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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <input checked="" type="checkbox"/> C A = ADD C = CHANGE D = DELETE	PP 7/p 2. DOCUMENT CODE 3
3. COUNTRY/ENTITY Worldwide - Multi-Country		4. DOCUMENT REVISION NUMBER 1	
5. PROJECT NUMBER (7 digits) [931-1109]	6. BUREAU/OFFICE A. SYMBOL B. CODE TA/EHR [08]	7. PROJECT TITLE (Maximum 40 characters) [Studies in Facilitating Learning]	
8. ESTIMATED FY OF PROJECT COMPLETION FY 8/0		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [77] B. QUARTER [4] C. FINAL FY [79] (Enter 1, 2, 3, or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$1 -)

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	1,319			1,975		1,975
(LOAN)						
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY						
OTHER DONOR(S)						
TOTALS	1,319			1,975		1,975

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 77		H. 2ND FY 78		K. 3RD FY 79	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1)	600	640		1,319		000		656	
(2)									
(3)									
(4)									
TOTALS				1,319		000		656	

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED MM YY
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)					1,975		MM YY
(2)							
(3)							
(4)							
TOTALS					1,975		

13. DATA CHANGE INDICATOR: WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 = NO
 2 = YES

14. ORIGINATING OFFICE CLEARANCE SIGNATURE: Robert W. Schmeding TITLE: Director, TA/EHR	15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION DATE SIGNED revised MM DD YY 07 14 77 original
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Studies in Facilitating Learning: Communication Technology

A. Recommendations

It is recommended that \$1,319,000 be allocated to carry out this project in FY 77 and \$656,000 in FY 79. The FY 77 budget of \$1,319,000 includes \$250,000 from another proposed TA/EHR project entitled "Studies of Communication in Rural Development" which will now be considered a component of this project.

B. Summary Description

The project is the product of two separate, but related, streams of experience. The first is connected with the growing realization within the Agency that health, agriculture, nutrition, family planning, and other programs often have significant education and training components within them which can benefit from the results of R&D in educational and communication technology. The awareness of the potential value of communication components in development programs led to recognition that communication was an under-utilized resource and that we really did not know enough to make good use of it. As a result, TA/EHR, since the early 1970s, has focussed its R and D program in educational technology and communication on improving the effectiveness of the learning experience and increasing access to learning opportunities across all development sectors. This has generated an increasing volume of experimental and operational applications of communication to development. The FY 78 Congressional Presentation reveals more than two dozen projects, 60 percent of which are funded by Regional Bureaus, which plan to make use of educational and communication technology.

The R and D activities in development communication have produced a substantial body of knowledge about how best to take advantage of communications potential benefits. Many of the experimental efforts have matured into effective projects. The knowledge and experience that are now available can be applied on a large scale to the development of operational applications. This project is a logical extension of previous Agency activities.

The second stream influencing the development of this project derives from the May 1976 address of the Secretary of State made in Nairobi at the UNCTAD IV conference in which he reaffirmed the U.S. offer to share advanced technologies with developing countries. A.I.D. immediately followed this offer with a three-month demonstration program by satellite for 27 countries in three continents. The demonstration included a film and subsequent discussion with national leaders, on the application of communications to development problems in health, education, and agriculture. Applications discussed ranged from local agricultural information systems using radio to national non-formal education programs using TV and satellites. One impetus for the whole demonstration program

came from the year-long India Satellite Instructional Television Experiment (SITE), which made use of the ATS-6 satellite loaned to India for one year by the United States (1976). It was the movement of the ATS-6 back to this hemisphere that made possible the three-month demonstration program.

The promises made at Nairobi and the program of demonstrations greatly increased the interest level among LDCs in using communications to support their development activities. That interest has already resulted in a number of requests for assistance, and more are anticipated. At present, there is no appropriate mechanism for adequately responding to the type and number of requests that have been generated. In order to fulfill its commitments, the Agency needs to create such a mechanism; this project will begin to fill that role.

The purpose of the project is to assist in the application of knowledge now available, especially in the areas of software and utilization, to projects that can apply communication technology to development problems. ~~project will create a resource, the software centers, that will build the capacity of LDCs to make effective use of communication for development.~~

This project, then, follows up the three-month communication technology demonstration and attempts to be responsive to the demands for assistance generated by it. Moreover, it is a major next step in the Agency's efforts to apply the results of successful R&D activities, building both on TAB and Regional Bureau/Mission experiences with various media-related projects, and encompassing a wide range of support activities conducive to improved design and execution of field projects making use of the educational and communication technology.

In order to capitalize on this initiative and to move forward the work in this area, the Agency has outlined a broad-based multi-year program involving each of the Regional Bureaus and TAB. At the present time the funding allocations have been distributed in the following manner:

(in thousands of \$)

	<u>FY 77</u>	<u>FY 78</u>	<u>FY 79</u> <u>(and beyond)</u> <u>(tentative)</u>
TAB Planning Studies	1,319	-0-	656
* TAB support of applications		1,700	---
Africa Bureau		2,125	4,375
LA Bureau		1,000	4,000
Asia Bureau		125	8,310
NENA Bureau		200	---
	<hr/>	<hr/>	<hr/>
TOTAL	1,450	5,850	17,341

* Separate PP will be submitted for this project.

TAB's role in this effort consists of: (1) providing the overall framework and design for the entire program, (2) marshalling experts and consultants for the field activities, assisting Missions and LDC officials in initial design, planning and demonstration activities, and supplying current information about the state-of-the-art of educational and communication technology to the field.

The objective of the present project, then, is to take the first steps of planning, design, training and small demonstrations in the use of educational and communication technology in order to fulfill information and technical assistance requests from the field as well as to lay a solid foundation for the larger operational phase to follow in FY 78 and beyond. (Some interim planning has started, under previously available field support funds.)

To accomplish this purpose, this project will undertake activities that will assist developing countries in planning and designing specific projects for implementation in FY 78 and subsequent years. These projects are anticipated to cover a broad range of development objectives, not only in formal and non-formal education, but also in serving some of the learning and information needs of programs in rural health, agriculture, rural development, and other sectors. The communications media packages considered will also cover a broad range, from very localized radio and print information systems to, when appropriate, large-scale systems that may involve satellite linkages. For all cases, the project design work will encompass the total system of "software" and "hardware" delivery, with special emphasis on such aspects as management, instructional design, training, attention to sectoral objectives, and responsiveness to the needs and interests of the target audience. It will be the responsibility of TAB through this project to assure that a broad participatory base of U.S. and LDC expertise is established and that a cumulative impact is achieved by organizing what is learned from each activity so that information is shared and used.

The project has four major components. The specific number and magnitude of activities within these components will be further developed as requests from the field continue to define requirements. It is already clear that quite a number of country studies will be required (eight have already been requested); that information and training activities are essential to all that follows; and that we will proceed with the planning of the establishment of "software development centers" as the cornerstone of this program. Funding for the "software development centers" has already been set aside in the Regional Bureaus.

The following is a list of project components with a brief description of each:

1. Communication Planning and Design Activities.

A considerable amount of effort is anticipated in the area of communication planning and design activities. These efforts will be both in

response to requests from the field and to needs and gaps in our knowledge perceived by TAS/EHR and will be distributed over a range of sectors, i.e., education, agriculture, health, and nutrition. At this time it is expected that each year will involve two major activities requiring 30 man months each and four smaller activities involving six man months each.

The activities will be of four major types:

- a. Assistance in project design.
- b. Addition of communication components to sector assessments.
- c. Exploratory planning.
- d. Conduct of comprehensive communication sector assessments.

Examples of the kinds of activity that will be required include: expert consultation in needs assessment, project design, evaluation, and instructional materials design and production; small demonstrations of different applications of communication technology; studies of communication infrastructure already present or assessment of future needs; analysis of software requirements; studies of regional communication capacities and needs; and compilation of information about methods used in different sectors by AID to implement communication components of development programs.

2. Training -- approximately thirty people for short-term training in each of project's two years and ten people for long-term training beginning in the second year of the contract.

The purpose of this training is to prepare LDC planners to participate in the development and implementation of activities generated by this project, most especially in the development of the "software centers" described below.

3. Seminars -- in-country seminars per year of the project in LDCs to discuss the planning and application of communication technology. ~~Again, these seminars will most often be closely related to preparatory work for planning and designing the software centers.~~

4. Information Series -- information packages, i.e., short films, brochures and audio/video cassettes explaining A.I.D.'s program in communication technology and to demonstrate ongoing projects in LDCs which utilize communication technology. The intended audience for the information packages would be LDC decision makers and USAID officials who contemplate the use of communication technology as part of their development programs. These packages will be used as part of each of the project components outlined in this section.

5. Software Center Planning -- The development and implementation of three software centers will constitute a major component of the total Agency effort in the area of communications technology over the next several years. Funds for their establishment have already been set aside in the regional bureau programs starting in FY 76. Therefore, TA/EHR, in collaboration with the regional bureaus and in participation with USAID mission and LDC officials, will allocate a substantial portion of its efforts in the next two years to the planning of the first two centers.

The rationale for the priority of the centers is explained elsewhere in the paper. It is important to point out here some of the questions that will have to be answered by TA/EHR's planning studies under this project before development of the centers can begin:

- a. Should the centers be regional or national in make up? Or some combination of the two?
- b. Should the centers be added onto an existing national or regional organization or developed independently?
- c. Should each center have a functional focus, e.g., agricultural information projects or keep a regional focus on all development communication needs?
- d. What should be the relative emphasis within the center on training, production, technical assistance?
- e. How much should the centers become involved in research and development?
- f. What type of LDC participants should be involved in the center? Policy makers? Managers? Technicians?
- g. If the centers are regional, how will they coordinate with participating countries to ensure that the centers' activities are relevant to each's problems?
- h. How will the centers link to each other and to other similar centers in the U.S. and elsewhere?
- i. Should the centers relate to not only the functional ministries of education, health, etc. but also to national Posts and Telegraph agencies?
- j. What will be the funding arrangements by AID/W, Missions and host countries for initial costs, recurrent costs?
- k. What mechanism and timetable should be worked out for the software centers to become self-supporting?

Again, this list is not exhaustive, but it does show that the planning studies for the software centers will have to find answers to questions of geographical composition, focus of activities, type of participants, participation by host countries, among others.

The five components: communication planning and design
training
seminars
information series
~~software center planning~~

all relate directly to overall goal of the project by supplying the resources to respond to accelerated field requests, and ~~by providing the critical planning expertise for the major Agency effort of establishing software centers.~~ Some of the field requests will relate directly to the development of the centers through studies, training or seminars for that specific purpose. Results of those activities which are more country specific in regions not contemplated for a center will be fed into the software planning and design process where appropriate.

