs (similar to cooperative markets in the U.S.) in which a person buys a share and become part-owner of a small roadside store that sells basic commodities at bargain prices. So far, indications are good that the buying clubs are viable, profitable, and contribute to savings in the cost of food for the communities where they operate.

#### Population/Family Planning Content

World Education projects differ in the amount and nature of family planning/population information which they contain. All projects go beyond mere "population awareness" and cover some of the issues relating to the "why" of family planning --maternal and child health, national development, etc.--as well as information on how and where to obtain family planning services. The projects in Ethiopia and Ghana deal with more specific topics such as contraceptive methods and instruction on contraceptive use. In Thailand and the Philippines, more specific coverage of contraceptive methods was considered culturally unacceptable for the basic adult education programs although contraceptive methods instruction is to be included in the Life Experience curriculum of the Skills Training program in Thailand.

#### Population/family planning impacts: qualitative

The programs in Thailand, Ethiopia and the Philippines are undoubtedly having some impact on knowledge and attitudes toward family planning and it appears that they are having impact on the adoption of contraceptive practice as well. Evidence from Colombia and Ecuador did not indicate impact. The Ghana project has just begun the field implementation phase and it is therefore too early to have had impact. No participants in the Indonesia project were interviewed so no comments can be made on this point (see "Program coverage" below). The extent to which these impacts are occurring and the extent to which participants are changing in attitude and practice will be better known in the near future as the improvements in program evaluation processes which have been brought about with World Education technical assistance begin to generate data. This is one example of the way in which recent improvements in the professional competence at World Education is contributing to program improvements in the field.

#### Project coverage

This section is basically a statement of the number of persons which the pilot, demonstration projects in each of the countries have reached. Because they are pilot projects, their actual coverage does not indicate their potential. Exact figures vary, depending on the source, even within programs, so round figures are presented here. The Thailand project has the largest coverage with an enrollment to 1976 of 20,400 in the basic literacy project, and an additional enrollment of 8-10,000 anticipated for calendar 1976. The Philippines project had enrolled

2000 in the functional literacy classes by the end of calendar 1974 but a larger number than this were reached with family planning information through other training programs (see Philippine report for details). The Ethiopia project reached about 350 learners in the first year of operation and anticipates reaching an additional 2000 during the current funding period. The Indonesia project reached approximately 200 persons during the year of task order funding. The Ghana project anticipates reaching over 550 learners in the first cycle of classes which have just gotten under way. Precise Data from Colombia and Ecuador could not be obtained.

Project potential: viability and expansion

Variations in the placement of projects within host national institutions contributes significantly to their potential for expansion and coverage of larger population. It will also contribute significantly to the question of their viability at such time as World Education funding is terminated.

The Thailand project is definitely permanent and now almost totally reliant on local funding, which in recent years has been increasing and well above the current level of \$4 million in the coming year. The Ghana project is well located for potential expansion and population coverage within the Ministry of Labor, Social Development, and Cooperatives. Whether it will take hold there will depend, in large part, on the success which the program experiences in the implementation phase.

The project in Ethiopia is being operated by a private, non-profit, voluntary organization which continues to enjoy good relations with the revolutionary government but which has not, to date, established formal relations with any government agency which might adopt the model which has been developed and thereby assume responsibility for its expansion; lack of linkage development is intentional at this point. Thus, for the present, the Ethiopia project is almost entirely dependent on WE funds for its continuation. However, through its advisory committee, the project has established connections with cooperating government agencies and the Ethiopian program personnel are continuing to explore the ways in which the model pilotproject can have impact on the new government's development efforts.

The project in Indonesia was located in an institution with high potential but which didn't prove to have the performance capability anticipated at the time the project was initiated. The selection of the institution was principally based on the potential for having broad coverage, as well as the fact that it was the historically significant government agency working in the field of non-formal education. In spite of the weaknesses of the project, it is likely that it may make a significant and critical contribution to the development of a multi-million dollar Indonesian proposal for non-formal adult education currently being submitted to the World Bank. If this proceeds as anticipated, the

impact of the World Education project cannot be considered insignificant. WE is presently developing an OPG to strengthen the training center in anticipation of the World Bank Project.

The project in the Philippines is located in a private, non-profit organization which, historically, has had greater impact in Nveva Ecija province where its training center is located than in the rural areas generally. The organization existed prior to the World Education project and has sufficient financial stability to continue without World Education funding. Within this organization, the impact of the World Education project has been very significant, one result of which is the permeation of 11 of the center's training programs with population and family planning information. This will undoubtedly continue to be a central aspect of the training center's work.

The project in Colombia will probably continue within the host national organization but in modified form and with much diminished emphasis. The project in Ecuador terminated when World Education funds had been expended.

WORLD EDUCATION PROJECT: COLOMBIA

HOST COUNTRY AGENCY: ACCION CULTURAL POPULAR (ACPO)  
(Trans: POPULAR CULTURAL ACTION)

PURPOSE: Development of an integrated educational approach to responsible parenthood and family planning in Colombia

DURATION: July 1,1973-December 31,1974  
Amended to terminate on June 30,1975

AMOUNT: \$142,037  
WORLD EDUCATION COST: \$52,003  
COLOMBIA SUB-CONTRACT: \$90,034

EXECUTIVE SUMMARY

Accion Cultural Popular (ACPO), a Colombia educational organization which utilizes combined mass-media and interpersonal approaches in its programs of functional, integrated adult education, wanted to incorporate content on family life education and responsible parenthood or, as ACPO refers to it, responsible procreation, into its on-going programs.

To achieve this, a project was devised in collaboration with World Education which would analyze existing educational materials produced and utilized by ACPO to determine which family life planning topics or concepts not presently included needed to be added and/or modified, and where these new materials could be best incorporated. Further, the project was to rely heavily on feedback from learners to assure the clarity, understanding, and salience of messages in terms of the learner's need and desire for information; it is this "field testing" or "pre-testing" of educational materials with built in feedback from the target audiences for materials refinement that is an essential feature referred to at several points in the project papers. Community leaders, trained at ACPO's Leadership Training Institutes, who serve as teachers at the community level in ACPO's radiophonic schools, were to be given special training on an experimental basis to prepare them to deal with family life education materials and concepts. Finally, a major evaluation of the family life educational programs executed under the aegis of this project was to be undertaken to determine what impact, if any, they had had with intended audiences with regard to knowledge and attitudes about responsible procreation. Measurement of family planning adoption was the experimentation with recently acquired mobile printing units to increase the degree of learner participation in the development and production of family life planning learning materials for his own use.

As the World Education regional representative for Latin America observed in his final evaluation of this project,

The effort to incorporate responsible parenthood education into its ongoing educational program was a new and often times controversial effort. Since not all of ACPO's administrative and program departments were directly involved in the design of the project, its purposes and methods were not well understood by those responsible for carrying out the project or implementing its recommendations. As a Church-related institution, chartered under Colombia law, the project was hampered by the variety of perceptions and suspicions as to the relationship of the project to family planning--and birth control. Shifting, and sometimes vague governmental policies, also influenced the degree of intensity with which the project could move towards its objectives.

From the outset, the project suffered from difficulties which, in many cases, were beyond the rightful accountability and influence of World Education. Changes in personnel, shifts in responsibilities, delays in phase completion, competing demands for staff time, are problem of the host national agency which fit this category.

However, problem areas for the project such as weaknesses in formulation of the program and its resultant failure to become integrated in the organization, or over-reliance by World Education on short-term consultants in project development, are problems in which World Education does have some responsibility. Action has been taken in WE to deal with the latter type problem, and other major changes in the management and operations of the organization, including decision making about project involvement, have occurred since the decisions regarding involvement with ACPO in a family life education project were made and it is unlikely that a similar decision would be reached today.

#### BACKGROUND

This World Education project was undertaken with a private Colombia Institution, Accion Cultural Popular (ACPO), for the purpose of developing an integrated educational approach to responsible parenthood and family planning in Colombia. Specifically, the objectives of the project included: 1) development of new educational materials; 2) training personnel in their use and in the acquisition of new roles as communicators; and 3) designing new methodologies to reach the rural adult population of Colombia "in order to create in that audience favorable attitudes leading to decisions and action for responsible parenthood and family planning".

Coincident with the undertaking of the World Education project in family life educational, ACPO embarked upon a "responsible procreation campaign" financed with FPIA funds. The two projects were purportedly differentiated by the fact that one had an educational thrust (World Education) whereas the other tended to be more informational in focus (FPIA). Despite

the similarity of interest and intent of the two projects, the amount of interaction between the two was not extensive and therefore less mutually reinforcing than they might have been under more integrated circumstances.

#### ABOUT ACCION CULTURAL POPULAR (ACPO)

Founded in 1947 by Monsignor Joaquin Salcedo, ACPO is a large and complex organization dedicated to non-formal adult education, particularly of rural populations, in Colombia. Its professional and support staff numbers nearly 900 people, including approximately 200 field workers. In Bogota there is a staff of professional educators, social scientists and engineers who design, produce, manage and evaluate the ACPO programs. ACPO's activities include:

- a radiophonic school consisting of an average of 19 hours of daily broadcasting from Latin America's second largest and second most powerful radio transmission system, to audiences throughout Colombia;
- the publication of a weekly newspaper, El Campesino, aimed at rural needs and audiences with a circulation of about 70,000 and a reported readership of 600,000;
- a "Campesino Library" of about 35 low cost, easy-to-read volumes, with new volumes in development, designed to serve as a resource on topics of interest to rural audiences;
- publication of five basic textbooks plus a basic literacy text which are distributed free to participants of its radio schools;
- a Training Institute with a three-stage curriculum vide progressively greater training and leadership responsibility for male and female community leaders who voluntarily (with exception of paid supervisors) collaborate in the conduct of the community based radio schools;
- a record pressing and distribution program;
- production and promotion of complementary audio-visual aids and educational materials.

To better understand the multifaceted nature of the ACPO organization, see Appendix A which provides an organizational outline. In the analysis of the World Education/ACPO project, reference will be made to this diagram.

#### DESCRIPTION

To achieve the objectives of the project, the following activities were to be undertaken. (The following is adapted from the AID/WE project task order and the WE project proposal - April 4, 1973.)

PHASE ONE: July 1, 1973-December 31, 1973

1. Content analysis of existing ACPO materials. This activity, based on a review of currently produced and in-use materials, was to lead to the development of an inventory of specific objectives of the development of an inventory of specific objectives of the ACPO educational program which were to be expressed in terms of outcomes--information, attitude, and behavior. Both existing and new objectives were to be specified but would be limited to those themes clearly related to the project. The analysis was to reveal omissions, duplications and interrelationships "thereby indicating various features such as organization of concepts, vocabulary, mode of presentation and definition of media" (presumably for the purpose of establishing where themes and content relating to responsible parenthood and family planning could most appropriately and effectively be included).

2. Baseline study of recipients. This activity, based on review of existing studies and the development of new instruments for determining socio-economic, attitudinal and behavioral information on the rural population, was to enable the project team to construct a new sample of the rural population "to determine the parameters for subsequent experimental and pilot testing of materials and methods." The selection of characteristics about which data would be gathered was to be guided by the "subject themes of the project" and would probably include relevant vocabulary and concepts, attitudes toward family life and size, concepts and concerns related to infant and child care, etc. This information was to be used to "ascertain the 'fit' between existing materials and the recipient population and a basis for designing new materials which should be more appropriate and effective with the recipient population".

3. Analysis of teaching personnel. This activity was to describe different levels of "teaching personnel" (i.e. trained community leaders), their roles, different ways in which they perform their duties, and differentiation in their performance in relationship to the themes of the project. The data generated from this analysis were to be used for experimenting and redesigning the content and methods involved in the ACPO Community Leader Training Institutes.

PHASE TWO: January 1, 1974-June 30, 1974

4. Design and experimental production of new materials. This, and the evaluation which was to follow (described below), constitute the central core of this project. Using the findings from activities (1) and (2), the project team was to design new materials in the selected theme areas. According to the project proposal:

"ACPO will continue to use its radio instructional program its textbooks, complementary materials, the newspaper and its Campesino Library in the diffusion of its messages in the theme areas selected in the project". In addition: "ACPO will design, develop and publish on a very limited basis new materials on the selected themes. These will be offered to an experimental group of recipients." Further:

"ACPO, using its newly acquired Mobile Printing Units, will develop a technical for creating, publishing and diffusing new materials on a very

limited experimental basis, using the direct participation of recipients in those experimental areas." It was expected that the materials produced by the mobile printing units and developed with local "learner participation" would be considerably different from those produced by ACPO at the central level, but that findings from this activity would have impact on and modify materials production at that level.

5. Experimental training of teaching personnel. In conjunction with the development of new thematic materials relating to family life education, ACPO was to design a new methodology for diffusing its message in the selected theme areas with the special intention of examining different role possibilities for the community leaders trained at the ACPO Institutes. To achieve this within the framework of the project, it was anticipated that approximately ten teacher trainers (presumably faculty members from the ACPO Institutes) and twenty classroom teachers (presumably those who work at the community level in the "radio school" classrooms) would receive special training during the undertaking of the project.

6. Evaluation and feedback. In this activity, the project team was to design and utilize, with World Education advisory and consultant assistance, evaluation techniques to test and measure the impact and effectiveness of the new materials and methodologies of the project. Using the findings of activity #2, a sample was to be constructed for gathering data to (1) measure the impact of the existing and new materials and methodologies and (2) to feed back into the redesign of new materials for generalized use and incorporation in ACPO's total national program.

The World Education/ACPO project was not seen as a "pilot" per se but rather, built on ACPO's commitment to incorporate this content area into its on-going program, it sought to initiate an experimental approach to determining the most effective ways of presenting the thematic content. The end product of the project was not seen merely in terms of the "new materials and methods used to deliver family planning messages within an overall basic education process" but also conclusions regarding their effectiveness.

World Education's principal contribution to the ACPO project, in addition to its fiscal support through the AID task order, was to come in the form of advisory consultation by local and international experts, and the budget clearly reflects this fact. Of the \$52,003 dollars allocated for World Education costs, nearly two-thirds of this amount were destined for consultant honoraria, travel and per diem.

#### ANALYSIS OF PROCESSES AND PRODUCTS

Given the long and favorably reviewed history and extension experience of ACPO, combined with its massive program operations and potential for reaching large numbers of people, it was a reasonable and in many ways a logical choice as a host-national agency in Colombia with which World Education might become active in its work related to the incorporation of family life planning in functional adult education programs. There were no Colombian agencies with similar capacity nor any with so highly touted a reputation. For World Education, this represented an opportunity to begin its activities in Latin America with a

renowned and respected organization, a first experience of major importance.

It also proved to be the testing ground for a different approach to World Education program development, one which placed a high level of reliance on the use of consultants not merely for technical assistance but also for program judgments, an approach which has subsequently been abandoned in favor of a pattern of resident regional representatives who have a greater understanding of World Education philosophy and approach. The transition from reliance on consultants to project monitoring by a regional representative took place during the execution of this project, and noticeable improvements in management were the consequence.

The ACPO/World Education project had a significant weakness in that it was developed at the upper echelons of ACPO through the influence of a dynamic and energetic consultant apparently without sufficient participation of ACPO staff, especially those within organizational divisions and departments of ACPO which would have major responsibilities for meeting the objectives of the project. As a result, the World Education project became additive, a satellite activity, rather than integrative with roots in the on-going activities of the organization. In addition to comments made to the evaluator by ACPO personnel which support this problem. For example, World Education consultant, Richard Burke, commented in a November, 1973 consultant report: (page 4)

The ACPO staff realizes that the design of the research and evaluation methods will be a challenge. The staff understands that evaluation and feedback are vital elements to the success of the Project, and that the design of the experiment is far from complete at this time.

These observations, and others which reflect similar conditions of unreadiness (see elsewhere in Burke report and Michael Chiappetta consultant report of November, 1973), come at a point five months into an 18-month project. Perhaps the strongest indicator of the additive rather than integrative nature of the WE/ACPO project was the fact that the project proposal was not translated into Spanish until August, 1974, 14 months into the project; the fact that the original document was not in Spanish indicates that the source of the impetus for the project and its conceptualization was probably not internal to the ACPO organization. As a consequence of this, it was only possible for English reading staff members to understand the purposes and objectives of the project; in some cases, it was impossible for some of the persons responsible for achieving some of the objectives to know what was expected of him or her in terms of the overall project, although portions of the project documents were translated in memos to selected ACPO personnel. This changed in August, 1974 following the recruitment and placement of the World Education regional representative in Latin America who discovered the problem when meeting with a new ACPO administrator who has assumed responsibility for the project; the matter was promptly rectified. This is one example of the improved program monitoring which was occurred in World Education since the regional representative staffing pattern has been initiated.

The placement of the project within the ACPO organization, that is

the assignment of major responsibility for the projects to one unit--the sociology unit of the evaluation division--further resulted in its being seen as a satellite project, especially by staff members of the profesorado, that group which has responsibility for preparing the radiophonic schools materials, e.g. scrips, etc., as well as newspaper articles for El Campesino.

The "feedback" approach to the design of teaching materials had been built into the WE/ACPO project in part as a way of providing the profesorado with experience in this method in order that all of ACPO's educational efforts be improved, as thus would have important secondary effects within the agency.

Difficulties in implementing the project from the outset were probably in part due to the fact that the staff person who was initially going to assume responsibility for its execution, Dr. Luis A. Salas, a physician who serves as Director of the Cultural Division (under which the training institutes and the profesorado function) took a leave of absence to receive training in Holland on the operation of the mobile printing units. In his absence, the person who became acting chief of the profesorado, and agronomists, assumed responsibility for carrying out the activities which corresponded to his unit.

It was decided that the best way to deal with the "shortcomings" of ACPO educational materials with regard to the family life planning themes which were to be incorporated through the WE/ACPO project would be through the publication of a separata or supplement to be distributed with the ACPO newspaper, El Campesino. (Until recently, the publication of supplements has been a regular occurrence, and was not something occasioned by this project). This supplement, titled Education y Familia, would be the printed materials portion of a summer course,\* or Curso de Vacaciones, in ACPO's radiophonic schools. The subjects to be dealt with in the supplement, a publication of 30 pages, were family life (in general), nutrition, pre-natal care, infant care, and sexual orientation (within which the topic of responsible procreation was considered). It was not immediately clear to the evaluator how these particular subject areas were chosen since the content analysis of ACPO materials apparently came subsequent to this decision.

Activity began in September, 1973, when the profesorado initiated the design of the supplement including a content analysis of existing materials. The first effort, based on a very reduced selection ACPO materials--in fact, focussed on one of the basic cartillas (textbooks)

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\* ACPO's radiophonic schools offer four types of courses: 1) the basic course which uses the basic literacy text to teach the alphabet and numbers 2) the progressive course which uses the five basic texts dealing with health, mathematic, economy and work, language, and spirituality, 3) complementary course which utilize the Campesino Library as the source materials for course content, and 4) the summer or vacation courses which are of shorter duration, deal with selected topics, and take place in December and January.

entitled, Nuestro Bienstar ("Our Well-being") which deals with topics of physical and mental health and hygiene--was apparently rather unsystematic, based on a cursory analysis of these selected materials. No content specialists were brought in at that time but a workshop was held in November 1973 in which World Education consultants Chiapetta and Burke were participants.

The role which these consultants had in the content selection is commented upon in Chiapetta's consultant report:

Appendix A (of his report, attached to this evaluation as Appendix B), worked out by (Burke) and me, represents his (Burke's) refinement of the concepts and makes it possible to consider a number of radio and written techniques which ACPO can design and execute to communicate key concepts and information related to family life.

Given the gamut of possible topics and concepts which might be included in such an educational program the selection of these particular topics seems rather arbitrary and in some ways contrary to World Education's philosophy of encouraging learner input in educational materials development. A content specialist would seemingly have made useful contribution to the project at this point.

A second content analysis effort was begun, this time based on a highly structured, highly systematized work analysis technique, using the "Our Well-being" text as the materials source. This word analysis process results in production of something akin to a concordance which indicates how and in what context selected words are used. This effort at content analysis was not terminated until late 1974, and had little, if any, impact on the development of materials as it was apparently never as a feedback generating mechanism. Thus, the purpose of this activity was not realized in terms of the desired effects. While the exercise may influence future ACPO activities, for example, in the way that learning objectives are written, it has not contributed significantly, if at all, to this project to date.

An effort to obtain reader/learner feedback regarding understanding of concepts and vocabulary was undertaken for the Campesino Library volume entitled "Sex and Marriage" (produced under the FPIA/ACPO project). Research findings, based on scant data, indicate that scientific terminology used in that book was not well understood and that readers wanted additional and more complete information about specific topics, especially those related to reproduction. (See ACPO report prepared by Victor Mora.) This activity ostensibly would have contributed to production of the supplement, Education y Familia since many of the diagrams and descriptions were taken directly from the text, "Sex and Marriage". However, feedback from users did not result in modifications of these materials to make them more comprehensible; this may have been due to the lack of timely availability of the findings.

Activity 2, baseline study of recipients, while accomplished, again apparently failed to contribute to the materials development process. That is, the information which was gathered, mostly from secondary sources and ACPO's previous research, did not influence the decision making process about what to include, what to focus upon, what language level to aim for, etc.

The findings regarding this baseline study reported in ACPO's Final Report to World Education (July, 1975) demonstrate the very general nature of the conclusion that were reached as a result of the study, conclusions which anyone familiar with Colombia life and realities could have provide without undertaking a special study (see Appendix C).

Activity 3, analysis of teaching personnel, was based principally on an analysis of previously collected materials (see, for example, ACPO working documents - #21 - February, 1973; #21-1 - Juen, 1974; #24 - July, 1974). The latter publications are based on data collected in 1973 prior to the beginning of the World Education Project. \*Given the dates of two of these publications, it seems that they had little influence on the materials development and, as will be noted below (Activity 5), little influence on the content of leader training methods and materials. In addition to the survey approach employed in these studies, a biographical analysis approach was attempted, taking 6 of ACPO's trained and practicing community leaders as a sample however, these studies were not completed at the termination of the World Education Project and therefore did not redound on the project development.

Activity 4, design and experimental production of new materials, has been described above. The basic materials produced were 1) the newspaper supplement entitled, Education y Familia, which appeared with the December 2, 1973 edition of El Campesino, and had a circulation of between 55,000 (ACPO working document #26 page 5) and 72,000 (ACPO Final Report to World Education, page 16) and 2) 50 hours of radiophonic schools materials which dealt with the topics included in the newspaper supplement and which were broadcast in the form of a "summer course" over a 30-day period in December, 1973 and January, 1974. The evaluation consultants did not have the opportunity to hear any of the tape recorded radio materials.

