

AED

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FINAL REPORT
THE BASIC RURAL EDUCATION PROJECT
GUATEMALA
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THE BASIC RURAL EDUCATION PROJECT
GUATEMALA
FINAL REPORT
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ACADEMY FOR EDUCATIONAL DEVELOPMENT, INC.

Acknowledgment

Foreword

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FOREWORD

The Ministry of Education and the Economic Planning Council of Guatemala signed a Project Agreement with the United States Agency for International Development in June, 1975, in which the United States provided funds for project support and technical assistance.

The Academy for Educational Development was awarded a contract by the U.S. Agency for International Development in November, 1975 to provide technical assistance to the Secretariat of the Basic Rural Education Program of the Government of Guatemala. The Academy has completed five years and four months of service in this non-formal education program.

The Basic Rural Education Program in Guatemala is an ongoing, viable non-formal educational program which has strengthened the coordination of government institutions participating in non-formal education, and has supported and promoted systematic participation with rural communities in select locations in the country. Village-level information services now give support to a variety of extension and development activities by government ministries using low-cost media in conjunction with extension agents, community development workers, and health and education personnel.

A National Non-formal Education Board has been established which includes members of all ministries and agencies concerned with non-formal education and rural development. A staff of trained specialists is working in planning, programming, training, content development, audio-visual production, and evaluation.

The BRE Program supplements the formal education system in rural areas of Guatemala. It makes available to remote areas and disadvantaged sectors of the Guatemala population a variety of non-formal education activities which are designed to address basic learning skills, agricultural techniques, nutrition, literacy, etc.

Although the programming of materials and resources (e.g., audio-visual materials, community volunteers and promoters), and program organization closely follow the methodology and structure of community development models of the late 1950s and early 1960s, important programming and methodology lessons have been learned through the adaptation of these processes and innovations to the realities of the Guatemala rural environment.

We have summarized the GOG/BRE Program in Section II and the AED/BRE Project in Section III. Important developments in these sections have been identified and highlighted. They have important implications for the continuation of this project, and perhaps for other similar non-formal education programs.

The Academy's role in providing technical assistance to the BRE Program comes to a close with this Final Report. We are proud to have been associated with the Guatemalans, who have worked hard to make this program a reality.

I. INTRODUCTION & SUMMARY

This final report is a discussion and analysis of the Basic Rural Education Project (BRE Project) undertaken in Guatemala by the Academy for Educational Development (AED). Under a five-year non-formal educational contract, the BRE Project was funded by the Agency for International Development (AID) and was designed in support of the ongoing Basic Rural Education Program (BRE Program) of the Government of Guatemala (GOG). Other organizations which participated in the GOG program and which are referred to frequently in this report include:

- UNICEF;
- UNESCO;
- the University of South Florida; and
- Stanford University.

BRE Program Background and Description

In 1975, the Government of Guatemala devised a five-year National Development Plan. One of its principal goals was to integrate less developed sectors of society into the socio-economic mainstream of the country. Included in the national program was an educational development component, the National Development Plan for Education, Science and Culture of 1975-1979.

The educational component of the national plan acknowledged the need to respond to the educational requirements of the country's rural poor, many of whom had little or no access to formal education. The plan also recognized that the wide geographic dispersion of the country's population, the inaccessibility of many areas, the diversity of cultures and languages, and limited public resources precluded the extension of the formal education system throughout Guatemala. Thus, the National Development Plan for Education, Science and Culture divided the educational sector into formal and non-formal subsectors. The Basic Rural Education Program articulates the non-formal subsector.

Non-formal education (NFE) was defined as any organized educational activity outside of that offered by the formal school system. Utilizing NFE activities, the national education program offered an alternative educational approach to the general goal of improving the quality of life for rural Guatemalans.

More specifically, the objectives of the BRE Program outlined in the National Development Plan for Education, Science and Culture were to:

- satisfy the permanent educational needs of the population;
- better the standard of living of less developed socio-economic sectors of Guatemala;
- establish educational priority for rural areas where schools did not exist;
- train villagers how to solve basic individual, family and social problems;

- increase the occupational mobility of rural inhabitants; and
- provide the learning tools, skills and information necessary to enable rural inhabitants to play a more effective role in the socio-economic development of their community, region and nation.

To administrate the implementation, maintenance and advancement of NFE activities, the BRE Program created:

- the National Non-formal Education Board of Directors, a policy-making body;
- The Coordination Secretariat, an agency responsible to the NFE Board for the implementation of NFE activities; and
- the Regional Office, a field office responsible for the direction of activities in target communities.

The NFE Board of Directors is comprised of representatives of each of the seven participating GOG agencies: the National Economic Planning Council and the Ministries of Education, Health Services, Community Development, Defense, Agriculture and Labor. Located in Guatemala City, the Coordination Secretariat is comprised of three technical sections: a Content Development Department; a Production Department; and an Investigation and Evaluation Department.

With so many rural Guatemalan communities in need of the educational assistance offered by the NFE program, the question arose as to where to base the Regional Office which would direct actual community activities. One of the areas most in need of increased educational opportunities was the Western Highlands Region.

Consisting of the departments of Quezaltenango, San Marcos, Solola, Chimaltenango, Sacatepequez, Heuheitenango, Totonicapan and Quiche, the region contained 31% of the Guatemalan population and was 70% rural -- 75% of which was Indian. Minifundia and subsistence farming were a way of life in the region. Owing to a scarcity of potable water and sanitary public health facilities, the incidence of infant mortality and infectious disease were very high. A low level of schooling and high illiteracy rate made socio-economic advancements difficult for the large monolingual, non-Spanish speaking population.

In view of the disadvantages suffered by the Western Highlands communities, the initial implementation of the NFE program was concentrated in this region during the 1975-to-1979 period covered by the Development Plan.

Fourteen townships in the Western Highlands departments of the Quezaltenango, San Marcos and Solola were selected in mid-1975 for initial program coverage. Once organizational and programming systems were in place, field-based NFE personnel known as promoters began delivery of educational materials to villages where children (aged 10-14) and adults (aged 15-45) had previously had no access to formal school facilities or who had, for some reason, left the educational system.

As community-level BRE Program representatives, promoters helped community groups articulate their needs and areas of interest. Learning

objectives were determined by the community, and were then incorporated into specific activities in health, agriculture and other key sectors. With no official curriculum, the instructional content of NFE activities and programs were developed in concert with and in support of community development.

Following the earthquake of February 4, 1976, three townships (later expanded to seven) in the disaster-affected zone of the Central Highlands were added to the BRE Program area. Specific programs and delivery systems used in the disaster zone varied somewhat from those in the original 14 townships. The overall philosophy, however, was identical.

Indigenous language areas of Mam, Quiche and Cakchiquel were within the area covered initially by the program. Remaining Highlands language areas (e.g., Tzutuhil, Aguateco, Kanjobal) were to be included by 1980, according to Implementation Plan projections.

Projected expansion of NFE program coverage is shown on the map on the following page.

The implementation objectives of the non-formal education program to be carried out by the Secretariat were to:

- strengthen the coordination between government programs;
- support self-managed village activities; and
- experiment with innovative communications and delivery systems, especially radio.

Educational methodology and programming systems were developed to facilitate implementation of the NFE activities.

Educational Methodology

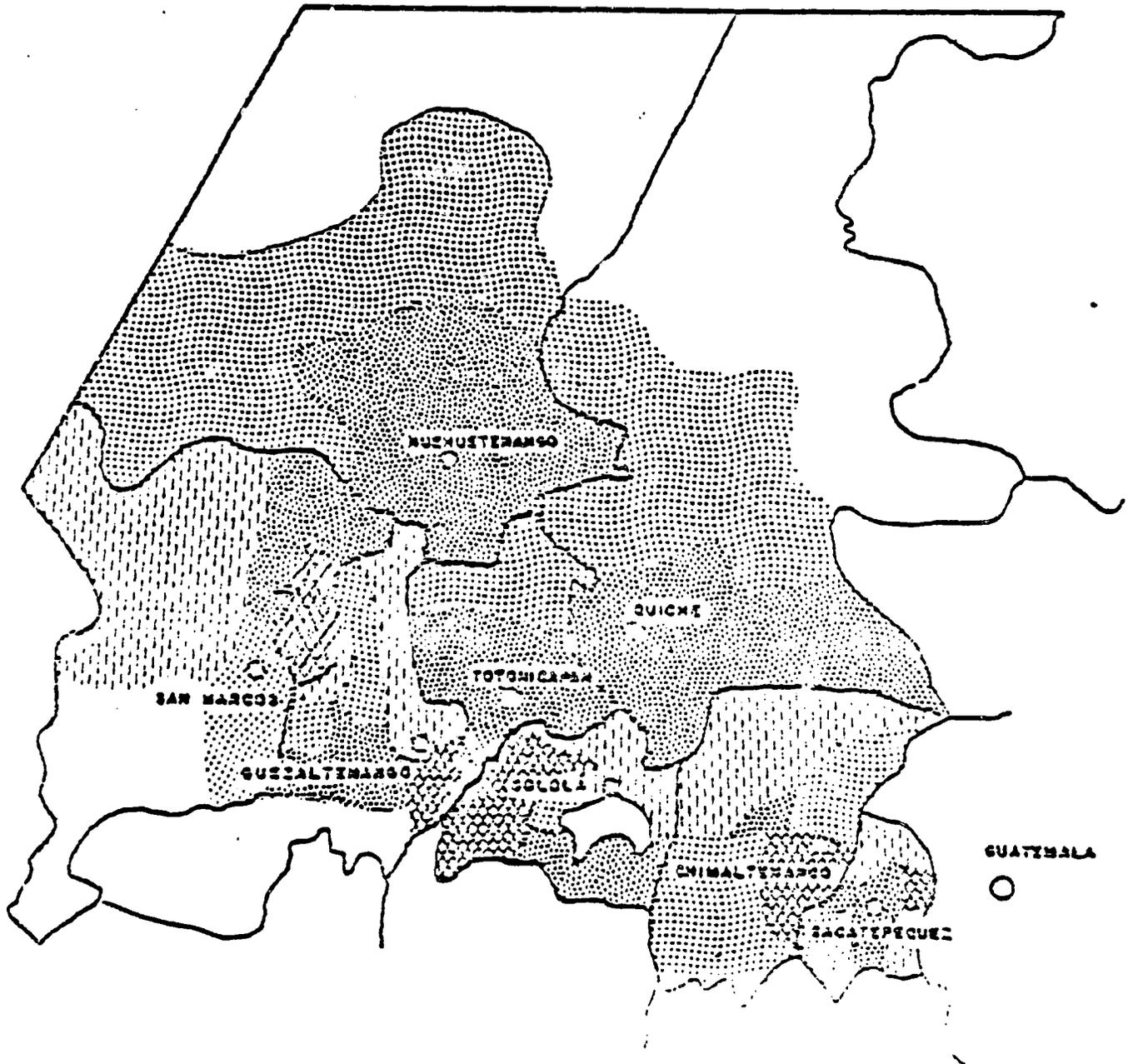
The educational methodology which underpins the non-formal educational program consists of the use of motivating materials that awaken the imagination, develop positive attitudes, and stimulate the thought process and consequent action of individuals in the rural community. Field project personnel -- which include a regional coordinator, departmental coordinators, zonal coordinators, promoters and community volunteers -- experimented with simulations, cassettes, slide shows, photographs, puppets, graphics, case study discussions and other materials designed to stimulate and motivate community members.

Technical materials for use in the communities were developed by the Content Development Department of the Secretariat. After technical presentations, promoters stimulated reflection and analysis in community meetings where villagers compared actual experiences. Participants in instructional programs were encouraged to discuss the advantages and disadvantages of content materials and action implications. Finally, community groups chose either to adopt or reject new information.

Guatemala's Western Highlands

Education Extra-Escolar

Expansion Areas



-  Stage 1
-  Stage 2
-  Stage 3
-  Stage 4

Audio-visual (A-V) materials were especially useful in the implementation and training of NFE methodologies. They became an integral part of instructional activities, as well as a standard element in personnel training methodology and inter-institutional coordination.

Radio, in particular, was recognized as an efficient and effective NFE tool. Once communications and understanding between the Secretariat and target communities was strengthened by seminars and field trips, radio played an essential role in keeping informational and attitudinal channels open. As a result, centrally produced programming became more properly coordinated with field activities.

The development of paraprofessional, low-cost production systems has enabled community-based NFE groups to initiate a variety of A-V learning materials. This decentralization of production systems has further contributed to the vital coordination of program development and field activities.

In 1977, paraprofessional community volunteers known as emergentes began to participate in the implementation of NFE activities. Methods were developed by which the Secretariat could efficiently identify and train volunteers. Because they possessed skills and knowledge distilled from experiences in actual target communities, volunteers provided an integral link between the BRE Program and the rural population.

Improvements in community-level programming can be attributed to AED-sponsored and designed communications training. To ensure continued improvements, existing training methodologies should be consolidated and new methodologies developed which facilitate interpersonal communications, the very heart of the interactive educational process utilized in the NFE program.

Educational Programming System

The non-formal educational programming system developed in 1977 and 1978 was specifically designed to respond to community needs. The four principal components in determining and satisfying those needs were:

- curriculum development;
- educational materials production;
- delivery; and
- formative evaluations.

Curriculum was developed with regard to the special interests, problems and potential opportunities of various rural areas. The original BRE Program design depended on the Secretariat to conceptualize subject matter for NFE activities. As programming experience was gained in the field, that dependence began to shift. Gradually, community-level representatives and groups assumed more responsibility for the initiation of curriculum. The shift to a "bottom up" approach of programming increased the relevancy of NFE activities and placed BRE Program beneficiaries in a more active and responsible role in the development of their own communities.

At the outset of the BRE Program, the Technical Development Department of the Secretariat undertook all program development. Once community NFE programs began to receive and utilize various audio-visual materials and once field-level NFE personnel received training in development techniques, NFE participants began to implement developmental functions with the assistance of NFE personnel.

As community groups began to articulate their educational needs and to implement actual development, the role of promoters in the delivery process changed. Though promoters and extension agents continued to deliver educational materials to the community through meetings, workshops and field trips, more and more of the curriculum and development took place at the community rather than Secretariat level. This facilitated delivery and, once again, helped to heighten the relevancy of NFE activity and to develop the decision-making skills of participants. Rather than deliver centrally produced materials and programming to communities, promoters began to pass curriculum and development techniques on to zonal and departmental levels to be incorporated into general BRE Program systems.

Throughout the development and delivery process, the community participated through dialogue and feedback. Program feedback also included formative evaluation, techniques and observation. As the Program progressed and evaluative techniques improved, the feedback system became a valuable measure of the successes and failures of NFE programming and personnel.

The quality of program content and delivery were measured by villagers and field staff. Reports by promoters and supervisors then attempted to measure quantitative outputs of the program.

In coordination with the Information and Evaluation Department of the Secretariat, AED advisors assisted in the consolidation of the evaluation techniques and materials. A manageable, easily used system was designed which would accurately reflect the needs and resources of field and central personnel.

BRE Project Background and Description

The five-year AED contract with AID was divided into two distinct stages: Planning and Implementation. AED responsibilities during the Planning stage included the scheduling of inter-institutional donor activities, researching and determination of personnel and financial resources necessary for implementation, and budgeting for anticipated funding requirements of the BRE Project. The Implementation stage required that AED devise cost effective operational systems, improve NFE program content, introduce mass media techniques into the NFE process, and institute training programs for all levels of BRE Program personnel.

Various amendments to the original contract required that the BRE Project institute baseline studies and gather data relevant to the formative stages of the BRE Program. Training, implementation and tracking systems were also included as revised Project responsibilities. Further

amendments stipulated that the BRE Project address inter-institutional coordination, implement administrative and field-level training programs, and expand resource and NFE programming materials in the implementation stages.

The primary objective of the BRE Project was to fulfill the requirements of its AID contract by assisting the Coordination Secretariat in the effective organization and implementation of the NFE component of the GOG National Development Plan of Education, Science and Culture. Indirectly, the BRE Project shared the long-range GOG goals of providing for the educational needs and improving the standard of living of rural Guatemalans through non-formal educational activities.

