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NONCAPITAL PROJECT PAPER (PROP)

Country: World-Wide Project No.: _____ 21p

Submission Date: 4/71 Original: _____ Revision No.: _____

Project Title: International Development of Qualified Social Work
Manpower for Population and Family Planning Activities

U.S. Obligation Span: FY 1971 through FY 1976

Physical Implementation Span: CY 1971 through CY 1975

Gross life-of-Project Financial Requirements: \$1,705,000
First Three-Year Funding: \$ 962,786

I. SUMMARY DESCRIPTION

This project is designed to develop qualified social work manpower for population and family planning responsibilities in the LDCs in all of the regions where A.I.D. works. It will serve to catalyze a sharp increase in the involvement of the social work profession in population and family planning operations. The International Association of Schools of Social Work (IASSW) will serve as the responsible intermediate organization to stimulate, guide, and assist social work educators and schools of social work around the world to achieve curriculum changes and stimulate the production and use of teaching aids and materials to prepare social workers for more effective service in population and family planning activities. The program will also assist in the initiation of multi-disciplinary demonstration programs in the U.S. for social work educators from abroad. This is an institutional development project designed to use the already developed, accepted organizational structure of a profession to achieve a new dimension of involvement with efforts at solving the population problem. Its major outputs are to be:

- 1) International field-generated curricula in population/family planning adapted to local needs and taught in schools of social work that have participated in their development. These curriculum changes to be brought about in such a way that the schools become effective creative centers for applying the social work professional component to the ongoing tasks that are relevant to the population problem.
- 2) A continuing and swelling stream of qualified social workers who have been trained in population/family planning during their pre-service education so they are able quickly to meet the growing need for social work personnel in population/family planning programs.

- 3) An organized in-country diffusion process by which the schools of social work reach their graduates who did not get population/family planning training so that large numbers of social workers already out in jobs become more knowledgeable and motivated to function effectively in using family planning as a component of their professional activity.
- 4) An international diffusion process by which the curricula developed in the pilot schools overseas can be shared with and passed onto all or most of the schools of social work in their region and eventually be made available for adaptation and adoption by all the schools of social work throughout the LDCs.
- 5) Assist in generating in a number of U.S. schools of social work suitable curricula and programs for the advanced U.S. training of LDC faculty with specializations in population/family planning of such a quality that their graduates can play a leading role in the further development of population/family planning education for social workers in their home countries.

II. SETTING AND ENVIRONMENT

To reduce levels of fertility, a major need is for more contact with potential contraceptors who are reached only through chains of activity that have "capillaries" that touch large numbers of people. This requires coordination and involvement of many disciplines with social work people carrying a more significant role as recognized "agents for change" and making better use of their human contact potential.

Social work as a profession, with some important exceptions, has not fulfilled reasonable expectations relating to its contribution to the expansion of family planning opportunities. A.I.D. in FY 1969 contracted with the Council on Social Work Education to conduct an international conference for leaders in the social work profession in order to examine how best to improve the social work contribution to population/family planning needs. This conference was held in March 1970. The 104 delegates from 28 countries who met at the East-West Center in Hawaii examined social work functions in family planning and population programs, recognized current lacks in professional training programs and came away with a heightened sense of involvement in the population problem.

The delegates were concerned with the world-wide importance of the consequence of too rapid population growth. They were aware that each country may perceive the problem differently and that the impact of cultural, economic, religious and political factors upon its solution may vary from country to country.

All delegates agreed that while social work functions in this field might differ considerably from country to country, there was a universal need for social welfare as a field and social workers as a professional group to become more directly and productively involved. Spirited examination of possible roles for social workers and the educational preparation needed for an effective contribution occupied the delegates throughout the week.

New opportunities for social work education emerged in such curriculum areas as social policy and social planning, program development and execution, service to individuals, families, groups and communities and in the organization of educational and training arrangements for different categories and levels of personnel. Noting the high incidence of social and cultural considerations in family planning, speakers and participants underscored the importance of social work involvement in policies, programs and services in this field.

The conference was inter-professional as well as international in composition. Participants came from North America and the countries of Asia, Africa and South America with token representation from Europe. Social work educators and practitioners predominated, but doctors of medicine and public health, demographers, social scientists and representatives of the law, nursing and public administration were also participants.