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\* One interesting datum from publication #21 (page 20) indicates that on their arrival at the Institutes for Training, 95% of the Campesino leaders are in agreement with the statement that "Couples have the right to decide on the number of children that they have." This was prior to the beginning of the World Education project and prior to any participation in the training at the Institute. Given this, no significant "attitude change" could be expected if such an item were used in an attempt to measure possible change. At the termination of this summer course, content from it and additional related themes became part of the 10-month progressive course which uses the five basic textbooks as source material.

The 30-page supplement, Education y Familia, contained 4 pages that dealt specifically with reproduction and "responsible procreation"; the only family planning method which was dealt with rhythm and here the materials developers made considerable effort to simplify a procedure which probably cannot be sufficiently simplified to be made readily understandable to population with very limited educational attainment. Also, many of the graphics which were used in relation to discussion of reproduction were not, in the evaluator's estimation and experience, likely to be understood by the majority of target audiences (for example, cell processes during fertilization, and even the familiar diagrams of internal and external genitalia).

Appendix D shows the materials which were produced at the Valle de San Jose by the mobile printing unit; the extent of circulation of these materials is not known. There were many technical problems to be overcome in order to produce even this publication titled "Marriage, Family and Home" which deals with topics related to family life and responsible procreation and even makes some insinuations about use of contraceptive methods other than rhythm. A very frank and thoughtful report on the problems surrounding the use of the mobile printing units was prepared by World Education consultant Jock Gunter and while the report is of high quality, it was apparently not well received by ACPO officials, perhaps because of Gunter's suggestion that the mobile units may, in fact, be "white elephants".

Activity 5, experimental training of teaching personnel, turned out, according to interviewed ACPO personnel to be basically an orientation to the objectives of the World Education project and did not include any intensive or extensive training of the faculties of the Institutes as special training outside Colombia in conjunction with the WE/ACPO project: One faculty member of the Instituto Femenino went to Costa Rica for advanced preparation in family life and sex education; one member of the profesorado received special training at Chapel Hill on the development and use of audio-visual materials.

According to allusions made by ACPO personnel and others interviewed, the fact that Activity 5 was not more successfully completed may relate to the "additive" nature of the project as described elsewhere in this report. The World Education project was perceived as located within the sociology unit and was "their thing" and hence not immediately germane to the activities of either the profesorado or the Institutes; they therefore saw all efforts in some way to involve them in the project as an imposition on their time and other "more pertinent" activities.

Additionally, ACPO had termed its family life planning education efforts as the "campaign for responsible procreation" and previous "campaigns" at ACPO have usually been of short duration rather than permanent--such as the vaccination campaign, or the campaign to control coffee plant disease--and this was wrongly interpreted as an indication that the topic would not be a longterm, integral part of ACPO educational work. The simultaneously conducted FPIA project undoubtedly contributed to this labeling process also. In a sense, the ACPO staff was feeling their programs and the organization was being over-done with family planning or responsible procreation materials and messages.

Activity 6, evaluation and feedback, were to be a major part of this project and indeed they were in terms of time and effort. The principal evaluation activity attempted to assess in terms of knowledge and attitude change the effectiveness of the 50-hour summer course, and a most elaborate and scientific methodology was employed to do this, however, it was probably not the most suitable, particularly with regard to sampling, for obtaining the kind of information which would have been of greatest utility to ACPO. While the design of the evaluation was rigorous, the instruments (survey questionnaires) used left much to be desired.

	<u>N</u>	<u>%</u>	<u>Mean Scores</u>
1. Didn't follow Progressive Course	242	56.6	26.64
2. Followed it by radio	19	4.4	25.78
3. Followed it radio and text	151	35.2	28.82
4. By text alone			
Totals	<u>61</u> 429	<u>3.7</u> 100.0	<u>28.06</u> 27.42

While the person who prepared the report concludes that there is a statistically significant difference between mean scores obtained by course followers in Group 3 and those who did not follow the course, one must look beyond statistical significance to what Scriven calls "educational significance" (Scriven, Michael. "A Checklist for Evaluation of Products, Producers, and Proposals" Berkeley. August 1973, revision Xerox). Here we find a difference in mean scores of slightly over two points as a result of a 10-month course: the accomplishments in terms of educational significance--at least according to this data which has seemingly been biased in favor of ACPO by virtue of the sampling procedure--are impressive.

As a secondary benefit though, it should be pointed out that this evaluation was the first one that ACPO has ever undertaken which attempted to assess the impact of an isolated aspect of its educational work, and the World Education project served as encouragement for this. WE cannot, however, be held culpable for the unsuccessful rendering of this undertaking since the consultant who collaborated on the design of the evaluation was selected by ACPO personnel without consulting WE.

#### ADDITIONAL COMMENTS

At the highest levels of ACPO's operations, it is quite clear that there is commitment to the concept of responsible procreation, to the notion that couples have both the right and the responsibility to determine their own reproductive behavior without interference from either the Church or the State, and that their decisions should derive from a clear understanding of the reasons for not engaging in unrestrained reproduction. This is an unusually forthright position considering that it comes from an organization which, while not operated by the Catholic Church, is guided and influenced by Catholic theology and doctrine, and subject to scrutiny and criticism from the Church hierarchy.

In spite of the forthrightness of Msr. Salcedo in broaching and dealing with the notion of responsible procreation, the constraints established by Catholic doctrine per force limit the freedom of ACPO to deal openly with all aspects of this topic. Even the relatively restrained manner with which ACPO had dealt with the topic to date had been the source of much controversy within the Colombian Church and has been the source of much criticism of

To begin with, the questionnaire contained nearly 400 items, most of them un-prettested which created problems for the development of scales of which they were to form a part; further, a questionnaire of such length suffers major problems of reliability which may be occasioned by respondent fatigue. It took an average of 2 hours to administer the questionnaire. Nonetheless, "usable results" were obtained from 1,127 adult respondents, 649 of whom were described as enrolled members of ACPO's radiophonic schools and 479 of whom were from locations near the "schools" but were not members of any school. Of this sample, according to Table 50 of the evaluation (ACPO Working Document #26, page 188), only 193 persons indicated that they listened to the special summer course at one point or another and of these, only 34.7% indicated that they followed the course in its entirety. Hence, the course itself had reached very few of the persons interviewed although many of those interviewed were identified and enrolled in ACPO's radio school.

The analysis of the massive amounts of data gathered in the evaluation goes beyond either the reliability or the utility of the data in terms of the feedback potential which data of this type could offer to persons preparing the instructional materials. The findings of the evaluation indicate basically that the course had no effect in changing knowledge or attitudes, but weaknesses in the sampling procedure make these conclusions equivocal. While the obtained evidence partially supports the opinion that very few people of regular listeners is too limited to be submitted to thorough analysis.

This is especially true for attempts to partial out the effects of a single medium (either radio listening or newspaper supplement reading) as opposed to combined media with regard to learning achievements. Moreover, the use of a quasi-experimental design which does not include any pre-test or preintervention measure is open to open greater possibility of contamination when mass media is being used as the educational channel than when other more traditional educational approaches are used, and hence is more likely to yield equivocal results. While in their present form the findings of the evaluation would seem to augur poorly for this ACPO effort, the validity of the findings is certainly open to question. The effect of the summer course may have minimal, as the current evaluation would indicate, but the limitations on the evaluation itself do not allow us definitely to conclude this. Because of the inconclusiveness of the evaluation of the effects of combined media on learner attitude and knowledge changes, it would be worthwhile to consider undertaking a more adequate study of this under different circumstances at some future date.

Another evaluation was made of the progressive course--the 10 month course which uses the five basic textbooks as source materials and into which had been incorporated the topics covered in the summer course in 1974. (See Curso Progressivo 1974--Evaluacion de Resultados: Informe #6 - February, 1975). This evaluation followed procedures distinct from those followed for evaluation of the summer course in that the sampling was not random and the identification and selection of ACPO radio school members was made by local ACPO leaders. In this study, the sample size was limited to 429 adults of whom only 43% had only 19 items which could be scored to a maximum of 39 points. A copy of the questionnaire is attached as Appendix E. Findings with regard to scores achieved by course followers and non-followers is presented in Table 2 of that report (page 18) and is translated and presented below:

is commitment to the concept of responsible procreation, to the notion that couples have both the right and the responsibility to determine their own reproductive behavior without interference from either the Church or the State, and that their decisions should derive from a clear understanding of the reasons for not engaging in unrestrained reproduction. This is an unusually forthright position considering that it comes from an organization which, while not operated by the Catholic Church, is guided and influenced by Catholic theology and doctrine, and subject to scrutiny and criticism from the Church hierarchy.

In spite of the forthrightness of Msr. Salcedo in broaching and dealing with the notion of responsible procreation, the constraints established by Catholic doctrine per force limit the freedom of ACPO to deal openly with all aspects of this topic. Even the relatively restrained manner with which ACPO has dealt with the topic to date has been the source of much controversy within the Colombian Church and has been the source of much criticism of ACPO. That ACPO is concerned about this criticism, and yet determined in its position, is reflected in the "1975 Message from the Director's Office" in which a long and impassioned plea for an understanding of ACPO's concern and work in responsible procreation opens the message. Clearly ACPO has not taken the criticism lightly nor has it retreated from its original position.

However, in terms of a needs assessment of what rural Colombians feel about family planning and what they need to know, one may turn to the National Fertility Baseline Survey conducted by Colombia Association of Medical Schools in 1968-69 (cite reference) and find the following:

#### SMALL FAMILY DEFINITION

66% of rural respondents consider a family of 3 or fewer children a small family.

91% of rural respondents consider a family of 5 or fewer children a small family.

#### DESIRE FOR SMALL FAMILIES (However many they consider that to be)

61% would prefer to have a small family by their own definition.

#### DESIRE FOR MORE CHILDREN

65% report that they do not want more children.

#### KNOWLEDGE AND USE OF METHODS

64% of rural respondents report that they do not know that it is possible to avoid pregnancies.

64% know of no contraceptive methods.

81% have never used a contraceptive method.

#### KNOWLEDGE OF WHERE TO OBTAIN FAMILY PLANNING INFORMATION

92% report that they do not know a place where family planning is taught.

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KNOWLEDGE AND USE OF METHODS

64% of rural respondents report that they do not know that it is possible to avoid pregnancies.

64% know of no contraceptive methods.

81% have never used a contraceptive method.

KNOWLEDGE OF WHERE TO OBTAIN FAMILY PLANNING INFORMATION

92% reprot that they do not know a place where family planning is taught.

While the above statistics were probably out-dated and less than valid when the WE/ACPO project began in 1973, they do indicate something about the kind of information of which the Colombia rural population is in need. These findings fit well with the comments made by Mons. Salcedo in 1973 Message from the Director's Office about what an educational approach to family planning should include, and which were quoted in the WE/ACPO proposal.

Persons interviewed or contacted in Colombia in connection with this evaluation.

USAID/Colombia

Mr. William Bair, Co-Chief, Social Development Unit  
Mr. Charles Green, Co-Chief, Social Development Unit  
Ms. Cecillia Ribon, Secretary to Mr. Bair

Accion Cultural Popular (ACPO)

S. Rodrigo Cabrera, Assistant for Planning and World Education project  
coordinator  
Sr. Eduardo Nerto, Assistant for Evaluation and World Education project  
director  
Sir Victor Mora, Director, Responsible procreation campaign (FPIA project)  
Dr. Aldo di Fiore, Chief, Office of Publications

World Education

Dr. Lawrence Suhm, Regional Representative for Latin America  
Ms Maria Suhm, Program Assistant for Latin America  
Lic. Julio Giron Toledo, Program officer  
Ms. Cathrine Crone, Director, Department of Program Development, Analysis  
and Evaluation, New York

OTHERS

Dr. Guillermo Lopez Escobar, Director, Regional Population Center Corporation  
Bogota  
Dr. Gonzalo Exheverry, Medical Director, PROFAMILIA, Bogota  
Ms. Lily de Buecheli, Director, Information Department, PROFAMILIA, Bogota  
Dr. Jerald Bailey, Research Advisor, The Population Council, Bogota



Appendix A

In order to make a responsible decision regarding family size, the following information and attitudes are relevant factors:

INFORMATION

Nutrition

1. Various childhood diseases are caused by malnutrition.
2. Permanent damage can be caused by deficiency in protein.
3. Children who are attending school need an adeq. diet. Studying requires energy just like any other activity. Children in rapid growth periods have special energy requirements.
4. Pregnant women and breast feeders need an especially enriched diet.

Pre-natal care

1. A pregnant woman requires special kindness and happiness in order to help her through her pregnancy--this can be a time of depression, anxiety, and unhappiness.
2. A pregnant woman should be vaccinated against certain communicable diseases.
3. A pregnant woman should be protected against fevers and outbreaks of disease.
4. A pregnant woman should be examined for signs of venereal disease.
5. A pregnant woman needs more rest than usual--8 or 9 hours at night, and a siesta during the day.
6. A pregnant woman ought not to have frequent sexual relations, especially after seven and a half months of pregnancy, and not for six weeks after the child's birth. Abstention from sexual relations can cause anxiety and frustration between husband and wife.

7. A pregnant woman should not travel long distances.
8. A pregnant woman should bathe frequently. Special care must be given to the skin and the breasts.
9. Pregnant women must be especially careful to avoid health hazards that might accompany pregnancy, such as convulsions, fevers and varicose veins.
10. Each new birth causes problems with other children.
11. The potential birth creates a need for special furniture and equipment. (Crib, bassinets, bed-clothes, etc.)
12. The birth of the child could require medical personnel.
13. At the time of birth, there is a potential danger to the health and life of the mother.
14. A pregnant woman must be careful to avoid excessive work, especially work involving physical strain.

Post-natal care

1. See number 12 above. Medical personnel could be required immediately before and after the birth.
2. See number 6 above. The woman could not have sexual relations for six weeks after the birth. Possible cause of friction between husband and wife.
3. Newly born child requires special care. Cleanliness, special care of the umbilical cord, special care of eyes, special care of infant's head.
4. The newly born child requires 20 to 22 hours per day of sleep. Requires 15 hours per day up to age of six months. Will not sleep through the night for the first year.
5. Sudden changes in warmth and cold can cause illnesses in infant.

6. Arrular?????
7. After 10 months of age, the child should have its own room.
8. Bathing resources. The newborn child must be bathed in a special bathtub if the umbilical cord has not fully sealed. Bathing of an infant requires soap, sponges, cotton, oil etc.
9. Child must be watched closely when it is eating, to avoid choking and suffocation.
10. Child requires special care in order to prevent communicable diseases, especially those transmitted by kissing and other intimate contact with other persons.
11. Child must be protected from dangerous instruments such as knives, scissors, needles, drugs, fires, high places.
12. Child cannot walk alone until it reaches 15 months of age.
13. Parents must be alert to a wide variety of diseases and dangers.
14. Children require vaccination against various diseases.

#### Sexual Orientation

1. Children are conceived in physical union between male and female. The male provides the sperm cells and the female provides the egg. The egg is fertilized by the sperm. The male and the female together determine the child's characteristics.
2. Not every sexual union produces conception. Fertility is limited in two ways:
  - a. The age of fertility is from 14 to 40. (Perhaps this should be extended at both ends, i.e. 12 to 50 or thereabout)
  - b. Conception can occur only in a relatively short time period, i.e. four days before and four days after ovulation.

3. Children ask questions about sex very early in their lives.
4. Venereal disease can produce sterility, impotence, and birth defects.

ATTITUDES

1. The decision to marry and have children is a function of both parties to the contract. The way in which the decision is carried out is also a decision of both parties.
2. Every child requires a long term investment before there is any chance for re-payment. i.e. the idea that children are a form of social security in old age.
3. Maleness or femaleness is not reflected in quantity of children produced, but rather in quality.
4. Conceiving and having a child is costly--financially and psychologically.

4.3 Base Study on the Students; Their characteristics,  
life conditions, attitudes.

The following were considered :

- 1) The campesinos' life conditions in relation to aspects of the project.
- 2) The profile of the Radiophonic Schools Student.

The following were studied in the examination of the first point:

- The socio-demographic situations.
- The socio-economic situations.
- The level of public health and medical assistance.
- The attitudes toward the family among the inhabitants of the Colombian rural sector.

Statistical data and specific studies, such as Population Census, Home and Fertility surveys and studies on assistance resources, were consulted and collected.

Unfortunately, part of the available information was not recent and possibly not up dated.

The object of analysis, for the second point under examination, were the Radiophonic Schools students from zone one

and the characteristics of the communities with the greatest numbers of students.

For this end, the Zone One registration ( 1972 ) data were collected, tabulated and analyzed , as a sample, and statistical relationships of numbers of students per thousand inhabitants and the follow-up of courses were elaborated, while taking the demographic and social characteristics of the communities into consideration.

The following basic characteristics were detected in reference to the campesinos' life conditions:

- Scarcity of formal educational facilities and resources.
- High rates of rural illiteracy, especially among women.
- Poor rural academic background.
- High rates of demographic growth.
- Descending median mortality rates.
- Large youth population.
- Large migration from the country to the cities.
- Rapid urbanization through migration.
- Critical levels of Public health with a tendency to worsen with the demographic increase.

- Widespread malnutrition, but worse among children under five years of age.
- High rate of illness and death among pre-schoolers, especially due to gastro-intestinal diseases.
- The greater the education, the smaller the number of children.
- More than 50 percent of rural women accept contraceptives.
- The accepted reasons for deciding on the number of children are of an economic and educational nature and are related to the mother's health.
- Poor medical assistance services.
- Poor utilization of hospital facilities and services before and during childbirth.

The following was obtained on the Radiophonic Schools Student, while designing his profile:

- Description of the communities where there are students.
- Data tabulation on immediate aides, by sex and age.
- Data tabulation on students, by sex, age and courses.

Finally, a study draft was made on Radiophonic Schools conditional factors, while considering the following:

- Topography
- Economy
- Demography
- Education
- Public Health
- Politics
- Organization and Communication

The following tendencies were detected :

- 1) The age variable influences the selection of the Radiophonic Schools course.
  - Campesinos under 15 years of age are the main listeners of the basic literacy course.
  - Campesinos between the ages of 15 and 25 are the main listeners of the progressive and complementary courses.
- 2) There is also an inverse correlation between age and earnestness in relation to the Radiophonic Schools.
  - Younger students tend to follow the courses in a more earnest and formal manner; utilizing the radio, the booklets, the newspaper and the help of immediate aides.

Students over 30 years of age, on the other hand, tend to merely listen to the classes, without utilizing the School's complete methodology.

- 3) The typical Radiophonic Schools student is a cold climate campesino who works only in agriculture. The land he works is poor. He is a small land owner with a very low level of primary education. He lives far from the cities, in his vereda \*, in houses which are far from one another.
- 4) The basic course students are illiterate and generally inhabit areas in which the State educational services are poor.
- 5) The progressive course students are inhabitants of small but densely populated municipalities, where there generally exist other state agencies, where the soil is better, where there is also a greater sense of social organization in addition to a more stable system of land holding, and consequently where there are opportunities for increasing productivity.

\* vereda - a rural gathering of houses which are not necessarily close to one another.

6) There is no clear tendency which permits the precise definition of the complementary course student's profile.

7) It should be noted that upon making these observations on the typical profile, other less quantitatively important types are not excluded.

It only describes the type which is most common within the student population.

Concerning this aspect of the Project, it was concluded that it is necessary to carry out a more thorough analysis of the campesinos' life conditions, due to the fact that the data available are not recent nor up date, as was already stated.

The results which were obtained from the study on the Radiophonic Schools Student can be generalized, on the most part, to include the entire population, but it would be necessary to carry out new and more thorough studies among the students. However, many of the assumptions on which the campesino cultural action is carried out were tested.

# MATRIMONIO .

## FAMILIA Y

## HOGAR

Pequeño folleto ilustrativo de distintos aspectos relacionados con la vida familiar del matrimonio.

Preparado por la población del Valle de San José de acuerdo a sus propias inquietudes en varias familias, bajo la coordinación del personal del Proyecto del Laboratorio Móvil de Comunicaciones -L.M.C.- Holanda - Acción Cultural Popular.

1.974

Director del Proyecto: Fernando A. Isaacs G. Sociólogo.  
Técnico de Impresión: Hector Fabio Urrea M.  
Promotor y Asistente: Antonio Hernando Castillo S.

A C C I O N C U L T U R A L P O P U L A R

Departamento de: Planeación y Evaluación  
Departamento de: Sociología- Noviembre de 1974



ENCUESTA DE EVALUACION "CURSO PROGRESIVO 1.974"

1. DEPARTAMENTO: \_\_\_\_\_
2. MUNICIPIO: \_\_\_\_\_  
VEREDA O CASTRIO: \_\_\_\_\_
3. NOMBRE: \_\_\_\_\_
4. EDAD: \_\_\_\_\_
5. ESTADO CIVIL: (    ) Soltero  
                  (    ) Casado  
                  (    ) Viudo  
                  (    ) Unión Libre
6. Cuál es o son sus actuales ocupaciones? \_\_\_\_\_  
\_\_\_\_\_
7. (Para todos los encuestados)  
Qué estudios ha hecho usted y hasta qué curso llegó?  
                  (    ) No ha hecho ningún estudio.  
                  (    ) Sólo ha estudiado por las EE.RR. \_\_\_\_\_  
                  (    ) Primaria \_\_\_\_\_ (hasta qué curso?)  
                  (    ) \_\_\_\_\_
8. Preguntar si el encuestado siguió el "Curso Progresivo 1974" y en caso afirmativo, que indique cómo lo siguió.  
- Siguió usted el curso progresivo en este año?  
- Cuéntenos a través de qué medios lo siguió?  
a) No siguió el curso \_\_\_\_\_ 1  
b) Por radio solamente \_\_\_\_\_ 2  
c) Por radio y Cartillas \_\_\_\_\_ 3  
d) Las Cartillas solamente \_\_\_\_\_ 4

9. En caso de seguir el curso: usted tuvo un Auxiliar Inmediato permanentemente en su grupo?
- ( ) SI ( ) NO
10. Recibió la visita del Líder campesino en alguna oportunidad?
- ( ) NO
- ( ) En su casa, en horas fuera de clase
- ( ) En otro lugar fuera de clase
- ( ) Durante las clases de EE.RR.
11. Durante cuánto tiempo siguió el curso?
- ( ) No siguió el curso
- ( ) Lo siguió sólo en uno o muy pocos meses
- ( ) Lo siguió de vez en cuando
- ( ) Lo siguió frecuentemente, casi en su totalidad
- ( ) Siempre lo siguió
12. Para todos los encuestados: Conocen programas, clases o reuniones parecidas al "Curso Progresivo"; como clases por radio o sim.
- ( ) Si conoce
- ( ) No conoce
13. Cuáles programas: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
14. Los ha seguido o los ha aprovechado?
- ( ) SI
- ( ) NO

ESCALA A

"A continuación le voy a leer unas afirmaciones sobre cosas que hacen, piensan, o creen la gente, y le pido el favor me diga qué tan de acuerdo está con cada una de ellas. Puede elegir una de estas posibilidades".