C. Project Issues

The following are comments or issues identified by TA/EHR between the issuance of the PID and the completion of the satellite demonstration. They also represent the opinions of both Mission and host country officials, as well as representatives of other international organizations.

1. Is there any evidence to indicate interest on the part of LDCs in the project?

Since the conclusion of the satellite demonstration in October 1976, requests for TA/EHR assistance in planning for communication technologies have been received from RUCAP, Peru, Jamaica, Nicaragua, the Philippines, Liberia, Sierra Leone, The Central African Empire, Cameroon, The Economic Commission for Africa and Qatar. Two specific examples may serve to give the flavor of the variety of the requests.

In Peru, the Ministry of Education is planning for the use of radio and TV to spread its ongoing program in early childhood education to rural families. As a first step, the Ministry of Education has requested A.I.D. assistance in the planning of a seminar/workshop in April 1977 to help make preliminary decisions as to project location, manpower requirements and media usage.

In the Central African Empire, the A.I.D. Regional Development Office has requested a consultant team for assistance in the development of a PID for a project using radio to support formal and non-formal education.

2. Did the AIDSAT demonstration lead LDCs to the expectation that the U.S. follow-on initiative would be exclusively focused on satellite technology alone?

In view of the emphasis on advanced technologies in the AIDSAT demonstrations, and as evidenced by the types of questions raised by LDC officials during the live, two-way exchanges segment of the demonstrations, it appears that the U.S. initiative in communication technology may have been too narrowly interpreted to reflect a U.S. interest in satellite technology solely. Some of the follow-on requests already received do, indeed, have implications for possible satellite use. Conversely, other requests are primarily concerned with applications of more conventional, or land-based media systems. Still others are interested in exploring the use of computerized information storage and retrieval, which could employ both terrestrial and satellite delivery systems. The activities of this project will be consistent with past TA/EHR efforts in this area; namely, to design the most cost-effective delivery methods for each particular country and learning need, whether using satellite or more conventional means.

3. Is the project consistent with long-range U.S. policies and with their application by TA/EHR?

Major characteristics of long-range U.S. policies toward development have been: emphasis on reaching rural populations; increased access to and participation in learning experiences by the poorest segments of the population; integration of development efforts in various sectors; and improvement of the effectiveness of learning experiences. The utility of integrating the use of communication technology into development activities to achieve these objectives has been conclusively demonstrated by such projects as the Basic Village Education Project in Guatemala, the El Salvador instructional television system, India's Satellite Instructional Television Experiment, and the radio-based health campaigns in Tanzania. TA/EHR has been involved in many of these projects; the efforts proposed for this activity follow very directly from TA/EHR's previous work.

Part II - Project Background and Detailed Description

A. Background

At the heart of this proposal in education and human resources is a far reaching and worldwide effort to adapt and develop the capacity of communication technology to address educational needs of the poorest majorities in LDCs.

If education were only an end in itself, it might be possible to be less concerned about growing numbers of adult illiterates, high rates of wastage in formal school systems (dropouts and repeaters), and growing

numbers of educated unemployed in the less developed countries of the world. However, it is precisely education's integral relationship to the development process that casts these statistics in an ominous light. Education plays a major role in the processes of (1) raising agricultural productivity, (2) adapting and adopting new and improved technology, (3) improving health and nutritional status, and (4) reducing family size. The important question is how to manipulate the educational processes to achieve the conditions for growth and development.

In the First Development Decade, the approach in education emphasized quantitative expansion of school facilities and teachers. The problem was viewed as one related to the absence of traditional educational facilities. However, by the Second Development Decade, there was growing concern about the qualitative aspects of education and the need to think beyond the formal system of education. Furthermore, there was a growing recognition that education must serve the needs and interests of the majority of the people in LDCs who reside in rural areas and whose livelihoods are intimately interwoven with agriculture -- a situation unlikely to change in the near future. Recognition of the rural sector is reflected in the 1973 amendments to the Foreign Assistance Act which directed A.I.D. to focus more directly on the needs of the world's poorest people.

During the 1960s, approximately one half of A.I.D.'s expenditures on education went for the development of institutions of higher education. This effort reflected the expressed needs of LDC governments and the generally held view that the absence of professional and high level trained manpower was one of the main impediments to development. Some 100 LDC universities, professional schools, and research institutions were developed as a direct result of U.S. development funds and technical and professional manpower. Many of these institutions were directed toward providing professional trained agriculturalists. Besides this emphasis, approximately one fifth of A.I.D.'s educational expenditures were devoted to quantitative expansion and qualitative improvement of primary and secondary educational facilities. A.I.D. was involved in curriculum reform, development of learning materials, teacher training, and improvements in management and administrative systems for education. During this time obligations for education reached a peak of \$191 million in 1963 and averaged around \$120 million for the decade.

In the Second Development Decade, A.I.D.'s emphasis in education underwent a dramatic shift, partly in response to the "new directions" from Congress and the growing recognition within A.I.D. and the development community of the limitations of the earlier strategy. Since the early 1970s, increased attention has been given to alternative forms of education and the utilization of mass media technology to extend the outreach of formal and nonformal educational systems. A.I.D.'s emphasis in formal education has shifted toward primary education, particularly rural primary education. Nonformal programs are increasingly being relied upon to broaden the skills and knowledge of out-of-school adults and young people. Of primary concern is the critical role of women in development.

A further element is the growing demand on the part of LDC populations for social services including education. The depressing, well-known equation of increased population and demand coupled with the financial and human incapacities in LDCs to meet them, would point to the wider use of technology that can reach more people, faster without raising costs significantly.

That there is growing interest on the part of LDC decision makers in the application of communication technology was made even more clear as a result of the ATS-6 demonstration program. Representatives of TA/EHR's educational technology group and consultants were present at the demonstrations as resource persons to discuss technical questions and potential follow-on activities. They received first-hand impressions of the impact and challenges generated by the demonstrations. In their reports, the following observations were made:

1. The reactions of government officials during and after the demonstrations indicated serious interest in the U.S. initiatives and in the potential benefits of communication technology to their development efforts. In a number of cases, the head of state personally verified his country's commitment to the application of communication technology as a tool to accelerate development.

2. Aside from specialized technical experts, few LDC planning officials have a clear grasp of the principles of systematic design of communication strategies for development purposes.

3. Even where officials were more fully aware of the role of communication technology for development, interest tended to focus on equipment and technical training, rather than on planning and software development. In view of the recent numbers of requests for TA/EHR assistance and already completed field investigations, i.e., Peru and Qatar, this observation has been reinforced.

4. LDC officials were unclear about the specifics of possible U.S. support.

These field observations seem to be consistent with the findings of communication researchers and field experience to date. These indicate that many projects in communication technology fail because the technology itself is often viewed as a solution before specific identification of sector by sector need is made.

This often leads to emphasis upon hardware, i.e., broadcast equipment, as priority items rather than on the more difficult steps of learning and information needs assessment, targeting of intended audience, project design, research and evaluation as well as required feedback systems. Though this appears to be an obvious and logical procedure, the facts sadly support the contrary -- projects are often poorly planned and

executed because hardware decisions, which are easier to make, are indeed made before the more difficult software decisions are tackled.

These considerations and observations indicate that an opportunity exists to respond to LDC interests and to move forward to increasingly significant applications.

Relation to TA/EHR Program. Over the past eight years, TA/EHR has been involved in a variety of R&D programs on the use of media-related projects. These include the use of: television for in-school instruction (El Salvador, Mexico); radio for in-school instruction (Nicaragua, Mexico) radio for relaying information in agriculture, health, and nutrition projects (Guatemala, Philippines, Nicaragua, Tunisia). Several policy studies and evaluation studies regarding the use of communication satellites have been completed. A major international conference this past summer, held at Stanford University, pulled together some of the policy implications from this work, as well as what others have been doing in the field.

At the present time, it is clear that this R&D experience has matured to the point that with confidence we can plan operational systems that will be effective within the constraints of the poor, rural populations of many LDCs.

B. Detailed Description

1. Project Goal -- The higher level goal of this project is to increase access to relevant and cost-effective learning and information systems through increased LDC capacity to plan and utilize appropriate communication technology.

2. Project Purpose -- The purpose of the project is ~~two fold:~~ (1) to assist in the effective application of existing knowledge and experience to projects that make use of communication technology for development; and ~~(2) to create a resource, the software centers, that will offer assistance in the short term and build the capacity in LDCs for independent, long-term activity in these areas.~~

3. Project Objectives -- The objectives of this project are to assist LDC and Mission officials by planning, design, training and small demonstrations in the use of educational and communication technology and to ~~accomplish the initial planning for two major software centers.~~ For this purpose, TA/EHR will have available during this two year project technical specialists to respond to Mission responses from host countries related to development communications and to conduct specific planning efforts for designing the development communication centers.

End of Project Indicators are

a. Demonstration projects in LDCs have integrated the use of educational and communication technology into their designs.

b. LDC personnel trained in educational and communication planning, instructional materials design, production, evaluation methodologies and other components of the system are working in their countries.

c. Joint planning begun to use communication technology in projects or as part of the software center.

d. USAID's and host country officials aware of AID's program in educational and communication technology.

~~e. Plans outlined for the first two software centers including location, composition, types and priorities of activities, types of participants, procedures for participation, and funding arrangements as well as arrangements for beginning the centers.~~

4. Project Outputs

a. Designs and studies for the use of communication technology in development projects.

b. LDC and U.S training activities in the various components of educational and communication technology.

c. Seminars participated in by LDC policy makers, managers, and technicians.

d. Information materials prepared and distributed.

~~e. Detailed plans for and studies related to development of first two software centers.~~

5. Project Inputs

The planned inputs for the project will consist of technical assistance for the planned communication studies and the training component under contract with leading U.S. institutions and individual specialists, i.e., Indiana University, Syracuse University, Stanford's Institute for Communications Research, Florida State University, MIT, and Academy for Educational Development. Teams will be recruited and, upon request, sent to LDCs to assist in the planning for the demonstrations, projects, software centers, seminars and training.

Revised

-12-

In addition, they will undertake to assist LDCs in policy studies dealing with the long range planning requirements leading to the application of communication technologies.

