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211(d)
Proposal

PROPOSAL FOR SUPPORT UNDER THE
AGENCY FOR INTERNATIONAL DEVELOPMENT
INSTITUTIONAL GRANTS PROGRAM

29A.

NAME OF APPLICANT: University of Massachusetts

DATE OF APPLICATION: May 9th, 1974

GRANT TITLE: A grant to the Center for International Education of the University of Massachusetts to strengthen and develop its competence in nonformal education for the developing world.

DURATION: Five years from date established by the grant

AMOUNT OF GRANT: \$750,000

AID SPONSORING OFFICE: Technical Assistance Bureau (TAB)

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I. DESCRIPTION OF PROBLEM

Educational planners and national-level decision-makers in LDCs have increasingly found themselves rushing through a tunnel --bounded on one side by growing demands for educational opportunity and on the other by a myopic dedication to the principles of schooling as the only practical means of satisfying those demands. Nonformal education now represents a new approach toward the utilization of limited resources to more rapidly and directly improve the lot of economically disadvantaged peoples. Because nonformal education is human-resource intensive, it promises to make both more appropriate and more efficient use of the limited capital available for education in LDCs.

Description of the Problem and of Development

At present there is no generally accepted definition of the term nonformal education. For the purposes of this grant, the term will be taken to cover:

a wide range of non-school activities whose major purpose is to promote in people around the world the development of skills, knowledge and behaviors which will enable them to improve their life situations.

Economically, nonformal approaches to education address the critical need to narrow the gap between the educated elite and the high percentage of the non-schooled populations in LDCs. Formal education systems tend to funnel those who become educated out of their rural homes and hence lessen the chance that they can share their learning with the rural population - a loss of human and material resources for local development. - Moreover, it is becoming

a widely accepted fact that until a majority of the world's unschooled population have met their minimum essential learning needs, the problems of population growth and natural resources distribution cannot be solved.

Politically, the most effective programs in development are those which build up native capabilities and help people to provide for their own needs. Nonformal education programs capitalize on indigenous learning systems where they exist, and depend on local leaders to become educators and key figures in the delivery systems. Methodologies stress local initiative, self-help, learning from non-professional peers, easily reproducible and cheap materials, and an emphasis on locally chosen goals for the learning.

Educationally, nonformal approaches have the highly valuable characteristics of cultural relevance to the people's learning needs. Rather than imposing Western educational systems on cultural structures where they may not fit, nonformal programs grow out of the indigenous systems and are appropriate to particular groups of people. Also, these programs can operate at costs which lesser-developed countries can afford.

Finally, nonformal education is oriented toward the future, and the gradual balancing out of the amount of educational assistance provided by the United States to LDCs and the amount gained by us from their experiences. As we become a receiver as well as a giver of aid and insight, nonformal education methods may provide us with innovative ways to narrow the gap between the educated elite and underprivileged in our own nation.

University Interest, Present Involvement and Activities:

The University of Massachusetts, with assistance from the Agency for International Development, proposes to strengthen and expand its existing capacity in nonformal education for developing areas of the world. Based on

the groundwork of current projects in nonformal education, the University proposes to establish a Nonformal Education Center (NEC) within the framework of the already existing Center for International Education which has been responsible for university efforts in this field until now. The two centers will form a mutually supportive team which will draw on the considerable resources of the School of Education, other departments within the university, and the other institutions in the Five-College Consortium. In addition, the university will work closely with other universities, international organizations, and indigenous institutions involved in nonformal education.

Overlap Between AID Purpose and Grantee's Educational Objectives:

It has become clear that (lesser developed) countries cannot afford universal education...and that the academic patterns of the developed countries are inappropriate in the developing countries. Those nations must develop low-cost, innovative systems of education to roll back illiteracy and provide their people with the requisite skills to participate in the process of development. The United States can assist the developing nations with designing and testing new educational systems and concepts aimed at reaching larger numbers of people at lower costs. (Section 105, page 25 of House Report No. 93-388)

The above statement taken from the House Report on the Mutual Development and Cooperative Act of 1973 highlights the potential role of development institutions in creating innovative approaches to nonformal education. The development of the capability to assist in creating new approaches to the education problems of LDCs is part of the commitment of the University to training doctoral candidates for work in international development. The Center shares AID's goal of involving women in the development of their own countries (as articulated in the Percy Amendment). This is evidenced by the current percentage of women of foreign nationality at the Center and by the Center's participation with AAUW in

the Training Program for African Women. Another shared goal lies in the area of providing education in the United States for a wide variety of non-school populations. The University is charged with serving the educational needs of the people of the state, and a number of the techniques developed for use overseas have potential for use in domestic settings. While grant funds cannot be applied to problems in the state, the capability developed under the grant is available domestically and can help to strengthen the University's commitment to the Nonformal Education Center.

II. DESCRIPTION OF GRANTEE

Existing Grant-Related Competence and Capabilities:

The grant activities will draw upon resources from the University at large. For example, the University has an Agricultural College with international experience stretching back over a fifty year period. Recent programs in Agriculture include the development of an Agricultural College in Malawi, and short-term training for students from all over the world. Both the Business School and the Anthropology Department also have ongoing international involvement. The Office of International Programs serves as a point of coordination for foreign student activities and other projects.

During the past six years, the School of Education at the University has been engaged in the formulation of new approaches to education which has brought it national recognition. According to the February, 1973, School Report to the Trustees' Committee on Faculty and Educational Policy, "One of the fundamental characteristics of the School is that it is still changing, still experimenting, still attempting to improve its offerings and services and can be expected to continue to do so in response to continued re-evaluation of its activities, new knowledge, and changing needs in the clientele which it serves."

The Center for International Education was created six years ago as one of the centers in the School of Education and now consists of a core group of about 35 people, both graduate students and faculty, resident at the Amherst campus. This group is supplemented by a network of about 15 people in locations around the world. The Center is engaged in activities which cluster around the following areas: curriculum development for International

Studies in the U.S., cross-cultural training, development of education in the third world, and nonformal educational approaches to development.

Center personnel draw upon their wealth of collective past experiences throughout the world and its multi-national, multi-ethnic composition in planning and implementing projects and grants. Projects undertaken by the Center include the management and evaluation of the Tororo Girls School (Uganda) for AID; fourth and sixth cycle Teacher Corps projects utilizing returned volunteers and others with previous international experience; assisting the Universidad del Valle in Cali, Colombia to develop skills in educational innovation and evaluation; assisting the Government of American Samoa in planning for out-of-school youth programs; and a nonformal education project for AID in Ecuador.

The Nonformal Education Center will draw upon existing resources, much of it from the Center for International Education, in augmenting its base of institutional competence in nonformal education. The Center intends to continue its policy of staff diversification. The Center will draw upon and develop minority talent and work with minority institutions in the field of nonformal education. Domestic uses of nonformal education will be considered an important spin-off of this grant.

University Contribution

In recent years the University of Massachusetts has provided increasing support for international programs. The Office of International Programs was established and has grown both in the coordination and the development of the involvement abroad of faculty, programs, field projects, and exchange programs on the undergraduate level. Funds from the grant will be used to complement and add impetus to this growth. The University will provide:

- Physical space for offices and meetings for project staff and consultants;
- Use of facilities available through the recently combined library and the new graduate research center;
- Use of the University Computer Center and access to the expertise and creativity of the Media Center;
- Administrative support services, and coordination with other programs of the University and Five College area involved in related project;
- Substantial support for the salary of the Director of the Non-formal Education Center;
- Normal costs associated with University overhead.

Other Contributions:

The Nonformal Education Center will seek additional contributions to support its activities and goals from three categories of institutions:

- 1) Foreign assistance organizations, such as AID and UNESCO, for contracts to support specific applications of nonformal education;
- 2) Foundations, such as Ford, for the same purpose;
- 3) Countries with whom the Center has working linkages, to support all or portions of local or regional nonformal activities.

The latter is considered an important index of real interest in non-formal education.

