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FY 1980

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OFFICE OF EDUCATION

DEPARTMENT
OF
STATE



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FY 1980

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FOR

OFFICE OF EDUCATION

TABLE OF CONTENTS

	<u>Page</u>
Office Narrative	1
Summary Table V	6
Summary Workforce Allocation Table	
FY 78 (B-6)	8
FY 79 (B-4)	9
FY 80 (B-2)	10
Long Range Funding and Workforce - 1984	11

NONFORMAL EDUCATION DIVISION

Narrative	12
Table V	17
Workforce Allocation Tables	
FY 78 (B-5)	20
FY 79 (B-3)	21
FY 80 (B-1)	22
Project Data Sheets	26
Project Identification Documents	
NFE Programmed Teaching	33
NFE Education Assessment and Analysis	38
NFE: Motivation and Benefits	42
NFE and Out of School Youth	46

EDUCATIONAL TECHNOLOGY DIVISION

Narrative 52

Table V 61

Workforce Allocation Tables

 FY 78 (B-5) 64

 FY 79 (B-3) 65

 FY 80 (B-1) 66

Project Data Sheets 69

Project Identification Documents

 Analysis of Farmer Information 81

 Health Auxiliaries 88

 Practical Skill Curriculum 94

 Community Basic Education 103

 Community Agricultural Organizations 113

 Small Farmer Info Services 120

SPECIAL ACTIVITIES

Workforce Allocation Tables

 FY 78 (B-5) 134

 FY 79 (B-3) 135

Field Support Table 136

Special Concerns Table 137

Education and Human Resources

General Narrative

The Long Range Goal and Needs to be Addressed

In long range terms, the goal of the Office of Education and Human Resources is to contribute to the improvement of educational and training programs in developing countries, recognizing three fundamental imperatives. The first is to widen access to learning activities of all types, particularly for groups that are for the most part bypassed by existing structures and approaches. The second is to improve what happens in the learning experience itself. This embraces a concern for quality and relevance of educational offerings. The third imperative is to devise ways to meet learning requirements that are within the reach of hard-pressed developing country budgets, and do not rely on resources of teachers, administrators, equipment and facilities in type and quantity that countries simply do not possess.

The program of DS/ED at this point in time consists of two divisions: educational technology and nonformal education. A third, having to do with educational planning and management, was dropped for workforce reasons at the time of the recent reorganization. The FY 80 program basically presents the two divisions named. Residual elements of the planning and management portfolio and one terminating higher education project are to be found in the B3 and B5 attachments.

Nonformal Education. Over the past several years, the nonformal education activity has matured from a new, untried programmatic idea to an approach having considerable attractiveness. It is one of the best means available for reaching people who live in the poorer areas of developing countries with learning experiences responsive to their problems and adaptable to local circumstance. While continuing to support Mission and Regional Bureau efforts directly, we also continue to search for better ways to assess the strengths and weaknesses of nonformal education, to understand the peculiar characteristics that make some programs work amazingly well while others fail under similar circumstances. A substantial new initiative of our program is based on our belief that if there is a way to strengthen a great number of small, independent yet vital programs with financial and other resources, the net effect might be as great and possibly better than one big, integrated nationwide program.

Our ongoing and new program elements are directed to what might be termed the primary objective of our program in nonformal education: to strengthen it, to stimulate its improvement and refinement, and to help it grow to its fullest potential as an alternative to schools for those who cannot attend a school, and as a means for further education beyond the school for those who want it. Other objectives are presented in the divisional narrative for Nonformal Education.

Educational Technology. The central bureau program in educational television had begun before the Technical Assistance Bureau was formed in 1969. Following the creation of TAB, Educational Technology as an established program area stressed a "systems approach" to educational change and innovation, considering combinations of media and organizational modifications as an Educational Technology strategy for the early '70's. As the emphasis on effectiveness gained strength, we undertook research on the use of new radio teaching methods. We later commissioned cost studies as efficiency questions gained prominence, and when emphasis was placed on integration and cross-sectoral collaboration, Educational Technology answered with a strategy to use communications media.

Our program has provided good answers to difficult questions, and hopefully has stimulated the Agency to look for ways effectively to improve the reach and quality of educational programs of all kinds. It has followed a plan of trial of new approaches and then application of lessons of experience to other learning settings and problems. For example, over the next few years, we propose to apply to the language arts and practical skills elements of the school curriculum the lessons we have learned in the radio mathematics program, along with insights gained from other experiments. We are saying that since radio can produce a qualitative gain in mathematics and do so in an economical way, there is every reason to try the same strategy in other subject areas, and good reason to believe it will work there as well. This approach of trial and application may be said to be a major objective of our Educational Technology work. Additional objectives guiding this program area are to be found in the divisional narrative.

Organizational Changes

In order to align ourselves more closely to the LDC-Mission situation, over the next fifteen months we shall establish three new program foci, which have to do with three education and training needs.

1. The need to provide foundation knowledge and skills.
2. The need to provide work-related knowledge and skills.
3. The need to provide leadership knowledge and skills.

Some explication of what is meant by these headings may be in order.

1. Foundation Knowledge and Skills. These are basic for coping with fundamental life demands and responsibilities devolving on every person who is able to play a nondependent role in society (i.e., individuals who do not have mental and certain kinds of physical incapacities). The exact set of such skills and knowledge must vary society by society, but might include the following kinds of components.

- An elementary understanding of the processes of nature in a particular area as they pertain, for example, to health and sanitation, to raising crops and animals, to nutrition, food storage and preparation, and to the environment and its protection.

- Functional knowledge and skills for rearing a family and operating a household, including the essential elements of protecting family health; family planning where appropriate; good child care, nutrition and sanitation; cultural activities and recreation; care of the injured and sick; intelligent marketing and use of money; making clothes and other consumption goods, house repairs and environmental improvements; growing and preserving food for family consumption.

- Functional knowledge and skills for group or community life and civic participation, including some knowledge of national and local lore, history and ideology; an understanding of one's society and one's place in the structure of the social system; available social services; rights and obligations of individual citizens; principles, aims and functioning of cooperatives and of local voluntary associations.

- Language and number skills, or simply put, reading, writing and arithmetic. What is envisaged is a range of facility with these tools which would begin at the functional level and go up perhaps to the primary school leaver level of attainment. Some have defined "functional" literacy and numeracy as that sufficient (a) to read with comprehension a national newspaper or magazine, useful agricultural, health, and other "how-to-do-it" bulletins, or manufacturers' instruction sheets; (b) to write a legible letter to a friend or to a government office requesting information; and (c) to handle important common computations - such as measurement of land and buildings, calculation of agricultural input costs and revenues, interest charges on credit and rental rates on land.

These skills are needed for continuation in school (if the skills are gained there); for movement into formal education (if the skills are not gained there initially); for admission to other programs of a nonformal character (perhaps certain job-skills training programs); and for direct employment in the most productive possible terms.

2. Work-Related Knowledge and Skills. Included under this heading are the knowledge and skills that prepare individuals to take jobs and be more productive in their occupations. Although the major emphasis of our assistance in formal education should be on the provision of foundation skills at the first level, our approach should carefully reconsider ways to assist various kinds of occupational skills training programs, those that are important on the farm, in the market (or intermediate-size) towns, and in the larger urban areas as well. Specific attention should be given to productive occupational skills for females, and to the lower-cost formal school programs (as for example on-the-job training coupled with attendance at school), as opposed to the vastly more expensive specialized vocational and technical secondary schools and institutes.

This classification carries with it awareness that occupational skills training is no longer confined to the adolescent (or secondary school age) person, but is properly to be considered for illiterate male and female adults, and for preadolescents as well. Nor need such training be pegged to the job-entry level; learning even the rudiments of certain occupational skills can produce important benefits, both individual and social. However, occupational skills training for adults, out-of-school adolescents and some children beyond the reach of schools will for the foreseeable future be the task of nonformal programs.

3. Leadership Knowledge and Skills. This encompasses the training of leaders at all levels, from illiterates to students in post-graduate work. Leadership is indispensable to the success of every initiative, and needs fresh, careful consideration as a development tool of considerable potential.

Included under this heading is local leadership at the village level, middle-management requirements in both the public and private sectors, participant training geared to specific development assistance objectives, and the role of higher education of all forms, including institutions for training technical and scientific specialists. Teacher training is one obvious example of leadership training that is in perpetual need of attention.

If the office were organized according to these three foci, in time our program would reflect this configuration. Since they are basic to the New Directions Mandate, the objectives of widened access, improved effectiveness and increased efficiency would be used to validate all work. Nor would a shift to this new set of emphases mean an abandonment of our efforts in nonformal education and educational technology. Each Field Support Emphasis area quite obviously has both formal and nonformal training aspects, and instructional technology would find application throughout the total effort. What this change would bring with it is a gradual infusion of new expertise in DS/ED, expertise reflecting the foci; for example, an early childhood education specialist would be sought as soon as possible.

Development Communications. In addition to the three foci above, the DS/ED program will have a fourth area of concentration, Development Communications.

For several years we have been convinced that there were important ways to make use of the communications technologies, principally the mass media, in the health, nutrition, agriculture and other development sectors; in part, building on some of the experience gained with programs in education, such as the various uses of instructional radio.

As a way to spearhead this venture of applying the power of the mass media in reaching out to widely scattered LDC populations, as well as the improved methodologies of behavioral change and related software development, we are proposing several new projects for FY 80. (See Table V, Proposed Package.)

Two things should be noted about these projects:

(1) They deal principally with the goals and objectives of other sectors and not with the education sector, per se.

(2) They are at a lower priority than other elements of our program. Indeed, much of the Development Communications work of the office cannot proceed after FY 80 without additional workforce and funds. Put another way, if the Proposed Package is not supported, we would have to phase out the Development Communications work following the FY 79 program year.

TRANSACTION CODE: BUREAU CODE: NAME OF DECISION PACKAGE SET
 DS/ED - CONSOLIDATED

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM	PERSONNEL INTENSITIES			WORK YEARS (X.X) OPERATING EXPENSES			PROGRAM ACCOUNT	PROGRAM FUNDING (000)	INCREMENT CUMULATIVE
		APPROPRIATION ACCT	PERSONNEL INTENSITIES	MISSION	TDR	RESOURCE REQUIREMENTS				
						PERSONNEL INTENSITIES	OPERATING EXPENSES			
	Decision Package - Minimum *									
1	931-1054 Structuring NFE Resources (GO)	EH	H	.25	-	-	-	1,000	1,000	
2	931-1017 Extension of Rural Primary Schools (GO)	EH	H	.08	-	-	-	390	1,390	
3	931-1231 Ed. Tech. Info. Services (GO)*	EH	M	.08	-	-	-	150	1,390	
4	931-1031 LDC Institutional Involvement (GO)	EH	M	.18	-	-	-	150	1,540	
	Summary by Personnel Intensity									
	High (2 projects)			(.33)	-	-	-	1,390		
	Medium (2 projects)			(.26)	-	-	-	(150)		
	Total			(.59)	-	-	-	(1,540)		
	Decision Package - Current*									
5	931-0925 US Office of Education Support (GO)	EH	M	.08	-	-	-	120	1,660	
6	931-1241 NFE Out of School Youth (GN)	EH	H	.08	-	-	-	500	2,160	
7	936-5801 NFE Assessment & Analysis (GN)	EH	H	.08	-	-	-	240	2,400	
8	936-5807 Community Basic Education (GN)	EH	H	.29	-	-	-	800	3,200	
9	936-5800 NFE Programmed Teaching (GN)*	EH	H	.08	-	-	-	200	3,400	
10	936-5806 Practical Skills Curriculum (GN)	EH	H	.21	-	-	-	900	4,300	
11	936-5802 NFE Motivation & Benefits (GN)	EH	H	.08	-	-	-	80	4,380	
12	931-1018 Mass Media/Health (GO)	EH	H	.12	-	-	-	1,110	5,490	
13	931-1109 Comm. Tech. Studies & Applications (GO)	EH	H	.90	-	-	-	620	6,110	
	Summary by Personnel Intensity									
	High (8 projects)			(1.84)	-	-	-	(4,450)		
	Medium (1 project)			(.08)	-	-	-	(120)		
	Cumulative Total			(2.51)	-	-	-	(6,110)		

TABLE V - PROPOSED PROGRAM RANKING

NAME OF DIVISION/PACBANT 377
D5/ED CONSOLIDATED

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM DESCRIPTION	APPROPRIATE ACCT	PERSONNEL INTENSITY	WORKING (EX. 1) OPERATING EXPENSE MISSION	FUNDED FROM PROGRAM ACCOUNT	PROGRAM INCREMENT (000)	PROGRAM CUMULATIVE INCREMENT CUMULATIVE
	Decision Package - Proposed*						
14	936-5804 Analysis of Farmer Info. (GN)	EH	H	.21	-	1,200	7,310
15	936-5809 Small Farmer Info. Services (GN)	EH	H	.33	-	1,500	8,810
16	936-5805 Health Auxiliaries (GN)	EH	H	.21	-	600	9,410
17	931-1022 Community Ag. Organizations (GN)	EH	H	.25	-	900	10,310
18	931-1109 Comm. Tech. Studies & Applications (GO)	EH	H	--	-	1,630	11,940
	Summary by Personnel Intensity						
	Only High (5 projects)			(1.00)		(5,830)	
	Cumulative Total			(3.51)		(11,940)	

*This consolidated office table is the means to reconcile competing demands of the divisional units. The totals at the minimum, current and proposed levels will not necessarily agree with divisions' totals.

SUMMARY FY 1978 WORKFORCE ALLOCATION TABLE

Division	((\$000) FY 78 OYB	Field Support	Technical Representation	Administrative	Clerical Support	Program Management	Total
Educational Technology	3,340	11.25	2.00	1.75	24.00	24.00	63.00
Nonformal Education	924	6.00	2.00	2.00	12.00	15.00	37.00
Special Activities	635	4.50	4.25	12.80	24.00	7.25	52.00
Total	4,899	21.75	8.25	15.75	60.00	46.25	152.00

SUMMARY FY 1979 WORKFORCE ALLOCATION TABLE
(In person-months)

<u>Division</u>	<u>(\$000) FY 79 CP</u>	<u>Field Support</u>	<u>Technical Representation</u>	<u>Administrative</u>	<u>Clerical Support</u>	<u>Program Management</u>	<u>Total</u>
Educational Technology	3,900	20.50	5.00	2.50	24.00	26.50	78.50
Nonformal Education	2,010	9.00	4.00	1.50	18.00	21.50	54.00
Special Activities	200	4.50	4.00	14.50	24.00	6.50	53.50
Total	6,110	34.00	13.00	18.50	66.00	54.50	186.00

Summary FY 1980 Workforce Allocation Table
(In Person Months)

Office: DS/ED

Division	Nos. of People	\$(000) Increment	\$(000) Proj. Aggr.	Field Support	Technical Representation	Adminis- tration	Clerical Support	Program Management	Total
<u>Base</u>									
Educational Technology	3	-	-	8.50	2.00	3.00	12.00	10.50	36.00
Nonformal Education	2.5	-	-	6.00	3.60	1.50	6.00	13.50	30.00
Other Requirements	1	-	-	5.00	4.50	13.00	12.00	1.50	36.00
Base Total	8.5			19.50	9.50	17.50	30.00	25.50	102.00
Percent (Base = 72)				27	13	24		35	
<u>Minimum</u>									
Educational Technology	5.8	1,700	1,700	16.75	3.50	3.50	24.00	18.75	66.50
Nonformal Education	4.5	1,220	1,220	12.00	3.00	2.00	18.00	19.00	54.00
Other Requirements	2.2	-	-	-	5.00	9.00	12.00	1.50	27.50
Minimum Total	12.5	2,920	2,920	28.75	11.50	14.50	54.00	39.25	148.00
Percent (Base = 96)				30	11	15		42	
<u>Current</u>									
Educational Technology	6.5	2,200	3,900	19.50	5.00	3.00	24.00	24.00	75.50
Nonformal Education	4.5	790	2,010	9.00	4.00	2.00	18.00	21.00	54.00
Other Requirements	4.5	-	-	6.50	5.00	18.50	24.00	-	54.00
Current Total	15.5	2,290	5,910	35.00	14.00	23.50	66.00	45.00	183.50
Percent (Base = 120)				29	11	19		39	
<u>Proposed</u>									
Educational Technology	8.9	5,750	9,650	23.25	4.00	3.00	36.00	40.00	106.25
Nonformal Education	5.1	280	2,290	15.00	4.00	2.00	18.00	23.00	62.00
Other Requirements	4.5	-	-	6.25	5.00	18.50	24.00	-	53.75
Proposed Total	18.5	6,030	11,940	44.50	13.00	23.50	78.00	63.00	222.00
Percent (Base = 144)				30	9	16		43	

Estimation of Funding and Workforce to 1984

	<u>No. of Projects</u>	<u>Funds</u>	<u>Ave. \$ (000) Per Project</u>	<u>Managers</u>	<u>Ave. \$ (000) Per Manager</u>	<u>Clerical</u>
FY 77	24	4,500	187	12	375	5
78	20	6,000	300	9	667	5
79	25	6,000	240	11	545	5.5
80	27	8,500	315	13	654	5.5
81	28	10,000	357	14	714	6
82	26	10,750	413	14	768	6
83	24	11,500	479	14	821	6
84	24	12,500	521	14	893	6

Narrative for Nonformal Education: Alternative Learning
Opportunities for Out of School Groups

A. Long Range Goal

Development activities aimed at improving the lives of the poor must at some point find ways to impart new knowledge, modify attitudes and add skills. Nonformal education (NFE) activities are designed to address this task outside the context of the formal school. The long range goal is to provide the agency with the knowledge and tested models it needs to make effective use of NFE alternatives.

B. Major Objectives

The major objectives of this unit are to:

- 1) expand the knowledge about how NFE has been used and from this determine the best future uses of NFE to meet priority agency goals,
- 2) develop and test programmatic options for application of NFE alternatives,
- 3) disseminate present knowledge base to field practitioners,
- 4) expand the capacity of U.S. and LDC institutions to plan and implement NFE and
- 5) provide technical assistance to LDCs and USAIDs.