Budget Outline
000 of dollars

	<u>1st Year</u>	<u>2nd Year</u>
1. <u>Training and Policy</u>		
Training	200	200
Study of Communication in Development	160	
2. <u>Project Development</u>		
Communication Cost Options	60	60
Information Series	90	90
Planning & Design Studies	250	245
Seminars	150	230
 (RSSA) Satellite Demonstration	 120	 60
Film Production	60	-0-
	<hr/>	<hr/>
TOTAL	1,090	885
PROJECT TOTAL		1975

This budget outline is according to anticipated expenditures and not fiscal year obligations.

In addition, they will undertake to assist LDCs in policy studies dealing with the long-range planning requirements leading to the application of communication technologies.

Budget Outline
000 of dollars

	<u>1st Year</u>	<u>2nd Year</u>
1. <u>Communication Planning and Design Activities</u> (\$200 major study x 2) (\$25 smaller study x 4)	\$500	\$500
2. <u>Training</u>		
short-term (\$2.5 x 30 people)	\$ 75	\$ 75
long-term (\$10 x 20 people)		\$200
3. <u>Seminars</u> (\$50 a piece)	\$150	\$150
4. <u>Information Services</u>	\$150	\$ 50
5. <u>Software Center Planning</u> (2 centers)	\$200	\$100
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<u>TOTAL</u>	\$1,075	\$1,075

This budget outline is according to anticipated expenditures and no fiscal year obligations.

Part III - Project Analysis

A. Technical Analysis

Many development projects require that the small farmer and his family acquire new knowledge and skills. Others require training or on-the-job support for para-professionals who work in health, agriculture or education. Development of such projects may call for specialized planning assistance in the field of communication technology.

Such programs may focus upon needs in all development sectors including agriculture, health, nutrition and both formal and non-formal education. The element common to these sectors can be the use of communication technology, including software, i.e., programming and materials to supplement, extend and improve systems intended to reach and involve diverse populations in the development process.

Several communications-based projects listed below illustrate the range of implications for possible future projects. While two of them used communication satellites, the majority have relied upon simpler ground-based systems.

<u>Objective</u>	<u>hardware</u>	<u>Software</u>	<u>Results</u>
To increase the quality of local health delivery by community para-professionals in <u>Alaska</u> .	Creation of satellite radio, television and computer linkages.	Radio and visual consultations between primary health care workers and trained doctors.	Successful remote diagnosis and monitoring of patients coupled with onsite treatment in remote clinics
To reach <u>Tanzania's</u> rural population with basic information about health; to stimulate discussion and community action by rural study groups.	Use of existing radio equipment and printing press.	Weekly 20 minute radio programs teaching about health through lecture, drama, and discussion. Accompanying printed text materials for participants, and study guides for group leaders.	Several hundred thousand latrines built; substantial community action on health problems.

<u>Objective</u>	<u>Hardware</u>	<u>Software</u>	<u>Results</u>
correct improper health and nutrition behaviors of housewives in 3 countries (Guatemala, El Salvador, Nicaragua, Philippines).	Use of existing basic radio production equipment.	Short radio spots using drama to convey basic information about health and nutrition.	Reaching up to 25% of the nations' housewives with health/nutrition information. Changes in attitudes knowledge and behaviors regarding health and nutrition.
increase the number and quality of ninth grade graduates from Salvador's educational system.	Black and white groundbased television production, transmission, and reception equipment.	Twenty minute "tele-lessons" in subject areas associated with re-trained classroom teachers, written student & teacher guides, & new curricula.	Larger numbers of ninth grade graduates performing at higher achievement levels.
to compensate for the limited training of Nicaraguan primary school teachers in mathematics.	Use of existing land-based radio transmitters and receivers.	Radio programs consisting of short modules teaching mathematical concepts through incorporation of frequent responses by classroom listeners.	Increased achievement in mathematics.
to improve the low student interest and performance in mathematics.			Development of new programmed instruction techniques for radio.
to develop new methods for radio instruction through R&D.			
To experiment with alternate ways to increase low yields of untrained small farmers in two regions of Guatemala.	Low-wattage radio transmitters for localized broadcasting; simple AV production equipment.	Localized programming with music, gossip, and agricultural information.	Changes in attitude knowledge and production.
		Use of various formats: lecture, drama, interview.	
		Strong formative evaluation in production, based on listeners' correspondence	

<u>Objective</u>	<u>Hardware</u>	<u>Software</u>	<u>Results</u>
To communicate information about agriculture, health, and family planning to rural audiences in India.	Use of the ATS-6 experimental satellite made available by the U.S.; established new television production facilities; local production and distribution of black and white television receivers and appropriate community antennas.	Programs for adults on agriculture, health, family planning; use of various formats; drama, music, and lectures. Programs for schools; programs for training of teachers and of agricultural workers.	Involvement of audiences in 2,300 experimental villages in six regions of <u>India</u> . Evaluation results regarding levels of interest and adult learning are forthcoming; clear gains from some school programs; excellent success in administration of large-scale communications system in <u>rural India</u> .
To test the operational and educational feasibility of applying satellite broadcast technology to India's rural development.			

Applications of Communication Technology

As evident from the above, many applications of communication technology function without expensive or complicated equipment. In many instances radio and telephone can be extended into rural areas to support development efforts. One of the major goals of this project will be to increase the development usefulness of these low-cost applications.

At the same time, a new generation of high-powered communication satellites may offer new solutions to communication problems relating to the needs of managers, paraprofessionals, outreach workers, and the rural poor themselves. Capabilities for providing communication services to remote rural areas have increased greatly, and costs have decreased. As the new high-powered satellite services become available, inexpensive local ground stations will allow for television and radio broadcasts, data transmission and telephone linkages to rural market towns at roughly the same cost of providing these services to major urban centers. This represents a major change in the economics of communication service, since ground systems tend to favor urban centers rather than rural populations.

In most cases, projects will not initially involve satellites. Much can be accomplished with conventional radio and television, and these often have the advantage of local origination. Looking toward the future, however, many less developed countries must consider satellite communications either at the national level or as participants in regional undertakings, as one of the options available to them for the set of development problems they confront. Many such countries are being approached by

competing hardware vendors, who do not emphasize systems appropriate in cost and design for rural development objectives and who have little expertise in the area of communication software as described above. However, if these countries have access to impartial expert advice, it can be assumed that manufacturers will respond to well-developed system specifications.

Software

Although equipment considerations are important, the major obstruction to effective communication systems often lies in the content and presentation of programs or messages. Software development is the set of processes whereby messages are planned, produced, evaluated and integrated in a total system. The importance and cost of software development and utilization are often underestimated in project planning. While greater access to media can increase outreach to remote groups, only very limited returns in terms of behavior change can be expected unless effective software is available.

Environmental Statement

Since this project is essentially an institution building project, no adverse physical environmental effects are foreseen. If physical infrastructure is found to be necessary to implementing programs, planning studies will address environmental impact.

B. Financial Plan and Management Arrangements

The total cost of this project will be \$1,975,000 over a two year period. \$1,319,000 will be allocated in FY 77 and \$656,000 in FY 79.

~~TA/EHR will attempt to contract with one management firm for administration of all, or at least a major portion of this project. This primary contractor will then have the responsibility for sub-contracting with appropriate universities, private firms or individuals for specific activities. The primary contractor will also have the responsibility for providing the "memory bank" for the various inputs from different components of the project. This is an especially important function for ensuring that the field support aspects of this project feed into the software center planning.~~

A committee composed of appropriate TAB and regional bureau representatives and technical experts from outside the Agency will meet quarterly to review progress of the project.

C. Social Analysis

The majority of LDC populations are severely deprived of services, information, and skills directly related to the quality of their life

as reflected in literacy, educational opportunities, agricultural productivity, good health, adequate nutrition, and control of family size. This poor majority is typically dispersed throughout varied rural settings with inadequate national service infrastructures and insufficient local resources to meet their basic needs. They are also located in densely populated urban areas, equally out of touch with services and resources.

Experiences with the use of communication technology have demonstrated that these isolated populations can be reached with relevant information. Women and the landless, especially among isolated groups, are usually least well served by social services. Communication technology does a relatively more effective job at reaching these subgroups than any other approach.

This information coupled with adequate material resources did have an impact on India's rural population involved in the SITE project, as one project example. The degree of the impact and its lasting effect is still being studied, but it is clear that a modern communication technology rather than discriminating against the poor majority actually works in their favor.

D. Role of Women

Although specific projects eventually implemented under the overall Agency effort in this area cannot be described yet, it is clear that the planning and design studies under this project will concentrate on involving and effecting change among isolated groups. Every effort will be made to assure explicit consideration of this fact when plans, designs and training are carried out during the next two years.

On the other hand, there is no way prior to undertaking the activities proposed here to guarantee that the poor majority, including its poorest stratum, both sexes, and all cultural subgroups within given populations, will benefit sufficiently or equitably from the proposed activities. It can only be argued that communication technologies have been and can be used to this end and that the type of planning and training activities proposed are the surest way to facilitate applications of technology which can realize this goal.

E. Economic Analysis

The several components of this project are judged to be the most cost-effective means for filling current and expected demands for technical assistance and laying a foundation for the larger operational phase scheduled for FY 78 and beyond.

The Communication Planning and Design Activities will bring to bear a range of consultants and expert resources for project development over all sectors. Emphasis will be on identifying the specific talent required for a particular design need on a case by case basis.

The obvious alternative to a TAB-directed planning and design activity is to place responsibility for this set of formative activities in the Regional Bureaus. The latter do not have technically-trained and experienced specialists presently on board to conduct such an operation, and the more cost-effective solution is to place responsibility for such activities where there is an established program having Agency-wide perspective to coordinate design and planning teams in an effective and economical fashion.

Training and Seminars. Here the major consideration is the location of such activities. For a number of specialties, the U.S is obviously the best and most economical location. In order to operate the software centers in an effective manner, it will be necessary to train some professionals to the M.A. and even Ph.D. levels. When it appears feasible, short-term training will take place in the host country. Seminars will most likely take place in connection with the software center planning and, therefore, occur in a developing country.

Information Series. From a cost standpoint, the basic question is which methodology is best to provide information about A.I.D.'s educational and communication technology program to people who by definition have great demands upon their time. What is judged to be best is information presented with the help of learning technologies, so that the content of the message and the means of its presentation complement one another. The non-traditional delivery systems to be made use of will serve to reinforce the concepts presented in the message; namely, that different educational and human resources development needs of LDCs can be attacked with more than traditional approaches, and ought to be. The methodology to be employed will also take the message to the consumers (LDC decision makers and USAID officers), a less-costly alternative to organizing seminars and conferences and paying travel expenses for this purpose. Finally, the various elements of the information series can of course be used many times, thus reducing their overall cost and increasing their attractiveness as the best means for the information dissemination felt to be needed.