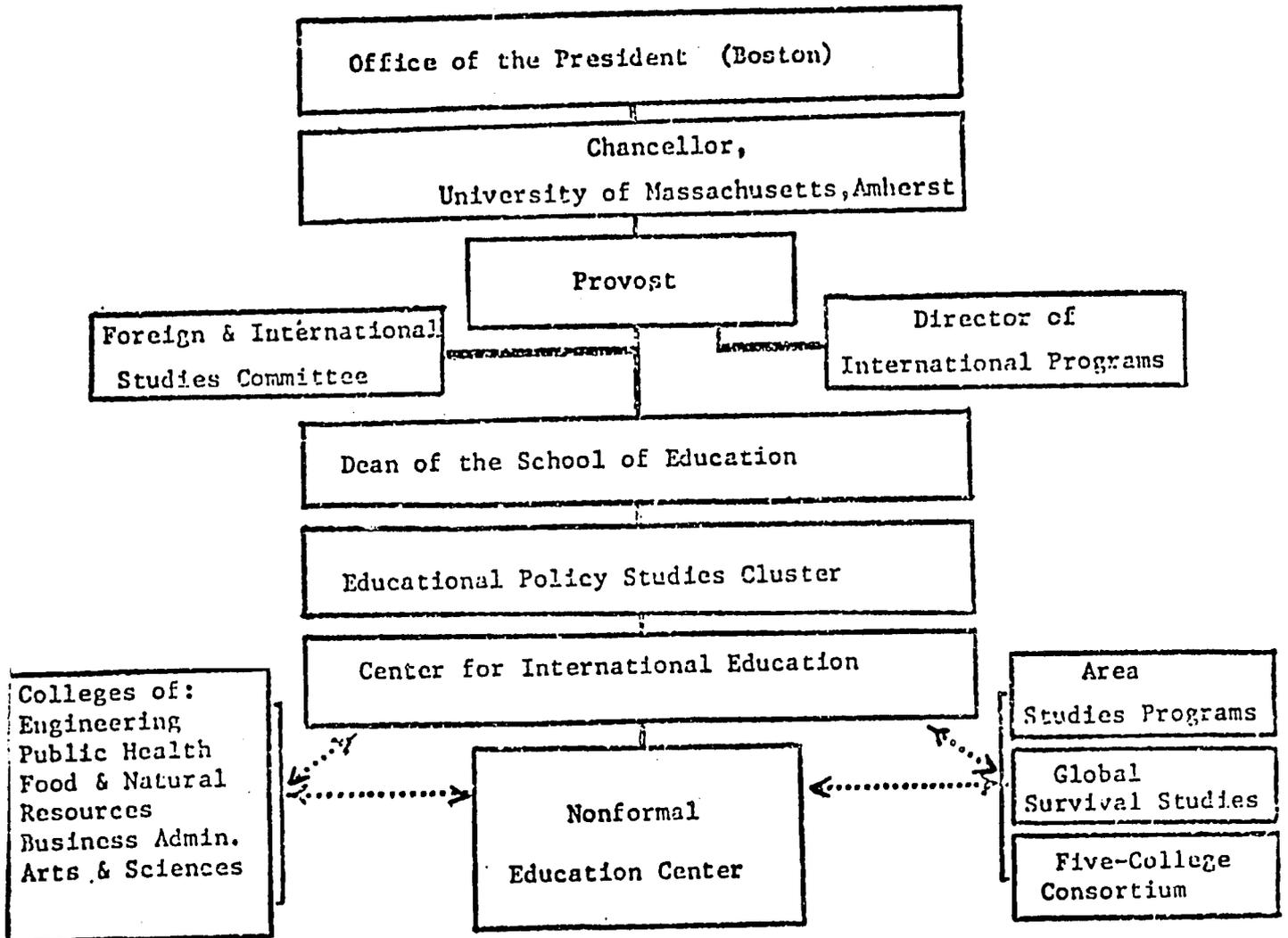
Organization and Policy for Grant-Financed Activity

The Nonformal Education Center will be established as the major administrative structure for the Grant. It will operate in conjunction with The Center for International Education. The two Centers will complement and strengthen each other through shared members and communication networks.

Like the Center for International Education, the Nonformal Education Center will be under the administrative auspices of one of the five clusters within the School of Education. The cluster chairperson reports directly to

the Dean of the School of Education, who in turn is responsible through the Dean of the Graduate School, to the Provost of the University of Massachusetts. University-wide support and coordination of international programs is provided by the Office of International Programs on the Administrative side, and by the Foreign and International Studies Committee of the Faculty Senate on the academic side.

ADMINISTRATIVE STRUCTURE



Policies and Assumptions

The development and growth of the Center for International Education over the past six years has been based on certain working premises and assumptions. The most important of these include:

- the belief that skills and knowledge are learned as much through direct immersion in actual problem situations as through academic treatment of subjects: that theory and practice are interdependent and must be provided in equal amounts;
- the commitment to continuous direct participation by people who are representative of the peoples and countries for which education is being planned;
- the conviction that all ideas and techniques must be either derived from field situations or face early reality testing in settings for which they are intended.

In order to insure that the activities of the Nonformal Education Center being created with this grant meet these criteria a Policy Advisory Committee (PAC) will be formed at the outset. This committee will be composed of faculty and fellows with substantial representation of various third-world countries. This committee will set basic policy and review plans for any proposed use of grant resources to insure compliance with the basic principles indicated above. It will also serve to set goals and measure progress towards those goals through periodic review mechanisms. The PAC will act in an advisory capacity to the Director and his staff, and will review recommendations from many sources, including the joint AID/University Liaison Committee discussed in the following section of this proposal.

Thus, for example, the PAC would receive from the AID/University Liaison Committee* suggestions which emanate from problems articulated by the local AID

*This committee will serve as a liaison group between the University and AID; both groups would designate appropriate representatives for periodic meetings. Illustrative activities of this group are contained in the presentation of critical assumptions, Section III of this document.

missions. These would be balanced against other demands and problems coming from University contract sites - such as the Nonformal Education Project in Ecuador or the research and training site established by the University as part of the grant-supported activities. Recommendations for priorities for resource allocation and timing would then be made. Continuous monitoring of task force activities would insure that no group proceeded too long without direct field-testing of ideas.

The PAC would also be charged with seeing that meaningful communication took place with both U.S. and developing country institutions. A primary objective would be the early establishment of linkages with national and local institutions in developing countries (including the use of the many contacts which the University already has) so that substantive joint participation could take place.

III. PURPOSE, OBJECTIVES AND ACTIVITIES

Purpose of Grant

The purpose of the grant is to increase the capability of the University of Massachusetts to assist collaboratively developing countries, particularly in rural areas, with development-oriented nonformal education programs.

Such programs will include the promotion of skills and knowledge in family health and nutrition, agricultural productivity, literacy and numeracy, community and cooperative organizations, and other relevant areas.

As a result of this grant, faculty, graduate students and associates of the University of Massachusetts will be able to offer expertise in non-formal education theory and practice in the areas of training, research, materials development, and delivery systems, and will maintain a network of human and materials resources involving domestic, LDC and international institutions.

Major Objectives (Outputs)

At the end of the five-year grant period, the university will have developed its capability to:

- 1) Offer professional advice on nonformal education needs assessment and project design, implementation and evaluation. Advisors will include faculty, advanced doctoral candidates, LDC personnel, graduates and field affiliates in the larger network coordinated by the university.

It is intended that: By the fall, 1974, one Center Director (1/2 time) and two experienced professionals (full time) will be hired. By the fall of 1975 it is intended that a third full-time professional be added to the Center staff. Their areas of expertise will include social science knowledge, conceptual and analytical skills and experience relevant to nonformal education. Each year an average of ten Center Associates will be available to participate in research, evaluation and training activities under the guidance of senior staff. These associates will be LDC and US part-time staff who are either degree or non-degree candidates.)

- A Center Associate training program for NFE practitioners and consultants (which may include graduate students) will be developed in four stages:
- a) entry skills assessment
 - b) skills attainment at the University
 - c) field experience, and
 - d) leadership development for NFE

An affiliated group of people will be directly available to the Center as consultants and field program participants. This group, to be comprised of people trained at U/Mass and elsewhere, will be formed as a result of linkages established as a part of the grant.

- 2) Provide training options for LDC, AID and other personnel involved in nonformal education. Training will include the planning, design, implementation and evaluation of existing and innovative activities.

It is intended that: Workshops and other training model options in specific NFE skills will be presented for various clientele. These will range in length from brief workshops to more extended programs. During the first two years of the grant, two workshop models will be designed and tested; thereafter other models will be perfected.

A process for extensive and intensive training of NFE practitioners, both LDC and US nationals, will be developed and tested. This process will take place in three six-month phases:

- a) the identification of competencies required for a practitioners;
- b) the identification of types of clientele and training situations, and
- c) the development of training methodologies suitable for various types of clientele.

A course proposal will be designed for NFE practitioners from LDCs and donor agencies. This course will emphasize the design of NFE programs and materials for use in rural areas. These training designs will be available for testing and comment by other institutions and agencies.

- 3) Engage in collaborative field-based research and development activities and conduct evaluations of projects and programs.

It is intended that: Research activities will be based on field-articulated concerns. A task force to be formed within the first year to determine research areas and priorities, beginning with a systematic survey and analysis of the state of the art. Problems to be addressed will include those such as:

- a) the creation and implementation of appropriate evaluation strategies and techniques for NFE;
- b) a diagnosis of rural populations not in school and their educational needs;
- c) identification of major types of NFE programs and their components,
- d) investigation of existing inexpensive and practical NFE techniques which would be effectively disseminated;

- e) an analysis of the impact of NFE programs on income distribution,
 - f) indigenous non-Western learning programs in various cultures,
 - g) educational approaches used successfully in rural development programs,
 - h) a comparative analysis of village simulation games, and
 - i) case studies of research and evaluation efforts, including obstacles imposed by field conditions, successful quasi-experimental designs, and innovative strategies.
- 4) Develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in the development of nonformal education activities.