In order to fulfill contract requirements and assist in the achievement of long-range GOG objectives, the BRE Project required AED advisors to:

- assist in NFE planning and programming;
- help provide equipment and training in development, production and dissemination of instructional NFE materials;
- assist in procurement of communications devices and in development of communications skills in NFE personnel and activities;
- provide equipment and training for the utilization of radio in NFE communications and instructional activities;
- improve program management and administrative techniques through improved training methods and communications skills;
- establish innovative and effective training programs for all levels NFE personnel and establish means by which community volunteers can be integrated into NFE activities;
- develop effective program evaluation and research techniques and systems;
- develop and enact systems which improve inter-institutional coordination; and
- support community-level initiation, development, delivery, and evaluation of NFE programming and methodology.

In the fulfillment of these components of the AID contract, the BRE Project required a management and implementation team comprised of:

- a Washington-based Project Coordinator responsible for overall project coordination and technical backstopping;
- a field-based Technical Assistance Team responsible for implementation and maintenance of the BRE Project; and
- an AED/Washington Support Staff for the provision of administrative and logistical reinforcement to field-based personnel and activities.

The Technical Assistance Team consisted of three personnel subgroups:

- long-term personnel, who accounted for a total of 271 person/months of technical assistance to the NFE program;
- short-term personnel, who accounted for 101 person/months of assistance; and
- the AED/local contract staff.

The AED/Washington Support Staff divided its responsibilities into four areas of responsibility: general program assistance; logistics and travel; editorial services; and contract administration.

Final Report Presentation

The separation between the responsibilities of the AED project specialists and the activities of the Guatemalan counterparts is a superficial one at best. Over the five-year period of the AID contract, the two groups worked collaboratively to implement the day-to-day BRE Program activities. However, for reporting purposes, we have separated the Academy's contractual obligations from the long-range goals of the BRE program.

In Part II, we address the BRE Program of the Government of Guatemala. AED's BRE Project is described in Section III so that contract obligations can be seen in the perspective of the overall program.

The specific responsibilities of the Academy -- as defined by the AID contract, various amendments to the contract, Project Agreements, and PIO/Ts -- can be broken down into nine project components. Discussion of each of the components, A through I, is divided into three subsections: 1) a statement of the work; 2) accomplishments under each work statement; and 3) a brief analysis of accomplishments and recommendations.

II. PROGRAM DESCRIPTION

A. OBJECTIVES

The Basic Rural Education Program in Guatemala sought to coordinate plans, activities and resources with agencies which had existing programs in the target areas of the Western Highlands. The program was directed towards children (aged 10-14) and adults (men and women, aged 15-45) who had no access to formal school facilities or who, for some reason, had left the formal educational system. The general objectives of the program were to:

- contribute to improving the quality of life of rural families through coordinated educational action;
- increase the educational opportunities of the rural population;
- support, with educational action, different programs undertaken by institutions represented in the Junta Nacional de Educacion Extra-Escolar (JNEE); and
- strengthen permanent education through educational programs that permit target audiences to benefit from follow-up activities after receiving information, guidance and appropriate instruction.

In 1980, a JNEE Special Commission contracted to study Non-formal Education (NEF) and redefined program goals in more specific terms:

- 1) Medium and long-range goals undertaken by GOG institutions and agencies (e.g., Agriculture, Health) were to:
 - aspire to satisfy the permanent educational needs of the population;
 - contribute to the betterment of the standard of living of less favored sectors of the population, giving priority to persons and families of the rural areas who do not have access to the schools;
 - encourage popular advancement and participation;
 - better nutrition, health and general living conditions;
 - augment the capacity of production and consumption;
and
 - preserve and develop natural resources.

- 2) Medium and long-range goals undertaken by the BRE Junta and Secretariat were to:
 - create lasting educational programs that permit the population to benefit from follow-up educational activities; and
 - direct the orientation of scientific and technological investigation toward a greater understanding and better use of the human and material resources of the country.

- 3) Short-range goals undertaken by GOG institutions and agencies (i.e., Agriculture, Health) required the transfer of knowledge, abilities and skills to the villagers in such manner that the established objectives were met. To accomplish this, GOG groups needed to:
 - train the population in skills that would enable them to solve basic individual, family or social problems;
 - provide technical and vocational skills training to the population in order to increase their occupational mobility and thus augment their production and consumption capacity;
 - give practical orientations to the population in the conservation and rational utilization of natural resources;
 - prepare the population to convert itself into a dynamic change factor in local, regional, national and Central American development; and
 - instruct the population in the preservation of cultural values.

- 4) To increase educational opportunities and to offer greater mobility to the less favored sectors of society, the BRE Junta and Secretariat established further short-range goals and undertook to:
 - strengthen the coordination between the Government NFE programs and the reasonable use of resources;
 - support self-managed village activities requiring NFE services; and
 - experiment in the use of innovative systems of communication and delivery, especially radio.

Instructional objectives of the BRE program were to:

- communicate, inform and teach basic concepts of pricing, marketing, credit and financial assistance for agricultural development;
- introduce techniques of irrigation and crop production, as well as simple agricultural techniques;
- introduce simple industrial techniques and training in small industries;
- present information about problem solving;
- teach principles and practices for improved health, nutrition and family life;
- provide training in various kinds of artsanry development;
- develop the capacity to communicate, speak Spanish, do simple arithmetic, participate in community life and understand social welfare programs;
- teach fundamentals of production, consumer cooperatives and labor organizations;
- teach concepts about soil conservation, reforestation and protective cultivation;
- teach Spanish, and natural and social sciences, and to facilitate artistic expression on the basis of national values; and
- teach reconstruction techniques in earthquake-affected areas.

B. ADMINISTRATION

The National Development Plan for Education, Science and Culture of the Government of Guatemala (GOG) organized the education sector in such a way as to directly support national development goals. For implementation and administrative purposes, the plan called for the creation of:

- a National Commission for Education, Science and Culture (Comision Nacional de Educacion, Ciencia y Cultura);
- a Non-formal Education (NFE) Subsector (Educacion Extra-Escolar);
- a National Non-formal Education Board of Directors (Junta Nacional de Educacion Extra-Escolar);

- a Coordination Secretariat of the NFE Board; and
- a Regional (Field) office.

Chart A, on the following page, illustrates the various administrative classifications and lines of authority of a BRE program.

COMISION NACIONAL DE EDUCACION, CIENCIA Y CULTURA

JUNTA NACIONAL DE EDUCACION EXTRAESCOLAR

ASESORIA INTERNACIONAL
ORGANISMOS COOPERANTES

AID
UNICEF
UNESCO

SECRETARIA
COORDINACION

ASESORIA INTERINSTITUCIONAL
EQUIPOS INTERDISCIPLINARIOS

EQUIPO TECNICO
PLANIFICACION

EQUIPO OPERACIONAL
MODULIZACION

ADMINISTRACION

COORDINADOR DE PROGRAMAS

COORDINADOR REGIONAL

JEFE ADMINISTRATIVO

INVESTIGACION
EVALUACION

DESARROLLO DE
CONTENIDOS

PROGRAMACION
PRODUCCION

ENTREGAS POR
RADIO

ADMINISTRACION
REGIONAL

PRESUPUESTO
CONTABILIDAD

COMPRAS
SUMINISTROS

UNIDAD DE AYUDAS AUDIOVISUALES

MODULO BASICO
ALTIPLANO OCCIDENTE

MODULIZACION
AREA AFECTADA

PERSONAL

EQUIPO
VEHICULOS

SECCION DE
ARTES GRAFICAS

SECCION DE
AUDIO

COORDINADORES
DEPARTAMENTALES

COORDINADORES
DEPARTAMENTALES

COORDINADORES
ZONALES

COORDINADORES
ZONALES

MONITORES

MONITORES

PERSONAL NO PERMANENTE
TECNICOS EN PLANIFICACION

PERSONAL NO PERMANENTE
TECNICOS EN ADIESTRAMIENTO
INVESTIGACIONES SOCIALES

The National Education, Science and Culture Commission is a high-level policy body which carries the responsibility of defining the social objectives of the Government within national economic policies. Presided over by the Minister of Education, its membership includes the Ministers of Economy, Agriculture, Health, Labor, and Defense, as well as the Secretary General of the National Economic Planning Council.

The National Non-formal Education Board is the agency-level body responsible for establishing specific policies and guidelines within the parameters of the National Commission. It comprises:

- the Vice-Minister of Education (who presides);
- the directors of Community Development (INTECAP);
- Health Services (DIGESS);
- NRE Division of Ministry of Education;
- Education for the Army; and
- a delegate of the Secretary General of the National Economic Planning Council.

1. The Secretariat

The Secretariat is the implementing arm of the Junta Nacional de Educacion Extra-Escolar. The Secretariat is comprised of three technical units: the Content Development Department; the Production Department; and the Investigation and Evaluation Department. These technical units located in Guatemala City.

a. Content Development Department

The Content Development Department worked closely with technicians of different institutions in developing and verifying the contents of technical guides, teaching guides and learning work sheets. Basic content areas and specific educational units produced include:

- Agriculture - production of beans, corn, vegetables, potatoes, wheat, inter-planted corn and beans, forestation, construction of compost piles, and agricultural credit;
- Community Development - community organization, family education, home improvement, and home arrangement;
- Health - rabies, the human body, and childhood diseases; and
- Education - literacy units of reading and writing.

Beginning in 1976, the Content Development Department elaborated instructional information geared towards "generating activities" in these basic areas. Since 1977, the Department has utilized baseline investigations, situational studies and specially designed feedback systems to develop curriculum units relevant to community needs. Increased cooperation between the BRE project(s) and participating ministries has led to departmental-level content development activities.

b. Production Department

The Production Department produces educational materials, consisting of educational pamphlets, innovative audio-visual materials, and radio programs. The Department was established in 1977 with the installation of photographic and printing equipment. The graphics section produces silk-screen and mimeograph copies of art work for posters, flipcharts, study charts, teaching guides and technical references. The Department also has collected a large reference file of photographs. Subject matter of these materials includes topics in the same general areas as the content units.

The radio/audio section began radio programming in 1977 when it produced promotional spots for use by Radio Triunfadora in Chimaltenango. In 1976, station TGSM and Radio Tacana in San Marcos and Quezaltenango, respectively, began broadcasting daily, one-hour instructional programs. The department produced radio stories and technical discussions for use by the stations. Programming on cassette tape has also been experimented with by the department.

c. Investigation and Evaluation Department

The Investigation and Evaluation Department performs baseline studies and implements systems of evaluation. Its areas of activity have included:

- study of radio coverage and preference in the Highlands;
- development of an information feedback system;
- development of a formative evaluation system;
- development of a summative evaluation system;
- development of an impact evaluation and cost analysis system;
- design of various research and evaluation instruments;
and
- preparation of a methodology for community-specific case studies.

Radio coverage studies have been used by the Secretariat to plan expansion of the program into new geographical areas. The studies have shown that government services are concentrated along the Pan American Highway. The program hoped also to provide services to the population residing in the marginal, less accessible areas.

The information feedback system began functioning at a minimal level in 1977. The system relies on field personnel completing forms which describe participant characteristics and activities. The department produced a concise "folder of evaluation" which contained simple, easy-to-fill-out forms which were used by the department as an evaluation measurement instrument. These forms are the Formularia de Retroinformacion de Monitores (FRIM) and Formularia de Retroinformacion de Zonales (FRIZ). Data collected in this way is coded and stored in the computer belonging to the Ministry of Agriculture (DIGESA). Departmental personnel are trained in computer programming and operations, and perform statistical analysis of the field activities.

By the end of 1978, the Department was receiving accurate information from promoters and departmental and zonal coordinators. This feedback system was adapted to provide additional information for use in formative, summative and impact evaluation. The forms were redesigned to detail concrete accomplishments and achievement of learning objectives. The impact evaluation system includes case studies of selected communities which profile the promoters, describe the teaching/learning process and put the accomplishments into a community context.

2. Field Module

The Field Module is the regional organization responsible for direct contact with the target communities and promoters. It is headed by the Regional Coordinator. Located in Quezaltenango, the Field Module began operating in the first part of 1977. A Technical Regional Council (TRC) was established in 1978 to facilitate communication between the Field Module and the Secretariat. Initial field activities concentrated on the development of institutional support groups, bringing together field technicians of the participating ministries. The community programming model which was developed in the field has succeeded in coordinating the participation of the BRE and institutional staff in target areas.

The Regional Coordinator, Departmental Coordinator, Zonal Coordinator and community-based promoters work together in providing an integral learning program for rural Guatemalans. Departmental and zonal coordinators work closely with the technical staff of participating institutions in programming community activities based on information received from the promoters. These personnel operate in the five Highland departments of San Marcos, Quezaltenango, Solola, Sacatepeque and Chimaltenango.

a. Support groups

Support groups are institutions that develop integrated educational content and activities which help solve problems found in rural communities. These groups serve as liaisons between the Secretariat and participating institutions. Both government and private groups work with local communities in programming different actions that will take place within the project. The first groups were established in 1978.

1) Inter-institutional support and coordination

The following government institutions were technical groups involved in the project:

- Directorate General of Agricultural Services
(Direccion General de Servicios Agricolas - DIGESA);
- Directorate General of Health Services
(Direccion General de Servicios de Salud - DIGESS);
- Community Development
(Desarrollo de la Comunidad);
- Ministry of Education
(Departamento de Educacion de Adultos and
Departamento de Educacion Estetica);
- Army Education Programs
(Programas Educativos del Ejercito);
- National Institute of Technical Training
(Instituto Nacional de Tecnica y Capacitacion - INTECAP);
and
- General Secretariat of the National Council for Economic
Planning
(Secretaria General del Consejo Nacional de Planificacion
Economica).

Government agencies not affiliated directly with the project, but which serve in the same project areas and, thus, are related tangentially to the project, include:

- National Bank for Agricultural Development
(Banco Nacional de Desarrollo Agricola - BANDESA);
- National Agricultural Marketing Institute
(Instituto Nacional de Comercializacion Agricola - INDECA);
- National Institute for Agrarian Transformation
(Instituto Nacional de Transformacion Agraria - INTA); and
- National Institute for Forestation
(Instituto Nacional de Forestacion - INAFOR).

In 1978, institutions cooperating in support groups in four departments included:

<u>Department</u>	<u>Institutions</u>
San Marcos	DIGESA, DIGESS, Desarrollo de la Comunidad, INAFOR
Quezaltenango	DIGESA, DIGESS, Desarrollo de la Comunidad, INAFOR
Solola	DIGESA, DIGESS, Desarrollo de la Comunidad, MINEDUC, INAFOR
Sacatepequez	DIGESA, DIGESS, INTECAP

For a series of complex and difficult reasons, technical institutions make contributions on every level, from full support to no support at all. In 1978, a government decree was passed requesting that cooperating institutions provide joint planning in non-formal education activities. This has been viewed as a positive step in increasing inter-institutional linkages. However, implementation of this decree took place quite slowly.

2. Private support groups

Many private groups work in the same project areas as JNEE. Increasingly, an attempt is made to utilize their expertise and service to further project goals.

The following groups had some relationship to the project:

- Accion Catolica;
- CARE;
- Proyecto Chuipaj;
- Clinica Berhorst;
- Proyecto Uleu;
- Puesto de Socorro;
- Cooperative Xelac;
- ICTA;
- CAPS;
- PAM (Programa de Asistencia Materna);
- Project HOPE;
- World Vision;
- CARITAS;
- Escuela de Adiestramiento para Cooperativas Agricolas (EACA);
- Vecinos Mundiales;
- Materiales Mouria Maya; and
- ASECSA.

b. Promoters & promotor training

Promoters are community leaders who have been selected and trained to carry out non-formal education and community development activities representing the National Commission of Non-formal Education. They come from and live in the communities where they work. In some cases there may be two promoters in one community.

Promoters are trained in a two-week workshop before they begin work. In-service training is conducted during the year to upgrade their skills. Training subject matter includes:

- non-formal education methodologies;
- education transfer;
- use and production of audio-visual and mixed-media instructional materials (e.g., cassette tape recorders, learning games, posters, photographs);
- use and construction of light boxes for graphic reproduction; and
- approaches to critical incident story writing.

About 250 promoters from the National Commission work within rural communities. Promoters stimulate participation by the community, give demonstrations of individual experiences, and use group techniques to facilitate teaching/learning action. Promoters assure that groups compare learning materials and actual experiences.