The interdisciplinary composition of the conference stimulated discussion of inter-professional approaches to the organization and provision of family planning services. Interdisciplinary teamwork and research emerged as important new directions for social work as did the demand for a massive injection of new content in social work education, both in classroom teaching and in field training. Since the impact of cultural, economic, religious and political factors on ways of coping with the population problem vary from region to region and from country to country, it was agreed that there should be wide dissemination of the results of the Hawaii conference in a context of regional explorations which will take into account differences in national policies and programs and in systems of social work education.

Follow-up action was charted to facilitate the implementation of recommendations issuing from the conference. An expert working group of social work leaders was convened in Manila on September 4-5, 1970 in connection with the Fifteenth International Congress of Schools of Social Work to review the conference report and react to a series of programs and proposals. This group consisted of thirty influential social work educators drawn from the developing countries of Africa, Asia and South America as well as from the United States and the leadership of the International Association of Schools of Social Work. More than half of the group had participated in the Hawaii Conference on Social Work Education, Population and Family Planning.

The expert group members explored plans for effective follow-up of the Hawaii conference in their countries and regions through curriculum design and trial at the school level, curriculum workshops and regional conferences leading to a world-wide curriculum workshop. They advised on the best methods of involving individual schools of social work in the various regions and individual countries in curriculum building, faculty training and interdisciplinary collaboration related to population and family planning. They contributed experience and suggestions for the development of cross-national training programs and demonstration centers for international exchange and institutional development. They offered cooperation in the planning and conduct of the proposed activities and suggested specific sites for international curriculum workshops and regional conferences.

The meeting achieved all its stated purposes, including the important ancillary purpose of obtaining a firm commitment of the most influential educators in the developing world to the objectives of the project with a promise of their continuing support.

The International Association of Schools of Social Work (IASSW), will be the contractor for this project. IASSW is the organization through which schools of social work and associations of schools of social work join together at the international level to promote and develop sound programs of social work education in all parts of the world. The IASSW holds consultative status with the United Nations, UNICEF, UNESCO, the Council of Europe and the Organization of American States and works closely with the International Council on Social Welfare and the International Federation of Social Workers. Established in 1929 with a small nucleus of schools located primarily in Western Europe as its members, the IASSW has grown steadily, in size and influence, as the international spokesman of schools of social work in every geographical region. A total of 405 schools and organizations in 53 countries is currently represented in the membership with applications pending from additional schools of social work and association of schools in Africa, Asia, Europe and Latin America. Active members now include 19 schools in Africa, 56 in Asia, (including Japan and the Union of South Africa) 6 in Australia, 164 in Europe, 46 in Latin America and the Caribbean and 76 in North America.

The IASSW has close and effective working relationships with its member schools and with a number of national associations of schools of social work that function in several of the larger countries where there are enough schools to warrant forming an association. It has already had experience in the organization of processes by which curriculum changes have been achieved in schools spread throughout its membership. The leadership of IASSW is widely known at the personal level throughout the world and has demonstrated its ability to elicit the cooperation of outstanding social work educators in all regions by its success in organizing the Hawaii conference in March and the follow-up session in Manila in September. All of this gives strong assurance that IASSW can mobilize the existing resources in the international social work education field that will be required to effectively bring about curriculum changes in schools of social work.

The IASSW will be assisted by The Council on Social Work Education (CSWE) which is a U.S. institution made up of constituent and associate members. The constituent members are 74 accredited graduate schools of social work, 248 undergraduate departments offering programs in social welfare, 46 voluntary and governmental national social welfare agencies and the National Association of Social Workers. The associate members are 11 graduate schools working toward accreditation, 437 libraries, 274 local health and welfare agencies and 3,519 individuals of whom 103 are foreign nationals. In 1969-70, the Council operated a budget of \$1,363,288 of which \$812,593 was restricted grants and contracts. It occupies space on a cooperative basis in the Carnegie Building, 345 East 46th Street, New York, New York.

The Council on Social Work Education has a substantial operating base and sufficient basic staff to handle such matters as accounting, shipping and communication, demographic services and the like as well as bringing outstanding professional leadership in social work education to bear on the set of problems this project is directed at solving.