Software Center Planning. The same considerations that underlay the decision to place the Communications Planning and Design Activities in TAB apply to the Software Center Planning component. Thus, the instructional and communication technology specialists available in TAB will take the lead in marshalling the expertise and technical talent required to establish the form and organization of these centers, again

with emphasis being on the effectiveness level of the cost-effectiveness equation. The possibility of economies of scale applications is real; attempts will be made to bring talent to bear on a number of related assignments with respect both to the Communications Planning and Design Activities and the Software Center Planning components. In its management of the total set of activities envisaged under this project, TA/EHR should be able to effect greater economies in the use of the presently scarce talent available who are knowledgeable in applications of communication technology, than would be the case were this initial planning assigned to the Regional Bureaus directly.

Implementation Arrangements

Necessary pre-implementation actions:

PP submitted to RSDC
Project authorization
Contractors selected

March 1977
April 1977
May 1977

Superseded by
implementation
plan in attached
contract scopes
of work, 7/14/77.
(replaces pages
19 - 22)

Implementation actions:

I. Develop strategies and content of:

- Communication Planning Activities
- Training Programs
- Seminars
- Information Services
- Software Center Planning Studies

II. Action steps for each part of the project:

A. Planning and Design Activities

1. Integrate efforts with previous contacts by TA/EHR during past 6 months, i.e., Qatar, Peru, ROCAP, Jamaica, CAE.
2. Coordinate information to missions and LDCs about studies through TA/EHR and Regional Bureaus.
3. Coordinate activities with appropriate AID/W Regional Bureaus.
4. Conduct initial exploratory visits to LDCs requesting studies or small demonstrations.
5. Identify appropriate personnel to conduct each activity.

6. Implement activity.
 7. Maintain contact with each country after each activity.
 8. Disseminate findings to appropriate regional bureau technical offices.
 9. Maintain memory bank of results for integration with other efforts.
- B. Training -- Short and long-term programs in the U.S.
1. Coordinate efforts with AID/W international training office (SER/IT) and 211(d) grantees.
 2. Assess and analyze training opportunities.
 3. Identify possible gaps and recommend programs that could be developed.
 4. Task analyze the skill requirements of the trainee to ensure best fit of program.
 5. Provide information on training programs to missions, regional bureaus and LDCs.
 6. Coordinate requests for training from missions and LDCs especially in relation to studies and seminars conducted as part of the AIDSAT follow-up.
 7. Assist in the selection of candidates.
 8. Recommend programs for each candidate.
 9. Develop short-term training programs for specific skills.
 10. Conduct and manage short-term training programs.
 11. Follow-up with trainees to promote proper placement and to obtain feedback on training program.
- C. Seminars -- short-term programs in the LDCs
1. Integrate efforts with previous contacts by TA/EHR during past 6 months.
 2. Design and develop seminar framework and materials.
 3. Assist in site selection for seminars with TA/EHR and appropriate regional bureau.

4. Assist in participant selection with TA/EHR and appropriate regional bureau.
5. Select and arrange for participation of seminar leaders.
6. Arrange and coordinate the logistics, scheduling, etc. of the seminar.
7. Conduct the seminars.
8. Write up the results of each seminar and disseminate the reports to the appropriate missions and regional bureaus.
9. Follow up studies of each seminar for integration into project efforts.

E. Information Services

1. Prepare a series of short films using both existing footage from AIDSAT communication film and new footage where appropriate.
2. Continue the writing and dissemination of periodic bulletins for the field explaining progress of activities under this project. (This activity already begun.)
3. Develop other A/V materials, when appropriate, to provide USAID and LDC officials with state-of-the-art information about communication technology applications.

F. Software Center Planning

1. Coordinate the work of the on-going task forces working on background for software center and relate to activities of existing regional organizations.
2. Plan with both Africa and Asia regional bureaus for most appropriate sites. Initial planning meetings have already been held with the Asia and Africa Bureaus to integrate their programming with follow-on activities.
3. With TA/EHR and appropriate regional bureau staff and conduct initial site selection visits in coordination with appropriate regional bureau.

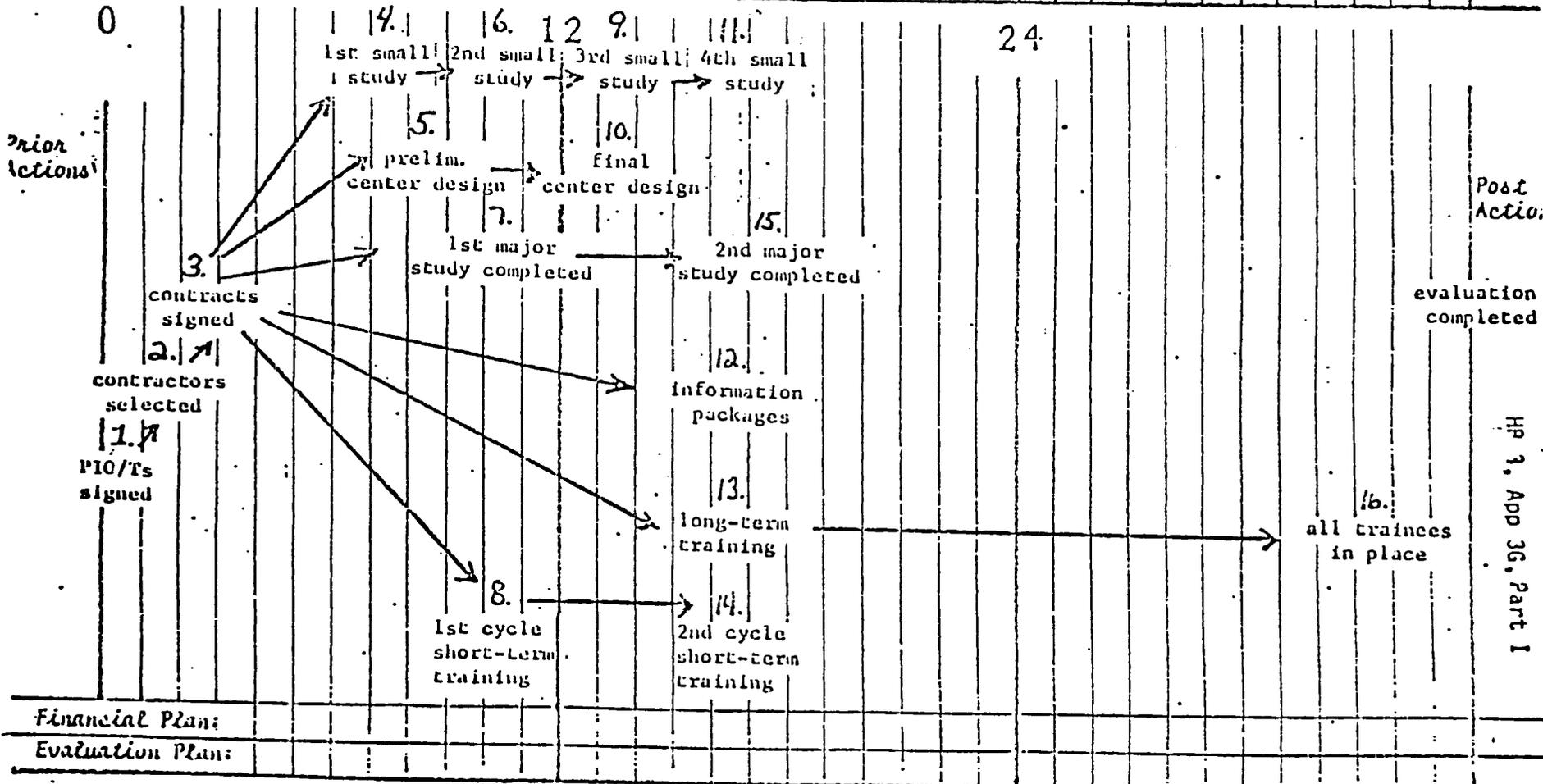
4. Coordinate planning with other regional bureaus.
 5. Establish network plans with appropriate regional and national institutions in both LDCs and the U.S.
- G. Committee -- to coordinate the project's effort
1. Consultative committee -- composed of TAB And regional bureau representatives as well as experts in the communications field who are not on the project but who can inform TA/EHR about the latest happenings in the communications field and make sure that the best possible resources are being used. This group will meet every four months.

PPT FORM
(May be Expanded as Appropriate)

Country: Worldwide	Project No:	Project title: Studies in Facilitating Learning: Communications Technology	Date: 4/22	/ X / Original / / Revision #	PPT app
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or FY: ----- GY 77 ----- * ----- GY 78 ----- * ----- GY 79 ----- * ----- GY 80 -----

Month: 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 Feb Apr Jun Aug



Country: Worldwide	Project No: /	Project Title: Studies in Facilitating Learning: Communications Technology	Date: 4/22/77	/X / Original / / Revision #	Apprvd:
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CPI DESCRIPTION	
1. 6/15/77	PIO/Ts for all activities signed.
2. 7/15/77	Contractors for all activities selected.
3. 8/30/77	Contracts signed.
4. 1/1/78	First small planning and design study completed.
5. 2/15/78	Preliminary design of centers agreed to among TA/EHR, Regional Bureaus, USAIDs and participating countries.
6. 4/1/78	Second small planning and design study completed.
7. 4/1/78	First major planning and design study completed.
8. 4/1/78	First cycle of short-term training completed.
9. 7/1/78	Third small planning and design study completed.
10. 7/1/78	Final design for centers completed.
11. 10/1/78	Fourth small planning and design study completed.
12. 10/1/78	Information packages completed.
13. 10/1/78	All long-term trainees in training.
14. 10/1/78	Second cycle of short-term training completed.
15. 11/1/78	Second major planning study completed.
16. 6/1/80	All trainees in place.

HB 3, pp 36, Part I

Evaluation Plan

The nature of this project does not lend itself to the usual evaluation criteria outlined in AID Handbook 3. This is due to the fact that the project is entirely devoted to planning efforts for the five areas of activity detailed in this PP. This does not imply that evaluation will not take place, but only that the yardsticks for measuring project progress will be consistent with its nature.

The mechanism for evaluating the five project components, i.e., communication planning and design, training, seminars, information services and software center planning studies, will be an inter-bureau review panel. Its members will report to the AAA/TA who has been designated as the project's overall coordinating officer. Included will be representatives from: (a) TA/EHR and other TA offices where appropriate; (b) Regional Bureaus--dependent upon region in which activity will take place.

