

**NONCAPITAL PROJECT PAPER (PROP)**

**I. PROJECT IDENTIFICATION**

1. PROJECT TITLE

EDUCATION DEVELOPMENT -- NON-FORMAL

**PD-AAA-742-E1**

*Proj. 5/80075.4*  
*PN 5180075 (6)*  
*15p.*

3. RECIPIENT (specify)

518-11-690-075.4

COUNTRY (518) ECUADOR

4. LIFE OF PROJECT

5. SUBMISSION ORIGINAL 10/11/74

BEGINS FY 1975

DATE

REGIONAL  INTERREGIONAL

ENDS ~~XXX~~ 6/30/77

REV. NO. DATE

CONTR./PASA NO.

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

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	
										(A) JOINT	(B) BUDGET	
*1. PRIOR THRU ACTUAL FY	853											
2. OPRN FY 1975	330	218	84			36	76	-				110
**3. BUDGET CY 76	(252)	(218)	84	(25)	12	(48)	-	-				121
**4. BUDGET 6/30/77	(90)	(109)	42	-	-	-	-	-				61
5. BUDGET +2 FY												
6. BUDGET +3 FY												
7. ALL SUBQ. FY												
8. GRAND TOTAL	1183											

**9. OTHER DONOR CONTRIBUTIONS**

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
None	None	-0-

**III. ORIGINATING OFFICE CLEARANCE**

1. CHIEF	TITLE	DATE
<i>[Signature]</i> Jon A. Cant/Charles H. Reed	Chief/Deputy Chief, ERD	10/11/74
2. CLEARANCE OFFICER	TITLE	DATE
<i>[Signature]</i> Peter M. Cody	Director	10/22/74

**IV. PROJECT AUTHORIZATION**

**1. CONDITIONS OF APPROVAL**

\* This project is continuing activities included under previous project No. 518-11-690-075.2 which expired June 30, 1974. Breakdown of prior year funding not available in AID/W.

\*\* For illustrative purposes only, proposed loan funding.

- 1) Mission will negotiate host country contract.
- 2) Host country contribution will be negotiated at least minimum 25%.

**2. CLEARANCES**

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE
LA/DP	Lawrence Harrison	11/15	LA/DR	Richard Seifman	11/21/74
LA/DP	Gerald Schwab		LA/DR	John R. Breen	11/29/74
GC/LA	Irwin Levy		LA/DR/EST	Sturgis Carbin	11/12/74
LA/EP	Richard Weber		LA/MRSD	Donor Lion	11/9/74
LA/OPNS	Cecil Uyehara		PPC/DPRE	JShannon	12/2/74
LA/DR/EST	Stanley Applegate	11/2/74	PPC/DRR	Arthur Handly	12/2/74

**3. APPROVAL AAs OR OFFICE DIRECTORS**

SIGNATURE *[Signature]* DATE 12/3/74  
Herman Kleine  
TITLE Assistant Administrator (LA)

**4. APPROVAL A/AID (See M.O. 1025.1 V/C)**

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

EDUCATION DEVELOPMENT - NON-FORMAL

A. PROGRAM GOAL:

1. Statement of Goal:

Increase the possibilities for the marginal sector of Ecuador's society to participate in the social and economic life of the nation.

2. Indicators of Goal Achievement:

The major indicator for achievement of the program goal will be a measurement of the number of people who acquire functional skills during the program's life; that is, the number of people who learn skills, including literacy, which allow them to participate more effectively in the economy, as well as participate in the decision making system of their country at community and national levels. The specific targets for this measurement will be percentages of persons with functional literacy, based on the Ministry of Education estimates of present illiteracy.\* They are the following percentages made literate in each of the following years: FY 75 (6 mos.): 0.9%; CY 76: 1.5%; CY 77: 3.2%. With the continuation of the program by the MOE, the eventual goal is to reach an 80% illiteracy eradication figure by 1982. These measures are based on MOE statistics.