The 250 promoters live and work in approximately 175 communities in the five departments. The number of promoters continually changes because of resignations, non-renewal of contracts, moves, and, in some cases, deaths. The geographic distribution of promoters in 1979 was as follows:

<u>Department</u>	<u>Number of Promoters</u>	<u>%</u>
San Marcos	104	41.6
Quezaltenango	51	20.31
Solola	57	22.8
Chimaltenango	11	4.4
Sacatepequez	<u>27</u>	<u>10.9</u>
<u>Totals</u>	250	100.0

c. Para-professional community leaders (emergentes)

A vital aim of out-of-school learning and training is to maximize use of community resources so that communities and individuals can become self-reliant. In 1977, the program began to identify and train para-professional community leaders (emergentes) to facilitate learning and community action programs. The para-professionals then transferred knowledge to fellow community members.

As of 1978, over 500 emergentes were providing promotor and learning activities within almost 500 communities in five departments, as follows:

<u>Department</u>	<u>Para-Professionals</u>
San Marcos	280
Quezaltenango	41
Solola	166
Chimaltenango	12
Sacatepequez	<u>23</u>
<u>Total</u>	522

3. Participating International Donor Agencies

Three international agencies participated in the design and implementation of the BRE program. UNESCO provided training specialists, printing services and instructional materials. UNESCO also arranged for training fellowships for Guatemalan personnel. UNICEF provided a total grant of \$1.1 million, primarily in the form of equipment, materials and training fellowships. USAID provided \$1.25 million in technical advisory services and training funds.

The Academy for Educational Development was contracted by USAID to provide technical services to the personnel of the Junta Nacional de Extra-Escolar and its Coordinating Secretariat. Contract #AID/a-C-1118 identifies specific component areas of work completed by the Academy team.

C. EDUCATIONAL METHODOLOGY

The educational methodology which underpins the non-formal education program is based on an experiential learning/planning process. Groups are instructed in the process that leads from the abstract expression of community needs to the planning and implementation of concrete learning activities.

1. Simulation of Real Conditions

Real conditions are simulated through the use of motivational materials such as graphics, puppets, games, cassettes or slide shows which awaken the imagination, develop positive attitudes and stimulate the thought process towards action. Simulations allow participants to communicate their emotional responses to community specific situations.

2. Group Discussion and Reflection

After simulation, the group discusses and reflects on the experience. The promotor facilitates articulation of learning needs, beliefs, prejudices, strengths and weaknesses as expressed by the group.

3. Identification of General Principles

The group defines the social, economic and geographical parameters within which action can be taken.

4. Action Planning and Implementation

At this stage, content areas and learning objectives are determined by the group. The group decides what sort of action will be taken, and what kinds of resources or assistance are needed to help them achieve their goals.

Technical content units for use by the community are prepared by the Content Development Department of the Secretariat and by technicians of participating agencies. Instructional messages are disseminated through promotor-led meetings using radio broadcasts as a support to field work. The self-knowledge stimulated by the initial learning process is applied to the concrete learning activity. After presentation of the technical message, the promotor encourages the group to compare learning materials received with their actual experience.

After demonstration and in the absence of technicians, promoters stimulate reflection and analysis, discuss the advantages and disadvantages of the content material, and attempt to teach groups how to identify the implications of taking action on the information. In this phase, theory is united with practise. Groups decide to adopt or reject new information. Promoters stimulate the group to discuss the significant differences between the information content and local experience.

Meetings are held with community members to discuss certain themes that are of interest to the group. Normally the educational materials are the focal point of discussion. The literacy group meetings were held more frequently but with less participants; the average attendance was about 5 persons per meeting. Technicians from the institutions held much larger meetings when discussing health or community development; attendance averaged about 21 persons per meeting. About one-third of all participants attended the agricultural meetings.

Chart B, on the following page, documents the number of geographic groups and communities in which the BRE project was active. At some point, the Junta Nacional de Educacion Extra-Escolar will be a central coordinating and resource center for all major non-formal education programs in the country. Work with rural communities will be carried out by cooperating institutions.

At the end of 1979, the Junta representatives (coordinators and promoters) were carrying out the bulk of the training and community organization activities. About 71% of the community meetings were directed by Junta personnel and another 29% by participating institutions. There was an increased number of other private organizations and institutions that were beginning to use Junta resources and facilities for their own outreach programs. This increased in 1980, and strong working relations were established between BRE, DIGESA, INTECA and World Neighbors.

SUMMARY GEOGRAPHIC GROUPS AND COMMUNITIES PROJECT

DEPARTMENTS	MUNICIPALITIES	TOWNS	CANTONS	NEIGHBORHOODS	BARRIOS	TOTALS
SAN MARCOS	4	27	-	18	-	49
QUETZALTENANGO	5	16	13	-	-	34
SOLOLA	5	9	20	8	4	46
CHIMALTENANGO	3	9	-	2	-	14
SACATEPEQUEZ	3	7	-	1	-	11
GUATEMALA	1	4	-	-	-	5
TOTALS	21	72	33	29	4	155*

* Total of 155 communities is more than 125 noted elsewhere due to double counting.

Source: Modulo Basico, "Memoria Annual," 1978

1. Motivating Materials

The innovation of educational methodology consists in using motivating materials that awaken the imagination, develop positive attitudes, and stimulate the thought process towards action. Project staff members have experimented with simulation, cassettes, slide shows, photographs, puppets, graphics and case studies to stimulate and motivate community leaders.

In 1979, there was an increase in use of different types of motivating materials. Some examples are worthy of mention:

- Promoters were trained to make and use puppets. These were then used to stimulate reflection by community members.
- Communities began to record conversations and reflections with tape recorders.
- Communities organized field trips to demonstration plots, extension agencies, and appropriate technology centers.
- Project-made simulation games were used in different communities to promote reflection and problem-solving concepts.

More specific examples included:

- Eight sequential posters instructed the community about foods needed for children younger than one year old. The community diagnosed their health problems based on information from the posters. Posters can be "decoded" so that the promotor can emphasize content that was considered to be relevant to the community.
- The Snake Game, a table game, offered specific information about health, nutrition, sanitation, soil conservation and marketing. Messages were presented along a "snake-shaped path" and community members were encouraged to reflect, conceptualize, and take action on this new information.
- Literacy Dice was a table learning device that had 84 syllables and 9 numbers in dice that are used in the region. Its purpose was to develop the capacity to recognize letters, form words and practise simple calculations.
- Mini-Case Studies, a collection of critical incidents, were designed to encourage expressions of sentiment and possible action.

2. Educational Programming System

The project has instituted a non-formal educational programming system which responds in quality and relevance to the communities' needs. In its purest sense it is sensitive to the interests and reactions of the local community. In reality, it strikes a balance between communities' needs and the judgments of the Junta staff and the technical institutions.

Coordinated, integrated and linked with public and private technical and service agencies, the educational programming system is comprised of four primary components: Curriculum Development; Educational Materials Production; Delivery; and Formative Evaluation.

a. Curriculum development

The curriculum is aimed towards the interests, problems and potential opportunities of the rural area. It is developed from collecting, organizing and cross-checking information from community programming, technical institutions of the Junta, and Junta staff members.

Learning models were developed in six areas. Each module contained a learning packet which included a pamphlet or booklet, a radio program, graphics, photographs, or whatever learning materials were necessary to train the rural people. Each module obviously varied according to the course. In general, a module can be used for one session (2-3 hours) or for 4-5 sessions (8-10 hours).

The breakdown of curriculum areas as well as percentage magnitude of programming for 1979 follows:

- Literacy and Basic Math

This area was not originally considered a project component. However, promoters were required by their communities to provide basic reading, writing and calculation skills. Since almost all community members were illiterate, this became important for some communities. In 1979, these course modules represented about 16% of NFE programming. In addition, promoters have begun literacy training as an initial educational program before starting into other content areas. Also, many Project staff members have considerable experience in literacy training because they had worked for many years with the Adult Education Division of the Ministry of Education.

- Home Economics

These course modules represented about 35% of NFE programming in 1979 and were geared especially to women. Courses were developed in:

- * food preparation
- * embroidery
- * sewing
- * lorena stove making
- * special cooking

- Agriculture

Agriculture course modules represented 31% of NFE programs in 1979. Though courses were developed with the help of technical institutions, they were elementary and within the socio-economic possibilities of small-scale farmers. Courses covered the following subjects:

- * soil analysis
- * terrain planting and leveling
- * fertilizer storage construction
- * bean production
- * vegetable production
- * wheat production
- * potato production
- * coffee production
- * mini-irrigation programs
- * fruit trees
- * pasture seeding
- * seed selection
- * reforestation

- Health

These courses represented 7% of total programming in 1979 and covered the following themes:

- * latrines
- * vaccination
- * parasite control
- * sanitation

- Community Organization

Course modules represented 5% of programming in 1979 and covered the following themes:

- * formation of groups
- * community development
- * community organization

- Miscellaneous Courses

Accounting for 6% of 1979 programming, these courses were developed at special requests or adapted from existing learning modules of the technical institutions. Subject matter included:

- * carpentry (chairs, tables)
- * school construction
- * sewing
- * tailoring

b. Educational materials production

Booklets, pamphlets, photographs, and other audio-visual aids were produced by the Coordination Secretariat and, in some cases, at the regional level. The project had its own printing press in Guatemala City for producing these booklets.

At the regional level, six mimeograph machines and a ditto machine were available for field-level use. These facilitated production of materials in the field. Also, 500 copies of an AED booklet, "500 Ilustraciones del Ambiente Campesino," was published in 1979. This booklet showed how to draw and reproduce different characters and facilitated making pamphlets at the local level.

c. Delivery

Delivery is the general concept for learning activities that are handled by promoters, emergentes or extension agents of technical institutions. It is any kind of organized learning activity planned and carried out to fulfill the communities' objectives.

In general, promoters begin by scheduling informal meetings with their communities to discuss community problems. Normally, after 4 to 5 sessions, the group decides upon a community problem that it wants to solve or a project it wants to begin. The promoter organizes a mini-course and obtains support from the zone coordinator and the department coordinator. At crucial and important times within this process, extension agents of the technical institutions are called in to provide expertise. They bring either technical information not available to the community or technical institution resources.

Different kinds of delivery systems were used in the project. They varied from small informal meetings with promoters to large-scale demonstration or field-day presentations by the technical institutions of the Junta.

The number of deliveries made in various content areas and departments in 1978 and 1979 are recorded in Chart C, on the following page. As the chart indicates, in the three departments in which information was available, there was a considerable increase in the number of deliveries in 1979. A major shift was the increase of educational activities in home economics and agriculture.

Chart D documents the number of community members attending various educational activities which took place in 1978.

The promoter assured that a learning process took place by facilitating or stimulating a conscious reflection on the particular content which was studied. To carry this out effectively, he did considerable preparation before his meetings, and was able to use audio-visual and plastic materials (when the situation required) to support his actions with the group.

Delivery (Entrega de Contenido), 1978 and 1979,
By Content Area, By Department

	San Marcos		Quetzaltenango		Sacatepequez	Solola		Chimaltenango	Totals	
	1978	1979	1978	1979		1978	1979		1978	1979
Home Economics	372	1,134	822	1,513	320	110	394	212	1,836	3,041
Agriculture	932	1,883	195	348	60	144	463	177	1,508	2,694
Literacy, Basic Math	784	986	577	341	126	43	28	673	2,203	1,355
Community Organization	48	204	39	71	26	50	92	-	163	367
Health	177	421	82	44	51	73	191	1	384	656
Sewing	18	335	-	24	5	-	90	-	23	415
Tailoring	44	335	10	24	-	11	90	55	125	415
Training Para-Professional	1	NA	1	NA	-	-	NA	-	2	NA
Others	41	34	41	13	25	41	41	10	158	88
TOTAL	2,417	4,963	1,767	2,354	613	472	1,299	1,128	6,462	8,616

Source for 1978 figures: Modulo Basico, "Memoria Annual," 1978. Information available for all departments

Source for 1979 figures: Modulo Basico, "Memoria Annual," 1979. Information is only available for
for Departments of San Marcos, Quetzaltenango, and Solola for 1979.

TOTAL NUMBER COMMUNITY MEMBERS ATTENDANCE,
1973, BY DEPARTMENT, BY CONTENT AREA

CONTENT AREA	SAN MARCOS	QUET-ZALTENANGO	SOLOLA	CHIMALTENANGO	SACATEPEQUEZ	TOTAL
HOME ECONOMICS	2,591	4,301	1,922	755	2,417	11,986
AGRICULTURE	7,239	1,394	2,722	748	516	12,619
LITERACY/ BASIC MATH	3,508	2,022	378	1,240	477	7,625
COMMUNITY ORGANIZATION	890	438	1,950	-	360	3,638
HEALTH	2,897	965	1,606	38	968	6,374
SEWING	120	-	-	-	-	120
TAILORING	224	58	51	93	28	454
TRAINING PARA-PROFESSIONAL	6	17	-	-	-	23
OTHERS	604	329	1,034	64	185	2,216
TOTAL	18,079	9,424	9,663	2,938	4,951	45,055

Source: "Memoria Annual" Modulo Basico, 1978, data elaborated

The zone coordinator's role was to give timely orientation and supervision to his promoters so that the caliber of community meetings was constantly augmented. Where the zone coordinator encountered difficulties in providing good advice, the training team person worked with him and the promotor, using the actual situation as a case example. An elaborate guide for the months' field supervisory activities was drawn up indicating specific tasks for department and zone coordinators.

d. Formative evaluation (feedback)

Project staff members maintained close observation and formative evaluation of project activities. Quality of program content and delivery were measured in terms of relevance and acceptability as perceived by the audience. The measures used are described more fully in Section IV.

III. ANALYTICAL DESCRIPTION OF AED CONTRACT COMPONENTS ACCOMPLISHMENTS, ANALYSIS AND RECOMMENDATIONS

INTRODUCTION: HISTORY OF CONTRACTUAL RESPONSIBILITIES

The original contract between USAID and AED calls for the contractor's activities for the BRE Project to be divided into two stages: Planning and Implementation. Stage I, Planning, covered the time period from November 24, 1975 to April 30, 1976; Stage II, Implementation and Operations, covered May 1, 1976 to June 30, 1980.

Stage I, Planning

During Stage I, the contractor was responsible for the preparation of a detailed implementation plan which would include:

- a month-by month schedule of AED, GOG, AID and other donor activities;
- chronological phasing of the project's component stages;
- determination of personnel and financial resources necessary for implementation of this plan; and
- budgeting for anticipated funding requirements from AID during Stage II.

Stage II, Assistance in Implementation and Operation

The original contract outlined four broad areas of activities for which the contractor would be responsible during Stage II:

- 1) Planning and development of operational systems to make the public sector NFE program more cost effective;
- 2) Improvement of educational content for NFE programs, including programs which do not require literacy for the development of functional skills;
- 3) Introduction of innovative and flexible mass media techniques and resources (e.g., radio, newspapers, supplementary visual materials, theater) to extend the impact of the NFE program; and
- 4) Training of field investigators, monitors and primary program personnel in the Coordination Secretariat.

The original contract also stipulates that the statement of work could later be refined, based on the implementation plan which was to be approved by USAID at the end of Stage I. This section, Article I, Paragraph C, was redefined on three occasions: September 1976; October 1978;

and September 1979. As the contract was amended, the Academy's responsibilities for Assistance in Implementation and Operation changed.

In September 1976, Amendment 2 identified four areas in which the contractor's activities were specified:

- 1) The contractor was to implement relevant and useful field interviews and baseline studies in target areas by assisting in the:
 - collection, collating and analysis of data;
 - study of available materials; and
 - review of present-day NFE program content to fill identified needs.
- 2) The contractor was to assist the NFE Secretariat in developing the capacity to carry out research studies and activities related to the four areas of activities specified in the original contract, Paragraph C (See time period 1975-1976).
- 3) The contractor was to assist the NFE Secretariat and AID personnel in developing a project implementation plan and a project performance tracking system, to be used by the Secretariat and AED in programming and budgeting implementation, and evaluation of the program.
- 4) The contractor was to assist the NFE Secretariat and AID in identifying appropriate opportunities for training NFE personnel outside of Guatemala and for making arrangements for such participation.

In October 1978, Amendment 8 further detailed the contractor's activities within the BRE program. Amendment 8 repeated Paragraphs (1-3) of Amendment 2 (above) and expanded Paragraph 4. It stipulates that, for the implementation and operation of the Basic Rural Education Project, the contractor shall:

- 1) establish inter-institutional linkages in the target communities;
- 2) promote inter-institutional programming;
- 3) develop training and reference materials in applied communications skills;
- 4) develop and use instruments to measure the achievement of learning objectives by participants in field activities;
- 5) provide instruction in cost benefit and cost efficiency analysis to members of the I/E Department of the NFE Secretariat;

- 6) improve management techniques and skills for program operation;
- 7) expand the use of human resources at the community level;
- 8) extend the program's use of radio programming as an instructional support;
- 9) expand the field use of audio-visual (A-V) media; and
- 10) develop and use instruments to test the effectiveness of audio-visual materials.

