

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE

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4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 digits)

931-1250

6. BUREAU/OFFICE

A. SYMBOL DSB B. CODE 08

7. PROJECT TITLE (Maximum 40 characters)

NONFORMAL EDUCATION NETWORK

8. ESTIMATED FY OF PROJECT COMPLETION

FY 8 2

9. ESTIMATED DATE OF OBLIGATION

A. INITIAL FY 7 9 B. QUARTER 3
 C. FINAL FY 8 1 (Enter 1, 2, 3, or 4)

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

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
UNID APPROPRIATED TOTAL						
(GRANT)	(190)	(-)	(190)	(900)	(-)	(900)
(LOAN)	()	()	()	()	()	()
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY		10	10		90	90
OTHER DONOR(S)						
TOTALS	190	10	200	900	90	990

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1)				190		340		370	
(2)									
(3)									
(4)									
TOTALS				190		340		370	

A. APPROPRIATION	N. 4TH FY ____		Q. 5TH FY ____		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULE
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)							<input type="checkbox"/> MM <input type="checkbox"/> YY
(2)							
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(4)							
TOTALS							

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

1 = NO
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14. ORIGINATING OFFICE CLEARANCE

SIGNATURE

R. W. Schmeding

TITLE

Director, Office of Education, DSB

DATE SIGNED

MM DD YY

15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS. DATE OF DISTRIBUTION

MM DD YY

PROJECT PAPER

NONFORMAL EDUCATION NETWORK

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NONFORMAL EDUCATION NETWORK

I. DESCRIPTION OF THE PROJECT

A. Project Purpose

The Congressional Mandate, A.I.D. policies, and Less Developed Countries' (LDC's) priorities all emphasize the need for specific action projects that reach large numbers of the LDC's rural and urban poor. Activities include acquiring knowledge, basic skills, and understandings dealing with employment, agricultural practices, health and nutrition, functional literacy, and rural living skills (e.g., home and community construction and maintenance, sanitation, and family and community participation).

In order to mount effective and efficient programs, the LDCs need ready access to useful information about planning, managing, and evaluating programs at the "grass roots" level. Currently, access to this information is limited, especially with respect to programs that are addressed to the vast majority of poor people in the LDCs who have little or no formal education. Means must be found to (1) generate new knowledge, (2) systematically collect existing knowledge about nonformal education (defined as education and training activities outside the formal school system and aimed at out-of-school youth and adults), and (3) deliver this information rapidly to LDC planners and practitioners.

This proposed three-year grant project for \$900,000 is designed to address this need in two ways:

- 1) Continuing the operation of a Nonformal Education Information Center at Michigan State University (MSU) as a clearinghouse activity for the development and dissemination of user-oriented information on nonformal education; and

- 2) Providing direct technical assistance, with modest commodity support for the acquisition, publication, and distribution of materials, to selected LDCs that want to establish their own national nonformal education information centers. At the end of this three year period, the capability will exist for selected LDCs to operate national centers in Asia, Latin America, the Near East, and Africa (serving both Francophone and Anglophone countries).

An essential final product of this project will be a guidance manual to enable any LDC that wants to establish its own nonformal education

information center to have a complete "how-to-do-it" model to either adopt or adapt for its own purposes. This manual, produced by MSU with contributions from the selected pilot LDC centers, will describe in detail how to establish, manage, and evaluate nonformal education information centers. It will contain a summary of the administrative, technical, and financial arrangements used by the various pilot centers, an exposition of the major problems encountered in establishing and operating the centers, specific suggestions on how to resolve these problems, and a set of operating manuals for major aspects of the centers (e.g., Preliminary Planning Considerations; Collecting, Cataloging, and Filing Documents; Distribution Principles and Practices; Responding to Individual Information Requests; and Ways of Establishing Network Relationships with other National, Regional, and International Entities). At the same time network linkages will have been developed to enable these national centers to serve regional needs through the preparation and distribution of nonformal education materials appropriate to that region and through responses to specific requests from within the region for information and/or technical services.

Another essential final product will be the availability in each regional or national LDC nonformal education information center of an appropriate stock of the MSU Nonformal Education Information Center collection, reproduced and distributed by MSU to enable the LDC centers to serve as sources of information for nonformal education practitioners in the geographic area served by their center.

B. Project Background

This proposed project is an evolutionary outgrowth of a project that has been in operation since 1974 (see Contract AID/CM/ta-C/73-22). Two main types of work characterize this activity: (1) creating new knowledge and helping to systematize current knowledge about nonformal education, and (2) providing technical assistance and consultation in developing countries directed toward improving the quality and efficiency of nonformal educational programs. A concentrated effort was made to develop a knowledge base, collect materials, produce publications, and make these available to LDC development planners and practitioners world-wide.

Results of the Nonformal Education Information Center's activities over the past five years have been noteworthy. In the area of knowledge generation, a series of over 20 exchange publications, covering a wide range of nonformal educational topics, has been written by experts from MSU and LDCs and distributed to approximately 800 organizations and 3,600 persons working directly in nonformal education programs. Approximately 70% of these persons are in the LDCs,

and the remainder are in developed countries that have major responsibilities for developing nonformal education activities for use abroad. Examples include "Toward a Strategy of Interaction in Nonformal Education"; "Historical Perspectives on Nonformal Education"; "Economics of Nonformal Education"; "Alternatives in Education: A Summary View of Research and Analysis on the Concept of Nonformal Education"; "Effective Learning in Nonformal Education"; "NFE and the Structure of Culture"; "NFE as an Alternative to Schooling"; "Nonformal Education and the Role of Women and Families in Human Resource Development"; and various case studies in nonformal education.