It is intended that: Materials, techniques and programs will be tested in field sites. These will include literacy and numeracy methods, simulation games, films, drama formats, and so on, in the areas of health, nutrition, cooperatives, conscientization, agriculture and others appropriate to particular field sites. Materials will be experimented with in meeting particular needs, and revised for use in multiple cases with common requirements. For example, a simulation game designed to teach nutrition fundamentals might be produced in both a generalized format and in formats suitable for particular field sites.

It is intended that: A resource center at U/Mass will be available to LDC and donor agencies. It will serve as (a) a referral service to materials and human resources identified as useful to linkages established by U/Mass, and (b) a disseminator to interested clientele of technical notes, materials and training reports developed by the Center. An extensive NFE library at U/Mass will not be maintained; rather, efforts will be concentrated on making useful materials available to those who need them.

It is intended that: A description of the ^{management} model, including the rationale, essential components and variables of the organizational structure will be provided as an example of collaborative management strategies for potential use by other institutions.

- i) Participate in a world-wide network of institutional linkages (LDC, U, multi-lateral and other) involved in generating, perfecting, implementing and studying nonformal education activities.

The network will provide for an information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities.

Research and other activities will be conducted to the extent possible in cooperation with AID network of grant and contractual institutions and LDC governments. The U/Mass/AID liaison group will be a source of suggestions of institutions for potential liaison activities and specific ideas on the type of cooperation to be pursued.

Given the pervasive nature of education problems in the LDCs, and recognizing that AID wishes to encourage and assist its contractors and grantees to jointly develop research priorities and methodologies, to conduct joint research, cooperate in field activities, workshops, participate in joint teams to conduct reviews, assessments, project planning and generally to engage in collaborative approaches to solving development problems, to maximize the impact of U.S. knowledge and expertise on the many problems facing the developing countries, therefore, within the next twelve months U/Mass will participate in a meeting of contractors and grantees to explore and develop ways to operationalize certain of the specific activities stated above.

The grant will permit the institution to strengthen significantly its capacity to create, develop, and field-test a wide range of innovative techniques and materials for nonformal education. Using the cadre of professionals and the experience developed through this grant and ventures such as the AID-financed Ecuador Project, the University will explore the potential of non-formal approaches in other parts of the developing world -- Africa, Asia, and Latin America. Emphasis will be placed on creating a development process for nonformal education which can be applied in different localities, rather than attempting to transfer specific techniques and materials.

The institution's activities have been and will continue to be characterized by:

- 1) a reliance on field-based development and testing of proposed techniques,
- 2) early and continuous direct participation by people who are representative of the people and countries for which the approaches are being developed, and
- 3) a willingness to explore ideas and approaches that initially seem strange or inappropriate.

Our goal in nonformal education will be early development of a cluster of promising new approaches combined with analyses of their feasibility in a variety of primarily rural geographical and cultural settings.

The combination of a new center, a culturally diverse staff, extensive reliance on early and substantial field involvement, and the resultant contacts with people and institutions in developing countries provides an effective and a reality-oriented means of developing the competencies of the personnel and the resources of the University of Massachusetts in the area of nonformal education. This strategy also maximizes the possibility of continuing support for these competencies from a variety of sources both within and outside the university.

Statement of Scope and Types of Activities

The scope, thrust and nature of activities to be engaged in under the auspices of this grant are based on the premise that nonformal education can most effectively and rapidly be developed through collaborative efforts with LDC and other cooperating groups.

Operational guidelines will therefore include:

- 1) that University personnel will work in a collaborative effort with LDC participants, AID, and other constituencies to set policy, plan programs, implement them and evaluate their effectiveness and impact;
- 2) that research and development activities will be based directly on concerns articulated by those involved in the field-site and linkage programs;
- 3) that mutual learning will be insured by mutual respect for the needs and capabilities of all collaborating groups; and,
- 4) that the administrative structure of the grant implementation will embody mechanisms which insure the consideration of and investment in innovative ideas and activities consistent with grant goals and policies.

Within these guidelines three types of activities will be initiated:

- 1) establishment and maintainance of a field site and associated field linkages;
- 2) task force organization in at least three areas, and,
- 3) an active Policy Advisory Committee, including membership representative of all constituencies.

One field site will be selected and developed as a means for applying skills and knowledge in nonformal education as well as for learning more about the essential and variable elements in nonformal education programs. Consecutive sites may be developed (after the first site is phased over to the LDC) as the empirical base of research, training and program implementation is broadened. Staff will spend a significant proportion of time working directly

with field sites and with linkage institutions consequently increasing the probability that the quality of our institutional capacity will be based upon the concerns of LDC educators and developers.

Task forces will have specific sets of goals and a time line for meeting them. Task forces will generally be composed of University personnel and associates selected on the basis of skills, area expertise and learning interests as well as LDC participants. Task forces will have the dual role of supporting field efforts in nonformal education and of training their own members and others in the required skills and knowledge which will contribute to these efforts. Task force products and materials will be tested in field situations. Thorough descriptive records of task force activities and findings will be kept in a resource center and made available to the nonformal education network.

A Policy Advisory Committee consisting of representatives from various constituencies as well as active university personnel will be formed at the outset of the grant implementation. This committee will set basic policy and review plans for any proposed use of grant resources to insure compliance with the basic premises outlined above. It will also set goals and measure progress toward those goals through periodic review mechanisms. These mechanisms will additionally insure periodic reviews of the goals themselves, to assess their continued appropriateness.

Critical Assumptions of Grantee Regarding Conditions Outside His Control Relevant to the Accomplishment of the Above:

The grant is to be implemented on the basis of the following assumptions:

The grant is to be implemented on the assumption that non-formal education programs and materials are in demand in LDCs; field sites are available for developing and testing NFE programs and materials; nonformal education is a professionally viable field, able to attract and support educators and others of high calibre; research and training can be designed and implemented consistent with field-based operational criteria and with a probability of valid results. It is assumed that an AID/University Liaison Committee will be formed whose membership will appropriately represent AID. It is further assumed that this committee will be involved in and facilitate:

- 1) field site identification;
- 2) necessary clearance and travel authorization to visit sites and institutions;
- 3) access to potential field sites and linkage institutions;
- 4) dissemination of information about the purpose of field site and linkage development;
- 5) the collection of information by AID for identification of training needs and priorities;
- 6) the dissemination of information on U/Mass training capabilities;
- 7) recruitment and support of qualified participant trainees;
- 8) the establishment of a professional interface for discussion of research issues such as consideration of priorities and review of findings.

INPUT/OUTPUT ESTIMATED BUDGET MATRIX

INPUTS:	<u>First Grant Year</u>		<u>Second Grant Year</u>		FIVE YEAR TOTAL .
	<u>Man-Months</u>	<u>Est'd Costs</u>	<u>Man-Months</u>	<u>Est'd Costs</u>	
1. Salaries and Allowances		\$57,440		\$82,312	\$312,050
2. Stipends		50,000		55,000	228,000
3. Library		1,000		1,000	5,000
4. Research ¹		15,000		12,500	45,000
5. Travel		24,000		21,250	72,250
6. Equipment and Supplies		10,000		7,500	39,000
7. Publications		1,000		1,000	4,500
8. Other Direct Costs		<u>8,500</u>		<u>8,500</u>	
TOTAL COSTS		\$166,940		\$189,062	<u>44,200</u>
					\$750,000

OUTPUT ESTIMATED BUDGET MATRIX

OUTPUTS:	First Grant Year			Second Grant Year		
	Man-Months	Est'd Costs	Other Contrib.	Man-Months	Est'd Costs	Other Contrib.
1. Institutional capacity to advise in NFE needs assessment and project design	16	18,338	15,899 13,249	23	26,510	19,692 16,410
2. Institutional capability (I.C.) to provide Training options	39	27,527	15,899 13,249	44	38,062	19,692 16,410
3. I.C. for collaborative field-based R&D	42	43,886	15,899 13,249	48	46,837	19,692 16,410
4. I.C. for materials collection and development	37 48	20,263	15,899 13,249	32 46	27,153	19,692 16,410
5. I.C. to develop organizational structures for collaborative efforts	31	19,882	13,249	32	43,555	16,410
5. World-wide network of institutional linkages (US and abroad)	32	<u>37,044</u>	15,899 <u>13,249</u>	33	<u>36,935</u>	19,692 <u>16,410</u>
TOTAL COSTS		\$166,940	\$ 79,495		\$189,062	\$ 98,450