1. "Lo mejor es lo que siempre se ha venido haciendo".
2. "En los asuntos familiares debemos actuar como lo hacían nuestros padres y/o abuelos".
3. "Hay que ser desconfiado (dudar) de las cosas nuevas".
4. "No vale la pena (es inútil) cambiar".

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ESCALA B

1. "Las mujeres deben tener los mismos derechos que los hombres en todas las actividades".
2. "La mujer debe tener tantas relaciones sexuales como el hombre".
3. "El hombre no demuestra ser más hombre por tener varias mujeres o amantes".
4. "Las mujeres son tan capaces como los hombres para resolver situaciones".

DE ACUERDO	NI DE ACUERDO NI EN DESACUERDO	EN DESACUERDO

5. "Es preferible que los hombres se casen con mujeres mucho más jóvenes que ellos".
6. "Las mujeres son seres humanos igual que los hombres y merecen el mismo respeto".
7. "Hay cosas que sólo los hombres tienen derecho a hacer".

ESCALA C

1. "Cada hijo al nacer trae su pan debajo del brazo".
2. "No importa que un niño nazca sin que los padres quieran que nazca".
3. "La única obligación del padre en relación con sus hijos es conseguir plata para que se puedan alimentar".
4. "La verdad es que los niños nacen cuando así Dios lo quiere".
5. "En una familia, si no hay plata suficiente para dar la misma educación a los hijos y a las hijas, hay que dar preferencia a los hijos hombres (varones)".
6. "Durante el embarazo de su mujer, el esposo no tiene por qué ser más cariñoso con ella, ni ayudarle en sus trabajos".
7. "Sólo cuando el niño no puede mejorarse, hay que llevarlo al médico".
8. "Sólo la madre debe preocuparse por la salud de los hijos".
9. "Alimentar bien a todos los hijos es una obligación de los padres".

De acuerdo	Ni de acuerdo ni des.	En desacuerdo

5

10. "En la alimentación es preferible atender al papá porque él trabaja más, que a los otros miembros de la familia".
11. "La mujer embarazada no tiene porqué tener una alimentación especial".
12. "Lo único que se le puede exigir al esposo es que traiga plata a la casa para satisfacer las necesidades económicas de la familia".
13. "Los esposos deben determinar libre y responsablemente el número o la cantidad de hijos que han de tener".

ESCALA D

1. "Si un niño recibe mucho cariño y respaldo de sus padres, su desarrollo o crecimiento intelectual es mayor".
2. "Si un niño recibe mucho cariño y RESPALDO de sus padres, llegará a ser una persona segura de sí misma y con fuerte o gran responsabilidad".
3. "A mayor número de hijos, es más difícil darle a cada uno lo que le corresponde".

De acuerdo	Ni de acuerdo ni en desac.	En desacuerdo

"PRUEBA DE CONOCIMIENTOS Y HABILIDADES"

Vamos a hacerle unas preguntas. Díganos lo que sepa de lo siguiente:  
(Escriba en el espacio o espacios en blanco, sobre los renglones o líneas, la palabra o palabras que falten).

1. Dos señales de que el niño puede estar enfermo son:

a: \_\_\_\_\_ b: \_\_\_\_\_

2. Nombre dos enfermedades contra las cuales debe vacunarse el niño.

a: \_\_\_\_\_ b: \_\_\_\_\_

3. Escriba los nombres de dos enfermedades venéreas:

a: \_\_\_\_\_ b: \_\_\_\_\_

4. Díganos tres pasos que se deben seguir para hacer el presupuesto familiar.

a: \_\_\_\_\_

b: \_\_\_\_\_

c: \_\_\_\_\_

A cada una de las frases que hay enseguida, dígame si usted la considera VERDADERA o si la considera FALSA, o si usted NO SABE si es Verdadera o Falsa. (encierra en un círculo la respuesta dada).

- |   |   |   |   |
|---|---|---|---|
| 5. Normalmente el embarazo debe durar 9 meses.  | V | F | N |
| 6. La buena alimentación es suficiente para que los niños se desarrollen bien.                    | V | F | N |
| 7. La madre durante el embarazo debe cuidar mucho más su salud que de ordinario.                  | V | F | N |
| 8. Durante la dieta o puerperio la madre no puede (no es apta para) concebir un nuevo hijo.       | V | F | N |
| 9. Los esposos libremente pueden controlar los embarazos de acuerdo a sus necesidades y voluntad. | V | F | N |

- |  |   |   |   |
|--|---|---|---|
| 10. Los alimentos y los productos en Colombia aumentan lo mismo (en igual proporción) que la población.                                  | V | F | N |
| 11. Comer mucho es alimentarse bien.   | V | F | N |
| 12. Hasta el sexto mes de nacido el niño no necesita más de tres comidas al día.   | V | F | N |
| 13. El cuidado de los ojos no es muy importante sino después de dos meses de nacido el niño.   | V | F | N |
| 14. Sólo después de los tres años puede vacunarse al niño contra la viruela y el sarampión.  | V | F | N |
| 15. Al niño debe acostumbrársele a un horario para las comidas desde que está pequeño.   | V | F | N |
| 16. Al niño no se le deben dar frutas, ni verduras, ni huevos, hasta después de un año, pues son alimentos muy pesados para el estómago. | V | F | N |
| 17. Es deber de los padres enseñarle a los hijos las cosas relacionadas con el sexo.   | V | F | N |
| 18. El médico atiende solamente a las personas enfermas.   | V | F | N |
| 19. La yuca, la papa, y el arroz, son alimentos más completos.   | V | F | N |

WORLD EDUCATION PROJECT: ECUADOR

HOST COUNTRY AGENCY: NATIONAL DEPARTMENT OF POPULATION,  
MINISTRY OF PUBLIC HEALTH

TITLE: Inter-organizational training program in  
population and family planning education  
in Ecuador

DURATION: July 1, 1974-June 30, 1975.  
Amended to terminate on January 31, 1976

AMOUNT: \$36,791

#### EXECUTIVE SUMMARY

Based on a needs assessment survey of selected responsible family planning program personnel in Ecuador, World Education proposed the implementation of a workshop to meet the determined need for improvement in educational components of family planning/population work. In November, 1974 the three week workshop took place in a community near Quito, with 29 representatives of four governmental and two non-governmental organizations participating. The "experiential" workshop focused on the development of improved adult reaching methods, the development of improved family life planning instructional materials, and the development of evaluation methods for these methodologies and materials. Participants in the workshop were supposed to be responsible for training subordinates and others in the newly acquired methods and skills, thus producing a multiplier effect. Participant selection was the responsibility of the employing agency.

The project also called for a one-year follow-up coordination and evaluation of participant activities related to the workshop experience in order to assess the effectiveness of the workshop in bringing about changes within the execution of the educational components of family planning and related population programs of the host national agencies.

The workshop itself was highly praised by participants as the best educational/training experience of its type that they had ever attended. Whether the workshop has contributed to changes in educational methods, processes of materials development and evaluation, and to the subsequent training of others working in education for family life planning has not been established by the evaluation effort which followed upon the completion of the workshop. For reasons beyond the control of World Education, principally local personnel selection, the follow-up coordination and evaluation has not been sufficiently systematic such as to document contributions which the workshop may have made to improving the performance and impact of family planning educational workers in Ecuador.

Since some form of contact has been maintained with most of the workshop participants over the year, it should still be possible and would be profitably, for the purposes of devising and testing approaches to project

evaluation, for the Department of Program Development, Analysis and Evaluation of World Education to attempt an economical though reasonably thorough evaluation of the effects of the workshop (and of the follow-up project) at this time. A well thought out and pre-tested evaluation questionnaire administered by mail, or through individual interview if feasible and economical, would be one alternative. Observation of workshop participants in the process of executing their educational activities should also be considered.

#### BACKGROUND

In early 1974, a series of interviews were conducted by a consultant to the Division of Health Development (formerly the National Population Department) of the Ecuadorian Ministry of Health with personnel from public and private agencies which offer family planning services to determine their existing needs and concerns. There was agreement that clinic work should be accompanied by an educational component, not merely information giving and promotion of service utilization, and many of those interviewed were of the opinion that current educational activities were inadequate and that efforts needed to be geared toward increasing the coverage of family planning education programs throughout Ecuador. Others expressed concern that the target population of educational work was too restricted and that more effort should be made to reach not just females but couples and males; others thought educational efforts should begin in the formative years of childhood; still others thought that educational efforts should be directed at marginal urban groups and those living in rural areas which have had less access to information and services. All were in agreement that adequate educational materials for these purposes were lacking, materials which would take into account the cultural conditions and idiosyncracies of the populations with which these agencies work. This was so, it was felt, because most of the existing materials were produced outside Ecuador and were adapted empirically rather than based on field testing of content and presentation. To help remedy these shortcomings, it was proposed that a field training workshop be conducted in order to prepare a group of 30 professionals with family planning education responsibilities to improve their own educational activities and to serve as "multipliers" of the methods and educational approaches which they would learn in the workshop.

#### DESCRIPTION

For the purpose of improving the effectiveness of population and family planning education materials and programs of population, family planning and adult education organizations in Ecuador, World Education, in a clearly written, well-developed project proposal, defined the orientation of the intensive, three-week workshop seminar which it proposed to undertake with the collaboration of the National Department of Population of the Ministry of Health to meet the needs described above.

The project was to focus on the development of improved adult teaching methodologies; development of improved instructional materials; development of evaluation methods for these methodologies and materials; and the enabling

of technical personnel of nine Ecuadorian participating organizations to develop and train others in the use of these methodologies and materials on a large scale throughout Ecuador, and to evaluate their effectiveness. In addition to the workshop, the project included a program of follow-up assistance and coordination which, at the same time, was to allow for the evaluation of the contributions which the workshop had made in changing family planning educational practices and materials.

To achieve these ends, the following activities were planned.

1. Project preparation, including selection of a project coordinator to manage and administer the project, provide liaison with cooperating agencies, monitor project progress, and arrange for meetings and World Education staff and consultant's visits; selection of consultants to serve as workshop faculty; selection of workshop site and arrangements with communities where seminar field work should take place.
2. Undertaking of the three-week workshop seminar, including training on development of baseline surveys, implementation of innovative teaching methods, development of instructional materials, and field evaluation methods, and conclude with a final report by workshop participants which would detail their training experience.
3. Follow-up evaluation, consisting of distribution of the seminar report, detailed planning and scheduling of field activities and specification of communities to utilize new materials and methods, production and distribution of new materials, training of field staff by cooperating agencies, baseline survey in selected communities, and feedback from baseline survey to training program participants.

#### ANALYSIS OF PROCESSES AND PRODUCTS

The proposed three-week workshop took place during the period from November 11-30, 1974 in a community outside of Quito. Twenty-nine professionals representing four governmental institutions (Ministry of Health, Department of Health Education, and Population; Ministry of Agriculture; and Ministry of Defense) and two private agencies (Women's Medical Society, and YMCA) participated. Although in the planning stages of the workshop it was anticipated that the Ministry of Education, Department of Adult Education; the Ministry of Social Welfare, Social Promotion Department; and the Ecuadorian Institute of Social Security, Department of Preventive Medicine would send representatives to participate, this subsequently did not occur. Reasons for their not having participated were not readily available but it was suggested that these were last minute administrative decisions beyond the control of the people who were scheduled to participate. One private agency, APROFE, the IPPF affiliate which had previously agreed to send a participant, did not do so. Thus, representatives of six rather than the anticipated nine agencies participated in the workshop. Among those participating were twelve social workers, eight health educators, five nurses, two physicians, one nutritionist and one graphic artist.

World Education staff and consultants responsible for organizing the workshop sought to incorporate the methods and skills which they

wanted to impart to the participants by having the participants experience the process which they, themselves, should follow in the development of their educational activities. That is, rather than merely instructing the participants about what they should do in the development of educational materials or the methods which they pursue in conducting educational activities, they had the participants actually go through the steps of developing materials with community input, involving the participants in their own educational process, and having participants reflect on the findings and meanings of the workshop experience for their own agency activities. It is worth noting and commending World Education for organizing its educational experiences in accordance with the produces which it hopes to have participants in its programs adopt.

The seminar was organized around the following activities and covered the following content areas (by order of presentation in the seminar):

1. Developing techniques for use of the "reflection" method in education. Procedures for surveying target communities and conducting needs assessment, as a basis for educational materials preparation.
2. Use of educational games in the non-formal education of adults.
3. Development and application of the "photo-novel" for educational purposes.
4. Developing skills in simplifying educational communication (e.g. language levels, composition, etc.).
5. Testing image perception of graphica materials used in educational materials.
6. Demonstration of prototype educational materials and equipment, and their use, including:
  - the hectograph (a "homemade" ditto device)
  - flannelgraph
  - posters
  - overhead projectors
  - "polydidactic" unit ( a hand-portable device which includes materials and capabilities for using a variety of AV aids including chalk board, flannelgraph, etc)
  - balckborad
  - flipcharts
  - slides and film strips
  - leaflets and pamphlets

- educational games
  - techniques in oral presentations
7. Development of innovative educational materials based on ideas and procedures presented in the seminar.
  8. Application and evaluation (pre-testing) of educational materials at the community level.

Through the seminar, the content focus was on family planning and this subject was used as a vehicle in all the demonstrations, activities, etc.

Participant response to the seminar was extremely favorable, both according to an evaluation prepared by participants as part of the workshop report by comments made to the evaluator by a sample of 6 (20%) workshop participants in interviews. All participants interviewed commented on the close-knittedness of the group, and how this contributed to the accomplishments of the seminar as well as to the enthusiasm and motivation with which participants took to their assignments, noting that 12-14 hour days were not uncommon in the workshop. Particularly favorable reference was made to the contribution to and responsibility for success of the workshop by World Education materials development consultant, Lic. Julio Giron Toledo, who has since become a fulltime employee of WE in the Latin America region.

All participants interviewed, speaking for themselves and reflecting comments made by other seminar participants, said that the World Education seminar was the best educational/training experience of its type that they had ever attended. They observed that the esprit de corps was so great that participants continue to maintain contact with each other on an informal basis. They attribute the high quality of the experience to the careful selection of participants, reportedly a responsibility of the respective agencies.

In February 1975, the follow-up project formally began with the signing of a contract between World Education and the National Department of Population. At the conclusion of the workshop/seminar, Lic. Cesar Landivar, a health educator from the Ministry of Defense, was selected from the participants to be the project coordinator and to carry out the follow-up activities. How and by whom he was chosen was the subject of conflicting information provided by the evaluator, but the fact that the person selected was not an employee of the National Department of Population or even the Ministry of Health appears to have contributed substantially, along with considerations mentioned below, to his being ineffective in this role and has probably contributed to the inadequacies of the seminar follow-up program.

The follow-up coordinator was to operate within the National Department of Population in its Social Communication Section as an employee of the

Department. However, for a considerable period he was paid directly by World Education from New York and referred to himself as an employee of World Education and saw himself as primarily responsible to that organization rather than the National Department of Population. (See, for example, "Laborando" newsletter for workshop participants prepared by the follow-up coordinator - No. 2, page 4, in which he welcomes back to Ecuador "on behalf of World Education" several participants who had visited Costa Rica.) This attitude on the part of the coordinator alienated him in his working relations with other Department personnel with whom he should have been collaborating on a regular basis. As a result, the coordinator developed his activities parallel with those of the Department, and with much less influence than he could and should have had. It is particularly unfortunate that the WE follow-up coordinator had a non-cohesive influence on the unit within which he was located since there previously existed a fractionation of effort in the communications programs of the Department.

Though the follow-up coordinator was apparently named at the close of the workshop in November, he did not assume responsibility for the project until February 1, 1975 and he was given virtually no orientation about the project or his responsibilities from the local AID contract person most directly involved in the overall World Education program (Dr. Odette Alarcon). This further contributed to weaknesses in the follow-up effort.

By late February, a draft plan for the follow-up project had been developed with the help of World Education consultant Lic. Julio Giron Toledo. It established the following objectives for the coordinator:

1. To Coordinate the diverse activities which workshop participants develop related to health and family planning.
2. To provide assistance and advice to participants so they may try out the learned teaching techniques and elaborated educational materials within their institutions.
3. To promote the elaboration of new educational materials and to train new multipliers.
4. To evaluate the results of the workshop.
5. To participate in the coordination of activities developed by institutions which utilize educational materials developed in the workshop.
6. To reproduce and distribute to the participants the prototype materials prepared at the workshop and to evaluate their application at different levels.

To achieve these objectives which are more specific than those in the original plan, it was proposed that during the course of the one-year follow-up, the coordinator would make 3 visits to each of the participants at their work sites, the first to develop work plans with the participant, the second to monitor the implementation of the plan, and the third to evaluate the results of their work and to make an inventory of undertaken activities.

In addition, it was proposed that a two-day refresher meeting be held in August to bring participants together to share experiences and materials which they had developed in their work, and to get feedback about problems they had encountered in using the method learned in the workshop.

Budgetary inadequacies have prevented the coordinator from making more than the first site visit to each participant (only a total of \$250 was budgeted for travel and per diem although it was contemplated that each "circuit" of visits would last 20 days). Thus, little is known except through irregular correspondence about what has been accomplished by participants who live outside the immediate Quito area. Unfortunately, the coordinator could supply little systematic information about what had been accomplished by participants in the Quito area, although several meetings of these participants have been held during the year.

While the project proposal referred to the multiplier effects which would be achieved by having participants train other field personnel with whom they work, evidence of subsequent training activities has not been well documented. From the project newsletter, "Laborando", which has appeared in three, monthly editions, it was found that nine instances of participants being involved in training of personnel subsequent to the workshop were mentioned. The extent and nature of the training is not specified nor is it known that the training dealt with teaching new educational approaches to the personnel involved. At this point, the best that can be said is that some of the participants are involved in some training work, but how this relates to the content of the workshop is unknown; it is not known, for example, whether procedures used in the conduct of the workshop are being used by participants in their own training activities. None of the persons interviewed by the evaluator had been involved in training other staff or agency persons to use the methods and educational approaches taught in the seminar and therefore their multiplier effects were inconsequential in this regard.

According to the final workshop report, selection of participants was the responsibility of the organizations which were invited to send representatives. However, the criteria or selection guidelines were unknown to persons interviewed by the evaluator. A health educator working for the National Department of Population said that he and a Department social worker were in large part responsible for determining the selection of participating agencies (e.g. health centers, regional health offices, etc.) and of suggesting the names of participants. However, it does not appear that the multiplier potential of the candidates was a criterion in their selection; that is, it does not appear that all of the participants had direct responsibility for training other personnel for educational work.

As for the production of educational materials by participants using techniques and skills gained from the workshop, no systematic information has been gathered on this. Of the participants interviewed, only one had direct responsibility for the production of some new family planning educational materials (participant from The Ministry of Agriculture) and these were currently under revision after having been field tested.

This participant seemed particularly active, committed, and concerned about the need for increasing the amount of information and experience sharing which went on between participants. The impact of the workshop was clearly reflected in this person's work.

While a thorough evaluation of participant activities over the past year has not been made, there were suggestions made to the evaluator that two factors resulted in the seminar not having more effect than it has had: 1) many of the participants did not have decision making power within their agencies and therefore could not bring about the changes which were desired, and 2) the selection strategy did not incorporate notions of developing a "critical mass" of trained persons within the same agency (or operational unit) so that these persons could reinforce each other and provide mutual support for instituting change. With regard to the latter point, it appears that the effort may have been diluted by the wide geographical distribution of participants which, combined with the shortcomings of the follow-up effort, resulted in the seminar having less long-term impact than might have otherwise been achieved.

The proposed two-day follow-up reunion of participants which had been scheduled for August of this year and subsequently postponed on two occasions has not taken place due to lack of administrative approval. The former director of the Population Department, now on leave of absence for advanced study in Puerto Rico, has been replaced by a physician with a less personalized administrative style who follows the procedural rules quite closely. His attitude toward the World Education project has not been favorable since he feels it has not been integral to the operations of his department (he was responsible for having the coordinator salary payment procedures modified) and he has reduced the amount of independent decision making that the coordinator has been able to exercise. Failure to obtain administrative approval for the follow-up reunion is a probable reflection of his displeasure with the project operation.

As for Item 6 of the revised follow-up objectives, reproduction and distribution of prototype materials prepared in the workshop and evaluation of their application, this has been partially accomplished but in a rather unsystematic way. The rationale for decision making about what materials to reproduce is not at all clear, especially given the philosophy or orientation toward materials development which the workshop sought to impart to the participants. For example, different work groups in the workshop were responsible for producing different kinds of educational materials: one, a filmstrip; one, a photonovel; etc. Fifty copies of the filmstrip (user's guide attached as Appendix A) were made in Mexico (because of reduced cost) and returned to Ecuador for distribution, but a large number of the participants have no projectors with which to even test the utility of the material, let alone incorporate it as an AV aid in their regular educational work. Another example: the photonovel was designed and laid out during the seminar and then sent to Guatemala (again reportedly, for reasons of economy) where 50 draft or "pre-test" copies were produced (at a cost of \$300) and returned for distribution in Ecuador. While some effort has been made to design an evaluator form for the photonovels, the distribution of these does not seem to be aimed at a systematic field testing of their utility; further, there are no plans to go into a production

phase with the materials in any case, so the exercise in academic.

In the follow-up work plan, it was contemplated that 40 sets of materials would be developed and that these would include 40 each of the following: polydidactic units, hectographs, flannelgraphs, filmstrips, "anagram dice" (imonogramas), a family planning game like "Monoploy" called "Planifamilia", flip charts, and posters; a budget item of \$960 was included for this purpose.

In February/March, a mail survey of participants was undertaken (see Appendix B) to establish what their needs were and to make a preliminary determination of the ways in which the seminar had had impact on their work. One of the items in the survey asked what teaching materials or equipment they would like to receive (hectographs, polydidactic units, etc.) and based on these, the materials were ordered.

