

Act *Hoek*
 Proj. 9310 996 (2)
 PN-PO-AAD-233-B1

I. PROJECT IDENTIFICATION

1. PROJECT TITLE

NON-FORMAL EDUCATION, FIELD SUPPORT

2. PROJECT NO. (M.O. 1095.2)
 931-11-996-996

3. RECIPIENT (specify)

COUNTRY _____
 REGION _____ INTERREGIONAL TA/EHR _____

4. LIFE OF PROJECT

BEGINS FY 73
 ENDS FY 75

5. SUBMISSION ORIGINAL 1/31/73
 DATE

REV. NO. _____
 DATE _____
 CONTR. PASA NO. _____

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

A FUNDING BY FISCAL YEAR	B TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMOD- ITIES \$	F. OTHER COSTS \$	G. PASA CONTR.		H. LOCAL EXCHANGE CURRENCY RATE - \$ US _____ (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) CODE COUNTRY	(3) BUDGET
1. PER OR THRU ACTUAL FY												
2. OPEN FY 73	100	100										
3. BUDGET FY 74	300	275				25						
4. BUDGET 1 FY	400	350				50						
5. BUDGET 2 FY												
6. BUDGET 3 FY												
7. ALL SUBS. FY												
8. GRAND TOTAL	800	725				75						

9. OTHER DONOR CONTRIBUTIONS

(1) DONOR	(2) KIND OF GOODS/SERVICES	(3) AMOUNT

III. ORIGINATING OFFICE CLEARANCE

OFFICER	TITLE	DATE
TA/EHR, <i>B. C. Newbry</i> B. C. Newbry	Project Manager	1/31/73
TA/EHR, <i>John F. Hilliard</i> John F. Hilliard	Director, TA/EHR	1/31/73

IV. PROJECT AUTHORIZATION

10. CONDITIONS OF APPROVAL

11. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE
TA/PM	<i>David G. Mathiasen</i> David G. Mathiasen				

3. APPROVAL A/AS OR OFFICE DIRECTORS

SIGNATURE *Joel Bernstein*
 TITLE AA/TA
 DATE 2/16/73

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

SIGNATURE _____
 DATE _____
 ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

Narrative Description: Non-formal Education, Field Support

A. Statement of Goal

The goal of the key problem area of non-formal education is to develop in the LDCs (1) an awareness of the role non-formal education can play in helping solve the general dilemma of how to control rapidly rising educational costs in the face of increasing social and development demands for education; (2) an understanding of the part non-formal education can play in meeting national human resource priorities and goals; and (3) a body of knowledge and expertise to complement that being developed concurrently in the U.S. that will enable the LDCs to identify, plan for, and utilize non-formal education and articulate it into an overall education plan and strategy.

Achievement of the general goal depends on continued strengthening of activities already under way by the contractor---i.e., identification of expertise in non-formal education in the U.S. and LDCs; research in non-formal education, development of linkages between U.S. and LDC institutions, and examination of promising alternatives to formal education---as well as the further development of research, evaluation, and technical support activities which will meet needs not met at the present time, and which are essential to the sound development of non-formal education in the LDCs. These are:

1. The need for a strengthened research and knowledge base in non-formal education and the development of a dissemination system for such knowledge;
2. The need for technical assistance in education sector reviews, strategy development, and project planning, implementation, and evaluation of such a type that it may help develop non-formal programs as a coherent part of the total learning system rather than as an appendage to that system.
3. The need for seminars, national and international meetings, and personnel and information exchanges to sustain interest and develop fuller understanding about the potential of non-formal education.
4. The need for training programs.

Interest in non-formal education (that education which is provided on an ad hoc basis in response to any subject matter and social or development need, and which is not bound by the formalities of the traditional school system such as length of course, accreditation of teachers, or requisites for attendance) has grown at a phenomenal rate

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over the past two years, as is evidenced by major attention being given the subject in sector reviews, seminars, LDC deliberations, and by international bodies. It is assumed that this expansion of interest in non-formal education as an alternative or complement to traditional/formal education and training programs will continue beyond the life of the project.