OBJECTIVES/OUTPUTS:

	Third Grant Year		Fourth Grant Year		Fifth Grant Year		Total Life-of-Project	
	<u>211(d)</u>	<u>Other⁴</u>	<u>211(d)</u>	<u>Other⁴</u>	<u>211(d)</u>	<u>Other¹⁴</u>	<u>211(d)¹⁸</u>	<u>Other¹⁸</u>
1. Institutional capacity to advise in NFE needs assessment and project design	30,000	16,000 19,935	30,000	16,000 17,718	25,000	14,000 11,468	130,000	75,000 80,000
2. Institutional capability (I.C.) to provide training options	28,000	26,000 27,935 ⁸⁴	26,000	28,000 26,718 ¹⁰	13,000	26,000 23,468 ¹⁰	133,000	110,000 114,000
3. I.C. for collaborative field-based R&D	39,000	17,000 18,935 ⁸⁵	28,000	28,000 26,718 ¹¹	23,000 ⁹	21,000 18,468 ¹⁵	181,000	96,000 100,000
4. I.C. for materials collection and development	30,000 23,000	23,000 24,935 ¹⁶	18,000 13,000	31,718 23,000 ¹²	13,000 10,000 ¹⁷	16,468 15,000 ¹⁶	141,000 83,000	108,000 105,000
5. I.C. to develop organizational structures for collaborative efforts	7,000	16,000	5,000	16,000	3,000	14,000	40,000	70,000
5. World-wide network of institutional linkages (US and abroad)	33,000	23,000 24,935 ⁸⁷	28,000	28,000 26,718 ¹⁰	30,000	14,000	165,000	55,000 99,000
TOTAL COSTS BY OUTPUTS ³	160,000	121,000 115,000 ⁸	130,000	149,000 127,000 ¹³	104,000	108,000 81,000 ¹⁷	750,000	538,000 501,000 ¹⁰

FOOTNOTES:

1. Includes consultants, other research costs subsumed under stipends, salaries and consultant fees.
 2. Includes overhead, University contribution to Director's salary and research costs, all University contributions.
 3. N.B.: Inflation costs not factored in estimated budget.
 4. All line items include ^{17,935} ~~\$16,000~~ in overhead, Director's salary and research costs, all University contributions. *column total rounded to 000*
 5. Includes \$10,000 in anticipated contract funding.
 6. Includes \$1,000 in anticipated LDC funding.
 7. Includes \$7,000 in anticipated grant funding.
 8. Includes \$7,000 in anticipated contract funding.
 9. Total of \$25,000 ^{anticipated} ~~required~~ from outside (non-University, non-grant) funding sources.
 10. Total of \$12,000 in anticipated contract funding.
 11. Total of \$12,000 in anticipated contract and LDC funding.
 12. Total of \$17,000 in anticipated contract funding.
 13. Total of \$53,000 ^{anticipated} ~~required~~ from outside (non-University, non-grant) funding sources.
 14. All items include ^{11,468} ~~\$14,000~~ in overhead, Director's salary and research costs, all University contributions. *column total rounded to 000.*
 15. Includes \$7,000 in anticipated contract funding.
 16. Includes \$5,000 in anticipated contract and LDC funding.
 17. Total of \$24,000 ^{anticipated} ~~required~~ from outside (non-University, non-grant) funding sources.
 18. To-nearest 000.
 19. Total of \$107,000 ^{anticipated} ~~required~~ from outside (non-University, non-grant) funding sources.
9. All line items include 14,718 in overhead, Director's salary and research costs, all University contributions.

IV. LINKAGES AND UTILIZATION

Institutional Linkages:

A variety of institutional linkages are seen developing with the aid of the grant with the dual purpose of coordinating efforts and providing a network to share information and technology. Linkages with AID will take the form of guidance by the joint AID/UMASS Liaison Committee, provision of a variety of communications documents to AID/Washington and the field missions, and supplementary GTS or mission-funded contracts to provide specified services in the area of nonformal education.

Linkages with other U.S. institutions will involve initially a series of active liaisons with the other universities who have been awarded AID grants in fields related to nonformal education (e.g., UC/Berkeley, UCLA, MSU, FSU, Stanford, Cornell). Considerable cooperation already exists in the form of joint presentation at conferences (UMASS sponsored such a session at the recent CIES conference in Washington, D.C.), hosting of education officials from LDCs, consulting and evaluation by staff of the different institutions. Existing linkages between the School of Education at UMASS and predominantly minority institutions will be strengthened in ways which contribute to the overall goal of increasing institutional competence to assist countries in the development of their non-school educational efforts.

Cooperation with and funding by other international donors will be sought, particularly during the later phases of the grant. Contacts and previous working arrangements already exist with organizations such as UNESCO and the World Bank. These will be expanded at the same time that further

development of linkages with governments, institutions, and individuals in LDCs is undertaken. It is assumed that inputs from governments, institutions and individuals in LDCs, along with information from AID and other donor institutions, will form an important part of the information and data base which Center staff will use to initiate, strengthen, or otherwise modify grant activities. The Center for International Education already has a small but active network of individuals distributed throughout the developing countries of the world. Mechanisms to strengthen and expand this network will be sought.

Relationship to Other Financing:

Currently the Center for International Education is entering the third year of a contract with AID/Ecuador in nonformal education. Preliminary discussions are underway with Nepal and several other Asian sites have been discussed with ASIA/TECH. Informal discussions have taken place in the past year with several African AID missions and active contact exists between UMASS and the missions in Colombia and Peru. In short, a number of probable contract sites are being actively explored by AID and UMASS jointly. In addition several organizations which receive AID financing have been in direct contact with personnel from the Center for International Education. These include World Education, the Inter-American Foundation, Partnership for Productivity, and the Academy for Educational Development.

Contact in the form of exchange of documents, presentations, and discussions of cooperation also exist with organizations like UNESCO, IIEP, and The International Institute for Adult Literacy Methods in Iran. The potential for more extensive liaison will be substantially enhanced by the activities of UMASS capabilities.

Alternative Sources of Funding:

The expanded utilization of UMASS capability and the resulting visibility to a variety of donor agencies will greatly increase the probability of funding from sources other than AID. During the latter part of the grant a plan to seek such funding and a series of targets will be set by UMASS to insure continuance of institutional capability.

Utilization of Capability

The U/Mass is committed to respond in appropriate ways to requests for its services that utilize the capacities developed through this grant. In addition, the University will take actions to identify areas where its capabilities can make a contribution to significant problems.

V. EVALUATING AND REPORTING

At this initial point the ability to plan and specifically detail the outputs of a grant operation of this nature is exceedingly difficult. Therefore, at some point between the first year and year and a half of grant operations, appropriate representatives of the University of Massachusetts will be prepared to meet with AID officials to review and reassess the statement of grant purpose, the specific objectives/outputs to be produced, their magnitude and timing, means of verification or progress and completion, and critical assumptions. At that time, both parties may agree that specific objectives/outputs should change in priority, in scope or direction or remain as originally contemplated. Such a review shall also include a presentation and analysis of the grantee's basic approach and methodology, the need for action by AID or other organizations outside the control of the grantee, and any need for formal revision of grant terms and conditions, expected results, etc.

In addition to the submission of annual reports (see Standard Provisions), the grantee and AID will seek appropriate occasions to consult with an involve each other in professional interchanges including exchange of visits, participate in workshops and seminars, joint travel, based upon the conception that professional interface forms a basis for evaluation.

During the fourth year of the grant, an AID team will meet on site with the grantee to review jointly performances by both parties and grantee accomplishments with emphasis on new knowledge and opportunities, linkages, and actual and potential use of institutional capacity. At that time, the university will be prepared to discuss grant expiration, revision and/or extension or other alternatives as deemed appropriate and within the framework of current AID policies and priorities and LDC needs.

931 080

15
9310080-6
PP-AAL-540

Date: October 16, 1975

MEMORANDUM FOR: Members of the Research and Development Committee

FROM: TA/PPU, Carl R. Fritz

SUBJECT: Approved Project Identification Document

10p

Attached is a copy of a Project Identification Document (PID) which has been approved by the Assistant Administrator for Technical Assistance for project design and the drafting of a Project Paper (PP):

Project Title: Non-Formal Education in Rural Settings

Project Number: 931-11-690-080

Initial FY: 1976

Responsible Office: TA/EHR, B. Wilder

If you have any comments, questions or issues which you would like to see addressed in the PP, please send them directly to the responsible office listed above with a copy to TA/PPU. They should be received by that office within two weeks/~~one month~~, so that the comments can be addressed by the drafter.

The draft PP will be submitted to the Research and Development Committee for review and comment. However, we encourage your comments as early in the design process as feasible so that the project can be responsive to Agency concerns.