C. Relationship to Agency Policies and Objectives

Congressional guidance for A.I.D. policy is contained in Section 105 of the FAA which states,

"Assistance provided ... shall be used to expand and strengthen nonformal education methods, especially those designed to improve productive skills of rural families and the urban poor and to provide them with useful information."

A.I.D. current Sector Policy in Education and Human Resources as found in Handbook 1 states,

"...experience suggests that the following interrelated educational means and objectives warrant consideration by LDCs and/or Mission:

1. Greater relevance to development and the learning needs of the poor majority. Nonformal education might be expanded to include (e.g.,) skills training for farmers built around crop-specific field demonstrations, education components of

health or nutrition activities, and more on-the-job training in industry, handicrafts, and construction (perhaps stimulated by tax incentives or direct government subsidies) so as to reduce reliance on formal vocational schooling which is often unsuitable as well as excessively expensive."

The policy statement also stresses a) increasing access to education through use of radio and of private and voluntary organizations (most of which use nonformal education approaches) and b) lowering unit costs of both formal and nonformal education. This policy is reflected in program guidance to field missions. The objectives of this decision unit are consonant with the implementation of stated agency policy.

Emphasis in A.I.D. programming is mandated toward involving the poor majority in development activities. Large portions of the population of LDCs are denied access to schools and find it extremely difficult to participate in educational activities because they are illiterate, or are female, or live where no school exists, or have dropped out of school. The major purpose of four projects in this unit is to focus on such client conditions and situations, and to find ways to provide learning opportunities to such excluded or bypassed groups. These projects are Education for Pre-literate Adults, Literacy Oriented Functional Education, NFE for Out of School Youth and Programmed Teaching for NFE.

We still face knowledge and experience gaps with respect to large scale program/organizational modes and administrative arrangements for NFE that can help provide learning opportunities to the masses of the rural poor. The purpose of the major project in this decision unit, Structuring NFE Resources, is to develop and test NFE program modes that have promise of wide application in meeting LDC people's learning needs in relation to development activities as well as to their individual situations. The lack of available tested models is illustrated by the fact that most mission programs in NFE are of necessity couched in terms of pilot, developmental, research or experimental activities. There has been considerable success in planning small, isolated activities. Needed are models for implementing nationwide programs, or for promoting and assisting large numbers of diverse small NFE programs in one country or area that will allow donors and LDCs to mount efforts in NFE that will have a much larger impact, quantitatively and qualitatively. Experience with these various modalities needs to be shared and also subjected to evaluative scrutiny. Projects are also underway or proposed that explore the use of the family as a learning mode and the special problems of delivering learning opportunities to out of school youth.

Another emphasis in A.I.D. is the sharing of knowledge, technology and techniques with LDCs. The NFE Networks, LDC Institutional Involvement and the NFE: Motivations and Benefits Projects focus on organizing, evaluating and packaging or re-packaging the present knowledge base into forms usable by LDC and donor practitioners and project planners. The aim is the development of networks, both international and national, to ensure that the usable information on NFE is available to the potential user.

D. Alternatives

Two sets of alternatives exist to meet the stated major objectives in NFE. One has to do with the locus of initiation and management of activities within the agency. The other has to do with alternative types of activities to reach the objectives. In the case of the first, four alternatives are available. The first is to initiate, plan and monitor activities at the Mission level. This alternative is partially rejected because of the problem of narrowness of formulation of problems and hence limited possible agency wide use of the findings, the lack of education advisors in most missions and the fact that most activities involve more than one LDC. This alternative is not totally rejected as major management responsibilities are shared with missions in the case of some activities in this decision unit such as three grants under the LDC Institutional Support and the Structuring NFE project.

The second alternative is the Regional Bureau level. One ongoing, two FY 78 and two FY 79 activities in this unit have recently been taken over by Regional Bureaus. Those remaining were judged not appropriate for Bureau management. The activities proposed for FY 80 will involve more than one region and are not appropriate for Bureau management.

The third alternative is to rely on some entity or entities outside the agency. It is felt that this alternative would introduce too great a risk that the program would not meet agency needs.

The fourth possibility is to locate the proposed FY 80 activities in DS/ED. This alternative is proposed because of the multi-country and multi-regional nature of the activities, the extensive involvement the Decision Unit staff has with Bureau and Mission activities upon which needs are determined, and the success the program has enjoyed in the past.

The second set of alternatives has to do with alternative activities to reach the major objectives. This decision unit is guided by the feedback from AIDTO Circular A-43 which provides criteria to apply in making choices among options. This is not so much a matter of choosing some alternatives and rejecting others as one of establishing priorities among a number of activities, all of which need to be carried out.

E. Accomplishments

The activities in this decision unit have been an important factor in turning LDC attention to finding alternative means to meet the educational needs of the neglected majority. This has been accomplished by documenting successful examples of NFE, distribution of numerous publications, hosting and participating in national and international conferences and seminars, providing training to LDC planners and practitioners, and the provision of technical services by contractors and direct hire staff. Technical assistance in planning and evaluating NFE was provided to 20 LDCs in FY 77 and at least as many will be assisted in FY 78. U.S. capacity to assist LDCs is being developed through a 211(d), PVOs, and research grants.

LDC capacity is being developed through grants to indigenous institutions, e.g., Kabul University Research Center in Afghanistan and the Lesotho Distance Teaching Centre. New approaches to practical education for rural folk are being tested in Guatemala, Thailand, Philippines and Kenya and will begin in one other LDC in FY 78. These activities stress client participation in planning and management, relevance to immediate local needs, lowering cost through use of paraprofessionals, non-professionals, use of local materials and practicability of replication. During FY 77, 673 LDC requests for information and other assistance were responded to by the Michigan State University NFE Information Center and thus far in FY 78 1,000 requests have been filled. Expansion of the knowledge base continues in the areas of information dissemination within LDCs, techniques to plan programs for illiterates, problems of planning programs to support agriculture, health, and nutrition and instructional materials design for specific hard to reach groups. All projects have a field trial and/or application element that helps to ensure relevance to mission programs, provides a more realistic test of products and serves as the initial dissemination activity. Project activities have been carried out in Afghanistan, Colombia, Lesotho, Ghana, Kenya, Sri Lanka, Thailand, Guatemala and Jamaica.

F. Alternative Funding Levels

1) Doing less than the minimum funding level would have two serious effects. The first would result from cutting in half our ability to provide IA to Regional Bureaus and missions. None of the Regional Bureaus has a specialist in the area of NFE. Personnel from DS/ED are heavily relied upon in the field and in Washington. During FY 77 approximately 30% of staff time was spent in Regional Bureau and mission support. The percentage in FY 78 will be about the same. Ability to respond via outside institutions would also be impaired. Activities directed toward developing LDC institutional capability in NFE would cease.

The second serious effect results from failing to continue R & D activities that are designed to solve the problems encountered when implementing NFE programs for urban and rural poor. Our largest activity, the development of alternative support mechanisms for diverse NFE activities, would have to be phased out. Although the need for such mechanisms is well accepted, A.I.D. is the only donor funding R & D activities in this area. We would not only lose our momentum but would also find it difficult to remain in close contact with others working on other problems in NFE.

2) At the current level of funding we can continue to carry through the Structuring NFE project noted above and also initiate two new efforts. These are aimed at finding ways to provide basic education and employable skills to out of school youth and mechanisms to involve them in development efforts and developing and testing inventory, survey and analytical techniques through which education sector studies can incorporate the half of the sector that is never treated adequately, i.e., nonformal education.

Current level funding and staffing also allows us to almost double the amount of TA we can provide to missions and Bureaus over the Base level.

3) The proposed level will provide for an enlarged R & D program focusing on implementation and planning issues. Two additional activities are proposed with an increase in staff of 8 person months. One activity proposes to demonstrate and evaluate techniques for designing and using instructional materials in NFE programs that will allow untrained rural and urban folk to help their peers learn specific skills and improve their lives. The second is intended to aid in the NFE planning process by providing methods of collecting information on the most important factors in development or learning of any kind, those of motivation. Field support capability of DS/ED/NFE staff is increased by 66%.

4) With an increased emphasis on field activities in general and education in particular, demand for assistance with project needs assessment exercises and project identification and preparation should increase significantly. To respond to this demand, Regional Bureau Technical Offices will have to rely on 1) IQC and Personal Services contractors, 2) increased NFE staff in Regional Bureau Technical Offices, 3) DS/ED staff or 4) Field support contract arrangements.

It appears at this time that the IQC alternative will not provide access to the NFE resources DS/ED has contributed to the creation of over the past seven years. Personal services contracts are an effective way of getting particular people but an inefficient contracting procedure.

Creation of Technical positions in the Regional Bureaus is feasible and in one Bureau a reality, though the position is vacant. The time DS/ED staff can devote to field support in NFE will probably not be sufficient to fill the need. It seems likely that some sort of additional field support contractual arrangements will be necessary.

An additional increment to the proposed level to fill the need for field support could be composed of:

- 1) Increasing the IPA position to full time,
- 2) Increasing the funding level of the OE/RSSA to \$200,000 to provide for provision of more TA to the field and Regional Bureaus.
- 3) Competitively award four BOA's to key institutions to provide field support. The cost would be slight to DS/ED as individual Bureaus and Missions could use their own PDS funds but management requirements would be high,
- 4) Utilization grants or contracts awarded to selected institutions who implement the NFE project portfolio to allow them to respond to requests for field support.

To do all of the above in the NFE area would require an additional six person months and approximately \$400,000.

TRANSACTION CODE: BUREAU CODE: DS
 DECISION UNIT: NAME OF DECISION PACKAGE SET
 Nonformal Education EDUCATION

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGE/PROGRAM ACTIVITY/SUPPORT ITEM	APPROPRIATE ACCT	PERSONNEL INTENSITY	OPERATING EXPENSES	RESOURCE REQUIREMENTS		PROGRAM ACCOUNT	PROGRAM FUNDING	INCREMENT CUMULATIVE
					YEARS (II, I)	MISSION			
	<u>DECISION PACKAGE - MINIMUM</u>								
1	931-1054 Structuring NFE (GO)	EH	H	.25	-	-	-	1000	1000
2	931-1031 LDC Institutional Support (GO)	EH	M	.18	-	-	-	150	1150
3	Small Activities (GO)	EH	H	.12	-	-	-	(50)	(50)
4	931-0059 USOE-RSSA-Support (GO)	EH	M	.08	-	-	-	70	1220
	Summary by Personnel Intensity: Medium (2 projects) High (2 projects)			(.26) (.37)	-	-	-	(220) (1000)	
	Cumulative Total			(.63)	-	-	-	(1220)	

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM	APPROPRIATE ACCT	PERSONNEL INTENSITY	RESOURCE REQUIREMENTS			PROGRAM FUNDING (000)
				OPERATING EXPENSES		PROGRAM ACCOUNT	
				MISSION	TDY		
5	931-1241 NFE for Out of School Youth (GN)	EH	H	.08	-	-	500 1720
6	936-5801 NFE Assessment and Analysis (GN)	EH	H	.08	-	-	240 1960
7	Small Activities (GO)	EH	H	.12	-	-	(100) (150)
8	931-0059 USOE - RSSA - Support (GO)	EH	M	.08	-	-	50 2010
	Summary by Personnel Intensity: Medium (1 projects) High (3 projects)			(.08) (.28)	- -	- -	(50) (740)
	Cumulative Total			(.99)			(2010)

TRANSACTION CODE: BUREAU CODE: DS

NAME OF DECISION PACKAGE SET

Nonformal Education Education

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM DESCRIPTION	APPROPRIATE ACCT	PERSONNEL INTENSITY	RESOURCE REQUIREMENTS		PROGRAM FUNDING (000)	INCREMENT CUMULATIVE
				OPERATING EXPENSES			
				MISSION	TDI		
9	DECISION PACKAGE - PROPOSED Programmed Teaching for NFE (GN) 936-5800	EH	H	.08		200	2210
10	NFE: Motivation & Benefits (GN) 936-5802	EH	H	.08		80	2290
	Summary by Personnel Intensity: High (2 projects)			(.16)		(280)	
				(1.15)		(2290)	

OFFICE: DS/ED (Nonformal Education)
 FY 1978 WORKFORCE ALLOCATION TABLE
 (in Person-months)

<u>WORK CATEGORY</u>	<u>Project Title</u>	<u>FY 78 OYB</u>	<u>Sec.</u>	<u>Asst. Dir.</u>	<u>IES (1)</u>	<u>IES (2)</u>	<u>Total</u>
Field Support				3	3		6
Technical Representation				1	1		2
Administrative				1		1	2
Clerical Support			12				12
Program Management				7	8		15
(A) Program Development				(1)	(1)		
(B) Project Management				(6)	(7)		
	Ed. for Prelit. Adults	-0-			(1.5)		
	NFE in Rural Settings	-0-		(1)	(1.5)		
	211(d)	-0-		(1.5)			
	Field Support	-0-			(1)		
	Tuskegee	-0-		(1)			
	LDC Inst. Involvement	110		(1)	(1)		
	Structuring NFE Resources	660			(2)		
	Cost Meth: NFE	74		(1)			
	US Office of Education Support	80		(.5)			
Total		924	12	12	12	1*	37

*Ray San Giovanni is scheduled to begin working in our office in late August, 1978.

FY 1979 WORKFORCE ALLOCATION TABLE
(in person-months)

<u>Work Category</u>	<u>Project Title</u>	<u>FY 79 CP</u>	<u>Sec.</u>	<u>Clerk Typist</u>	<u>Ass't Director</u>	<u>Int'l Ed. Spcl.</u>	<u>Int'l Ed. Spcl.</u>	<u>Total</u>
Field Support					3.00	3.00	3.00	9.00
Technical Representation					2.00	1.00	1.00	4.00
Administrative					1.50	-	-	1.50
Clerical Support			12.00	6.00	-			18.00
Program Management					5.50	8.00	8.00	21.50
A. Program Development					(1.50)	(1.00)	-	(2.50)
B. Project Management					(4.00)	(7.00)	(8.00)	(19.00)
	Ed. for Prelit. Adults	-0-				(1.50)	(.50)	(2.00)
	NFE in Rural Settings	-0-			(1.00)			(1.00)
	211(d)	-0-			(1.50)			(1.50)
	LDC Instit. Involvement	200				(1.00)	(1.00)	(2.00)
	Cost Method's: NFE	-0-				(1.00)	(1.00)	(2.00)
	NFE Programmed Teaching	-0-			(.50)			(.50)
	NFE Assessment & Analysis	-0-			(.50)			(.50)
	NFE Motivation & Benefits	-0-				(.50)		(.50)
	Structuring NFE Resources	1080			(.50)	(2.50)		(3.00)
	Literacy-Oriented Funct. Ed.	200					(2.00)	(2.00)
	Role of Family	200					(1.50)	(1.50)
	US Office of Education Support	90					(1.00)	(1.00)
	Dev. & Util. of NFE Network	240				(1.00)	(1.00)	(2.00)
	Small Activities	(100)				(.50)	(.50)	(1.00)
	Totals	2010	12.00	6.00	12.00	12.00	12.00	54.00

WORKFORCE ALLOCATION BY ZDB FUNDING LEVEL

<u>Work Categories</u>	<u>Project Title</u>	<u>\$000 Increment</u>	<u>\$000 Proj. Aggr.</u>	<u>Sec.</u>	<u>Clerk Typist</u>	<u>Asst. Dir.</u>	<u>IE Spec. #1</u>	<u>IE Spec. #2</u>	<u>IPA TOTAL</u>
<u>BASE</u>									
Field Support						3	3		6
Technical Representation						2	1		3
Administrative						1.5			1.5
Clerical				6					6
Program Management						5.5	8		13.5
A. Program Development						(1.5)	(0)		(1.5)
B. Project Management						(4)	(8)		(12)
	NFE Networks	-0-	-0-				(1)		(1)
	Ed. for Prelit. Adults	-0-	-0-				(2)		(2.5)
	Literacy Oriented Functional Education	-0-	-0-			(2)			(2)
	Role of the Family	-0-	-0-				(2)		(2)
	LDC Institutional Involvement	-0-	-0-			(1)			(1)
	Structuring NFE Resources	-0-	-0-			(.5)	(2)		(2.5)
	US Office of Education Support	-0-	-0-				(1)		(1)
<u>Subtotal Base</u>				6		12	12		30

WORKFORCE ALLOCATION BY ZBB FUNDING LEVEL

Work Categories	Project Title	\$000 Increment	\$000 Proj. Aggr.	Sec.	Clerk Typist	Asst. Dir.	IE Spec. #1	IP Spec. #2	IPA TOTAL
MINIMUM									
Field Support						4	4	4	12
Technical Representation						1	1	1	3
Administrative						2			2
Clerical				12	6				18
Program Management						5	7	7	19
A. Program Development						(1.5)	(1.5)	(1)	(4)
B. Project Management						(3.5)	(5.5)	(6)	(15)
	NFE Networks	-0-	-0-					(1)	(1)
	Ed. for Prelit. Adults	-0-	-0-				(2)	(.5)	(2.5)
	Literacy Oriented Functional Education	-0-	-0-						(2)
	Role of the Family	-0-	-0-					(2)	(2)
	LDC Institutional Involvement	150	150					(1)	(1)
	Structuring NFE Resources	1000	1000				(2.5)		(3)
	US Office of Education Support	70	70					(1)	(1)
	Small Activities	(50)	(50)				(1)	(.5)	(1.5)
Subtotal Minimum		1270	1220	12	6	12	12	12	54