Another important measure of goal achievement will be the percentage of the residents in communities affected by the program who declare they and their children have an opportunity to learn things they want to know. The realization that one has the ability and opportunity to learn is seen as an important indicator of consciousness-raising and the self-esteem necessary for participation in the national life as an equal to the educated urban citizen. The specific targets for this realization of opportunity factor are: FY 75 - 20%; CY 76 - 40%; CY 77 - 50% (6 mos.). As the program is continued by MOE, it is projected that 90% of the target population should be reached by 1980. These figures will be ascertained by an end-of project survey in 1977.

End-of-project survey will also ascertain the percent of participants who have reached their own learning goals, and those who state they will reach their personal goals. Since this program is learner-centered, individual goals are set by each person -- not by an outside system. Thus a survey of whether or not personal goals are reached, will reveal much about the program and the accomplishments of its participants.

Another indicator of the program's success will come from a survey of the activities each community has undertaken as a result of the learning experiences. Consciousness-raising, which is an integral part of this program, should result in activities planned and carried out by the community as a whole to better the life of its members. The same post-project survey noted above can inquire into such activities.

\*1973, Junta de Planificación: 961,313 illiterates over 15 years of age.

# CONTINUATION

POST	NO.	CLASSIFICATION	PAGE	PAGES
518-11-690-07554	x Original		3	of 14

## EDUCATION DEVELOPMENT - NON-FORMAL

### 3. Assumptions of Goal Achievement:

In order to attain the goals of this program, it is assumed that those on the margin of Ecuador's society seek greater participation in the socio-economic life of the nation. It is also assumed that campesino learning remains a high priority goal of the government.

## B. PROJECT PURPOSE

### 1. Statement of Purpose:

To bring educational opportunities to people on the margin of Ecuador's society and outside its formal school system.

### 2. Conditions Expected at the End of Grant Project Activities - 1975:

- a. Research into variables which influence the sequencing of various materials into a learning system will be completed;
- b. Approximate level of a learning system will be defined;
- c. Materials will be developed for sequential learning in two different content areas, each with two levels;
- d. Three MOE Centers for Educational Innovation will be identified, staffs selected and trained, and commodities ordered.

### 3. Conditions Expected at End of Project (Loan and Grant Combined) - CY 1977:

A nation-wide system of non-formal education will be in partial operation consisting of:

- a. 450 participating MOE Adult Education Centers with adequately trained staffs, and an adequate operations budget to reach some 29,250 learners;
- b. 315 remote-community programs organized and carried out by an equal number of community instructors (facilitators) for approximately 4,725 learners;
- c. Two institutions, such as the Ministries of Health & Agriculture, the Church, etc., organizing learning sessions with 100 trained instructors and some 1,500 learners;
- d. Mass media support from 18 radio stations broadcasting 36 hours of special support programming daily and, a functioning system within MOE to continually train instructors, stimulate field organization, and produce materials.

By the end of the project, the MOE should have trained 315 community instructors (facilitators), and 900 teachers in Adult Education Centers. The MOE should have some 28 trainers devoted full-time to this effort throughout the country.

## EDUCATION DEVELOPMENT - NON-FORMAL

3. Assumptions of Goal Achievement:

In order to attain the goals of this program, it is assumed that those on the margin of Ecuador's society seek greater participation in the socio-economic life of the nation. It is also assumed that campesino learning remains a high priority goal of the government.

B. PROJECT PURPOSE1. Statement of Purpose:

To bring educational opportunities to people on the margin of Ecuador's society and outside its formal school system.

2. Conditions Expected at the End of Grant Project Activities - 1975:

- a. Research into variables which influence the sequencing of various materials into a learning system will be completed;
- b. Approximate level of a learning system will be defined;
- c. Materials will be developed for sequential learning in two different content areas, each with two levels;
- d. Three MOE Centers for Educational Innovation will be identified, staffs selected and trained, and commodities ordered.

3. Conditions Expected at End of Project (Loan and Grant Combined) - CY 1977:

A. nation-wide system of non-formal education will be in partial operation consisting of:

- a. 450 participating MOE Adult Education Centers with adequately trained staffs, and an adequate operations budget to reach some 29,250 learners;
- b. 315 remote-community programs organized and carried out by an equal number of community instructors (facilitators) for approximately 4,725 learners;
- c. Two institutions, such as the Ministries of Health & Agriculture, the Church, etc., organizing learning sessions with 100 trained instructors and some 1,500 learners;
- d. Mass media support from 18 radio stations broadcasting 36 hours of special support programming daily and, a functioning system within MOE to continually train instructors, stimulate field organization, and produce materials.