The universe of social work and social work education in the LDCs is a vigorous and growing one. Information available through HEW and IASSW indicates that there are now about 145 schools and/or departments of social work in 30 non-communist less developed countries in Asia, Africa and Latin America (excluding Japan and the Union of South Africa). Ninety-six or two-thirds of these institutions are now members of IASSW. These totals break down by region as follows:

<u>Region</u>	<u>Countries</u>	<u>Total Number of LDC Schools (HEW Data)</u>	<u>IASSW LDC Members</u>
Asia (East Asia and NESAs)	9	54	38
Africa	5	8	5
Latin America	<u>16</u>	<u>83</u>	<u>53</u>
Totals	30	145	96

Records available to the IASSW covering years that range from 1966 to 1969 show faculty, students and numbers of students graduating from member schools by region as follows:

Faculty and Student Enrollment in IASSW LDC Member Schools
Late 1960s

<u>Region</u>	<u>Faculty</u>		<u>Students</u> <u>Enrolled</u>	<u>Number .</u> <u>Graduating</u>
	<u>Full Time</u>	<u>Part Time</u>		
Asia (East Asia & NESAs)	171	262	2,458	1,002
Africa	39	37	1,282	251
Latin America	<u>213</u>	<u>963</u>	<u>5,170</u>	<u>873</u>
Totals	423	1,262	8,910	2,128

Thus, the total numbers of students and faculty in this group of schools aggregates 10,595 with an annual output of 2,000 graduates.

The HEW data, which cover only 20 LDCs and are incomplete in one way or another for about one-third of the countries, indicate that there are something over 3,000 students graduating in social work each year from all 145 schools, that over 4,000 graduates are in social work posts in a total population of more than 15,000 persons engaged in social work. These last two figures are more likely to be underestimates than overestimates.

The estimated need for medical social workers in family planning as determined by replies received from 37 A.I.D. missions in response to a circular airgram in October 1969 add up to more than 22,000. By definition, this is a narrower range of social work than is envisioned in this project. It, therefore, seems likely that this figure is low with respect to the entire range of social workers that should be engaged in population/family planning activities. Even so, it is in excess of the total number of social workers that are now functioning in all social work roles in the less developed countries. This implies a need for putting a population/family planning component into the training of all social workers and for seeking to catalyze an increased output of social workers that will specialize in population/family planning.

III. STRATEGY

The strategy of this project is to speed and amplify population/family planning programs in a large number of LDCs by equipping and involving professional social workers and their sub-professional and community aides as effective manpower at the service, program and policy levels.

This will be achieved through the introduction of relevant new population/family planning content into the curriculum of a large number of LDC schools of social work to provide pre-service education to new graduates and refresher and/or in-service training to former graduates for the purpose of providing a steadily expanding corps of competent social workers for population/family planning work.

These curriculum changes will be achieved as a joint, creative effort of social work educators under the leadership and coordination of their established international professional association, the IASSW, with the support and assistance of the North America professional body, the CSWE.

Building on the broad concepts generated and the detailed planning already done at two international meetings, the action program will first focus attention on the Asian area (East Asia and NESAs) where study resources will be made available to the faculties of a selected group of schools of social work. Teams of experts in social work curriculum and in population/family planning will be supplied by IASSW to work in the field with these pilot faculties on problem examination and curriculum planning. These working groups will develop population/family planning curricula or curriculum components and begin to use them in both formal and informal teaching situations to determine their relevance and effectiveness. Definite criteria by which to evaluate these experimental curricula will be formulated by each of the school working groups and used to judge the units and to communicate results to other institutions.

As soon as a reasonable body of experience with these curricular components has been accumulated, an Asian regional meeting of all the work teams plus people from a selected number of additional schools of social work located in Asia, Africa and Latin America will be held. The various curricula or components will be presented to the meeting along with any other ideas that may be relevant. The conference will discuss and evaluate them. From this conference, a series of curricular recommendations adapted to meet a variety of national and individual school conditions should emerge. These curricular recommendations or components would then be ready for full scale use in the schools that developed them and might well be adopted by other schools for use and further adaptation. The results of these efforts would form the basis for: a) field follow-up in Asian schools by IASSW teams; b) diffusion to other Asian schools; and c) a second cycle of field work in African schools of social work.