WORKFORCE ALLOCATION BY ZBB FUNDING LEVEL

Work Categories	Project Title	\$000 Increment	\$000 Proj. Aggt.	Sec.	Clerk Typist	Asst. Dir.	IE Spec. #1	IE Spec. #2	IPA TOTAL
<u>CURRENT</u>									
Field Support									
Technical Representation									
Administrative									
Clerical				12	6				18
Program Management									
A. Program Development									
B. Project Management									
	NFE Networks	-0-	-0-						(1)
	Ed. for Prelit. Adults	-0-	-0-				(2)	(.5)	(2.5)
	Literacy Oriented Functional Education	-0-	-0-						(2)
	Ro'e of the Family	-0-	-0-						(2)
	LDC Institutional Involvement	-0-	150						(2)
	Structuring NFE Resources	-0-	1000				(2.5)		(3)
	US Office of Education Support	50	120						(1)
	Small Activities	(100)	(150)				(1)	(.5)	(1.5)
	NFE Out of School Youth	500	500						(1)
	NFE Assessment and Analysis	240	240				(1)		(1)
Subtotal Current		790	2010	12	6	12	12	12	54

WORKFORCE ALLOCATION BY ZBB FUNDING LEVEL

Work Categories	Project Title	\$000 Increment	\$000 Proj. Aggr.	Sec.	Clerk Typist	Asst. Dir.	IE Spec. #1	IE Spec. #2	IPA	TOTAL
<u>PROPOSED</u>										
Field Support										
Technical Representation										
Administrative										
Clerical				12	6					18
Program Management										23
A. Program Development						(1-5)	(1-5)	(1)	(0)	(4)
B. Project Management						(3-5)	(5-5)	(6)	(4)	(19)
	NFE Networks	-0-	-0-					(1)		(1)
	Ed. for Preilit. Adults	-0-	-0-				(2)	(.5)		(2.5)
	Literacy Oriented Functional Education	-0-	-0-			(2)				(2)
	Role of the Family	-0-	-0-					(2)		(2)
	IDC Institutional Involvement	-0-	150			(1)		(1)		(2)
	Structuring NFE Resources	0	1660			(.5)	(2.5)			(3)
	US Office of Education Support Small Activities	-0-	120						(1)	(1)
	NFE Out of School Youth	-0-	(150)					(.5)	(1)	(1.5)
	NFE Assessment and Analysis	-0-	500					(1)		(1)
	NFE Programmed Teaching	200	240						(1)	(1)
	NFE Motivation and Benefits	80	200						(1)	(1)
		80	80						(1)	(1)
Subtotal Proposed		280	2290	12	6	12	12	12	8	62

PROGRAM: CENTRALLY FUNDED

Project Manager: B. Wilder

Attachment A

TITLE	LDC Institutional Involvement in NFE	Sec. 105	Proposed Obligation FY 1980	150	Proposed Life of Project	640	Proposed Est. Final Oblig. FY 80	77	Proposed FY 82 Completion Date	Per PP FY
NUMBER	931-1031	NEW	BY PP		Life of Project per App. PP		Final Obligation per PP	80	Completion Date	Per PP FY
STATUS	<input checked="" type="checkbox"/> Continuation									

Purpose:
To promote in LDCs indigenous institutional capacity to plan, implement and evaluate nonformal education programs.

Beneficiaries

Initial beneficiaries are the participating institutions and their staffs. Ultimate beneficiaries are the participants in the programs the institutions carry out, and people participating in improved and expanded programs resulting from increased LDC capabilities.

Background & Progress to Date

To decrease LDC dependence on outside TA, and planning and implementation assistance it is necessary to develop LDC institutional capacity. Two grants have been awarded and a third is in negotiation.

Most country inputs to the two grant activities under way have totaled more than 30% of total costs. Ford Foundation has also engaged in this kind of activity.

FY 1980 Program - Select institutions, develop work plans, award grants to LDC institutions.

Major Outputs

Institution development in 7 countries and the products of the individual activities.

A.I.D. Financed Inputs

Grants to LDC institutions

Major Impact Countries & Approximate \$ Amount

Lesotho	\$90,000
Afghanistan	\$90,000
Kenya (proposed FY 78)	\$90,000

Technical Office Support (in person months)

FY	OH	IPA	Consult.	BSSA	Total
1978	2				2
1979	2				2
1980	2				2

FY 1978		FY 1979		FY 1980	
Actual	Per Approved PP	Actual	Per Approved PP	Actual	Per Approved PP
3	5	7	7	150	150

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal, Contract No. or Agencies
Estimated FY 1978	- 180	90	xxxxxxxxxxxxxxxxxxxxxxxx	to 8/30/78	Lesotho Distance Teaching Centre
Estimated Through FY 1978	- 110	270	20	xxxxxxxxxxxxxxxxxxxxxxxx	Kabul University Research Center
Proposed FY 1979	- 290	150	xxxxxxxxxxxxxxxxxxxxxxxx	to 8/30/79	Basic Educ. Research Center (Kenyatta Univ. College, Kenya)
Estimated Through FY 1979	- 490	420	70	xxxxxxxxxxxxxxxxxxxxxxxx	Julius Project Products Available
Proposed FY 1980	- 150	-0-	Estimated Total Cost 640	to 8/30/82	U.S. Dept. of Education, etc.

Attachment A

Project Manager:

PROGRAM: CENTRALLY FUNDED

TITLE	NFE Assessment and Analysis	FUNDS	105	Proposed Obligation FY 1980	\$240	Proposed Life of Project	240	Proposed est. Final Oblig. FY 80	240	Proposed FY 82 Completion Date	
NUMBER	936-5801	PRIO REFERENCE		FY 80 Oblig. Auth. by PP		Life of Project per App. PP	80	Final Obligation per PP		Completion Date per PP	
Grant	Continuing			Date of last Intensive Evaluation:		Personnel Intensity:	High				

Purpose:
To develop NFE assessment and analysis methodologies for use by educational planners

Beneficiaries:
LDC educational planners will benefit directly from this project

Background & Progress to Date:
NFE programs vary widely in sponsorship, purpose, method, etc. To date attempts to codify and rationalize NFE have been only marginally useful. Tested methodology are needed to improve understanding and utilization of NFE.

Host Country and Other Donor:
Not yet selected. Little or no donor activity in this area to date.
FY 1980 Program
Project will be contracted, and design workshops, training seminars and data collection will be carried out.

Major Impact Countries & Approximate \$ Amount:
unknown

Major Outputs:
Published methodologies for assessing and analyzing NFE programs.

A.I.D. Financed Inputs (\$ Thousands):
Salaries 60
Workshops & Seminars 30
Travel 30
Country contracts 120
Technical Office Support (in person months)

FY	DH	LVA	Consult.	RSSA	Total
1978					5
1979	.5				1
1980	1				

Through September 30, 1977	Obligations (\$000)	Expended (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978		XXXXXXXXXXXXXXXXXXXX			unknown
Estimated Through FY 1978		XXXXXXXXXXXXXXXXXXXX			
Proposed FY 1979					
Estimated Through FY 1979					
Proposed FY 1980	240		Estimated Total Cost 240	1 Dec - 30 Nov.	Intensim Project Products Available (i.e., reports, newsletters, etc.)

PROGRAM: CENTRALLY FINANCED

Project Manager: J. Hoxeng

Proposed Obligation FY 1980	80	Initial Oblig. FY 80	80	Proposed Est. Final Oblig. FY 81	81	Proposed FY 83 Completion Date
FY 80 Oblig. Auth. by FY		Life of Project per App. pp		Final Obligation per FY		Completion Date per FY

Date of last intensive evaluation: Personnel Intensity: High

Purpose: The purpose is to determine what motivates rural people to participate in nonformal education programs, estimate actual benefits derived therefrom, and project socioeconomic ramifications of such programs.

Major Outputs: Research results widely disseminated; trained researchers in LDC organizations

Actual per Approved pp
N/A

Proposed per Approved pp
2 editions of research results disseminated to planners and practitioners
10 Researchers trained.

Background & Program to Date:

Researchers are asking (a) whether NFE is being used by LDC governments as a cynical way to alleviate demand for formal education & (b) if NFE participants are being deceived into believing such study will bring them social mobility and prestige. These questions need to be answered.

Host Country and Other Donor Facilities and equipment of participating organizations.

FY 1980 Program: Choose US contractor and identify LDC contractors and host countries.

Financial Summary:

FY 1970	1	0	0	1
FY 1979	1	0	0	1
FY 1980	1	0	0	1
Total	3	0	0	3

Unliquidated (\$ 000)
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Expenditures (\$ 000)
Future VI Obligation 420

Obligations (\$ 000)
80

Funding Period
Not yet selected

Principal Investigator: J. Hoxeng

Product: Research results disseminated to planners and practitioners

Project Completion Date: FY 1981

Agency: USAID

Background & Program to Date:

Researchers are asking (a) whether NFE is being used by LDC governments as a cynical way to alleviate demand for formal education & (b) if NFE participants are being deceived into believing such study will bring them social mobility and prestige. These questions need to be answered.

Host Country and Other Donor Facilities and equipment of participating organizations.

FY 1980 Program: Choose US contractor and identify LDC contractors and host countries.

Financial Summary:

FY 1970	1	0	0	1
FY 1979	1	0	0	1
FY 1980	1	0	0	1
Total	3	0	0	3

Unliquidated (\$ 000)
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Expenditures (\$ 000)
Future VI Obligation 420

Obligations (\$ 000)
80

Funding Period
Not yet selected

PROJECT: CENTRALLY FINANCED PROJECT MANAGER: B. Wilder

TITLE	FUNDS	Sec. 105	Proposed Life of Project	Final Obligation	Proposed Est. Final Obligation	Proposed Completion Date
NFE & Out of School Youth	031-1241	Continuing	1500	80	82	82
Grant			per App. pp	per App. pp		per App. pp

Purpose: Design and test alternative ways to provide to out of school youth (OSY), basic education 2) employable skills and 3) opportunities to assist in development activities in their communities.

Beneficiaries

During this project the number of OSY directly affected will total approximately 1500. The number to benefit from subsequent implementation of programmatic options developed will be many times this.

Cumulative

Actual Per Approved pp	Proposed Per Approved pp
N/A	N/A

Major Outputs

Tested programs

Many LDC's are seeking ways to provide needed knowledge and skills to youth not in school and mechanisms to involve them in the development activities of their countries. This project seeks nonformal techniques to channel the potential of this essentially change oriented but often frustrated group to positive ends.

Host Country and Other Data

N/A

FY 1980 Program

Establish state of practiced art, design alternative programmatic options for field testing in FY 81.

Major Impact Countries & Approximate \$ Amount

Countries to be selected - one in each region. Approximately 2/3rds of project funds will be spent in specific LDCs.

A.E.D. Financed Inputs (\$ Thousands)

Personnel	300
Transportation	60
Field exploration	270
Misc.	70
Technical Office Support (in person months)	
Total	1.50

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractor or Agencies
Estimated FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1980	500	1000	Estimated Total Cost 1500	10/1/79 - 9/30/80	Interim Product Products Available (i.e., reports, newsletters, etc.)

PID
NFE Programmed Teaching*

I. The Project Purpose

The purpose of this activity is to develop and test programmed teaching (PT) materials in one selected LDC in each region. The specific objective will be to demonstrate the effectiveness and efficiency of PT materials in achieving learning goals associated with specific development activities systems, such as increasing agricultural production, health delivery, nutrition improvement, rural development, community education and population projects.

II. Problem to be solved

Many development projects being funded by A.I.D. and others rely on para-professional and non-professional field agents and on model farmers or other general citizens to serve as intermediaries between development organizations and the client groups. These untrained and undertrained individuals are expected to assist the client group to acquire knowledge, learn skills and modify values and attitudes.

It is difficult enough to ask someone with technical knowledge but no teaching skills to help others learn. It is even more difficult if a person with neither the teaching skills nor the technical knowledge is given the task.

*The distinction between programmed teaching and programmed learning materials is that in the latter the content is programmed for the learner and the materials are used relatively independent of a teacher. With programmed teaching materials on the other hand, the package is designed to program the teacher. The package is designed to compensate for lack of training of the teacher. The content is also programmed. Programmed teaching materials can be used, for example, by a model farmer to help his peers acquire agricultural information and techniques.

The provision of instructional materials that will compensate for the above noted deficiencies in non-professional field workers will help to ensure the success of development activities where success is dependent upon the client group learning skills and acquiring new knowledge.

III. Beneficiaries

The beneficiaries of this project will be the client group of the specific health, agriculture and nutrition projects chosen as demonstration sites. This would total not less than 5,000 people for the four demonstrations. The ultimate beneficiary group is potentially much larger if the PT materials are adopted elsewhere.

IV. Replicability

PT materials are not cheap to design. Cost of production for the first unit is also high. As the size of the client group increases the cost per person decreases. It is estimated that PT materials would not be economical for client groups smaller than 1,000. This eliminates PT as a way to meet unique needs of learning groups in individual rural communities. It would be economical to produce PT materials for most large scale agriculture, health, nutrition and adult education projects. Based on experience with the use of PT materials in formal schools it is possible to train people in techniques to design and produce PT materials in 4 to 6 months. There are a few isolated, small applications of PT materials in NFE that give indications that these demonstrations will be successful.

V. End of Project Status

At the end of this project A.I.D. will have demonstrated the degree to which they are effective and efficient in facilitating learning in development

situations. This will allow A.I.D. to promote with confidence the use of PT materials and to identify those situations where their use is appropriate.

VI. Probability of Success

DS/ED intends to fund a small activity in FY 78 (to be completed in FY 79) that will gather the results of the experience extant in PT use. This experience will be analyzed and the state of the practiced art will be established. Based on the state of the art a set of procedures for using PT in NFE situations will be produced. The procedures emanating from the small activity will form the basis for the tests proposed in this project.

VII. Critical Assumptions

Some of the conditions necessary for success are stated implicitly above, the most important being that development projects can be identified that can be used as demonstration sites. DS/ED is confident that many projects can be identified, i.e., the rural development project and the Womens NFE project in Upper Volta could each make use of PT materials; the learning resource center projects in Peru and Bolivia have need of materials school teachers can use in areas outside their sphere of knowledge; the health delivery project in Liberia; the work of the Peoples Education Associations in Ghana, etc.

VIII. Project Implementation

This project is to be a demonstration, in at least four sites, of a methodology for design and utilization of programmed teaching materials and techniques. The exact methodology will be developed in the small

activity being funded in FY 78. The P.P. will be based on the product of the small activity. At this time only a general implementation plan can be articulated. This is:

- A. Identify possible projects and countries for use as demonstration sites.
- B. Negotiate with host country and mission to piggy-back this activity on the development project.
- C. Review PT concept and procedures with project personnel using product of the small research.
- D. Orient project personnel in PT design and implementation techniques.
- E. Conduct of Demonstration in country I
 - 1. Analyze client group
 - 2. Determine learning program content and teaching techniques to be used.
 - 3. Set objectives of various units.
 - 4. Design materials
 - 5. Train non professional teachers
 - 6. Implement
 - 7. Evaluate
- F. Conduct subsequent 3 demonstrations.
- G. Comparative evaluation of 4 demonstrations.
- H. Dissemination of contents.

Total time required is approximately three years.

IX. Relationship to Regional Bureaus

X. Staff Implications

DS/ED will minimize use of staff to plan and implement this project. To do this the project will be developed on a collaborative basis. That is, contractor selection will be made at the pre PP stage. The contractor will then help develop the PP. DS/ED time requirements will be minimal. Implementation activities will mostly take place in four LDCs. An arrangement will be sought in each case whereby the mission will provide backstopping.

XI. Budget

Not available - Estimate of total cost is approximately \$100,000 per country demonstration. + \$100,000 base costs - total \$500,000 over the 3 year life of the project. The project, because of the discrete demonstrations, lends itself to incremental funding.

XII. Issues

Whether enough support from regional bureaus exists to obtain field sites and obtain necessary back-stopping from missions.

DS/ED:BWilder:ss 4/11/78

PID
Nonformal Education Assessment and Analysis

Problem to be solved:

As recognition grows among education planners that a great deal of nonformal education is going on outside their purview, they want to begin to get a conceptual handle on the variety of unrelated (and mutually unknown) NFE activities taking place in the majority of LDCs. Several countries have begun to inventory NFE programs in order to understand what they are accomplishing, where their resources come from, and what they need, but little attention has been paid to date as to how an LDC's NFE programs work together on a country-wide bases. The quality of these studies has been uneven because people have little idea as to what the universe is, what sort of sample should be taken, what use can be made of the information, and so on. A.I.D.'s education sector assessments, which ought to be able to provide such information, have not concentrated on NFE either. The unending variety of programs which characterizes NFE has daunted A.I.D.'s analysts as well as those in LDCs, with the result that our education sector assessments give NFE relatively scant attention.

Purpose of the project:

DS/ED's proposed response to the problem is to a) amass existing knowledge, which currently is fragmentary, b) apply existing techniques, such as mapping strategies, to the assessment/analysis (A/A) process as it has evolved to date, and c) develop an A/A methodology with incremental levels of sophistication. A "stepped" methodology would allow poorer LDCs which are usually less complex societies, and less apt to invest large amounts of money in education, to employ a basic (cheaper) analysis, while others would be able to go into more detailed descriptions and relationships.

The contractor would test the methodology in three countries representative of differing levels of development. By the end of the project, tested approaches would be available for NFE planners, as well as to A.I.D. itself.

The A/A methodology would be the first step toward a system for international comparability of nonformal education "mixes". It would begin to provide data which could be used by LDCs attempting to make NFE learning opportunities available to their citizens who do not have access to schooling. Without such information, no attempt to rationalize NFE and more fully tap its potential contribution to development can succeed. A/A methodology is a necessary precursor to improved utilization of NFE by LDC central governments.

OUTPUTS: Prototype A/A methodology, designed with several steps of progressive complexity, and tested in three countries which are at different levels of development and complexity. Each participating country will emerge from the project with an exhaustive analysis of its NFE sector, suitable for use in its education plan. Modularized reports will be published and widely distributed through the MSU NFE network and its successors.

Financial Requirements and Plans: Four professional person years, \$240,000 grant funds.

Estimated disbursement period: Two years.

Major assumptions: Methodologies developed in the project will be used by other LDCs (i.e., there is a demand for such methodology.). To date, we know NFE assessments have been planned or carried out in six LDCs, and others are interested.