Attachment: a/s

cc: TA Technical Office

MEMORANDUM

DATE: 10/2/75

TO : AA/TA, Mr. Curtis Farrar

FROM : TA/PPU, John M. Gunning

SUBJECT: PID Clearance

Project Title: NFE in Rural Settings

Begins FY 1976.

1. The PID complies with the following AA/TA instructions if the appropriate block is checked. Otherwise, comments are attached.

- a. Main points of Program Guidance #3 covered.
- b. AA/TA budget review comments have been incorporated or adequately appealed in the narrative.
- c. Proposed funding is within limits described in TA Bureau FY 76/77 Program Submission to PPC and/or as amended by current OYB.
- d. Dates of PP development, approval and project initiation are realistic and consistent with the Program Submission.

2. This PID has been in TA/PPU and staff work is incomplete because of TA/PPU work pressure, or Tech office work pressure. We recommend you return the PID for further review prior to your final decision.

3. We recommend the following action:

a. Approval

(1) subject to _____

b. Disapproval or delay for reasons specified in attached.

4. AA/TA Action

Approved

Subject to _____

Disapproved

Curtis Farrar
Signature

10-3-75
Date

Project Identification Document

NFE - Rural Settings (U/Mass Field Site #2)

I. Narrative Summary of the Problem

The techniques, materials and programs produced under the University of Massachusetts 211(d) grant will have been developed in one field site. Those outputs will need application and testing in other locations to determine the degree of modification needed to make them effective. The procedures used to generate the outputs will likewise require adaptation through testing in two other sites. The above actions relate to the general KPA need to reach currently neglected and difficult to reach populations with practical learning opportunities, and to the need to strengthen U.S. institutional competence in support of LDC development programs.

1. The project will permit U/Mass to apply its capacity to create, develop, and field-test a wide range of innovative techniques and materials for non-formal education in other field sites. Emphasis will be placed on testing a development process for culture-specific NFE approaches, and on the process of adapting specific techniques and materials. The above fits directly under the KPA goal of developing, discovering and testing new educational modes to reach currently neglected, hard-to-reach populations.

A second site will begin in late FY 76; a third in late FY 77. Each will be funded for a two year period.

2. Project description

- a) Project outputs will include identification of a process for adapting/developing materials and techniques as well

as the site-specific materials and techniques thus produced. Examples of materials and techniques are simulation games, participative literacy/numeracy methods, films, and drama formats, related to health, agriculture, cooperativism, and nutrition.

- b) Kind and amount of technical and physical resources required for each site.

Estimated staff time: 24 m/m

Consultants	4 m/m
Equipment	
Materials	
Travel	15 r/t
Conference	14 days

- c) Estimated disbursement time of the project: 36 months

3. A fundamental assumption is that host countries and their local USAID Missions will wish to cooperate with U/Mass as sites. A second assumption is that countries concerned with implementation of NFE projects are confronting problem situations with sufficient commonality to make it possible for U/Mass to evolve a general approach which can be ^{cooperatively} ~~iteratively~~ adapted to produce culture-specific practical solutions, without the need to begin in each country from square one. It is further assumed that the AID/University Liaison Committee in Washington will be involved in and facilitate:

- 1) field site identification;
- 2) necessary clearance and travel authorization to visit sites and institutions;
- 3) access to potential field sites and linkage institutions;

- 4) dissemination of information about the purpose of field site and linkage development;
 - 5) the collection of information by AID for the identification of training needs and priorities;
 - 6) the dissemination of information on U/Mass training capabilities;
 - 7) recruitment and support of qualified participant trainees;
 - 8) the establishment of a professional interface for discussion of research issues such as consideration of priorities and review of findings.
4. Host countries not yet selected.
5. An alternative approach would be to encourage U/Mass to begin offering services to interested LDC's on the basis of only one 211(d) site experience. Risks would be higher in that the LDC would be placing its development hopes on an educational approach which had been tested only in a limited range of cultural contexts. Utilization of additional sites would involve host LDCs in explicitly defined testing situations, thus lowering the probable costs of failure or delay.
6. Major direct beneficiaries: Groups which help develop and then make use of NFE techniques for socioeconomic improvement. Principal target group will be rural poor. Another group which will benefit indirectly is LDC development agencies which pick up on NFE ideas to improve efficacy of their programs.

7. One of the basic intentions of the U/Mass 211(d) grant is that the Non-formal Education Center will participate in a world-wide network of institutional linkages (LDC, U.S., multi-lateral) involved in generating, perfecting, implementing, and studying non-formal education activities. The network is intended to provide an information exchange with domestic institutions, donor agencies, LDC institutions, and other agencies involved in NFE activities. All the above activities will be undertaken with the idea of facilitating the rapid dissemination of ideas, methods, and techniques as they are devised, adapted, and tested. If the U/Mass 211(d) grant attains even a modicum of success the result should be a significant spread effect in a short time.

II. Financial Requirements and Plans

1. Estimated project cost: \$236,000
2. Anticipated AID share of costs: 100% GTS funding
3. Anticipated IDC and other donor funding: none.

III. Development of the Project

1. The project will be developed on the basis of experience gained in the first U/Mass field site. The process employed to adapt and generate materials and techniques in site one will serve as a starting point for the second site. U/Mass staff will establish contact with host country government officials and with appropriate development agencies to agree on an acceptable approach. Problems and goals will be identified jointly and the adaptation/generation procedure worked out on site. To accomplish the above, U/Mass staff will: work with the AID liaison committee to identify candidate

countries; travel to potential sites for discussions with local USAID and host country officials, and with individuals from the collaborating subgroups; obtain agreement of all concerned as to goals, strategies, and tactics; and produce an acceptable implementation plan.

Budget =	Second Site		Third Site	
	begin late FY 76	FY 78	begin late FY 77	FY 79
	through FY 77		through FY 78	
	\$60,000	\$58,000	\$60,000	\$58,000

2. Schedule

Second site:

Draft PP - 11/75
PP - FY 76

Third site:

11/76
FY 77

3. AID resources necessary to prepare ~~PPP~~ and PP

a) No consulting services will be necessary to prepare the analysis for the ~~PPP~~. PP.

b) AID/W input should be necessary only insofar as the U/Mass/AID Liaison Committee is involved in selecting candidate countries for consideration by U/Mass staff.

IV. Issues of a Policy or Programmatic Nature

It is not anticipated that major issues will be raised by this contract which have not already been given consideration in the context of the existing 211(d) grant.

D.1. Inputs (continued)

2. Categories

Coordinator
Allowances
Consultants 2 m/m/yr
Travel & per diem
Seminars
Materials & printing
Overhead
Contingency/inflation allowance

D.2. Budget/Schedule

Two Year Budget (in 000)

<u>first yr</u>	<u>second yr</u>	<u>total</u>
\$ 15	\$ 15	\$ 30
5	5	10
5	5	10
10	15	25
5	9	14
3	2	5
8	8	16
4	4	8
<hr/>	<hr/>	<hr/>
\$ 55	\$ 63	\$118 per site

931-0850 NON-FORMAL EDUCATION IN RURAL SETTINGS

931080

To establish the concept of nonformal education; to study, document and disseminate information on successful LDC examples of NFE; and to support research, experimentation and implementation of NFE programs.

- 1. Increased goal attainment by participating NFE programs.**
- 2. Increased participation at local level in NFE programs.**

A.3. (as related to goal B)

- 1. Early expressions of interest from LDCs will develop into active participation.**
- 2. NFE programs have a felt need for improved techniques/materials for their activities**

To engage in collaborative field-based technique/material development activities with selected NFE program personnel in two LDC field sites.