The results of the survey indicated that there was more demand for some items than others and at the time of the evaluation visit, the following items had been purchased and distributed (in addition to copies of the filmstrip and the photonovel):

- 27 polydidactic units
- 20 hectographs
- 20 "visiographs" ( a device consisting of a wood panel with a rectangular hole cut in it and through which pictures are visible; used to focus attention)
- 1 flip chart
- 10 sets of flannelgraph materials

There was mention by one person interviewed by the evaluator that one of the participants had demonstrated the use of many of these materials to school teachers in the area in which she worked and that as a result of her demonstration, 200 polydidactic units were commissioned from a local carpenter and paid for individually by teachers; time constraints prohibited further corroboration of this datum but any systematic evaluation by the follow-up coordinator should produce supporting evidence if this is true.

Individuals interviewed or contacted in Ecuador in the conduct of this evaluation:

USAID/PUNTO IV MISSION: ECUADOR

Remo Ray Garuji, Mission Sub-Director  
Harold Haight, Chief of the Family Health Division  
Edmund Bunzli, Management Specialist, FHD  
Manuel Rizzo, Population Specialist  
Marta de Almeida, Secretary to Mr. Bunzli

MINISTRY OF PUBLIC HEALTH

National Division of Development for Health  
(Division Nacional de Fomento para la Salud)

Dr. Pedro Lovato, Director

\*Lic. Cesar Landivar, Coordinator, World Education Follow-up Project

\*Lic. Nancy Bedon, Social Worker, Social Worker, Social Communications Unit

\*Lic. Luis Montahuano, Health Educator

Lic. Marco Encalada, Director of the Social Communications Unit

Dr. Johan Pederson, PAHO advisor to the Ministry of Health

WORKSHOP PARTICIPANTS

Lic. Aida Herrera, Social Worker, Eugenio Espejo Hospital

Lic. Cecilia Cevallos, Social Worker, Universidad Catolica  
(Formerly with the YMCA)

Lic. Magdalena de Carrillo, Nutritionist, Ministry of Agriculture

Dr. Piedad Endara, Director, CEMOPLAF (Women Physician's Family Planning Service)

Lic. Aida Haro, Social Worker, CEMOPLAF and Ministry of Health

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\*These persons also were participants in the World Education workshop.

# Guión

# Fotobanda



paternidad

responsable

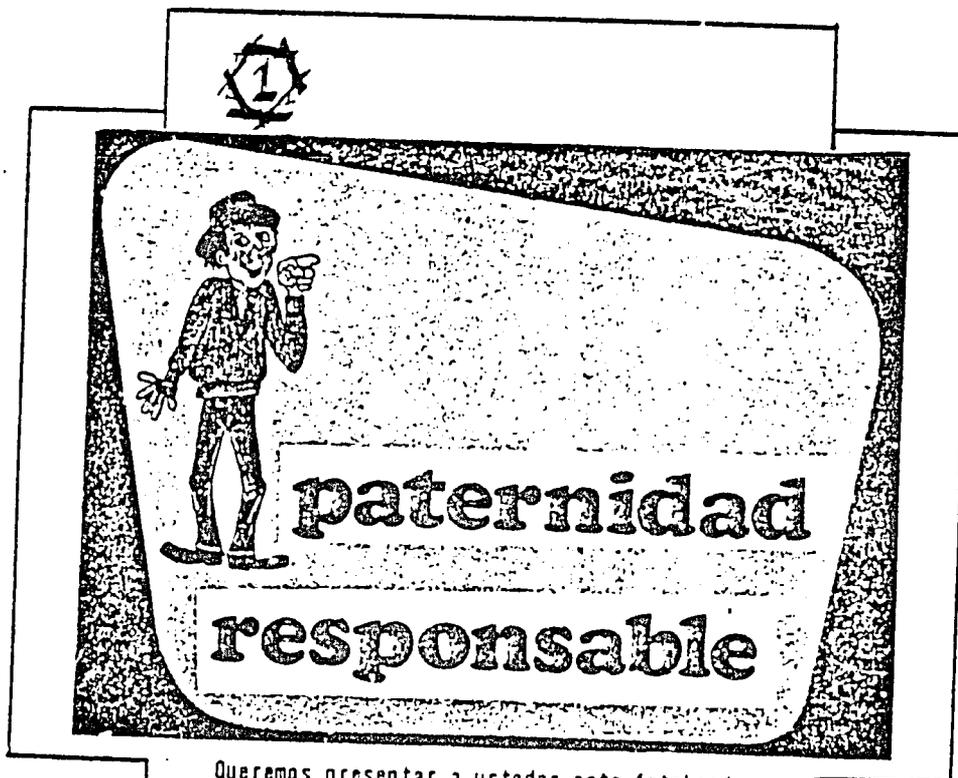
## Fotobanda

# "PATERNIDAD RESPONSABLE"

Investigación,  
Guión  
y dibujos:  
LUIS ERAZO V.  
AIDA HARO CH.

### INDICACIONES PARA EL USO DE ESTA FOTOBANDA

- 1.- Está elaborada para trabajar con adultos hombres y mujeres.
- 2.- El nivel de instrucción del auditorio será, no más alto que primaria completa.
- 3.- Está hecha para un nivel socio-económico bajo urbano y semiurbano.
- 4.- Se recomienda estudiar el presente guión antes de presentar la Fotobanda, para no limitarse a leer este documento frente al público, es decir este documento es solamente una guía de los contenidos que pueden ser desarrollados por el educador completamente.
- 5.- Se sugiere como parte importante que luego de terminada la proyección de la fotobanda se establezca el diálogo a fin de asegurar la receptibilidad del mensaje.



Queremos presentar a ustedes esta fotobanda con un tema latente y de actualidad:

**PATERNIDAD RESPONSABLE**

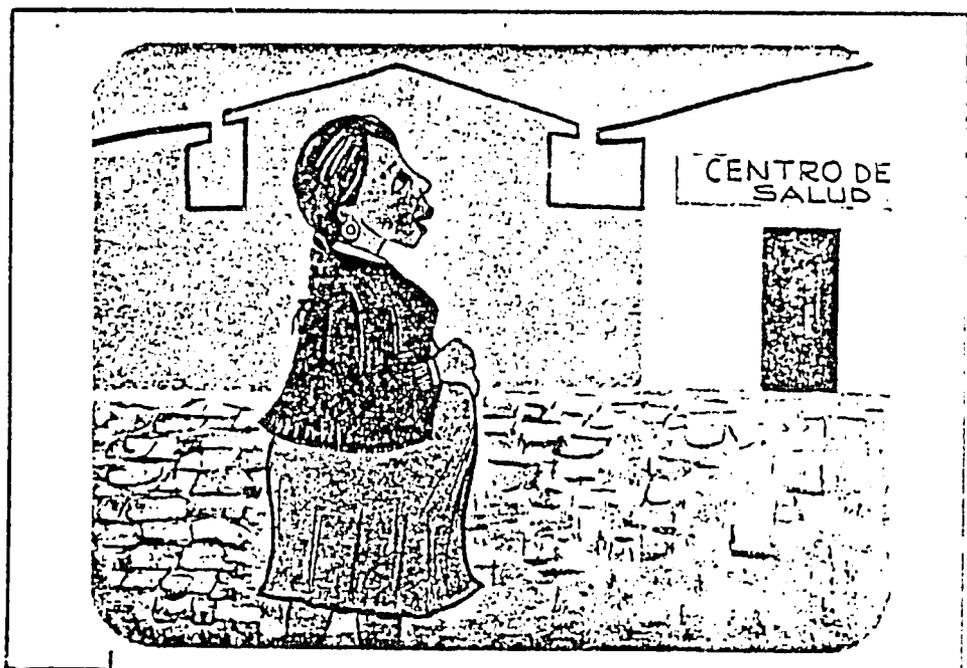
Esta fotobanda ha sido elaborada con el objeto de enfocar algunos de los aspectos más importantes que se relacionan con la responsabilidad de los padres ante sus hijos.

Pedimos vuestra atención a fin de que el mensaje que encierra sea motivo de reflexión y diálogo.



2

UNA FAMILIA FELIZ ES AQUELLA EN LA QUE EXISTE COMPRESIÓN ENTRE PADRES E HIJOS. LAS BUENAS RELACIONES ENTRE LOS PADRES, BRINDA BUEN EJEMPLO Y ESTABILIDAD EMOCIONAL A LOS HIJOS.



LA MADRE DEBE CUIDAR DE SU HIJO AÚN ANTES DE NACER, ASISTIENDO AL CENTRO DE SALUD O DISPENSARIO MÉDICO PARA EL CONTROL PRENATAL, QUE GARANTICE EL BUEN DESARROLLO FÍSICO Y MENTAL MATERNO-INFANTIL.

3



PADRES RESPONSABLES SON  
AQUELLOS QUE ESPERAN EL  
FRUTO DE SU AMOR CON CA-  
RIÑO Y RESPONSABILIDAD.



\* ALIMENTACION



\* VIVIENDA



\* VESTUARIO



\* CUIDADO DE SALUD

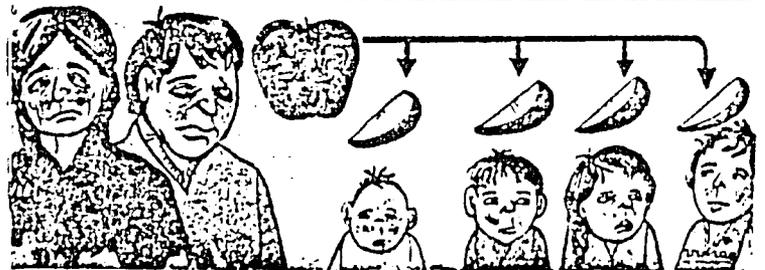
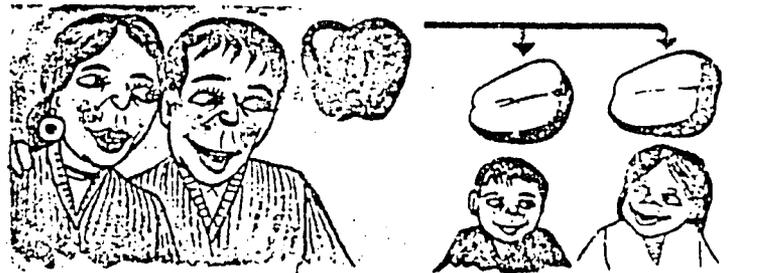
\* SEGURIDAD PERSONAL

DESDE QUE EL HIJO NACE REQUIERE DE  
MUCHOS CUIDADOS: ALIMENTACIÓN, VI-  
VIENDA, VESTUARIO CUIDADO DE SA-  
LUD, SEGURIDAD PERSONAL.





PADRES RESPONSABLES SON AQUELLOS QUE AYUDAN A LA SUPERACION DE SUS HIJOS. COMPARTIENDO CON ELLOS SUS INQUIETUDES, INTERESES Y ESPARCIMIENTOS.



A MAYOR NÚMERO DE HIJOS, MAYORES EGRESOS ECONÓMICOS. SÓLO DEBEN TENERSE LOS HIJOS QUE PUEDAN MANTENERSE, EDUCARSE Y OFRECER LOS CUIDADOS NECESARIOS.



UNA FAMILIA CON MUCHOS HIJOS.  
MAL PLANIFICADA, PUEDE SER -  
CAUSA DE DISGUSTOS Y MALAS -  
RELACIONES CONYUGALES.

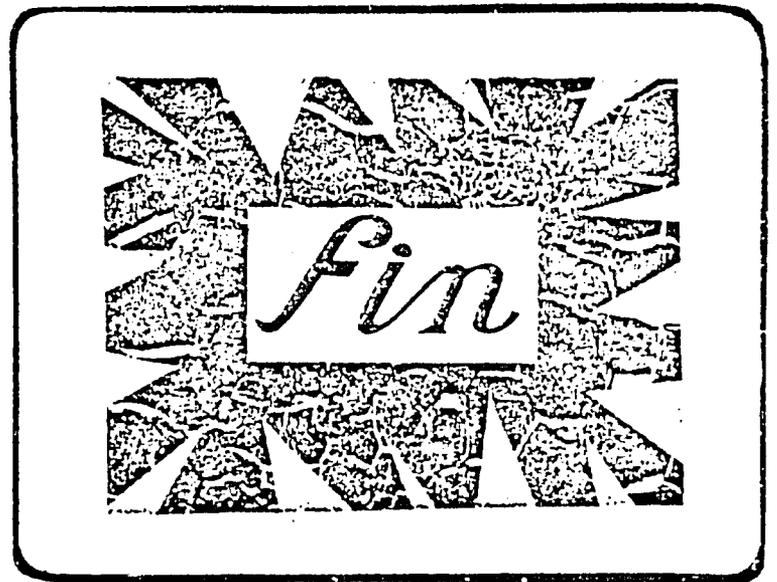


RECUERDE QUE USTED ELIGIO A SU  
PAREJA POR TODAS SUS CUALIDADES.  
PARA FORJAR UN HOGAR.....





....HAGA DE ESE SU HOGAR UN NIDITO  
FFLIZ DE AMOR.



ENCUESTA PARA EL SEGUIMIENTO DEL SEMINARIO-TALLER

Nombres .....

Título Académico .....

Ocupación Actual .....

Dirección de Trabajo .....

..... Telf. ....

Fecha .....

1. Qué efecto ha causado en Ud. el Seminario-Taller al que asis -  
tió del 11 al 30 de Noviembre de 1974 ?

.....

.....

2. Ha tenido contactos con sus compañeros del Seminario-Taller ?

SI                      NO

3. Cree Ud. conveniente recibir asesoramiento respecto de las téc-  
nicas didácticas que recibió en el Seminario-Taller?

SI                      NO

4. Cuando sería posible realizar con Ud. una sesión de trabajo ?

.....

.....

5. Está utilizando en su trabajo las técnicas didácticas que sugi-  
rió el Seminario-Taller? (marque con x la respuesta)

SI                      NO

Per qué? .....

.....

6. Cuáles son las ventajas y/o dificultades que Ud. ha encontrado en el uso de las técnicas o metodologías a las que hacemos referencia?

.....  
.....  
.....  
.....  
.....

7. Desea Ud. que la proporcionemos algún material didáctico ?

SI                      NO

Específicamente, qué? .....

.....  
.....

Por qué ? .....

.....  
.....

WORLD EDUCATION PROJECT: GHANA

HOST COUNTRY AGENCY: DEPARTMENT OF SOCIAL WELFARE AND COMMUNITY DEVELOPMENT, MINISTRY OF LABOR, SOCIAL DEVELOPMENT AND COOPERATIVES

TITLE: FAMILY LIFE EDUCATION/FUNCTIONAL LITERACY

DURATION: MARCH 1, 1975 - March 31, 1976

AMOUNT: \$79,164

At the time of my visit to Ghana, the project was just entering the implementation phase and was at too early a stage in its development to have had community impact. The classes in the villages were just getting underway during the week of my visit. This pilot project is being developed in three regional sites, Akim-Oda, Asamankese, and Saltpond, all within several hours driving distance of Accra, and thus allowing for close control of project progress and better supervision by central level staff (cf. geographic distribution of sites in the Indonesia project). The sites are diverse in terms of their economic base, with two of the sites being located in farming areas and the third in a predominantly fishing area.

The project is staffed by a project director located in Accra, and field supervisors or coordinators located in each of the three program regions. A combination of regular Department paid staff and volunteers recruited from the communities are responsible for undertaking the project at the village level. The "mix" of paid and volunteer staff having principal responsibility in Akim-Oda while reliance will be principally on volunteers in the Saltpond region. This provides the opportunity for a natural experiment, comparing the utility and effectiveness of different staffing patterns.\*

Though the resident field coordinators have been enthusiastic and hard working the project has, until recently, been hampered by the lack of a fulltime director with the Department of Social Welfare and Community Development to oversee the timely completion of the implementation schedule. This has been one of the central elements in the delays which have put the project behind schedule. The recent appointment of a project director by the Department should ameliorate the kinds of problems which have to be dealt with, such as seeing that the printer holds to the schedule for completing AV and learner materials, a recurrent source of project delay.

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\* The Saltpond region will have the heaviest reliance on volunteers, where 29 have been recruited and trained. These volunteers are equally divided with regard to sex, have an average age of 27 years, and 8 to 10 years of formal schooling. Most of the men are married, as are about half the women. About half of the volunteers have some prior experience in adult education.

Fifty topics or concepts have been defined for inclusion in the Ghanaian FLE project. These range from issues of community power and chieftancy to child care and nutrition. Ten of the topics bring into discussion motivational elements for practicing family planning including four which deal with family planning and contraception in a direct way. (See Ghana report appendix for a list of lessons which deal with family planning topics as well as topics which relate to family planning motivation.) One lesson deals with contraceptive methods and their use. The FLE facilitators (group leaders) have been instructed to call upon qualified personnel from other government agencies to serve as resources on topics which exceed their technical competence, as would be the case when dealing with contraceptive methods. In this instance, the family planning field workers would be called upon to discuss this with the participants.

The family life education program in Ghana is well situated with respect to other government institutions working on problems of mutual interest. For example, the field workers of the National Family Planning Programs who are authorized to provide community-based distribution of contraceptives are under the supervision of the same people who have supervisory responsibility for the WE pilot project in each of the three site-regions. Thus, if the educational work in fact generates a demand for services, ostensibly the response is built into the network through these supervisors. The extent to which this will happen remains to be seen. Since this relationship between the family planning field workers and the family life education (FLE) project exists, the need for considering the utilization of the FLE facilitators (teachers) for possible contraceptive distribution should not be required. Moreover, according to the deputy director of the National Family Planning Program, there has been considerable discussion within the agency regarding the wisdom of having numerous sources distributing contraceptives around the country. As a result of this concern, no policy has been set on the matter although one is expected to be established soon. Irrespective of the forthcoming policy, it is likely that the demands for f.p. service generated by the FLE can be met by present organizational structures.

If implementation meets present expectation, approximately 550 participants will be enrolled in the first round of classes which will be offered in some 30 different villages. Class scheduling will be established at the village level, with meeting times set up to fit the convenience of the participants. Group leaders have been encouraged to meet with classes at least twice a week, with each session to last from 1 to 1/2 hours. Rates of progress through 50 lessons will also be at the discretion of the group leader, with the understanding that at least one session will be dedicated to each topic.

The materials pre-testing process in Ghana has not been accomplished as successfully nor at the low cost at which it was done in Ethiopia. In the latter case, black and white photoprints were cropped and pasted up and taken into the field as pre-test material while the materials in Ghana were developed on a pre-selection of photos by staff and printed without much direct field testing. There is some question as to whether the clarity of the concepts as found in the pictures (such as lesson 3, Community fund raising) or that the pictures themselves are of sufficient

visual quality to be readily understood by the intended participants. Fortunately, the feedback forms devised with the help of the World Education consultant will provide information about this aspect of program as well as many others.

It should be noted that the 50 lessons in the planned curriculum are based on concepts taken from language registries which the Department has made for its previous work in adult literacy. The exact process involved in the preparation of the language registries was not made clear, but they were apparently based on empirical surveys conducted in villages. More importantly however, is the fact that the needs assessment which the World Education project proposal said would be the basis for determining lesson subject matter was undertaken but never used. It was not because the group from the Institute of Adult Education which was responsible for it did not complete the analysis of the gathered data on schedule and there is some doubt as to whether the report which was being or has been prepared was actually based on the data (see Kobes trip report, October 1975, p. 12). The important point is that the problem of bringing a needs assessment to bear on curriculum development must be worked out more carefully World Education if it plans to continue this procedure in future projects. As has been noted under the respective reports prepared by this writer, the needs assessment did not impact the projects in Colombia, Ecuador, and Indonesia, and it only had minimal impact on the project in Ethiopia. Use of a needs assessment was somewhat more successful in the development of curriculum materials in Thailand, especially as pertains to the continuing adult education program (level 3 and 4). The cost to each project of the needs assessment process cannot be determined from the project budgets. Given their less than successful utilization to date, some effort should be made to either 1) seek alternative sources and methods of curriculum content selection without the survey approach (as has been the case where curriculum materials were developed without benefit of the needs assessment) or 2) devise a simple and manageable procedure for needs assessment which can easily be adopted to use by project personnel in the developing world within a reasonable time frame. A high-level international workshop on needs assessment procedures might be one approach to the second alternative.

The quality of consultant service provided to this project appears to be superior to that provided by World Education to its projects in Latin America. Until the project is further into the implementation phase, more definite statements about the contribution of the consultant's work cannot be made. However, comparing the consultant's reports with current conditions and operational status of the project, one can see that attention has been directed toward critical program issues and has been fairly reported back to WE/NYC regarding continuing problems. In addition, it is clear that the consultant's efforts to impart new skills and methods for instructing adult learners has influenced the Ghanaian staff which has program development responsibilities. However, since it was not possible to observe the facilitators (teachers) in action, no comment can be made about the effectiveness of the training which they received with the assistance of the World Education consultant.

The project in Ghana is going to require additional consultant time, either utilizing World Education permanent staff or through short-term

appointment of an external consultant, if the impact and effects of the project are to be measured. Although data gathering procedures and forms have now been built into the project, Ghanaian project staff were unable to state what they would do with data once it is gathered. Thus, the feedback process cannot have impact on project improvement unless process is designed and put into operation. (I am not referring to the hardware issue--in fact, I would discourage any reliance on computers--but rather the design of a procedure for getting tabulated in a way that will be meaningful to questions which the data are intended to address.) It would also be worthwhile for the World Education Evaluation Department to do a meta-evaluation of the evaluation procedures which the consultant to the project has developed. That is, the Evaluation Department should assume oversight responsibility for assessing the adequacy of the evaluation designs and procedures which are being implemented in each of World Education's projects, and to suggest changes as necessary. In any case, without additional technical assistance, it is unlikely that the merits of the Ghana FLE project can be determined. The Ghana project, because of its design and the self-contained variation in its implementation, has sufficient promise that efforts to evaluate it in a systematic way are deserved.

Persons interviewed or contacted in Ghana in connection with this evaluation

Department of Social Welfare and Community Development, (DSW/CD)  
Ministry of Labor, Social Development of Cooperatives

Mrs. Janet Tay, Deputy Director, DWS/CD  
Mr. Peter Brown, Principal Community Development Officer (Accra)  
Mr. Joshua Arthur, Director, Family Life Education Project (Accra)  
Miss Helen Boake-Yiadom, FLE site coordinator, Cape Coast (Saltpond) region  
Mr. G. Bekoe, FLE site coordinator, Akim-Oda region  
Mr. N. Abankwa, FLE site coordinator, Asamankase region  
Mr. VanDyke, Community Development Officer, Cape Coast region

Ghana National Family Planning Program

Mr.  
Mr. Henry Ofori , Director of Information and Education

USAID Mission

Mr. Irvin Coker, Mission Director  
Mr. John Kean, Deputy Mission Director

Family Planning International Assistance

Mr. Lenny Robinson, Regional Representative for Africa

World Education

Ms. Ann Micou, Director of Development (?) WE/NYC  
Dr. Jasperdean Kobes, Regional Representative for Africa

Duration of site visit: July 1 - July 6, 1976. (July 1 is a Ghanaian National Holiday so only 3 working days were available for interviews.)