B. Statement of Purpose

The purpose of this project is to further stimulate interest in and knowledge of non-formal education as a vital element in national development, to serve all sectors that contribute to development, and to provide a research/knowledge/information/technical assistance base on which to assist LDCs develop significant programs in this area. It will provide a base and a network for the dissemination of information about non-formal education, and it will facilitate an exchange of knowledge and experience on an international basis. It will also provide technical assistance to action programs of educational reviews and project development.

Conditions expected at the end of this project are as follows: Increased interest in and knowledge of non-formal education both in the U.S. and in the LDCs; a substantial body of knowledge about the field, including evaluative techniques, project design and information, and case studies; an effective international information network, including information exchange; sufficient LDC interest in and financial and personnel commitment to non-formal education to carry on conferences and seminars and other information exchanges on an international, regional, or country basis without donor assistance which will be adequate to support a vital and expanding segment of the education program; and a body of expertise in the U.S. and the LDCs capable of assisting with sector reviews and strategy development as a context within which to develop non-formal education, and capable of developing non-formal education at various levels and in various fields.

To this end, the project will provide field support in the form of expertise to assist with base line studies, sector reviews, strategy development, seminars, and planning for non-formal programs, and otherwise develop the necessary base for expanding non-formal education.

C. It is expected that this project will have a number of significant outputs:

1. It will identify and develop a variety of U.S. response capabilities to serve regional and LDC requests for assistance in:

education sector studies aimed at studying the educational system in terms of development needs, and reordering educational priorities to help determine the place and function of non-formal education in the total system; developing educational strategies; planning and conducting seminars, workshops, and conferences; project planning, implementation, and evaluation; establishing an information network and institutional linkages for the study and development of non-formal education.

A unique feature of the project would be the brokerage function of the contract institution, which would serve as an intermediary to orchestrate a broadly based response capability, drawn not only from its own ranks, but also from many other institutions and individuals. Through the development of this capacity, and through an intensified effort to familiarize LDCs, missions, and regional bureaus with this capacity, it is anticipated that its service capability will be fully utilized.

2. It will help promote the development of an information network and institutional linkages designed to expand non-formal education and spread of information about it. It will help develop one center of information in each region and a dissemination system which will be self generating. The contract institution will serve as the center for a continuing assistance response capability, for it will build up an extensive and comprehensive knowledge base on non-formal education around the world, and will have identified and be able to recruit for service much of the best non-formal education expertise available in the U.S. Further, through direct linkages with LDC institutions, it will help develop a complementary knowledge base and expertise in the LDC's. To this end some project funds will be used as seed money for short course training activities in the LDCs.

3. The major output will be the establishment of non-formal education as a legitimate and vital part of the educational systems in selected LDCs, which will derive from sector reviews, revised educational strategies, reordered priorities, or basic modifications in educational structures.

D. Statement of Project Inputs

It is assumed that there will be active participation in the development of non-formal education by USAIDs, host country governments, and other donor agencies, given the very high interest in this area, and the fact that maximum efforts will be made by the EHR to coordinate completely with such agencies. Wherever possible, travel,

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per diem, and other costs of host country participation will be borne by the requesting country.

The contractor, in meeting field support requests, will identify and draw on a wide range of U.S. national resources, utilizing whenever possible expertise developed in the LDCs .

While the initiative for working with host countries in the development of project activities in LDCs will reside basically with the contractor, the contractor will cooperate closely with central and regional personnel and USAIDs on all activities relating to particular regions, and will proceed on the assumption that host countries and their institutions must in the final analysis have the responsibility for determining, within the constraints of AID funding, what U.S. resources and assistance activities are most appropriate. Finalization of any agreement on any collaborative arrangement between the contractor and an LDC will be contingent upon agreement of responsible central staff, regional staff, and the affected USAID as well as the country in question.

E. Rationale

Interest in non-formal education has grown rapidly among donor agencies, USAIDs and LDCs since its identification as a key problem area, and the expertise in the area has been expanded, particularly at Michigan State University, which, under the first project in non-formal education, has organized and conducted three regional seminars, conducted surveys, identified and studied successful non-formal education activities around the world, and assigned a substantial number of topics in non-formal education to academicians for study and reporting. While final results from research done by the contractor are not yet in, four general conclusions have been reached regarding the uses of education in the development process:

(1) Education, as the enhancement of human potential and capability, continues to be an indispensable ingredient in the achievement of development goals.