By the end of the project, the MOE should have trained 315 community instructors (facilitators), and 900 teachers in Adult Education Centers. The MOE should have some 28 trainers devoted full-time to this effort throughout the country.

EDUCATION DEVELOPMENT - NON-FORMAL

C.1. KIND OF OUTPUT	2. OUTPUT INDICATORS	(c) Output Targets		
		Grant Funded FY 75	Loan Funded* CY 76	Ja-Ju CY 77
1. Sequential learning systems	1. a) Systems design, researched, completed	x		
	b) Functional skill areas chosen	x		
	c) Materials developed & tested:			
	1,2 level literacy	x		
	1,2 level literacy	x		
	1,2 level literacy		x	
	1,2 level literacy		x	
	Area 1			
	1,2 level skill			
	Area 2			x
	d) Systems completed & installed			x
2. MOE Centers for Educational Innovation established for training, instruction and materials production.	2. a) Centers equipped and in operation	3	5	7
	b) Staff chosen, trained & working	12	20	28
3. Alternate distribution systems	3. Non-MOE distribution institutions or organizations utilizing materials regularly with trained staff.	--	1	1

\* Illustrative figures that must be negotiated with the COE. Because of the time required to negotiate, prepare and receive authorization for a loan it is anticipated that implementation would begin Jan. 1, 1976, and end June 30, 1977.

PROJECT NO. 518-11-690-075.4	SUBMISSION <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> REVISION _____	(Number) DATE	PAGE <u>5</u> of <u>14</u> PAGES
---------------------------------	--	---------------	----------------------------------

EDUCATION DEVELOPMENT - NON-FORMAL

4. Assumptions About Linkages Between Outputs and Project Purposes:

In order for the outputs to achieve the project purpose, it is assumed that the marginal target population actually wants to learn skills which will better their life opportunities. It is further assumed that the sequential learning systems which will help these learners reach their goals will be acceptable to them without the formal certification which is the culmination of, and mark of achievement in, the formal education system. We also assume that the learning effectiveness of the sequential systems can be proven so it will be evident to all potential learners. Concerning the Ministry's proposed Centers for Educational Innovation, we assume that they can reach the rural, marginal population as planned. To be effective in reaching as many of the target learners as possible, it is assumed that private and other governmental institutions than MOE will maintain an interest and dedicate personnel to further the goal of campesino learning. Finally, it is assumed that the Government of Ecuador will maintain its priority commitment to reducing illiteracy throughout the country and will negotiate a loan with the USG to fund the latter 18 months of the program.

EDUCATION DEVELOPMENT - NON-FORMAL

U.S.	Implementation Targets	Budget & Implementation Schedule		
		Grant Funded	Loan	Funded*
		FY 75	CY 76	Jan-Ju CY 77
	1. Total Costs: \$671,000	\$ 330	\$ 351.6	\$ 89.4
	2.aa. Personnel: (Man-months)			
	Non-Formal Ed. Specl.	12	12	6
	Eval. & Testing Specl.	12	12	6
	Non-Formal Ed. Field Coords.	36	36	18
	Materials Dev. Specl.	12	12	6
	b. Other Personnel			
	U.S. Advisory (AID) PSC	12	12	6
	3. Commodities: Total (US\$000)	\$ 35.0	47.8	
	Audio/Visual Equipment	22.3	29.8	
	Office & Misc. Equipment	13.5	18.0	
	4. Other Costs	\$ 75.6		
	a. Material production	15.0		
	b. Training:			
	In-Country	60.6		
	U.S. Participants		25.0	
Ecuador	1. Personnel: (Man-months)			
	a. NOE Centers for Innovation	144	240	168
	b. NOE Communications and Materials Counterparts	72	72	36
	c. Secretarial Support	40	30	15
	2. Budget	\$ 110.0	121.2	\$ 60.6
	Personnel	84.3	66.2	33.1
	Other Costs:	25.7		
	Training (In-country)		40.0	20.0
	Materials Production		15.0	7.5

\* Illustrative figures that must be negotiated with the GOV. Because of the time required to negotiate, prepare and receive authorization for a loan it is anticipated that implementation would begin Jan. 1, 1975, and end June 30, 1977.