In September 1979, Amendment 9 provided for the systematizing of procedures and mechanisms for inter-institutional coordination. It also provides on-the-job training in administration for Secretariat and field personnel, and includes case studies in evaluation methodologies.

Project Components

Based on the contract history outlined above, the Academy's responsibilities can be summarized in the following nine component areas:

- A. Planning and Programming;
- B. Development, Production and Dissemination of Instructional Units and Materials;
- C. Communication Skills;
- D. Radio Program Materials and Equipment;
- E. Management and Administration Techniques;
- F. Training of Personnel and Development of Training and Reference Materials in Identification and Use of Community Volunteers;
- G. Evaluation and Research;
- H. Inter-institutional Programming; and
- I. Community-level Programming and Planning.

The following sections discuss these components in detail. Each area is described in terms of: 1) the specific statement of work for which the Academy is contractually responsible; 2) accomplishments under each work statement; and, 3) a brief analysis of the accomplishments with recommendations when appropriate.

A. PLANNING AND PROGRAMMING

Statement of Work

The contractor's work responsibilities in the planning and programming areas were divided into two distinct stages of activities.

During Stage I, the AED team was to prepare a detailed implementation plan for the five-year BRE project. This plan was to show a month-by-month schedule of activities by GOG, AID, UNICEF, UNESCO and AED. It was also to illustrate the chronological phasing of project components, and to detail budget, material and personnel requirements anticipated by the BRE Project. The plan was to be submitted to USAID for review and approval by April 30, 1976. If approved, this implementation plan could be used to further specify the work activities of the contractor during Stage II, the implementation and operation of the BRE project. Any such refinement of work statements would be reflected in amendment of the original contract.

During Stage II, the contract called for the AED team to "assist the planning and development of operational systems to make public sector NFE projects more cost effective." Amendment 2 refines this statement of work to, "assisting the NFE Secretariat in developing the capacity to carry out planning and programming activities." For this purpose, the contractor was responsible for the development of a Project Tracking System which would be used by the NFE Secretariat and AID to produce a revised Project Implementation Plan detailing project implementation and evaluation activities and budgets.

Accomplishments

Stage I:

- In November 1976, AED subcontracted Stanford University to perform a field-baseline survey of rural needs and existing services. This three-volume document found that services were concentrated in areas tangential to the Pan American Highway. It recommended an inter-institutional approach to the use of educational technologies for reaching rural people living in marginal areas (cf. "Informe sobre la investigacion de Base").
- The "BRE Draft Implementation Plan" was prepared and submitted to AID in August 1976. This plan incorporated many of the findings of the Stanford research. The plan describes monthly activities in various component areas and identifies material and personnel budgetary resources needed by the project.
- The AED advisors included an organizational arrangement for the BRE Program in the Implementation Plan. The BRE was headed by an inter-institutional policy-making body, the Junta Nacional Extra-Escolar (JNEE) on which sat representatives of each of the Ministries serving the Guatemalan people. The operating arm of the BRE was the NFE Coordinating Secretariat, headed by

the Secretary General. There was to be a Program Coordinator who oversaw the work of three Secretariat Technical Units: Audio Production, Content Development, and Investigation and Evaluation (I/E). Each of these technical units was to plan its activities in response to national needs in NFE as articulated through the field branch of the BRE. The Regional Coordinator headed the BRE field module and reported to the Program Coordinator on field-based activities and needs. The Region was divided into 5 departments, each department into 4 zones, and each zone into several villages which were served by a BRE field agent known as a promotor. Departments and zones were headed by coordinators.

Stage II:

- AED/Stanford advisors continued to provide assistance in the development of an evaluation-based feedback/programming system. Two documents were produced in 1977 which described this system: "Feedback System Principles, Designs, and Operations" and "Evaluation Manual, Volumes I and II".

This system used specially designed forms (FRIZ and FRIM; see Evaluation Section) to gather program-related information from promotors in the villages. The forms were to be sent through the field module organization to the program coordinator who was to direct Secretariat Technical Unit activities accordingly. Regional and departmental coordinators could also use this information to establish linkages and networks between villages with compatible contents or resources. By August 1977, the I/E units of the Secretariat had adopted this system and began training BRE personnel in its use.

- The FRIM and FRIZ were revised in 1978 by AED to tailor the information to specific decision-making priorities of the Secretariat Units.
- AED advisors suggested the establishment of a Technical Advisory Council (TAC) to facilitate coordination between Secretariat decisions and Technical production activities. The council consisted of the heads of the three technical units before it was disturbed.
- AED assisted in the formulation of operating procedures and systems for TAC. Advisors worked closely with TAC in developing plans and organizational designs for its activities in training of field personnel in NFE systems and approaches.
- To facilitate communications between the field module and the Secretariat technical units, AED advisors helped establish a Technical Regional Council (TRC) which eventually directed the monthly evaluation/programming meetings held between the technical units and the regional office. The advisor helped

TRC design a new task-oriented format for these meetings, and introduced a variety of problem-solving techniques to participants at these gatherings.

- AED developed a model for "scientific" planning which was adopted first at the field level and later by the Secretariat technical units. The plan consists of a matrix which is used to identify who, what, when and with what resources activities will be planned. This process became known in the field as auto-analysis. AED advisors used this model to strengthen programming within the field module by the development of a community-based programming methodology. This is discussed in more detail in the section on Community-level Planning.
- AED planned seminars and training workshops on community-based programming methodology in order to improve coordination between field-level and Secretariat planning. AED designed the overall training plan which was used by the BRE, and which followed the same sequence of organizational pairings as community-level planning.
- AED introduced the use of organizational maps for use by BRE planners in identifying and locating field personnel and community support teams. These maps helped illustrate the relationships between possible resources.
- Based on its work in community-level planning, AED developed a strategy for the BRE to use in establishing inter-institutional linkages.
- AED advisors produced a "Survey/Evaluation of the Material Production System and Uses" in 1980 which was used by the Secretary General to analyze strategies, policies and activities carried out at the Secretariat and regional levels. This document will be used in making decisions with regard to the direction BRE Secretariat activities will take in support of zone coordinators, promoters and institutional technicians.
- AED worked closely with the I/U Unit of the Secretariat in designing evaluation plans and calendars. The advisor also helped clarify program objectives and indicators ("Subsector Indicators for Non-formal Education," 1980).
- AED advisors participated in yearly review and planning sessions held by the BRE Secretariat and helped in the development of annual work plans from 1977 to 1981.
- AED advisors participated in a commission to elaborate a new National Non-formal Education Plan. Other participants were representatives of the GOG ministries, NFE agencies and UNESCO.

- AED advisors were directly involved in a GOG subcommission which studied projects, project phases and budgets during the fall of 1980. Results of this study were to be incorporated into the new NFE plan.
- AED worked closely with the USAID mission in defining project objectives and activities. Their input was used in the development of Project Agreement and subsequent amendments to the original contract.

Analysis & Recommendations

It has taken a great deal of time for a program as complex as this one to evolve. For example, we have identified nine complex components in Section III, in which the Academy has been directly involved through the five-year period of its contract. The Government of Guatemala is involved in more than these nine. Furthermore, the program, as envisioned by the original designers, evolved considerably as experience in the programming was gained.

Further complications arose from the relationship between the BRE and the Basic Village Education Project (BVE). The two projects were initially similar in their objective to reach marginal rural populations with informational messages broadcast through the Ministries. In fact, the BRE was designed to incorporate some of the lessons learned in BVE. However, GOG personnel at the National Economic Planning Council did not consider the entire BVE model to be appropriate to their conception of the BRE. Differences in approach from that originally called for in the 1976 Implementation Plan led to subsequent revisions of work plans for the BRE Program.

If a program as complex as this refuses to change with its environment, it will soon be out of touch with rural activities. As the BRE project was being designed and implemented, the rural environment was affected by changes ranging from the 1976 earthquake to program personnel turnover. All this has led to a number of false starts and incorrectly perceived program goals, which are further complicated by the various perspectives of the institutions involved in this program.

To bridge conceptual differences with the Government of Guatemala, particularly relating to organizational design of NFE, and differences in the coordination and communication of ideas within the project framework, AED advisors suggested the establishment of administrative mechanisms and systems planning procedures. The Technical and Regional Councils were intended to provide communications channels between various staff units. Their effectiveness in this role, however, has been impeded by a lack of clear direction. Additional management and administrative training would strengthen the link between decision making and program implementation.

The feedback system was designed to make relevant field data available to planners in the Secretariat and the regional office. The system was designed to serve several purposes, including monitoring, evaluation and impact measurement. When it was determined that this system initially produced too much and too varied information, the advisors revised and

tailored the FRIM and FRIZ instruments to the specific area of inquiry and priority at the BRE.

Information being gathered must be as reliable and as comprehensive as possible. This information, however, must be put into a format that is usable and meaningful to decision makers. Thus, information being gathered must be collected with users in mind. For planning and programming purposes it is not enough to develop a data base and then implement the project over five years. Information must be continually gathered and presented to decision makers in a form which can most effectively be translated into new plans and programs. As internal and external environments change, so must the program change.

To assist in the use of effective administrative and planning procedures, advisors first developed situationally-appropriate methods by which objectives, strategies and principles could be defined and delineated. Thus, they began to train GOG staff in these procedures. Progress, however, has been slow.

As the second five-year National NFE plan was being developed, it became apparent that there was much confusion on the part of GOG planners between final, medium and short-range objectives. They found it difficult to distinguish between goals, and between program policies, strategies and principles. There remains a need for development of managerial and planning skills.

B. DEVELOPMENT, PRODUCTION AND DISSEMINATION OF INSTRUCTIONAL MATERIALS

Statement of Work

The contractor was to assist in the improvement of the educational content of NFE programs. Instructional materials were to be designed, tested and produced. Assistance was to be given in the development of audio-visual (A-V) and print materials for the use in training sessions. Instructional materials were also to be developed for use in applied communications skills and to be made available as reference materials. In order to implement the BRE Program, innovative mass media resources were to be designed, produced and disseminated throughout the program. In 1980, the contractor was asked to assist in the development of a prototype instructional unit for the NFE program. Furthermore, the BRE Program was to expand the uses of audio-visual media, particularly for training purposes. The contractor was to assist the Government of Guatemala by training GOG trainers and by developing training and reference materials in the use of audio-visual media.

Accomplishments

- During the establishment of the production unit, an AED advisor worked with the unit head in the definition of job descriptions and training needs. Advisors assisted in the preparation of the 1977 work plan for the production unit which specifies that training focus on the purpose and use of A-V materials by the BRE Secretariat Staff.
- During 1977, advisors trained departmental and zonal coordinators who then trained monitors in the philosophy and methodology of non-formal education, including the uses of A-V media.
- A short-term consultant in art production trained Secretariat artists and scriptwriters in the use and drawing of stick figures to complement historietas. The advisors then supervised the Secretariat artists as they trained field personnel (April-December 1977). Advisors assisted the training of studio and field artists in the use of drawings as a complement to literacy-oriented field projects.
- The advisors participated in a three-day seminar in 1977 in Quazaltenango for zonal and departmental coordinators to explain the use of technical contents prepared by the content development unit and the use of flipcharts in their field work.
- Advisors participated in two demonstrative workshops on the NFE learning process held for 30 promoters in September 1979.
- Advisors planned and helped implement a major Audio-Visual Workshop/Laboratory which was held in February 1979. The purpose of this seminar was to explain the use and production of A-V media such as blackboards, flipcharts, puppets, drama, flannelboard, educational games, models, etc., to

field personnel. The workshop was attended by 75 persons, including 37 promoters, 23 zone and departmental coordinators, and 35 technicians from other institutions active in NFE. Other agencies participating in this workshop were DIGESA, HOPE, Educacion Estetica, Bellas Artes, the University of Massachusetts, and International Education.

- Advisors began planning puppet theater sessions to be held by contacting theater experts for their participation at two seminars on prototype puppet theater seminars which were held in February 1980 by the Educacion Estetica/MOE.
- Between 1976 and 1977, advisors helped assess the equipment needs for A-V production and supplied a portion of the necessary equipment.
- Advisors helped develop drafts of technical content units, A-V materials and accompanying teaching guides for use by field personnel in areas such as planting, pest control and health, using flyers, posters, flipcharts and, later, cassettes or puppets. Reference materials prepared on production of A-V materials include:
 - * "Instruction Manual for Promotors on Use of Small Visual Posters" (October 1980)
 - * Film strips on the mud stove, soil handling and early childhood stimulation
 - * "Hoja didactica: El Pizarron y su Uso Effectivo" (December 1978)
 - * "Manual on Using Cassettes Recorders at the Community Level" (July 1980)
 - * "Introduction and Use of Non-formal Techniques and the Elaboration of Group Reflection Story Writing" (November 1979)
 - * "Manual on the Application of Puppet Theater to the NFE Process" (May 1980)
 - * "Reference Terms of Producing Early Childhood Care Stimulation Posters" (1980)
 - * "Ten Steps for Producing A-V Aids" (September 1978)
 - * "Practical Sequence of Steps in Production of Guide Units for Promotors in the Use of A-V Materials" (Proposal to Content Development Unit, December 1978)

- * "Drawing Manual-300 ilustraciones del area campesina"
(150 pp, December 1977)
- * "La Technologica Educativa en Funcion de la Estra-Escolar"
(March 1977)
- * "Como Aprende La Gente" (Temas Didactico, 1979)
- * "El Cono De La Experiencia"
- * "Seleccionando Su Visual"
- * "Legibilidad De Visuales"
- * "Uso Effectivo De S- Visual"
- * "El Cal-ulo De Porcentaje De Pendiente"
- * "Nivel Tipo A - Su Construccion"
- * "Nivel Tipo A - Su Uso"
- * "Titeres"
- * "Teatro"
- * "Juegos De Aprendizaje"

Analysis & Recommendations

The BRE Program has found that A-V materials can be used very effectively to facilitate communications within rural communities. These materials have been used to develop analytical, decision-making and technical skills among the project's beneficiaries.

The advisors introduced a wide variety of innovative, easily-produced teaching materials which could be used and adapted to specific field situations. They trained the Secretariat staff not only in the types of materials available but also in production skills such as drawing, lettering, story writing, etc. The Secretariat staff then trained promoters and zone coordinators how to produce their own materials for use within the community.

The A-V workshop held in February 1979 presented the full array of innovations. These included blackboards, flipcharts, puppet theater, drama, flannelboards, educational games and simulation games. Puppets were a particularly exciting and popular form of communication in rural Guatemala. Villagers quickly lost their inhibitions through the guise of a puppet character. The program staff is now exploring additional uses of this medium.

The program has focused on interpersonal delivery systems in order to maximize skill development. Promoters use A-V materials to generate action-oriented discussion among rural groups. The availability of relevant materials, however, has been limited by the centralization of production facilities. Experiments with field-based low technology production equipment improved both the availability and relevance of the A-V materials. Using field-based light boxes, promoters have begun to incorporate centrally-produced materials into situationally-specific designs and formats. The combination of a central resource unit and field production is promising for the BRE non-formal Program.

The design and use of communication materials to facilitate interaction among group members and between communities and government agencies is a crucial component of the Basic Rural Education Program. AED advisors helped identify materials which were effective in the establishment of a mutually trusting relationship between the promoter and the community. Advisors also helped determine what material designs aided community members to learn new planning and decision-making skills. Local "newspapers" and mimeographed pamphlets on specific topics (e.g., planting maize) were widely used as informational devices. Most printed materials included some text, but were also designed to be useful and instructional for the non-literate population.

In 1979 and 1980, advisors consolidated the innovations of the five years of the BRE Program into a model for NFE design, production, content development, distribution and utilization of learning materials. The advisors worked closely with a Secretariat work group to develop the theoretical framework for a prototype instructional model which would use a mixed-media approach. Learning objectives would be defined and impact measured in terms of their accomplishment. The BRE staff worked on bibliographical compilations and institutional resource identification as part of this process. The unit was to contain a content guide, support materials guide, methodological instructions, and evaluation and follow-up guide. The first such unit was prepared on soil conservation in late 1980.

