

UNITED STATES GOVERNMENT

Memorandum

6630180 (2)
PD-AAC-484-81

31p.

TO : Executive Committee for Project Review

DATE: 9-25-75

Thru : AFR/DP, ^{for} Mr. Robert Huesmann *MHC*

FROM : AFR/ESA, *al* Owen Cylke

SUBJECT: OPG/PVO Integrated Family Life Education Project - Ethiopia

The AFR Project Committee met on June 9 and reviewed the World Education (WE) proposal for this project. The Committee is composed of Ric Muchmer, AFR/ESA, Robert Shoemaker, AFR/DS, Dwight Wilson, AFR/DP, Bernard Wilder, TA/EHR and John Shannon, PPC/DPRE. The Committee raised some questions that could not be answered from the proposal or other available information. These questions and issues were forwarded to USAID/Ethiopia and to the contractor for comment. As a result the contractor chose to revise the proposal as the best means of addressing and resolving the questions raised.

The attached revised proposal has been reviewed by USAID/Ethiopia with comments and recommendations for approval contained in Addis 10723 (attached). The Project Committee met again on September 19 and reviewed the revised proposal along with Mission comments. The Committee focused on the degree to which the following questions and issues raised in the initial review had been satisfactorily resolved:

Project Issues

1. Is the purpose and nature of project one of institution building, R&D or the provision of services or some combination of all three?

The revised proposal indicates that the project will consist of an extension of the current pilot activity but with considerable additional activities, including an expansion and further development of activities begun under the Pilot Phase. The materials development for the Pilot Phase will be revised and new follow-on materials will be developed and tested for new literates during the project period. Also, the number of centers will be expanded from three to four, the average enrollment of adult learners in each center will be increased from 120 to 250 and the total enrollment will be increased from 350 to over 1000.



2. What is the relationship of EWWA with the new Government of Ethiopia and is this relationship positive and productive?

According to USAID/Ethiopia the GOE has recently agreed to continue a small subsidy to EWWA, continue provision of selected GOE staff to EWWA and agreed to assume responsibility for some EWWA services, primarily health and welfare. The Mission considers this and other recent events to be positive indicators that EWWA at least at the present has a favorable and promising role in future GOE activities.

3. Are costs realistic?

There has been no cost benefit analysis of either the Pilot Phase or the proposed two-year project. However, the proposed project costs appear in line with the nature of the activity. Also, previously proposed home office contractor costs have been reduced in the attached proposal. For clarification it should be noted that the Financial Plan on page 22 of the proposal lists WE contributions as \$26,651 when in fact this is a part of the proposed AID contribution.

4. Does the project have adequate provisions for systematic evaluation?

The Project Committee concurs with the Mission that while the provisions for project evaluation indicated on pages 19-21 appear generally adequate, there is need for the design of a comprehensive evaluation system by a qualified consultant during the very beginning of the project.

Recommendation

AFR/ESA supports the recommendation of USAID/Ethiopia and the Project Committee that the ECPR approve the project as submitted.

Att:ADDIS 10723 of 9/5/75

AFR/ESA:WWhitten:bwc

Clearance: AFR/ESA:RMachmer *RM*
PPC/DPRE:JShannon (subs)
TA/EHR:BWilder (subs)



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E.O. 11652: N/A
SUBJ: OPR " WORLD EDUCATION PROPOSAL

REF: (A) STATE 147710; (B) ADDIS 09191 (C) ADDIS 5966

1. RE PARA 1 REFERRED, EWMA WAS COMPLETED PENDING OF PYROPPG PROPOSAL AND SUGGEST FOR INTEGRATED FAMILY LIFE EDUCATION (IFLE) PROJECT.
HOLDER (TAN) CRITICAL COMMENTS AND SUGGESTIONS ARE VERY HELPFUL. IN EWMA ANALYSIS/PROVISION, EWMA EXPERTS HAVE REDESIGNED PROPOSAL TO HONOR EDUCATION/ SEPT 5.