- 1. A collaborative process for creation/adaptation of NFE techniques/materials recognized and utilized by appropriate groups and agencies.**
- 2. Two or more NFE programs in each field site using new techniques/materials in their ongoing programs.**
- 3. NFE program personnel in field sites developing new techniques/materials to meet emerging needs.**

B.3. (as related to purpose)

- 1. NFE programs will be willing to collaborate in technique/material development.**
- 2. Techniques/materials can be developed which are more effective than those now in use.**

- 1. Articulated process for collaborative adaptation/creation of NFE techniques and materials.**
- 2. Materials and techniques specifically designed for use by participating NFE programs in the field sites.**

- 1. Publication detailing elements of collaborative process**
- 2. Twenty or more techniques/materials created/adapted**

C.3. (as related to outputs)

- 1. Commonalities of approach to technique/material development exist and can be applied to a broad spectrum of NFE-related activities.**

L. Administrative backstopping from 211(d) grant.

(see attached sheet)

D.3. (as related to outputs)

(see attached sheet)

D.3. (as related to outputs)

- 1. Administrative machinery of the 211(d) grant can add this activity without undue hardship. (see attached sheet)**

4

AID 1350-1X (7-71)	DEPARTMENT OF STATE AGENCY FOR INTERNATIONAL DEVELOPMENT	1. Cooperating Country WORLDWIDE	Page 1 of 7 Pages
PICT	PROJECT IMPLEMENTATION ORDER/TECHNICAL SERVICES	2. PICT No.	3. <input checked="" type="checkbox"/> Original or Amendment No.
		4. Project Activity No. and Title Nonformal Education in Rural Settings	

DISTRIBUTION	5. Appropriation Symbol		6.A. Allotment Symbol and Charge		6.B. Funds Allotted to: <input checked="" type="checkbox"/> A.I.D./W <input type="checkbox"/> Mission	
	7. Obligation Status <input type="checkbox"/> Administrative Reservation <input type="checkbox"/> Implementing Document				8. Funding Period (Mo., Day, Yr.) From 6/1/76 To 5/31/78	
	9.A. Services to Start (Mo., Day, Yr.) Between 6/1/76 and 6/30/76				9.B. Completion date of Services (Mo., Day, Yr.) 5/31/78	
	10.A. Type of Action <input checked="" type="checkbox"/> A.I.D. Contract <input type="checkbox"/> Cooperating Country Contract <input type="checkbox"/> Participating Agency Service Agreement <input type="checkbox"/> Other					
	10.B. Authorized Agent AID/Washington					
	Estimated Financing		(1)	(2)	(3)	(4)
\$1.00=		Previous Total	Increase	Decrease	Total to Date	
11. Maximum A.I.D. Financing	A. Dollars		240,000		240,000	
	B. U.S.-Owned Local Currency					
12. Cooperating Country Contributions	A. Counterpart					
	B. Other					

13. Mission References	14. Instructions to Authorized Agent CM/COD/TAB is requested to negotiate an incrementally funded contract with the University of Massachusetts to engage in collaborative field-based development of nonformal education materials and techniques in two LDC field sites. Funding will be as follows: FY76, \$60,000; FY77, \$120,000; FY78, \$60,000.
------------------------	--

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.	
A. The specifications in the scope of work are technically adequate TA/EHR, Bernard Wilder _____ Date _____	B. Funds for the services requested are available TA/PPU, Robert Mills _____ Date _____
C. The scope of work lies within the purview of the initiating and approved Agency Programs TA/EHR, James B. Chandler _____ Date _____	D. TA/PPU, Mary Mozynski _____ Date _____
E.	F. TA/PPU, John Gunning _____ Date _____

16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to Signature and date: _____ Title:	17. For the Agency for International Development TA/PPU, Carl Fritz Signature: _____ Title: Director	18. Date of Signature
---	--	-----------------------

AID 1350-1X (9-70)	Cooperating Country	PIO/T No.	Page 2 of 9 Pages
	WORLDWIDE		
PIO/T	Project/Activity No. and Title Non-formal Education in Rural Settings		

SCOPE OF WORK

19. Scope of Technical Services

A. Objective for which the Technical Services are to be Used Contractor will further the development of a process for collaborative creation/adaptation of NFE techniques and materials in two LDC Field Sites.

B. Description

1. Site selection

a. Contractor shall determine sites (countries) and implementation sequence in collaboration with LDC host government, selected NFE programs, local USAIDs and AID/W 211(d) liaison committee (which must give prior ratification of choices).

2. Field activities in each LDC

- a. Contractor shall work with participating NFE program personnel to identify areas of specific need for NFE materials/techniques.
- b. Contractor's Field Coordinator shall coordinate short-term assistance for creation (adaptation of appropriate materials/techniques).
- c. Contractor shall sponsor a workshop for other interested agencies in each host LDC.
- d. Contractor shall perform evaluations as defined in consultation with TA/EHR and cooperating NFE programs.

(cont'd on p. 6)

C. Technicians

(1) (a) <u>Number</u>	(b) <u>Specialized Field</u>	(c) <u>Grade and/or Salary</u>	(d) <u>Duration of Assignment (Man-Months)</u>
2	Non-formal Education		24 x 2 = 48

(2) Duty Post and Duration of Technicians' Services

2 LDC Field Sites (not yet identified), 24 m/m each site

(3) Language requirements

None

(4) Access to Classified Information

None

(5) Dependents

Will

Will Not

Be Permitted to Accompany Technician

D. Financing of Technical Services

(1) By AID - \$ 80,000

(2) By Cooperating Country -

AID 1350-1X (9-70)	Cooperating Country WORLDWIDE	PIO/T No.	Page 4 of 7 Pages
PIO/T	Project Activity No. and Title Non-formal Education in Rural Settings		

22. Reports by Contractor or Participating Agency (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports, and any special requirements)

Project Activities Summary:

- a. First-year and final report for each Field Site, due one month after end of first year and end of contract respectively.
- b. Analytic Report on Collaborative Process for creation/adaptation of NFE materials/techniques, due at end of contract.
- c. Summary description of materials/techniques developed in each Field Site, due at end of activities in each site.

23. Background Information (Additional information useful to Authorized Agent and Prospective Contractors or Participating Agency; if necessary cross reference Block 19.C(4) above.)

24. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

Reporting responsibility to TA/EHR

B. Cooperating Country Liaison Official

EHR Officer in Field Site countries

C. AID Liaison Officials

Bernard Wilder, TA/EHR

LOGISTIC SUPPORT

25. Provisions for Logistic Support A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
(1) Office Space				
(2) Office Equipment				
(3) Housing and Utilities				
(4) Furniture				
(5) Household Equipment (Stoves, Refrig., etc.)				
(6) Transportation in Cooperating Country				
(7) Interpreter Services				
Other: (Specify)				
(8)				
(9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

- 211(d) grant will provide
 - a) administrative backstopping at campus
 - b) assistantships for short-term participants

- U Mass will provide
 - a) office and seminar space

C. Comments

CONTINUATION SHEET

FORM SYMBOL

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

TITLE OF FORM

Worksheet Advance

PAGE 6 OF 7 PAGES

1. Cooperating Country
WORLDWIDE

2.a. Code No.

2.b. Effective Date
6/1/76

2.c. Original OR Amendment No: _____

3. Project/Activity No. and Title
Nonformal Education in Rural Settings

Indicate block numbers.
19.B

Use this form to complete the information required in any block of a PIO or PA/PR form.

3. Campus activities

- a. Regular seminars (possibly weekly) shall be set up to develop materials/techniques, to refine collaborative process, and to orient/debrief short-term assistance.
- b. Workshop for interested US institutions/individuals shall be offered during second or third year.

Budget (in 000)	(1 site)		(2 sites)	(1 site)
	1st yr	2nd yr	3rd yr	3rd yr
Field Coordinator sal/allow	\$20	\$40	\$20	\$20
Consultants	5	10	5	5
Travel & per diem & trans.	15	30	15	15
Seminars, workshops, material	15	30	15	15
Overhead @ 8%	5	10	5	5
	\$60	\$120	\$60	\$60

Work plan for each site (see following page for illustration)

Site

Campus

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Preliminary contacts. 2. Coordinator arrives. 3. Needs identification. 4. Short-term participants collaborate in field tests, feed info back to campus. 5. Evaluate materials, techniques, & collaborative process. 6. Field workshop. 7. Field organizations take over. 8. Coordinator departs. | <ul style="list-style-type: none"> 1. Select site countries with advice and consent of a) prospective collaborating groups; b) host LDC; c) host USAID; d) AID/W 211(d) Liaison Committee. 2. Select site coordinator. 3. Set up backstop seminar. 4. Prepare materials, take to field. 5. Adapt materials. 6. Campus workshop. 7. Consolidate, publish collaborative process. 8. Compile materials for distribution. |
|--|---|

WORK PROGRAM

six month

six months

six months

six months

SITE TASKS

1. _____
2. _____
3. _____

4. _____

6. _____

5. _____

7. _____

8. _____

CAMPUS TASKS

1. _____
2. _____
3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

AID 1350-1X
(7-71)

PIO/T

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

1. Cooperating Country
Worldwide 3118401
2. PIO/T No.
931-11-690-080-73
4. Project/Activity No. and Title
Non-Formal Education in Rural Settings

Page 1 of 6 Pages
3. Original or
Amendment No. 9p

DISTRIBUTION

5. Appropriation Symbol
72-11X025
6.A. Allotment Symbol and Charge
425-31-099-00-20-51
6.B. Funds Allotted to:
 A.I.D./W Mission

7. Obligation Status
 Administrative Reservation Implementing Document
8. Funding Period (Mo., Day, Yr.)
From 9/27/76 to 3/26/78

9.A. Services to Start (Mo., Day, Yr.)
Between September 27, 1976 and September 30, 1976
9.B. Completion date of Services
(Mo., Day, Yr.)
9/27/79

10.A. Type of Action
 A.I.D. Contract Cooperating
Country Contract Participating Agency
Service Agreement Other Specific Support Grant

10.B. Authorized Agent

Estimated Financing		(1)	(2)	(3)	(4)
\$1.00=		Previous Total	Increase	Decrease	Total to Date
11. Maximum A.I.D. Financing	A. Dollars		120,000		120,000
	B. U.S.-Owned Local Currency				
12. Cooperating Country Contributions	A. Counterpart				
	B. Other				

FUNDS RESERVED BY
JAB
POSTED *8/31/76*
SER/TA/CSD

13. Mission
References

14. Instructions to Authorized Agent

CM/COD/TAB is requested to negotiate an incrementally funded Specific Support Grant Agreement with the University of Massachusetts to engage in collaborative field-based development of non-formal education materials and techniques in two LDC field sites. Funding will be as follows:
TQ, \$120,000 and additional later requirements of \$120,000 for a total project cost of \$240,000.