Appendix  
(Ghana Report)

Family planning and motivationally related topics included in  
the Ghana Family Life Education Project

<u>Lesson Number</u>	<u>Topic</u>
7	Growth of a child (malnutrition)
8	Parenthood (responsibility)
12	Male and female role conflict
19	Child support (delinquency)
21	Expectant mother (problems of pregnancy)
22	Child care (feeding/spacing)
26	Family planning (health reasons)
27	Family planning (sources)
28	Contraceptives
29	Family planning and national development

WORLD EDUCATION PROJECT: ETHIOPIA

HOST COUNTRY AGENCY: ETHIOPIAN WOMEN'S WELFARE ASSOCIATION (EWWA)  
(A private, non-profit organization)

INTEGRATED FAMILY LIFE EDUCATION (IFLE) PROJECT

DURATION: July 1, 1973 - June 30, 1975  
Amended to terminate on October 31, 1975

AMOUNT: \$114.724

This research and demonstration pilot project has now moved into a second phase with World Education funding support secured from non-PHA sources in USAID. In the initial phase, under consideration here, the pilot project was implemented in three sites, one urban, one semi-urban, and one rural. The project suffered a series of delays and set-backs in conjunction with the sweeping changes in government which the country experienced shortly after the project was to have started. While political uncertainties in the country continue to impede efforts aimed at establishing formal links between the IFLE project and governmental agencies (such as Zamacha, a sort of domestic Peace Corps), the project itself now continues to progress with relatively little apparent difficulty, a reflection of the acceptance which the project has enjoyed under the new government.

Objectives of the initial project included the conducting of community baseline surveys in the selected communities; development, pretesting and production of instructional materials; recruitment and training of group leaders for the adult education classes; implementation of the program at three sites with three enrollment cycles. It was anticipated that the project would reach approximately 900 persons in the course of the two years. Due to the delays which were brought about by the political conditions, as well as some printing problems, only one cycle of classes was conducted within the period; this cycle had an initial enrollment of just over 300 but the enrollment increased in the first weeks and nearly 350 persons completed the cycle.

The project in Ethiopia is staffed by four people at the central level including the project director, a field supervisor who covers all four project sites, a materials development/evaluation person who also does the data analysis, and a secretary/accountant. In the field, the project is implemented by persons selected by the community (usually the local school teachers) and trained by the IFLE staff. In the second phase of the project, all of the group leaders (teachers) are receiving a small remuneration so that better data gathering can be demanded of them.

Book 1, the teaching materials prepared in phase 1 of the project, is composed of 80 lessons, each one topic-centered. Seventeen of the lessons (22%) deal with maternal and child health and family planning; of these, six (8%) deal specifically with family planning including instruction on contraceptive methods. An additional 30 lessons (38%) deal with other aspects of health and nutrition.

Although a baseline survey was conducted with the assistance of the University, this had little impact upon the materials developed since it 1) was delayed in its analysis and write-up and 2) did not prove to contain many findings which were of immediate use to the selection and development of lesson topics. (The baseline survey had been culled for possible topics for inclusion in Book 2, the lessons being developed in Phase 2 for neo-literates who have completed the first book. It should be noted that although not developed with AID population funds, Book 2 will include additional lessons dealing with family planning which are designed to reinforce earlier materials).

As with the project in Ghana, this project attempts to bring other government and private sector services into cooperation with the communities in which the project is being implemented; among others, these include agricultural extension workers, family planning workers, nutritionists, etc. The project has been able to provide a family planning service link either using EWWA physicians or through the collaboration of the Ethiopian Family Guidance Association (the private sector family planning organization). Family planning workers are used as resource people for classroom discussion when the lesson deal with technical aspects of family planning.

Group interviews with participants indicated that their attitudes toward family planning were overwhelmingly favorable as a result of their encounters with the topic in the IFLE project. Older women commented that they only wish they had known about family planning when they were younger and emphasized how important they thought it was that the younger women rolled in the class be provided with this information and encouraged to use the services. This is an important type of support for the utilization of family planning services which does not usually come about with one-way information giving.

The data-based evidence on changes in attitudes regarding family planning which have occurred as a result of participation in the adult education is less thorough than one would like. A new and more systematic data collection and feedback system has been incorporated in the Phase 2 portion of the program, and future project evaluations will be able to call upon it for evidence. Nonetheless, from data gathered at the outset of classes in July 1974, it was found that 40 to 80 percent of the enrollees were ignorant of family planning (variations due to differences among sites) and that proportions as large as 69 percent expressed opposition to the use of medical means to prevent pregnancy. A follow-up survey in April 1975 of a sample (N=40) of class completers found that 80% of respondents who had previously replied "no" to the question: "Is it possible for people to plan to have children in the number they want and when they want them?" now replied "yes" and 100% of respondents who replied "no" to the question "Is it a good idea to space one's family through family planning?" now replied "yes."

In the Phase 2 participant baseline data being gathered, there are 12 questions which deal specifically with family planning. These include information about family size ideals, family size decision making, knowledge of methods, and present family planning practices ("Do you use family planning services now?"). This will obviously provide some important information regarding the effects of this portion of the curriculum. (It should be noted

that the improvements which have been instituted in the data-gathering/feedback/evaluation process were brought about with World Education technical assistance through a consultant and through the Department of Program Development, Analysis and Evaluation which is not supported by Population Office funds; this is an example of how non-PHA funds are contributing to program improvements regarding specific family planning issues.)

In the pretest of the most recent group of Phase 2 participants to enroll in the adult education program (data tabulated from two of four sites), less than 4% of the respondents reported knowing a family planning method, with a similar percentage reporting the use of family planning services. However, less than 15% of the respondents state that they are not interested in learning about family planning, but only 45% state that they are interested in using family planning services. The latter figure is surprising in that 70-80% of respondents are reported as not having any idea of what family planning means, much less knowledge of a method. The post-test data, when available, should provide interesting measures of program effectiveness.

The materials production in the IFLE project is of high quality with good photography and good reproduction of materials. The pre-testing process was economically accomplished using regular photos rather than printed materials but the administration of the pre-test, that is, using true "consumers" (potential participants) as respondents for testing materials could have been improved upon. Since the IFLE staff now has contacts in the community, improvements in the pretesting process for Book 2 should be easily accomplished.

The consultation provided by WE to the IFLE project, which focused on project evaluation in Phase 1 and on evaluation and feedback procedures in Phase 2, has been good. The consultant assigned to the IFLE project knowledgeable not only in adult education methods but had expertise in health and family planning content areas as well. However, the project would have benefitted from consultation early in the implementation phase on training procedures since, as in other World Education projects, there is an effort to change traditional approaches to adult education through the introduction of group discussion methods. Group discussion methods were being employed in all call situations observed, but with differing levels of skill on the part of the facilitators (teachers).

At the present time, the training of facilitators consists of one week of preservice training and eight weeks of in-service training scattered over the two years of the project duration. Review of the training content, curriculum and procedures was not undertaken at the time of the evaluator's visit. However, from observations of group leader performance in the classroom, it is apparent that they could benefit from additional training dealing with group discussion methods.

Given the political circumstances in the country and the contingent uncertainties, the potential impact of the IFLE project is nearly impossible to assess. However, in spite of the radical changes which have taken place on the political scene, there are some indicators that augur well for the project sustaining its potential for influence within the context of recent developments. The government is oriented toward integrated approaches

to development which tend to focus on support for self-help and community-centered initiatives, positions which are integral parts of the IFLE project. The newly created Zamacha organization, best described as a domestic Peace Corps whose motto is "Development through Cooperation", has a representative on the IFLE advisory board, and through him Zamacha has expressed interest in the use of IFLE materials and the possible use of IFLE staff for training of Zamacha personnel.

Although the IFLE project is, at this point, largely dependent on World Education for financial support for its existence and the mechanisms whereby the project could take on a life of its own and expand coverage remain undefined, a likely possibility for expanding the influence and impact of the project would be through the utilization of IFLE personnel for the training of people working in other adult education, community development and literacy efforts, especially those of the government. For example, although the future role and programming of the Zamacha organization is not defined, if it continues to work in adult education at the community level, then there will be a need to train the Zamacha workers (basically university students) which could be met at some level by the IFLE group. Whether the government would be willing to contract with IFLE for these services is still unexplored.

To effectively accomplish this training role it would be advisable to have the central staff receive additional short-term intensive training overseas in such areas as evaluation, training design and methods, supervision, and materials development.

Persons interviewed or contacted in Ethiopia in connection with this evaluation:

Integrated Family Life Education Project (IFLE) of the  
Ethiopian Women's Welfare Association (EWWA)

Ms. Abeba Wolde Rufael, Project Director  
Mr. Abebe Hailu, Field Supervisor  
Mr. Mesfin Lisanu, Evaluation/materials development coordinator  
Ms. Mamitu Buzuneh, Secretary/accountant  
Dr. Pietros Hadgu, Chairman, IFLE Advisory committee  
Ms. Loule Tesfae, Executive Director, EWWA

Various unidentified group leaders and participants in Addis Alem, Entoto, and Wonji.

USAID

Dr. John Withers, Mission Director  
Mr. George Coronaldi, Education Officer

Duration of visit: July 7 - July 10, 1976 (July 7: mid-day arrival from Ghana)

WORLD EDUCATION PROJECT: THAILAND

HOST COUNTRY AGENCY: ADULT EDUCATION DIVISION  
MINISTRY OF EDUCATION

TITLE: FUNCTIONAL LITERACY AND FAMILY LIFE EDUCATION (FL/FLE)

DURATION: Project begun in 1970. Task order funding periods:  
Year 1 - September 1, 1974 - August 31, 1975  
Year 2 - September 1, 1975 - October 31, 1976

AMOUNT: Year 1: \$97,800  
Year 2: \$100,000

The Thailand program is by far the largest and most successful of World Education's international projects. It is successfully begin weaned from dependence on WE financial supports as the Thai government commits increasingly larger amounts of money to it. Thai government support to the program in 1976 amounted to approximately \$4 million dollars and support for the next fiscal year is expected to be considerably greater.

Since the project is so large and multifaceted, it was impossible to comprehend it in any but the most superficial terms in the period of time available. Moreover, there were some scheduling problems that contributed to less than optimal utilization of time available. Specifically, site visits to Northern Thailand occupied two days, one of which proved particularly unproductive due to limited air transport services. This left a day and a half for other interviewing of available staff. These points should be kept in mind while reading this report.

The staff of the Adult Education Division are prompt to acknowledge and credit World Education for much of the success of the Thai project, citing technical assistance and conceptualization of approach and methods as well as financial support as being the contributing factors. More than one dozen WE consultants are reported to have been involved in providing technical assistance since the beginning of the project in 1970.

The four work areas of the World Education project in Thailand include 1) development of the basic Functional Literacy/Family Life Education program and its horizontal expansion to reach larger numbers of learners, 2) revision of the continuing adult curriculum to include family planning/population related content, 3) revision of the curriculum of the Life Skills Training Program to, among other things, incorporate family life planning into the content, and 4) creation of an Executive Committee on Population Education, aimed at the development of a master plan for incorporating population education in all Ministry of Education programs, both formal and non-formal.

#### Basic Functional Literacy/Family Life Education Program

Since the inception of the program in the field in 1971, through the year 1975, 20,400 persons have been enrolled in the basic FL/FLE classes. Of these, 62% were men, 38% were women. Sixty-five percent of these enroll-

ments occurred in 1974 and 1975. An average of 80% of the persons enrolled complete the course; except in 1975, when a slightly higher proportion of women than men completed the basic literacy course, the completion rate has been quite similar for both men and women. Ages of participants very widely but generally female participants tend to be younger than male participants. Minimum age for enrollment has been set at 15 years.\*

In the basic literacy curriculum, there are 94 lessons. Of these there are 20 which deal with MCH including seven which deal with family planning. None of the family planning lessons deals with contraceptive instruction but rather discusses the need for limiting family size and spacing pregnancies for various reasons. It had been deemed culturally unacceptable to be more specific about contraceptive methods in the literacy program since there are a large number of young and unmarried persons who are enrolled in it.

At the project field sites visited (in the Northern region near the Burma frontier), the evaluator spoke with a man who operated a village contraceptive dispensing service originally established by his sister, a nurse. He reported that he knew of women who had come to request contraceptives on the basis of their participation in the adult literacy classes, as well as of young women who had not come at the time of learning about family planning in the classes but who subsequently sought services when they got married. He could not provide specific numbers. (He also observed that a substantial number of Burmese women cross the border to obtain contraceptives from his dispensary).

Interviews with participants indicate that family planning is very favorably viewed as a result of their understanding of it through class discussions and in one group setting, a man spontaneously mentioned that he set his wife to seek services at the clinic as a result of learning about it in the class. How representative these examples are is unknown.

Observations of classroom instruction methods, both of so-called "walking teachers" who conduct classes in several communities at different times during the day and by regular FL/FLE classroom instructors who only give classes in school settings, indicates that, as in other projects, the use of modern adult education methods is still fairly weak, particularly among those teachers teach children during the day and conduct adult classes in the evening. Teachers who were interviewed stated that they still felt somewhat uncomfortable using group discussion methods, especially

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\* It should be noted that high level of male enrollment would be favorable for family planning interests in Thailand since the man has been found to have more influence over contraceptive decision making than does the women. (See Somjit Suppanatas: Factors Affecting the non-acceptance of a birth control method among the rural married women in Thailand, unpublished doctoral dissertation, School of Public Health, University of California, Berkeley. (1976)

during early lessons when group members are reluctant to talk much. Interviewed supervisors, who would normally be responsible for providing in-service training to up-grade the quality of adult instruction methods used, did not feel they had the competence and skill needed to do this.

While not all of the training program outlines were provided to the evaluator, those which were indicate that the training designs include too much theory and too little practice to give the teacher sufficient skill and confidence to feel comfortable with these new methods. It is particularly important that the pre-service training be as thorough as possible in this regard since the supervisors who would normally be major contributors to the in-service training not only do not feel competent to deal with improving group discussion methods, they also have the problem of having to provide supervision to all Ministry of Education activities in their areas (province or region) which means kindergarten through high school as well as non-formal and technical education. This implies that the supervision which the FL/FLE instructor can anticipate receiving is not very intensive. The supervisors are not under the direct control of the Adult Education Division and cannot be obligated to emphasize supervision of the FL/FLE project since other Division's of the Ministry would then complain that their programs are not getting sufficient supervision.

To date, the evaluation procedures employed in the Thai program have focussed rather narrowly on literacy and numeracy issues through measurement of learning gains in the program. An entirely new evaluation strategy and design is presently being developed with assistance from another unit within the Ministry and World Education. In it, information about attitude and behavior change will be gathered as well as information on learning gains. Specifics on the data which will be gathered on family planning matters was not yet available.

#### Continuing education and family life planning (level 3 and 4)

This refers to efforts by the Adult Education Division to provide additional educational opportunities and curriculum materials for neo-literates, those who have completed the basic literacy program, as well as others in the villages who have some minimum level of literacy attainment. Sixty-five lessons are being prepared in this curriculum, based on a baseline survey conducted in 1975; of these, approximately seven lessons (10%) will deal with some aspect of population. Some of the curriculum materials were presently being field tested, others were already being revised. None of the population related lessons were available for examination.

#### Skills Training Curriculum

The revision of the skills training curriculum is still going on. The changes which are being planned are substantial. Instead of having a long and sequenced curriculum which the enrollee would have to start at the beginning and continue for three to six months, the new curriculum will be based on "mini-lessons" and "mini-courses" and the individual will be free to select those elements which he or she needs to improve certain skills and enroll in them when they are offered. Among the subjects of instruction offered under the new system will be a curriculum on "life experience"; this

this portion of the curriculum will be composed of 70 hours, and will include modules dealing with law, economics, health, and family planning. The number of hours dedicated to family planning had not been determined but the topics will include information on contraceptive methods. The learner will be free to select those modules from the curriculum which are of interest to him or her. The "life experience" curriculum will be available to individuals enrolling in any of the different skill training areas (e.g. welding, hair dressing, electrical repair, sewing, mechanics, etc.) Curriculum materials on family planning were not available for review.

There is some doubt as to the number of persons who will be reached through the Skills Training program. Exact figures on the number of training sites and number of enrollees in each were not available. The Skills Training program operates through three modes:

- 1) 47 mobile trade training schools, located principally in larger communities and offering courses ranging from 150-300 hours in duration,
- 2) five mobile schools located in five provinces which offer courses of 100-150 hours, and
- 3) an unspecified number of permanent schools.

The annual enrollment in the mobile trade training schools was estimated at 4000 per year, in the mobile schools and permanent schools at about 2000 per year. This figure is far lower than the one cited in project documentation.

Time constraints on the visit precluded the possibility of pursuing the source of the disparity.

#### Population Education Executive Committee

The spin-off effects of the Population Education Executive Committee have been considerable. The most significant outcome is the recent creation of a Population Education Unit within the Ministry of Education which will have responsibility for incorporating population information into the "Life Experience" section of the in-school curriculum. The entire school curriculum of the Ministry of Education is currently undergoing its first revision in more than two decades and the existence of Population Education Executive committee was crucial for the establishment of the Population Education Unit at this time. This is one example of a high pay-off/low investment effort by World Education for which they deserve credit.

#### Newspaper Reading Centers - (An Addendum)

A recurrent problem in efforts to improve literacy levels within a population is that once a minimum level of literacy is attained, the neo-literate relapses into a state of illiteracy because he has little opportunity to use his newly acquired skill. To obviate this problem, the Thai program has established a network of newspaper reading centers. These traditional-looking huts are built of substantial materials by the

communities in which the FL/FLE class has been . . . erred and each day the AED of the Ministry of Education delivers two Bangkok and one local newspaper as the Ministry's contribution to the effort. The center visited during the site visit had that day's newspapers in evidence as well as some earlier editions, and all had the crumpled appearance of having been read by a number of persons. Whether the center users are FL/FLE program graduates is not known. Though not directly supported by the World Education project, the significance of the newspaper reading centers for the FL/FLE project is that family planning information (printed materials including comic books from the government and private sector family planning programs) was being packaged in Bangkok for distribution to these centers at the time of my visit.

Persons interviewed or contacted in Thailand in connection with this evaluation:

Adult Education Division (AED)  
Ministry of Education

Dr. Kowit Vorapipatana, Chief, AED  
Mr. Sunthorn Sunanchai, Academic Section Chief, AED  
Ms. Patrada, curriculum materials developer, AED  
Mr. Vinaisaihong, curriculum materials developer, AED  
Ms. Terithip, curriculum materials developer, AED  
Mr. Sumprasong, Director, Functional Literacy/Family Life Education Project  
Mr. Manope, Regional Supervisor, Region 8 (Northern Region)  
Mr. Hom, Provincial supervisor, Chaingrai Province

Population Education Unit

Ms. Warli, Director, Ministry of Education

World Education

Mr. Richmond Mayo-Smith, Chairman, Board of Trustees, WE/NYC  
Mr. Edmund Clark, Project advisor, Bangkok  
Mr. Louis Setti, Regional Representative, Asia, Bangkok  
Mr. David Berquist, Program Officer/Asia Region, WE/NYC  
Mr. Tarry Davis, Director, Department of Regional Program Coordination, WE/NYC  
Dr. Jack Meizerow, Consultant  
Mr. Somchart Ubolchart, World Education project assistant, Bangkok

USAID

Mr. R. Smail, Education Officer  
(Mr. Edmunds, Population Officer, was on home leave)

Duration of site visit: July 13 - 16, 1976

WORLD EDUCATION PROJECT: INDONESIA

HOST NATIONAL AGENCY: INDONESIAN DIRECTORATE OF COMMUNITY EDUCATION (PENMAS)  
MINISTRY OF EDUCATION

TITLE: FAMILY PLANNING/POPULATION EDUCATION THROUGH COMMUNITY  
OUTREACH PROGRAMS OF LEARNING CENTERS (Task Order  
Project)

DURATION: November 1, 1974 to October 31, 1975  
Communication Service Center for Family Life Planning  
June, 1971 - July 1973  
\$18,000  
Pre-pilot planning project  
October, 1972 - June, 1974  
\$16,500  
Task Order Funded project  
\$62,933

The history of World Education involvement in Indonesia dates to June, 1971, at which time World Education and the Ministry of Education and Culture agreed to set up a pilot "Communication Service Center for Family Life Planning (P2K3)" the purpose of which was to provide "a centralized system in which all research, design and instructional materials development activities for out-of-school family life planning" would be focussed. The two year cost of this project was \$18,000. The materials shown the evaluator which were developed at this center were of very limited quantity and very low quality; there was little indication that they had been much used. Circulation records were reported to indicate that there had been fewer than two dozen solicitations for their use in the past four years.

Subsequent to the Communication Service Center project, beginning in October, 1972, WE provided \$8000 for pre-pilot planning in the design of community out-reach programs integrating family planning/population education into various non-formal education activities. The project was renewed and extended to June, 1974 with an additional input of \$8,500. None of the outcomes of this portion of the WE funded project were apparent apart from their continuation in the task-order funded project which is the focus of this report. The inference should not be drawn that nothing happened during this phase of the project chronology, but rather that there was no effort to separate activities of this phase from those of the latter in the information which was supplied to the evaluator.

The intent of the task ordered project was to assist the Directorate of Community Education in the integration of family planning information into non-formal education programs. The scope of work stated that the contractor would assist in the selection of five "learning center" sites which would serve as "Laboratories" at which experimental modes or approaches to the development of adult education would be tried. All of the site projects were to incorporate a core of concepts in family planning and population education.

As a result of some administrative and/or communication problem, the evaluator's site visit to Indonesia was confined to Jakarta where only one person who had had a role in the project from its inception was available for interview; although this person was the national project coordinator, the information which he was able to supply was very limited. A visit to the Lembang project site had been anticipated, at which time it would have been possible to interview the director of the Jayagiri training center (a key person in the development of the project), but this was cancelled in the belief that the director of the center was on his way to Jakarta for a meeting with a World Bank project group. He did not show up: Therefore, the information about this project available to the evaluator was very limited.