2. USAID COMMENTS ON ISSUES RAISED REFERRED ARE AS FOLLOWS:

A) PROJECT PURPOSE NOT FOCUSED ON DEVELOPMENT OF INTEGRATED LEARNING METHODOLOGY, AND DEVELOPMENT OF TEACHING MATERIALS WHICH INTEGRATED SEVERAL SUBJECTS (AGRICULTURE, NUTRITION, HEALTH, FAMILY PLANNING, AND HIRING FORMATION EDUCATION). NATURE OF PROJECT SHOULD BE RFD, WITH FIELD INVESTIGATION NEEDED TO CONDUCT RFD IN NATURAL LABORATORY OF THE REAL WORLD. PROJECT PURPOSE CONTRIBUTES (THRU RFD EXPERIENCE) TO GOAL OF BUILDING EWMA CAPABILITY TO DELIVER LEARNING SERVICES OVER LONG RUN, BUT PROJECT IS NOT DESIGNED AS INSTITUTING.

B) OVERALL EWMA RELATIONS WITH NEW GOVT ARE OK. RECENT MEETINGS HAVE RESULTED IN CONTINUATION OF GOVT SHALL SUBSIDY TO EWMA, CONTINUED SECONDMENT OF SELECTED GOVT STAFF TO EWMA

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AND GOVT ASSUMPTION OF RESPONSIBILITY FOR SOME EWMA SERVICES (PRIMARYLY HEALTH AND WELFARE). WHILE CURRENT CAPABLE LEADERSHIP (WOIZE, LOULE YESFAYE) DOES NOT HAVE THE STATUS OF PRINCESS SEBLE, WHO REMAINS AS PRESIDENT OF EWMA, IN PRESENT POLITICAL CONTEXT THIS PROBABLY JUST AS WELL. TELE ADVISORY BOARD OF VOLUNTEER GOVT TECHNOCRATS STILL PROVIDES ACTIVE GUIDANCE TO PROJECT. EWMA/IN PUBLIC HEALTH DISPERSTIONS INDICATE TELE DIRECTOR AFFAIRS SECONDMENT WILL BE EXTENDED; HER CONTINUED AVAILABILITY IS IMPORTANT ASSUMPTION OF PROJECT.

C) PROJECT DESIGNED TO REVISE LEVEL I MATERIALS ON BASIS PHASE ONE EVALUATED EXPERIENCE, AND TEST THESE WITH NEW GROUPS OF ILLITERATE

ADULTS IN THREE EXISTING CENTERS AND NEW GROUP IN NEW FORMER CENTER. LEVEL II FOLLOW-UP MATERIALS WILL BE DEVELOPED AND TESTED WITH ILLITERATE AT ORIGINAL THREE SITES. SAME PROCESS APPLIED TO I-TE-1000 METHODOLOGY. AT END OF PROJECT, ILLITERATE INCREASE SHOULD BE 10% SHOULD HAVE THE STATE, CAPACITY, REGULATORY AND POTENTIAL TO EXPAND PROGRAM THROUGH ALL ITS TERRITORIES. ACHIEVE ILLITERATE GOALS OF EDUCATIONAL

AID. LITERATE WITH WORLD EDUCATION SHOULD PLAN ON THIS, AND PLAN BUDGETARY ASSUMPTION OF FIFTH OPERATIONS AT END OF TWO YEARS SHOULD BE MADE QUANTITATIVELY GOALS. TELE ALSO COOPERATE WITH OTHER NATIONAL PROGRAMS BUT NOT PROVIDE DIRECT SUPPORT TO THEM. THEY WILL WORK ON DIFFERENT AREAS WITH DIFFERENT TARGET GROUPS

D) PROJECT COSTS HAVE BEEN REDUCED TO CORRESPOND TO REDESIGN PROGRAM. NEORIDE HAS SUGGESTED REDUCING PLANNED ADMINISTRATIVE SERVICE LEVEL AND BUDGET FOR WORLD EDUCATION, INC., WHICH AMOUNTED TO ALMOST A QUARTER OF PREVIOUSLY PROVIDED GRANT FUNDS. WEI CONSULTANT SERVICES WERE CONSTANT EXCEPT FOR TRAINING WHICH EWMA CAN DO THEMSELVES. IF NOT STRONGLY OBJECTS, SUGGEST MAKING OPG DIRECTLY TO EWMA WHO CAN PURCHASE CONSULTING SERVICES.