(2) Education, as schooling, is a contributing but clearly insufficient ingredient for shaping development.

(3) Future planning must use all available educational resources, both in-school and out-of-school, according to their capacities to meet the needs of societies in continual change.

(4) Future action should be directed at:

- a. discovering and identifying the wealth of non-formal educational resources to be found in most countries;
- b. reformulating educational policy as an enterprise transcending the formal schools; and
- c. developing more total educational strategies and programs which are equal to the development tasks at hand.

Other organizations, such as the ICED, UNESCO, and IBRD, have been increasingly active in studying and reporting on non-formal education. The recently commissioned UNESCO Faure Report is particularly significant. As a result, knowledge in the field is expanding rapidly.

Furthermore, countries in all regions are giving increased attention to non-formal education as a possible partial answer to their education dilemmas. Brazil, Colombia, Guatemala, and Ethiopia are already taking significant steps in the development of non-formal education, and other countries have indicated interest in getting assistance to study the field in relation to its total educational needs. The Africa Bureau has instructed all its missions to investigate promising projects, programs, and opportunities in non-formal education, with the view to making this mode of education its primary emphasis in Africa. Stimulated by the three AID sponsored seminars (in Washington, Malaysia, and Korea) on non-formal education, all the countries in East Asia have begun serious study and experimentation with non-formal education. An experimental non-formal skills training program, developed by the Opportunities Industrialization Center and basically AID financed, is spreading through Africa, and a similar program is being proposed for Latin America.

This enthusiasm for non-formal education appears to be soundly based, particularly in view of the growing desire of the LDCs to reorient education to better serve the rural areas, for by its very flexibility it provides opportunities to serve those who would otherwise be unserved by traditional programs. It is uniquely suited to modification to meet changing needs at the local level, and it can be adapted to any subject matter. Because it falls outside the rigid requirements of formal education, it can make use of local talent that would not otherwise be used.

Prospects for the growth of non-formal education are thus highly promising. The coming two or three years will be critical, however, and sound development will not be possible without further expansion of the knowledge base, development of an information network, and most important, the provision of technical assistance to answer LDC requests

for assistance in this area— in studying non-formal education in the context of sector requirements and limited resources; in defining the role of non-formal education; in developing and managing it, and in evaluating the results. This project will assist in mobilizing a response capability to assist the missions and the LDCs as they move forward in this area.

F. Course of Action

Considering the surge of interest in non-formal education in many quarters, the first requisite of any AID effort in the field is that it be fully coordinated with, and to the extent possible, supportive of efforts by other donors. Unless this is done, there could be serious overlap and wasted effort. Hence, the central staff is taking the initiative in promoting such coordination through regular meetings and information exchanges. This is particularly important when sector studies are being carried out and strategies developed.

A second requisite is that there be full coordination and cooperation between the contractor, regional bureaus, central staff, involved countries, and missions. Hence, the central staff is taking steps to ensure involvement of all interested parties, and maximum information exchange at this level.

A third requisite is that the contractor's guidelines be sufficiently clear as to delineate responsibilities, yet that there be sufficient flexibility to ensure the most creative and productive results. Specifically, the contractor, in cooperation with other interested parties and organizations, will:

1. Continue to expand the knowledge base already started through further research, studies of successful non-formal programs, comparative cost and effectiveness studies, and other studies as may be appropriate. The contractor will not only draw upon its own resources, but it will make use of other institutions in the U.S. and the LDCs;
2. Help develop information bases in the LDCs by first identifying those institutions with both an interest and capability on which to build such bases, and secondly providing technical assistance and information to help these institutions become national or regional resources in non-formal education; help develop an information network within regions and selected countries through seminars, workshops, and personnel visitations; and help develop institutional linkages between the contractor and host country institutions and among those institutions;
3. Further identify and develop a solid corps of experts, in non-formal education qualified to assist with sector studies, help develop