Systematizing current knowledge has included (1) the development of topical lists of nonformal education resources to identify nonformal education materials, organizations, and personnel in a variety of development areas (e.g., agriculture, health, and occupational skills training); (2) creating a reference library and depository for books, periodicals, reports, papers, surveys, and studies on nonformal education; and (3) establishing an exchange service to send published and unpublished materials to persons working in the field of nonformal education for development. From a modest beginning, the Nonformal Education Library has grown to include more than 4,300 documents, over 90% of which were contributed by persons in the nonformal education network. The majority of these are particularly valuable because of their "fugitive" nature; that is, they tend to be unpublished and/or inaccessible, coming directly from the field in LDCs. The Nonformal Education Library is used by faculty and graduate students and by visitors who make special trips to the campus to utilize these resources. Of special importance is use of the nonformal education collection in compiling project highlights and select annotated bibliographies for the NFE Exchange, and in responding to requests from A.I.D. personnel and other planners for specialized kinds of information. The NFE Exchange, which has produced eleven issues to date, features descriptions of LDC nonformal education development projects, materials on nonformal education, activities of various individuals and organizations involved in LDC nonformal education, notices about conferences on nonformal education and development, and reviews of publications. Its average circulation is 6,000 copies per issue.

In summary, the Nonformal Education Information Center has the following features:

- Number of organizations in the network: 850, of which
500 are in LDCs
- Number of persons in the network: 3,600, of whom 2,000
are in LDCs

- Number of countries represented: 131, of which 105 are LDCs
- Location of network affiliates:
 - Domestic: 1,250 persons, including about 125 foreign nationals studying in the U.S.
 - Foreign: 1,874 persons, of whom about 70 are USAID and other U.S. Government personnel
- Number of titles in the nonformal education collection: 4,300
- Number of documents distributed: 32,000
- Number of publications, documents and fugitive materials contributed to the Center: Approximately 100 periodicals per month; approximately 70 publications and fugitive materials per month, mainly contributed by LDC practitioners.

Two major international conferences focussing on nonformal education projects in LDCs, followed by workshops involving LDC practitioners, have been held at MSU (in April, 1974 and in September, 1976). Of the 181 participants in the first conference, almost 100 persons represented national (LDCs) and international agencies and organizations (including AID/Washington), and the remainder were affiliated with 22 universities which had involvement or interest in nonformal education programs. The second conference and workshop ("Nonformal Education and the Rural Poor") was attended by 150 participants from 20 countries. The participants' interests were diverse and included the areas of policy-making, planning, funding, research, program development, operation, and management. Both theoreticians and practitioners were present, representing such varied fields as agriculture, health, formal education, nonformal education, communication and media, banking, and commerce.

C. Project Strategy and Justification

The growth in the demand for the services provided by the MSU Non-formal Education Information Center over the past four years (800 organizations and 3,600 persons in the network) demonstrates that there is a continuing need for readily available, systematic, user-oriented information on principles and techniques that will assist the poor, undereducated rural and urban majority to participate more fully in the economic and social lives of their nation.

Requests for MSU's services have come from all geographic regions in the world, and from organizations and individuals at all levels of responsibility (regional, national, and local). Almost every field of development is represented in the materials and services provided by the MSU Nonformal Education Information Center: Agriculture, Health (including nutrition and sanitation), Family Planning, Functional Literacy, Occupational Skill Training, Community Organization, Communication, Appropriate Technologies, and Small Scale Industrial and Commercial enterprises.

There is ample evidence, therefore, that this kind of activity will continue to fill an urgent need on the part of nonformal education planners and practitioners in the foreseeable future. This is the principal justification for continuing the services of the MSU Nonformal Education Information Center for an additional three years. Increasing, rather than decreasing, requests for information and services indicate that the task of creating, collecting, and distributing nonformal education information must be continued.

Experience to date, however, also shows that the future direction of the effort should include a provision for decentralizing the MSU program to place major responsibilities and activities for nonformal education information services within the LDCs themselves. The creation of national centers, carefully selected and located in the major regions of the underdeveloped world, represents the most practical next step for this project. As subsequent sections of this Project Paper will show, the LDCs want, need, and can operate their own centers, after a period of initial technical and modest supporting assistance from A.I.D. and MSU.

The basic strategy of this project, therefore, is to continue providing nonformal education information services to the LDCs through a contract with MSU for the next three years, while at the same time assisting the LDCs to establish and operate national nonformal information centers. By the end of the next three years, it is expected that A.I.D. supporting assistance to MSU will terminate and that the LDCs will continue to operate nonformal education information centers with their own resources. MSU will be free, of course, to continue maintaining its Nonformal Education Information Center with its own or other donor resources.