F) EVALUATION RESOURCES IN REDESIGN ARE ADEQUATE, BUT SUGGEST NET EVALUATION CONSULTANT SUBMIT COMPREHENSIVE DESIGN FOLLOWING EARLY TRY.

3. MISSION COGNIZANT OF DELAY CAUSED BY REDESIGN BUT BELIEVES IT MORE SUPPORTABLE PROJECT. MISSION RECOMMENDS APPROVAL OF

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Proposed OPG with WORLD EDUCATION
Integrated Family Life Education Project - Ethiopia

September 1975

TABLE OF CONTENTS

	<u>Page</u>
I. Project Background	1
II. Project Analysis	3
A. Integrated Approach	4
B. Integrated Program Content	7
1. Agriculture	
2. Health	
3. Nutrition	
4. Family Guidance	
5. Civics	
6. Literacy and Numeracy	
III. Project Goal	14
IV. Project Purpose	15
V. End of Project Status	15
VI. Project Design and Implementation	16
A. Implementation Schedule	16
B. Measurement and Evaluation	19
VII. Financial Plan	22
VIII. Budget (WE Contribution)	23
IX. Budget (EMWA Contribution)	25

INTEGRATED FAMILY LIFE EDUCATION PROJECT

ETHIOPIA

I. PROJECT BACKGROUND

The Integrated Family Life Education pilot project was conceived as a result of a Family Life Education seminar held in Nairobi during October 1972, sponsored by World Education in cooperation with the International Council of Social Welfare. The main purpose of the seminar was to stimulate integrated functional education programs incorporating family guidance, nutrition, and health in the participating countries.

Each country group developed a proposal as a practical extension of the above goal. The Ethiopian group developed a proposal based on three assumptions related to Ethiopia's development objectives:

1. That there is an increasing need for coordinated and integrated efforts among various government and nongovernment agencies to work towards bringing about improved family life education so as to improve the socio-economic wellbeing of society;
2. That there are many geographic areas where these integrated services are needed;
3. That concentrated, coordinated, broad-aimed efforts can bring about a better utilization of both human and material resources than isolated efforts. /...

The Integrated Family Life Education program is a pilot project that is built on the existing knowledge, attitudes, and practices of selected urban, semi-urban and rural communities to bring about more effective action in the areas of health, nutrition, agriculture, family guidance, civics and literacy-numeracy through more effective programs for educating adults. The design of the curriculum is guided by individual observations as well as the findings of the baseline surveys. The methods and core materials developed are useful nation-wide, as the issues addressed are national problems. However, concepts are discussed and analyzed as related to the individual's life as a whole, with specific learning made applicable to the particular problem raised. The group leaders take the position of drawing together all basic factors related to the issue and eventually concentrate these on a specific message. In the local community where learning takes place, existing change agents work together and participate on the literacy on which the core subject of their speciality is discussed, as the text, through which they work, is problem oriented and concept centered. Thus the methods and materials developed are broad enough to cover nation-wide programs but flexible enough to be adapted to situation-specific problems and concepts.

In 1973 the above project was put into action by Ethiopian Women's Welfare Association (EWWA) in cooperation with World Education (WE). The pilot project focused on the integration

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of family life concerns into the already operating infrastructure of EWWA, a voluntary agency organized in 1934.

In the initial two years the pilot project developed methodology and materials that have been tried in ten classes in three pilot areas of urban, semi-urban and rural people, directly reaching about 350 adults. The classes were integrated with about one-fourth men and three fourths women. The Project was evaluated in early 1975¹ to document progress and problems which need additional work. In 1975/77 the Project proposes further development of the integrated approach, materials and concepts and to work in cooperation with existing agencies, in light of changed political, social and economic factors.

II. PROJECT ANALYSIS

EWWA is a non-profit making voluntary organization founded in 1934 and chartered in 1941. It operates in 13 administrative regions, ^(Provinces) with 33 branches. It has 179 paid permanent workers and 300-400 voluntary workers who give from one to three months service of their time annually. The Association has a special responsibility to respond to the social and welfare need of the Ethiopian women.