EDUCATION DEVELOPMENT - NON-FORMAL

2. Assumptions About Linkages Between Inputs and Outputs:

In order for the inputs to achieve the outputs, it is assumed that a contractor can be found who will be interested in the activity and that he can find the appropriate specialists to carry out its goals; that the MOE creates and/or funds the various necessary positions to carry out the project within the specified time limits; and that ways can actually be found by the various specialists involved to sequence the non-formal learning materials into learning systems. It is also assumed that the GOE will negotiate a loan from the USC to support the latter 18 months of the program.

E. RATIONALE

Ecuador, like most lesser developed countries, has always lacked the resources to develop a formal education system to meet the needs and aspirations of all its people. As a result, many of the eligible children never enter school. Of those who do, 65% drop out before completing the fourth grade and before attaining functional literacy. It will be many years before the results of new oil revenues affect these people other than to reduce their real income as a result of inflation.

The MOE's new textbooks, and its retraining efforts to help teachers use them effectively, both done with USAID help, are gradually changing the picture for the children who enter school, especially in the urban areas. But for that half of the population that is illiterate and poor, it is nearly impossible to maintain children in school for nine months of the year, six hours a day, for four years, in order to achieve functional literacy and other basic skills.

In an effort to find an alternative, the MOE's Community Education program (1972 through 1974) experimented with new ways to interest people in learning outside the formal school system. They were successful in discovering a number of innovative techniques which stimulated interest in learning. These non-formal methodologies not only practiced specific skills and helped participants toward learning goals, but people found them enjoyable and literally liked to learn.

After much experimentation and field testing, a number of materials were distributed on a pilot basis, first in a single province and later in larger regional areas encompassing several provinces. They were used by such diverse institutions as the Army (in its recruit literacy programs), the Church (in regional community development programs), MOE's Adult Education Division (in its Adult Education Centers). These materials only were used by some groups, as supplements to existing materials by others.

The experimental phase of this program rendered an important service to education in developing nations by demonstrating the feasibility and, under certain conditions, the acceptability of games and simulations as learning experiences for basic human development. For the first time, entirely new methodologies have been developed to help the illiterate majority of the world practice and learn skills to better their lives.

EDUCATION DEVELOPMENT - NON-FORMAL

One of the most valuable discoveries during the experimental phase was the practicality of the "community teacher" -- a resident of the community who is given training in the use of non-formal materials, then organizes a small learning group to study together. Called a "facilitator", the community teacher is a peer of the other learners and not a professional educator. There is no salary involved since the learning group is a voluntary activity in which all participate because of their common needs and desires. The title "facilitator" was chosen because it describes the function of the leader who facilitates learning as a member of the group, not as an autocratic professor handing learning from the top down to the students. During the past two years, it has been verified that community learning groups can be organized anywhere in the nation, but are especially effective in those areas where there are no formal schools, or where the majority of the residents cannot attend formal schools.

The purposes of the original experimental phase were to (1) test and demonstrate more efficient and relevant educational processes applicable to the needs of Ecuador and acceptable to Ecuadorean institutions. This was successfully accomplished as demonstrated by the use of the methods and materials in a variety of settings, including some 361 Adult Education Centers. The second goal was to explore ways to increase the educational resources of the country by developing "teachers" outside the traditional systems. This goal was fulfilled by the success of the "facilitator" model which trains potential community leaders to facilitate learning within their villages. The third goal was to secure adoption of successful methods developed under the project on a broad scale within Ecuador. This goal met with less success than the other two, not because the methodologies developed weren't acceptable, but because no truly national educational system reaching all the people exists in Ecuador. The country is fragmented between its tropical Pacific coastal regions, its densely populated sierra whose customs date back to ancient Indian empires, and its primitive and wild Amazonian jungle regions. Accomplishment of this goal is again a purpose of the program outlined in this document.