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educational strategies, identify and study promising non-formal education, and help plan, implement, and evaluate non-formal programs in specific countries. Such expertise would be utilized in, but not confined to, the following kinds of activities:

a. seminars, conferences, and workshops, (two the first year, with increases in subsequent years) which would be set up primarily at overseas locations, and would be designed to stimulate interest in, spread knowledge about, and train people for organizing and administering non-formal education;

b. sector studies, and educational strategy development, which are essential to wise educational planning and reasonable allocation of resources. While the major thrust of contractor concern will be with non-formal education per se, it is essential that non-formal education not be addressed as an appendage to the on-going educational system, but rather that it be seen as an essential component of a system. Hence, the contractor must have the expertise and the freedom to promote and participate in overall sector reviews and strategy development as a basis on which to develop non-formal education. Whenever possible, international bodies such as the IERD would be encouraged to take the lead in this regard;

c. technical team visits and surveys, which would involve full cooperation of AID/W and in some cases would be carried out in conjunction with international bodies. Joint AID/contractor visits during the past year to Guatemala, El Salvador, Brazil, and Ethiopia have proved profitable, both in terms of specific outcomes and in terms of coordination with other interested bodies. Such technical team visits will of necessity remain flexible in order that they might be developed out of specific interests and requests, but teams would be available to participate in any activity deemed essential to project success.

d. information dissemination, which is essential to utilization of project findings. The contractor has already accumulated and developed a significant body of knowledge about non-formal education.

Information thus far developed, and that which will be developed under the proposed project, must be made available to interested organizations and countries. To this end, the contractor will (1) provide an expanding bibliography which can be made available to interested agencies and countries of materials growing out of the project; (2) provide AID/W, missions, donor agencies, and to the extent possible LDC governments, with selected materials that have been developed; (3) help develop informational bases and networks in the various regions. (It must be recognized that achievement of such bases and networks is a long and expensive process, and that neither institutional nor financial

resources exist for the achievement of refined networks. Thus, during the first year of the project, the contractor will be expected to identify appropriate, existing institutions which are currently in a position to participate in this activity, and to the extent possible assist those institutions with materials and technical assistance to develop as key links in an information network.)

e. training. Participant training will not be provided under the project. It is assumed that any USAID interested in non-formal education will fund appropriate training in the U.S. or third country under its regular program. (As a corollary to this project and to the earlier one, MSU is developing a training program in conjunction with other universities. Such a program should provide visitations to on-going, effective non-formal training programs in other developing countries. Training would also be given in host/third countries in seminars and workshops on a short-term basis.)

The contractor will be expected to coordinate all visits of technical assistance personnel to the LDCs with the Project Manager, providing adequate justifications for such visits, and a short summary of accomplishments for each visit.

The project will be phased over three years, and will build on the solid information base already begun under the first project. The three phases of the project will roughly coincide with the three years of project life. Phase I will be occupied largely with expanding this information base, developing means for disseminating information, conducting at least two seminars, carrying out surveys, and otherwise conducting exploratory or experimental studies. Phase II will see further expansion of information, an increase in team visits, an increase in seminars and workshops, and expansion of the clearinghouse or information dissemination activity, the identification and development of network institutions, participation in sector reviews and educational strategy development, and identification and development of non-formal programs. Phase III should see further expansion of these activities, with the introduction of non-formal programs as integral parts of total education systems making up a substantial part of technical assistance activities.

Since this KPA cannot be taken as a discrete element in educational development, it is important that there be complete coordination between the Key Problem Areas in education, particularly in the realm of sector surveys. Sector studies, development of new educational strategies, and the reordering of priorities are basic to all of the Key Problems. Hence, the three Areas will be closely involved in all sector reviews

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and strategy development. It is likely that radio and other technologies will play a role in non-formal education for rural areas, which makes important the careful coordination of non-formal education and educational technology at all stages.

Finally, and most important, non-formal education—as indeed is true of all education—is not an end in itself, but is instead a means of servicing other sectors involved in the achievement of national goals. Thus, the development of non-formal programs must relate to the needs of these sectors. To this end, an effort will be made to coordinate, where appropriate, with key problem areas in other sectors, and to develop non-formal programs in terms of national social and development needs. By its very nature, non-formal education is admirably suited to rural development, a goal of most LDCs.