C. COMMUNICATIONS SKILLS

Statement of Work

In order to increase the effectiveness of the communications and group dynamics skills of the field technicians from the BRE project and other GOG institutions, the advisors were to:

- 1) develop training and reference materials for a training manual in applied communications skills; and
- 2) assist in the development of A-V and print materials to be used in training sessions for field technicians in communications methodology.

Accomplishments

1. Applied Communications Manual

- In December 1978, several sets of training materials on group dynamics were purchased and adapted for use by the BRE field personnel. Included in an open-ended manual, Themes in Communications Application, was instructional material on group analysis, communications theory, problem analysis, brainstorming, and analysis of the national reality. Also covered were group interaction, team building, cooperation, and effect of prestige on group interaction.
- In 1980, a manual on the Application of Puppet Theater to the NFE Process was co-authored by AED advisors with members of the Secretariat production unit which describes the use of puppet theater to loosen inhibitions and expand communication.

2. Communications Methodology Training

- In February 1977, the advisors participated in a three-day seminar for field personnel on the use of flipcharts to facilitate communication.
- During October 1977 meetings of the Secretariat, advisors participated in two sessions devoted to the "Principle of Communications" and the "Teaching Learning Process."
- Single-page guides to assist departmental and zone coordinators were written in October 1977 on topics of group norms, how to coordinate a group, arriving at consensus, guide on critical reflection, and confrontation in a group.
- In May 1978, advisors worked with the zone and departmental coordinators to prepare teaching materials for a training session for DIGESA field personnel.

- In June 1978, the field advisor met with a former trainer from the Guatemalan radiophonic school to investigate adaptations of his materials to the BRE project.
- In January 1979, the advisors planned and prepared motivational training using the theme of National Reality. Flannelboard, cassette and theater materials were prepared to help train promoters in the use of thematic discussions to generate NFE activities.
- In February 1979, advisors prepared 15 technical notes on group dynamics and human relations for use at a seminar for all field personnel to be held at the Lutheran Center in Antigua.
- In July 1979, the advisors presented a production plan for training materials to the Regional Coordinator.
- Five model critical incident stories were prepared in January 1979, and used in workshops in San Marcos, Quezaltenango and Solola to initiate creation of such stories at the village level.
- The advisors also helped the GOG to plan, organize and train promoters in communications skills and the use of multi-media materials. They were present as trainers at training sessions in October 1976, February 1977, June 1979 and August 1979.
- Advisors worked with the Secretariat in developing comprehensive training plans in 1977, 1978, 1979 and 1980. They helped develop training budgets and program activities.
- Advisors contacted and arranged for promoters to be trained by World Neighbors, an agency active in NFE in Guatemala. A plan was developed to send 10 promoters each month throughout the spring of 1978 for such training.

Analysis & Recommendations

The AED advisors decided to enhance the communications and human relations skills of field staff, some of whom had been previously trained at Communications Development Institute. Ten training and reference materials were adapted from Joseph Pfeiffer's Structured Experience in Human Relations in December 1978. These were used in December 1979 training sessions for zone coordinators and promoters.

AED shifted the training model from the traditional approach used by the NFE Secretariat training staff to an experiential interactive model based on participation in team building and simulated exercises. The GOG trainers participated in this approach during the training sessions. As a result, the AED-influenced methodology was accepted and gradually adopted by the Secretariat training team.

Changes in the quality of community-level programming can be partially attributed to communications skills training. Training enhanced the ability of field personnel to facilitate an interactive "transferencia educativa" (learning process) rather than to rely on authoritarian teaching methods. Promoters became able to facilitate group formation, dialogue and decision-making processes .

As the program continued, other institutions involved in NFE became interested in the BRE training approach. BRE field personnel have received requests from DIGESA, DIGESS, INTECAP and BANDESA for assistance in communications and human relations work. This is an important first step in achieving cooperation among Guatemalan agencies.

The Secretariat should consolidate a training methodology for facilitating interpersonal communications, which is the basis of this NFE program. Secretariat-based NFE staff must be fully versed in these communications methodologies and be able to lead NFE training sessions in a manner consistent with the interactive educational process being used. They could then build on the role as a training resource in other agencies using NFE techniques.

D. RADIO PROGRAM MATERIALS AND EQUIPMENTStatement of Work

The Academy's contractual responsibilities in assisting the BRE to extend the geographical coverage of the national non-formal education systems were to:

- 1) provide the necessary equipment to complement existing radio production equipment;
- 2) train the Audio Production Unit staff in specific areas of radio production, such as announcing, script writing, and recording; and
- 3) train the Secretariat staff in the use of radio as an instructional support mechanism.

Accomplishments1. Radio Production Equipment

- In 1976, a short-term consultant hired by the Academy assessed the needs and resources of the Audio Production Unit of the BRE Secretariat. Working together with long-term advisors and representatives of UNESCO, a comprehensive list of production equipment to be purchased was developed. The Academy supplied the following equipment to the BRE Program:

<u>Equipment</u>	<u>Unit Price</u>	<u>Total Price</u>
2 tape recorders, Ampex AG 600	Q.1,350.00	Q.2,700.00
1 Ampex mixer Am 100-		555.00
1 professional turntable-		250.00
2 pick up cartridges-	50.00	100.00
1 cassette deck, Superscope with Dolby-		150.00
6 Sony condenser microphones-	50.00	300.00
4 earphones-	25.00	100.00
4 speakers, 12" (woofers)-	100.00	400.00
2 cassette reproducing units Wollensak-adapters, cables, etc.-	400.00	800.00
1 cassette recorder, Song Mod. TC1535D-AC/DC portable, with Dolby-		260.00
		<u>Q.5,715.00</u>

- In 1978, AED advisors hired another short-term consultant to reassess the production facility and suggest complementary equipment necessary to enable the audio Production Unit to meet the growing demands of the BRE field module. His recommendations are found in the report, "La Radio Como Medio" (1978). Installation was completed by May 1979.

2. Radio Production Training

- In 1978, AED advisors worked with other donors, the BRE, and the Ministry of Education to reach an agreement concerning the use of the BVE equipment and production staff during the period before the BRE audio production staff was hired and trained. The AED advisors provided a key link between BRE and BVE decision makers.
- AED advisors trained the newly-hired audio production staff in the use of a feedback/planning system developed during 1977. This system was to provide the information upon which radio programs and materials production would be based. Production unit script-writers were trained how to write historietas in October 1977.
- From June through August 1978, the short-term AED audio consultant trained the production unit staff in specific areas of radio production such as announcing, script writing and recording. Training was based on the consultant's assessment of the staff activities (cf, "Actividades y Observaciones," and "Report Sobre Assessoria de Audio," September 1978).

3. Radio as an Instructional Support Mechanism

- In December 1976, advisors assisted the preparation of a six-month work plan for the audio production unit which justified uses of radio within BRE. It was suggested that the unit focus its initial activities on graphics production because the radio-related staff (scriptwriters) had not yet completed training.
- As the production staff was hired, AED advisors helped determine job descriptions and training needs to enable the Secretariat staff to utilize effectively radio as a learning support.
- AED advisors helped the production unit in their planning and programming by developing several reference and strategy papers. Included are: "Modelo para la Prueba de Materials" (1977), describing ways to produce instructional support materials; "Radio and Non-formal Education" (1979), a discussion paper on viable alternative uses of radio in the education process with examples of flexible formats and delivery systems; and "Radio and Audio Materials in the BRE Program" (1981), a working document for BRE decision makers. In October 1978, advisors and staff identified the need for and began work toward more local involvement in radio programming and materials production.
- AED advisors met with BRE and DIGESA personnel in May 1978 to discuss the use of the BRE radio system in support of the DIGESA field activities. AED also helped the BRE production unit head reach agreements with radio stations TGO and TGSM regarding their transmissions and uses of BRE radio messages.

- AED helped arrange the attendance of members of the production unit and content development unit at training seminars held in Colombia by Accion Cultural Popular in April 1979. These three-week training courses covered programming and development of materials for non-formal education. AED also facilitated the training of the Program Coordinator and Regional Coordinator at a six-week workshop on non-formal education held in Israel in April 1977. Equipment was provided by both the Academy and by UNICEF. The Academy's contributions were to complement the existing equipment. Most of the Academy-supplied equipment arrived on schedule.

Analysis & Recommendations

Because of delays in hiring the audio production staff, radio messages were delayed. Academy advisors suggested that the BRE use the already extant BVE production and broadcast facility. There was much negotiation surrounding this first operational linkage between the two programs. The Academy's involvement in the two programs helped resolve the linkage and the message delays.

The feedback system provided information from the promoters to the audio production unit in the Secretariat. However, the production unit was limited by time and distance and did not respond promptly to new informational demands coming from the field. When it was determined that Secretariat staff did not initially understand either the field activities or specific community interests and concerns, field trips were planned in 1978 to help coordinate programming at the Secretariat Unit with field activities.

At the Secretariat level, Academy training has contributed to development of a professional radio production system. The principal product is a thirty-minute instructional program for radio broadcasting on two government radio stations, TGO in Quetzaltenango and TGSM in San Marcos. This system has the technical capacity of producing a large volume of radio material, as evidenced in the annual statistical reports. Its staff is well-trained in all aspects of production, and could be used to train other agency personnel.

The experience in the field should be incorporated into the production system at the Secretariat, and production facilities should be decentralized. The field level has developed a paraprofessional, low-cost production system which produces a variety of innovative audio and visual learning materials (See A-V Section). The central unit could be used to disseminate information on this system throughout the project regions and to provide support services for field activities. Central personnel should be trained in these methodologies and encouraged to experiment with flexible formats and production technologies.

Another constraint to effective broadcasting includes an inconsistent policy toward BRE use of government radio stations. At points within the life of the project, the government stations ceased to carry BRE messages. Only through active negotiations were broadcasts resumed.

To facilitate every use of radio to support field activities, BRE should build its own radio stations or use private and commercial rural-based systems by offering them its newly developed production package.

E. ADMINISTRATION AND MANAGEMENT TECHNIQUES

Statement of Work

The contractor was responsible for the application of management techniques and skills designed to improve program efficiency. Specific work activities for the contractor were to:

- 1) advise personnel in the use of basic management techniques; and
- 2) prepare training and reference materials on management techniques.

Accomplishments

1. Use of Basic Management Techniques

- At Monday morning seminars in October 1977, advisors held planned presentations on "Administrative Procedures" with the Secretariat Technical Advisory Council.
- With the Technical Advisory Council, Academy advisors developed procedures and systems for supervision and evaluation of field activities. Teams were formed to go into the field, report on field activities, and inform the central units of the program's progress.
- The advisors sat on a committee during September 1978 to analyze the internal efficiency of the program. Questionnaires were sent to 35 permanent staff members of the BRE in order to identify and analyze bottlenecks in program management.
- Advisors helped the Regional Coordinator identify topics and areas for administrative training of field staff in November 1978.
- In 1979, advisors conducted periodic learning sessions aimed at the regional level on internal communications, leadership styles, decision-making, and conflict management.
- In January, June and August of 1980, the advisors held training sessions for departmental and zonal coordinators in San Marcos, Quezaltenango and Solola on the use of problem analysis, managerial grids, supervisory systems, goal-setting, and work activity planning guides.
- Advisors prepared a guide for the Regional Coordinator to evaluate the 1980 training.

2. Management Technique Training and Reference Material

- In 1978, advisors developed three different types of visual information maps which showed physical location of personnel and activities in the field. These were used for internal communications. Single sideband radio units were installed in field offices in 4 communities (Chimeltenango, Solola, Quezaltenango and San Marco) to facilitate inter-organizational communication.
- Academy advisors met with USAID representatives to locate appropriate printed materials or training aids in supervision and administration.
- A personnel Performance Rating Instrument was revised and updated in 1979 for use by the Regional Coordinator in supervising field activities.
- Training and reference materials developed by the advisors included:

* Six small wall posters:

"How to Get Maximum Help from your Employees"

"A Supervisor Must Make Decisions"

"Giving Constructive Criticism"

"Handling Grievances"

"Devices for Improving Long Distance Supervision"

"Building Morale in the Group" (cf. annex)

* Short technical notes:

Need for supervision and the 6 basic steps necessary to carry it out

Effective job descriptions

Techniques of communication

Techniques of supervision

Problem solving using force analysis

Setting goals and subgoals

Questions to consider in the formation of active plans

Most common action planning errors

Stages of supervision

Success in work meetings

* Training materials:

How to plan with objectives, subgoals and goals

How to program at the community level

Decision making

Leadership profile.

Analysis & Recommendations

AED feels that the planning and management ability of BRE field supervisory personnel has been upgraded by the incorporation of management skills training components into regularly scheduled BRE training sessions. Certain higher level BRE field staff members have manifested the desire, willingness and ability to further their knowledge, and are seeking more advanced training opportunities in educational administration and project management.

BRE Guatemalan staff does not lack for creativity or innovation in the area of non-formal education and community organization. However, it is weak in the area of project management (e.g., How do we get from idea 'X', to Implementation Plan 'X,' and then to the actual execution of Plan 'X?'). Future technical assistance to the BRE program should incorporate a stronger training component in this area. UNESCO is presently aiding the General Secretariat of the National Economic Planning Council with a Planning Technician. This technician is also dedicating time to the BRE Secretariat in this important area. But additional and more concrete (i.e., full time) technical assistance in this area would be welcome and well utilized.

The advisors recognized that internal communications problems were constraining the adoption of clear administrative practices within the BRE. They developed graphic displays to illustrate the location and activities of field personnel, and initiated the use of a single band radio to link field offices with one another and with central units. The field personnel were very enthusiastic about the installation of these radios.

The Personnel Performance Charting Instrument referred to in the section entitled "Accomplishments" was never implemented. The BRE Regional Coordinator saw the instrument as being very valuable in the identification of staff training needs. However, given the delicate nature of Central and Regional Office relations, exacerbated by labor disputes in 1978 and 1979, implementation was delayed until punitive utilization of the instrument could be ruled out.

The advisors felt that posters were an effective device to remind field administrators of training they had received. Small, easily-reproduced posters listed several actions which a manager could take to encourage his staff or to solve a specific problem.

The short technical sheets followed much the same philosophy as the wall posters. Without much emphasis or explanation of management theory, a series of steps or required actions for the problem at hand were listed. These bore more resemblance to a recipe of good management techniques rather than an approach to the development of managerial skills.

Field personnel would also benefit from additional technical assistance specific to this area. Management has often learned through a close working relationship with a mentor. Future assistance should provide a person whose primary role would be to focus on the administration of the field program.

F. TRAINING OF PERSONNEL AND DEVELOPMENT OF TRAINING AND REFERENCE MATERIALS IN IDENTIFICATION AND USE OF COMMUNITY VOLUNTEERS

Statement of Work

In order to expand the use of community-level human resources, the contractor shall:

- 1) assist the Secretariat and other governmental cooperating institutions in training personnel in the identification and use of community volunteers; and
- 2) develop training and reference materials.

Accomplishments

In 1977, the BRE Program began identifying and training para-professional community volunteers to assist in learning and community action programs in their respective communities. Possessing specific skills, such as cattle raising, sewing and fruit tree production, etc., these volunteers emerged from the community group as individuals able to lead community training and action projects.

AED advisors developed two initial documents on volunteers: "Volunteers Emergentes" and "How to Identify a Human Resource--the Volunteer." The first document defined and conceptualized the role of these community volunteers in the overall BRE Program. The latter was used within the program as a step-by-step method of volunteer identification and was also distributed to those institutions collaborating with the program. These two documents were finally incorporated in the "Operational Manual" for BRE field personnel.

By 1979, there were an estimated 600 program volunteers active in approximately 500 communities in 5 departments of Guatemala. Most of these individuals had been trained by BRE field staff with the help of an AED advisor. Based on this experience, BRE officials and AED advisors developed a pilot training program and conducted training seminars for other ministries in the use of community volunteers in their programs.

Analysis & Recommendations

Identifying and training these paraprofessional community volunteers with the limited field staff of the BRE program became a major task. In 1979, the strategy of deliberate identification and training of volunteers in the BRE Program was relaxed. Instead, community leaders who evolved as natural leaders were allowed to assume some of the responsibilities for facilitating learning and for leading community action projects. These individuals were brought to the attention of participating institutions such as the Ministries of Agriculture and Health, and Community Development. These volunteers continued to be important links in implementing innovations brought into the communities. The strategy was then to show appropriate ministries how to train volunteers in NFE methodologies.