Project Development: The NFE studies which have been done to date provide the only relevant direct background experience for this project. We are working directly with Colombia's Center for Development of Nonformal Education on a follow-up to their 1975 study, which sampled 432 programs from the 10,000 CEDEN estimates are operating in that country. Other DS/ED contractors have recently assisted Botswana to begin an NFE inventory/data bank. Lesotho, Bolivia, Ecuador and Paraguay have attempted to assemble information on selected NFE programs in those countries. The PP would be prepared in FY 79, for implementation in early FY 80.

Issues: DS/ED feels that much current NFE activity is tending to ignore and even cut off existing NFE programs in the hope of creating a national NFE program completely underwritten by government. Our position is that the evidence shows much current NFE is under private auspices (but is supporting government objectives) and NFE project managers are open to assistance which would strengthen their programs. The existence of a clear, useful A/A methodology would enhance recognition of the realities of nonformal education, make clear what its actual and potential contribution is, and would contribute to development of an alternative approach for national government support of nonformal education.

Alternatives to the project: We could wait for a methodology to emerge from the various efforts, but the result would be wasted energies, both in ill-conceived efforts and in subsequent attempts to reconcile disparate descriptors.

Beneficiaries: This project would benefit planners by providing them with needed methodologies. Its ultimate (second-stage) beneficiaries, however, would be the rural and urban poor who participate in nonformal education

projects, as the goal is to provide resources and technical assistance to increase their effectiveness.

Spread effect: The raison d'etre for this project would be to have the methodology utilized by planners in other LDCs. We anticipate that making the methodology available would trigger a number of inventories within a short time.

DS/ED:JHoxeng:ss 4/11/78

PID
NFE: Motivation and Benefits

1. Purpose: This project will investigate the following questions:
 - a) Why do people participate in NFE programs purportedly serving the rural poor?
 - b) What are the characteristics of people and communities with heavy involvement in NFE activities? How might they differ from others who do not take part in NFE - or is participation primarily limited by lack of access?
 - c) What individual and community benefits are derived from such participation?
 - d) What are the probable long term effects of the above on the socio-politico-economic character of the country?

2. Problem to be Solved: Even though A.I.D. is committed to increasing its support of nonformal education, it has little information on the questions noted above. We thus lack background data and the conceptual framework which can be defensibly constructed only with such information at hand. Even though the need for such investigation seems obvious, the variegated nature of NFE activities has heretofore overwhelmed tentative efforts in this area. We propose to cope with the problem by limiting the study to a sample of people from AID's mandated target populations.

Need for this project is heightened by the recent appearance of a number of articles averring that to support NFE is in effect to offer the rural poor an illusion of progress while in reality only supporting the inequitable structures which have helped to bring about the current state of poverty and injustice in which so many of the Third World's people live.

The above articles are largely hypothetical, rather than based on specific data, but they raise important questions. The only way to learn about the real situation is to examine the evidence.

3. Beneficiaries: This project has as its goal the improvement of life for the Third World's rural poor. The project itself would benefit directly only those who work in it. In addition, however, it will operate with the philosophy that those who provide the information should also benefit in the short run. Accordingly, arrangements would be made in each study to compensate those who agree to participate. Data generated by the project will have immediate direct effect on the nature of NFE projects developed by A.I.D., and possibly those of other international donor agencies assisting them to address specific needs of the target group.

4. Replicability: Normal replicability questions are inappropriate, since this will be a research project. The research design would of course be detailed and reported so as to make it possible for other researchers to replicate the study.

5. End of Project: The project will generate and analyze data heretofore unavailable, and combine/contrast it with data and theory currently available, such as a study of ACPO in Colombia, which should be completed within a year. Outputs will include country-specific data from at least one country in each region, cross-national comparisons, and generally applicable inferences drawn from the data. The product will be a report, modified or modularized in two or three editions to address specific needs of practitioners, planners and NFE theoreticians.

6. Probability of Success: A number of appropriate research models exist and have been thoroughly tested, so the project will not have to be designed from scratch. Relying heavily on host-country researchers may increase risk of failure, but we will build in substantial training and backstopping by experienced professionals.

7. Critical Assumptions: We are assuming that research capability for this kind of project exists in LDCs, and that we can gain access to it. The major risk in the above is that top-quality researchers are often far removed from rural areas and populations. The researcher selection process will be critical.

8. Project implementation: A U.S. contractor will be chosen to coordinate the country studies and assure comparability. The U.S. contractor will also be responsible for selecting (in collaboration with DS/ED) participant countries and institutions, and for training LDC researchers as necessary to carry out this project.

Phase one of the project will involve country selection. Further funding will be contingent on successful conclusion of the first phase. Full use will be made of existing NFE networks and newsletters to identify potential LDC contractors. Based on our contacts and recent experience, we expect no shortage of candidate LDC organizations, so the possibility of any inordinate delay in project implementation should be remote. We expect phase one to take about eight months.

Phase two will begin with a design conference, in which the researchers will gather to reconcile their research plans. At that time, decisions will be reached on such critical elements as benefit measurement, sampling

procedures, etc. Following immediately will be need-based training workshops. This phase will last about three months.

Phase three will entail data gathering and analysis. Each organization will take part in the analysis, first individually and then in an Analysis Workshop. Selected researchers will then work with the U.S. contractor to write up results in a format or formats which will assure maximum readership among NFE planners and practitioners.

9. Relationship to Regional Bureaus: Information generated by this project will inform Regional Bureau planners as they attempt to formulate NFE projects. Bureau tech office support is being sought at this writing.

10. Staff Implications: Staff time needed to develop project = 1 month. This can be accomplished by existing staff.

11. Budget:

Year one:	Selection phase	\$80
Year two:	Design workshop	\$220
	Training Seminars	
	Data collection	
Year three:	Data compilation	\$200
	Analysis workshop	
	Report production	
	and dissemination	_____
	Total	\$500

PID
NONFORMAL Education and Out of School Youth*

I. Project Purpose

The purpose of this project is to design and test programmatic options that will be able to develop and use the human resources of the large group of youth in LDCs who are not in school.

II. Problem to be solved

The pool of young people in LDC societies who are unemployed, essentially untrained, and who yet expect a better life than they have heretofore experienced is a growing problem for LDC planners. This group holds tremendous potential for being a positive force in the development of LDCs or for being an extremely disruptive one. At the present time most LDCs have no effective way of relating to this group. Despite present and projected investment levels in formal education it is clear that LDC's cannot in the near or mid term provide even the basic learning skills (literacy, numeracy, understanding of cause and effect, etc.) for significant percentages of school age children and adolescents. In a very few instances, such as Project IMPACT in the Philippines, NFE approaches are being tested to provide basic education for school age children. Out of school youth (OSY) in most countries have few if any employable skills. Countries typically have no means to provide such skills commensurate with the size of the problem. Further, the modern job market in most RLDCs is so small as to preclude entry for all but a few.

* "Youth" as generally used in LDCs refers to those in the approximate age group of 14-19 yrs. of age.

Though the OSY group is usually in the fore in agitating for swifter development, only in a few instances are they used in any systematic way as a human resource that is applied to solving development problems. The OSY group, then, is change-oriented, motivated toward modernization, but basically frustrated, and as such, is viewed with anxiety by LDC governments.

The full range of experience and knowledge in NFE has not been applied in any systematic, concerted way toward the identification and testing of alternative means of providing basic education for youth not in school, of involving this group more centrally in development activities as targets or as field workers, or of using out of school approaches to provide skills and to help create and promote employment opportunities.

The project, then, intends to focus on the out of school youth as a group that, by definition, is not reached through the schools. Three areas of need involving the OSY group to be addressed are:

- 1) The need to meet their basic education requirements, whether they have never been to school or have dropped out early;
- 2) The need to provide employable skills in demand in their LDCs and/or for which employment opportunities can be created; and
- 3) The need to more systematically involve this large human resource in development activities.

III. Beneficiaries

The direct beneficiaries of this project will be the OSY who participate in the activities testing the programmatic options. The secondary beneficiaries will be the much larger group involved in subsequent replications.

IV. Replicability

The programmatic options will be tested in LDC situations that will not be artificially created. Budgets will be kept to a level replicable by most LDCs and/or donors.

V. Project Implementation

This PID was submitted and approved at the FY 79 ABS review as a FY 79 project. It was subsequently transferred to the Africa Bureau. They have since determined that they will not be able to implement the project in FY 79 and have informally requested that we include it in our FY 80 submission. A formal request is being prepared.

The original PID was to have been implemented in four phases. The first two were:

1. Establish the state of the theoretical and practiced art in the area of providing education for out of school youth through NFE modes.

2. Identification of activities that require more complete documentation and evaluation and then the conduct of case studies.

DS/ED proposes to fund phases 1 and 2 of the original PID in the form of one or more preliminary studies in FY 79 in the small activity category or through purchase orders to develop more fully courses of action and areas of need for R & D. These preliminary studies will form the basis for the P.P. to be prepared in late FY 79 for FY 80 funding. It is felt that we do not know enough at this time to become too specific concerning the character of the activities to be developed and tested. We are convinced that the problem is extremely important and needs attention as soon as possible. The alternative course of action would be to conduct the small activity studies first and then submit a PID with considerably more detail. This would delay

the project until FY 81. We feel the delay is not necessary if we proceed in the manner proposed.

The project proposed in this PID will encompass phases 3 & 4 of the original PID. These were the major activities of the project which would synthesize the findings of the precursor activities, design programmatic options to address one or more of the three basic needs associated with OSY noted above and demonstrate those activities in one or more LDC settings, with accompanying careful formative and summative evaluation.

Possible Approaches to Implementation

We feel it is logical to address the three needs together rather than as two or three separate activities. The task of providing basic education should be incorporated into activities that are designed to address the problem of employment creation and of involvement in development activities.

A possible approach to utilizing OSY in development programs in their own communities is to train them as facilitators, i.e., as links to the modern sector and a motivating force for change in their own milieu.

Some elements of possible involvement modes have been tested in projects in other countries: Senegal's Education Moyen Pratique; A.I.D.-sponsored Community Systems Foundation nutrition education project in Colombia; and the University of Massachusetts' Nonformal Education in Ecuador project.

An attempt will be made to find ways to integrate OSY into projects, initially in an apprenticeship role under existing community authorities. If the OSY prove their worth in the community's eyes, they can be given increased

responsibility, with emphasis on gaining access to needed information. The OSY's role would be roughly that of an intermediary (as the term is used by Milton Esman of Cornell U), but an intermediary whose loyalties would lie with the community, in contrast to existing intermediaries who are usually employed by external programs.

One solution often suggested to alleviate unemployment is training in job skills. This is a practical short run solution only when jobs are available for which skilled people are non-existent. In most LDC situations training programs, formal or nonformal, soon produce more than enough people for the obvious available job openings. When this occurs three options are open:

- 1) Continue training on the assumption that graduates can apply their skills in other ways or that eventually the job market will expand,
- 2) Stop the training programs or,
- 3) Add an element to the education program that will identify for the graduate the not so obvious job opportunities or will create or prepare the trainee specifically to create his own employment opportunity.

Formal education typically pursues option 1, Nonformal, option 2. Very few programs pursue the most logical, which is option 3. The notable exceptions are activities such as Botswana Brigade programs and numerous small programs focusing on cottage industries like basketry, sewing, weaving, etc.

The other major need of the OSY group, that of basic education, is best pursued in the context of job skill training and/or the effort to get OSY involved in development activities. A few examples with limited experience

are available to serve as guides for a more concerted effort.

Resources Required

During FY 79, 1 person month of DS/ED staff time plus a total of \$50,000 for small activities would be required. The small activities would require 12 months for completion of the preliminary studies and phase four three years. Dollar requirements: \$700,000 in FY 80 and \$800,000 in subsequent years. Phase four will be an adaptation/utilization activity. The product of the activity will be tested NFE means and materials to meet basic education needs either in, through, or independent of the formal school system.

Project Development

DS/ED will need one month consultant assistance to develop the PP. We intend to use both U.S. and LDC expertise to draw up a viable project plan. The PP will be finished in September 1979 so the project can be begun in the second quarter of FY 80. We expect to go out with an RFP, since no institution can claim predominant capability in this area.

DS/ED:BWilder:ss 4/12/78

- Narrative for Educational Technology -
Systems for Increasing Access and Effectiveness

INTRODUCTION

Long Range Goal

Work in this division is directed toward helping to increase access to basic education and information and, simultaneously, to improving the effectiveness, efficiency, and usefulness of the educational experience.

Major Objectives and Approaches

The great potential of modern educational media and methods for bringing education and information to people is beginning to be realized. It is the intention of our work to help the Agency utilize this potential in restructuring the provision of basic educational services.

The objectives of this division are to:

- 1.) make available to LDCs and USAID the expertise needed for planning and evaluating major program efforts using the educational technologies;
- 2.) develop and test, in field settings, systems making effective use of the educational technologies in key development problem areas;
- 3.) provide information and analysis for policy makers and LDC program managers on the strategic options represented by educational technology, as well as their costs, their effectiveness, and their requirements;
- 4.) facilitate the training of, and linkages among, planners and practitioners in this field throughout the world.

In meeting these objectives, we are concerned with three interrelated elements:

- 1.) improved means of delivering information;
- 2.) improved techniques for programming that information to be educationally effective;
- 3.) organization of these media and techniques into systems integral to the delivery of social services.

Delivery Systems: A Focus on Radio

We continue to concentrate major attention on making more effective use of

radio as a key information delivery mechanism, often supported by other media.

The reasons for this major focus on radio are several. For formal education, it is responsive to the problems inherent in the wide dispersion of small rural schools having poorly trained teachers, if any. Instructional radio can provide an inexpensive way to bring more effective teaching methods and reformed curricula to large numbers of classrooms. It thus can fill widely felt needs for bringing new curriculum content rapidly into use while at the same time improving the effectiveness of education.

While classroom television also has been used for these purposes, radio may be more suitable from the standpoint of cost and complexity for many of the countries A.I.D. is now serving.

In terms of reaching mass audiences of adults with information germane to their health or agricultural productivity, radio is in many LDCs the predominant information medium reaching reasonable percentages of the rural population. In Latin America, coverage is almost complete. It is growing rapidly in other parts of the LDC world.

Thus, in both formal and out-of-school efforts, radio has significant potential advantages. Our strategy has been to increase the attention paid to radio by educational planners through demonstrating that it can be used effectively for significant objectives. We continue to fund R&D designed to increase that effectiveness in LDC settings and we continue to support applications in a number of key development sectors.

Programming Strategies and Methods

The major progress that has been made in the use of instructional technology has come about partly as a result of more powerful programming strategies and methodologies. In formal instruction, mass media adaptations of certain programmed instruction principles have been at the heart of most of the successful projects - for example, pretesting and formative evaluation methods, requirements for active student responding, rapid feedback of results, and mastery learning. In the use of mass media for motivating and teaching changes in practices, many of the same techniques have been used, as well as those derived from advertising media, from behavioral psychology, and from the important community of creative media producers, who know how to interest a learner as well as how to teach him. It is the ability to combine these intellectual resources into methods for educational program development that is the basis of the instructional potential of the educational technologies. We have put much of this Division's resources into the development of these instructional methods. To a large degree, they can be used with many different media - radio, television, cassettes, graphic materials, and face-to-face teaching.

Systems Planning

The development of more powerful instructional methods and more accessible delivery systems attain importance only as they are put into wide-scale use in LDCs. To facilitate such adoption, a systems approach to educational planning has become an essential element of this program.

The importance of systems planning is accentuated by the emphasis of this division on using educational technology as a catalyst and instrument for supporting new educational strategies, thereby requiring changes other than simply the adoption of a new educational medium. In this connection, appreciable experience has been gained through long association with LDCs now using educational technology in restructured educational systems - - e.g., the Ivory Coast, where half-a million primary school students are being reached, El Salvador with over 100,000 students, and Korea, much of whose primary and middle school population will soon be using an educational technology based system. These experiences have demonstrated the effectiveness of very carefully integrating the role of the instructional media with the role of the classroom teacher, other instructional materials, and local patterns of educational administration.

The ultimate test of the work of this division, then, is whether it facilitates the implementation of local educational delivery systems having improved effectiveness, access, or efficiency. An integral part of the Division's program is therefore aimed at providing a flow of information and expertise to LDC planners and policy makers particularly information on the strategic implications of these approaches for educational development.

The program in the Division of Educational Technology has three focal areas: (1) the provision of mechanisms for supporting the field in planning projects using the methods and media of educational technology; (2) R&D on new strategies for increasing primary school access and effectiveness; (3) R&D on methods for meeting essential information needs of adult populations in other sectors, such as nutrition, health, and agriculture.

Alternatives

In order to achieve our objectives, we believe it is reasonable to continue to develop improved systems through R&D and to provide to the field an array of expert planning and information services. One alternative would be to direct more of our efforts toward creating regional centers of expertise in the developing world to eventually carry out these functions. That alternative was not supported by the Regional Bureaus in 1976, due both to bureaucratic difficulties and to cautions about the long-term viability of regional entities.

Accomplishments

The earliest work of this Division contributed heavily to the concept of the intensive systematic use of classroom broadcasting as a catalyst for in-school educational reform through its planning of the El Salvador educational reform project and its contribution to the planning of reformed national educational systems in Korea and the Ivory Coast, all of which use television as a core instructional medium.

More recently, the Division has been active in a resurgence of interest in classroom radio as a method of increasing educational access and improving quality at low cost, with support for that approach now coming from a number of quarters, including World Bank planners and LDCs such as the Philippines and Nicaragua.

Study of the economics of educational technology and of empirical field evaluation of learning results both have received much of their impetus from our support and are now thriving (C.F., a series of major UNESCO conferences on the subject based largely on data and methods generated from our projects.)

Two U.S. 211 (d) centers have coalesced interest in this field and have trained numerous LDC leaders.

Small-scale efforts in the use of satellites for educational purposes have made contributions to the experiments to date, such as those in India and recently at the University of the West Indies, and are forming a basis for a possible expanded Agency initiative.