Thus, in its three years, the Community Education sub-project experimented with a number of sometimes interrelated, sometimes independent, programs in the general field of non-formal education. The results of these experiments point to the possibility as well as the need for an organized system through which non-formal learning opportunities can be made available to the hundreds of thousands of persons who constitute 51% of Ecuador's population but are on the margin of its society, outside its national life and formal school system.

The program outlined in this document calls for the systematization of non-formal learning materials, their sequencing into flexible learner-controlled "packages", and the use of materials by a national system of non-formal education operated by the Ministry of Education and cooperating private institutions.

This effort calls for materials sequenced to first and second levels. However, a third level of materials is planned to complete the program. It is anticipated that this final level will be accomplished by the MOE in the years immediately following the close of this program.

## EDUCATION DEVELOPMENT - NON FORMAL

A key point in the development of sequential systems is that they must be "learner-controlled". They must be flexible enough for the learner to enter at any level and leave the program at any level that fits his needs. These systems, thus, differ dramatically from a rigid formal school curriculum which a learner must negotiate in order to reach some pre-planned goal (i.e., a certificate, or graduation). The materials which will make up these sequential systems will also help the learner toward self-esteem as well as self-learning.

The first two sequential systems will be completed during the grant funded period of this project. Materials for systems in three other content areas will be completed during the latter 18 months to be loan funded.

Prior to the termination of grant funding the MOE with contractor and USAID assistance will determine cost effectiveness of various mixes of non-formal education materials and methodologies.

To bring a flexible non-formal learning system to the marginal population, a system of MOE Centers for Educational Innovation will be established. These Centers will be the Ministry's major facilities to try out new ideas, develop new materials, train community leaders as well as professional teachers in the use of the new systems. The Centers will institutionalize the Ministry's materials development and training responsibilities in the non-formal field. The materials to be developed for the "sequences" may include the traditional literacy fields of reading, writing and calculation as well as "functional skill areas", and practice in "learning how to learn" for application to whatever work skill the learner desires. The exact fields to be developed will be chosen jointly by the MOE, USAID and interested Ministries.

The Centers for Educational Innovation will be staffed by Ministry appointed trainers, audio/visual specialists, and administrative personnel. They will offer classes in the Center as well as travel to remote areas to train leaders in the field. The Centers will be the major support for a system of community learning groups to be organized in remote communities without schools or MOE Adult Education Centers. Centers trainers will train villagers to become non-formal education "facilitators" who, with the help of the Center's trainer-organizers, will establish the community non-formal learning groups.

The Centers will also support formal adult education classes in each region by furnishing materials and short-term training help. They will also aid the MOE primary teacher retraining effort through seminars and in-service demonstrations showing how the new materials may be used to stimulate interest among students in the formal system and to motivate them to more effective learning.

Three of the Centers will be established, equipped and staff trained during the grant funded period of the project. The remaining four will be established, equipped and staffs trained during the loan funded period.

## EDUCATION DEVELOPMENT - NON-FORMAL

The enthusiasm and cooperation of the MOE's Adult Education Division is one of the most hopeful indicators that a genuine alternative system can be developed. This division has for some years studied various philosophies for non-formal education, with particular emphasis on the work of Paulo Freire in Brazil and Chile. They have analyzed the needs of their people and willingly joined in experimentation to try to meet those needs. They are committed personally as well as on public record to find ways to lower illiteracy in their country. With their help, it may be possible to utilize the materials and methodologies developed under this program to do just that.

The Ministry has shown more than mere interest in the demonstration programs carried out during the experimental years of this program. They have requested continued help so they may meet the goals set forth in their ambitious five-year development plan. This plan, announced and forwarded by the President, calls for eradication of illiteracy in five years. Another goal of the Plan is better, lower-cost education for all citizens. One of the only ways the government may realize these far-reaching goals is through utilization of new methodologies, through development of new ways to reach people in addition to the formal schools and their adult education classes. Implementation of a non-formal education program is seen as mandatory by the Ministry of Education and the government as a whole. It is because of this, the GOE is expected to be receptive to a loan to carry on the program through its latter developmental period.