The workers of EWWA have some training in social work, community development, health, education, etc. However, there is a great need for training and experience in non-formal education integrated approach as well as materials and methods development.

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¹See evaluation report given as Attachment

A. Integrated Approach

Most people in Ethiopia are rural. They live in a simple way, generally eat one type of food, and sleep, cook and eat in one room. They are untrained and illiterate. Their outlook on life is not complex. On the other hand, they are surrounded by a hostile environment with which they constantly interact and struggle for survival. Because their relationship to their environment is uncertain, they need opportunities to build their capacities to cope with political, social, health, and economic concerns. This being the case, there is a much greater need for a simplified and integrated functional education that will enable them to perceive their basic needs and build their capacity to meet these needs. This is the general problem to which this Project is directed.

The concept of specialized institutions to deliver community services has been in practice for some time in Africa as in other parts of the world. However, the need for meaningful coordination, cooperation, and integration among development agencies has become obvious but is rarely accomplished.

It has been generally assumed that integrated and coordinated efforts can bring about a better utilization of human and material resources and such coordinated endeavours can facilitate the socio-economic development and wellbeing of a society.

/...

More specifically, in Ethiopia it is important to further develop an integrated approach, in view of the recent political change, the establishment of farmers associations, and the encouragement given to private agencies to continue experimenting; EWWA has the comparative advantage of having started on an integrated approach, which gives it some experience on which to base this work; however, EWWA needs time, larger numbers of participants and additional centres for further development. With its nation-wide structure, EWWA focuses on women and the family with a direct contact in the community; it has a relatively small and flexible organization, which helps to operate smoothly in an integrated approach.

During the developmental phase of this Project the concept of a coordinated approach to the community is an operating assumption to be confirmed. This is to be achieved not only through the participation of the multi-agency Advisory Committee at the central level, but also through the continued involvement of a variety of agencies and the community at the field level.² /...

²Ministry of Education, Ministry of Health, Ministry of National Community Development & Social Affairs. The National University (Haile Selassie I), Family Guidance Association of Ethiopia, Ethiopian Nutrition Institute, Ethio-Swedish Pediatric Unit, EWWA, and community and development leaders of all the sites.

The Integrated Family Life Education pilot program is designed to demonstrate, through EWWA's catalytic work, an integrated approach to materials, methods and concepts, working through existing change agents (EWWA, Government, communities, etc.) to build local and individual capacity to solve local socio-economic problems. It does not try to solve all problems, but encourages community-based organizations and individuals in the community, particularly women who form a significant potent force for change in the community, to identify specific areas of concern and to work together toward the solution of some of these concerns.

In addition to the above organizational, methodological and conceptual problems, to date there has not been sufficient learning materials developed for neo-literates. These materials are needed to develop a citizen who is independent in judgement and capable of continually informing himself to cope up with his problems. Thus the Integrated Family Life Education Project plans to develop Second Level materials that will contribute to the solution of this problem.

The strategy of the Project is thus:

- a) To further develop materials that integrate health, nutrition, family planning, agriculture, civics and literacy;
- b) To use the developed materials to further enhance the integrated approach;

/...

c) To strengthen cooperation and collaboration with Government and non-Government agencies dealing with adult nonformal education, and present programs together that are integrated; and thus set an example for future development.

B. Integrated Program Content

Health, nutrition, agricultural practices, family guidance, and civics are the core program content areas already identified by survey for the pilot project. In Ethiopia, very little work has been done to present these programs in an integrated way which also tries to build local participation, cooperating with existing service agencies through integrated learning materials, discussion and demonstration.

In the learning situation, the six program elements identified below will be presented in an integrated format, as these elements are interrelated whether the core subject is agriculture, health, family planning or etc. This means that when a specific core topic is covered, all the elements related to this will be discussed. A core subject can lead to the treatment of many other topics, used as examples to present other concepts. Although a substantial discussion of the subject and its relations to the other elements and the individual's life takes place, a core concept of the subject will be transmitted. /...