At this point in time, it would be possible to identify young faculty members in the schools of Asia who would be ready for advanced education in the population/family planning aspects of social work in the United States to more fully prepare them to become the faculty members responsible for teaching the new content. This project will coordinate with a companion one that would make it possible for a United States university to be ready to supply this advanced education which would rely heavily on population and other related subjects.

The second cycle of work in the field with schools of social work would then be initiated in Africa. Following the development and/or adaptation of suitable curricula and curriculum components with the assistance of IASSW teams, there would then be a regional conference of the African pilot schools to which key Asian and Latin American social work educators would be invited. This conference would work over the curricula

a second time in the light of both further experience in Asia and of the special needs of Africa. This conference would be followed by a period of field follow-up focused on Africa but including visits to Asia as well. Preparation would then be made for a world-wide curriculum study seminar which would form the bridge to work in Latin America. The final field cycle would take place in Latin America following the world-wide curriculum workshop. (See attached chart: Time Phasing of Major Program Activities.)

The overall guidance and regular evaluation of this strategy and of the work done will be carried out by an interdisciplinary resource group which would include leaders in the population/family planning field, social work educators from U.S. and abroad and curriculum specialists. A.I.D.'s Office of Population will designate one of its officers who will be an ex officio member of this group. They will meet once a year and will be available as individuals to give advice on interdisciplinary resources and activities, supply information for the curriculum and knowledge building tasks and assist in the ongoing evaluation of the project.

Throughout each step in the succeeding cycles of field work, there will be a series of substantive reports written to be used to communicate results achieved to other schools. There will also be a program of teaching material production and distribution so that the documentary and training aid needs of the schools for population/family planning will be at least partially met.

IV. PLANS, TARGETS AND OUTPUTS

This will be a five-year program funded for three years initially. Its implementation period will run through five calendar years from CY 1971 through 1975. In view of the nature of the effort to be made, five years may not be enough. The end of the second year would be a suitable time to re-examine the situation to determine whether the project should exceed five years. The general sequence of activities has been outlined in the strategy section above.

A second project at a suitable university involving a population center and school of social work, will serve to develop new curricula and operate programs in the United States to provide graduate level programs designed to meet the growing need for providing social work educators with advanced competence in the population/family planning field. The university will play a significant role in preparing the IASSW field teams for their missions, particularly in providing the opportunity to become thoroughly knowledgeable in population/family planning.

Important elements in the plans for the implementation of this project include:

1. Making available for inclusion in the social work curriculum the knowledge needed by faculty and students to develop competence in the fields of population and family planning. An important element in this process will be the assembly of a shelf of books and documents that will provide the means by which individuals or groups (school faculties, IASSW teams, etc.) can make themselves familiar with the key literature in the population/family planning field that is relevant to social work and social work curriculum and instructional component construction.
2. Clarifying and enlarging perspectives on social work roles and responsibilities in family planning and population matters in order to move social workers into more productive leadership roles as well as into service functions.
3. Generating, as outlined in the strategy section above, curriculum guides for testing and adaptation in a variety of education systems and cultural contexts.
4. Offering opportunities for faculty members from schools of social work in specified countries to become better prepared for new responsibilities in the teaching of population dynamics and family planning.
5. Assisting in the production of teaching aids, curriculum materials and informational source books.
6. Initiating or expanding interdisciplinary collaboration in the preparation of social workers for population and family planning responsibilities.
7. Establishing viable and mutually beneficial connections between the "macro" spread of the present project and the "micro" in-depth approach of the related activities projected by a U.S. University.
8. Making full use of the organizational network of the International Association of Schools of Social Work to ensure participation of local schools of social work as well as national and regional associations of schools in carrying out the plans for curriculum change, faculty development and expansion of student training in population and family planning.
9. Providing adequate duration of time to be effective with each stage of the effort. In the first six months of operation, for example, the director of the project will make an extensive trip to Asia to visit an array of schools from which the six to eight that will be pilot schools in the first round of

curriculum study and development will be selected. This needs to be accomplished early so that the faculties of the selected schools can fully understand the project and have several months lead time to use the study materials that will be supplied, so they can prepare themselves for the month-long study/work seminars and planning sessions that will take place during the second six months. This pre-preparation of deans and faculty members is very important to make it possible for them to enter the planning sessions with enough preparation, particularly in the population/family planning knowledge area, that they will not feel disadvantaged in comparison to the visiting teams. It is most important that the program be managed so that the indigenous faculties will take the lead in designing the new curricula. Time is a significant factor here. These are busy people who must be given time in which to do the preparation required. Careful attention must also be paid to helping them to see the value, to them and to their school, of the effort they will be asked to make.