D. Project Description

1. Continuing the MSU Nonformal Education Information Center: Assistance is proposed over the next three years to enable the Nonformal Education Information Center at MSU to maintain a response

capability to the approximately 800 development-related organizations and 3,600 individual nonformal education practitioners in Asia, Africa, the Near East and Latin America who call upon its services. This assistance will take the following forms:

a. Continued publication and distribution of the NFE Exchange. Four issues a year will be published. The present thematic format (a lead article on characteristics and issues of the nonformal education topic featured, project highlights, selected annotated bibliography, reference review and readers' news/notes) will be maintained, with 6,000 copies of each 20 page issue distributed world-wide. Recent issues have featured topics with practical utility for planners and field workers (e.g., front line development workers, mobilizing youth for development, incomes-oriented training programs for adults, nonformal education and entertainment, women and development), and future topics would be selected with such broad-based utility in mind (e.g., nonformal education for pre-school and out-of-school children, participatory development programs, the formal/nonformal education interface, health and nutrition-oriented development programs).

b. Response to requests from nonformal education planners and practitioners world-wide. The Information Center receives a large number of inquiries and requests for nonformal education publications and resources. The number of requests varies from 70 - 100 weekly, with the large majority of these requests coming from persons in LDCs. Many persons from the U.N. or other non-governmental organizations also rely on the services of the Information Center, as do AID/Washington personnel. The personal and individual attention given to each request seems a key factor in the large number of letters sent to the Center from people in the developing world and in the many telephone inquiries received from AID/Washington personnel and referrals.

It is important, therefore, for the Information Center staff to continue to respond to the variety of requests directed to them:

1) Copies of the NFE Exchange and the two dozen MSU nonformal education publications (see Section I.B, Project Background, page 2, for examples of these publications). Responses from the LDCs concerning these publications will be used to determine the nature and content of subsequent issues of the NFE Exchange and of the other nonformal education monographs and papers.

2) Additions to the mailing list as increasing numbers of LDC nonformal education practitioners learn about MSU's services.

3) Development and distribution of special annotated bibliographies dealing with specific areas of nonformal education interest (e.g., health, nutrition, functional literacy, agriculture).

4) Reproduction and distribution of nonpublished articles submitted by LDC professionals for use by other members of the nonformal education network; and

5) Facilitating contact among persons and organizations engaged in similar kinds of nonformal education efforts through exchanges of correspondence.

c. Provision of selected annotated listings. The Information Center is receiving an increasing number of specific topical requests (70 in 1977, and 225 in 1978) from those working at "grass roots" levels with the world's poor. While the plurality of these has been in the area of health and nutrition, resource lists for nearly two dozen other topics have been requested. Examples of topics requested include: NFE health and nutrition, NFE functional literacy, NFE cooperatives, NFE agriculture, women in development, NFE distance teaching, and nonformal education and the use of do-it-yourself media. The Information Center plans to expand and make available for distribution annotated listings of resources in these areas. Tabulations of each title distributed will further provide an indication of trends and interest areas, by country and by the organizational affiliation of the person making the request.

The Information Center therefore should expand and up-date the selected annotated bibliographies and listings which are most in demand. These would then be announced in the NFE Exchange and made more accessible to interested LDC planners and field workers.

d. Occasional Papers. Nonformal education practitioners are writing materials of substance and relevance for a larger audience than they have access to. Some of these persons are without the financial means to reproduce and distribute copies of their writings. So that those pioneering nonformal education programs have a means to participate in collegial building of the knowledge base and effective access to new knowledge, the continuation of a series of occasional papers is planned. These papers are intended to provide a forum for the noteworthy ideas and experiences of persons in the nonformal education network. Priority will be given to the publication of papers which reflect development concerns of LDC nationals or which probe issues of nonformal education as it relates to the basic needs of people. The Information Center, therefore, will produce six occasional papers annually and announce their availability in the NFE Exchange. It is expected that at least four of these papers will be written by nonformal education experts from the LDCs.

e. Maintain collection of fugitive documents. The Information Center currently receives about 70 documents and fugitive materials monthly, along with several dozen periodicals. The vast majority of these items are contributed by those in the nonformal education network in exchange for materials distributed by the Center (e.g., MSU nonformal education publications, the NFE Exchange, selected annotated bibliographies, and personnel and organizational referrals). Incoming materials must be coded and cataloged and be easily retrievable. The College of Education has renovated and tripled the space of the Nonformal Education Library, greatly improving the housing of and access to the documents. The Information Center staff has also devised means for better classifying of new materials. Since the Nonformal Education Library forms the basis for so much of the Center's work, effective maintenance of the collection must also be continued.

f. Evaluation Study of the Nonformal Education Information Center network. As the MSU Nonformal Education Information Center embarks upon a new phase of service in providing direct assistance to the strengthening of development-type clearinghouses in LDCs, it is important to assess its functions and principal contributions to development planners and practitioners. A systematic study of the services of the MSU Nonformal Education Information Center to examine trends and issues in nonformal education as seen by practitioners, assess the development impact of the Center's activities, and learn about the nonformal education network (e.g., who the participants are and what kinds of relationships they have with each other and with the world's poor majority). An examination of the impact of the Nonformal Education Information Center, together with the use and effectiveness of its services in the LDCs, will be conducted. Such a study should yield data valuable both for assessing the functions of the Nonformal Education Information Center and for assisting selected LDC regional centers to perform information exchange and networking services. Finally, the study will yield some useful things for A.I.D. about the nonformal education network as a network: (a) the nature of the participants - their backgrounds, demographic characteristics, organizational affiliations, role in policy making and implementation; (b) the kinds of relationships which the Information Center participants have with those of the world's poor majority, with other development planners and practitioners, and with the Information Center; and (c) the tangible and intangible things which are exchanged in each of these relationships (e.g., information and direct assistance, prestige, understanding and encouragement).