While functional literacy will be a foundation for this learning experience, demonstrations and extensive discussion sessions will be used to instill popular participation in problem identification and solution. In this process the change agents and community members (EWWA, peasant associations, YWCA, traditional birth attendant groups, etc.) will participate. Some analysis of problems in the program areas follows, with a comment on what core functional education will be addressed to the problem, from which EWWA can gain relevant experience.

1. Agriculture

About ninety per cent of the people in Ethiopia live by farming. They do not concentrate on any one farming product. Their activities are diversified because the main goal is feeding their families. In other words it is subsistence farming.

These farmers do not make maximum use of the extension agents where they exist. They have little, if any, idea of animal health. They are not aware of the fact that cash-crop farming can supplement their income. Their knowledge of the relationship between soil erosion and tree plantation is limited.

Thus the Project plans to provide functional education services that will: /...

- a) Enable rural/urban men and women to appreciate the value of improved but simple agricultural techniques by helping to understand the ways in which they can affect their lives;
- b) Inform rural/urban men and women of improved agricultural techniques explaining, demonstrating, and discussing with them such important subjects as animal health, soil erosion, use of fertilizers, selection of seeds, utilization of small garden plots, use of irrigation, and storage of food;
- c) Assist rural/urban men and women in adapting improved agricultural practices by putting them in contact with extension agents in the local area.

2. Health

Most people in Ethiopia are not aware of the relationship between health and disease. Furthermore, they have no idea that improved personal and community hygiene are contributing factors in achieving and maintaining good health. Most important, the Ethiopian villager does not understand that his health, to a large degree, can depend on his own attitudes and behaviour.

This being the case, the Project will establish educational programs that will: /...

- a) Enable rural/urban men and women to appreciate the value of preventative health care by helping them to develop an awareness of their own capacities for contributing to more healthy living;
- b) Inform rural/urban men and women of preventative health care methods by explaining and demonstrating to them methods of personal/community hygiene, vaccination, anti- and post-natal care;
- c) Assist rural/urban men and women in using modern health practices by bringing them in contact with various health care resources in the area.

3. Nutrition

The relationship of good nutrition to good health is not understood in Ethiopia. People eat just to satisfy hunger and to summon enough energy to perform daily tasks. The typical diet, even of the urban-employed, is fat, meat, and grains; the typical food for the poor is grains, some fat, and some legumes. Thus the understanding of satisfactory diets among Ethiopians at most levels excludes realization of the need to vary and balance their diets. Children are breast-fed up to two years and directly transferred to an adult diet which is hot and spicy. The essential ingredients of balanced child diet and required calories are not

recognized. In addition, it is not recognized that children require more food because they are growing and using more energy.

The Project will then develop programs that will:

- a) Enable rural/urban men and women to appreciate and value nutrition by helping them understand the interrelationship between a balanced diet and good health;
- b) Inform rural/urban men and women about good nutritional practices by explaining and demonstrating the nutritional values of various foods, the substitution possibilities available to them, and appropriate ways of preparing various new foods in keeping with local traditions;
- c) Assist rural/urban men and women in utilizing good nutritional practices by bringing them in contact with various local resources available.

4. Family Guidance

Rural and semi-urban people in Ethiopia have little or no idea of the options that exist to plan their families. They are not knowledgeable about modern means of child-spacing, for example. The fact that the size of their families can depend on their own decision is unthinkable to most of them. Therefore, lack of family

guidance education and services could significantly endanger the health of the mother, the child, and the family as well as affecting their economic and social well-being.

Functional education programs will be made available:

- a) To enable rural/urban men and women to appreciate the value of child-spacing by helping them to understand the interrelationship between the size of the family and its economic, health and social well-being;
- b) To inform rural/urban men and women that there are modern and safe methods of child-spacing by explaining and demonstrating the various family guidance techniques available;
- c) To assist rural/urban men and women in using modern means of child-spacing by bringing them in contact with the various family guidance service agents in the local area.

5. Civics

The rural and semi-urban Ethiopian's concept of government and social structures is limited and based on previous patterns. There is no understanding that the national or local socio-political policy affects the individual member of the society. Many lack understanding of the

recent social change in Ethiopia and the egalitarian rights and responsibilities of a citizen now.