The alternative to this sub-project is to halt mid-stream an effort to solve Ecuador's spiraling education cost cycle, an effort which promises to bring an alternative to the educationally isolated rural population.

This effort is wholly within the goals outlined for AID's coming years, according to former Administrator John Hannah's memo of April 24, 1973. Dr. Hannah specifically called for "...carefully evaluated experimentation...in non-formal education (ranging from apprenticeship program to literacy training for farmers)...The Agency will increasingly look for new education patterns."

The new patterns attempted during the past experimental years show much promise but if left at the present stage would in no way make a significant improvement in Ecuador's enormous education problem. In reality, there is no alternative-- just a decision to continue trying or to leave things and people as they are-- which means in a position that falls further and further behind the accelerating life of the mainstream society.

### F. NARRATIVE STATEMENT

The inputs outlined under Part E., Rationale, have been selected for continued USAID support because of (1) the methodological successes achieved during the previous experimental phase of the non-formal project, FY 72-74, and (2) because the MOE has indicated their serious concern for the development of new ways to reach the country's marginal population and see non-formal education as one of the most effective innovations in this field.

The program will be carried out by the MOE and a combination of grantee and institutional contractors working closely with USAID/Ecuador's Education and Human

Resources Development Division. All the developmental, experimental and evaluative work will be performed by MOE and contracted technicians. For example, the evaluation specialist will work within the MOE evaluation section in partnership with an Ecuadorean evaluator. The materials development and non-formal specialists and their counterparts will work within the MOE Department of Educational Technology developing various methodologies which will make up the sequential systems. The three field coordinators will be responsible for pilot testing these materials as well as training the various groups that will use them.

The USAID budgetary inputs to this high risk and innovative project during FY 75 are to purchase the required commodities, to cover the costs of the sequential materials production, and to provide funding for regional training. During the first year of the grant funding, FY 75, the GOE will provide 12 local technicians to the project activities. Beginning with CY 1976, the loan funded portion, the MOE will increase their staff to 20 non-formal technicians and pick up all local costs of the project in the then five regional centers.

The major outputs of this program will be the sequential materials developed by the skills of the MOE and the contracted technicians and the regional centers for educational innovation. These centers, some of which will be adapted from existing provincial centers, will be staffed by specially selected MOE personnel trained by the program staff. The centers will be the major support for a system of community learning groups in remote areas, for adult education centers, and to a lesser degree, for formal primary education throughout the regions of the country.