Specific activities will include: survey questionnaires prepared and distributed to a sample of Information Center participants to elicit responses to the variables mentioned above; coding and

tabulating the data; analysis and synthesis of the findings in order to report on trends and issues as perceived by nonformal education practitioners, the development impact of the Information Center, and the nature of the nonformal education network itself.

2. Providing Direct Assistance to Create New Nonformal Education Information Centers in Selected LDCs: The major new thrust of this project will be in providing direct technical assistance in creating nonformal education information centers in selected LDCs. An important feature of this assistance will be the provision of a basic stock of nonformal education materials (e.g., books, microfiches, microfilms, technical papers, other documents, and necessary audio visual equipment) reproduced and distributed from the current collection at MSU to enable the LDC centers to assume many of the services which have been provided in the past by MSU. Decisions on which materials and audio visual equipment are to be donated to the LDC centers will be a joint responsibility of MSU and AID/DS/ED, and will be based upon a systematic study conducted by MSU.

This study, to be initiated early in the life of the new project, will focus on alternative technologies for establishing and operating LDC centers and will contain recommendations for implementation, specifically considering the following items:

- 1) Determining criteria for selecting core library and specialized reference materials in the MSU Center for duplication and distribution to the LDC centers;
- 2) Determining the appropriate technology for collecting, receiving, utilizing and maintaining nonformal education materials (e.g., print materials handling, using microfiche and/or microfilm systems, in the permanent LDC center);
- 3) Developing an operational plan for the selection, use, and maintenance of the necessary equipment; and
- 4) Developing an operational plan for the distribution of materials from the LDC center to other entities in the country and/or region.

Such centers, located in Latin America, Asia, Africa, and the Near East, would specialize in development-related information about the national and regional area, prepared in national and local languages. They would be able to handle problem-oriented requests and referrals from both host country nationals and persons outside the country. A mutually cooperative international network would be developed to facilitate greater sensitivity to varying local

needs, expand the language capabilities of each information center, and provide a better base of knowledge about nonformal education projects and possibilities around the world. In essence, this aspect of the project would lead to the creation of approximately four nonformal education centers, not identical to but patterned after the MSU Center.

Equally important, the LDC nonformal education information centers would be helping to structure a situation wherein development planners and practitioners in LDCs would not be dependent on a single outside source for information about their own country or region. When funding of the MSU Center ceases, the various LDC centers will have their own capability to operate nonformal education information centers. Financial and personnel support by the LDC host agency will be a precondition of joint AID/MSU assistance. Furthermore, the project will contribute to the development of managerial/administrative capability among local people, through the upgrading of the knowledge of nonformal education planners and practitioners via the publications they are provided (or which they develop themselves) and through the in-service technical assistance provided by MSU.

LDC-based information centers would be better able to respond to requests for information from development promoters who seek information in the local languages. They would gather more complete information on national and/or regional projects. Non-print kinds of materials (e.g., games, posters, slides) would be collected. Finally, they would devise ways to be of more direct service to in-country community groups. Means will be found to promote not merely the dissemination of information, but also its generation and exchange among the intended beneficiaries of the development efforts (e.g., case studies and occasional papers written by LDC planners and practitioners).

A major purpose of past project activities was the development and dissemination of information about nonformal education. The presence of nonformal education information centers in locations proximate to the world's poor majority, and to those nonformal education practitioners most directly involved in development activities, would help significantly to facilitate such an information exchange within geographical regions.

Horizontal and symmetrical linkages would increasingly characterize the cooperative relationship among those select nonformal education resource centers in Latin America, Asia, Africa, and the Information Center at MSU. Within several years, the LDC-located centers would

be sufficiently known and able to handle a variety of information requests so that the great majority of inquiries from within the country or a particular region could be directed to the LDC center. These centers might also develop specialization concerning nonformal education in the country areas, plus resource collections in the languages of the region. For example, inquiries made of the MSU Nonformal Education Information Center for Spanish or French language materials, or for information on nonformal education programs in a certain country, could then be referred to the more suitable or specialized center in Colombia, Thailand, or Senegal.

Selected sites would be characterized by the following traits:

- be relatively broad-based in terms of access and scope of development resources;
- have likelihood of continuation because of high interest level, access to funding, and status not highly subject to political fluctuations;
- be oriented to service on behalf of the poor majority of the population;
- have means for gathering and maintaining print and other media resource materials;
- have means for effective distribution of materials;
- be willing and able to handle problem-oriented requests;
- be cognizant of nonformal education programs within the national and regional geographical area it serves;
- be concerned with building linkages with the nonformal education planners and practitioners in the country or region;
- be able to contribute to overall A.I.D. objectives within the country;
- have enthusiasm for undertaking or expanding information center and networking functions;
- be committed to adequate staffing and management;
- have replication or multiplier possibilities (serving as a model for sub-sites in the area, or perhaps for other national centers).

Several groups have already indicated interest in exploring special linkages with the Nonformal Education Information Center at MSU: Centro Para El Desarrollo de la Educacion No Formal (CEDEN), Bogota, Colombia; People's Open University in Islamabad, Pakistan; and the Southeast Asian Ministers of Education Organization (SEAMEO), Bangkok, Thailand. Other sites would also be considered. The proposed strengthening of special institutional linkages with the Information Center will be announced in the forthcoming issues of the NFE Exchange so that any other interested groups may register their willingness to participate.