10. An ability to sustain and repeat contact with the key people in each of the pilot schools so that inertia is overcome and accommodation for the new curriculum components is found in what are already crowded schedules. This whole project is an extensive exercise in the generation and diffusion of an innovation. The way in which the innovation is put together will have much effect on the rate at which it will diffuse. All of this is a process that requires sustained contact and stimulus over a long time. The plan includes the ability to provide this sustained and recurring contact.
11. To achieve the goals set, there must be two distinct and separate diffusion processes developed beyond the primary one of generating and introducing new population/family planning curricular components. The first of these is internal to the pilot schools and the constituencies they serve. It involves diffusing the new population/family planning content to the alumnae of each school so that this new dimension can be put to work in any relevant work situation in which the graduates are already employed. The awareness of and plans for this type of diffusion must be in the conscious thinking and planning of the field work teams so that they can see that how to do it is built into the curriculum planning process itself. The second important diffusion is of the designed and tested new components from the pilot schools to other schools in the same and nearby countries. The means to be employed to accomplish this important multiplier effect will include:
 - a) the regional curriculum workshops;
 - b) cooperative work with national associations of schools of social work where they exist;
 - c) specially produced reports and instructional materials;
 - d) regional consultants and IASSW visiting teams which in the second and third round set of visits should

include key indigenous leaders from pilot schools that have already begun to use the new curricula as well as U.S. leaders and specialists; e) the regular publications of the IASSW that will be reporting the whole operation to its world-wide constituency.

12. An evaluation process for the whole effort.

The final test of the effectiveness of the project will come with the graduation into service of students who have been exposed to new or expanded curriculum content and field experience in population and family planning and in the way social work and social welfare policies are modified to include and to emphasize population/family planning considerations. This necessarily delays for a period of several years any decisive evaluation of the program. Nevertheless, various methods of appraisal are incorporated in the program plans in order to ensure meaningful results. They include:

1. Setting a Baseline for Ultimate Evaluation

An initial survey of the current state of knowledge and field training in schools of social work relevant to population and in family planning will provide a general standard against which to measure later progress. Later in the project, a second survey of schools involved in the project is scheduled to obtain an early impression of the impact of the various activities on the actual training of students. For more definitive results, however, provision is made for a systematic review of curriculum modification in the participating schools toward the end of the five years.

2. Continual Testing of Curriculum Guides

The use of critical professional judgment has been incorporated in the project as a method of evaluation. As an integral activity of each regional workshop, experienced social work educators will review the suggested curriculum guides and other materials from the vantage point of the educational programs, practice demands and cultural contents in their own countries and local situations. This type of review, with resulting adaptation of the materials to local needs, carries its own highly effective evaluatory impact.

3. Annual Review of Interdisciplinary Resource Group

To correct for possible professional myopia, the project will make use of an interdisciplinary group of advisors consisting of internationally recognized leaders in population and family planning and social work. This group will be convened at least

once a year to review plans and progress and to advise on strategies or any problems that may develop. The knowledge and experience represented in the members of the interdisciplinary resource group guarantee a continuing critical appraisal of the project in the light of its stated objectives.

4. Demonstrating Interdisciplinary Training and Multi-Institutional Cooperation

The growth in interdisciplinary training centers in the U.S. and the establishment of cooperative relationships between U.S. schools of social work and schools in other countries are easily measurable and will be assessed throughout the life of the project.

The outputs of this project will include such items as:

1. Reference and study materials on population/family planning and on social work for use by school faculties and by resource teams -- 150-200 sets. These materials which can be thought of as a "Two Foot Shelf" on population/family planning would be put together by an IASSW consultant.

It would cover such topics as the nature of the population problem and the dynamics that generate and shape it; human reproduction and the present state of family planning technology; the information, extension and health education and communications processes required by population/family planning programs; the sociology of the family as it relates to reproduction and the social aspects of population and family planning activities; basic demography and measurement of populations and of family planning processes; the economics of population and family planning and its interactions with development, social welfare, etc.; the organization of family planning programs and their relations to other social services and processes; the evaluation, management and policy aspects of family planning and their interactions with social work at all levels; and the like.