The BRE Program identified and trained two types of volunteers. One possessed specialized training in a sector skill (e.g., agriculture, health or nutrition). The other, a more temporary short-term volunteer emerged during a community activity. This volunteer could be used as a leader in the community activity in which he possessed experience. The former volunteer needed more training and preparation, especially when working with technicians from a ministry.

The BRE Program became overly zealous in its attempt to train large numbers of the volunteers. In 1979 and 1980, Academy advisors assisted in the development of the new strategy to provide training documents and assistance to ministry personnel.

G. EVALUATION AND RESEARCHStatement of Work

The contractor's responsibilities in these areas were twofold:

- 1) AED was to implement relevant and useful field interviews and baseline studies by:
 - assisting in data collection and analysis;
 - studying available materials; and
 - reviewing the ability of the program to meet needs identified in the field surveys.
- 2) AED was to develop the capacity of the Secretariat to carry out research studies and activities relevant to program operations and impact by:
 - developing evaluation measurement instruments and systems, and training the I/E staff in their use;
 - developing reference and training materials on learning objectives, and training the Secretariat and departmental staff in their use;
 - providing instruction in cost benefit/effectiveness methodologies to I/E staff; and
 - assisting the I/E staff in the development of a methodology for writing community-specific case studies.

Accomplishments1. Implementation of Field Interviews and Baseline Studies

- During January 1976, weekly meetings were held to review papers relevant to development and non-formal education in order to broaden the staff's understanding of the BRE Program
- Data collection methods for obtaining information in the earthquake areas were jointly planned by the advisors and the I/E unit in March 1976.
- Beginning in April and ending in July of 1976, the AED/Stanford advisor performed baseline studies culminating in the three-volume "Informe de la Tercera Etapa de la Investigacion de Base para el Modulo Basico de Educacion Extra-Escolar" which documented a survey of existing programs and personnel in the project areas. Coding of information from this survey was completed for analysis by the advisor during February. Other reports include: "La Educacion Extra-Escolar en el Altiplano" and "La Audiencia Radial en el Altiplano Occidental, Datos y Sugerencias".

- In December 1976, advisors coordinated with the I/E and production units to research radio audiences and assess coverage in the Central and Western Highlands. This resulted in the report, "Cobertura y Preferencia Radial en el Altiplano Occidental."
- In September 1977, the methods used for gathering baseline information were revised based on previous experiences. Work was begun on collecting data to help decision makers considering expansion of the BRE into Chimaltenango. The report: "Los Programas de Desarrollo y el Problema de la Marginalidad Rural en el Altiplano Occidental de Guatemala."
- In June 1978, the advisors prepared a program summary and analysis of field data which discussed the program's impact to date. "Informe de los Logros del Programa de Educacion Extra-Escolar en Guatemala" discussed original goals and purposes, accomplishments in organizational creation, and field-level accomplishments. It also presented a critical diagnosis and recommendations for the 1978 and 1979 work plans.

2. Evaluation and Research Activities for the Secretariat

- Work was begun on the definition and operational problems of formative and summative evaluation systems for the BRE Program in October 1976. The feedback system design was accepted in May 1977. The report: "Propuesta del Plan Operativo de Investigacion y Evaluacion para la Evaluacion Formativa" (February 1977).
- Feedback instruments were field tested in June 1977. They were put in operation during August 1977 and revised in June 1978. Reports on the subject include: "Sistemas de Retroinformacion, Principios, Disenos y Operacion" (1977); "Bases Preliminares para el Trabajo de Investigacion y Evaluacion" (1976); and "Informes de Retroinformacion, Actividades y Problemas en Terreno de los Coordinadores" (1977).
- Contacts were made with computer facilities. Eventually, the BRE arranged to use the DIGESA computer for its data storage and analysis.
- In June 1977, advisors presented a discussion on "The Importance of Investigation/Evaluation in Field Operations" to the monthly meeting of the Secretariat in Quezaltenango. During this meeting, the group decided that field personnel should be trained in evaluation methodologies. This was based on the document, "Necesidades, Proceso y Estrategia de Investigacion" (1976).
- A manual for field training and evaluation procedures was written by the AED/Stanford advisor in September 1977. This "Manual de Evaluacion" was used during training sessions in the field.

- Instruments to test the effectiveness of NFE delivery were developed in September 1977. The report: "Determinacion y Especificacion, Jerarquizacion de los Objetivos de Educacion Extra-Escolar (1976).
- In January 1978, a complete Folder of Evaluation, including information gathering forms described below, was produced for use in data collection in the BRE communities.
- Impact evaluation forms which were designed to collect field-level information were developed in April 1978. At this time, advisors produced an evaluation strategy paper entitled, "A Proposed Strategy for Measuring Program Impact: the Basic Rural Education Program."
- In November 1978, an AED consultant visited the areas of Chimaltenango, Solola and Quezaltenango. Along with the Information and Evaluation assistant, he made recommendations about measurement forms, information feedback and an evaluation calendar for the coming year. This is documented in "Implementacion del Sistema de Evaluacion."
- In December 1978, based on previous experiences, new forms were developed for evaluation purposes. At this point, the evaluation package contained a revised Formulario de Retroinformacion de Monitores (FRIM), Hoja de Registro (record of each participant and adoption of practices), and Hoja de Impacto (a monthly summary form for zonal coordinations).
- With the Information and Evaluation unit, the advisors produced a reorientation manual for field personnel, "Sistema de Retroinformacion sobre Impacto en Educacion Extra-Escolar: Informacion para Promotores." This was used in training sessions for regional, zonal and departmental coordinators in January 1979. Promoters were trained in the use of the evaluation forms in February 1979.
- Working with a sub-group of the Information and Evaluation unit, the advisors developed a design for an impact evaluation system in August 1979. This would entail quantitative descriptions of the program and participants, and 10-15 case studies.
- A consultant who reviewed the evaluation system in August 1979 published his report in December. The "Evaluation Review" describes various criteria utilized to conduct an impact evaluation and illustrates activities and operations of this process. The report includes an evaluation design, calendar, samples of indicators for non-formal education, and measurement instruments.

- The evaluation instruments being used by the BRE Program were revised and simplified in 1980. The advisors worked with a group from the Investigation and Evaluation unit consisting of 2 members of the Coordinating Secretariat, 2 representatives from DIGEEX (the MOE's NFE unit), and a representative of UNESCO. In July, the group presented a reworking of BRE objectives and activities, distinguished different types of evaluation activities relevant to these areas, and defined prototype indicators for impact evaluation. In October, they presented the report, "Indicadores del Subsector de Educacion Extra-Escolar."
- In April 1977, the advisors developed learning and behavioral objectives to go with teaching guides of units prepared by the Content Development Section.
- The advisors began work on incorporating learning objectives into the BRE Program concrete curriculum development method (see Section I, Community Level Planning) to include questions and procedures designed to measure the amount of learning stimulated through the activity in October 1978.
- In June 1980, the advisors participated with 3 members of the Information and Evaluation unit and the regional coordinator to incorporate simplified evaluation instruments into a coordinated NFE package. Indicators and methodologies for evaluation designs were prepared by the advisors to assist the measuring of the impact of the "Transferencia Educativa," the learning process used by the BRE since August 1979.
- Advisors arranged training in cost benefit and other evaluation-related subjects for the members of the Information and Evaluation unit. In June 1978, one member of the Information and Evaluation unit was selected to attend "An Evaluation Course on Educational Programs" to be given at the Educational Testing Service (ETS) in Princeton, New Jersey.
- In November 1978, all three members of the Information and Evaluation unit attended another ETS program, "Cost Analysis of NFE Projects."
- In August 1980, advisors worked with the Information and Evaluation unit to identify training needs, and arranged for 3 Information and Evaluation members to participate in an IBM course, "Introduction to Computer Programming."
- In October 1980, a Computation Course was given by Control Data to increase the capacity of the Information and Evaluation staff to use the information stored in the DIGESA computer.
- In November 1980, AED advisors suggested that Information and Evaluation members attend a course on evaluation design, data collection, processing and analysis at the Universidad del Valle.

- From May to July 1978, the advisors designed the method by which information should be collected for use in case studies. This method was based on instruments developed by the short-term consultant who was in Guatemala during the summer of 1979. After initial uses, the data areas were expanded to enrich the profile of the communities.

Analysis & Recommendations

Data collection was performed by advisors hired under a subcontract with Stanford University in 1976. Baseline studies of farmers in the Altiplano region described listening behaviors and preferences, as well as current farming practices and available government services. It was the aim of the BRE to complement existing services.

The first surveys produced a great amount of information, all of which needed to be codified and stored in computer facilities. The advisors negotiated with other GOG agencies to establish a computer sharing agreement. Eventually such an arrangement was developed with DIGESA. Advisors also helped develop the capacity of the BRE to use this computer bank by arranging computation and programming courses to be given to Secretariat staff. The Secretariat used the information gathered in baseline surveys in making decisions about expansion of the program into earthquake-stricken areas.

The heart of the evaluation and planning systems used by the BRE Program is the "feedback" mechanism. The Academy developed forms to be filled out by promoters or zone coordinators which would list activities, informational requests, and achievements in the field. These forms were continually revised and adapted to the specific kinds of information needed by the BRE decision makers. Initially, the information gathered was primarily quantitative in nature: how many promoters; how many participants; how many meetings; or what topics were covered. This was used for monitoring and planning purposes. As the program continued, more qualitative information was sought in order to understand more adequately the needs of the communities and to assess the impact of the program. The feedback system was easily adapted to impact measurement.

Through a subcontract with the University of South Florida, the Academy hired consultants to review the existing systems of evaluation and to recommend changes. The evaluation forms package was expanded to include new forms and revised versions of old forms. It sought to describe the type of participation, the perspective of the community towards the program, the profile of the promotor, the educational processes used, and the results achieved -- such as specific activities implemented following meetings.

Throughout the BRE project, the Academy assisted in training field personnel in the use of evaluation forms. It became apparent that simplifying the information-gathering procedures would improve the quality of information received. In 1980, the advisors worked with the Information and Evaluation unit to consolidate the evaluation system into a manageable, easily-used procedure relevant to the needs and resources of both the field and central personnel.

Learning objectives are an important way to keep track of the effectiveness of the non-formal educational activity. The procedure adopted by the BRE Program was to incorporate such goals within the plans for specific community activities. Thus, the concrete curriculum planning method described in the section on community-level planning was also used as part of the evaluation system. Promoters were encouraged to have the community articulate exactly what they hoped to learn by participating in a specific activity. Later, discussion and reflection on this subject would indicate whether or not such learning had occurred. The promoters' own reporting sheet, the FRIM, was modified to record such information.

H. INTER-INSTITUTIONAL LINKAGES AND PROGRAMMING

Statement of Work

The Academy advisors were to facilitate the development of coordination among institutions active in the non-formal education program in Guatemala by:

- 1) advising the Coordinating Secretariat in coordination techniques;
- 2) assisting the zonal coordinators and promoters in the development of programming systems and procedures which would articulate and coordinate inter-institutional inputs to target communities;
- 3) developing integrative mechanisms at the departmental and zonal levels, including planning seminars, advisory/support groups, and small, group work sessions; and
- 4) maintaining regular contacts with UNESCO and UNICEF.

Accomplishments

1. Advising Coordinating Secretariat

- During 1976, when the BRE Program technical staff was not fully trained, AED advisors coordinated BRE activities with the Ministry of Education's BVE project. BRE used the radio production unit of BVE until late 1977, when their own scriptwriters and announcers were trained.
- AED advisors participated in a November 1976 seminar held by the Junta for training monitors and zonal coordinators in the NFE process. The advisors coordinated inputs from the different institutions represented on the Junta.
- AED advisors attended an April 1977 meeting between the Secretariat and other donor agencies to discuss problems in field operations and coordination. A decision was made to use BRE staff (zonal coordinators or promoters) in areas where institutional technicians were unable to program NFE activities.
- At another meeting, in May 1977, the advisors suggested to the Secretariat alternative procedures to solving the problems encountered by the lack of coordination among Junta institutions. Two approaches were discussed: procedures whereby BRE's own field staff would implement actual NFE activities, and the use of the BRE staff to train other institutions in the NFE process.
- In July 1977, advisors supported the development of a "Coordination Guide" to the Secretariat. This document offered a strategy to strengthening BRE offerings to other institutions, and to effect coordination from the bottom up.

- The Coordination Guide called for a training component to be implemented throughout the BRE organization. Advisors planned the training sequence with the Secretariat and the donor agencies.
- Training seminars were planned, organized and carried out during the latter part of 1977 and early 1978.

2. Coordination of Inter-institutional Input

- The Coordination Guide outlines a system whereby promoters initiate planning within communities and forward their plans to the zonal and departmental coordinators. During monthly meetings at the departmental level these community-based plans are coordinated with input from other institutions in the same areas. Where appropriate, institutions will provide resources or technicians as part of the implementation of the community activities.
- During 1977, the advisors were part of the BRE training teams which introduced this system to departmental administrators of the cooperating agencies.
- In August 1978, advisors developed statements on the use of generating activities for coordination purposes.

3. Integrative Mechanisms at Departmental and Zonal Levels

- Planning seminars and meetings were arranged and attended by AED advisors and their counterparts as follows:
 - * May 1977, advisors planned training scheme in coordination techniques with donor agencies
 - * October 1977, advisors met with DIGESS, DIGESA and Project Hope at A-V Production Center to discuss coordination with BRE activities
 - * January 1978 and May 1978, together with the Regional Coordinator, advisors met field-level administrators of JNEE institutions and planned use of BRE staff to train agricultural guides of DIGESA
 - * January 1978, advisors established contact with World Neighbors (WN), which resulted in an agreement to use WN as trainer for BRE promoters.
 - * May 1978, advisors established similar training relationship with INTECAP and EACA
 - * March 1978, advisors met with AID representative to DIGESA to help with joint planning

- * May 1978, advisors met with DIGESA and production unit head of Secretariat to plan radio programming support of DIGESA field activities
- * July 1978, accompanied by UNICEF and Regional Coordinator, advisors visited Solola to determine training materials which could be adapted from UNICEF
- * Advisors made contacts with JNEE institutions, CEMEC and Project Hope throughout 1978, which led to interest in a BRE-sponsored workshop on the use and production of A-V materials for NFE. A major seminar held in February 1979 was attended by 75 people, including 25 institutional technicians. Cooperating agencies which participated in the planning and implementation of the seminar included: Centro de Produccion de Audio Visuales; Ministry of Education; Soil Conservation Team, DIGESA; Project HOPE; Artes Plasticas; Direccion de Educacion Estetica, MOE; Department of Theater, Direccion General de Cultura y Belles Artes; Comision Educativa de ASECSA (private health network), University of Massachusetts, International Education Center
- * August 1980, advisors participated in a study commission to discuss alternative models and national systems for NFE with INTECAP, DIGESS, DIGESA, DIGEEX, Desarrollo de la Comunidad Negociado de Educacion del Ejercita, Planificacion Economica, USIPE, UNESCO, advisory/support groups
- * August 1977, institutional support groups were formed as a planning resource for BRE field personnel. In September 1977, the advisors participated in a seminar to discuss community participation in the NFE process. The seminar was held for members of the support groups; 95 persons attended, including key decision makers from the JNEE institutions
- * October 1977, field meetings were held in San Marcos, Chimaltenango and Quezaltenango for institutional technicians to train the local inter-institutional support teams in the NFE process and consolidate the groups as a coordinating mechanism
- * March 1978, advisors joined the regional coordinator, 5 departmental coordinators and 2 zone coordinators at a follow-up seminar held by UNESCO and BRE to integrate governmental institutional personnel in the multidisciplinary support teams; 21 people from the different GOG institutions attended

- * February 1979, following the A-V workshop, AED advisors negotiated funds necessary (supplied by AED/Washington) to follow up the involvement of private agencies involved in NFE
 - * September 1979, advisors helped with a seminar in Chimaltenango with DIGESA and DIGESS geared towards the training of their field technicians in the NFE process
 - * December 1979, advisors assisted in a seminar held by CEMAT and ASECSA; advisors presented a profile of promoters and rural enterprise, and a description of the BRE Program
 - * July 1980, advisors participated in the training of a 28-member teaching staff of INDAPS in the NFE process
- Academy advisors provided the initial contact for small group work sessions between the Regional Coordinator and the following agencies:
 - * INCAP (February 1977)
 - * Instituta de Ciencias y Tecnicas Agricolas (ICTA) (September 1977)
 - * XELAC, a Swiss agricultural cooperative (June 1978)
 - * American Catholic Charities working in the Altiplano (June 1978)
 - * Various Catholic social work groups
 - * Catholic Education Program (July 1978)
 - * Radiophonic School (July 1978)
 - * Agencies listed in the A-V Workshop, planning seminars section
 - Advisors also participated in an eight-day trip with UNESCO and the Regional Coordinator to observe NFE in El Salvador and Honduras.
 - The AED team worked with UNESCO throughout the project to determine equipment needs and define institutional commitments to the BRE Program.
 - The three donor groups (AED, UNICEF and UNESCO) met periodically throughout the life of the project to discuss commitments and activities.
 - In September 1977, the advisors attended a CEC/UNESCO and UNICEF-sponsored conference in Antigua on Basic Education Needs of the Community.