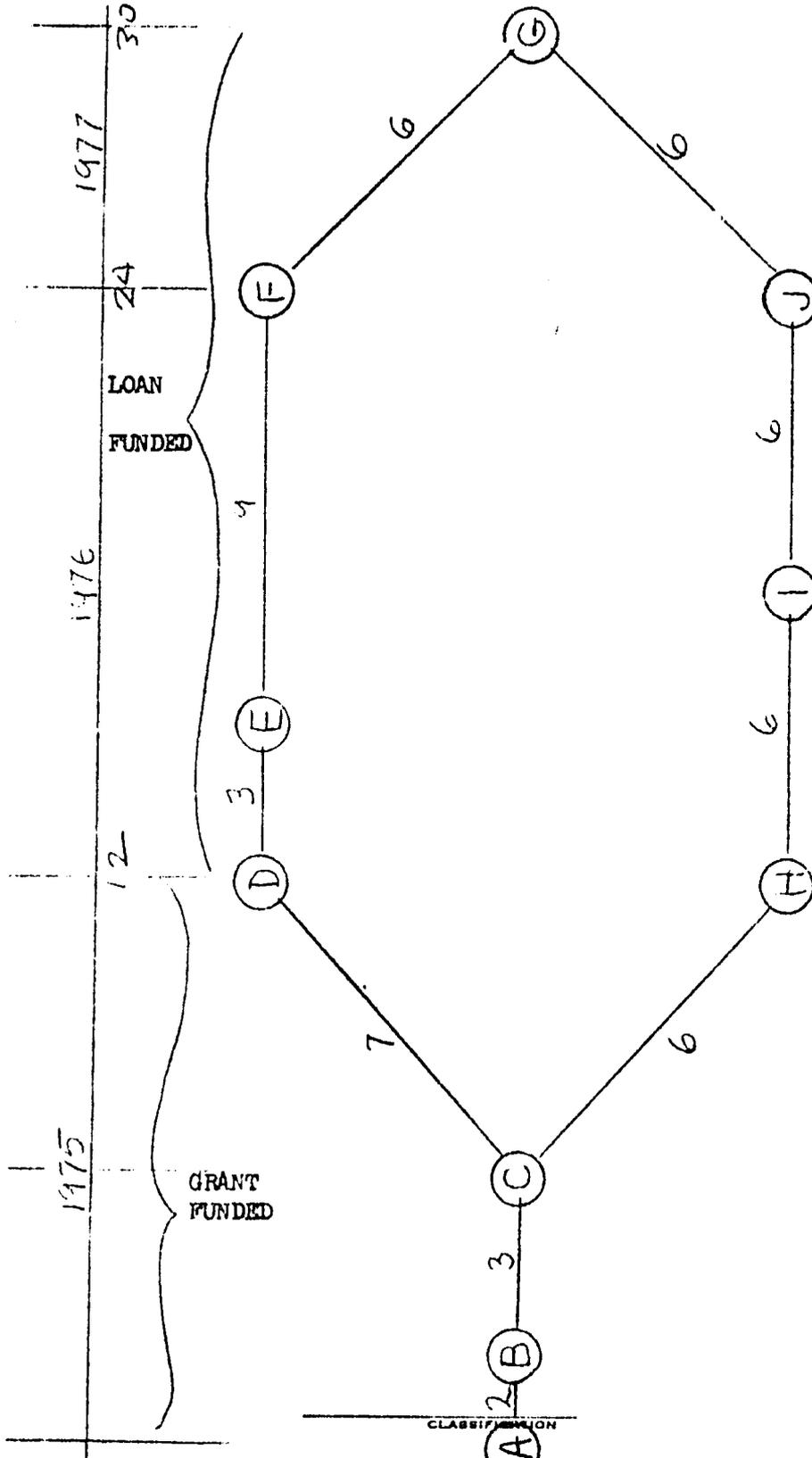
#### G. ROLE OF WOMEN

The non-formal education project will reach the rural woman in Ecuador through materials developed to teach nutrition, marketing and family planning. Women will be trained as facilitators to work in rural areas using simulation games and non-formal methodologies to teach literacy and numerary skills. Through this project it is expected that women will participate in the economic and social development of Ecuador.

# CONTINUATION

POST	NO.	CLASSIFICATION	PAGE	PAGES
Project No. 518-11-690-075.4			12	OF 14

## F.1 Implementation Plan, PERT PLAN, Major tasks



Step	Activity Line	DESCRIPTION	Agency	Time Mo.
1	A-B	Prepare detailed plans and let contracts	MOE/AID	2
2	B-C	Sequential systems research including affixing levels, choosing content field, etc.	Cont/AID MOE	3
3	C-D	Sequential materials developed in 2 content fields	Cont/MOE	7
4	D-E	Materials field tested and evaluated	Cont/MOE AID	3
5	E-F	Materials developed in 2 more content fields - field tested and evaluated	Cont/MOE AID	9
6	F-G	Materials developed in final content area, field tested and evaluated	Cont/MOE AID	6
7	G-H	Centers 1, 2, 3 selected, staffs chosen, and trained. Commodities ordered.	Cont/MOE AID	6
8	H-I	Centers 1, 2, 3 equipped. Centers 4, 5 chosen and staffs selected & trained.	Cont/MOE AID	6
9	I-J	Centers 1, 2, 3 in full operation; 4, 5 equipped; 6, 7 chosen and staffs selected. Cooperating organization center staff trained.	Cont/MOE	6
	J-K	MOE Center 6-7 staff trained, and Center equipped, Cooperating organization Center 2 staff trained.	Cont/MOE AID	6