2. Four-week curriculum seminar/work programs in pilot schools.

1st year	Asian	10-12
2nd year	African	5-5
3rd year	Latin American	<u>10-12</u>
	<u>Total</u>	<u>25-29</u>

Involving faculty members

1st year	Asian	50-80
2nd year	African	25-30
4th year	Latin American	<u>50-60</u>
	<u>Total</u>	<u>125-170</u>

Reaching students

1st year	Asian	225-650
2nd year	African	150-300
3rd year	Latin American	<u>225-650</u>
	<u>Total</u>	<u>600-1,600</u>

3. Participation in two regional and world-wide curriculum conferences that with duplication, will involve the following numbers:

Schools

2nd year	20-30
3rd year	13-20
4th year	<u>25-40</u>
<u>Total</u>	<u>58-90</u>

Faculty members

2nd year	25-40
3rd year	20-35
4th year	<u>40-60</u>
<u>Total</u>	<u>85-135</u>

4. The above field listed seminar curriculum work programs and curriculum workshops should generate from five to ten different curricular approaches adapted to specific areas or schools. The curriculum recommendation and will undergo field use and evaluation processes.

5. Field follow-up for using and testing new curricula and modules will be done as follows:

2nd year	Asian Schools	10-12
3rd year	African Schools	2-4
5th year	Latin American Schools	<u>10-12</u>
	<u>Total</u>	<u>22-28</u>

6. Diffusion pass on to additional schools of curricula or modules.

2nd & 3rd years	Asian	13-26
3rd & 4th years	African	2-4
5th year	Latin American	<u>20-40</u>
	<u>Total</u>	<u>35-70</u>

This diffusion should affect from 175 to 350 faculty members and reach 875 to 1,750 students that are in training in the schools.

7. All together this program should reach from 62 to 100 schools of social work during the five years of its operation. It should provide stimulus, offer new knowledge and involve from 310 to 540 faculty members in effort in the population/family planning field. It should provide new curriculum content and new instruction for from 1,500 to 3,000 students. The schools involved with this program should communicate population/family planning knowledge and experience to from 2,500 to 4,500 of their alumnae. There will also be much training for sub-professional and community volunteer personnel in these schools in many short courses that cannot now be accurately foreseen.
8. Throughout the program, a variety of teaching materials, training aids and evaluative reports will be produced and widely circulated to schools of social work throughout all the regions where A.I.D. works. There will be a considerable interplay between schools in the LDCs and in the U.S. As detailed in a United State university PROP, there will be much feedback into U.S. schools of social work with the development of new and modified programs particularly at the graduate level where many overseas faculty members will be given advanced training.
9. As the schools of social work in the LDCs elevate their ability to teach population/family planning courses at the

service, program and policy levels it is reasonable to expect that they will be able to have an impact at all of these levels. In many LDCs, their effect on policy may be of considerable significance since professional social workers are frequently and increasingly occupying positions in LDC governments that carry a considerable amount of power and influence.

V. COURSE OF ACTION .

1. A.I.D. will negotiate as rapidly as possible a contract with the Intern. Assoc. of Schools of Social Work to carry out the project described in the sections above. A considerable momentum has already been generated out of the Hawaii conference and the follow-up meeting in Manila. Social work educators in a number of the LDCs have already committed themselves to the task of changing curricula in their schools and countries. They only need the stimulus and technical assistance this project will provide to move ahead.
2. This should be a five-year contract funded for three years with the possibility of extending beyond five years. The type of institution building planned here on this scale cannot be accomplished unless a sustained effort is made.
3. The proposed budget is realistic and justified in view of the nature and significance of the project.
4. The director of the project will be appointed with the written approval of A.I.D.