Functional education program will be developed that will:

- a) Create awareness among men and women of the social changes that are taking place;
- b) Convey comparative government systems;
- c) Create understanding of the importance of urban and rural associations (peasant associations, cooperatives, etc.);
- d) Train people in their new rights and responsibilities.

6. Literacy and Numeracy

It is estimated that 90% of the Ethiopian population (49% of whom are women) live in rural areas where schools are scarce and/or non-existent. The estimated number of persons who can read and write are 10% and less than one per cent for the female population.³

According to Ethiopian tradition, women are not encouraged to participate in the out-of-the-home situation which, of course, includes participation in formal or non-formal

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³ECA, Country Report - Ethiopia, Addis Ababa

education. In the indigenous Ethiopian society, a woman is made to stay and work at home; the entire responsibility of promoting the unmeasurable economic activities of the household situation is hers.

In addition to the above objectives, ^{there,} the Project will include learning achievement of such basic literacy skills as:

- a) The ability to read and understand simple written materials (posters, pamphlets);
- b) The ability to write within a limited vocabulary (short letters, applications, addresses);
- c) The ability to perform basic mathematical functions (addition, subtraction, weights, and measures).

III. PROJECT GOAL

The long-term goal of this Project is to build EWWA quality and outreach capacity to offer integrated family life education to rural and urban communities where EWWA is organized; also, this increased capacity will enable EWWA to more effectively liaison with other agencies in the field of functional education from their comparative advantage in women's development.

This goal contributes to the nation-wide effort to improve quality of life, thereby increasing their capacity to participate and contribute to development activities in their communities.

IV. PROJECT PURPOSE

The purpose of this Project is to further develop the integrated approach and materials considered necessary for the delivery of functional education of immediate and practical use. In addition, the purpose is to provide learning opportunities directly for approximately 1,000 individuals in the four communities in which the educational experiments will take place. The Project will also set an example of cooperation and collaboration with other agencies.

V. END OF PROJECT STATUS

At the end of the Project there will exist:

1. A cadre of trained people at EWVA capable of continuing the training.
2. A self-sufficiency developed in EWVA for continuing and expanding the process of integrated family life education.
3. A substantial collection of tested leader, learner, and special interest materials, including a variety of supplementary materials for two level of learners.
4. A series of evaluation tools for ensuring continuous and practical monitoring of such programs.

(See logical frame matrix, IV, C)

VI. PROJECT DESIGN AND IMPLEMENTATION

The core of this proposal is the development and refinement of the methodology and concepts started during the pilot project, plus the development of second level learning materials for Phase I neo-literates. Phase II of Project activities will include refinement and additional core curriculum design, testing, and revision; demonstration classes; feedback and evaluation. These activities will be carried out simultaneously on two levels: (1) at the three original EWWA sites (the laboratory) involving and anticipated 15 group leaders and 1,000 learners on the first and second level materials, and (2) a new EWWA site for the revised first level materials; in addition, Zamacha⁴, YWCA, Edir⁵, and etc. programs will be given access to Project methods and materials. Supporting services in health, family planning, agriculture and nutrition are available either through the EWWA network or Government extension services. Sufficient flexibility has also been left in the timing of the Project to ensure the EWWA's ability to respond as a resource to the requests of other local agencies desiring assistance.

A. Implementation Schedule⁶

The Project will develop in four phases over a 24 month period beginning November 1975. /...

⁴Zamacha is the National Self-Reliance Program which has sent thousands of the urban educated to the rural areas to work in community development.

⁵Edir is a traditional cooperative association.

⁶For more complete description of project timing see flow chart, Attachment .

Phase I -- 5 Months

During this period intermediate level materials (Level II), will be completed and field-tested to supplement existing first level materials. In addition, the group leaders' guide and learner materials for the beginning level (Level I) will be revised in line with participant reactions, the new political change and in consultation with group leaders and cooperating agency representatives. Prototype materials to supplement the service activities of health, nutrition, agriculture and family planning will also be prepared. A simplified community needs assessment will be redesigned. The survey will be completed early in this phase so as to feed results into the materials production and training process. Lastly, during this period field observers (coordinators) and group leaders will be trained in a series of one-week workshops.