During the life of the project, trips would be made to approximately five sites: Latin America, Asia, Anglophone Africa, Francophone Africa, and the Middle East. Two initial trips are planned in FY 1979, and three in FY 1980. Several short-term follow-up trips are also planned to selected sites during the course of the project. The purposes of the trips are to assess organizational commitment to the project activities and provision of human and physical resources, to develop an operational plan for organizing, operating, and evaluating nonformal education centers, and to establish operational linkages with the Nonformal Education Information Center at MSU. Each site will be visited for approximately two weeks by a team consisting of the A.I.D. project monitor (DS/ED), the MSU Director of the Nonformal Education Information Center, and two regional experts. A return trip by one expert is planned for each selected site, after a suitable period of time has elapsed, for follow-up advisory services and evaluation. It is also expected that host country nonformal education information center specialists will visit MSU, at host country expense, for an orientation of MSU Nonformal Education Information Center activities. An interregional meeting of Nonformal Education Information Center network affiliates is planned for FY 1981 to discuss accomplishments, problems, and further cooperative activities among the various centers.

II. PROJECT SPECIFIC ANALYSES

A. Economic Feasibility

This project is not appropriate for a "cost-benefit" analysis approach; instead, the "cost-effective" concept has been employed. The first consideration was determining the economic "worth" of the project measured over time and against costs. Until recently, the importance of systematic nonformal education activities as an important contributor to the overall economic and social development of LDCs was not a well understood or well accepted concept. Faced with burgeoning population growth, rising expectations of the poor populace, scarce resources for education, and traditional approaches to human resources development, most LDCs are now turning to non-formal approaches as a necessary complement to formal programs.

It became increasingly clear, however, that LDCs possessed little information about nonformal education principles and practices, nor did they have the human and financial resources to correct this shortcoming. In attempting to respond to this need for relevant information, A.I.D. has supported over the past four years the development of a "clearinghouse" activity to facilitate the generation, dissemination, and use of nonformal education information on a world-wide basis. The mechanism chosen then was the creation of a centralized source within a leading U.S. university, because of inherent administrative and technical expertise, past experience in international cooperation (especially with LDCs), and a commitment to provide institutional support for an activity that would require years to fully implement. The success of this mechanism has been established, and it is clear that this activity must continue to expand to meet increasing demands for its services and products by nonformal education planners and practitioners world-wide. Continuing the information services aspect of this project within the same institution that began the program is considered to be much more "cost-effective" than attempting to create this capability elsewhere argue for retaining the present arrangement as the most economically feasible alternative for project activities.

Viewed from the perspective of long-term economic feasibility, however, this paper proposes as the desired alternative the establishment of at least several other nonformal education information centers. Once administrative and technical expertise is more fully developed by LDC personnel, operational costs - compared to present U.S.-based investments - should be materially reduced. Salaries of LDC personnel performing the same services now provided by MSU staff personnel will inevitably be much lower, as would the costs of printing and distributing nonformal educational information.

The use of printed material, rather than more costly alternative technologies, was also considered in developing a cost-effective approach to nonformal education.

In considering the most economically effective way to disseminate information and services to geographically widespread professionals working in the area of nonformal education, while at the same time taking into account technical and social feasibility factors, it was determined that LDC centers offered the best alternative to a sole source in the developed world (MSU in the United States). Staff, facilities, and world-wide communication costs at MSU argue against this United States mechanism as a long-term arrangement. Once national centers are established and functioning with LDC financial support, personnel and operating costs should be considerably lower than the current United States-based system.

Another factor influencing the decision to establish national centers to provide nonformal education personnel with current information regarding viable nonformal education programs was the realization that this arrangement would enable the LDCs to avoid costly and time-consuming "trial and error" efforts to develop valid and efficient nonformal education activities. Profiting from the experiences of others who have faced similar problems elsewhere will result in substantial savings as LDCs initiate their own programs. Implicit in this discussion, of course, is the whole "economy of scale" issue. The widespread application of proven practices will result in substantial savings over costly small unit applications.

B. Social Soundness Analysis

An integral component of A.I.D.'s strategy to furnish assistance to the world's poor majority through valid, relevant, and effective programs in agriculture, health, and education is the provision of appropriate information in an efficient manner to the planners, administrators, and technicians who are responsible for specific action programs in the LDCs. Nonformal education is playing an increasingly major role in these development efforts, and it is therefore essential that nonformal education and training programs be supplied with up-to-date information regarding appropriate theory and practices to guide specific action efforts.

This project addresses this information and communication need by stimulating the generation of new knowledge, distributing the knowledge widely, and validating the knowledge through evaluation of user-oriented programs. The continued operation of the Nonformal Education Information Center as a clearing-house activity for the development and dissemination of nonformal educational information has played, and will continue to play, an important role in this process.

More significant, however, is the proposed expansion of the project through creating counterpart information centers in selected LDCs in other areas of the world. Structuring a situation wherein development planners and practitioners in LDCs would not be dependent solely upon a single outside source for their information but would increasingly rely upon their own resources would contribute significantly to insuring that the information is valid (i.e., economically, technically, and socially acceptable). Involving the LDCs more directly would also further the concept of local involvement and responsibility for action programs that meet the needs of the target populations,

as well as further the concept of information sharing among countries within their region who face similar development problems requiring the use of nonformal education programs.