The work in supporting other sectors which require information services for rural people is leading to progress in the use of mass media in areas such as nutrition education and preventive health. It has also supported the design of Mission rural information projects, such as the Development Communications Center projects in Pakistan and Egypt. This effort to facilitate work in other sectors is becoming an increasingly important part of the Agency's program.

Relation to Regional Bureau Activities

There are a variety of mechanisms for providing support for, and coordination with, the work at the RBs in this field. With Latin America, there has been recent agreement to work together with LA/DR in its own increasing emphasis on the educational uses of radio. There is to be both joint strategy writing and joint sponsored field seminars, designed to introduce to the field effective models such as LA's Basic Village Education Program and our Radio Math Program. We are also collaborating very closely in LA's activities in nutrition education, providing expertise for planning, evaluation, and field seminars through our contracts and direct-hire staff. Because of LA's history of innovative work in educational technology, there are several other areas of interface and cooperation as well.

With the other RB's, the most important form of support comes from our support of field project planning and in the conduct of state-of-the-art seminars. For example, we have worked with the Asia Bureau in planning projects now getting underway in Nepal (radio teacher training) and Pakistan (rural development communications). In Africa, we've recently held well received national seminars in Liberia and Sierra Leone. Of special importance may be the continuing assistance being provided on communications planning to the Sahel Task Force, the next step being a regional planning survey in the summer of 1978. Numerous other consultations are described in the subsequent presentation on field service activities.

FIELD SERVICE ACTIVITIES

The field service activities of the Division are substantial and will continue with 1980 funding. A continuing project titled "Studies and Applications in Communications" has several components providing a series of service: planning teams of communications consultants to help plan projects; seminar/workshops in the field to explore communications applications to LDC problems in any sector; information on training opportunities in the relevant skills; instructional films and videotapes describing key LDC projects in this field; and support for pilot applications of communications in the field.

Another project, being restructured for FY '79, will continue to provide information services, as is now done for us by the Clearinghouse on Development Communications, which provides specialized information to the field, produces state-of-the-art summaries, develops profiles of key projects, and produces a substantive newsletter reaching 4,500 LDC officials.

Finally, DS/ED manages the services which permit field experimentation with NASA satellites, through a RSSA with NASA and specialized project planning and evaluation assistance. This has been a small part of the field assistance program to date, one that would increase if the Agency undertakes a broader satellite initiative.

The planning and consultation services, which are provided jointly by DS/ED staff and contract mechanisms, have been called upon the the last twelve months by sixteen Missions and regional entities; in Asia, USAID/Indonesia and the South Pacific desk; in Near East, USAID/Egypt, Yemen, and Qatar; in Africa, USAID/Ghana, C.A.E., Cameroon, Liberia and Sierra Leone, and quite substantially, the Sahel Task Force; in Latin America, Jamaica, Nicaragua, Haiti, Bolivia and Costa Rica. A great deal of effort has also gone into helping to develop responses to Presidential initiatives in the Caribbean and in Latin America.

These planning and consultation services have encompassed many communication applications in nutrition education, a few in health and agriculture and a number in formal and out-of-school education, with some attention being paid to integrated information services. The increasing call upon these services seems to be based on a slowly growing belief that new approaches to the use of communications, often generated by R&D programs, offer alternatives worth examining in a variety of A.I.D. programs.

R&D on Communications Application in the Education Sector

The office's work in education technology some years ago turned major attention to the development of classroom radio as an appropriate and potentially powerful medium for increasing the effectiveness and outreach of rural primary school education. We have concentrated on developing major radio-based curricular components which can be used by teachers who have relatively little training.

The most mature effort to date is one designed to create an entire primary school mathematics curriculum which is radio-based, utilizing in its programming the best that is known about making instruction both interesting and efficient. The R&D site has been rural Nicaragua, with the results thus far extremely encouraging. Learning gains have been 30% to 60% greater than in the conventional classes, teachers and students alike appreciate the programs and the cost for going operational are low - under \$2.00 per student per year, with much of that cost returned through expected reductions in failure/repetition rates. The results of this project are beginning to diffuse; for example, Nicaragua is planning for national scale expansion and use of similar techniques in other subjects; the World Bank is promulgating the approach in its Philippine loans and elsewhere; and, great interest has been expressed by a number of African countries. In FY '80, we propose expanding our utilization activities related to this project to make training workshops and advisory assistance available to countries interested in utilizing the materials or methods.

We are about to expand the radio approach to another key area of the primary school curriculum, language skills (FY'78). As a result, we will be able to offer radio-based materials, techniques, and most important, informed experience in two core curriculum areas required for rural primary education, assuming progress in the language area.

We are looking into the use of radio in a third curriculum area, that of practical (or "life") skills. In FY '79, we intend to commission several studies which will inform an FY '80 project in this third area.

For some rural areas, conventional schools will not be available in the near future. If they were to be made available, the familiar problem of poor teaching in the more remote areas would remain. We are therefore structuring an FY '80 project to test a strategy which would permit communities to use their own resources for community schools to be supported by "distance teaching" using radio and print materials. While the prior activities are designed to develop components of a basic educational program, this is designed to develop an overall system appropriate for these remote communities.

R&D on Communications Applications in Health, Nutrition, Agriculture, and other Sectors

Within the past year, DS/ED has increased its work in the use of communications methods and media to support programs in other sectors. This effort

has been accelerated through a major contract with Stanford University, which is producing a policy study on the role of communications in A.I.D. programs in agriculture, education, health, nutrition, and family planning.

The close interactions that have begun with A.I.D. professionals in these fields have been encouraging in terms of laying a groundwork for future activities. It is now intended to continue this work during 1979 by amending the current contract for an additional year of collaborative work. During FY 79, several follow-on steps will be taken: the policy guidelines will be developed into new documents usable by field personnel, through summarizing state-of-the-art applications and through suggesting practical strategies for the development of project components; consultations with field missions will occur; and, in the process, continuing professional interaction will occur with AID/W officers in the several sectors.

By FY 80, continuing follow-up activities by this office will be called for in cooperation with some of these sectors, in addition to those now planned, although it is not yet possible to predict the most useful activities. What is clear is that important momentum has been generated by the work to date and in order to have a serious impact on A.I.D. programs, provisions should be made in the 1980 budget to carry out continuing supportive work. We are accommodating this need by adding 1980 funds (\$1.5 million) to the current Communications Studies and Applications Project.

Among the problem areas being analyzed with officers in each sector are the following (This is a very partial and illustrative list):

IN AGRICULTURE

- information "feed-forward" and feedback from farmers to the developers and providers of agricultural technology and services.
- expansion of the access and impact of extension systems through supportive use of mass media.
- improved rural administration through two-way communications (applicable to most other sectors as well).

IN FAMILY PLANNING

- communications strategies appropriate to varying levels of motivation with regard to family planning.

IN HEALTH AND NUTRITION

- use of mass media for motivating and teaching preventive health and nutritional practices to the general population.
- professional support for community health workers through two-way communications.
- communication support of the MEDEX system.

IN EDUCATION

- increasing access to basic rural schooling and improving its quality through instructional broadcasting.
- in-service teacher training through distance teaching.
- administrative support of school decentralization by two-way communication.
- support of non-formal education efforts through a variety of instructional media.

IN CROSS-SECTORAL ACTIVITIES

- exploration of the potential for facilitating inter-sectoral field collaboration through shared facilities and approaches.

In addition to the follow-on work that will begin in FY 80 through the proposed \$1.5 million supplement to Studies and Applications, the proposed office program encompasses work in these sectors building on prior activities. In health, work began last year with evaluations of two-way radio support systems for local health workers in Nicaragua and Guatemala. That concept will be expanded in FY 79 through a program of pilot projects in support of health auxiliaries that will involve systems using either terrestrial or satellite linkages to sources of medical expertise. This year, we plan to allocate funding to the DS/H MEDEX project to add full-time communications expertise as that project moves to the planning of programs in eight field sites.

In addition to these efforts to support in various ways local health delivery systems, we are beginning this year, in collaboration with DS/H, a series of pilot projects in use of the mass media in preventive health campaigns, focusing on efforts to reduce infant mortality through teaching mothers methods of oral rehydration of children suffering from infant diarrhea.

In the area of nutrition, a long relationship exists between our offices in the communications and nutrition education area. We are continuing that relationship through allocating staff time and substantial contractor efforts to support DS/N's nutrition education initiatives. These resources are increasingly providing direct field consultation in the design of nutrition education strategies and programs, as evidenced by work over the past few months in Haiti, Bolivia and Jamaica.

Finally, a series of projects is being proposed in support of certain agricultural sector objectives. In 1980, a proposed analytic project will focus on the role of information in increasing agricultural productivity, intended to provide guidance to investment in information viewed as an agricultural input. Also in 1980, a new field pilot will begin, in association

with interested misions. It will focus on testing strategies for providing a more useful flow of local information to, and from, small farmers, building in part on the knowledge gained from the L.A. Bureau's Basic Village Education project. A second project (FY 80) will test a way to permit community agricultural organizations to provide a greater range of programs in practical education to their local participants.

Alternative Levels

1) If less than the minimum funding level of \$1.85 M were available, the momentum behind the increasing utilization of these approaches in several of the AID sectors would be undercut. A large proportion of the minimum program is in services involving field project planning, information, and support of pilot activities, which would have to be reduced. In terms of R&D, the new Extension Rural Primary Schools Project, starting in FY 78, would have to be truncated in its next phase, as would the FY 78 Mass Media/Health Project.

2) At the current level of \$4.05 M, all activities now underway in both Field Service and R&D categories would be able to continue at an effective level. It would also permit two new starts. The first would be the Health Auxiliaries project, which involves development of a system of communications support for local health delivery programs. The second would make funds available to follow through on the present policy study of AID's use of communications.

3) At the proposed level of \$8.3 M, four major R&D projects would begin. The Practical Skills curriculum project would complete a curriculum package of basic instructional subjects using radio and the Community Basic Education Project would develop a model for extending basic schooling opportunities to remote areas. The Community Agricultural Organizations and Small Farmer Information Projects would represent the start of significant R&D work in agriculture information. Together, these projects would constitute a significant step toward the fuller utilization of communications strategies in basic education and in rural development.

TRANSACTION CODE: BUREAU CODE:
 DECISION UNIT: NAME OF DECISION PACKAGE SET

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM	APPROPRIATE ACCT	PERSONNEL INTENSITY	RESOURCE REQUIREMENTS		PROGRAM FUNDING (000)	INCREMENT	CUMULATIVE
				WORKYEARS (II.I) FUNDED FROM	PROGRAM ACCOUNT			
	DESCRIPTION		MISSION	TDY				
	<u>Decision Package - Minimum</u>							
1.	Comm. Tech. Studies & Applications (GO) 931-1109, 931-1140	EH	H	.58		800	800	800
2.	Extension of Rural Primary Schools (GO) 931-1017	EH	H	.08		390	390	1190
3.	Mass Media/Health (GO) 931-1018	EH	H	.12		510	510	1700
4.	Ed. Tech. Info. Service (GO) 931-1231	EH	M	.08				1700
	<u>Summary by Personnel Intensity</u>							
	Medium (1 Project)			(.08)				
	High (3 Projects)			(.78)			(1,700)	
	Total			(.86)			(1,700)	

TRANSACTION CODE: BUREAU CODE:
 DECISION UNIT NAME OF DECISION PACKAGE SET

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM	APPROPRIATE ACCT	PERSONNEL INTENSITY	RESOURCE REQUIREMENTS			PROGRAM FUNDING (000)	INCREMENT CUMULATIVE
				OPERATING EXPENSES MISSION	TDY	PROGRAM ACCOUNT		
5.	Decision Package - Current Comm. Tech. Studies and Applications (GO) (Incremental) 931-1109, 931-1140	EH	H	.17			1,300	3,000
6.	Health Auxiliaries (GN) 936-5805		H	.21			600	3,600
7.	Mass Media/Health (GO) (Incremental) 931-1018		H	-			300	3,900
	<u>Summary by Personnel Intensity</u>			(.38)			(2,200)	
	High (3 Projects)			(1.24)			(3,900)	
	Cumulative Total							

TABLE V - PROPOSED PROGRAM RANKING

RANK	DECISION PACKAGES/PROGRAM ACTIVITY/SUPPORT ITEM	RESOURCE REQUIREMENTS				PROGRAM FUNDING INCREMENT/CUMULATIVE
		APPROPRIATE ACCT	PERSONNEL INTENSITY	WORK YEARS (FY, Y) FUNDED FROM		
				OPERATING EXPENSES MISSION	PROGRAM ACCOUNT TDY	
	<u>Decision Package - Proposed</u>					
8.	Analysis of Farmer Information 936-5804	EH	H	.21		1,200
9.	Practical Skills (GN) 936-5806		H	.21		900
10.	Community Basic Education (GN) 936-5807		H	.29		800
11.	Small Farmer Info. Service (GN) 936-5809		H	.33		1,500
12.	Community Ag. Organizations (GN) 931-1022		H	.25		900
13.	Comm. Tech. Applications (GO) (Incremental) 931-1140		H	.04		150
14.	Mass Media/Health (GO) (Incremental) 931-1018		H	.04		300
	<u>Summary by Personnel Intensity:</u>			(1.37)		(5750)
	High (7 Projects)			(2.61)		(9650)
	Cumulative Total					

FY 78 WORKFORCE ALLOCATION TABLE
(in person-months)

<u>Work Category</u>	<u>Project Title</u>	FY 78 OYB	SEC	Clerk Typist	Div. Chief	Int'l Ed. Spec.	Broadcast Spec.	Dep. Dir.	Comm. Spec.		Total
									Comm.	Spec.	
Field Support					2.25	1.50	2.75	1.25	3.50		11.25
Technical Representation					1.00		.25		.75		2.00
Administrative					1.50				.25		1.75
Clerical Support			12	12							24
Program Management					7.25	4.50	4.00	2.25	6.00		24.00
A. Program Development					(1.75)	(.50)	(.50)		(.75)		(3.00)
B. Project Management					(5.50)	(4.50)	(3.50)	(2.25)	(5.25)		(21.00)
	Low Cost Communications	180				(.75)					(.75)
	Ed. Tech. Field Support	690			(2.00)	(1.75)	(.75)		(.50)		(5.00)
	T.O. I										
	Clearinghouse										
	Korea Eval.										
	NASA-RSSA #1										
	Tech Support										
	Comm. Tech.: Studies	500			(2.00)	(1.75)	(2.00)		(.25)		(6.0)
	Policy & Training										
	Teams & Service										
	Films										
	NASA-RSSA #2										
	Comm. Tech.: Applications	700			(1.00)	(.25)					(1.25)
	Extension of Rural Primary							(1.00)			(1.0)
	Teaching Radio Math	430						(1.25)			(1.25)
	Mass Media/Health	840							(1.50)		(1.50)
	Mass Media/Nutrition	(time w/ DS/N)							(2.0)		(2.0)
	Cost Methods-Ed Tech.				(.25)						(.25)
	Small Activities				(.25)				(1.00)		(2.0)
	Total	3340	12	12	12.00	6.00	7.00	3.50	10.50	63.0	63.0

FY 1979 WORKFORCE ALLOCATION TABLE
(in Person-months)

<u>Work Category</u>	<u>Project Title</u>	<u>FY 79 CP</u>	<u>Sec.</u>	<u>Clerk</u>	<u>Div. Chief</u>	<u>Int'l Ed. Spec.</u>	<u>Brdst. Spec.</u>	<u>D. Dir.</u>	<u>IPA Comm. Spec.</u>	<u>New IPA</u>	<u>Total</u>
Field Support					3.5	2.00	5.50	2.0	4.0	3.50	20.50
Technical Representation					1.50	1.00	.75		1.25	.50	5.00
Administrative					2.0					.50	2.50
Clerical Support			12.00	12.00							24.00
<u>Program Management</u>											
Program Development					5.00	.50	5.75	2.50	5.25	7.50	26.50
Project Management					(1.75)	(.25)	(1.25)		(1.0)	(3.00)	(7.25)
					(3.25)	(.25)	(4.50)	(2.50)	(4.25)	(4.50)	(19.25)
	Low Cost Communication				(.25)	(.25)					(.50)
	E.T. Field Support	300			(1.00)					(1.00)	(2.00)
	T.O. 1										
	Clearinghouse										
	Korea Eval.										
	NASA/RSSA										
	Comm. Tech. Studies	300			(1.0)		(2.25)			(1.50)	(4.75)
	Policy & Training										
	Teams & Services										
	Films										
	NASA/RSSA										
	Comm. Tech. Applications	500			(1.00)				(.25)	(1.0)	(2.25)
	Ed. Tech. Info. Services	650					(1.00)				(1.00)
	Extension of Rural Primary	1200						(2.00)			(2.00)
	In-service Teacher Training	500					(1.00)				(1.00)
	Teaching Radio Math	200						(.50)			(.50)
	Mass Media/Health	250							(1.50)		(1.50)
	Mass Media/Nutrition								(1.50)		(1.50)
	Analysis of Farm Int o									(.50)	(.50)
	Small Activities						(.25)		(1.00)	(.50)	(1.75)
Total		3900	12.00	12.00	12.00	3.50	12.00	4.50	10.50	12.00	78.50

OFFICE: DS/ED (Educational Technology)

FY 80 WORKFORCE ALLOCATION TABLE
(In Person-months)