The review panel will be formed upon project acceptance. Its initial meeting will be spent in outlining project components and CPIs. Prior to initiation of the 5 project components, the committee will meet to review the design of the activity, and to review qualifications of consultants. Halfway through the component activity as indicated by the CPI, the committee will meet again to review progress and any problems. Following completion of the component activity, a final review will be held to ascertain whether targets have been reached.

7/15/77

PP 931-1109

STATEMENT OF WORK..

STUDIES IN FACILITATING LEARNING:

COMMUNICATION TECHNOLOGY

PART A. TRAINING AND POLICY ANALYSIS

(UNIVERSITY COMPETITIVE PROCUREMENT)

\$600,000

I. Study of Communications
in Development

II. Training Activities

PART B. PROGRAM DEVELOPMENT

(UNRESTRICTED COMPETITIVE PROCUREMENT)

\$1,175,000

I. Objectives

II. Information Series

III. Communication Planning
and Design

IV. Seminars

PART C. DEMONSTRATIONS

RSSA WITH NASA

\$180,000

PART D. FILMS

(NON-COMPETITIVE PROCUREMENT)

\$60,000

PART A

TRAINING AND POLICY ANALYSIS

(UNIVERSITY COMPETITIVE PROCUREMENT)

\$560,000

- I. Study of Communications
in Development
- II. Training Activities
 - A. Inventory of Training Needs
and Analysis of Existing Resources
 - B. Faculty Training Workshops
 - C. Support for Participants
in Training Programs
 - D. Non-Degree Program Development

This project has two activities: (1) a review and policy analysis of communication in development projects and (2) analysis and provision of training opportunities related to communication and development.

I. Study of Communications in Development (16 person-months)

The contractor will prepare a review and policy analysis of AID's uses of communication methods and media in support of the social and economic development activities of countries assisted by AID. The study will be completed on or before the twelfth month of the project.

The purposes of the study will be:

1. To catalog AID's uses of communication methods and media in development projects,
2. To analyze the operating assumptions about the role of communications in achieving development objectives in various sectors, and
3. To suggest considerations for the development of more effective strategies for AID in this area.

The sectors will include those of current aid priority: food and nutrition, health and family planning, education and training, and rural development. (Attention also will be addressed, as appropriate, to an array of special AID concerns cutting across work in all sectors, such as enhancing the role of women in development, use of "appropriate technology", impact of programs in all sectors on fertility rates, and technology transfer.)

The conduct of the study will include development and use of a panel of experts, approved by TA/EHR. The panel will meet periodically in Washington with AID staff to review progress and suggest directions. Prior experience with AID or other development agency programs will be a requisite for those conducting this study, but will not be required for all participants.

The first stage of the project, undertaken over the first two months, will develop for approval of the AID technical office:

1. An elaboration of the methodology,
2. A topical outline of the final report,
3. A bibliography of key documents to be utilized, and
4. A consultant list.

A draft report covering these points will be submitted in five copies to TA/EHR on or before the end of the second month of the project. (See Block 22, Reports)

The conduct of the study will require substantial review of AID documents, both planning documents and project documents, as well as substantial, structured interviewing of AID professionals available in Washington. TA/EHR will be responsible for providing such documentation and for arranging appropriate meetings with AID officials. Efforts should be made to obtain the inputs of AID field officers when they are available in Washington. No travel to developing countries is anticipated.

As an auxiliary activity, a brief review of relevant activities should be undertaken of other major development agencies working in this field, including World Bank, UNESCO, UNDP, UNICEF, the Ford and Rockefeller Foundations, and the major bilateral aid agencies of Canada, the United

Kingdom (UK), and West Germany. This information will be gathered through interviews with officials of these agencies posted in the United States and by reading the policy and project documents made available by the agencies.

The emphasis throughout the study will be on the analysis of approaches in the use of communications, rather than on developing a comprehensive survey of activities. As each sector is analyzed, the following factors will have to be considered, among others.

1. Major beneficiary groups (e.g., in nutrition, the mother of young children).
2. Key behaviors and practices of those beneficiary groups in achieving program objectives (e.g., increased duration of breast-feeding, use of high protein infant gruels).
3. Intermediary systems typically used in each sector (e.g., local health clinics, community paraprofessionals, extension agents, etc.).
4. Information and education needs of those intermediary systems.
5. Communications activities typically used by AID programs in support of the information, timing, or education needs of intermediaries or of beneficiaries directly, in the various sectors.
6. Communications activities designed to assist in the administration of the intermediary systems.
7. Where widespread adoption of new practices of skills is involved, the analysis will encompass a review of assumptions underlying the communications activities:

- a. Relative emphasis on different functions of communication; i.e., emphasis on changing attitudes, or knowledge levels, or skills. This analysis should encompass assumptions about the underlying models of behavior change made in each sector, which range from "behavior modification" models to "diffusion of innovation" approaches, to models of economic rationalism;
- b. Assumptions about the role of mass media and the need for local, organized community groups;
- c. Alternative ways to use the mass media, including the use of advertising techniques, drama, serials, "programmed" learning, lectures, straight information provision, etc.;
- d. Incentives assumed for modification and sustenance of practices and behaviors in each sector--economics, family well-being, long-term advancement, group conformity, patriotism, etc.;
- e. An analysis of those cross-sectoral differences in policies and types of programs which seem to arise from fundamental differences in target groups, intermediaries, behaviors, institutional development, or other inherent factors--as opposed to those arising from such factors as differences in professional tradition, which may be amenable to productive changes.

A draft of the detailed final report, covering all points outlined above, will be submitted in five copies to TA/EHR on or before the eleventh month of the project. TA/EHR will have ten working days to review the draft and make any suggested changes or modifications. A final report in twenty copies suitable for further copying by AID will be submitted to TA/EHR ten working days from TA/EHR's response to the draft report.

II. Training Activities

This part of the project has four activities: (1) an inventory of LDC training needs in development-related communication areas and an analysis of existing training opportunities and resources, (2) workshops for selected faculty members from existing development-related communication training programs, (3) support for LDC participants in existing training programs, and (4) development of new short-term, non-degree training programs in development communication.

A. Inventory of Training Needs and Analysis of Existing Resources (Approximate Level of Effort: 13 person-months)

1. Inventory of Training Needs

The contractor will develop an inventory of needs for development-related communication skills in AID recipient countries which can be met by provision of training opportunities for LDC policymakers and technical experts. The inventory will require one month to complete, and no overseas travel will be required.

The inventory will be developed through interviews with AID program officials and other individuals with significant experience in

development programs. These officials will include officers in the Technical Assistance Bureau (TAB), Office of Population (PHA/POP), Office of International Training (SER/IT), and AID Regional Bureaus.

In addition, TA/EHR will furnish the contractor with USAID responses to a TA/EHR Airgram requesting the Missions' evaluation of development-related communication training needs and priorities in their countries. The contractor will summarize mission responses for inclusion in the inventory of training needs report.

The draft inventory of training needs report will be submitted to TA/EHR by the end of the first month of the project. (See Block 22, Reports).

2. Analysis of Existing Resources

The contractor will develop a list of institutions which offer training in development-related communication areas by the end of the second month of the project. By the end of the fifth month of the project, the contractor will provide detailed descriptions of the training opportunities offered by ten to fifteen of the institutions selected from the list by TA/EHR.

a. List of Training Resources

The contractor will identify institutions which offer communication training relevant to development problems. For each institution identified, a brief summary of the relevant training offered will be provided. The report will describe training programs in the following categories and others the contractor may identify:

- a. Major U.S. university programs in communication and educational technology at the M.A. and Ph.D. levels. Communication as a social science and broadcast-related skills will be emphasized. Training programs in print journalism are to be excluded from this analysis.
- b. Major non-university communication training programs in the United States, e.g., Childrens Television Workshop, broadcasting training institutes of the major radio and TV networks.
- c. U.S. state and regional education production centers and laboratories.
- d. Training programs of international agencies and organizations. (e.g., Asian Mass Communication Institute, the Development Support Communication Service, the Organization of American States, UNESCO/UNDP/UNICEF, the Center for Educational Development Overseas).

The list will identify institutions which provide significant training in the following areas:

- a. mass communication;
- b. educational technology;
- c. instructional technology and instructional design with use of radio, TV, and supporting print materials for instructional programs;
- d. formative evaluation of instructional programs;
- e. program evaluation;

- f. communication project design;
- g. telecommunication systems planning for development;
- h. research and development of instructional development, and nutrition;
- i. communication in non-formal education; and
- j. communication policy, theory, systems analysis.

b. Detailed Descriptions of Training Opportunities

On the basis of the list of communication training programs developed by the contractor (2. a. above), telephone consultations with communication department administrators and faculty, and examination of university catalog listings, a revised list of ten to fifteen institutions will be developed. The contractor will visit these institutions to interview faculty, administrators, and graduate student or trainees to determine the suitability of each institution as a potential training site. The only overseas travel required will be to UNESCO Headquarters in Paris, to Canada, possibly Mexico, and to the United Kingdom to interview development communication specialists about suitable training institutions. Other overseas institutions will be studied by mail and by discussion with experts resident in the U.S.

On the basis of these investigations, the contractor will submit to TA/EHR a detailed report identifying the most appropriate institutions (ten to fifteen institutions) and detailing the following information for each institution identified:

1. a detailed description of the relevant curriculum, with course outlines, syllabi, reading lists, etc. when available;
2. language competencies of teaching staff;
3. development-related and other LDC experience of the teaching staff;
4. the extent to which national development issues and particular regions of the world are integrated into the curriculum;
5. past or present development project commitments of faculty;
6. availability of short-term, non-degree course offerings and willingness to undertake short-term projects;
7. adequacy of services and facilities for short-term foreign students and foreign student admission requirements;
8. willingness to arrange inter-departmental and interdisciplinary collaboration for short-term projects;
9. placement of LDC graduates and follow-up of LDC graduates; and
10. faculty output of development-related research.

In the same report, the contractor will provide the following additional institutional analysis:

1. an analysis of training categories in which existing teaching materials and course offerings are deficient;

2. an outline of possible special training programs to meet apparent deficiencies, specifying program content, duration of program, and kinds of participants; and
3. a plan for the development of a core of instructional materials to meet the common needs of training programs in the development communication area.

B. Faculty Training Workshops

(Approximate Level of Effort: 8 person-months)

One-week workshops for participating faculty members will be conducted in Washington, D.C. The purpose of the workshops will be to acquaint participating faculty with current AID program orientations and priorities, current thinking of development issues from LDC perspectives, and the particular problems of development.