Finally, knowledge generation would proceed not only from a "trickle down" perspective (e.g., university), but also from a "bottom up" perspective (i.e., from the "grass roots" people who are the expected beneficiaries of the nonformal education research effort).

Evidence is available to show that LDCs in fact desire their own nonformal education information centers and are seeking direct assistance from the United States to organize and operate locally based centers as part of a larger nonformal education information network. The Southeast Asian Ministers of Education Organization (SEAMEO) in Bangkok, Thailand, invited at their own expense Ms. Joan Claffey, Director of the MSU Nonformal Education Information Center, to visit them in August, 1978 to discuss establishing an information center there.

C. Technical Feasibility

The decision to establish a centralized U.S.-based clearing-house activity in nonformal education at a leading U.S. university (MSU) has proven effective during the past four years of operations. Possessing the necessary infra-structure of administrative, professional, and technical skills, as well as the back-up physical facilities and resources to develop and distribute knowledge regarding nonformal education theory and practice, MSU has created an effective and efficient system to conduct this multi-faceted activity. The entire range of its services has been described in detail elsewhere in this paper, and its current depository of nonformal education knowledge is probably unequalled anywhere else in the United States or abroad.

The continuation of the information services aspect of this project at MSU over the next three years, therefore, seems logical and justified. To transfer these functions to a new institution at this time is considered to be technically and economically infeasible. Development planners and practitioners world-wide have come to depend on MSU for its information needs in nonformal education matters, communication network linkages have been established, and necessary technical expertise and experience have been developed at MSU as a result of its past connection with this activity. The maintenance of continuity

with a single, experienced institution is another compelling argument to continue basing project information activities at MSU.

The second phase of this project - direct assistance to selected LDCs to establish nonformal education information centers - also supports the technical feasibility of having the institution that developed the basic information center program in the United States be the institution to help the LDCs plan and initiate nonformal education information centers elsewhere in the developing world. Shifting institutional arrangements to another United States entity for the balance of this project, therefore, is deemed to be technically infeasible.

D. Administrative Feasibility

Two principal administrative organizations will carry out the project: Michigan State University, through its Institute for International Studies in Education (IISE), and still to be selected national and/or regional educational entities in the LDCs. MSU's IISE has developed over the past four years numerous international contacts with LDC nonformal education personnel and government officials, and considerable administrative and technical expertise in organizing and operating a comprehensive nonformal education information center. Its activities and accomplishments have been described elsewhere in this Project Paper. The Institute has a permanent status at MSU, thereby guaranteeing that an experienced and continuing administrative unit will be available throughout the life of this project (and beyond) to administer project activities. In addition to the resources of the Institute, MSU can also call upon the larger resources of the university (e.g., libraries and faculties) to provide necessary administrative and technical inputs.

The principal administrative unit within a particular LDC will be selected on a case-by-case basis. Criteria will be developed for the selection of particular entities, and will include such considerations as commitment to the concepts of nonformal education, human resources capabilities, ability to service information needs of other LDCs in the same geographic region, and financial resources to meet counterpart obligations. Willingness and capability to continue project activities after AID/MSU assistance terminates will also be considered. An example of the kind of LDC entity that will be selected is the SEAMEO Secretariat located in Bangkok, Thailand. This entity has already expressed a strong interest in actively participating in the creation of an Asian regional nonformal education information center, and invited the MSU project director to visit SEAMEO in August, 1978 to discuss the planning and development of such a center to serve its five member nations, as well as other interested nations.

Overall administrative monitoring of the project by A.I.D. will be conducted by the Nonformal Education Staff of the Office of Education, Development Support Bureau (DS/ED), working in close cooperation with A.I.D. Regional Bureaus and individual USAID missions. A.I.D., the Regional Bureaus, and individual USAID missions will actively participate in the major project decisions (e.g., location of LDC nonformal education information centers, criteria for selection and operation of individual centers, and the nature and extent of LDC's contributions).

E. Environmental Analysis

DS/ED has made a threshold determination that there will be no discernible environmental impact as a result of this project, and that a formal statement is therefore unnecessary.

III. FINANCIAL PLAN

The following tables represent the budgetary analysis of this project, showing the total and timing of the financial resources by both A.I.D. and the host country/area:

- TABLE 1 - Summary Cost Estimate and Financial Plan
- TABLE 2 - Costing of Project Outputs/Inputs
- TABLE 3 - Projection of Expenditures by Fiscal Year
- TABLE 4 - Budget - Life of Project, by Components
- TABLE 5 - Personnel Projections

Until specific host country/area cooperating entities have been selected to operate LDC nonformal education information centers, it is not possible to form a definitive judgment as to the local entity's ability to finance such expenditures once A.I.D. financing has terminated, nor can a judgment be formed about how well they will be able to discharge their responsibilities for project implementation and what management changes may be necessary.

However, two factors enable A.I.D. to form a tentative judgment that this proposed project is financially feasible:

- 1) The nature and total cost of the host country/area's financial contributions are quite modest, and should not cause a burden on any subsequent national education budgets; and

- 2) The criteria for final selection of an LDC nonformal education information center include consideration of the host country's financial and managerial capability to initiate and maintain such a center once the A.I.D. project terminates. Since preliminary investigations have identified likely host country entities that already have an infra-structure and previous experience with project-type activities (e.g., CEDEN, Bogota), we are confident that selected centers will be able to satisfy these criteria during project implementation.