Attachment B-1

BASE PROGRAM Work Category	Project Title	\$000 Increment	\$000 Prog. Aggr.	Sec. Typist	Clerk Chief	Div. Off.	Int'l Ed Spec.	Broad- cast Spec.	Dep. Dir.	Comm. Spec.	IPA	Total
Field Support					3.50			5.00				8.50
Technical Representative					1.50			.50				2.00
Administrative					2.50			.50				3.00
Clerical Support			12.0									12.0
Program Management					4.50		6.00					10.50
A. Program Development					(1.50)		(2.00)					(3.50)
B. Project Management					(3.00)		(4.00)					(7.00)
Low Cost Communications								(.50)				(.50)
Inservice Teacher Training								(1.0)				(1.0)
Comm. Tech.: Studies/Applica's					(2.25)		(1.25)					(3.50)
Ed. Tech. Info. Services								(.50)				(.50)
Extension of Rural Primary					(.75)							(.75)
Mass Media/Health								(.75)				(.75)
Subtotal BASE			12.0		12.0		12.0	12.0				36.0
MINIMUM												
Field Support					3.50		1.5	5.00	1.25	5.50		16.75
Technical Representation					1.50		1.0			1.0		3.50
Administrative					2.50		.50			.50		3.50
Clerical Support			12.0									24.0
Program Management					4.50		2.00	5.5	1.75	5.0		18.75
A. Program Development					(1.50)		(.50)	(1.5)	(.75)	(1.5)		(5.75)
B. Project Management					(3.00)		(1.50)	(4.0)	(1.0)	(3.5)		(13.00)
Low Cost Communications								(.50)				(.50)
Inservice Teacher Training								(1.0)				(1.00)
Comm. Tech: Studies		450			(2.0)		(1.0)	(1.0)				(4.0)
Comm. Tech.: Applications		350			(1.0)		(1.0)			(1.0)		(3.0)
Ed. Tech. Info. Services										(1.0)		(1.0)
Extension of Rural Primary		390							(1.0)			(1.0)
Mass Media/Health		510								(1.5)		(1.5)
Small Activities								(1.0)				(1.0)
Subtotal MINIMUM		1700		1700	12.0	12.0	12.0	5.5	12.0	3.0	12.0	66.5

CURRENT

Work Category Project Title

Work Category	Project Title	\$000 Increment	\$000 Prog. Aggr.	Sec. Typist	Clerk Chief	Div. Off.	Int'l Ed	Broad- cast Spec.	Dep. Dir.	Comm. Spec.	IPA	New FY80	New IPA	Total
Field Support	Technical Representation						3.50	5.50	2.0	5.0	3.50			19.50
Administrative	Clerical Support			12.0	12.0		2.50				.5			3.0
Program Management	A. Program Development						4.50	5.75	2.5	5.75	5.00			24.00
	B. Project Management						(3.00)	(5.0)	(4.50)	(2.5)	(4.00)			(4.75)
	Low Cost Communications	-	-	-	-	-	(.50)							(.50)
	Inservice Teacher Training	-	-	-	-	-	(1.0)							(1.0)

-67-

Comm. Tech. Studies Policy & Training Teams & Services NASA/RSSA	1300	1750					(2.0)	(2.25)			(1.50)			(5.75)
		350					(1.0)	(1.0)		(.25)	(2.0)			(3.25)
Ed. Tech. Info. Services		390						(2.0)						(1.0)
Expansion of Rural Primary		300	810							(1.5)				(2.0)
Mass Media/Health		-	-						(.5)					(1.5)
Teaching Radio Meth		600	600							(1.0)				(.5)
Health Auxiliaries		-	-							(1.5)				(1.0)
Mass Media/Nutrition		-	-							(1.5)				(1.5)
Small Activities		-	-					(.25)		(.50)	(.50)			(1.25)
Subtotal CURRENT		2200	3900	12.0	12.0	12.0	1.50	12.0	4.5	12.0	9.50			75.50

FY 80 WORKFORCE ALLOCATION TABLE
(in Person-months)

Work Category	Project Title	\$ (000) Increment	\$ (000) Prog. Aggt.	Sec. Typist	Clerk	Div. Chief	Int'l Ed. Off.	Broad-cast Spec.	Dep. Dir.	Comm. Spec.	IPA	New FY 80	New IPA	Total
<u>PROPOSED</u>														
Field Support														
Technical Representation														
Administrative														
Clerical Support														
Program Management														
A. Program Development														
B. Project Management														
	Low Cost Communications	-	-				(.50)							(.50)
	Inservice Teacher Training	-	-					(1.0)						(1.0)
	Comm. Tech.: Studies Policy & Training Teams & Services	-	1750			(1.0)		(1.0)	(.25)				(2.0)	(4.25)
	Comm. Tech.: Applications	150	500			(2.0)		(1.25)		(1.75)	(1.5)			(6.50)
	Ed. Tech. Info. Services	-	-					(1.0)						(1.0)
	Extension of Rural Primary	300	390						(2.0)					(2.0)
	Mass Media/Health	-	1110							(1.5)				(1.5)
	Teaching Radio Math	-	-						(.50)					(.50)
	Mass Media/Nutrition	-	-						(.50)					(.50)
	Practical Skills Curriculum	900	900					(1.0)						(1.5)
	Community Basic Education	800	800											(1.0)
	Community Ag. Organizations	900	900									(1.5)	(1.0)	(1.5)
	Analysis of Farmer Info.	1200	1200							(2.5)				(2.5)
	Small Farmer Info Service	1500	1500									(1.5)		(1.5)
	Health Auxiliaries	-	600							(1.0)				(1.0)
	Small Activities	-	-								(.50)			(.50)
	Subtotal PROPOSED	5750	9650	24.0	12.0	12.0	1.50	12.0	4.75	12.0	12.0	12.0	4.0	106.25

TITLE	Extension of Rural Primary	FUNDS	105	Proposed Life of Project	590	Proposed Est. Final Oblig. FY 80	9/82
NUMBER	1017	New <input type="checkbox"/> School		Life of Project per App. P.P.*	79	Final Obligation per P.P.*	
Grant <input checked="" type="checkbox"/> Loan <input type="checkbox"/>		Continuing <input checked="" type="checkbox"/>		Date of Last Intensive Evaluation	N/A	Personnel Intensity	High

Proposed Obligation FY 1980 330
 FY 80 Oblig. Auth. by P.P.*

PURPOSE: To design, implement and evaluate in collaboration with personnel from an LDC, a prototype system of teaching reading using radio as the major medium of instruction.

Beneficiaries
 Primarily the rural school children of the developing country in which the project takes place. The instructional model and methodologies would be applicable to other LDCs.

BACKGROUND
 Success of Radio/Mathematics Projects (0569) supports potential for study and development of methodology for radio teaching of reading. Other evidence from L.A. radio phonic use of radio in teaching elementary subjects, secondary, and nonformal is supportive.

Major Outputs
 FY 1978 Actual Per Approved PP Proposed Per Approved PP
 Cumulative

HOST COUNTRY
 Nature of field study requires host country participation with schools, staff, radio time and commitment. Country selection will require extensive search and field evaluation for essential conditions of support.

A.I.D. Financed Inputs (\$ Thousands)
 Technical Personnel 60 p/m 300
 Supplies, Equipment, Travel 190

FY80 PROGRAM
 Begin second operational year of the project. Will involve intensive use of consultant and technical support in the design of program content, alternate methodologies, and formative evaluation for optimal applications.

Technical Office Support (in person months)
 FY 1978 1
 1979 2
 1980 2

MAJOR IMPACT COUNTRIES & APPROPRIATE \$ AMOUNT
 To be selected.

Unliquidated (\$000)
 700
 Estimated Total Cost 1980

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	-	-	XXXXXXXXXXXXXXXXXXXXXX		TO BE SELECTED
Proposed Through FY 1979	- 1200	-	XXXXXXXXXXXXXXXXXXXXXX	10-78 - 9-80	
Estimated Through FY 1979	-	500			
Proposed FY 1980	- 390			10-80 - 9/82	

Total
 1
 2
 2

Interim Project Products Available
 (i.e., reports, newsletters, etc.)

*Project not yet approved

PROGRAM: CENTRALLY FUNDED

Project Manager: D. Sprague

TITLE	FUNDS	Proposed Obligation	Proposed Life of Project	Intit. Oblig.	Proposed Est. Final	Proposed
Application of Radio to Math	105	FY 1980 -0-	2,624	FY 73	FY 79	6/80
NUMBER 0569	PROR REFERENCE	FY 80 Oblig. Auth.	Life of Project	FY 73	Final Obligation	Completion Date
Grant <input checked="" type="checkbox"/> Local <input type="checkbox"/> <input type="checkbox"/> Continuing <input checked="" type="checkbox"/>		BY PP *	Per App. PP *		per PP *	Completion Date
		Date of Last Intensive Evaluation:	Personnel Intensity: Medium			

Purpose:

To develop and test a low-cost radio instructional system which effectively teaches primary school mathematics with minimal input from classroom teachers.

Background & Progress to Date

Work has been completed for four grades of the math curriculum. Positive results.

Host Country and Other Donor

Nicaragua providing staff and facilities to operate and extend program.

FY 1980 Program

Complete evaluation of total program. Train LDC staff for full operational capability.

Major Impact Countries & Approximate \$ Amount
Nicaragua \$800,000

Beneficiaries

GON has an improved operational teaching capability. Elementary students in test schools have demonstrated improved learning. Min Educ plan expansion of program to other schools, more grades, and other subjects.

Cumulative

FY 1978 Actual Per Approved PP Proposed Per Approved PP

Major Outputs
First 3 grades participating in radio teaching of mathematics
Fourth grade program being developed

5th & 6th grades in syllabus form

International Conference report and assist other LDC potential users.

A.I.D. Financed Inputs (\$ Thousands)

Technical Office Support (in person months)

FY	DII	IPA	RSSA	Total
1978	1.25			1.25
1979	.5			.5
1980	.5			.5

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	- 1994	1558	436		
Estimated Through FY 1978	- 430	600	XXXXXXXXXXXXXXXXXXXX	10/77 - 9/78	Stanford University AID/1a-C-73-40
Proposed FY 1979	- 2424	2158	200		
Estimated Through FY 1979	- 200	466	0	10/78 - 6/80	
Proposed FY 1980	- 2624	2624	0		
		Estimated Total Cost	2,624		Interim Project Products Available (i.e., reports, newsletters, etc.) Annual Report Slide-tape presentation
		Future Yr. Obligation	-0-		

* PAF amendment not yet approved

PROGRAM: GENERALLY FUNDED
 Project Manager: W. Schaefer

Proposed Obligation
 FY 1980 1750
 FY 1981 Obligation 1750
 Total Obligation 3500

Proposed Life of Project
 10/77 - 9/79
 Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Proposed Est. Final Obligation 10/77 - 9/79
 Proposed Est. Final Obligation 10/77 - 9/79

Purpose: To assist in the effective analysis and adaptation of existing knowledge and experience to projects that make use of communication technology in development.

BACKGROUND & PROGRESS TO DATE
 Competitive procurement of contractors at end of FY77. Intensive work in progress on policy studies, training surveys and course planning, seminar planning and information development of films and videotapes.

HOST COUNTRY
 Africa Bureau cooperating on funding with Sahel work.

Indonesia support for development of a National Center for Educational Communication.

FY 1980 PROGRAM
 Continuation of activities with emphasis on application studies for LDC's.

Major Impact Countries & Approximate \$ Amount
 Yemen Arab Republic - \$ 30,000
 Sahel Group - \$ 75,000
 Bolivia - \$40,000
 Indonesia - \$40,000
 Ghana - \$25,000

Major Outputs	FY 1978	Actual for Approved FY	Approved for Approved FY
1. Study on AID's Use of Communications.	5 Surveys & Reports	5 Summary Reports	5 Summary Reports
2. US and LDC Training Activities	2 US Short course plans	3 training courses conducted	3 training courses conducted
3. Design Teams and Seminars in LDC's	2 Seminars planned	6 seminars in LDCs	6 seminars in LDCs
4. Information Materials	FILMs (2) and video tapes (2)		

A.I.D. Financial Inputs	(\$ Thousands)
Personnel	140 p/m \$/m
Travel	175
Indirect	175
Total	1750

Technical Office Support (in person months)	1978	1979	1980
Personnel	5.75	3.25	4.25
Travel	1.5		
Indirect			
Total	7.25	3.25	4.25

Estimated Total Cost	1977	1978	1979	1980
Personnel	1,606	990	990	1,606
Travel		116	165	165
Indirect		651		
Total	1,606	1,106	1,155	1,771

Estimated Total Cost	1977	1978	1979	1980
Personnel	1,606	990	990	1,606
Travel		116	165	165
Indirect		651		
Total	1,606	1,106	1,155	1,771

Contract Number	Funding Period
Academy for Educational Development (AID)ca-C-1473	10/77 - 9/78
Stanford University (AID)ca-C-1472	10/78 - 9/79
Hearst Metrotone (AID)ca-C-1475	10/79 - 9/81

Contract Number	Funding Period
Academy for Educational Development (AID)ca-C-1473	10/77 - 9/78
Stanford University (AID)ca-C-1472	10/78 - 9/79
Hearst Metrotone (AID)ca-C-1475	10/79 - 9/81

Contract Number	Funding Period
Academy for Educational Development (AID)ca-C-1473	10/77 - 9/78
Stanford University (AID)ca-C-1472	10/78 - 9/79
Hearst Metrotone (AID)ca-C-1475	10/79 - 9/81

Contract Number	Funding Period
Academy for Educational Development (AID)ca-C-1473	10/77 - 9/78
Stanford University (AID)ca-C-1472	10/78 - 9/79
Hearst Metrotone (AID)ca-C-1475	10/79 - 9/81

PROGRAM: CENTRALLY FUNDED

Project Manager: Clifford Block

DECLASSIFIED BY: 10

TITLE: Tech. Applications	FUNDS: 105	Proposed obligation	Proposed Life of	Proposed Obl. Final	Proposed 9/81
Comm. 1120	PRIOR REFERENCE	FY 1980 500	Project Cost 1700	Oblig. FY 80	Completion Date
Grant <input checked="" type="checkbox"/> Loan <input type="checkbox"/> New <input type="checkbox"/> Continuing <input type="checkbox"/>		FY 80 Oblig. Auth. per App. pp. 78	Life of Project	Final obligation	Completion Date
				per FY	per FY FY *

Date of last intensive evaluation: N/A Personnel Intensity: Medium to high

Purpose:

- 1) To assist the development of Regional Software Development Centers in each region: Asia, Africa, LA, NE.
- 2) To demonstrate applications of modern communications technologies in development projects directed to specific learning and information needs.

Beneficiaries

Administration, teachers and field workers and participants (elementary and secondary schools, community development programs, open secondary schools, teachers-training) especially in remote areas not currently reached by operational programs.

Background & Progress to Date

Planning for Indonesia and Sahel responsive to increasing local interest. As examples of effective use of communications are demonstrated in LDC centers utilizing local culture, languages, and institutional development there will be increased demands for more technical assistance. Each must be designed to meet the local requirements.

HOST COUNTRY AND OTHER DONOR

To be selected
 FY 1980 Program
 Support LDC requests for seminars, project planning and demonstrations.

MAJOR IMPACT COUNTRIES & APPROXIMATE AMOUNT

Indonesia supplying in kind contribution. Sahel LDC's responsive to Regional Center concept. Jamaica-national radio effort Bolivia-Radio and TV for teacher training.

Major Outputs	FY 1978	Actual Per Approved PP	Proposed Per Approved PP
Institutional building for LDC capability to produce learning program materials			
Program content for radio, TV and print (software)			
Trained LDC staff to produce materials in local language and cultural terms.			

A.I.D. Financed Inputs (\$ Thousands)

Professional and Technical Staff	30 p/m	150
Equipment and supplies		60
Travel and field support		40
Indirect		250
Technical Office Support (in person months)		500

FY	DII	LPA	Consult.	RSSA	Total
1978	1.0	.25			1.25
1979	1.0	1.25			2.25
1980	3.25	1.5			4.75

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	700	XXXXXX	XXXXXX	6/78 - 9/79	To be selected
Estimated Through FY 1978	700	XXXXXX	XXXXXX	10/78 - 9/79	
Proposed FY 1979	700	XXXXXX	XXXXXX	10/80 - 9/81	
Estimated Through FY 1979	1200				
Proposed FY 1980	500				
		Estimated Total Cost	1700		Interim Project Products Available (i.e., reports, newsletters, etc.)

*PP not yet approved

FY 80 Obligation (\$)	Minimum 350	Current	Proposed 150
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Outputs 1) Local training capability for LDC staff of Regional Center.

MIN

Level 2) Institution building for LDC operations.

3) Program guidelines documented for additional applications.

Proposed

Level

4) Demonstrations in 2 additional LDC sites.

Project Manager: A. Meyer

PROGRAM: CENTRALLY FUNDED

TITLE	Mass Media & Health Practices	FUNDS	105	Proposed Obligation	Project Cost	2,200	Proposed Est. Final	9/81
NUMBER	1018	PRIOR REFERENCE	NA	FY 1980	1,110	2,200	Oblig. FY '80	Completion Date
Grants	<input checked="" type="checkbox"/> New			FY 80 Oblig. Auth.			Final Obligation	Completion Date
	<input checked="" type="checkbox"/> Continuing			by FY *			per PP *	per PP FY
				Date of Last Intensive Evaluation:	N/A		Personnel Intensity:	Medium

PURPOSE: To develop & demonstrate more effective means for using mass media in support of desired changes in health practices in rural areas of developing countries.

BENEFICIARIES: Infants & small children along with their parents and siblings in one region of each of two LDCs

BACKGROUND & PROGRESS TO DATE
 PP is going through office review before R&DC 5/78. Focus on sound practices in the treatment of infant diarrhea in LDCs using radio, print, and field personnel to deliver supportive messages and follow-up in treatment effectiveness. This is a world-wide problem for which this demonstration will have great significance.

Cumulative

Major Outputs
 Programs (2) publications, and seminars demonstrating the methodology required by the adoption of a combination of media in achieving health education objectives related to acute diarrhea among infants and small children

A.I.D. Financed Inputs (\$Thousands)
 Professional & technical personnel 110 p/m 500
 Travel & Transportation 60
 Equipment & supplies 50
 Indirect 500
 1110

HOST COUNTRY & OTHER DONOR
 In kind support

FY 1980 PROGRAM
 Application and evaluation of impact of communication programs on health practices.

MAJOR IMPACT COUNTRIES & APPROXIMATE \$ AMOUNT
 two LDCs to be selected.