- In October 1977, the AED staff met with UNICEF to plan training for the BRE promotors and emergentes. UNESCO participated on reorientation training teams in May 1978. In January 1978, the three agencies met to plan a program evaluation of the BRE.
- In July 1979, the Academy team collaborated in reviewing plans for the expansion of Project HOPE in San Marcos.

Analysis & Recommendations

The advisors met regularly with the Secretariat and joint planning units such as the Technical Advisory Council and the Regional Technical Council, to help coordinate various institutional levels (i.e., national regional and local levels). Meeting to discuss policy of the BRE Program, the different GOG ministries set the stage for developing a relationship whereby they might cooperate in NFE activities. To effect inter-institutional planning for NFE activities, the advisors developed a field-based strategy. The BRE field staff identified ways in which they and other institutional technicians could participate in community activities. BRE departmental personnel also worked with departmental technicians from the ministries to identify resources which could be shared by the different programs. In some cases, the BRE could offer its promotors as field agents for agencies which were short-staffed in a particular area. The BRE had also developed a communications and planning training methodology which was of interest to other groups active in non-formal education.

There are some general conclusions that can be drawn from the strategy developed for this component:

- Real inter-institutional coordination begins in the field through technicians' needs to get a job done. Sovereign agencies are receptive initially to cooperating as equals, but eventually will delegate the coordinating function.
- Institutional coordination more often appears on the mid-level technical plane -- where operational decisions are made -- than in the high-level political arena where scarce resources are often being fought over.

The systems for inter-institutional planning which were used by the promotors were based on the community-level planning design described in Section I. After individual communities developed their own plans, the promotors passed them on to the zonal coordinators. At monthly meetings, zonal and departmental coordinators, together with representatives of other agencies, would define which agency would commit themselves to helping with which part of the activity.

Academy advisors were particularly useful as representatives of the BRE in identifying and contacting other non-governmental agencies working in Guatemala. The advisors would provide the initial contact, then arrange a meeting between his counterpart and an agency representative. Such arrangements led to the development of a close relationship between the BRE and World Neighbors, who assisted in the training of promotors.

Together with UNESCO and UNICEF, the advisors monitored the technical assistance being given to the BRE. When additional resources such as radio production equipment were needed, decisions were made as to which agency would provide them, and when.

The principal reason for less than full support from technical institutions is that they had worked in project areas for a number of years and provided services on an ongoing basis. They believed, to a degree, that the Junta Nacional de Educacion Extra-Escolar should have served their needs, rather than the other way around. Secondly, technical institutions resented the fact that a community promotor could plan community activities and request services from technical institutions. Thirdly, some technical institutions were less concerned with educational aspects of development and preferred to get involved only in technical assistance. Fourthly, there was institutional reluctance to have their technical territory relinquished to a perceived "super-agency" that was new in community development -- especially one that was attempting to coordinate their efforts.

Despite these drawbacks, the Junta members at the national level were beginning to coordinate their efforts. In 1979, there was considerable progress toward setting common goals and objectives. At the department level, where coordination sometimes took place regardless of national planning, 1979 was a watershed year in which considerable planning among the Junta members took place.

I. COMMUNITY-LEVEL PROGRAMMING AND PLANNING

Statement of Work

The Contract required that AED advisors provide on-the-job training to Secretariat and field personnel in integrative approaches to community-level planning.

Accomplishments

- Advisors worked with the Coordinating Secretariat in identifying a procedure for field programming methods. At a meeting of field coordinators and the AED advisors, four functional areas requiring technical assistance at the field level were identified. It was agreed that the field operations specialist would participate in each of the following areas:
 - * the design and implementation of a scientific methodology for field programming
 - * the establishment of a Regional Technical Council to coordinate with the Secretariat
 - * the training of BRE personnel in community participation techniques
 - * the development of inter-institutional coordination through a seminar on community planning
- The "scientific methodology" outlined in the AID Project Paper was introduced to the field personnel as early as September 1977.
- In August 1977, an advisor assisted in the design of a new four-stage training plan for all levels of BRE personnel. The plan followed the same sequence of supervisor/practitioner interaction as the planning methodology (See Chart A, Section II). In Stage I, the regional coordinator trained the departmental coordinators in the new programming and planning methodology. Stage II involved departmental coordinators training their zone coordinators. Stage III saw zone coordinators train promoters. In Stage IV, promoters trained community members in planning methods. This process is described in the report, "Operationalizing the NFE Training Plan."
- Training sessions began in 1977; reorientation sessions were held during 1978 for all the coordinators in Quezaltenango and San Marcos.
- Technical support committees were established to facilitate coordination between the planning of BRE promoters and that of the institutional technicians in the area.

- The advisors worked with departmental coordinators to develop easy-to-use forms for assessing actual field accomplishments, and to incorporate learning objectives into the field educational activities. During 1980, the method for community planning shifted from individual activities to small, integrated projects which would be implemented by the community. This is explained in the "Guide to Field Level Programming, 1980".
- In September 1978, a prototype programming guide was developed, based on concrete learning activities. The training guide informed department and zone coordinators how to integrate educational content with a generating activity and how to measure impact at the field level. Examples used in the guide were the popular wood-burning stove (the lorena stove) and the small gravity-flow sprinkling systems.

Analysis & Recommendations

Community-level planning is a bottom up approach to programming field activities. This methodology emphasizes the necessity of designing technical assistance around community-articulated needs. The AED team was active in training BRE personnel to facilitate this approach.

Community-level planning evolved during the implementation stage in 1977 and 1978. The initial approach to planning and implementing BRE community activities was considered the fourth level of program planning and decision making--first came the Secretariat, then the Regional, and finally departmental/zonal coordinators. With community-level planning, the process is reversed, with the promotor helping the community to decide what sorts of learning activities are needed to achieve a community-defined goal. The programming and planning is then sent through zonal, departmental and regional coordinators to be consolidated with other BRE and ministerial activities.

This form of planning is a significant achievement of the BRE Program. The use of the promotors to expand the educational process to the planning sphere has helped ameliorate organizational constraints to the development of a responsive non-formal educational program. The relevancy of the programming has also increased. An additional benefit of community-level programming was the improvement of decision-making abilities which were developed within program communities. Task-oriented groups were established, leaders were identified, and a process experienced which enabled the beneficiaries to take a more active and responsible role in their own development.

IV. BRE PROJECT COSTS

This section summarizes BRE Project costs based on best estimates of cumulative contract expenditures from November 24, 1975 to March 31, 1981. At the time of Final Report writing, all contract expenditures from Guatemala had not arrived in Washington, D.C. Total estimated expenditures were \$1,256,960.

<u>Category</u>	<u>Budgeted</u>	<u>Estimated Cumulative Expenditures</u>
Salaries & Wages	\$431,800	\$487,831
Fringe Benefits	84,091	85,376
Consultant Fees	66,105	18,627
Allowances	112,745	105,193
Travel & Transportation	93,175	90,521
Other Direct Costs	85,002	87,923
Indirect Costs	160,408	164,006
Equipment & Vehicles	54,395	49,453
Subcontracts	<u>169,239</u>	<u>168,030</u>
TOTAL	<u>\$1,256,960</u>	<u>\$1,256,960</u>

SECTION V

ADMINISTRATIVE INFORMATION

This section lists those persons who, during the past five years, have worked for the Basic Rural Education Program through the Government of Guatemala, the Academy for Educational Development, the U.S. Agency for International Development, and other collaborating institutions.

A. BASIC RURAL EDUCATION PROGRAM - GOVERNMENT OF GUATEMALA

Coordination Secretariat:

Lic. Mercedes Guinther, Secretary General (1980-present)
Arq. Claudio Olivares Pitet, Secretary General (1975-1980)

Lic. Victor M. Ortiz, Program Coordinator
Julio Enrique Reiche, Chief, Content Development Department (1980-present)
Cesar Urizar, Chief, Investigation/Evaluation Department (1980-present)
Chief, Production Department (vacant)
Lic. Victor Agreda, former Chief, Production Department (1976-1979)

Technical and Administrative Staff:

Cristobal Aguilar, Accountant
Francisco Ajozal, Translator (Kakchiquel)
Hector Eliu Cifuentes, former Chief, Production Department
Oscar Castillo, Silkscreen Artist
Jose Luiz Cruz, Materials Evaluation
Heliodiro Cumes, Production Department
Juan Antonio Diaz, Administration (Regional Office)
Rodolfo Escobar, Photographer
Mario Victoriano Escobar, Illustrator
Fausto Echeverria, Radio Editor
Osbeli Fuentes, Administration (Regional Office)
Carlos Garcia, Public Relations
Carolina Galvez, Announcer
Alejandro Gordillo, Investigation/Evaluation Department
Octavio Ixracuy, Statistician (Regional Office)
Rene Lira, Artist
Cesar Lopez, Artist
Margarita Lopez, Investigation/Evaluation Department
Leonardo Manrique, A-V Production Unit Supervisor
Frederico Mendez, Statistician (Regional Office)
Prof. Rolando Mendez Mora, former Chief, Content Development Department
Profra. Ilda Moran de Garcia, Content Development Department

Roberto Monzon, Training Specialist
 Luis Mariano Moreira, Investigation/Evaluation Department
 Enan Moreno, Production Department
 Lic. Jacobo Nitsch, former Chief, Investigation/Evaluation Department
 Baldomero Ordenez, Administration
 Carlos Ortiz, Artist
 Faustino Poroj, Interviewer
 Abelardo Quezada, Investigation/Evaluation Department
 Profa. Liliana Rodas, Content Development Department
 Napoleon Rodriguez, Training Specialist
 Enrique Roquel, Accountant
 Lic. Raul Salazar Zuniga, Production Department
 Max Miranda Salvador, Translator (Mam)
 Roberto Valenzuela, Announcer
 Augusto Agapito Zuruc, Translator (Quiche)
 Eva Zavala, Investigation/Evaluation Department
 Waldemar Zavala, Silkscreen Artist

REGIONAL OFFICE - FIELD MODULE

T.S. Rafael Morales Vela, Regional Coordinator

Department of San Marcos

Oscar E. Quezada, Department Coordinator
 Edgar A. Merida, Zone Coordinator
 Matio R. Guzman, Zone Coordinator
 Anibal E. Lopez, Zone Coordinator
 Carmen L. de Merida, Zone Coordinator
 Luis Castillo, Zone Coordinator

Department of Quezaltenango

Francisco B. Ramirez, Department Coordinator
 Rudy A. Jui Kunze, Zone Coordinator
 Silvia Polanco, Zone Coordinator
 Sergio E. Rodas, Zone Coordinator
 Elmer N. Rodriguez, Zone Coordinator
 Carlos H. Domiguez, Zone Coordinator
 Pedro J. Ijchajchal, Zone Coordinator

Department of Solola

Santos Vergilio Alvarado, Departmental Coordinator
 Pedro L. Cox, Zone Coordinator
 Genaro J. Morales, Zone Coordinator
 Victor R. Abac, Zone Coordinator
 Edwin R. Juarez, Zone Coordinator
 Dolores Ovalle, Zone Coordinator

Department of Chimaltenango

Jorge Machan Atz, Departmental Coordinator
Edgar R. Jerez, Zone Coordinator
Guillermo Rodriquez, Zone Coordinator

Department of Scatepequez

Juan M. Barrios, Departmental Coordinator
Victoriano Esquit Yal, Zone Coordinator
Martin Sal Siquinajay, Zone Coordinator
Adolfo Moises Arandi, Zone Coordinator

B. ACADEMY FOR EDUCATIONAL DEVELOPMENT

Project Coordinator/Washington, D.C.

Lewis H. Thornton (June 1980-March 1981)
Donald A. Swanson (August 1978-October 1980)
Stephen Moseley (1975-1978)

Technical Assistance Team:

Long-Term Personnel

Patricio Barriga, Non-formal Education Specialist,
Guatemala City (March 1979-March 1981)

F. Joseph Moran, Non-formal Education Specialist,
Quetzaltenango (April 1977-March 1981)

Dr. Richard W. Tenney, Field Program Leader
(April 1977-June 1979)

Diane Johnson, Acting Program Leader (January-March 1977)
Education Specialist (January 1976-June 1977)

Dr. Howard E. Ray, Field Program Leader
(November 1975-January 1977)

Eduardo Contreras, Research/Evaluation Specialist,
Stanford (January 1976-October 1977)

Jeremiah O'Sullivan, Evaluation Specialist,
Stanford (January 1976-July 1977)

Oscar Vigano, Communications Specialist
(January 1976-June 1977)

Short-Term Personnel

Edgar Nesman, Evaluation Specialist (June-July 1977)
Steven Klees, Evaluation Specialist (July-August 1979)
Sergio Garcia, Graphic Arts Specialist (March-December 1977)
Robert Terzuola, Rural Training Specialist (1/2 time)
(October 1976-June 1977)
Richard K. Jones, Consultant, Audio Visuals (August and October 1976)
Salvador Antonio Falla Cofino, Consultant, Radio (June-August 1978)

AED/Guatemala Support Staff

Astrid Valverth de Sanchez, Bilingual Secretary (1977-1981)
Jose Morales, Accountant (1981)
Enrique Roquel, Accountant (1979-1980)
Jose Roquel, Accountant (1978-1979)

TOTAL NUMBER OF PERSON/MONTHS OF TECHNICAL ASSISTANCE GIVEN BY THE
ACADEMY FOR EDUCATIONAL DEVELOPMENT TO THE GUATEMALAN NFE PROGRAM
OVER A FIVE-YEAR, FOUR-MONTH PERIOD (November 1975-March 1981)

<u>Position</u>	<u>Total P/M</u>	<u>Contract Type</u> ¹
<u>Long-Term:</u>		
Field Team Leader	43	LT
NFE Specialist	47.5	LT
Communications Specialist	18	LT
Field Evaluations Specialist	22	LT
Investigation Specialist	18	LT
Administrative Assistant	47.25	LT
Secretary/Office Administrator	57.25	LT
Education Specialist	18	LT
<u>Short-Term:</u>		
Graphic Arts Specialist	9	ST
Training Specialist	4.5	ST
Evaluation Specialist	4	ST
Miscellaneous Consultants	8	ST
Project Coordinator	9	PT
Logistics Manager	12	PT
Audio Engineer	1.5	ST
Audio Specialist	6	*
Artists	12	*
Photographer and Technical Editor	35	*

¹ Type of contract according to duration (LT = Long-Term; ST = Short-Term; PT = Part-Time).

* Guatemalan Technician salaries during an interim, or until technicians could be put on the regular GOG pay schedule.

Figures above include subcontractors.

AED/LOCAL CONTRACT STAFF

Leonardo Manrique, Supervisor (February 14, 1977-December 31, 1977)
 Oscar Castillo, Silkscreen Artist (January 1, 1977-December 31, 1977)
 Waldemar Zavala, Silkscreen Artist (January 15, 1977-December 31, 1977)
 Cesar Lopez, Silkscreen Artist (January 1, 1977)
 Carlos Orriz, Artist (January 1, 1977-April 4, 1977)
 Rene Lira, Artist (January 1, 1977-March 31, 1977)
 Rodolfo Escobar, Photographer (February 16, 1977-December 31, 1977)
 Jose Luis Cruz, Materials Evaluator (January 17, 1977-December 31, 1977)

AED/WASHINGTON SUPPORT STAFF

The Academy provided technical, administrative and logistical reinforcement through its central services unit. Travel and Logistics scheduled travel itineraries (including actual transportation, visas, inoculations, and pre-departure briefings) and made logistical arrangements for equipment procurement and shipment. The Academy's Editorial Services provided project and assignment-specific background materials and ensured that all official AED documents were produced in accordance with AID guidelines and Academy standards. The Contract Administration was responsible for assuring that work performed was in agreement with the terms and conditions of the BRE contract. To ensure cost efficiency, the Administration negotiated all work fees with the budget in mind, generated periodic financial information for the management of the division and project personnel, and served as liaison between the Academy and the appropriate AID contracting officers.