Ten to fifteen faculty members from different institutions will participate in each of the two workshops. Participant travel and per-diem, no salaries, will be paid by the contractor.

The first workshop will be held during the first six months of the project, and participants will be approved by TA/EHR. The second workshop will be held during the first two months of the second year of the project, and participants will be selected from the institutions identified in the "Training Opportunities Analysis" (2. b. above).

Workshop coordinators and resource people will include AID staff members and consultants, faculty from the relevant 211 (d) Centers, and individuals who are actively involved in international development communication projects, e.g., the Director of the Development Support Communication Service. Faculty paid by the contractor for these workshops will number three of four.

C. Support for Participants in Training Programs
(Approximate Level of Effort: 10 student-years)

The contractor will fund the long-term training of key developing country trainees in educational technology and communication. Stipends, tuition, and travel expenses for participants in degree and non-degree training programs will be shared, to the extent possible, by: (1) mission participant training programs, (2) regional bureaus, and (3) TA/EHR. The contractor, additionally, will fund the equivalent of ten full-time student academic years. Contractor support for students will include tuition and fees, living expenses, and transportation in those cases where no other cooperative source of funding is available. However, every effort should be made to utilize other sources for participant student support in order to maximize the number of students trained under this program. This element of the contract will extend for 36 months from initiation, to permit training of up to two years duration.

D. Non-Degree Program Development
(Approximate Level of Effort: 5 Professional person-months per program)

The contractor will provide for the development of special non-degree programs at institutions identified in the inventory of training needs and analysis of existing resources activities (Section A, above). Three to five programs will be developed during the first year of the project; two to three will be developed during the second year. Special non-degree training programs may be designed to last from one week to three months. The contractor will, when necessary, provide for the creation of special curricula, develop reading lists and teaching materials, and arrange to supplement faculty capabilities at selected institutions with additional visiting faculty from other institutions and/or LDCs. The

contractor will also provide for the initial execution of each non-degree program developed, evaluation of each program by faculty and participants, and incorporation of improvements suggested by the evaluation.

PART B

PROGRAM DEVELOPMENT

(UNRESTRICTED COMPETITIVE PROCUREMENT)

\$1,175,000

I. Objectives

II. Information Series

A. Films

B. Printed Materials

C. Audio/Visual Products

**III. Communication Planning
and Design**

A. Project Planning Studies

**B. Studies of Communication
in Development Sectors**

**C. Communications Systems
Cost Options**

IV. Seminars

I. Objectives

The contractor will manage a series of activities designed to support the project and program planning activities of AID in the use of communication and educational technology. In doing so, the contractor may use a combination of his own staff and subcontractors

There are four elements of the project: (1) a series of instructional films and other informational materials on exemplary developing country applications of communications to education, health, and other areas; (2) planning studies designed to assist AID in developing projects and programs in the LDC's; (3) cost studies of alternative communications systems; and (4) seminars designed to initiate project planning activities throughout the developing world.

II. Information Series

(Approximate level of effort: 80 person-months)

The contractor will develop a series of films and informational packages on the uses of communication technology for development. The purpose of the information series is to provide developing countries and USAID mission officials with current information in various formats which will support AID's program in development communications.

The information packages will be made available for demonstrations for host country specialists and mission personnel at meetings, workshops, seminars, and training programs in development communications in LDCs the U.S. as appropriate.

The contractor may subcontract the film-making to a professional organization to assure high quality film production. However, the contractor must provide detailed substantive direction in the development of the film treatments and continued substantive direction and representation on location and during the development of the final film answer print. The contractor will be responsible for insuring that the films reflect the development related aspects of the project and that these aspects are portrayed in a way that will be effective for audiences of developing country policymakers and planners.

The specific informational packages to be produced follow:

A. Films

1. A 16 mm film illustrating the Nicaragua Radio Math Project. This film will be of 20-25 minute length, in color, and will require a voice-over narrative track with wild sound. No lip sync will be required. The film will emphasize the elements of project planning, program production, teacher training, classroom utilization, and project evaluation. The film will

be shot on location in Nicaragua on dates to be determined by TA/EHR and Nicaragua's Ministry of Education. The activity to be filmed is an AID supported R & D project in Nicaragua designed to utilize radio for the teaching of primary school mathematics. The producer/director will be required to make a preliminary field trip to Nicaragua to become acquainted with the project and to make preliminary production decisions.

2. A 16 mm film which will depict various applications of the media of communication to Health and Nutritional Practices for developing countries. The film will be of 20-25 minute length, in color, and will require a voice-over narrative track, wild sound with lip-sync to be used as appropriate. The film will be shot in various locations in developing countries (specific locations to be determined) and will deal with the following applications of communications in health and nutrition:

- a. in-service support of local health workers;
- b. in-service training of health workers;
- c. campaigns designed to promote mass changes in public health and nutritional practices; and
- d. medical training. (possible location: VA hospitals).

Six projects will be filmed, including such activities as the Guatemala Rural Health Training Center in Quiragua (use of two-way radio to train rural health workers), the radio health campaigns of Tanzania, the Alaska Satellite Health Project, and the radio advertising project involving changes in nutritional practices in the Philippines.

The contractor, in coordination with TA/EHR, will be responsible for a four-step process of film approval for films (1) and (2):
Treatment/Story Board/Script/Rough-cut.

B. Printed Materials

The contractor will be responsible for the production of a series of printed materials which will be used in support of the films to be produced. Specific products will include a series of illustrated brochures which will accompany the 16 mm films. The brochures will, through pictures and text, amplify and expand the basic concepts shown in the films. The contractor will be responsible for production from concept through design, layout, printing, and distribution.

C. Audio/Visual Products

The contractor will be responsible for the production of a series (5-10) of audio-visual units which will illustrate basic concepts of development communications. The format may be slide/tape presentations, porta-pak video tapes, audio tapes, filmstrips, or film loops. They will be used in conjunction with the 16 mm films and printed materials and will deal with specific concepts of development communications, i.e., research methods for gauging audience needs, steps in project planning for communication technology, program formats and production techniques, audience utilization of programs, hardware configurations, and estimated costs.

III. COMMUNICATION PLANNING AND DESIGN

(Approximate level of effort: 174 specialist person-months exclusive of professional management.)

III. A., B., C.: Introduction

The contractor will carry out a series of communication planning studies which will be designed by TA/EHR to respond to the needs of USAID missions and AID/W. Three major (averaging 15 person-months per project) and seven minor (averaging two person-months per project) studies of the kind described in sections A, B, and C (below) will be made. All will be completed by the end of the second year of the project. The size of study teams may range from two to six members, averaging approximately three members.

The contractor will actively seek host country personnel involvement and assistance in each study effort. The development problem which the study addresses will represent host country priorities and specific interests, as interpreted by the USAID mission.

Prior to departure, each planning study team will familiarize itself with appropriate country data. Each study team will intensively consult with TA/EHR staff and USAID mission representatives in order to arrive at an agreed-upon set of specifications for the study. The contractor must justify each proposed study in terms of its relevance to USAID mission strategies as expressed in the Development Assistance Program (DAP) and Annual Budget Review (ABS) documents.

A. Project Planning Studies

The contractor will perform a series of planning and feasibility studies. The projects planned will be either mission projects or projects funded by TAB or Regional Bureaus. Each planning study will produce a project design which will encompass the elements found in an AID "Project Identification Document" and "Project Paper" (see AID Handbook 3, Project Assistance, Chapters 4 and 6). Additionally, the following planning elements will be developed in detail:

1. Identification of important human resource needs or requirements in development projects (on-going or future) to which communication technology could be usefully applied.
2. A proposed strategy for applying appropriate instructional methods, educational technology, and communication media delivery systems to meet the needs identified, including a design for testing the suggested strategy. The proposed strategies will include the following:
 - a. availability of possible local resources for project operation, including social and/or educational infrastructure, LDC professional expertise, and existing media/communication systems;
 - b. recommendations for sites;
 - c. appropriate communication technologies;
 - d. personnel required to operate the proposed project and any training and technical assistance requirements;

- e. administrative and institutional arrangements, both host country and external, including a schedule for achieving desired expansion of the project (if successful and appropriate);
- f. methods for evaluation of the development and operation of the project;
- g. issues to be resolved and background information needed prior to initiation of an operational project;
- h. coordination with other in-country development efforts;
- i. if a research or experimental project, description of the research design and hypothesis to be tested;
- j. analysis of the relations among institutions involved in the project;
- k. technical assistance--types, number, and scheduling of necessary advisors and consultants;
- l. U.S., in-country, or third-country training required for project staff;
- m. pattern of linkages of effects of the project on beneficiaries; and
- n. budget, both operating and capital costs. Possible financial resources to be provided by the country and/or external donors will also be noted.

B. Studies of Communication in Development Sectors

The contractor will design and perform a series of studies to analyze the role of communication in development sectors. Four different kinds of analysis will be performed, as called for:

1. Analysis of the communication practices and infrastructure in particular development sectors (health, agriculture, family planning, rural development, and nutrition). This kind of analysis will be performed by adding communication specialists to sector analysis teams.
2. Analysis of the communication practices and problems of particular ongoing development projects.
3. Analysis of the education and communication needs of projects which are currently being planned or contemplated.
4. Analysis of the communication sector in particular countries, presenting a comprehensive description of the organization, hardware, software, development orientation and planning priorities of the national communication infrastructure.

17. Communications Systems Cost Options

The contractor will develop, for particular countries or groups of countries, preliminary system configurations and their costs for a variety of telecommunications options. The purpose will be to help those countries identify cost-effective ways to increase services provided by telecommunications.

The particular countries will be identified by AID throughout the course of the study. AID's criteria for responding to country requests will include the country's desire: (1) to extend basic telecommunications services to rural areas and to underserved subgroups of the poor majority, and (2) to expand their ability to provide social service broadcasting in education, agricultural information, health, and related subjects.

Broadcasting options will include both narrow-band uses such as radio, videophone, and slow-scan television, and wide-band uses such as full-motion television.

The costs of components such as broadcast production studios will not normally be included in these analyses. The studies are instead to be focused on the telecommunications links for covering these areas.

This activity will have three elements. Element 1 (conducted first) will refine the methodology. Element 2 will consist of approximately four individual country or regional analyses, together with continued revision of the methodology. Element 3 will provide for on-call special consulting services in this area to AID.