Proposed Per Approved PP
 Complete 2 programs
 Field analysis & reports (2)
 Design guidance for broad application

FY	DH	IPA	Consult.	RSSA	Total
1978	1.5				1.5
1979	1.5				1.5
1980	1.5				1.5

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contact or Agency
Estimated FY 1978	840	600	XXXXXXXXXXXXXXXXXXXX	6/78 - 9/78	To be selected
Estimated Through FY 1978	840	600	240		
Proposed FY 1979	250	400		10/79 - 9/80	
Estimated Through FY 1979	1090	1000	90		Interim Project Products Available
Proposed FY 1980	1110	0	Estimated Total Cost	10/80 - 9/81	(i.e., journals, newsletters, etc.)
		0	2,200		

*pp not yet approved

Obligation (\$)	Minimum	Current	Proposed
Outputs			
(Minimum)	510	300	300
1) Campaign materials for 1 campaign			
2) Field survey network for 1 campaign			
3) Behavior analysis capability			
(Current)			
4) Second campaign			
(Proposed)			
5) Inter Country analyses			
6) Seminars for broader adoption			

PROGRAM: CENTRALLY FUNDED

Project Manager: W. Schaefer

TITLE	Ed. Tech. Info. Services		Proposed Life of Project	650	Final Obligation	81	Proposed Est. Final Completion Date	9/81
FUND NUMBER	1231	105	Proposed Obligation FY 1980		Final Obligation per PP		Completion Date per PP	
Grant	<input checked="" type="checkbox"/> Loan	<input type="checkbox"/> New	FY 80 Obligation by PP	*	Per App. pp *	72	Final Obligation per PP	*
	<input type="checkbox"/> Continuing	<input checked="" type="checkbox"/>	Date of Last Intensive Evaluation	N/A	Personnel Intensity	Medium		

Purpose: To provide comprehensive information resources covering educational technology applications and policy guidance for AID mission personnel and LDC administrators, planners and technicians in education and other development sectors.

Beneficiaries: AID mission personnel and their LDC counterparts responsible for designing and developing projects that use educational technology and communications.

Background & Progress to Date
 The Office of Education has tried various types of analytic information services covering the field of communication technologies in development applications. The Clearinghouse for Development Communications under contract with the Academy for Educational Development has provided excellent services. Evaluation of this project will provide the basis for future specifications to improve analytic services of worldwide experience to meet LDC applications.

Major Outputs
 FY 1978 Actual per Approved PP Proposed Per Approved PP
 1. Selective library resources of significant Educ. Tech. Applications;
 2. Analytic reports on state of the art developments;
 3. Completion of background documents for seminars and AID teams;
 4. Publication of quarterly Develop. Communication reports.

HOST COUNTRY AND OTHER DONOR
 N/A

(\$ Thousands)

FY 1980 PROGRAM
 Continue information services in support of field requirements and communication stated.

MAJOR IMPACT COUNTRIES & APPROXIMATE \$ AMOUNT
 This project will continue servicing the existing distribution list of over 6000 LDC officials, institutions, and donor organizations. All LDC seminars in communication technology are provided with special background information.

Through September 30, 1977	Obligations(\$000)	Expenditures(\$000)	Unliquidated(\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	-	-	XXXXXXXXXXXXXXXXXXXXXX		To be selected
Estimated Through FY 1978	-	-	XXXXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979	650	-	XXXXXXXXXXXXXXXXXXXXXX	10/78 - 9/79	
Estimated Through FY 1979	-	-	XXXXXXXXXXXXXXXXXXXXXX	10/79 - 9/81	
Proposed FY 1980	-	650	Estimated Total Cost 650		Include Project Products Available (i.e., reports, newsletters, etc.)

* PP not yet approved

FY 80 Obligation (\$)	Minimum 450	Current 1300	Proposed
Outputs Minimum Level			
1)	Two major and 4 support studies in LDC applications.		
2)	Two informational and 2 implementation seminars in LDCs.		
3)	Six analytic studies of LDC communication option plans.		
Current level			
4)	Ten communication technology seminars responsive to LDC requests.		
5)	Development of 4 sound films and 6 videotapes of communication projects.		
6)	Training programs for LDC technicians in 3rd country training centers.		
7)	Consultant and training services to assist LDC development of national software production centers in local culture and language.		

Attachment A

Project Manager: Cliff Block

PROGRAM: CENTRALLY FUNDED

TYPE: Analysis of Farmer Information	FUNDS 105	Proposed Life of Project FY 1980 1,200	Proposed Est. Final Oblig. FY 80	Proposed 9/83 Completion Date
Number 936-5804	PRIOR REFERENCE New	Life of Project per App. pp *	Final Obligation per App. pp *	Completion Date per PP FY
Grant <input checked="" type="checkbox"/> Loan <input checked="" type="checkbox"/> Controlling <input checked="" type="checkbox"/>				
		Date of last intensive evaluation: N/A	Personnel intensity: High	

Purpose: To provide an improved basis for agriculture planning of information flows to and from the small farms.

Beneficiaries

Small farmers who will be helped to make better use of available resources.

Background & Progress to Date

This research project will analyze the role of agricultural information as an input to small farmer productivity. It will develop methodologies based on case studies of specific LDC agricultural development efforts. The outcomes will be used in two ways: (1) to guide the level of investment in information inputs to agricultural development; (2) to guide the design of agricultural information components in projects being planned. Enclosed will be information on practices, prices, weather, and government services.

Host Country and Other Donor

Participating LDC institutions

FY 1980 Program

Initial surveys and pilot testing

Major Impact Countries & Approximate \$ Amount

To be determined.

Cumulative

Major Outputs Actual Per Approved pp Proposed Per Approved pp

1. Methodology for establishing information needs.
2. Model for information cost/benefit analysis.
3. Cost studies applying the methodology.
4. Consultations to Missions and LDC planners.

A.I.D. Financed Inputs (\$ Thousands)

Technical personnel 500
Travel 80
Equipment and supplies 120
Indirect 500
Technical Office Support (in person months) 1200

FY	OH	IPA	Consult.	BSSA	Total
1978					
1979	.5				.5
1980	2.5				2.5

Through September 30, 1977	Obligations (\$000)	Expenses (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		To be selected
Estimated Through FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1980	-	-	Estimated total cost 1,200	10/80 - 9/83	Various Project Products Available (i.e., reports, newsletters, etc.)
		-0-			

*PP not yet approved.

PROGRAM: CENTRALLY FUNDED

Project Manager: A. Meyer

Attachment: A

TITLE	Health Auxiliaries	105	Proposed Est. Final	Proposed FY 78	Completion Date
FUNDING	936,5805	How EJ	Oblig. FY 80	Final Obligation	Completion Date
Grant #	Logi 11, Cont (under 11)	FROM REFERENCE	FY 80	per PP	per FY

Purpose: To establish a model communications support system for rural IDC health auxiliaries by means of low cost, two way communications networks.

Background & Progress to Date
Experience in areas such as Alaska and Central America indicates the importance of two-way communications for the improved health services.

This project will establish, in two IDC's, model systems to link together the key elements of rural systems, from local community health workers through clinics for sources of specialized medical assistance. Two-way audio communications and, where appropriate, one-way video will be used for diagnostic consultation, administration, and in-service training for both preventive and curative procedures. DS/ED and DS/II will collaborate in this effort at enhancing local health delivery.

Health Country and other honor

Participation by local health organizations

Major Impact Countries & Approximate \$ Amount

To be selected in Africa and/or Asia.

Beneficiaries

Volunteers, midwives, and other para-professionals in health programs with their supervisory health auxiliary. Residents of rural villages areas.

Cumulative

Major Outputs FY 1978 Actual Per Approved PP Per Approved PP

1. Model health communication system in rural network of health auxiliaries. (2)
2. Training materials for health services.
3. Audio network operational in test areas.
4. Analysis and evaluation of field experience for other applications.

A.I.D. Financed Inputs (\$ Thousands)	60 p/m	\$480
Professional and technical staff		100
Equipment and supplies		20
Travel		
Technical Office Support (in person months)		
FY 1978		
1979		
1980		
Total		

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contract # or Agencies
Estimated FY 1978			XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1978			XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979			XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1979			XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1980	600		Estimated Total Cost 600	10/79 - 9/85	Interim Project Products Available (i.e., reports, newsletters, etc.)

* PP not yet approved.

PROGRAM: CENTRALLY FUNDED

Project Manager: R. Martin repl: 2/20/80

Attachment: A

TITLE	FUNDS	Proposed Obligation	Proposed Life of Project	Proposed Est. Final Oblig.	Proposed Completion Date
Community Basic Education	105	800	1,800	FY 83	8/84
NUMBER 936-5807	PRIO: REFERENCE	Life of Project per App. PP*		Final Obligation per PP *	Completion Date per PP FY *
Grant <input checked="" type="checkbox"/> Loan <input type="checkbox"/> Continuing <input type="checkbox"/>					
PURPOSE:	Date of Last Intensive Evaluation: N/A Personnel Intensity: High				
	To increase access to basic education in rural areas utilizing radio with existing facilities.				

BACKGROUND & PROGRESS TO DATE

This pilot project will develop and test methods for using community resources in combination with instructional media, particularly radio to provide primary school education. Accredited teachers would play a supervisory role. It may anticipate the search for alternative formal education strategies appropriate to the constraints of remote rural areas.

Host Country and Other Dmcr

Participating LIC Institutions

FY 1980 Program

Planning study for application of radio to local groups with local teacher's aide.

Major Impact Countries & Approximate \$ Amount

To be selected

Beneficiaries

Children and youths in rural areas for whom basic education was previously unavailable, particularly for the poorest rural families who cannot afford to send their children to schools.

Major Outputs

- Operational model rural basic education system for 80 - 120 villages
- Production/coordination staff producing 5 hrs of new educational programming for radio per week
- Accredited primary teachers supervising four village basic education group each.

Technical Office Support (in person months)

FY	DH	IPA	Consult.	HSSA	Total
1978					
1979					
1980	3.5				3.5

A.I.D. Financed inputs (\$ thousands)

Professional and technical assistance equipment and supplies.	72 p/m	360
Equipment & Supplies		200
Travel		50
Indirect		100
		800

Through September 30, 1977	Obligations (\$000)	Expenditures (\$000)	Unliquidated (\$000)	Funding Period	Principal Contractors or Agencies
Estimated FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1978	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Estimated Through FY 1979	-	-	XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1980	800		Estimated Total Cost	10/79 - 9/81	Interim Product Products Available (i.e., reports, newsletters, etc.)
		1,000	1,800		

PROGRAM: **CENTRALLY FINANCED**

Project Manager: **A. Meyer**

Attachment A

TITLE: **COMMUNITY AGRICULTURAL ORGANIZATION**
 NUMBER: **93-1022**
 Grant **17** **11**

Proposed Obligation: **900**
 FY 1980 Obligation: **900**
 FY 1981 Obligation: **0**
 FY 1982 Obligation: **0**
 Proposed End: **Final**
 Obligation: **FY 80**
 Final Obligation: **900**
 Per. App. PP: **80**
 Per. PP: *****
 Proposed 9/83 Completion Date: **Final**
 Completion Date: **Final**

Date of last intensive evaluation: **N/A**
 Personnel Intensity: **Medium**

Purpose: **To develop an operational model of an educational system using distance learning techniques to support agricultural education networks in rural IDC areas.**

Local village membership in one region of each of two countries

Background & Progress to Date

Village agricultural organizations in many parts of the world have an educational function but lack instructional materials to carry out that function. This pilot project would link together, by radio and other means, groups of village organizations within a country and would develop educational methods for their use in agriculture, health, and nutrition. The project would both develop an administrative model for each linking and would produce materials using the best available techniques.

Actual PFI Approved FY: **1978**
 Proposed PFI Approved FY: **2 Countries**

1. Development of a pre-coop network of village organizations.
2. Development of educational materials for radio programs.
3. Evaluation of educational activities on organizational effectiveness.

Host Country and Other Donor Participating local IDC organizations
 FY 1980 Program
 Preliminary survey, country & site selection, and materials development.

A.I.D. Financed Inputs: **(\$ Thousands)**
 Professional and technical staff: **300**
 Equipment and supplies: **300**
 Travel: **150**
 Indirect: **900**

Multiple Impact Countries & Approximate % Amount

FY	DE	IDA	Capital	ROSA	Total
1978					
1979					
1980	3.0				3.0

Through Sept embd 10, 1977	Expenditures (\$000)	Disbursed (\$000)	Funding Period	Program Control Number or Agencies
Est imed FY 1978		XXXXXXXXXXXXXXXXXXXX		
Est imed through FY 1978		XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1979		XXXXXXXXXXXXXXXXXXXX		
Est imed through FY 1979		XXXXXXXXXXXXXXXXXXXX		
Proposed FY 1980	900	Est imed Total Cost	10/79 - 9/82	Interim Federal Financial Available
	2,100	3,000		(U.S. Agency Reporting Period)

Analysis of Farmer Information

1. Project Purpose

The project will provide an improved basis for agricultural planning with regard to investments in project components involving information flows to and from the small farmer. It will produce:

- 1.) a series of case studies analyzing actual and potential gains in productivity and income through information investments, based on actual LDC situations;
- 2.) a standardized methodology for establishing information needs in various field agricultural situations, usable for mission and LDC planning;
- 3.) the elements of a model permitting rough calculations of the cost-benefit of informational investments;
- 4.) consultation to Missions (and AID/W) as the project proceeds to assist them in assessing and planning information activities.

2. Problem

Increasing the productivity and income of the smaller farmer is a fundamental A.I.D. priority and the object of many programs. There is a fairly clear understanding of the role of a number of inputs in this process, based on both empirical and theoretical research. Thus, the

role of agricultural credit and of physical inputs such as fertilizer, improved seed varieties and water are understood well enough to mount large-scale assistance programs involving them. Far less understood is the role of information in this process. Information activities are simply (perhaps appropriately in many cases) an add-on element to many agricultural projects.

In specific instances, however, information may be a far more important factor. In some cases, a precise understanding of utilization techniques may be a necessary complement to the effective use of resources such as new water supplies or fertilizers. In other instances, a theoretical case may be made for the partial substitutability of informational inputs for other inputs - - e.g., information on appropriate cultivational practices can sometimes reduce requirements for additional water supplies or pesticides. For example, work in the Central Valley of California has shown that the careful monitoring of pest populations as a guide to pesticide use has reduced pesticide requirements dramatically.

While some experts are convinced of the value of a greater emphasis on information flows to and from the farmer and others are not, there is little systematic data available on the value of this input. Further, there are no standard methodologies for conducting, in a particular situation, an analysis of the information needs and potential results of information programs in specific LDC agricultural settings.

3. Beneficiaries

The intended beneficiary is the small farmer, who will be helped to make better use of his available resources. The magnitude of that improvement will vary. In many cases, he is already doing about as well as he can within acutely limited resource constraints. In other cases, information may have a very significant impact, at relatively low cost.

The project itself will have impact on those farmers in countries where case studies and consultations are involved. As the results diffuse, large numbers in every region may be affected. If only 1% of the farm families in A.I.D. countries were to be beneficiaries of programs influenced by this project in the next decade, several million individuals would reap some benefit from this project.

4. Replicability

The project would be designed from the beginning to develop approaches which fit into the realistic cost and institutional constraints of the LDCs. Further, the analysis would be segmented to examine both cases in which the availability of additional inputs is virtually nil, to others where a substantial set of resources are available, as may be the case in areas where intensive development efforts are underway. Obviously, where agricultural output is only \$50 per capita, a different and lower cost information strategy is required than at higher levels. (Indeed, the studies could show that no significant information investment

is likely to have an impact.) In brief, different models will be developed for different situations in an effort to increase replicability.

5. End of the Project

Section 1, "Project Purpose", describes the expected outputs.

- 1.) Case studies: 5-6 actual cases, 4 prospective analyses at varying levels of resource availability.
- 2.) Methodology for establishing information needs. This will be illustrated by the 4-5 "prospective" case studies outlined above.
- 3.) Model for informational cost-benefit analysis in agriculture. Tested in the case studies.
- 4.) Consultations to Mission and AID/W planners. 20% of contract effort, primarily in years 2 and 3 of this 3 year project.

6. Probability of Success

The economics of information has drawn the attention of a few major economic theoreticians in recent years, such as Stiglitz of Oxford, thereby improving somewhat the theoretical basis for this undertaking. On a more applied level, Cruise-O'Brien of Sussex, Parker and Porat of Stanford, and Jamieson of the World Bank have begun to explore methodologies for examining, at a macro level, investments in the communications sector

as related to various economic indices. These ventures are very fragmentary, macro, and based on sketchy data and assumptions, but represent a base. In addition, work done by development planning groups in support of regional planning efforts in some LDCs has sometimes analyzed increases in productivity to be expected from improvements in information or education programs; such an analysis was carried out by Stanford in support of Iran's communications planning, for example, and seemed to show high payoff from such investments.

This analytic research program would be one of the first efforts in this domain to provide data and methodological tools for use by project, as well as sectoral, planners. It will not be the last word. The probability of generating useful methodologies, even though they may be crude by economists' standards, is quite high.

7. Critical Assumptions

Cooperation by Missions and countries undertaking or planning agricultural projects will be required. Because of the probable immediate usefulness of the case study undertakings, that cooperation should be forthcoming in a sufficient number of cases to undertake the project successfully.

8. Project Implementation

This project will begin in FY 80.

The project itself will have three phases:

YEAR 1: Case studies of ongoing projects and development of the analytic methodologies and macro model.

YEAR 2: Prospective case studies refining the methodologies and generating cost-benefit data for projects being planned; consultations.

YEAR 3: Completion of activities started in prior year; testing of refined methodologies in at least three countries, with USAID and LDC planners, through workshops; publication; consultations.

The key to this approach will be the relatively micro, specific analysis of agricultural patterns, with a view to identifying the several different roles played by information, e.g.:

- information on very specific methods for using resources;
- daily information on weather, market prices, availability and cost of inputs, etc.;
- information from the farmer to the agricultural research and service establishment, to guide their services to the farmer.

The project will require a team combining field social scientists, economists, and agricultural experts.