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.

A. The specifications in the scope of work are technically adequate
Bernard Wilder
TA/EHR, BERNARD WILDER Date 8/16/76

B. Funds for the services requested are available
RN
TA/PU, Robert Mills Date 8/22/76

C. The scope of work lies within the purview of the initiating and approved Agency Programs
Pub. r
TA/EHR, Robert Schmeding Date 8/19/76

D.
M. M.
TA/PU, Mary Mozynski Date 8/31/76

E.

F.
John Gunning
TA/PU, John Gunning Date

16. For the cooperating country: The terms and conditions set forth herein are hereby agreed to:

Signature and date:

17. For the Agency for International Development
TA/PU, Carl Fritz
Signature: *Carl R. Fritz*
Title: Director

18. Date of Signature
8/30/76

AID 350-1X (9-70)	Cooperating Country Worldwide	PIO T No.	Page 2 of 6 Pages
PIO T	Project Activity, No. and Title Non-Formal Education in Rural Settings		

SCOPE OF WORK

19 Scope of Technical Services

A. Objective for which the Technical Services are to be Used - Grantee will further the development of a process for collaborative creation/adoption of NFE techniques and materials in two LDC Field Sites.

B. Description

1. Site selection

a. Grantee shall determine sites (countries) and implementation sequence in collaboration with LDC host government, selected NFE programs, local USAIDs and AID/W 211(d) liaison committee (which must give prior ratification of choices).

2. Field activities in each LDC

- a. Grantee shall work with participating NFE program personnel to identify areas of specific need for NFE materials/techniques.
- b. Grantee's Field Coordinator shall coordinate short-term assistance for creation (adaptation of appropriate materials/techniques.)
- c. Grantee shall sponsor a workshop for other interested agencies in each host LDC.
- d. Grantee shall perform evaluation as defined in consultation with TA/EHR and cooperating NFE programs. (cont'd on page 6)

C. Technicians

(1) (a) Number	(b) Specialized Field	(c) Grade and or Salary	(d) Duration of Assignment (Mon-Months)
2	Non-Formal Education		24 x 2 = 48

(2) Duty Post and Duration of Technicians' Services

2 LDC Field Sites (not yet identified), 24 m/m each site

(3) Language requirements

None

(4) Access to Classified Information

None

(5) Dependents Will Will Not Be Permitted to Accompany Technician

D. Financing of Technical Services

(1) By AID - \$30,000

(2) By Cooperating Country -

AID 1350-1X 13-701 PIO T	Cooperating Country Worldwide	PIO T No.	Page 3 of 6 Pages
	Project Activity No. and Title Non-Formal Education in Rural Settings		

20. Equipment and Supplies (Related to the services described in Block 19 and to be procured outside the Cooperating Country by the supplier of these services)

A. (1) Quantity	(2) Description	(3) Estimated Cost	(4) Special Instructions
	Materials and printing	\$10,000	

B. Financing of Equipment and Supplies

(1) By AID - \$10,000

(2) By Cooperating Country -

21. Special Provisions

- A. This PIO T is subject to AID (contracting) (PASA implementation) regulations.
- B. Except as specifically authorized by AID, or when local hire is authorized under the terms of a contract with a U.S. Supplier, services authorized under this PIO T must be obtained from U.S. sources.
- C. Except as specifically authorized by AID-W, the purchase of commodities authorized under this PIO T will be limited to the U.S. under Geographic Code 000.
- D. Other (specify): Contractor travel to IDCs will be cleared in advance by TA/EHR.

AID 1350-1X 19-70	Cooperating Country Worldwide	PIO/T No.	Page 4 of 6 Pages
PIO/T	Project Activity No. and Title Non-Formal Education in Rural Settings		

22. Reports by Contractor or Participating Agency (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports, and any special requirements.)

Project Activities Summary:

- a. First-year and final report for each Field Site, due one month after end of first year and end of contract respectively.
- b. Analytic Report on Collaborative Process for creation/adaptation of NFE materials/techniques, due at end of contract.
- c. Summary description of materials/techniques developed in each Field Site, due at end of activities in each site.

23. Background Information (Additional information useful to Authorized Agent and Prospective Contractors or Participating Agency, if necessary cross reference Block 19.C(4) above.)

24. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

Reporting responsibility to TA/EHR

B. Cooperating Country Liaison Official

EHR Officer in Field Site countries

C. AID Liaison Officials

Bernard Wilder, TA/EHR

AID 1350-11 19-70 PIOT	Scope of Country Worldwide	PIOT No.	Page 5 of 6 Pages
	Project Activity No. and Title Non-Formal Education in Rural Settings		

LOGISTIC SUPPORT

25. Provisions for Logistic Support A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
(1) Office Space				
(2) Office Equipment				
(3) Housing and Utilities				
(4) Furniture				
(5) Household Equipment (Stoves, Refrig., etc.)				
(6) Transportation in Cooperating Country				
(7) Interpreter Services				
Other: (Specify) (8)				
(9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

University of Massachusetts will provide:

- a) Office and seminar space.
- b) Administrative backstopping at campus.
- c) Assistanships for short-term participants.
- d) Retirement benefit payments for staff.
- e) Co-Principle Investigator, Dr. David Evans - Salary and Benefits.
- f) Co-Principle Investigator, Dr. David Kinsey - Salary paid from 211(d) grant. Retire benefits paid by U/Mass.

C. Comments

CONTINUATION
SHEET

FORM SYMBOL

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

TITLE OF FORM

 Worksheet IssuancePAGE 6 OF 6 PAGES1. Cooperating County
Worldwide

2.a. Code No.

2.b. Effective Date
6/1/762.c. Amendment
 Original OR No: _____

3. Project/Activity No. and Title

Non-Formal Education in Rural Settings

Indicate block
numbers.

19.B

Use this form to complete the information required in any block of a PIO or PA/PR form.

3. Campus activities

- a. Regular seminars (possibly weekly) shall be set up to develop materials/techniques, to refine collaborative process, and to orient/debrief short-term assistance.
- b. Workshop for interested US institutions/individuals shall be offered during second or third year.

4. Scope of Work

See Attachment A

5. Budget

See Attachment B

ATTACHMENT A

I. Objectives

With the support provided by AID the Grantee seeks to achieve three objectives:

1. The Grantee will, based on past field experience with NFE programs in rural areas, develop, test, refine and finalize a model for the collaborative process of designing and testing nonformal education programs in rural areas;
2. In the testing and refining of the model, the Grantee will produce at least 10 different sets of instructional materials and instructional techniques in each site;
3. By the end of the Grant period, the Grantee will collaboratively build the capability of one LDC institution in each site so they can and will be implementing a NFE program using the types of materials developed in (2) above.

II. Outputs

1. A monograph that can serve as a guide for the replication of the collaborative model developed, tested and refined in the two LDC field sites. The monograph will report on the process of developing the model, an evaluation of the efficacy of the model, and guidelines for the application of the collaborative process in NFE program development in other settings.
2. A total of 20 different instructional materials and techniques for their use in rural LDC settings. The materials will address development problems of the site and will be such to have relevance to other development contexts with minimal adaptation. Illustrative of the problems to be addressed are: nutrition, health and sanitation, positive attitudes toward change and the possibility of change, participation in development processes and in decision making, agricultural innovations and general learning skills such as literacy and numeracy. Examples of each instructional material will be furnished in the case along with instructions for their use and a critique of its effectiveness.
3. Two LDC institutions will be strengthened and capable of implementing NFE programs in rural areas. Sub-outputs will consist of completed training for local staff of the LDC institutions. At least 10 workshops of not less than two days each will be conducted at each site.

4. Two workshops, one for each site, will be conducted at the grantee's home University at the completion of site activities to review the activities, accomplishments and propose courses of action for further application. A monograph of approximately 30 pages will be produced after each of the two workshops reports the presentations and conclusions.