1. Element I: Methodological Development. (six to eight person months) The outcome of Element I will be a report describing:

- a. The variables, parameters, and constraints to be addressed in the country studies; characteristics of the particular environment, such as topography and coverage required; alternative communication systems; and output variables, such as cost, time-phasing, etc. . .
- b. (in detail) The methodologies to be utilized.
- c. The data sources available in the U.S. which can be used for individual country studies, minimizing overseas travel requirements for those studies.

Element I will include a trial analysis of one country or group of countries.

The overseas travel for this phase will be limited to two trips to the trial country for data collection and discussion with officials.

2. Element II: Studies of Particular Countries. (approximate level of effort: 2 - 4 person-months per study) Four studies

will be undertaken, on an irregular basis, throughout the life of the contract, depending on country and AID requests. Two brief trips to each country by one or two specialists may be required.

The report for each will include:

- a. Determination of existing and planned communication facilities and their operating costs.
- b. An analysis of several alternative systems for meeting future demands, including expanded terrestrial communications, uses

of both Intelsat satellites and those with higher power, tethered balloons, and other technologies. The analysis will be one for two periods of time, as appropriate in each country, typically at three years from the start of this study, and at eight to ten years from the start. It will include two-to-three levels of coverage of the territory and population of the country, and two-to-three alternative combinations of services (e.g., telephony alone, telephony plus radio broadcasting). Costs will be calculated for leasing and purchase, alone or with neighboring countries.

- c. An indication of probable budgetary allocations within the country.
- d. Special considerations such as: implications of alternative systems on the employment of both specialized and non-specialized personnel; technology transfer implications such as the ability to fabricate elements in the country or in nearby LDCs; physical and infrastructure constraints which will influence the reliability of such systems; and requirements for foreign technicians.
- f. Recommendations to the host country as to how its decision makers can proceed to themselves make choices among the analyzed options.

Element III. Technical Support: (four to six person months)

The contractor will provide technical and analytic services to TA/ERR in the areas of communications planning. These services will support TA/ERR requirements to provide technical consultation throughout the Agency in support of mission and regional policy requirements. Typically, these special studies will focus on the cost and technical alternatives implicit in regional and worldwide planning. Illustrative of the kinds of analyses are the following: (a) regional communication planning for the Sahel in support of the international effort of the Club du Sahel; (b) development of a regional strategy for the use of communications in Latin America; and (c) Pan-Pacific communications satellite sharing.

IV. SEMINARS

Contractor will design, plan and conduct a series of up to 15 seminars in developing countries to facilitate the planning and application of educational technology to field programs. The more specific purpose of each seminar will vary along a continuum according to the needs and characteristics of country site. At one end of this continuum is the information-oriented seminar; its function is to inform and arouse interest about various applications of educational technology. At the other end of this continuum is the implementation-oriented seminar; its function is to catalyze thinking and planning which might result in a project.

Characteristics of the information-oriented seminar are brevity (about 3 days in length with one day for follow-on discussions with USAID officials), standardized presentations and discussions of select activities in other countries, an audience inclusive of a broad spectrum of country officials (up to 50), and brief planning for the seminar by an advance person whose main task is to assist the host country USAID office in managing practical details. This type of seminar might also serve needs of regional meetings of AID officers and host country officials. The majority of the seminars are expected to be this standard information-oriented type.

Characteristics of the implementation-oriented seminar are: one to two weeks in length with one to two weeks for follow-on discussions (for a total of three weeks); presentations, discussions, and workshop exercises oriented to information, analysis and problem solving related to the

educational needs of a particular sector or interrelated set of sectors; a carefully selected audience (up to 30) representing institutions and key interest groups necessary for the eventual conduct of a project; and extensive planning for the seminar by an advance person whose task (in addition to assisting the host country USAID office in managing practical details) will be to identify participants and to conduct advance interviews with them. No more than one third of the seminars are expected to be this implementation-oriented type. However, several seminars, up to one-fourth of those conducted, will be neither purely information-oriented nor implementation-oriented seminars. These will fall somewhere between the two ends of the continuum depending on host country needs and USAID mission requests.

For purposes of budgeting, contractor can assume typically a trip to three countries in an area, taking three weeks. Locations include: Oman, Yemen, Gulf States; Egypt, Sudan, Afghanistan; Pakistan, Bangladesh, Nepal; India, Sri Lanka; Thailand, Indonesia, Korea; Jordan, Syria; Morocco, Tunisia, Libya; West Africa; East Africa; Southern Africa; Central America; Caribbean - Jamaica (two weeks); Bolivia, Paraguay, Peru; Argentina, Brazil, Mexico; Francophone West and Central Africa. Specific discussions as to locations will be made during the course of the project by TA/EHR in collaboration with AID Missions.

A. Components

Contractor will develop presentation, discussion, and workshop materials on the use of educational technology and communication media for:

1. In-school programs.
2. Development sector programs such as agriculture, health, nutrition, rural development, and family planning.

3. Non-formal education for literacy and skill development.
4. Communication planning and costing.

B. Staffing

Each country seminar will include the following: contract seminar manager, one AID/W representative, whenever possible as determined by TA/EHR, and two to three substantive experts in development communication projects in LDC settings. Contractor should be prepared to include in team membership expertise in the following areas of experience.

1. Communication applications in:
 - a. the design, management, or evaluation of major uses of radio or television at the primary or secondary school level;
 - b. agriculture, health, nutrition, rural development, or family planning; and
 - c. instructional design, educational planning, communication theory, and communication planning and evaluation.
2. Language skills in Spanish, French, or Arabic, as appropriate.
3. Knowledge of communication hardware, costing, and system design.

C. Activities to be Conducted by the Contractor

1. Review previous and current TA/EHR activities and policies in communications technology and related training efforts of other organizations, such as:
 - a. IDI, Instruction Development Institute, a consortium based at the University of Southern California, and
 - b. UNICA, a consortium of Caribbean countries.

(three weeks duration)

2. Conduct a two-day planning and review meeting in Washington, D.C. with AID officials and consultants to be designated by TA/EHR.
3. Design a prototype seminar in communications technology for field use providing (a) an overall plan, with contingency modifications, and (b) specific modules for the planned seminars. TA/EHR approval required. TA/EHR review and response will be given to all requests for approval within two work weeks.
4. Develop materials and presentations considering appropriate use of (a) audio-visual presentations, (b) lectures, (c) guided and open discussions, (d) case study presentations, and (e) workshop exercises. Collect support audio-visual materials appropriate for use. Prepare handout materials for seminar participants before and after each seminar. TA/EHR approval required.
5. Assist in site selection for seminars with TA/EHR and appropriate regional bureaus. TA/EHR approval required.
6. Schedule and arrange for specific visits. The contractor will review and determine desirable time periods for all visits in terms of local country schedules and other sources of conflict.
7. Assist in participant selection with TA/EHR, appropriate regional bureau, and USAID missions.
8. Select and arrange for participation of seminar staff.

9. Arrange for and coordinate scheduling, logistics, and related support as required, with full responsibility.

10. Conduct seminars as scheduled and arrange for such modifications as may be required by unanticipated field conditions.

11. Document the results of each seminar for use by following seminars for their progressive improvement. Materials produced under other parts of this project may be made available for inclusion into the seminar program.

PART C
DEMONSTRATIONS
\$180,000
RSSA WITH NASA

Statement of Work

Demonstrations

A series of four or five approximately three week demonstrations of development-related applications of satellite communications will be planned and executed in Central and South America. This activity requires both planning and management by the contractor. The contractor will have responsibility for selecting opportunities and developing plans for demonstration activities, for determining and designing the content or programming to be transmitted, and for making all in-country arrangements, with the facilitating assistance and approval of AID and NASA. The demonstrations should be designed to represent a variety of settings and development-related applications.

The contractor will work under the technical supervision of NASA in its role as executing agent for AID. NASA will be responsible for the equipment and for the transmission and reception of the programming. NASA will also provide time on its satellites for the conduct of demonstrations and experiments.

PART D

FILMS

(NON-COMPETITIVE PROCUREMENT

\$60,000

Proj. 9311109
PN-

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I				1. TRANSACTION CODE <input checked="" type="checkbox"/> A A = ADD C = CHANGE D = DELETE						
3. COUNTRY/ENTITY TAB/EHR RDAI4 Worldwide Field Services				4. DOCUMENT REVISION NUMBER <input type="checkbox"/> 1						
5. PROJECT NUMBER (7 digits) <input type="checkbox"/> 931-1109		6. BUREAU/OFFICE A. SYMBOL B. CODE TA/EHR <input type="checkbox"/> 08		7. PROJECT TITLE (Maximum 40 characters) <input type="checkbox"/> Studies in Facilitating Learning: <input type="checkbox"/> Communications Technology						
8. PROJECT APPROVAL DECISION <input checked="" type="checkbox"/> A A = APPROVED D = DISAPPROVED DE = DEAUTHORIZED				9. EST. PERIOD OF IMPLEMENTATION YRS. <input type="checkbox"/> 0 <input checked="" type="checkbox"/> 3 QTRS. <input type="checkbox"/>						
10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)										
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>77</u>		H. 2ND FY <u>78</u>		K. 3RD FY <u>79</u>		
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN	
		(1)	600	640		1,319		000		656
		(2)								
		(3)								
TOTALS				1,319		000		656		
A. APPROPRIATION	N. 4TH FY		Q. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED		A. GRANT	B. LOAN
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	ENTER APPROPRIATE CODE(S): 1 = LIFE OF PROJECT 2 = INCREMENTAL LIFE OF PROJECT			
	(1)				1,975				1	
	(2)									
	(3)									
TOTALS				1,975		C. PROJECT FUNDING AUTHORIZED THRU		FY <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 9		
12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)								13. FUNDS RESERVED FOR ALLOTMENT		
A. APPROPRIATION	B. ALLOTMENT REQUEST NO.				TYPED NAME (Chief, SER/EM/FSD)					
	C. GRANT	D. LOAN							SIGNATURE	
	(1)									
	(2)									
	(3)									
TOTALS				DATE						
14. SOURCE/ORIGIN OF GOODS AND SERVICES								<input type="checkbox"/> 000 <input type="checkbox"/> 941 <input type="checkbox"/> LOCAL <input type="checkbox"/> OTHER		
15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED										

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE
		MM DD YY		MM DD YY

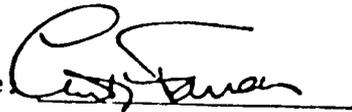
PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

ENTITY : TA Bureau
PROJECT : Studies in Facilitating Learning:
Communication Technology
PROJECT NUMBER: 931-1109

AID grant financing in the amount of \$1,975,000 will be provided to fund the Studies in Facilitating Learning: Communication Technology. Implementation of this project will be carried out under three separate contracts and a RSSA. One contract will be a fully funded university procurement contract in the amount of \$560 thousand. The second contract will be unlimited competitive procurement for the full scope of work for the life of the project. However, this contract will be funded in two phases in the amount of \$519 thousand in FY 77 and in the amount of \$656 thousand in FY 79. The third contract will be a non-competitive procurement of \$60 thousand for two films made from existing footage. Finally, \$180 thousand will be provided through amendment of an existing RSSA with NASA. The R & DC committee unconditionally endorsed this project on May 24, 1977.