BUDGET

Operational Years

	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<u>Leadership and Staff Headquarters</u>					
Project Director	25,000	26,250	27,562	28,940	28,940
Deputy Project Director	19,000	19,950	20,948	21,994	21,994
Executive Officer	15,000	15,750	16,538	17,365	17,365
Research Assistant (1/2)	7,500	7,875	8,269	8,683	8,683
Administrative Assistant	9,500	9,975	10,474	10,998	10,998
Assistant Editor (1/4-1971, then 1/2 time)	3,000	6,150	6,457	6,780	6,780
Secretaries (3)	<u>21,000</u>	<u>22,260</u>	<u>23,595</u>	<u>25,011</u>	<u>25,011</u>
	100,000	108,210	113,843	119,771	119,771
Benefits (12%)	<u>12,000</u>	<u>12,986</u>	<u>13,661</u>	<u>14,373</u>	<u>14,373</u>
<u>Total</u>	<u>112,000</u>	<u>121,196</u>	<u>127,504</u>	<u>134,144</u>	<u>134,144</u>
<u>Consultants and Field Staff</u>					
Chief Project Consultant	14,900	14,900	14,900	14,900	7,450
Subject Matter and Curriculum Consultants - Home and Field	34,000	40,000	45,000	45,000	34,000
Regional Consultants	3,000	6,000	6,000	6,000	6,000
Insurance Coverage (field teams)	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>
<u>Total</u>	<u>52,900</u>	<u>61,900</u>	<u>66,900</u>	<u>66,900</u>	<u>48,450</u>
<u>Travel and Per Diem</u>					
Travel - Field	15,000	15,000	15,000	15,000	12,000
Travel - Domestic	6,000	6,000	6,000	6,000	6,000
Per Diem - Field	9,000	9,000	9,000	9,000	10,000
Per Diem - Domestic	5,000	5,000	5,000	5,000	5,000
Regional Meetings 40 persons @ 500	--	20,000	20,000	--	--
International Meeting 90 persons @ 1,000	--	--	--	90,000	--
<u>Total</u>	<u>35,000</u>	<u>55,000</u>	<u>55,000</u>	<u>125,000</u>	<u>33,000</u>
<u>Overhead Summary - Personal Services</u>					
Salaries and Fees	164,900	183,096	194,404	201,044	182,594
Overhead - 31.9%*	52,603	58,408	62,015	64,133	58,247

* An approved overhead rate of 31.9% is established for the CSWE by the Department of Health, Education and Welfare.

	<u>Operational Years</u>				
	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<u>Printing and Publications</u>					
Curriculum Guides	5,000	7,000	7,000	3,000	10,000
Background Documents	4,000	4,000	4,000	7,000	3,000
Reports	500	2,500	3,000	6,000	3,000
Translations	<u>1,500</u>	<u>5,000</u>	<u>5,000</u>	<u>7,500</u>	<u>7,500</u>
<u>Total</u>	<u>11,000</u>	<u>18,500</u>	<u>19,000</u>	<u>23,500</u>	<u>23,500</u>
<u>Space and Equipment</u>					
Rent - 1,800 sq. ft. @ \$5.00	9,000	9,000	9,000	9,000	9,000
Telegrams and telephone (long distance)	5,000	5,000	5,000	5,000	5,000
Equipment	6,960	200	200	200	--
Foreign Postage	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>
<u>Total</u>	<u>22,460</u>	<u>15,700</u>	<u>15,700</u>	<u>15,700</u>	<u>15,500</u>
<hr/>					
TOTAL (including overhead)	285,963	330,704	346,119	429,377	312,841
<u>CUMULATIVE TOTAL</u>	<u>285,963</u>	<u>616,667</u>	<u>962,786</u>	<u>1,392,163</u>	<u>1,705,004</u>

Time Phasing of Major Program Activities

Year Quarter	Calendar Year 1971			
	1st	2nd	3rd	4th
CSWE - IASSW Activity				
1. Establish Interdisciplinary Resource Group	Recruit & meet to advise on program and situation plan.			
2. Evaluation Process	Establish baseline data and fix operational and evaluation criteria.			Summarize baseline situation & progress.
3. Recruit Home & Field Staff	Recruit home staff, establish office in adequate space.		Recruit regional consultant Asia.	
4. Advance-Agent Contacts with Field.	Correspondence & field visit to contact 20-25 Asian schools & select 10-12 pilot schools.			
5. Curriculum Development in Overseas Schools.	Assemble distribute shelf reference & study materials on population/family planning and social work to pilot schools faculties and resource teams.			
a. Reference Material Assembly				
b. Resource Teams for Field Seminar/Work Parties	Recruit 6 two-man teams, 1 social work, 1 population/family planning.		Training-planning seminar- University of North Carolina.	Conduct four-week curriculum seminar work programs in pilot Asian schools.
6. Regional & World-Wide Curriculum Workshops			Preparation for first regional workshop.	