In spite of the above, it is probably fair to say that the Indonesia project is the least successful of World Education's task-order funded projects. By the account of WE's own consultant case-study reports, the project only materialized in any substantial way at two of the five "learning center" sites, and only one of these produced enough information about an innovative approach from the experience to be at all helpful for further program development. Among other things, the project was undertaken during a period in which there was a change of directors at PenMad, and a change in regional representatives for World Education, each of which contributed to disruptions in the continuity of the project's management and monitoring. However, there were significant problems in the project from the outset.

The selection of experimental "learning centers" was such that they were not in easy reach of the national coordinator and therefore could not be readily monitored. The communication problem is more difficult in Indonesia than in other Southeast Asian countries, as proven to the evaluator by the difficulties in trying to communicate with Lembang and Jayagiri, and give this fact, sites should have been chosen which were within reasonably short distances of Jakarta.

The most successful "learning center" site in the project was located at Lembang; it was reportedly the only community learning site with any innovations at all. There, the experimental approach being tested used short weekly radio programs of 10-15 minute duration which dealt with population topics as discussion starters for the non-formal education groups in the community. The use of radio was reported to have lasted six months and was then abandoned because of the high costs involved. A total of 123 participants, principally out-of-school youth who had completed high school or they were teachers in training at a nearby teacher's college. Fifteen of the sixteen group leaders were males; all received four days of pre-service training plus monthly in-service training of about four hours.

There has been no systematic evaluation of the Indonesian Fle projects at any time; the closest approximation to a formal evaluation were the case-studies conducted by the team headed by a World Education consultant, and including two PenMas staff members and the World Education regional representative. The candor in these reports reflects favorably on the integrity of the WE organization and their regional representative to report things as they were, and not to whitewash the project. Since that case-study evaluation was not completed until August, 1975, two months before the end of the task-order agreement, it could contribute little to project modification or early termination. There is probably some reason to question why WE entered into the task-order phase of the Indonesia project when so little systematic evidence had been gathered from earlier phases to suggest that the project had any likelihood of success.

Feedback obtained from Lembang participants by the case-study team regarding the approach used by the center indicates that they found much of the learning-center prepared radio material "boring" and would have preferred to listen to another station which was also broadcasting life problem issues which could have made population education the vehicle on which to sustain participants over that period of time.

It is apparently the feeling of the Indonesian personnel who worked at the Lembang Learning Center (and also those who worked at the nearby Jayagiri Training Center) and PenMas central staff that the Lembang portion of the project proved sufficiently successful, innovative and worthwhile that an effort should be made to replicate it in a larger number of centers. To this end, PenMas is preparing a multi-million dollar proposal for submission to the World Bank, the central focus of which is building on the Lembang experience. Among the many reasons for caution about the potential success of such a replication venture is the fact that the Jayagiri Training Center and a major teacher training college are located near Lembang, creating a special circumstance which is probably atypical of other "learning centers." Both the training center and the college are thought by the Indonesians interviewed to have been important support factors in keeping the Lembang project alive to the extent that it was.

Pen Mas  
Ministry of Education

Mr. Anwas Iskander, Director  
Mr. Darlis, National coordinator for the World Education project  
Mr. S. Sudumardi, Office of Educational Planning and Development  
Mr. Zainuddin Arif, Head, Research Section, Jaiagiri Training Center

National Family Planning Coordinating Body (BKKBN)

Mr. Nardhani Saryono Dipo. Population Education Specialist

USAID/Population and Health Division

Mr. Charles Terry, Director  
Ms. Ann MacNamara, International Development Intern  
Dr. Nat Colleta, Consultant

World Education

Mr. Louis Setti, Regional Representative for Asia, Bangkok

WORLD EDUCATION PROJECT: PHILIPPINES  
HOST NATIONAL AGENCY: PHILIPPINE RURAL RECONSTRUCTION MOVEMENT (PRRM)  
TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING  
DURATION: Phase 1: 1970-1974  
Phase 2: January 1975 - December, 1975  
AMOUNT: Phase 1:  
Phase 2: \$5,500

Of the five World Education projects visited in the undertaking of this review, in none is the population/family planning content more prominent and central than in the project in the Philippines. The entire Phase 1 of the project was based on the development of a 12-lesson adult education/literacy curriculum using population issues as the focus for its development. While none of the lessons deals with family planning methods or contraceptive use instruction, all of them deal with some aspect of population awareness or the benefits of family planning. As a spin off of the World Education project, not only has the adult education curriculum been developed and approximately 130 persons trained in 30-day courses in its use, but the family life planning materials have been incorporated into all of the skills training programs of the Center. The implication of this latter development is that all of the persons, who are recruited by their barrios to obtain skills as trainers in some technical area (such as dressmaking, tailoring, agriculture) and who will return to their barrios to train others, will obtain this family life planning information as well. It is expected that when they return to their barrios and set up training classes, they will, in turn, include the family life planning topics as part of the curriculum of instruction regardless of what skill they teach.

The site visits which had been arranged for my review were not as informal as those conducted in Ghana, Ethiopia and Thailand, and therefore the opportunities for discussing various issues with individuals and participants was not as satisfactory. That is, special arrangements had been made for me to meet with village leaders, barrio technicians, and others as a group, rather than observing the functional education classes in regular session. Despite this draw-back, it was apparent that "family planning" was a central theme in the conversation with everyone with whom I talked.

To date, systematic and thorough evaluation of the PRRUM project has not been undertaken, and it is therefore impossible to say what the consequences of the training efforts have been. World Education technical assistance on the design of an evaluation was being provided at the time of my visit but had been gathered about the multiplier effects of having trained trainers in the program of the Center indicate that through the year 1974, approximately 2000 persons had been enrolled in barrio-level functional education classes and approximately 825 persons had been trained in barrio-level skills classes. Data on 1975 and 1976 enrollments was not tabulated. There is a sufficient

data base and enough program control to make further evaluation of the PRRM project worthwhile. That is, enough data has been gathered about the individuals trained at the Center and the training that they have subsequently done in their barrios to make a reasonably good post-facto evaluation possible.

Persons contacted or interviewed in the Philippines in connection with this evaluation

Philippines Rural Reconstruction Movement (PRRM)

Mr. Antonio P. Santiago, Director, Nieves Training Center  
Ms. Concepcion E. Madayag, Education Department, Nieves Training Center  
Mr. Ricardo Foranda, Controller  
Mr. Q.L. Honquilada, Director, Social Laboratory Project, Nieves Training Center

Various trainees of the center, barrio leaders, barrio technicians, barrio participants.

World Education

Mr. Richmond Mayo-Smith, Chairman, Board of Trustees  
Ms. Barbara Tobin, Resident Project Advisor, (Intern from the School for International Training)  
Dr. Sean Tate, Department of Program Development, Analysis and Evaluation, WE/NYC

Duration of Site visit: July 22 - 23, 1976

## APPENDICIES

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TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester II	Semester I	Semester II	Semester I
CENTRAL OFFICE					
Family Planning Inter. Asst.	New York, USA				X
Adult Educ. Assoc. of U.S.A.	Washington, D.C., USA	X			
East West Communication Center	Honolulu, Hawaii	X			
Inter American Literacy Foundation	New York, USA		X		
IPPF/WHR	New York, USA	X	X	X	X
IPPF/London	London, England	X	X	X	X
UNDP	New York, USA				X
UNICEF	New York, USA				X
Community Dev. Foundation	New York, USA	X		X	X
American Home Econ. Assoc.	New York, USA			X	
PACT	New York, USA			X	X

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Appendix IIA

## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester I	Semester I	Semester II	Semester I
Meals for Millions	New York, USA				X
Afro-Am, Labor Center	New York, USA				X
Management Institute for Nat. Dev.	New York, USA				X
Technoserve	New York, USA			X	
UNESCO	Paris, France		X		
World Bank	New York, USA				X
Ford Foundation	New York, USA			X	
Population References Bureau	Washington, D.C., USA			X	
IIALM	Teheran, Iran				X
Deutsche Stiftung für Internationale Entwicklung	Berlin, Germany				X
German Adult Educ. Assoc.	Bonn, Germany				X
Carolina Population Center	Chapel Hill, N. C.				X
ICED	Essex, Conn.				X

## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester II	Semester I	Semester II	Semester I
FIELD OFFICES					
Inter-Governmental Coordinating Comm. for coop. in Family & Pop. Planning	Kuala Lumpur, Malaysia	X	X		X
International Institute for Adult Literacy Methods	Teheran, Iran		X	X	X
Family Planning Assoc. ✓	Beirut, Lebanon			X	
Ministry of Ed. Arab League (Arab Reg. Literacy Org.)	Beirut, Lebanon			X	
	Cairo, Egypt			X	
Ministry of Ed.	Cairo, Egypt			X	X
Hoda Sharawi	Cairo, Egypt	X			X
Ministry of Ed.	Ankara, Turkey			X	
Ministry of Health	Ankara, Turkey	X			
UNDP	Ankara, Turkey				X
Nat. Center for Adult Ed.	Teheran, Iran		X	X	
Ministry of Health ✓	Teheran, Iran		X		

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## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester I	Semester I	Semester II	Semester
Ministry of Ed.	Kabul, Afganistan	X		X	
UNESCO	Kabul, Afganistan			X	
Family Planning sssoc. ✓	Rawalpindi, Pakistan			X	
Peoples Open University	Rawalpindi, Pakistan		X		X
Population Ed. Planning Council	Rawalpindi, Pakistan				X
Adult Basic Ed. Society	Gujranwala, Pakistan				X
Ministry of Education	Rawalpindi, Pakistan			X	
Bangladesh Rural Advancement Com.	Dacca, Bangladesh	X			X
University of Dacca	Dacca, Bangladesh				X
Min. of Rural Dev. & Coops.	Dacca, Bangladesh	X			

## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester I	Semester I	Semester II	Semester I
Ministry of Education	Rangoon, Burma		X		
Ministry of Health	Rangoon, Burma		X		
Ministry of Education	Kathmandu, Nepal	X			
Nepali Womens Org.	Kathmandu, Nepal			X	
Ministry of Education	Bangkok, Thailand			X	
World Bank Team	Bangkok, Thailand			X	
Ministry of Health	Bangkok, Thailand			X	X
Mahidol University	Bangkok, Thailand				X
Federal Land Dev. Authority	Kuala Lumpur, Malaysia	X			X
Malaysian Trade Union Congress	Kuala Lumpur, Malaysia	X			X
Min. of Agri. and Rural Dev.	Kuala Lumpur, Malaysia	X			X
World Bank Team	Kuala Lumpur, Malaysia		X		X
Min. of Ed. (Pen Mas	Jakarta, Indonesia	X			X



## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester I I	Semester I	Semester II	Semester I
Latin American Assn. of Radiophonics Schools	Buenos Aires, Argentina	X			
Instituto Cultural Popular	Reconquista, Argentina	X			
Family Welfare Association	Sao Paulo, Brazil		X		
Caribbean Development Agency	Kingston, Jamaica		X		
Corporacion Centro Regional de Poblacion	Bogota, Colombia		X		
Toward a New Family	Cali, Colombia	X			
Radio Santa Maria	La Vega, Dom. Republic			X	
Mixed Commission for the Devel. of the Frontier	Quito, Ecuador			X	
Salvadorean Demographic Association	San Salvador			X	
Concepcio Palacios Maternity Hospital	Venezuela			X	

## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester II	Semester I	Semester II	Semester I
Accion Cultural Popular	Bogota, Colombia	X		X	
Family Planning Assoc.	Santo Domingo, Dom. Rep.			X	
Union Comunal Salvadorena MOE, Dept. of Ad. Educ.	San Salvador, El Salvador		X		
Family Planning Assoc. Centro de Orientacion Familia	Tegucigalpa, Honduras			X	
Instituto Ecuatoriano de Obras Sanitarias	Managua, Nicaragua				X
APROFAM	Quito, Ecuador			X	
Ministry of Health	Guatemala City, Guatemala				X
Ministry of Health	Tegucigalpa, Honduras				X
Ministry of Health	Quito, Ecuador			X	
Ministry of Health	Asuncion, Paraguay		X		
Familia Planning Assoc. Centro de Capacitacion y Promocion Familiar	Asuncion, Paraguay		X		
	Lima, Peru				X

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## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester I	Semester I	Semester II	Semester I
Family Planning Assoc. ✓	Maseru, Lesotho			X	
Ethiopian Womens Welfare Assoc.	Addis Ababa, Ethiopia			X	
Peoples Educational Assoc.	Accra, Ghana				X
Dept. of Social Welfare & Com. Dev.	Accra, Ghana			X	
Instituto of Adult Educ.	Nairobi, Kenya	X			
Instituto of Adult Educ.	Ibadan, Nigeria	X			X
National Union of Tunisian Women	Tunis, Tunisia			X	X
Ministry of Agriculture	Lusaka, Zambia		X		
Food and Nutrition Commission	Lusaka, Zambia		X		
Ministry of Health ✓	Lusaka, Zambia		X		
German Adult Education Assoc.	Accra, Ghana				X
Family Planning Inter. Assoc.	Accra, Ghana				X

## TECHNICAL ASSISTANCE REQUESTS TO WE

ORGANIZATION		FY 74	FY 75		FY 76
NAME	LOCATION	Semester II	Semester I	Semester II	Semester I
Ministry of Education	Kingston, Jamaica				X
Ministry of Health	✓ Panama City, Panama				X
UNFPA/Mexico	Mexico City, Mexico				X
Armed Forces	Quito, Ecuador			X	
Center for Family Hygiene	✓ Port Au Prince, Haiti	X			
Comunicacion Education	Mexico City, Mexico			X	
Servicias Educativa Populares	Mexico City, Mexico	X			
DESEC					
Centro de Investigaciones Sociales	La Paz, Bolivia				X
Working Party on Population	Trinidad &				
Comm. & Devel. Caribbean Conference	of Tobago				X
Churches					
MOE/Adv. Ed. Assoc. Demographic	San Jose, Costa Rica	X	X	X	

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# world education

1414 SIXTH AVENUE, NEW YORK, NEW YORK 10019/TELEPHONE: (212) 838-5255

UPDATING OF AGENCY LINKAGES

ACADEMY FOR EDUCATIONAL DEVELOPMENT  
680 Fifth Avenue  
New York, New York 10019

1414 Twenty-Second Street, N.W.  
Washington, D.C. 20037

AFRICAN AMERICAN LABOR CENTER  
Room 2000  
345 East 46th Street  
New York, New York 10017  
697-0404

DSCS  
345 East 46th Street  
New York, New York 10017

FAMILY PLANNING INTERNATIONAL ASSISTANCE  
210 Seventh Avenue  
New York, New York 10019

INTER AMERICAN FOUNDATION  
Washington, D.C.

KOBA ASSOCIATES  
Washington, D.C.

MANAGEMENT INSTITUTE FOR  
NATIONAL DEVELOPMENT  
230 Park Avenue  
New York, New York

OVERSEAS DEVELOPMENT COUNCIL  
Washington, D.C.

OVERSEAS EDUCATION FUND  
League of Women Voters  
Washington, D.C.

PACT  
777 U.N. Plaza  
New York, New York 10017

PAHO

PAN AMERICAN DEVELOPMENT FOUNDATION  
Washington, D.C.

PLANNING ASSISTANCE  
2067 Broadway  
New York, New York 10023

POPULATION CRISIS COMMITTEE  
Washington, D.C.

POPULATION COUNCIL  
245 Park Avenue  
New York, New York

SAVE THE CHILDREN FEDERATION

SMITHSONIAN INSTITUTION  
ICP

TECHNOSERVE  
36 Old King's Highway  
Darien, Connecticut 06820

UNFPA

UNICEF  
888 U.N. Plaza  
New York, New York 10017

VITA

WORLD BANK

WORLD POPULATION SOCIETY  
Washington, D.C.

REGIONAL SEMINARS SPONSORED BY WE

<u>TITLE</u>	<u>LOCATION</u>	<u>DATES</u>	<u>NUMBER OF PARTICIPANTS</u>
1. International Workshop for Evaluation Specialists on Nonformal Education for Family Life Planning	Chieng Mai, Thailand	June 10-22, 1974	39
2. Regional Workshop on Adult Education and Family Planning	Singapore	Dec. 17-21, 1973	39
3. Seminario Regional Para America Latina sobre Medios Combinados en la Educación no-formal de la Familia	Sutatenza, Colombia	Oct. 13-23, 1975	30
4. Multinational Conference Basic & Functional Education for Adults	Washington, D.C.	Jan. 5-10, 1975	180
5. Malaysian Nonformal Education Seminar	Kuala Lumpur	Dec. 22-25, 1975	34

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 353\*

\*This number is higher than the 240 shown on updated input-output matrix as some of 353 were practitioners (i.e. teachers).

REGIONAL WORKSHOP PARTICIPANT PROFILE

(1) International Workshop for Evaluation Specialists on Nonformal Education for Family Life Planning, Chiang Mai, Thailand

TYPE OF PARTICIPATION

PARTICIPATING AGENCY	RESOURCE	PRACTITIONER	ADM./PLANNER	TOTAL
MOE, Thailand	1	3	5	9
MOH, Thailand		2	1	3
World Education	2	1	1	4
The Ford Foundation		4		4
Hacettepe University Thailand	1			1
USOM - Education, Bangkok, Thailand		2		2
Ontario Instit. for Studies in Educ., Canada		1		1
Univ. of Illinois	1			1
Nat'l Educ. Com- mission	1			1
IPPF			1	1
Council of Social Development, New Delhi, India			1	1
University of Nairobi, Kenya,			1	1
Columbia Univer- sity, Teachers College, New York, USA	1			1
Stanford Univ., School of Education, Palo Alto, Calif.	1			1
Internat'l Institute for Adult Literacy Methods, Tehran, Iran		1		1

REGIONAL WORKSHOP PARTICIPANT PROFILE

(1) International Workshop for Evaluation Specialists on Nonformal Education for Family Life Planning, Chiang Mai, Thailand

TYPE OF PARTICIPATION

PARTICIPATING AGENCY	RESOURCE	PRACTITIONER	ADM/PLANNER	TOTAL
SEAMES, Bangkok, Thailand		1		1
Dept. of Educ. and Culture, Indonesia		1		1
African Adult Education Assoc., Lagos Nigeria	1			1
Chulalongkorn Univ., Bangkok, Thailand		1		1
Federal Land Development Authority, Malaysia			1	1
ONDP, Bangkok		1		1
Chiang Mai University Thailand			1	1

REGIONAL WORKSHOP PARTICIPANT PROFILE

(2) I.G.C.C. Singapore Workshop

PARTICIPATING AGENCY	TYPE OF PARTICIPATION			TOTAL
	RESOURCE	PRACTITIONER	ADM/PLANNER	
Nat'l. Faml Plng. Coordination Board, Indonesia			1	1
Min. of Public Health Khmer Republic		1		1
Min. of Agriculture Laos			1	1
Nat'l Family. Plng. Board, Malaysia			1	1
Family Plng. & Mat. & Child Health Proj. Nepal		1		1
Commission on Population, Philippines		1		1
Family Plang. & Popul. Board, MOH, Singapore			1	1
Family Health Div., MPH, Thailand		1		1
Provincial Medical Service of Vinh-Binh, Viet Nam			1	1
MCE and Culture, Indonesia			1	1
Min. of Nat'l. Education, Khmer Republic			1	1
Min. of Nat'l. Education, Laos			1	1
MOE, Malaysia				1
MOE, Nepal			1	1

REGIONAL WORKSHOP PARTICIPANT PROFILE

(2) I.G.C.C. Singapore Workshop

PARTICIPATING AGENCY	TYPE OF PARTICIPATION			TOTAL
	RESOURCE	PRACTITIONER	ADM/PLANNER	
Bureau of Public Schools, Dept. of Educ. & Culture, Philippines			1	1
Adult Educ. Board, Singapore			1	1
MOE, Thailand		1		1
MOE, Vietnam			1	1
Armed Forces Family Planning Unit, Indonesia			1	1
Federal Land Devel. Authority, Malaysia		1		1
Malaysian Trade Union Congress, Malaysia		1		1
Philippine Rural Reconstruction Movement, Philippines		1		1
Department of Social Welfare, Philippines			1	1
People's Association, Singapore			1	1
ECAFE, Pop. Division, Thailand	2			2
FAO, Thailand	1			1
WHO, Pacific Region	1			1
UNFPA, Thailand	1			1
Singapore Fam. Plng. and Population Board	1			1

REGIONAL WORKSHOP PARTICIPANT PROFILE

(2) I.G.C.C. Singapore Workshop

PARTICIPATING AGENCY	TYPE OF PARTICIPATION			TOTAL
	RESOURCE	PRACTITIONER	ADM/PLANNER	
MOE and Culture/ POPCOM, Philippines	1			1
Nat'l Fam. Plng. Board, Malaysia	1			1
World Education	3			3
IPPF-SE Asia and Oceania Region	1			1
ILO, Thailand	1			1
UNESCO, Thailand	1			1
I.G.C.C.	4			4

REGIONAL WORKSHOP PARTICIPANT PROFILE

(3) COMBINED MEDIA IN NONFORMAL FAMILY EDUCATION, Sutatenza, Colombia

TYPE OF PARTICIPATION

PARTICIPATING AGENCY	RESOURCE	PRACTITIONER	ADM/PLANNER	TC
World Education	2		2	3
ACPO, Colombia	2			2
Instituto de Investigacion Cultural para Educacion Popular La Paz, Bolivia		1		1
FPA, Colombia		1	1	2
FPA, Costa Rica			1	1
FPA, Honduras		1	1	2
FPA, Guatemala		1	1	2
FPA, Venezuela			1	1
Centro para el Desarrollo de la Educacion No-Formal, Colombia				1
COF, Costa Rica		1	1	2
Radio Santa Maria Dom. Rep.		1		1
Fundacion de Desarrollo Rural Brethren y Unida, Quito, Ecuador			1	1
Federacion Shutka Sucua, Ecuador		1		1
Union Comunal Salvadorena, Santa Tecla, El Salvador		1		1
COF, Nicaragua		1	1	1
MOE, Nicaragua			1	1

REGIONAL WORKSHOP PARTICIPANT PROFILE

Combined Media in Nonformal Family Education, Sutatenza, Colombia

PARTICIPATING AGENCY	RESOURCE	TYPE OF PARTICIPATION		
		PRACTITIONER	ADM/PLANNER	TC
Centro de Estudios, Promoción y Asistencia Social, Santiago de Veraguas, Panama			1	1
Center f. Social & Economic Devel. (DESEC), La Paz, Bollivia			1	1
O.R.I.F. Mexico City, Mexico			1	1
Institute for Human Reproduction, Columbia University, New York	1			1
FPA, Dominican Republic	1			1
Universidad Pedro Henrique Urena Santo Domingo, D.R. (Division for Population Studies)	1			1