III. Plan of Work

The plan of work is the same for each of the two sites. The initial activity for site one, that of finalizing the selection of the country in which the site is to be located, will commence immediately upon signing the grant agreement. This same activity for site two will begin one year later. The plan of work is as follows:

1. Site Selection (1st site to be in Asian Region)

- a. Select three countries for consideration
- b. Discussions with AID/W concerning factor in site selection.
- c. Country visitation to gather information for site selection.
- d. Final site selection and identification of appropriate LDC institution with which to collaborate to be made in conjunction with AID Technical Assistance Bureau and Asia Bureau.

(To be completed within two months of signing contract)

2. Preliminary Planning

- a. Grantee site coordinator and LDC organization representatives will identify content area and locale for major emphasis.
- b. Preliminary field implementation schedule formulated.
- c. Plans reviewed in a workshop in field and in a seminar on contractor's campus. (AID will be represented at the on campus seminar).
- d. Site plan reviewed by AID/W.

(To be completed by end of third month.)

3. On campus "Continuing Backstop Seminar" will be organized to function as a resource and reviewing mechanism for the field site. (To be operational by end of second month.)

4. Site Implementation

- a. Instructional materials and techniques to be designed in both on site workshops and campus seminars.
- b. Further development and refinement of materials at field site location.
- c. Preliminary testing in the field.
- d. Modification of materials
- e. Full field test
- f. Evaluation of specific materials
- g. Refinement and further testing

(Site implementation to continue through 20th month)

5. Field Site Evaluation

Evaluation is to be an ongoing process (formative evaluation). The results are to be regularly fed into the decision making process in the field and on campus. Specific evaluations to be conducted by contractor are:

- a) Evaluation of effectiveness and efficiency of the instructional materials developed.
- b) Evaluation of training activities, seminars, workshops and more formal training both on campus and in field.
- c) Assessment of the collaborative process of development of NFE programs, instructional materials and techniques.

The above evaluation plans are to be reviewed in the on campus and field workshops and seminars and will be submitted to AID prior to implementation. The results of the evaluations are to be reported in the outputs listed in II. above. (To be completed during 22nd month of contract.)

6. Review Workshop

A workshop, to which AID personnel and others from the academic community are invited, will be held during the 23rd month of the contract to fully review the site activities and accomplishments.

7. Preparation of final site report and report on NFE materials and techniques developed. To be submitted during the 24th month of the contract.

Field site two will be initiated during the 13th month of the grant and will follow the above schedule. Deviation from original schedule for site two may be indicated by experience in site one. The grantee will notify AID prior to making substantive changes.

AID 50-111
11-73
PIC/T

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

PROJECT IMPLEMENTATION
ORDER TECHNICAL
SERVICES

1. Cooperating Country
Worldwide
2. P.O. T No.
131-11-6 0-180-73
3. Project Activity No. and Title
Non-Formal Education in Rural Settings

Page 1 of 8 Pages
3. Original or
Amendment No. _____

DISTRIBUTION

5. Appropriation Symbol

6.A. Attachment Symbol and Charge

6.B. Funds Allotted to:
 A.I.D./W Mission

7. Cabinet in Status
 Administrative Reservation Implementing Document

8. Funding Period (Mo., Day, Yr.)
From 1/27/76 to 1/30/77

9.A. Services to Start (Mo., Day, Yr.)
Between September 27, 1976 and September 30, 1976

9.B. Completion Date of Services
1/30/77

10.A. Type of Action
 A.I.D. Contract Cooperating Country Contract Participating Agency Services Agreement Other Specific Support Grant

10.B. Authorized Agent

Estimated Financing		(1) Previous Total	(2) Increase	(3) Decrease	(4) Total to Date
\$1,000					
11. Maximum A.I.D. Financing	A. Dollars		120,000		120,000
	B. U.S.-Owned Local Currency				
12. Cooperating Country Contributions	A. Counterpart				
	B. Other				

13. Mission References

14. Instructions to Authorized Agent

OM/COD/IAB is requested to negotiate an incrementally funded Specific Support Grant Agreement with the University of Massachusetts to engage in collaborative field-based development of non-formal education materials and techniques in two IDC field sites. Funding will be as follows:
TQ, \$120,000; FY77 \$120,000.

15. Clearances - Show Office Symbol, Signature and Date for all Necessary Clearances.

A. The specifications in the scope of work are technically adequate TA/EHR, BERNARD WILDER Date 1/17/77		B. Funds for the services requested are available TA/PRJ, Robert Mills Date	
C. The scope of work lies within the purview of the initiating and approved Agency Programs TA/EHR, Robert Sampeding Date 1/19/77		D. TA/PRJ, Mary Mozynski Date	
E.		F. TA/PRJ, John Gunning Date	

16. For the cooperating country. The terms and conditions set forth herein are hereby agreed to

Signature and date:

Title:

17. For the Agency, for International Development
TA/PRJ, Carl Fritz

Signature:

Title: Director

18. Date of Signature

AID 350-13 12-73	Cooperating Country Worldwide	PIO T No.	Page 2 of 6 Pages
PIOT	Project Activity No. and Title Non-Formal Education in Rural Settings		

SCOPE OF WORK

19. Scope of Technical Services

A. Objective for which the Technical Services are to be Used - Grantee will further the development of a process for collaborative creation/adoption of NFE techniques and materials in two LDC Field Sites.

B. Description

1. Site selection
 - a. Grantee shall determine sites (countries) and implementation sequence in collaboration with LDC host government, selected NFE programs, local USAIDs and AID/W 211(d) liaison committee (which must give prior ratification of choices).
2. Field activities in each LDC
 - a. Grantee shall work with participating NFE program personnel to identify areas of specific need for NFE materials/techniques.
 - b. Grantee's Field Coordinator shall coordinate short-term assistance for creation (adaptation of appropriate materials/techniques.)
 - c. Grantee shall sponsor a workshop for other interested agencies in each host LDC.
 - d. Grantee shall perform evaluation as defined in consultation with TA/EHR and cooperating NFE programs. (cont'd on page 6)

C. Technicians

(1) (a) <u>Number</u>	(b) <u>Specialized Field</u>	(c) <u>Grade and/or Salary</u>	(d) <u>Duration of Assignment (Plan-Months)</u>
2	Non-Formal Education		24 x 2 = 48

(2) Duty Post and Duration of Technicians' Services

2 LDC Field Sites (not yet identified), 24 m/m each site

(3) Language requirements

None

(4) Access to Classified Information

None

(5) Dependents Will Will Not **Be Permitted to Accompany Technician**

D. Financing of Technical Services

(1) By AID - \$80,000

(2) By Cooperating Country -

AID 135C-1A 19-731	Cooperating Country Worldwide	PIO T No.	Page 3 of 6 Pages
PIO T	Project Activity, etc. and Title Non-Formal Education in Rural Settings		

20. Equipment and Supplies (Related to the services described in Block 19 and to be procured outside the Cooperating Country by the supplier of these services)

A. (1) Quantity	(2) Description	(3) Estimated Cost	(4) Special Instructions
	Materials and printing	\$10,000	

B. Financing of Equipment and Supplies

(1) By AID - \$10,000

(2) By Cooperating Country -

21. Special Provisions

- A. This PIO T is subject to AID (contracting) (PASA implementation) regulations.
- B. Except as specifically authorized by AID, or when local hire is authorized under the terms of a contract with a U.S. Supplier, services authorized under this PIO T must be obtained from U.S. sources.
- C. Except as specifically authorized by AID, the purchase of commodities authorized under this PIO T will be limited to the U.S. under Geographic Code 000.
- D. Other (specify): Contractor travel to LDCs will be cleared in advance by TA/EHR.

AID 1350-1X 19-701	Cooperating Country Worldwide	PIO/T No.	Page 4 of 6 Pages
PIO/T	Project Activity No. and Title Non-Formal Education in Rural Settings		

22. Reports by Contractor or Participating Agency (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports, and any special requirements)

Project Activities Summary:

- a. First-year and final report for each Field Site, due one month after end of first year and end of contract respectively.
- b. Analytic Report on Collaborative Process for creation/adaptation of NFE materials/techniques, due at end of contract.
- c. Summary description of materials/techniques developed in each Field Site, due at end of activities in each site.

23. Background Information (Additional information useful to Authorized Agent and Prospective Contractors or Participating Agency; if necessary cross reference Block 19.C(4) above.)

24. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

Reporting responsibility to TA/EHR

B. Cooperating Country Liaison Official

EHR Officer in Field Site countries

C. AID Liaison Officials

Bernard Wilder, TA/EHR

LOGISTIC SUPPORT

25. Provisions for Logistic Support A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")	In Kind Supplied By		From Local Currency Supplied By	
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19.B

3. Campus activities
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4. Scope of Work
- See Attachment A
5. Budget
- See Attachment B

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