Phase II -- 6 Months

During this period, the refinement of practical feedback instruments will be completed. A total of 15 classes will begin in each of four EWWA sites. Field observers will maintain close contact with classes providing feedback to the central staff assisting group leaders with specific problems and contracting/facilitating visits of local resources personnel (i.e., family guidance clinic staff, agricultural extension workers, medical clinic staff, etc.).

/...

Mid-point in this cycle a series of review seminars with leaders and cooperating agency representatives will be held to discuss specific problems that may be occurring. In the special interest area, prototype materials developed in Phase I will be field tested.

Phase III -- 6 Months

During this period the experience of the first cycle will be reviewed by all Project staff (central and field) to provide a basis for making such program adjustments as may be necessary. Additional sites will be selected as may be necessary, (the exact number will depend on the needs of other agencies) and surveyed. Both Level I and Level II materials will be reviewed, refined, and expanded to cover a broader range of information. Special interest materials will also be refined and expanded to reach a wider audience. Lastly, based on first cycle classes, evaluation/feedback instruments will be reviewed.

Phase IV -- 6 Months

Classes will begin not only in the previous sites but also in those of additional agencies. This Phase will, of course, be similar to Phase II in that field observers will maintain close contact with teachers and community resource personnel and make recommendations for adjustment final evaluation will be completed.

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B. Measurement and Evaluation of Project Accomplishment

Since effective administration of any project is difficult, if not impossible, without sufficient information on how well or poorly a program is operating, a key aspect of the second (or continuation) phase of the Integrated Family Life Education Project is the development of a system of continuous, reliable evaluative feedback. Intensely practical in nature, the system will begin with a comprehensive survey to identify the needs, customs, beliefs and existing facilities in the new site and uncovered areas in the old sites and will provide a constant flow of feedback information from Project sites through the use of such techniques as pre- and post-tests, learning centres logs, observations, learner interviews, and questionnaires. These techniques will provide evaluative data not only on how successful the Project is in reaching village men and women, but also on how much of the information provided in the program curriculum is actually being accepted and applied by the learners in their daily lives as well as providing indicators of what conceptual issues need strengthening or introduction.

In order to ascertain the attitude, behaviour, and ability levels of learners prior to program implementation, specific information is needed concerning the learners and their environment:

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- attitudes and behaviour about health, agriculture, nutrition, family planning, civics, etc. as well as their felt needs and interests;
- literacy levels (reading, writing, arithmetic);
- current availability of service facilities and/or development manpower.

This information will serve as both a basis for curriculum development and program focus and as pre-program data against which to compare the impact of the program on learners after various stages. Program staff with specialist assistance will develop questionnaires to obtain the information outlined above from learners and others in the villages. Local field observers will be trained to gather the needed information through a variety of techniques. This information will be collated and analyzed by the core staff, and others as the need may be.

A system of ongoing feedback from the program will be designed to strengthen administrative practices as the program develops. Procedures for obtaining information systematically and on a regular basis will be developed prior to the beginning of the expanded program.

The specific mechanisms to be used for obtaining the feedback needed for program support will be designed at the local level to ensure maximum validity, reliability and practicability

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of the instruments used. As the information is periodically received by program staff, it will be analyzed and used to make changes to make the program more effective as it develops, rather than merely to evaluate its impact at the conclusion.

Periodic leader consultations will also be used, both as in-service training opportunities and as feedback mechanisms to test out information received.

For the purpose of evaluating the impact of the program on learner, post-tests will be administered to determine ability levels in literacy, numeracy, and coping skills.

Observations, informal interviews, attitudes tests, questionnaires, or similar instruments will be developed and used to monitor changes in learners' attitudes and behaviour in the specific areas of family guidance, health, nutrition, sanitation, child care, and agricultural practices.