REGIONAL WORKSHOP PARTICIPANT PROFILE

(4) "MULTINATIONAL CONFERENCE ON BASIC AND FUNCTIONAL EDUCATION FOR ADULTS"

JANUARY, 1975

TYPE OF PARTICIPATION

PARTICIPATING AGENCY	RESOURCE	PRACTITIONER	ADM/PLANNER	TO
ICED	1			1
Un. of Pittsburgh		2		2
Un. of Mass.		5		7
A.C.P.O.			2	2
Michigan State Un.			2	1
PPFA/FPIA	1	1		1
Center for Int. Ed.		1		1
Int. Council for Ad. Ed.			1	1
Ad. Ed.-Puerto Rico		1		1
Ad. Ed. Serices-Manila		1		1
Center for Endogenous Dev.		2		2
Syracuse Un.		2		3
Florida State			1	1
Harvard Grad. School for Ed.	1		1	1
Council for Soc. Dev.		1		1
Ontario Inst. for Stud. in Ed.		1		1
PRRM		2		2
Ministry of Coop. and Soc. Services			1	1
Inst. of Ad. Ed.-Tanzania			1	1
Honduras Dev. Found.			1	1
Howard Un.		1		1
Un. of Dar-Es-Salaam		1		1
Columbia Un.		1	1	2
ACDIL		1		1
Ministry of Public Ed. - Nicaragua			1	1
Innotech			1	1
MOE-Thailand		3	1	4
George Washington Un.		1		1
N.C.C.R.			1	1
CONCORDE	1			1
E.W.W.A.		1		1
N.Y.U.		1		1
Intermedia			1	1
		Plus 40 U.S. Practitioners	Plus 48 U.S. State Directors	

REGIONAL WORKSHOP PARTICIPANT PROFILE

MALAYSIAN NONFORMAL EDUCATION SEMINAR, Kuala Lumpur

PARTICIPATING AGENCY	TYPE OF PARTICIPATION			TOTAL
	RESOURCE	PRACTITIONER	ADM./PLANNER	
MOE, Thailand	I	3	X	4
Min. of Culture, Sports & Growth, Penmas & BP3K, Indonesia	1	2	3	6
Philippine Rural Reconstruction Movement	I	2	1	4
Federal Land Dev. Authority, Malaysia		4	1	5
Min. of Agric. & Rural Devel., Malaysia		4		4
Malaysian Trade Union Congress Malaysia		2	1	3
Fam. Planng. Assoc., Malaysia		2	1	3
Phil. Businessmen for Social Dev.		2		2
USIA, Malaysia	1			1
Intergovernmen- tal Coordinating Comm. for S.E.A.		2	3	5
Ford. Foundation	1			1
World Education	3			3

## WORKSHOPS, SEMINARS--1974-1975

<u>Title</u>	<u>Dates</u>	<u>Location</u>	<u># of Participants</u>
1. Teacher-Training for FL-FLP teachers in Thailand	Jan. 7-12 '74	Chengmai, Thailand (Reg. 8)	90 participants in 3 groups
	14-18 21-25		
	Jan. 21-26 '74	Ubole, Thailand (Reg. 10)	Over 60
2. Teacher Training for CELTA Textbook Project	Feb. 11-16 '74	San Jose, Costa Rica	13 teachers who then participated in Mar-Nov '74 pilot project
3. Teacher Orientation for Integrated Family Life Education Project, Ethiopia	Apr. 1- 6 '74	Addis Ababa, Ethiopia	14 teachers plus Ag.Ext. workers, Home Economists & Comm. Dev. workers from project site areas
4. Follow-up Meetings for teachers of FL-FLP classes	6 one day meetings from May 17-23	Region 8 - Lamphoon	13 (6 teachers)
		Prae	31 (18 teachers)
		Nan	33 (24 teachers)
		Lampang	44 (30 teachers)
		Chengmai	39 (25 teachers)
		Chiengrai	26 (20 teachers)
	May 25 '74	Region 11- Sisaket	21 (5 teachers)
May 26 '74	Region 10- Ubon	40 (30 teachers)	
May 27 '74	Yasothon	15 (5 teachers)	
5. International Workshop for Evaluation Specialists on Nonformal Educ. for FLP	June 10-22 '74	Chengmai, Thailand	34 (11 from Thailand including some resource persons 7 WE staff/consultants 9 other countries 7 other agencies (FORD,AID SEAMES, IPPF)
5A. BGMS Teacher Training	May 1-31 '74	Indre, India	20 teachers, 2 supervisors 2 Home Ec. specialists

6. IGCC Regional Workshop on F/PP - Educ. Infor. and Communication	June 10-14 '74	Makati, Rizal Philippines	27 (3 from each of 9 member countries) plus 11 resource persons
7. Materials Development Workshop-Ghanlan Dept. of Social Welfare & Community Development	June 17-28 '74	Accra, Ghana	1 CDO (supervisor) from each of 3 pilot project areas plus 3 teams of 6 from project staff. (Total about 23) plus others from Dept. of SW & CD, Univ's Adult Ed. Division, Bureau of Linguistics, Gov't. FP program
8. Follow-up meetings for Teachers of FL-FLP classes	5 one day meetings from July 10-18 '74	Region 3 Chumperu Surathani Nakornsithammarit Pattalung Songkla	10 (5 teachers) 12 (5 teachers) 9 (2 teachers) 20 (7 teachers) 22 (12 teachers)
9. Teacher Training Workshops for BRAC "Development of Innovative Methodology in Funct. Educ. for Bangladesh" Project	Sept. 27-Oct. 2 '74 Oct. 4-Oct. 10	Dacca, Bangladesh Sulla, Bangladesh	10 area managers ___ field motivators and teachers
10. Training Workshop for Trainers in FL project	Oct. 3-7 '74	Chiengrai, Thailand	Over 40 from FL supervisory staff plus Central Office staff and Ed Clark
11. Training Trainers Workshop Phase II	Nov. (mid)	MOE, Bangkok	35 supervisors & program administrators
12. Learning Center Eval. Workshop	Nov. 28-Dec. 8	Ujung Pandang Indonesia	
13. Level III-Materials Revision Workshop	Dec. 1-7 '74	Ratburi, Thailand	25 MOE supervisors plus 5 from Central Staff, with M of E Depts plus Adult Ed. Division

14.	Teacher training workshop	Dec. 13-15	Chainat, Thailand	16 teachers trained 13 TRRM staff 2 resource persons and 5 supervisors
15.	BCMS-Inservice training for teachers	Dec. 17 '74	Indore, India	All teachers and supervisor
16.	Skills training Workshop to train principles as to new objectives and operating procedures	Dec. 17-23	Bangkok, S. Thailand	- principles of MTS
16a.	Workshop on educational methods and materials development in Health and Family Planning	Nov. 11-30	San Rafael, Ecuador	30 from 9 government and private organizations
17.	Walking teachers training workshop	Dec. 24-31 '74	Chiangmai, Thailand	32 teachers 16 supervisors 3 Dist. Ed. officials
18.	Teacher training, FL-FLP Region 2 - Yala	Jan.	Yala, Thailand	
19.	Teacher training workshop FL-FLP Region 8	Jan.	Chiangmai, Thailand	
20.	Materials Development Workshop-Learning Centers	Feb. 3 to ?	Bandung, Indonesia	
21.	Teacher Training Workshop FL-FLP Region 3	Feb. 10-14	Songkla	31 teachers, 4 Dist. Ed. officers 2 supervisors 1 village headman 4 elem, school inspectors
22.	Follow-up meeting for Walking Teachers Program in Chiangrai, Chiangrai & Nan.	Feb. 25-Mar. 4		

23.	Educational Response to Population Pressure: Focus on out-of-school population	March 10-14	Rose Garden, Bangkok	22 from a variety of gov't. ministries & reps. from "NGO's" involved in out-of-school population education
24.	Teacher-training Workshop FL-FLP-Region 9, 10, 11	a. Mar. 10-15 gp I b. Mar. 17-21 gp II	Ubon Ubon	a. 50 teachers and 7 supervisors and administrators b. 28 teachers, 17 HS grads. & 12 supervisors and administrators
25.	Teacher Training Workshop; FL-FLP for Thammasat Univ. students	April 7-11	BKK	25
26.	Evaluation Workshop	March 5-7	Centro de Capacitacion Campesina, Honduras	30 campesino instructors 4 ad ed promotores (ad ed dept. personnel) 3 project staff members 2 from HFPA
27.	Staff training/ training of trainers	April 15-19	Ki i, Ghana	
28.	Teacher training Region 7 - Thailand	March 24-28	Phichet	25 teachers 15 supervisors 11 prins, & ass't prins 1 cd worker 1 member ad ed div.
29.	Out of school pop ed. workshop	Mar. 10-14	"Rose Garden" Bangkok	29 participants from government and NGO agencies
30.	Village newspaper Reading Centers Workshop	March 24-Apr. 9	UBON	
31.	Walking teacher follow-up meeting - Thailand	May 8-9, 1975	UROLE	9 walking teachers, central ad ed dept staff - district educ officer; prov. suprv; TUFEK superv.

- |  |                |               |   |
|--|----------------|---------------|---|
| 32. Materials develop. Workshop<br>Ghana     | April 24-27    | Medina, Ghana | 12 - 4 from each of 3 project areas                                     |
| 33. Follow-up meeting Region 9-<br>Thailand  | June           | UDORN         |   |
| 34. Follow-up meeting Region 7-<br>Thailand  | June           | Phichit       |   |
| 35. Field technical Workshop-<br>Philippines | April 1-13 '75 | Nueva Ecija   | 28 from approx. a dozen organizations,<br>oper. in the province of N.E. |

WORLD EDUCATION  
PUBLICATIONS STATISTICS

APPENDIX II-E

November 1975

<u>Category and Title</u>	<u>Number Printed</u>	<u>Pages</u>
<b>MONOGRAPHS</b>		
Functional Education for Family Life Planning Series		
No. 1 Program Plan (Keehn)	3,000	48
No. 2 Program Design (Harman)	2,000	120
*No. 3 Program Evaluation (Farmer and Papagiannis)	3,000	72
<b>JOURNAL</b>		
Vol. 1, No. 1 (Thailand)	4,800	12
Vol. 1, No. 2 (Thailand)	4,900	8
Vol. 1, No. 3 (Honduras)	4,700	12
Vol. 1, No. 4 (Turkey)	4,500	12
Vol. 11, No. 1 (Turkey)	4,500	12
Vol. 11, No. 2 (India)	5,000	12
*No. 8 (Thailand, Nigeria, U.S.)	6,500	24 (double issue)
*No. 9 (India, Philippines, Ecuador)	6,500	16
*No. 10 (Colombia)	6,500	16
<b>PERIODIC PAPERS</b>		
Issues, No. 1 ( <u>Mezirow, Adult Learning &amp; Family Planning</u> )	3,000	8
Issues, No. 2 ( <u>Zeidensteins, Women in Development</u> )	4,500	24
Projects, No. 1 (Thailand)	3,000	16
<b>TRAINING MATERIALS</b>		
Puppets and Population (Baird)	3,000	96
Adult Learning Designs:		
Foldout Series No. 1 (Philippines)	3,000	16
Foldout Series No. 2 (Turkey)	3,300	16
Foldout Series No. 3 (Thailand)	3,000	16
*Workshop Ideas for Family Planning Education	2,000	112
<b>GENERAL</b>		
Brochures:		
"Literacy + Population"	7,500	24
"Alfabetizacion + Planificacion de la Familia"	1,000	24
WE Plan for the Future	300	20
Publications List	10,000	12
*Publications List Fall 1975	500	1
*"Functional Education for Individual and National Development"	12,000	12
*"Educacion Funcional Para el Desarrollo Individual y Nacional"	2,000	12

Brochures continued

*AIM	500	4
*AIM for Practical Action	3,000	4
*Listen.....They Are Speaking	1,000	16

Leaflets:

WE is.....	12,700	4
Jam Today	10,000	6
The Gate Leads to Literacy House	10,000	4
"If you are thinking a year ahead..."	1,000	4
Gardens for Literacy House	2,000	4
*World Education Puts the Pieces Together	200	12
*AIM Stories (50 stories, c. 400 copies each)	20,000	4 x 50

ANNUAL REPORTS

1969-71		8
1971-72		30
1972-73	300	74 (in-house)
*1973-74	1,260	32
*1974-75	350	50

NEWSLETTERS

No. 16,17,18,19,20,21,*22	75,500	4,6, or 8
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WORKSHOP REPORTS

New Delhi/Lucknow	2,000	126
Bangkok Consultation	200	38
Esfahan	1,000	60
Africa	1,000	90
Inter-America	1,000	35
Jamaica	100	24
*Chiengmai Evaluation		
Vol. I	200	160
Vol. II	1,250	163 + Appendix
*Ecuador		129
*Sutatenza		58

OTHER

Literacy and World Population (published by Population Reference Bureau)	30,000	32
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\*Since November 1973

	<u>Region</u>	<u>Length</u>	<u>Copies</u>
AUDIO-VISUAL PRESENTATIONS			
*The Functional Literacy and Family Life Planning Project (Film produced by M of E)	Thailand	25 minutes	1
*Functional Education for Family Life Planning Project (slide/tape)	Philippines	25 minutes	2
*NonFormal Education for Rural Women: An Experimental Project for the Development of the Young Child (slide/tape)	India	25 minutes	2
*Adult Education: A National Movement (slide/tape)	Tanzania	25 minutes	2
*Accion Cultural Popular (slide/tape)	Colombia	25 minutes	2
*CONCORDE (slide/tape)	Honduras	25 minutes	2
*Village Polytechnics (slide/tape)	Kenya	25 minutes	<u>2</u>
*World Education: How its Approach developed from Thailand to America (slide-tape)	Thailand/U.S.	20 minutes	1
*Choosing Family Planning Materials (slide-tape presentation and film-strip)	Worldwide	20 minutes	1 20
*Listen.....They Are Speaking (slide/tape) (accompanying booklet)	Colombia, Tanzania, India, Thailand	23 minutes	1
*Education From Within (film)	Ethiopia	25 minutes	4
*A New Education in Family Life (slide/tape) (produced by UNDP)	Ethiopia	10 minutes	2
*Self-Actualizing Education (slide/tape)	Philippines	10 minutes	1

The first seven slide/tape shows have an accompanying background paper.

\*Since November 1973

W.E.  
PUBLICATIONS/  
A-V's

	W.E. Staff	TRUSTEES	CONSULTANTS	HOST AGENCY	Other PROFESSIONALS (Planners, administrators, decision-makers)	TRAINERS/SUPERVISORS	TEACHERS/other "field workers"	LEARNERS	FUNDING AGENCIES	SUPPORTERS	General PUBLIC
Daily Bulletin	●	X									
"Chron" File	●										
Quarterly Activities Report	●	X									
Quarterly Activities Summary	●	●	●	X							
Annual Report	X	X	X	X	X			●	●	X	
W.E. REPORTS	X		X	●	●	X		X			
Monographs "Evaluation:" etc	X		X	X	●						
"Workshop Idea Kit"	X		X	X	X	●	X				
Fold-Out Series	X		X	X	X	●	X				
Workshop Reports	X		X	X	●	X					
BROCHURES/ LEAFLETS: "WE Is..."					X			●			
"AIM for Practical action!"			X	●	●			●			
"Functional Ed. for Individ. & Nat'l Development"	X	X	X	X	●			●	●		
WF Literacy Fund		X							●		
Other fundraisers									●		
Publications Lists		X	X	X	●	X	X	X	X		
World Ed. Newsletter									●	X	
AIM stories					X	X	●				
AIM Teachers Manual			X	X	X	●		X			

● = PRIMARY TARGET READER  
X = SECONDARY AUDIENCE

	W.E. Staff	TRUSTEES	CONSULTANTS	HOST AGENCY staff	Other PROFESSIONALS	TRAINERS/SUPERVISORS	TEACHERS/"field workers"	LEARNERS	FUNDING AGENCIES	SUPPORTERS	General PUBLIC
<b>VIDEO-VISUAL PRESENTATIONS</b>											
*The Functional Literacy and Family Life (Thailand) Planning Project (Film produced by M of E)		X	X		●			X			
*Functional Education for Family Life Planning Project (slide/tape) —Philippines—		X	X		●						
*NonFormal Education for Rural Women: An Experimental Project for the Development of the Young Child (slide/tape) —India			X		●						
*Adult Education: A National Movement (slide/tape) —Tanzania			X		●						
*Accion Cultural Popular (slide/tape) —Colombia		X	X		●						
CONCORDE (slide/tape) —Honduras			X		●						
*Village Polytechnics (slide/tape) —Kenya			X		●						
*World Education: How Its Approach developed from Thailand to America (slide-tape)		X	X	X	●			X	X		
*Choosing Family Planning Materials —worldwide (slide-tape presentation and film-strip) —Philippines,			X			●	X				
*Listen....They Are Speaking (slide/tape) India, (accompanying booklet) Colombia,Tanzania,US,		X	X	X	●			X	X	X	
*Education From Within (film) —Ethiopia			X			●					
*A New Education in Family Life (slide/tape) (produced by UIIDP) —Ethiopia		X	X		●						
*Self-Actualizing Education (slide/tape) —Philippines		X	X		●	X		X			



# world education

1114 SIXTH AVENUE, NEW YORK, NEW YORK 10019/TELEPHONE: (212) 838-5255

May 12, 1975

## PUBLICATIONS DEPARTMENT QUESTIONNAIRE FINDINGS

### Final Report

#### I Background

The Publications Department of World Education distributed a questionnaire to the recipients of REPORTS #8 in January 1975. The questionnaire was designed to obtain a profile of World Education's readership, their occupational interests, the type of information most valuable to them, and their opinions of the usefulness of World Education's publications. Approximately 3500 questionnaires were distributed with the January issue of REPORTS. U.S. AID was also sent 700 copies of the questionnaire for their own distribution. By May 6, 361 questionnaire responses were received—a return rate of 10 per cent.

These 361 respondents were divided into three categories—the geographical areas in which they live, their general occupations, and their specific job categories. The geographical areas were North America, Europe, Asia, Africa, and Latin America. General occupation categories were educators, students, field program staff, sponsoring agency staff, government officials, and others. These general occupations were again divided into specific job categories, but these specific categories were not separately tabulated. For example, the general occupational category of field program staff was divided into specific job categories of administrators, staff members, supervisors, teachers, and others.

The occupational category receiving the most responses was North American educators (105), followed by North American sponsoring agency staff (42), Asia field program staff (40), Asia sponsoring agency staff (35), European sponsoring agency staff (22), Latin American field program staff (15), African field program staff (14), Asian government officials (13), and Asian educators (12). Other categories received less than ten responses and can be considered to be poorly represented.

#### II Tabulations

Since the primary audience for World Education's publications includes sponsors and practitioners working in the field of education, family planning, and community development, the categories of field program staff and sponsoring agency staff in Asia, Africa, Latin America, with North America and Europe combined and presented along with overall totals. North American educators are also presented because of the large representation.

KEY: A. North America  
 B. Europe  
 C. Asia  
 D. Africa  
 E. Latin America

1. Educators  
 2. Students  
 3. Field Program Staff  
 4. Sponsoring Agency Staff  
 5. Government Officials  
 6. Others

QUESTIONS

TOTALS

	Regional Totals			Occupational Totals				
	ABCDE (361)	AB (204)	CDE (157)	3 CDE (69)	4 CDE (49)	3 & 4 CDE (118)	3 & 4 AB (47)	1 A (105)
6. What are your main areas of interest?								
A. Functional Education	184	97	87	42	19	61	35	45
B. Community Development	189	97	92	42	24	66	37	48
C. Family Planning/Population	211	108	103	46	32	78	44	46
D. Program Administration	136	62	74	33	21	54	23	32
E. Program Evaluation	172	89	83	36	28	64	25	51
F. Materials Development	141	78	63	29	15	44	26	43
G. Teacher Training	148	90	58	30	12	42	19	60
H. Instructional Methods	166	98	78	37	16	53	22	55
7. Do you regularly receive World Education publications?								
A. Yes	276	165	111	43	39	82	51	93
B. No	75	32	43	25	8	33	13	11
8. How often do you read the World Education publications that you receive?								
A. Always	174	100	74	30	26	56	27	59
B. Usually	125	78	47	23	11	34	28	39
C. Occasionally	41	14	27	11	8	19	7	6
D. Never	3	0	3	3	0	3	0	0

QUESTIONS

TOTALS

	Regional Totals			Occupational Totals				
	ABCDE (361)	AB (204)	CDE (157)	3 CDE (69)	4 CDE (49)	3 & 4 CDE (118)	3 & 4 AB (47)	1 A (105)
9. Please rank the types of information that would be most valuable to you.								
A. Coordination of functional education with other development programs (food production, family planning, health, nutrition).	1st	1st	1st	1st	1st	1st	1st	2nd
B. Introduction of family planning content into functional education curricula.	6th	7th	4th	2nd	6th	4th	5th	9th
C. Descriptions of ongoing nonformal education projects.	3rd	2nd	6th	7th	2nd	6th	2nd	1st
D. Experience in innovative methods and materials for field practitioners.	4th	4th	2nd	3rd	5th	2nd	3rd	4th
Program planning and design.	2nd	3rd	5th	5th	3rd	5th	4th	3rd
F. Discussion of particular issues by field specialists.	10th	10th	10th	11th	7th	9th	10th	8th
G. Identification and analysis of learners' needs.	7th	5th	7th	6th	8th	7th	6th	7th
H. Administrative problems in implementing nonformal adult education programs.	9th	9th	8th	8th	9th	8th	8th	10th
I. Teacher training.	8th	8th	9th	9th	12th	11th	9th	6th
J. Evaluation of nonformal adult education programs.	5th	6th	3rd	4th	4th	3rd	7th	5th
K. Conducting workshops.	13th	13th	13th	13th	11th	12th	12th	13th
L. Curriculum development.	12th	12th	12th	12th	13th	13th	13th	11th
M. Practical booklets [series] for field personnel, such as: use of photographs; innovative use of commonplace materials; development of appropriate family planning educational materials.	11th	11th	11th	10th	10th	10th	11th	12th

\*Note: Items K,L,M, appeared on the reverse side of the questionnaire separated from the rest of the items in question 9 and their consistent low ranking is likely due to this fact. Most respondents seemed to have ranked them last as an afterthought.

10. How useful to you are the following publications? (The percentages given are based on the number of respondents who are familiar with the publication.)