Calendar Year 1972				
1st	2nd	3rd	4th	1st
Review & evaluate progress.		Recruit regional consultant Africa.	Field checks on situation & progress.	Review & evaluate progress.
	Advance contact with pilot schools in Africa - five schools.			
	Follow-up field work with pilot Asian schools to test and evaluate curricula and/or modules.			
		Conduct four-week curriculum seminar/work programs in 5 African schools.	Preparation for second regional workshop.	
First regional workshop (2 wks.) with Asian pilot schools, resource teams, & fraternal delegates from Africa & Latin				Second regional workshop (2 wks.) with African pilot schools, resource teams, & fraternal delegates from Asia & Latin America.

Calendar Year 1973			
2nd	3rd	4th	1st
<p>Advance contact with pilot schools in Latin America.</p> <p>Follow-up field work with pilot African schools to test & evaluate curricula and/or modules. Continue contact and follow-up with Asian schools with diffusion of curricula beyond pilot group.</p>		<p>Field checks on situation & progress.</p> <p>Preparation for world-wide workshop.</p>	<p>Review & evaluate progress.</p> <p>World-wide workshop (2 wks.) with delegates from all regions. Major bridge to Latin America.</p>

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PROJECT AUTHORIZATION

1. PROJECT NUMBER 931-11-570-948	3. COUNTRY World-Wide	4. AUTHORIZATION NUMBER 0128
2. PROJECT TITLE International Development of Qualified Social Work Manpower for Population and Family Planning Activities		5. AUTHORIZATION DATE 4/22/71
		6. PROP DATED 71

7. LIFE OF PROJECT

a. Number of Years of Funding: 5
 Starting FY 19 71; Terminal FY 19 74

b. Estimated Duration of Physical Work
 After Last Year of Funding (in Months): 24

8. FUNDING BY FISCAL YEAR (in U.S. \$ or \$ equivalent)	DOLLARS (000s)		P.L. 480 CCC + FREIGHT	LOCAL CURRENCY Exchange Rate: \$1 =			
	GRANT	LOAN		U.S. OWNED		HOST COUNTRY	
				GRANT	LOAN	JOINTLY PROGRAMMED	OTHER
Prior through Actual FY							
Operational FY 71	963						
Budget FY 72	-						
B + 1 FY 73	430						
B + 2 FY 74	312						
B + 3 FY							
All Subsequent FY's							
TOTAL	1,705						

9. DESCRIBE SPECIAL FUNDING CONDITIONS OR RECOMMENDATIONS FOR IMPLEMENTATION, AND LIST KINDS AND QUANTITIES OF ANY P.L. 480 COMMODITIES

10. CONDITIONS OF APPROVAL OF PROJECT

As referenced on the PIO/T, this project has been approved by all four Regions. A preliminary reservation expressed by NESAs based on lack of specific knowledge of Mission attitude was removed following a field visit to Turkey, Pakistan, India and Nepal by Gerald F. Winfield during which this project was explained. A.I.D. Missions in Turkey, Pakistan and India all expressed a sense of need for and support of this project. LA/PCD/PPD, G. Coleman 12/4/70, AFR/TAC, A. L. Howard, 12/9/70, EA/TECH, J.K. Shafer, 12/9/70, NESAs/OPP, J. S. Alden, 12/15/70

(Use continuation sheet if necessary)

11. Approved in substance for the life of the project as described in the PROP, subject to the conditions cited in Block 10 above, and the availability of funds. Detailed planning with cooperation of the country and drafting of implementation documents is authorized.

This authorization is contingent upon timely completion of the self-help and other conditions listed in the PROP or attached thereto.

This authorization will be reviewed at such time as the objectives, scope and nature of the project and/or the magnitudes and scheduling of any inputs or outputs deviate so significantly from the project as originally authorized as to warrant submission of a new or revised PROP.

A.I.D. APPROVAL	CLEARANCES	DATE
<i>S. H. Butterfield</i> SIGNATURE	TA/POP/M, ASLackey <i>ASL</i>	4-5-71
	TA/PM, J. Kean	
AA/TA, S. H. Butterfield TITLE	TA/PM, K.S. Levick <i>BL</i>	4/21/71
	A/CONT	