TABLE 1

Summary Cost Estimate and Financial Plan

(US \$ 000)

SOURCE	A.I.D.		Host Country		Other		TOTAL
	FX	IC	FX	IC	FX	IC	
Personnel	\$ 520.0	-	-	\$ 34.0	-	-	\$ 554.0
Commodities	55.0	-	-	25.0	-	-	80.0
Other Costs	223.0	-	-	20.0	-	-	243.0
Inflation	82.0	-	-	8.0	-	-	90.0
Contingency	20.0	-	-	3.0	-	-	23.0
TOTAL	\$ 900.0	-	-	\$ 90.0	-	-	\$ 990.0

TABLE 2

Costing of Project Outputs/Inputs

(\$ 000's)

Project No. 931-1250

Title: NFE Network

Project Inputs	Project Outputs				TOTAL
	# 1	# 2	# 3	# 4	
A.I.D. Appropriated	\$ 790.0	50.0	35.0	25.0	\$ 900.0
Host Country	70.0	10.0	5.0	5.0	90.0
Other Donors	-	-	-	-	-
TOTAL	\$ 860.0	60.0	40.0	30.0	\$ 990.0

TABLE 3

Projection of Expenditures by FY

(US \$ 000)

Fiscal Year	A.I.D.	Host Country	TOTAL
1979	\$ 170.0	\$ 5.0	\$ 175.0
1980	350.0	40.0	390.0
1981	380.0	45.0	425.0
TOTAL	<u>\$ 900.0</u>	<u>\$ 90.0</u>	<u>\$ 990.0</u>

TABLE 4

Budget

Life of Project, By Components
(\$ 000's)

Project No. 931-1250

Title: NFE Network

Item	FY 1979	FY 1980	FY 1981	Total
Personnel *	\$ 110.0	\$ 180.0	\$ 175.0	\$ 465.0
Travel, Per Diem, Misc.	10.0	25.0	20.0	55.0
Direct Costs	48.0	100.0	130.0	278.0
Printing	(9.0)	(15.0)	(15.0)	
Postage, Telephone, Telegraph	(9.0)	(20.0)	(18.0)	
Reproduction	(10.0)	(16.0)	(11.0)	
Materials and Supplies	(5.0)	(8.0)	(6.0)	
Publications Acquisition	(2.0)	(6.0)	(10.0)	
Evaluation Services	(3.0)	(5.0)	(5.0)	
Commodities	(10.0)	(30.0)	(15.0)	
International Conference	(-)	(-)	(50.0)	
Inflation (10%)	17.0	30.0	35.0	82.0
Contingencies	5.0	5.0	10.0	20.0
TOTAL	<u>\$ 190.0</u>	<u>\$ 340.0</u>	<u>\$ 370.0</u>	<u>\$ 900.0</u>

* Personnel - see TABLE 5
for budget detail

TABLE 5

Personnel Projections

Project No. 931-1250

Title: NFE Network

Title	FY 1979		FY 1980		FY 1981		TOTAL	
	Person Months	\$ 000's						
Administrator	.8	\$ 2.7	2.0	\$ 7.5	1.5	\$ 6.0	4.3	\$ 16.2
Director	4.5	6.3	11.0	20.0	10.8	19.0	26.3	45.3
Faculty Research Assistant	5.2	6.0	8.5	10.0	7.0	9.0	20.7	25.0
Clerical	8.0	10.0	14.0	12.0	12.0	11.0	34.0	33.0
Graduate Assists.	35.0	37.0	46.0	50.0	40.0	45.0	121.0	132.0
Work/Study Students	6.0	1.0	8.0	1.0	6.0	1.0	20.0	3.0
LDC Regional Advisors	1.0	3.0	2.5	4.0	2.0	4.0	5.5	11.0
Sub-Total	60.5	\$ 66.0	92.0	\$ 104.5	79.3	\$ 95.0	231.8	\$ 265.5
Fringe & Overhead	-	44.0	-	75.5	-	80.0	-	199.5
TOTAL	60.5	\$ 110.0	92.0	\$ 180.0	79.3	\$ 175.0	231.8	\$ 465.0

IV. IMPLEMENTATION PLAN

April 1, 1979 - Effective date of contract.

FY 1979 (April 1 - September 30, 1979)

Information Services (MSU)

1. Production and distribution of 2 issues of the NFE Exchange (6,000 copies each issue).
2. Preparation of 2 topical, annotated listings of nonformal education resources.
3. Publication of 2 occasional papers.
4. Addition of approximately 350 items to nonformal education documents collection.
5. Production of an annual report of the Nonformal Education Information Center.
6. Evaluation study by MSU Center.

LDC Nonformal Education Information Centers

1. Identify sites of the first two nonformal education information centers, probably in Africa and Latin America.
2. Site visits by MSU staff and LDC team to assist in drawing up objectives, implementation scheme, and formative evaluation plan.
3. Begin preparation of operations manuals for the LDC nonformal education information centers.
4. Begin operation of nonformal education centers in two LDCs.
5. Begin reproduction and distribution of basic stock of MSU collection for LDC nonformal education information centers.

FY 1980 (October 1, 1979 - September 30, 1980)

Information Services (MSU)

Continue scope of activities described in the FY 1979 Implementation Plan, including the initiation of the

plan to reproduce and distribute MSU Nonformal Education Information Center collections for the regional/national LDC centers.