Program Assistant

Margaret Sell Pratt (January 1981-March 1981)
 Deborah Steel (September 1980-March 1981)
 Alison Bradford (January-September 1980)
 Caroline Fawcett (August 1978-January 1980)

Logistics & Travel

Linda Buss (June 1978-March 1981)
 Michael Foley (November 1975-June 1978)

Editorial Services

Elizabeth Rudek
 Robert F. Howe, Consultant

Contract Administration

Alex Greeley

C. U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

DIRECTOR, USAID MISSION TO GUATEMALA

Eleseo Carrasco (1980-1981)
 Frederick Schieck (1978)
 C.D. Koone, Acting Director (1977)
 Edward W. Coy (1976)

CHIEF, EDUCATION & HUMAN RESOURCES, USAID/GUATEMALA

D. Enos (1980-1981)
 F. Fairchild, Acting Chief (1979-1980)
 Andra J. Herriott (1978-1979, 1975-1976)
 A.B. Lanza (1977)
 H.D. Lusk (1976-1977)

EDUCATIONAL ADVISOR, USAID/GUATEMALA

Gilberto Mendez (1979-1981)

AID INTERN PROGRAM

Tom Ross (1978)

EDUCATION SPECIALIST, USAID/WASHINGTON

Richard Martin

D. UNESCO AND UNICEF ASSISTANCE

A UNESCO training expert was provided from 1977 to 1981. He acted as counterpart to the Program Coordinator. UNESCO also provided short-term assistance periodically during the life of the project. Personnel:

Dr. Lorenzo Guadamuz, Principal Advisor
 Sylvain Lourie, former Principal Advisor
 Dr. Ivan Barrientos, Consultant
 Dr. Jorge Quintana, Consultant
 Victor Silveira, NFE Education Expert
 Weyler Moreno, Training Specialist

UNICEF contributed \$.1 million for equipment, materials, vehicles and training. Communications hardware, both for the audio-visual production unit and for use in the field, were also provided. Other equipment included 135 sewing machines, 20 sets of gardening tools, 50 kerosene lamps and 30 sets of cooking glasses. Personnel:

Thomas Kennedy, Representative
 Sophia Sierpinski, Program Officer
 Dr. Carmen Naranjo, Consultant

SECTION VI
PROJECT DOCUMENTATION

Copies of relevant documents, reports, working papers, and examples of materials produced by the NFE Program were maintained in the files of the Project field office in Guatemala and will be available from the Washington Office of AED. A complete documentation of the Program is maintained in the files of the Coordination Secretariat. Key documents and reports are listed below.

GOG PLANNING DOCUMENTS

1. Consejo Nacional de Planificación Económica. 1975.
Modulo Básico de Educación Extraescolar y Anexos 1-6.
2. _____. 1975 "Plan de Desarrollo 1975-79.
Educación, Ciencia y Cultura."
3. _____. Febrero, 1976. "Proyecto de Educación Extraescolar
para la zona afectada por el terremoto."
4. _____. 1975. "Resumen del capítulo 6 del Plan de Desarrollo
1975-79, Educación, Ciencia y Cultura."

IMPLEMENTATION PLANS

5. Coordination Secretariat Staff and AED/BRE Project staff.
August 1976. "Plan Tentativo de Ejecución 1976-80."
6. _____. August 1976. "Project Implementation Plan."
7. _____. December 1976. "Anteproyecto de Programación General
Afio 1977."
8. Coordination Secretariat Staff and Technical Assistance Advisors. December 1977.
"Bases para la Estructuración del Plan de Trabajo 1978."
9. _____. Plan de Trabajo 1979. January 1978.
10. _____. Plan de Trabajo 1980. January 1979.
11. _____. Plan de Trabajo 1981. January 1980.

PERIODIC REPORTS

1. Monthly Reports, 1976-80. Technical Assistance Team. (AED)
2. Annual Report, 1976. Academy for Educational Development.
3. _____, 1977.
4. _____, 1978.
5. Project Summary and 1979 Activities. AED.

6. Memoria Anual, 1976. Coordination Secretariat and AED/BRE Project staff.
7. _____, 1977.
8. _____, 1978.
9. _____, 1979.

CONTRACT DOCUMENTS

- | | | |
|-----|-------------------------|-----------------------------|
| 1. | Project Agreement 75-17 | June 26, 1975 |
| 2. | Project Agreement 75-17 | Revision 1, June 27, 1975 |
| 3. | Project Agreement 75-17 | Revision 2, Aug. 25, 1976 |
| 4. | Project Agreement 75-17 | Revision 3, Mar. 31, 1977 |
| 5. | Project Agreement 76-11 | June 29, 1976 |
| 6. | Project Agreement 76-11 | Revision 1, July 5, 1977 |
| 7. | Project Agreement TQ-7 | September 30, 1976 |
| 8. | Project Agreement 77-9 | August 18, 1977 |
| 9. | Project Agreement 78-2 | August 24, 1978 |
| 10. | Project Agreement 79-5 | July 11, 1979 |
| 11. | PIO/T 520-228-3-50031 | June 24, 1975 |
| 12. | PIO/T 520-228-3-50031 | June 25, 1975, Amendment 1 |
| 13. | PIO/T 520-228-3-50031 | March 31, 1977, Amendment 2 |
| 14. | POI/T 520-228-3-60029 | June 29, 1976 |
| 15. | PIO/T 520-228-3-TQ011 | September 30, 1976 |
| 16. | PIO/T 520-0228-3-70048 | August 18, 1977 |
| 17. | PIO/T 520-0228-3-80012 | August 24, 1978 |
| 18. | PIO/T 520-0228-3-90018 | June 11, 1980 |

Note: Numbers 3, 6 and 13 unavailable at AED.

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|-----|--|---|
| 19. | Non-Capital Project Paper
Proj. M. 520-11-690-228 | February 14, 1975 |
| 20. | Project Performance Network,
Basic Rural Education Project | July, 1976 |
| 21. | Academy for Educational
Development. Prime Contract
AID/1a-C-1118. Guatemala | November 24, 1975 |
| 22. | _____. Amendment 2. | October 12, 1976 |
| 23. | _____. Amendment 3. | January 3, 1977 |
| 24. | _____. Amendment 4. | March 2, 1977 |
| 25. | _____. Amendment 5. | August 30, 1977 |
| 26. | _____. Amendment 6. | December 9, 1977 |
| 27. | _____. Amendment 7. | August 16, 1978 |
| 28. | _____. Amendment 8. | October 1, 1978 |
| 29. | _____. Amendment 9. | October 1, 1979 |
| 30. | _____. Amendment 10. | June 30, 1980 |
| 31. | _____. Amendment 11. | July 28, 1980 |
| 32. | _____. Amendment 12. | December 4, 1980 |
| 33. | Academy for Educational Development.
Subcontract with Stanford
University. | November 24, 1975 to
November 23, 1976 |

STAFF-CONSULTANT REPORTS IN THE NINE COMPONENT AREAS

The following reports correspond to the nine AED contractual components as outlined in Section III.

A. Planning and Programming

- 1975: "Informe Sobre la Primera Etapa de la Investigación de Base" Stanford University and Consejo Nacional de Planificación Económica.
- 1976: "Informe de la Segunda Etapa de la Investigación de Base para el Modulo Básico de Educación Extraescolar." Stanford University and CNPE.
- "Informe de la Tercera Etapa de la Investigación de Base, Sistemas de Entrega y Coordinación Interinstitucional" Stanford University and CNPE.
- "La Audiencia Radial en el Altiplano Occidental, Datos y Sugerencias." Contreras, (AED/Stanford)
- "Sistemas de Entrega para el Modulo Básico de Educación Extraescolar." O'Sullivan, J. (Stanford)
- "Educación Extraescolar en el Altiplano Occidental de Guatemala." O'Sullivan, J. (Stanford)
- "Determinación y Especificación, Jerarquización de los Objetivos de Educación Extraescolar." Contreras, E. (Stanford)
- "Bases preliminares para el Trabajo de Investigación y Evaluación" Contreras, E. (Stanford)
- 1977: "Los Programas de Desarrollo y el Problema de la Marginalidad Rural en el Altiplano Occidental de Guatemala" O'Sullivan, J. (Stanford)
- "Cobertura y Preferencia radial en el Altiplano Occidental." Contreras, E. (Stanford)
- "The Basic Rural Education Project: Who Shall be Modernized?" Contreras, E. (Stanford)
- "Focus and Objectives of AID/Guatemala" Johnson, D., AED.
- "Conclusiones y sugerencias solicitadas al grupo de asesores internacionales" Equipo de Asesores.
- 1978: "Informe de los logros del programa de educación extraescolar en Guatemala" Tenney, R. and Moran, J. (AED)
- 1979: "Observaciones sobre el presente estado del Programa de Educación Extraescolar en Guatemala." Tenney, R. (AED)
- "Alternativas, Estrategias y Procedimientos para la Expansión del Programa 1980-82." Moran, J. (AED)

- "Comentarios sobre Programación de las Actividades 1980. Barriga, P. (AED)
- 1980: "Por que fracasan los proyectos de desarrollo" (traducción y adaptación)
Barriga, P. (AED)

B. A-V Materials and Prototype Instructional Unit

- 1976: "Sugerencias para la Organización de un Departamento Audio Visual para el Programa Extraescolar." Jones, R. (AED)
- "Estudios sobre Aceptación y Efectividad de las Fotonovelas e Historietas en la comunicación de conocimientos en areas rurales de Guatemala"
Vigano, O. (AED)
- 1977: "Modelo para la prueba de materiales" (draft) Vigano, O. (AED)
- "Las Pruebas de Materiales Dentro del Programa de la Junta Nacional de Educación Extraescolar" Vigano, O. (AED)
- "La Tecnología Educativa en Función de la Educación Extraescolar."
O'Sullivan, J. (Stanford)
- "El Cartel--Indicaciones Elementales de Composición, Preparación de Carteles y Material Gráfico." Garcia, S. (AED)
- "Informe Especial al margen del curso de dibujo intensivo." Garcia, S. (AED)
- "Reestructuración al curso de dibujo dictado al cuerpo de Educación Extraescolar para finalizar el 15 de Diciembre de 1977." Garcia, S. (AED)
- "300 ilustraciones del area camposina--a drawing manual." Garcia, S. (AED)
- 1978: "Hoja didáctica: El Pizarrón y su uso efectivo." Moran, J. (AED)
- "Taller-Laboratoria de Ayudas Audiovisuales." Moran, J. and Barriga, P. (AED)
- "Ten Steps for Producing A-V Aids." draft. Moran, J. (AED)
- "Practical Sequence of Steps in Production of Guide Units for Promoters in the use of A-V Materials, (draft)." Moran, J. (AED)
- "Instruction Manual for Promoters on Use of Small Visual Posters, (draft)." Moran, J. (AED)
- 1979: Temas Didácticos:
"Como Aprende la Gente"
"El Cono de la Experiencia"
"Seleccionando Su Visual"
"Legibilidad de Visuales"

"Uso Efectivo de su Visual"
 "El Cálculo de Porcentaje de Pendiente"
 "Nivel Tip "A" - Su Construcción"
 "Nivel Tip "A" - Su Uso"
 "Títeres"
 "Teatro"
 "Juegos de Aprendizaje"

"Introduction and Use of Nonformal Techniques and the elaboration of Group Reflection Story Writing." draft. Moran, J. (AED)

"Taller del uso de Medios-Múltiples, San Lorenzo, San Marcos." Barriga, P. (AED)

1980: "Términos de Referencias y Plan de Trabajo para la producción de laminarios de estimulación temprana." Barriga, P. (AED)

"Estudio de Producción de Medios para la Educación Extraescolar." Barriga, P. (AED)

"Algunas características modales de definición de los programas de Educación No Formal y Formal. traducción y adaptación" Barriga, P. (AED)

"Manual on the Application of Puppet Theatre to the NFE Process." Barriga, P. (AED)

"Manual on using cassette recorders at the Community Level." Moran, J. (AED) and BRE Production Units.

1981: "Posible Manera de Enfocar la Alfabetización dentro del contexto de Educación Extraescolar." Moran, J. (AED)

C. Communication Skills

1976: "Selección de Monitores. ¿Que Hemos Aprendido?" O'Sullivan, J. (AED) and BRE Coordinators

1977: Single page guides:
 "Group norms"
 "How to coordinate a Group"
 "Arriving at Consensus"
 "Critical Reflection"
 Moran, J. (AED)

1978: "Pasos a seguir en la preparación de una ficha para facilitar el trabajo del promotor en la comunidad." Moran, J. (AED)

"Temas de Comunicación Aplicada." Moran, J.

1979: "15 Hojas Técnicas on Group Dynamics." Moran, J. and Barriga P. (AED)

D. Radio

1978: "Las Herramientas del escrito de Radio." Cofino, S. F. (AED)

"Reporte sobre asesoría de Audio." Cofino, S. (AED)

"Actividades y observaciones, Reporte de Actividades en la Unidad de Audio de la Junta Nacional de Educación Extraescolar." Cofino, S. (AED)

"La Radio como medio." Cofino, S. (AED)

1979: "Radio and Nonformal Education." Moran, J. (AED)

1980: "Utilización de la radio en Educación Extraescolar." Moran, J. (AED)

"Radio and Audio Materials in the BRE Program." Moran, J. (AED)

E. Management and Administration Techniques

1977: Wall posters:

How to get Maximum Help from your Employees
 A Supervisor must Make Decisions
 Giving Constructive Criticism
 Handling Grievances
 Devices for Improving Long Distance Supervision
 Building Morale in the Group
 Tenney, R. (AED)

1978-

79 Need for Supervision and the 6 basic steps necessary to Carry it out
 Effective Job Descriptions
 Técnicas de Supervisión y Dirección
 Problem Solving Using Force Analysis
 Setting Goals and Sub Goals,
 aspects to be considered when Planning
 (preguntas para considerar en la Formación de Planes de Acción.)
 Most Common Planning Errors
 (Los Errores mas comunes en Planificación de Acciones)
 Algunas ideas sobre la Supervisión
 Stages of Supervision
 Success in Work Meetings
 How to Plan with Objectives, Subgoals and Goals
 How to Program at the Community Level
 Decision making
 Leadership Profile

F. Training and Community Volunteers

"Volunteers (Emergentes)." AED advisors

"How to Identify a Human Resource - The Volunteer." AED advisors

G. Evaluation and Research

1976: "Necesidades, Proceso y Estrategia de Investigación. Contreras, E. (Stanford)

"Bases Preliminares para el Trabajo de Investigación y Evaluación.
 Contreras, E. (AED)

- 1977: "Evaluación Formativa" Contreras, E. (AED)
- "Evaluación, Una Tarea Permanente." O'Sullivan, J.
- "Informes de Retroinformación, Actividades y Problemas en terreno de los Coordinadores. Contreras, E. (Stanford)
- "Sistemas de retroinformación, principios, diseños y operación." Contreras, E. (Stanford)
- "Manual de Evaluación, vol. I and II: Naturaleza, Objetivos y Procesos de Evaluación; Métodos." Contreras, E. (Stanford)
- "Propuesta del Plan operativo de investigación y evaluación para la evaluación formativa." Contreras, E. (Stanford)
- 1978: "Implementación del Sistema de Evaluación" Klees, S. (AED)
- "A Proposed Strategy for Measuring Program Impact." Nesman, E. (S. Florida)
- 1979: "El estudio de casos y los Incidentes Críticos, instrumentos alternativos para mostrar efectos del Programa." Barriga, P. (AED)
- "Evaluation Review" Newman, E. (S. Florida)
- 1980: "Indicadores" Barriga, P. (AED), Moran, J. (AED), with Secretaría de Educación Extraescolar and UNESCO.

H. Inter-Institutional Programming

- 1976: "Coordinación Interinstitucional para el Modulo Básico de Educación Extraescolar." O'Sullivan, J. (Stanford)
- "Guía para la Coordinación." (GOG)

I. Community-level Programming and Planning

- "Operationalizing the Training Plan of the Junta Nacional de Educación Extraescolar." Tenney, R. and Moran, J. (AED)
- "Una Actividad Educativa Concreta para Educación Extraescolar." Moran, J. (AED)