Signature

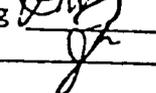


Curtis Farrar
AA/TA

Date:

July 18, 1977

Clearances:

TA/EHR:RWSchmeding  Date 7/14/77
TA/EHR:JGunning  Date 7/15/77

Attachment:

Project Paper
Appendices to PP

1. Revised contract Implementation Plan dtd 7/14/77
2. Statement of Work-Studies in Facilitating Learning dtd. 7/15/77
3. Schmedins to Farrar memo - dtd 7/14/77
4. Gunning to Farrar memo - dtd 7/15/77

TA/EHR
7/14/77

Revised Contract Implementation Plan:
TA/EHR Project, "Studies in Facilitating Learning"
(Revisions based on review by R & DC, TA/PPU, and DAA/TA)

I. COMPETITIVE PROCUREMENT: UNIVERSITIES

A. Study of Communication in Development	\$160	
B. Development Communications Training Support		
1. Analysis	\$95	
2. Faculty workshops	\$60	<u>RFP #1</u>
3. Short-term training	\$85	\$560
4. Support of trainees	\$160	(thousand)

II. COMPETITIVE PROCUREMENT: OPEN

A. Development Communications Seminars	\$380	
B. Communications Planning Studies	\$495	
C. Communication Systems Cost Options	\$120	<u>RFP #2</u>
D. Information Series (new films)	\$180	\$1,175 (thousand)

III. FUNDED THROUGH NASA RSSA

Communications Demonstration Management	\$180
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IV. FUNDED THROUGH PREDOMINANT CAPABILITY PROCUREMENT

Films from present footage, on Basic Village Education and Pakistan Literacy projects	\$60
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TOTAL \$1,975

ENVIRONMENTAL THRESHOLD DECISION

TO: AA/TA, Mr. Curtis Farrar

THRU: TA/PPU

FROM: TA/EHR, Robert W. Schmeding 

SUBJECT: Environmental Threshold Decision
Studies in Facilitating Learning:

Project Title: Communications Technology

Project #: 931-1109

Project Manager: Clifford Block, TA/EHR

REFERENCE: Initial Environmental Examination (IEE) contained in memorandum G. Block to R. Schmeding dated 7/14/77

On the basis of the Initial Environmental/Examination (IEE) referenced above and attached to this memorandum I recommend that you make the following decision.

XX 1. The proposed agency action is not a major Federal action which will have a significant effect on the human environment.

2. The proposed agency action is a major Federal action which will have a significant effect on the human environment, and:

a. An Environmental Assessment is required; or:

b. An Environmental Impact Statement is required.

The cost of and schedule for this requirement is fully described in the referenced document.

3. Our environmental examination is not complete. We will submit the analysis no later than _____ with our recommendation for an environmental threshold decision. . .

Approved: 

Disapproved: _____

Date: July 18, 1977

OPTIONAL FORM NO. 10
JULY 1973 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : TA/EHR, Dr. Robert Schmeding

DATE: July 14, 1977

FROM : TA/EHR, G. Block CB

SUBJECT: Initial Environmental Examination for
Project #931-1109 - Studies in Facilitating Learning:
Communication Technology

This project is to produce a series of studies on the application of educational technology and communication media to development problems in education, health, and agriculture. It will have no foreseeable significant effect on the human environment.

MEMORANDUM

July 14, 1977

TO : AA/TA, Mr. Curtis Farrar
THRU : TA/TPU, Mr. J. Dunning - *(see my memo dated 7/13/77)*
FROM : TA/EHR, Robert W. Schmeding
SUBJECT: Approval of TA/EHR Project, "Studies in Facilitating Learning"

1. On the basis of a program office decision, your approval of this project has not been requested until now, pending the further detailing of implementation actions through PIO/Ts, which have been completed.

The PP was submitted in March. The R & DC unanimously approved the project on May 24. The implementation plan has gone through several revisions and the attached PIO/Ts are now being worked on by the Contract Office, contingent on your approval of the project. There are at this point no problems with the Contract Office.

The original plan was to have most activities under a single management contractor. That approach was rejected by the Program Office and the Contract Office. The present approach is to have two competitively determined contracts, one restricted to universities and one for open competition. In addition, there would be two other components: (1) a non-competitive procurement of \$60,000 for films based on existing footage, and (2) funding for the support of satellite demonstrations through the RSSA with NASA.

2. The project would be fully contracted in FY 77, with partial funding of \$1,319 thousand. Early in FY 79, \$656 thousand would complete the funding.

3. The implementation strategy is somewhat altered from earlier planning, partly by our decision to eliminate Software Center planning as a discrete item. If Regional Bureaus decide later that they want to proceed with such centers, we can absorb some of the required planning assistance, if asked, in other planning elements of this project. Funding for more detailed planning would have to be provided separately, possibly by the Regional Bureaus. This change contributes to reducing the overall project from \$2,150 to \$1,975.

4. Ms. Belcher alerted us to the issues surrounding TAB involvement in country programs, as exemplified in the Johns Hopkins health proposal. With the elimination of Software Center planning, any similar concerns about this project should be reduced. The bulk of

funds provide either for developing general capacities, as with U.S. training in communications, or for having an expert project planning capacity to respond to Mission requests. The demonstration management element is the only possible exception, but those short-term demonstrations will deal with several countries, possibly in the Pacific as well as in Latin America, and will require very close coordination among them and with U.S. demonstrations.

The kind of project planning capacity proposed here has been increasingly used and is now the most important way we serve Missions and Regional Bureaus. It enables us to bring state-of-the-art expertise from the academic and research community into the service of field Missions, in a rapid way. It also has permitted a cross-fertilization of approaches which go beyond regional boundaries. In the past seven months, we have responded to 15 mission requests for planning consultations in educational technology and communications, as well as to requests for major regional planning for Latin America and the Sahel.

An attached list, which was prepared to document probable demand for U.S. training capacities, also indicates, by checkmark, the countries to which we have provided these planning services.

5. Ms. Belcher also raised the possible issue of planning aid going to Supporting Assistance countries. This is not an issue we have addressed until now. The contracts can accommodate this restriction.

6. Since this PP was written, there have been several changes in the implementation plan now embodied in the contract scopes of work which are attached to the PP as appendices. You may wish to review the PP or general background and description, but I suggest that you focus particularly on the scopes of work. We have marked out those sections of the PP which are now outdated.

The greatest change is in omitting Regional Software Center planning as a specific component, due to a recent Africa Bureau memorandum and uncertainty in the Asia Bureau. The current predilection in these bureaus appears to focus on activities at the national level, except for the Sahel. Our planning support will adjust itself to whatever decisions are made on the regional/national issue as it relates to software support to development communication programs.

Another new development is that substantial planning will certainly be required for initial phases of support for the Latin American regional program in communications initiated by President Carter. An Andean Center already has had a review as part of the Andean ABS, and a PID indicates the need for TA/EHR consulting assistance. The broader LA educational communications program, estimated to the White House by LA/ARA to cost \$20 to \$25 million per year starting in FY 79, will, if approved, probably have a network of centers as well as other activities for which assistance under the project can be most helpful.

UNITED STATES GOVERNMENT

Memorandum

TO : AA/TA, Mr. Curtis Farrar
THRU: AA/TA, Ms. Marjorie Belcher β
FROM : TA/PPU, John β Cunning

DATE: July 15, 1977

SUBJECT: Approval of Project #931-1109 -- Studies in Facilitating Learning - Communications Technology

1. The PP for this project was approved by Mr. Chandler for submission to the R&DC on the condition that a more precise implementation plan would be developed before TA Bureau final approval.
2. EHR has proceeded with development of the PIO/Ts for contracts to be let under the project. The scopes of work for the PIO/Ts present a detailed implementation plan which varies in many respects from plans in the original Project Paper. The underlying philosophy of the project and the background information presented in the Project Paper remain valid.
3. The FY 1977 budget for the PP can be accommodated within EHR's current OYB and within the Congressional Presentation level for RDA 14.
4. TA/PPU has had several meetings with TA/EHR, Mr. Chandler and Ms. Belcher. We believe the activities to be implemented are now more clearly defined, particularly the first contract covering training and an overall study of communications in development. We still have some concern about including design of short-term training and participant financing in this contract, particularly since the university winning the contract (the competition will be limited to universities) will, by definition, be strong in communications technology and may have some bias in favor of its own resources. The second contract is a large, complex undertaking with sites for almost all activities to be identified through the life of the contract. TA/EHR will have to manage this contract very closely.
5. I recommend that you approve the PP with the budget and scopes of work contained in the appendices becoming an integral part of the PP and superseding budgets and implementation plans which appear in the main body of the project paper. Your signature is required on the PAF, part II and on the environmental threshold decision form.

Att:



TA/EHR
7/14/77

ACTUAL & PROBABLE DEMANDS FOR TRAINING IN
EDUCATIONAL TECHNOLOGY AND DEVELOPMENT COMMUNICATIONS

IP Approved:

Nicaragua Radio Loan
Paraguay Radio Education **
Pakistan Development Communication Center **
Nepal Radio Teacher Training **
Indonesia Educ. Tech. Training Institution
Liberia Programmed Teaching
Lesotho Curriculum Materials Center **

PID Approved:

CAE radio education project **

Detailed Project
Planning Underway:

Egypt Center for Communication in Development **
Peru **
Caribbean, U.W.I. **

Project Planning Process started: seminars; consultant, visits; preliminary planning

Yemen **	Sierra Leone **	Cameroons **
Zaire **	ROCAP **	
Qatar **	Un. of South Pacific **	
Liberia **		

Major Regional Planning Activities

Sahel, regional and country communication strategy planning **
Latin America, President's OAS initiative *
Pacific Trust Territories & USP **

Note: ** Project planned with aid of TA/EHR/Ed tech contractors.