	Regional Totals			Occupational Totals				
	ABCDE	AB	CDE	3 CDE	4 CDE	3 & 4 CDE	3 & 4 AB	1 A
<b>REPORTS</b>	(293)	(157)	(136)	(58)	(43)	(101)	(49)	(89)
A. Very useful, should be widely circulated.	31%	30%	32%	34%	30%	33%	33%	26%
B. Very useful	45%	43%	47%	48%	51%	50%	43%	42%
C. Somewhat useful	22%	24%	21%	17%	19%	18%	22%	29%
D. Not useful to me	2%	2%	0	0	0	0	2%	3%
<b>PROJECTS</b>	(229)	(119)	(110)	(46)	(38)	(84)	(37)	(69)
A. Very useful, should be widely circulated.	27%	26%	28%	30%	26%	29%	32%	22%
B. Very useful	50%	47%	53%	54%	60%	57%	46%	46%
C. Somewhat useful	21%	23%	19%	15%	13%	18%	19%	28%
D. Not useful to me	2%	3%	0	0	0	0	3%	4%
<b>ISSUES</b>	(240)	(126)	(114)	(49)	(41)	(90)	(39)	(75)
A. Very useful, should be widely circulated.	27%	27%	26%	18%	24%	21%	31%	20%
B. Very useful	42%	40%	45%	51%	37%	50%	38%	44%
C. Somewhat useful	30%	32%	29%	20%	39%	29%	31%	33%
D. Not useful to me	1%	2%	0	0	0	0	0	3
<b>ADULT LEARNING DESIGNS: FOLD-OUT SERIES</b>	(191)	(90)	(101)	(42)	(32)	(74)	(24)	(57)
A. Very useful, should be widely circulated.	34%	27%	40%	48%	31%	40%	21%	25%
B. Very useful	39%	37%	40%	43%	31%	38%	33%	39%
C. Somewhat useful	20%	27%	15%	7%	31%	18%	29%	29%
D. Not useful to me	7%	1%	5%	2%	6%	4	17%	9%
<b>MONOGRAPHS</b>	(207)	(109)	(98)	(41)	(32)	(73)	(30)	(67)
A. Very useful, should be widely circulated	29%	29%	30%	32%	19%	26%	33%	24%
B. Very useful	43%	38%	49%	49%	47%	48%	27%	46%
C. Somewhat useful	24%	29%	17%	12%	31%	26%	33%	27%
D. Not useful to me	4%	4%	4%	7%	3%	6%	7%	3%
<b>WORKSHOP REPORTS</b>	(177)	(85)	(92)	(42)	(24)	(66)	(24)	(50)
A. Very useful, should be widely circulated.	17%	14%	20%	14%	21%	17%	12%	14%
B. Very useful	45%	38%	51%	55%	33%	47%	33%	42%
C. Somewhat useful	34%	40%	29%	31%	42%	35%	42%	42%
D. Not useful to me	4%	8%	1%	0	4%	2%	12%	2%

Are World Education publications received regularly? How often are they read when received? Does the reader want to continue to receive World Education publications?

Nearly all respondents (87%) indicated they regularly receive World Education publications. Of this number forty-nine per cent always read them, thirty-five per cent usually read them, eleven per cent occasionally read them, and one per cent never read them. The overwhelming majority of the respondents (98%) would like to continue to receive World Education publications and many respondents indicated a desire to receive other publications they had not been aware World Education has produced.

What is the makeup of World Education's readership?

Nearly half of the responses received (175) were from North America, the majority of these being from North American educators. It is difficult to determine without a close analysis of the mailing list whether this high response rate is due to more people in North America receiving World Education publications or due to the greater ease of returning the questionnaire from North America than from overseas.

In view of the fact that practitioners in the fields of education, family planning, and community development are considered to be the primary audience of World Education publications, it would be helpful to determine whether North American educators are overrepresented on the mailing list.

The majority of the responses (187), were from field program and sponsoring agency staff members. Asia was especially well represented in these occupational categories (75), with poorer representation from Africa (19) and Latin America (28). This again indicates that the mailing list might well be analyzed to determine whether more practitioners in Africa and Latin America should be included as World Education supports more programs in those regions. Europe was the most poorly represented region. There were few responses from students and government officials in all regions, and from educators in Europe, Asia, Africa, and Latin America.

What are the occupational interests of the readership?

Question 6 asked respondents to indicate their main areas of interest. They were asked to mark one or more areas and include any others not listed. Respondents most often indicated family planning/population as one of their main areas of interest followed by community development and functional education. This, however, varied in the specific occupational categories. For example, teacher training was of prime interest to most North American educators, and program administration was a major concern of African field operations staff. Among field program and sponsoring agency staff members in Asia, Africa, and Latin America 66 per cent indicated family planning/population as a main area of interest, 56 per cent indicated community development, and 55 per cent indicated program evaluation as a prime concern.

In most occupational categories, teacher training, materials development, and program administration were considered to be of least interest, but in general these areas also received a substantial number of votes. A third or more of the respondents were interested

in each area, indicating concern with a wide range of activities. This diversification of interest should be kept in mind so that a variety of relevant information is presented in World Education's publications.

What type of information is most valuable to World Education's readership?

In question 9, respondents were asked to rank thirteen different types of information. The type of information regarded as of most value was to be ranked 1, the type of next value 2, and so on. Space was provided for respondents to include other types of information not listed. In some cases respondents put a check mark by the types of information they valued, in other cases they ranked all items 1 or 2. However, the great majority of the respondents did rank all the items and a good indication of their priorities was obtained.

In nearly all regions and occupational categories "coordination of functional education with other development programs (food production, family planning, health, nutrition)" was ranked first. In the few categories where it was not ranked first, it was ranked either second or third. This shows that the readership is definitely sympathetic to World Education's emphasis on integrated functional education. It reinforces the conclusion drawn from question six that the respondents are concerned with a variety of activities especially family planning, functional education, and community development. It further indicates that coordination of these activities for developmental purposes is stressed. World Education's publications should respond to this emphasis on coordination of functional education with other development programs by continuing to provide information on the efforts and experiences of integrated functional education activities.

Other types of information receiving high priority were "descriptions of ongoing nonformal education projects", "experience in innovative methods and materials for field practitioners, " program planning and design", "evaluation of nonformal adult education programs", and "introduction of family planning content into functional education curricula." The ranking of these items varied extensively and it would be difficult to accurately prioritize them.

The three types of information listed last on the questionnaire—"conducting workshops, " curriculum development", and practical booklets for field personnel"—were consistently ranked eleventh, twelfth, and thirteenth. This, however, is not an accurate reflection of their importance. Their low ranking was more likely due to the fact that they were on the back of the questionnaire and separated from the rest of the items in question 9. They seemed to have been ranked by respondents (if at all) as an afterthought.

Very few respondents added any other types of information in the space provided, but those who did requested samples of types of educational materials such as literacy, or family planning education materials.

How useful are World Education's publications to the readership?

Question 10 asked respondents to mark six different types of World Education publications in regard to whether they were very useful, should be widely circulated, very useful, somewhat useful, not useful to me, or not known to me.

Seventy per cent or more of the respondents who were familiar with the publications considered REPORTS, PROJECTS, ISSUES, the fold-out series, and monographs as "very useful", or "very useful, should be widely circulated." Sixty-two percent believed the workshop reports are very useful.

Eighty per cent or more of the field program and sponsoring agency staff members in Asia, Africa, and Latin America rated REPORTS and PROJECTS very useful, seventy-eight per cent rated the fold-out series very useful, and seventy-four per cent rated the monographs very useful.

Since the questionnaire was distributed with the January issue of REPORTS, it is not surprising that REPORTS was most well known among the respondents. They were least familiar with the fold-out series, monographs, and workshop reports. The fold-out series was considered "not useful" most frequently, but only by seven per cent of the respondents. On the whole, most respondents considered World Education's publications very useful with REPORTS receiving the most favorable response. This seems to support a recent decision by the Publications Department to combine PROJECTS and ISSUES with REPORTS and continue to widely circulate REPORTS.

WORLD EDUCATION, in an effort to assess the usefulness of its publications and to identify the interests of its readers, asks your help. Will you complete this questionnaire and return it to us before April 15, 1975? Thank you.

1. What is your name? \_\_\_\_\_
2. What is the name of the organization with which you work and what does it do?  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the title of your position? \_\_\_\_\_
4. Please describe briefly your job responsibilities. \_\_\_\_\_  
\_\_\_\_\_
5. In what field have you received your academic training? \_\_\_\_\_  
\_\_\_\_\_
6. What are your main areas of interest? (Check more than one category, if appropriate.)  

<input type="checkbox"/> Functional Education	<input type="checkbox"/> Program Administration	<input type="checkbox"/> Teacher Training
<input type="checkbox"/> Community Development	<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Instructional Methods
<input type="checkbox"/> Family Planning/Population	<input type="checkbox"/> Materials Development	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Other (specify)		

  
\_\_\_\_\_  
\_\_\_\_\_
7. Do you regularly receive World Education publications? \_\_\_\_\_ Yes \_\_\_\_\_ No
8. How often do you read the World Education publications that you receive?  
\_\_\_\_\_ Never \_\_\_\_\_ Occasionally \_\_\_\_\_ Usually \_\_\_\_\_ Always
9. What type of information would be most valuable to you? (Please rank the following topics in order of their importance to you. Place a 1 next to the topic of most importance, a 2 by the topic of next importance, etc.)  
 Coordination of functional education with other development programs (food production, family planning, health, nutrition).  
 Introduction of family planning content into functional education curricula.  
 Descriptions of ongoing nonformal education projects.  
 Experience in innovative methods and materials for field practitioners.  
 Program planning and design.  
 Discussion of particular issues by field specialists.  
 Identification and analysis of learners' needs.  
 Administrative problems in implementing nonformal adult education programs.  
 Teacher training.  
 Evaluation of nonformal adult education programs.

over...

- Conducting workshops.
- Curriculum development.
- Practical booklets (series) for field personnel, such as: use of photographs; innovative use of commonplace materials; development of appropriate family planning educational materials.
- Others (specify)

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10. How useful to you are the following World Education publications in the field of functional education for family life planning? Please check the appropriate spaces on the left.

Publications					
Not known to me	Not useful to me	Somewhat useful	Very useful	Very useful, should be widely circulated	
					<u>REPORTS</u> - a journal of program developments in functional education for family life planning.
					<u>PROJECTS</u> - a periodic paper studying a specific project in detail (e.g., the Thai Functional Literacy for Family Life Planning Program).
					<u>ISSUES</u> - a periodic paper studying an issue or event (e.g., "Educating Adults for Family Life Planning," Mezirow; "Observations on the Status of Women in Bangladesh," Zeidenstein).
					<u>ADULT LEARNING DESIGNS: FOLD-OUT SERIES</u> - graphic, visual presentations of innovative curriculum materials for adults as developed and actually used in the field.
					<u>MONOGRAPHS</u> - e.g., <u>Puppets and Population</u> ; <u>Functional Education for Family Life Planning Series: I, A Program Plan</u> ; <u>II, Program Design</u> ; <u>III, Evaluation</u> .
					<u>WORKSHOP REPORTS</u>

11. What kind of publication or category of information presently lacking in the field of functional education for family life planning would you most like to have made available?

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Please check the appropriate space.

- I would like to continue to receive World Education publications.
- I wish to be taken off World Education's mailing list.

## WHO ARE OUR READERS?

While the prime target group for most of World Education's publications is administrators and planners of education and population programs in developing countries, we hope that our materials will also be of interest and value to field workers below the top level—heads of district-level programs, for instance, trainers, or staff members of regional-level organizations. Their titles will vary from one country to another, but they probably have the following basic competencies, experience, and preferences:

1. They are probably graduates with some years of teaching experience or nongraduates with considerable teaching experience.
2. Their experience is likely to be in primary or secondary school teaching. Some, however, may be extension workers with special subject competence but little teaching experience.
3. Some of them may have a one-year adult education diploma or have completed a short course in adult education. Others may have no training at all in adult education.
4. They will have a good command of the regional and national languages.
5. Although in their own country they are assumed to be able to handle beginning university-level English, their working knowledge of English is actually quite limited.
6. They may have some skills in applying theoretical principles to actual real-life situations. However, we can facilitate this transfer by providing specific and concrete examples.
7. They probably have very little experience with either self-instruction or group discussion skills.
8. They may or may not practice contraception, but unless they are family planning workers, they are not comfortable with, or even familiar with, the language of family planning.
9. And they may not have a library at their disposal or even a dictionary.

## WHAT IS THE RECOMMENDED LEVEL AND STYLE OF LANGUAGE

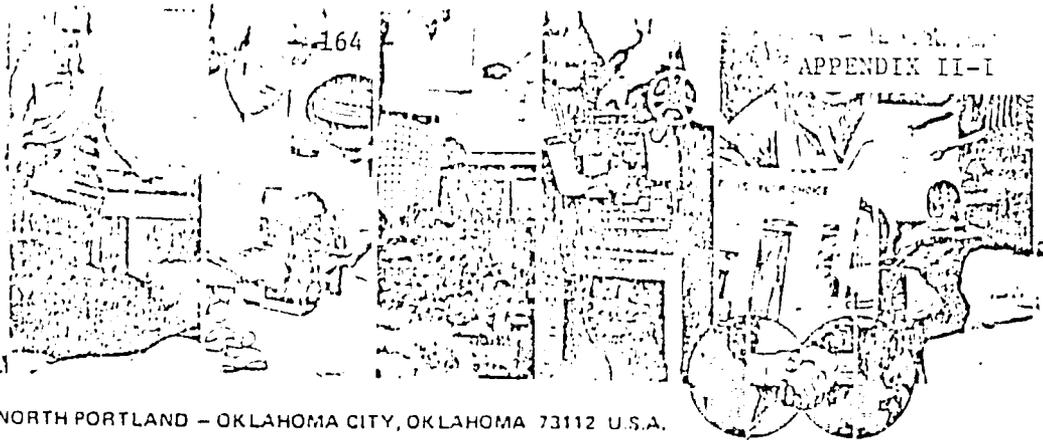
English is a second language for even our prime target readers. Further, they are likely to be busy, hard-pressed administrators with only a limited amount of time available for reading. So we try to keep the language simple without talking down to them, and avoid complex phraseology. We aim to make the format inviting, prefer the active to the passive voice, and try to keep theory, academic references, and technical terminology to a minimum. If technical language must be used, perhaps we should underline and define it when it is introduced, and include a glossary.

October 9, 1975

AN IDEA EXCHANGE IN  
RURAL DEVELOPMENT  
COMMUNICATIONS

PUBLISHED QUARTERLY  
BY WORLD NEIGHBORS

WORLD NEIGHBORS - 5116 NORTH PORTLAND - OKLAHOMA CITY, OKLAHOMA 73112 U.S.A.



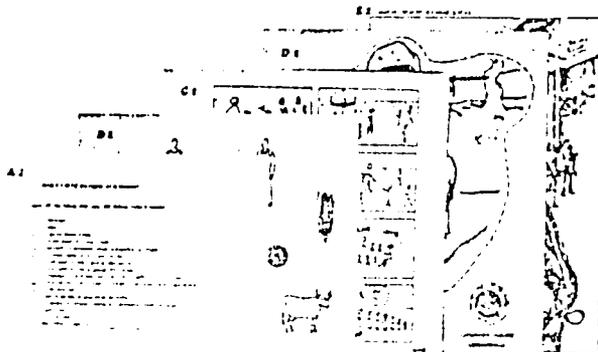
E. FINDING Your Way Among a Range  
of Family Planning Materials

D. EXPERIENCING Didactic and  
Participatory Approaches

C. UNDERSTANDING Resistance  
to Change

B. LOOKING at Differences  
in Visual Perception

A. FIRST STEPS



### IDEA KIT FOR TEACHERS AND FIELDWORKERS CONTAINING FAMILY PLANNING MATERIALS AND TECHNIQUES USEFUL IN REACHING AUDIENCES

World Education has recently published a kit called *Workshop Ideas for Family Planning Education*, by Lyra Srinivasan. This is a packet of simple methods for the trainer who wishes to involve field workers in a strong participatory kind of training for work with rural adults.

The packet opens up into two color-matched sets of materials. The first is a series of separate brief pamphlets addressed to the trainer. Dr. Srinivasan focuses her long experience on a number of issues:

- Understanding resistance to change
- Looking at problems of visual perception
- 'Experiencing' didactic and participatory approaches
- Finding one's way among a range of family planning materials

Her approach is not theoretical; rather, she comes to the aid of the trainer who needs the "nuts and bolts" techniques to put theory into practice.

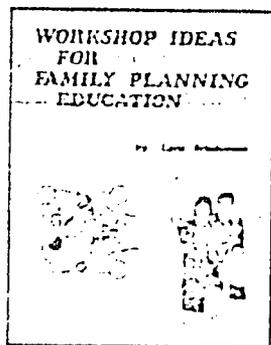
The second set of materials, which is coded to the first, consists of a large selection of worksheets, picture-identification exercises, exemplary stories, filmstrips, and activities that can be used in workshop sessions. These action materials have all proven themselves in the field. Dr. Srinivasan accompanies them with practical suggestions she has found useful in their application.

The packet -- the first in World Education's series of Idea Kits -- should be of interest to those involved in integrated nonformal education programs. It is designed to equip teachers and field workers with a solid battery of tested techniques for the difficult task of reaching and engaging rural adults.

The packet can be ordered at U.S. \$2.25 per set by writing to:

World Education  
1414 Sixth Avenue  
New York, New York 10019, U.S.A.

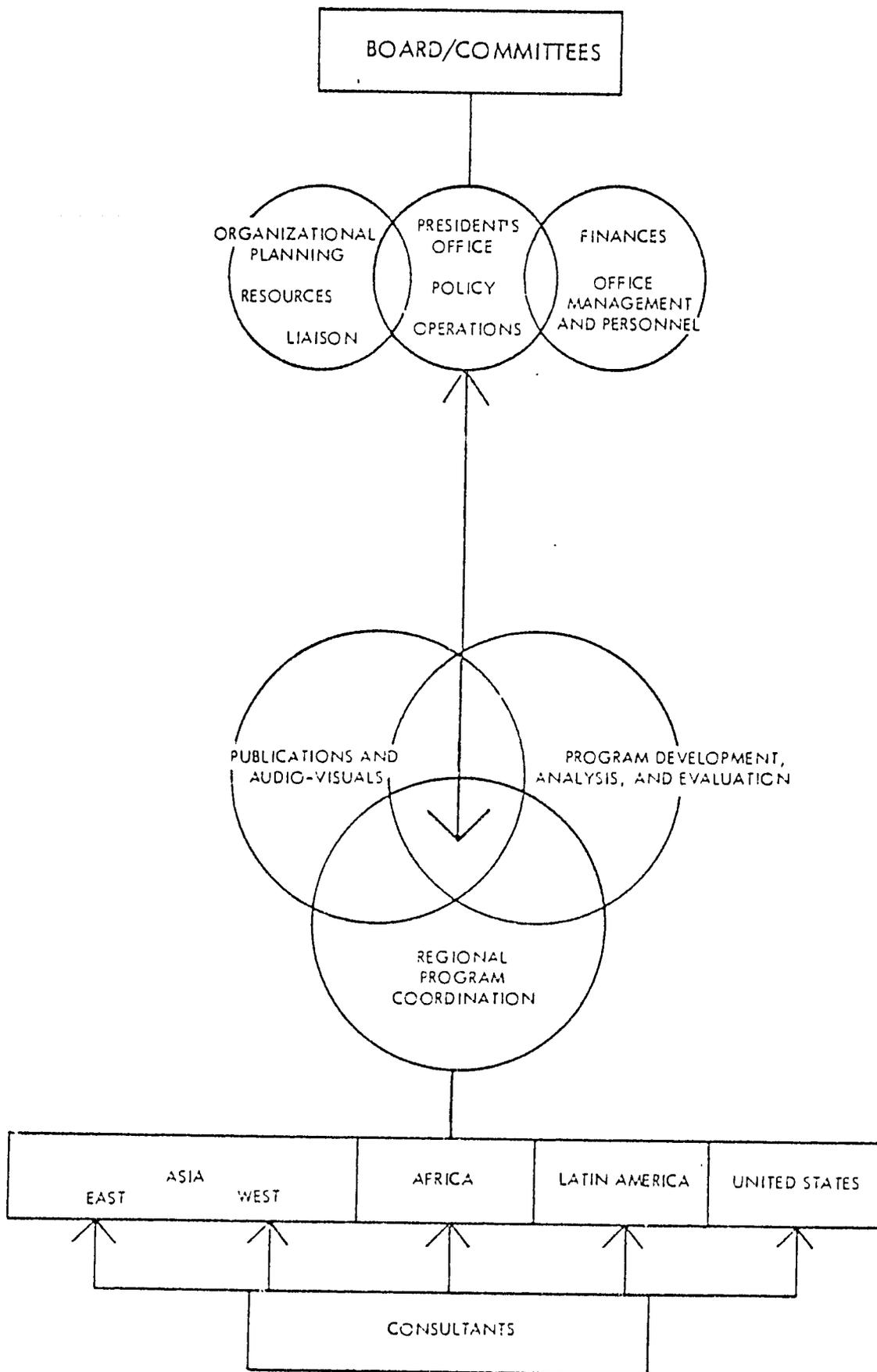
Orders under \$4.00 should be prepaid. Institutional and bulk orders may be billed. Orders for 10 or more copies will receive a 30 per cent discount. Overseas: All orders will be sent by seairmail unless otherwise specified. Single copies are available without cost to field workers in functional education for family life planning.



Packet  
Contains  
Color-Matched  
Materials

WORLD EDUCATION ORGANIZATIONAL CHART

APPENDIX III-A



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Fall 1975: Bruce Milne (School for International Training); Barbara Tobin (School for International Training).

WORLD EDUCATION

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COMMITTEE ASSIGNMENTS

1975-1976

Committees include core members from the Board of Trustees. In 1975-1976 a determined effort will be made to have two trustees on each committee who can function interchangeably in the program planning process. Committees are encouraged to add to their membership non-trustees (including consultants) who can bring specialized knowledge and experience. Several committees have already done so.

The Executive Committee has the responsibility to act on behalf of the Board of Trustees between Board meetings. The Executive Committee includes key members from the standing committees. Thus it serves a coordinating function in addition to its other duties. In 1975-1976 the Executive Committee is being asked to assume special responsibility for fund raising from private sources.

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\* During the coming year it is expected that the Asia Program Committee will divide into two parts - East Asia and Near East/South Asia.

\*\* The chairman and additional members of this committee will be named subsequently.

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\* Other members: Sally Swenson, Alfred Hauser, and Winifred Baker