VII. FINANCIAL PLAN

The implementation of this Project requires a total expenditure of \$161,451 over a 24 month period. WE contribution will be \$ 26,651. In addition, the EWA will contribute \$34,900.00. A summary of the budget is given below:

<u>Category</u>	<u>Cost</u>	
	<u>WE Contribution</u>	<u>EWA Contribution</u>
<u>WE Costs</u>		
Personnel	\$ 8,591	
Consultant Services	5,000	
Travel (Staff & Consultant)	<u>13,060</u>	
	\$ 26,651	
<u>Local Costs</u>		
Personnel	\$ 45,300	6,200
Travel	3,800	
Field Costs (Pilot)	21,600	\$ 11,200
Evaluation	1,000	
Materials Development	13,000	
Training	3,000	4,000
		2,400
General Administration	<u>12,200</u>	<u>10,500</u>
	<u>99,900</u>	<u>34,900</u>
	\$ 126,551	\$ 34,900

VIII. BUDGET (WE CONTRIBUTION)1. WE Costs1.1 Personnel

Regional Representatives (1.0 man mos.)	\$ 1,380
Secretarial Assistance (1.0 man mos.)	960
Administrative Assistance (1.2 man mos.)	<u>3,000</u>
Subtotal	5,340
Benefits @ 15%	<u>801</u>
Subtotal	6,141
Overhead @ 39.9%	<u>2,450</u>
Total Personnel	\$ 8,591

1.2 Consultant Services

Materials & Methods (30 days @ 100)	\$ 3,000
Evaluation (20 days @ \$100)	<u>2,000</u>
	\$ 5,000

1.3 Travel

Staff

(3 trips @ \$1,500)	\$ 4,500
(30 days @ \$32)	960

Consultant

(4 trips @ \$1,500)	6,000
(50 days @ \$32)	<u>1,600</u>
	<u>\$13,060</u>

TOTAL WE COSTS

\$26,651

2. Local Costs2.1 Personnel

Project Manager (2½ man mos.)	\$13,800
Field Supervisor (2½ man mos.)	7,944
Materials Training/Specialist (2½ man mos.)	7,200
Secretary/Accountant (2½ man mos.)	7,200
Driver/Mechanic (2½ man mos.)	3,000
General Office Helper (2½ man mos.)	<u>720</u>
Subtotal	\$39,864
Benefits 13.6%	<u>5,436</u>
Total Personnel	\$45,300

2.2 Staff TravelA. Site Development

EWMA (Pilot)	\$ 1,000
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B. Implementation

EWMA (Pilot)	1,125
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C. Supervision

EWMA (Pilot)	<u>1,675</u>
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Subtotal	\$ 3,800
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2.3 Field Costs (EWMA Pilot)

Field Coordinators/Observers (3 @ \$175/mon. x 2½ mon.)	12,600
Group Leaders (15 @ \$25/mon. x 24 mon.)	<u>9,000</u>
Subtotal	\$21,600

2.4 Evaluation

Data Processing \$ 1,000

2.5 Materials Development/Production

Learner Materials \$ 4,000

Leader " 3,000

Supplementary/Special Interest Materials 6,000

Subtotal \$13,000

2.6 Training

EMWA (staff) 08 \$ 3,000

2.7 General Administration

Office Supplies \$ 4,200

Vehicle Maintenance & Fuel 3,800

A-V Aids 1,200

Demonstration (nonhelp) Materials 3,000

Subtotal \$12,200

TOTAL LOCAL COST \$69,800GRAND TOTAL \$126,551VII. BUDGET (EMWA CONTRIBUTION)1. Personnel

Executive Assistance (4.8 man mos.) \$ 3,000

Clerk/Secretary (2 1/2 man mos.) 1,200

Accountant (part-time) (4.3 man mos.) 2,000

Subtotal \$6,200

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2. Field Costs

Field Coordinators/Observers	
(1 @ \$175/mon. x 24 mon.)	\$ 4,200
Specialist Services (class enrichment)	3,600
Facilities Cost (14 class/year)	
(14 classes x \$134/year x 2 years)	<u>4,000</u>
Subtotal	\$11,800

3. Materials Production

Content Specialists	
(health workers, home economists, agriculture, etc.)	\$ 4,000

4. Training

Specialist Services	
(health workers, home economists, agriculture, etc.)	\$ 2,400

5. Other

Facilities costs (@ \$300 x 24 mons.)	\$ 7,000
Utilities	500
Demonstration (selfhelp) Materials	2,000
Additional Transport	<u>1,000</u>
Subtotal	<u>\$10,500</u>

GRAND TOTAL

\$34,900