LDC Nonformal Education Information Centers

1. Identification of three additional sites, probably in Asia, Near East, and Africa, to initiate nonformal education information centers. Activities will duplicate those described in the FY 1979 Implementation Plan. Based upon experiences gained through FY 1979 activities, necessary modifications will be made regarding scope, timing, administration, and funding of additional centers.
2. Follow-up trip to first two sites.
3. Begin providing operating national centers with microfiches and copies of other relevant documents from the MSU Center.
4. Conduct annual evaluation studies of MSU and LDC center activities.
5. Continue preparation of guidance and operations manuals for LDC centers.

FY 1981 (October 1, 1980 - September 30, 1981)

1. Continue MSU Information Center operations, with emphasis upon phase-out activities.
2. Follow-up trips to three sites selected in FY 1980.
3. Distribute stock of MSU collection to operating LDC centers.
4. Convene an international conference at MSU for all LDC nonformal education network affiliates.
5. Conduct final, summative evaluation of all project activities. Publish final reports.

Project monitoring will be the responsibility of DS/ED, AID/Washington, with coordination of the appropriate A.I.D. Regional Office. USAID education offices will also be included through close coordination with participating entities.

The principal implementing agency will be Michigan State University, through its Nonformal Education Information Center, Institute for International Education. An A.I.D. contract with MSU will be developed and signed to provide the necessary technical advisory and information services support activities of the project.

The role of the host country/region in the monitoring process will take different forms, depending upon local circumstances. In Asia, for example, the principal cooperating unit might be the SEAMEO Secretariat located in Bangkok, Thailand. Activities affecting the five member countries of SEAMEO could be coordinated through this Secretariat. Direct host country commitments, involving both human resources and financial contributions, will be an integral part of the project.

V. EVALUATION PLAN

Two types of evaluations are planned for this project:

- a) Routine, to be conducted annually to insure that progress toward specific planned targets is being achieved; and
- b) Special, to probe more deeply into project policies and procedures by arranging for the collection, analysis, and utilization of data required to assist in meeting project goals.

The routine, annual evaluations will consist of two parts: (1) evaluating the operation of the Nonformal Education Information Center clearinghouse at MSU, involving personnel of DS/ED and Regional Bureaus in AID/Washington, and the Contractor (MSU); and (2) evaluating progress toward the establishment and operation of the nonformal education information centers in the selected LDCs. This part of the evaluation will involve personnel of the above named entities as well as appropriate USAID missions and host country institutions. Within the first three months of the project, an Evaluation Committee composed of representatives of DS/ED, AID/Washington Regional Bureaus, and the Contractor will develop a specific annual evaluation plan to include at the least the following items:

- 1) Listing specific quantitative targets for the collection, publication, and distribution of Nonformal Education Information Center documents, publications, and other related material (e.g., issues of the NFE Exchange, occasional papers, annotated bibliographies, and operating manuals for the establishment of LDC centers).

2) Determining the nature and content of material to be included as the "lead article" in the NFE Exchange, occasional papers, and annotated bibliographies.

3) Determining what further research and publications are needed in nonformal education to meet the needs of specific USAID missions, Regional Bureaus, and LDCs. As part of this planning function, procedures will be developed to elicit USAID and host country contributions to insure that their needs and interests are met.

4) Determining the specific format, timing, and content of the annual evaluation report.

The annual evaluation of progress toward establishing and operating nonformal education information centers in the LDCs will include:

1) Establishing criteria for the selection of LDC host institutions, including a consideration of locations, host country capability and commitment, timing of inputs, and budgetary and personnel requirements;

2) Developing quantitative and qualitative criteria for assessing the periodic progress of LDC centers in achieving project objectives, to include such items as number and kinds of nonformal education material to be collected, written, and distributed; nature and degree of responses by the LDC centers to individual requests for information; and progress toward the "outreach" dimension of the project (e.g., mechanisms for distributing materials within the country and abroad).

Special evaluations, to be conducted as needed, will be concerned with measuring progress toward the collection, analysis, and use of data in nonformal education information. For example, additional research is needed to determine more precisely the nature and extent of the network affiliates in nonformal education (who are the recipients of nonformal education information and how are they using the furnished information to plan and operate effective and efficient locally-based nonformal education activities?). Survey and interview techniques will be developed and applied, and the results will be used to modify and/or strengthen current nonformal education activities under the project. Research will continue to determine the specific needs for information that the LDCs most need and want, and these results will help dictate the nature and extent of further publication and/or collection of nonformal education information by the contractor and the LDCs themselves.

Special studies will also be conducted to determine the most appropriate technology to be used in establishing and operating LDC information centers. For example, should LDC centers collect and distribute only printed material, or should provision be made for microfilm and microfiche capability? If the latter is included, research and planning will be required to determine the best mix of these components and specific implementation plans developed. These plans and operations will have to be evaluated to determine their effectiveness and efficiency.

A final, summative evaluation is planned for FY 1981, at which time the final results of the project will be determined. As part of this activity, an international conference (probably at MSU) will be convened for network affiliates to assess trends in nonformal education, to examine several models for implementing nonformal education information centers in additional LDCs, to evaluate a general guidance manual (which will also contain operating manuals for planning and managing all aspects of a nonformal education information center), and to establish further cooperation among nonformal education planners and practitioners. The proceedings of this conference will be published and made available upon request.