9. Relation to Regional Bureaus

The entire set of field activities would be undertaken in coordination with RB programs.

10. Staff Implications

The project will require additional staff to implement. For PP production and contractor selection, two man-months will be required in FY 80. For management, $\frac{1}{2}$ man-month per year in FY 80, FY 81, FY 82, and FY 83 will be required.

11. Budget

Expenditures:	FIRST YEAR:	600
	SECOND YEAR:	400
	THIRD YEAR:	<u>200</u>
	TOTAL:	\$1,200

Obligations: FY 80, 1,200

12. Other Issues

Because the primary focus of this project is upon the role and impact of information, an important component of any educational effort, we think the project most properly fits in the education office. At the same time its concentration in the agricultural sector raises the question whether it shouldn't be located in DS/AG.

DS/ED, C. Block, 4/14/78

Health Auxiliaries

1. Project Purpose

The purpose of this project will be to assist in establishing a national support system for health auxiliaries through the use of telecommunications. To this end AID, through the addition of DS resources to each of two USAID health programs, will assist in the development and demonstration of the system at a district or province level in two LDCs. All health care personnel in the project area will be in some way linked by the system. Auxiliaries will be linked directly to hospitals and other sources of expertise as well as to each other. Those under the supervision of the auxiliary will be linked more closely to the auxiliary and the health system by their involvement in consultations and group instruction made possible by the telecommunications support system. The project is intended to provide support for in-service training, diagnostic and inventory control assistance, supervisory assistance, and the maintenance of morale and work output.

2. Problems to be Solved

The lowest level of professional health worker in LDC rural areas is generally some kind of health auxiliary, variously named from country to country who is, in turn, in charge of a network of volunteers, midwives, and other para-professionals. It is this local network of auxiliary and assistants which has the greatest opportunity to affect the health status of rural LDC populations.

Much attention has been given to the selection process, training, and organization of these auxiliaries. Still to be addressed, by and large, are the problems which accrue to such systems in operation:

- (1) Auxiliaries, particularly because of their brief initial training, need reinforcement and deepening in their training which annual workshops can only partly provide. Training delivered while they are on the job will have the highest payoff in improving their skills.
- (2) Questions pertaining to supply availability, diagnosis, and issues raised by assistants to the auxiliary typically remain unanswered or poorly answered because of inadequate support from medical experts.
- (3) Isolation from frequent contact with the overall health system can lead to a decrease in morale, lower productivity, and less efficiency in responding to client needs.
- (4) It will require a continuing effort to focus the attention of the auxiliary health system on preventive medicine activities in addition to curative medicine.

Clearly these problems point to a communications deficiency in present LDC health systems. Conversely, it can be imagined that a single communications system with complex functions could go far to alleviate these problems by providing linkages between the individual health worker and the health delivery system.

DS/ED, in conjunction with DS/H, proposes to establish a model communications support system for the rural LDC health auxiliary via two-way audio and one-way visual networks. The support offered will pertain to in-service training, diagnostic and inventory control assistance, supervisory assistance, and the maintenance of morale and work output.

The hardware to be employed by the system will depend partly on terrain and partly on the extent of in-service training required. In general, the project will require hardware adequate to conduct two-way audio communication and possibly one-way visual communication for training. If the training component is large, one-way visual communication with health posts will be considered. If the terrain precludes completely ground-based transmission and reception, incorporation of this project within other national satellite utilization plans will be considered.

3. Beneficiaries

Until countries and districts or provinces are selected and demographic and health system data known, an exact number of beneficiaries cannot be estimated. In general terms, the following categories of people will be primary beneficiaries:

- (1) health auxiliaries in the project area and the networks of volunteers and/or paraprofessionals in their charge; and
- (2) the populations in the areas of project coverage who are dependent on their health system for services.

Secondary beneficiaries include these two categories of people projected to the entire country and other countries, depending on the extent of national extension and international replication of the demonstrated system.

4. Replicability

It is expected that the telecommunication support system for health auxiliaries will be extended nationally and replicated internationally in other LDC settings. The exact conditions required by a cost-effective extension or replication of the system

cannot be described until the proposed project reports its findings which will include data germane to this issue.

Key variables to be considered in the cost-effectiveness equation include:

- (1) the extent to which a health delivery system depending heavily on auxiliaries is widespread and utilized;
- (2) the nature of communication hardware employed by the system and, closely related to this, the nature of the terrain to be covered;
- (3) the extent to which the health delivery system has an operational in-service training program for its health auxiliaries;
- (4) the extent to which other more costly operations are precluded by the system developed by the project; and
- (5) the extent of impact which such a system has on improving the health delivery system.

5. End of Project Status

At the conclusion of this project, the following conditions will obtain:

- (1) a fully developed telecommunications support system for health auxiliaries will be operational at a district or province level in two LDCs;
- (2) evaluations of these systems will be available as a basis for cost-effectiveness projections related to further extension or replication of the systems; and
- (3) a series of project reports that will serve as a guide for the development of similar systems elsewhere.

6. Probability of Success

Initial experiments with the ATS-6 satellite in Alaska and recent pilot experiments with ground-based short-wave radio systems in Nicaragua and Guatemala have demonstrated that communications between health workers and the health system can significantly effect morale and work levels, can significantly assist diagnosis, and can have an initial impact on worker knowledge. While further research and development is required to move beyond these experiences to the design of an entire telecommunications support system, the existing data indicate a high probability of success.

A second point related to project success is the extent to which the USAID health program is already supporting the activities of the health delivery system. DS/ED hopes to implement this project in conjunction with such USAID support, thus increasing the likelihood of project success.

7. Critical Assumptions

Project success requires at least the following conditions:

- (1) host country commitment to establish a telecommunications support system for its health auxiliaries; and
- (2) local counterpart staff and resources capable of continuing and extending the system established by the project.

8. Project Implementation

The project will be implemented at two sites and extend over a total three year period. Implementation will begin at one site in FY '80 and at the second site in FY '81. One contractor will be responsible for project implementation at both sites.

DS/ED will collaborate with DS/H and the regional bureaus in country and contractor selection.

9. Relationship to Regional Bureaus

Programs in all Bureaus are involved with assistance to health delivery systems employing large numbers of health auxiliaries. It is felt by DS/ED and DS/H that by 1980 several of these systems will be experiencing severe constraints related to an inadequate communications support system as described on page one. This project, then, appears timely in the light of present regional bureau programs.

Secondly, this project can be viewed as additional support to USAID health programs in so far as it is expected to be implemented in conjunction with such programs.

10. Staff Implications

In addition to 1.5 person months to produce a project paper, the project will require one person month per year of DS/ED staff time. To be accomplished, this will require the addition of communications staff to DS/ED.

11. Budget

The project will require \$900,000 over a three year period:

FY '80:	\$600,000
FY '81:	\$300,000
FY '82:	---
<u>Total:</u>	\$900,000

DS/ED, A. Meyer, 4-14-78

PID

Practical Skills Curriculum

1. Project Purpose

The purpose of this project will be to support primary school educational reform in LDCs. To this end, the project will assist in the development of a "Life Skills" curriculum area and a series of related radio programs and teaching aids for in-classroom use.

2. Problems to be Solved

Many LDC school systems at the primary level are participating in a reform movement which can in part be characterized by:

- (1) An assumption that primary school is terminal for the majority of students;
- (2) A shift toward education focused on knowledge and skills relevant for improved quality of life in rural areas; and
- (3) An attempt to conduct instruction in the language spoken by the majority of people in a given area.

As part of this reform, a new body of instructional objectives which focus on basic life practices related to nutrition, health, and agriculture have emerged in primary school curricula. Sometimes, as in the Central African Empire, these objectives are related to a single curriculum subject. For convenience, the term "Life Skills" will be used in this document to refer to those instructional objectives focusing primarily on basic life practices whether they are taught in a single course or as components of several courses. These objectives have something in common, distinguishing them as a teaching problem from most primary school material presently taught (read-

ing, writing, and arithmetic). They involve a variety of practical behaviors such as are related to public health and agricultural productivity which are aimed at directly improving the quality of life of the student and the student's family.

The problems encountered by existing primary school educational reform movements include:

- (1) Difficulty in designing optimum content for the more innovative "Life Skills" component of the curriculum;
- (2) A paucity of support materials; and
- (3) Difficulty in re-training minimally trained teachers in how to teach modifications of the curriculum.

Because of these problems, the primary school reform movements are proceeding slowly and often without optimal impact where implemented. Yet these reform programs represent one of the most powerful opportunities to improve the quality of life of rural majorities by their emphasis on knowledge, skills, and practices advocated by agriculture, health, and nutrition programs.

DS/ED proposes to support the on-going efforts of one LDC primary school reform movement by assisting in the development of the Life Skills curriculum area and by assisting with the pretesting and production of a series of radio programs and teaching aids for in-classroom use in the Life Sciences curriculum area.

Radio has been given a central role in this project because without its use the chance of a reform movement of this type succeeding appears to be greatly reduced.

To introduce reformed curricula through traditional methods requires extensive re-training of large numbers of minimally trained teachers in workshops and seminars. Such brief periods of training, in addition to being costly, are unlikely to leave the teacher well prepared to teach the new subject matter well. On the other hand, not to give immediate training to large numbers of existing teachers and to rely on a more gradual process of introducing reform through the existing normal school structures appears to threaten a reform movement with a slow death and to constrain its potential to have a timely impact on the lives of the people it is presently trying to serve.

The use of radio promises to speed up the implementation of reform through several mechanisms:

- (1) Schools in a large area can be introduced to the program of reform at one time.
- (2) The teacher is partially relieved from the full burden of instruction. He or she can devote more time to the preparation of follow-up activities, and the students are exposed to standardized instruction which, if the radio programming is done competently, can be expected to be of high quality. These benefits to both teachers and student can be expected to facilitate acceptance of the reform.
- (3) Teacher training in the reform curriculum can take place indirectly through exposure to a master teacher(s) using

carefully pretested techniques to teach the new subject matter.

Clearly, these advantages of the use of radio do not insure success. On the other hand they point to radio as a cost-effective means of facilitating reform.

3. Beneficiaries

Until a country is selected and primary school enrollment and number of primary school teachers known, the exact number of beneficiaries cannot be estimated. In general terms, the primary beneficiaries will be every child and teacher in the primary school system in the area covered by the project.

4. Replicability

Key elements of the methodology are intended to be replicable in other LDC settings where primary school reforms similar to that described here are being undertaken, while content will have to be carefully tailored to specific countries.

The exact conditions required by a cost-effective replication of the methodology cannot be described until the proposed project reports its findings.

Key variables to be considered in the cost-effectiveness equation would include:

- (1) the extent to which a primary school reform movement is already underway;
- (2) the extent to which there is in the host country existing competency in curriculum development;

- (3) the cost of materials production (e.g. instruction sheets or teacher guides) and distribution; and
- (4) access to free or low cost broadcast time.

Clearly, conditions from country to country will vary widely. In general, however, it is unlikely that, once a decision has been made to undertake primary school reform, less cost will be indicated than that required by the present project methodology.

5. End of Project Status

At the conclusion of this project, the following conditions will obtain:

- (1) a fully developed Life Skills curriculum will be in use in the primary school system of one region of one LDC;
- (2) a series of radio programs to support instruction in this curriculum area will have been developed and regularly broadcast;
- (3) a series of project reports that will serve as a guide for the undertaking of similar projects in other LDCs will have been written and distributed to AID missions and LDC education policy makers.

6. Probability of Success

It is felt that this project is feasible and timely because:

- (1) DS/ED has recently had successful experience in applying radio to the teaching of mathematics in the Nicaragua

primary school system and is engaged in other programs in radio education throughout the world;

- (2) DS/ED has recently (Spring 77) assisted the USAID post in Bangui (CAE) in examining the feasibility of a project to assist the educational reform movement there. At that time an examination was begun of the applicability of known instructional radio principles to this Life Skills instructional area.

In addition to this past experience, the education program for 1978 includes a project which will apply the use of radio to instruction in reading. The reading project will be well enough advanced by 1980 to provide additional insights helpful to this project.

7. Critical Assumptions

Project success requires at least the following conditions:

- (1) A host country in the midst of undertaking a national primary school reform along the lines described here which is desirous of accepting AID assistance in the development of a Life Skills curriculum area;
- (2) Accessible, national radio coverage; and
- (3) Local counterpart staff and resources capable of continuing the system established by the project.

8. Project Implementation

The project will take place in two phases:

- (1) FY 80 through FY 81: the development of the Life Skills curriculum and pretesting pilot radio programs and teacher aids; and
- (2) FY 82 through FY 83: the implementation of the curriculum radio programs and teaching aids in the target area.

Evaluation will be conducted throughout the project by repeated measures of random samples of children and teachers in project and control areas.

9. Relationship to Regional Bureaus

Country selection will be undertaken in collaboration with regional bureau personnel. It is felt that in so far as education sector programs are developed in countries undertaking substantial primary school reform, this project and its findings will be a welcome assistance. On the other hand, it is unlikely that a regional bureau would wish to undertake this project as its own since the project methodology is in the process of development and builds on previous and on-going DS/ED research and development. The project would be undertaken in support of broader Mission objectives in support of rural primary school reform.

10. Staff Implications

In addition to 1½ person-months to develop the project, management will require one person month per year of DS/ED staff time. To be accomplished, this will require the addition of communications staff to DS/ED.

11. Budget

The project will require \$2.5 million over a four-year period:

FY 80: \$.9 million

FY 83: \$ 1.6 million

TOTAL: \$2.5 million

12. Other Issues

The relationship of this project to the Radio Math Project in Nicaragua is important to elucidate. To what extent does this project represent an application of the same methodology to a similar problem? The Radio Math Project indicates that teaching primary school students through radio can be accomplished. This project differs from the Radio Math Project in three important respects:

- (1) The teaching problem is significantly different. Mathematical skills are largely mental. Life Skills subject matter involves a broad array of practices exterior to the student, often socially interactive.
- (2) There is as yet no established, traditional Life Skills curriculum as there is in the case of primary school mathematics.

- (3) This project will develop other teaching aids in addition to radio programs. The Radio Math Project developed radio programs with only minimal additional teaching aids.

Thus, while this project will build on the lessons learned by the Radio Math Project, it requires substantial research and development to move into the Life Skills curriculum area.

DS/ED, A. Meyer, 4/14/78

Community Basic Education

Project Purpose:

The project proposed here would design and test a strategy for increasing access to basic education in rural areas in which significant new school construction or teacher support can not be provided. The model which will be developed will combine basic education lessons broadcast by radio to local children's listening groups with a two-tiered teaching staff. The staff will consist of a local teacher's aide who routinely supervises the listening group, and a fully-accredited teacher who supports, evaluates, and supplements the work of the listening group on a part-time basis.

The project will be developed in two phases.

Phase I

A planning study will summarize the experiences of projects in which the separate components of the model have been tried, with emphasis on possible applications to basic education for young children in rural areas. Components to be studied are:

- a. radio teaching and successful radio school projects for adults
- b. audio teaching methods used for instruction in curriculum subjects in formal primary school programs (Nicaragua radio math lessons, ACPO recordings, Mexico's Radioprimeria, etc.)
- c. use of local teaching aides to supplement the work of fully-trained teachers.

Phase II Model Implementation and Evaluation

Based on the conclusions of the planning study, a refined model will be implemented and evaluated over a four year period. While the model will be modified and adapted according to planning study

findings and conditions particular to the country selected for the project, the basic components of the model will be the following:

a. Radio Instruction

A substantial proportion of instruction will take place via broadcast radio. Programs will be entertaining and will be designed to elicit active participation by the children. Some programs will be coordinated with inexpensive print materials.

b. Group Listening

Children will study together in a centrally-located place, such as a place of worship. Interaction and group activity will be encouraged.

c. Local teaching aides

The radio school will be supervised by a local person who will encourage attendance and coordinate participation in the listening group activities. This person will be at least a primary school graduate and will be trained (perhaps in a two week training session) to run the radio school program.

d. Part Time Accredited Teacher

A fully-trained teacher will supervise a number of radio schools. His/her participation will be substantial. Typically he/she might be in charge of four listening groups and spend one day a week with each.

e. A Curriculum Planning and Materials Production Center

A core staff of 10-15 full time rural education and materials production specialists will plan and prepare radio lessons and accompanying print materials. The center will also supervise the work of the teachers and be in charge of program evaluation.

Problem to be solved:

Increasing access to basic education has proven to be an elusive

goal in many LDC's. In spite of substantial commitments of resources over a number of years, the widely accepted goal of universal primary education is far from being achieved in most of the countries where AID has education programs. While primary education is available to most children in urban areas, providing access is far more difficult in rural areas.

Construction of new rural schools and the training and support of rural primary school teachers is costly. In areas where the population is very dispersed and where communities are small, building and staffing a full-time primary school is often an impossible hope due to high costs and the relatively small number of students who would attend the school. In other communities, potential students may^{be} excluded from schooling because overcrowded facilities cannot accept all who want to enroll. Still other students may not be able to attend school because the sacrifice of family financial resources or of the child's productive work time may be too great.

All of these problems suggest that strategies are needed to make basic education more accessible, particularly in very poor, thinly populated, remote, rural areas. For such areas, approaches which require significant capital expenditures for school construction and teacher training are unlikely to be justifiable in term of cost/effectiveness criteria. At the same time, non-formal education programs have so far not demonstrated an ability to make up for deficient formal education opportunities on a massive scale. A study prepared by the International Council for Education Development¹ argues that non-formal education programs inherit a vast clientele of children and youth who have never been to school or have dropped out before finishing.

¹Philip H. Goombs, New Paths to Learning, UNICEF, (New York, 1973)

With a large portion of this clientele, NFE has had to start virtually from the beginning, with the "three R's." Non-formal education programs have proven their effectiveness in teaching basic education subjects to adults, but strong commitment of LDC governments and of rural families to the formal primary school approach argues against abandonment of rural school programs for children. Instead, new teaching and organizational strategies are needed which combine NFE teaching methods with more flexible delivery systems to make basic education accessible to children who have traditionally been excluded from formal schooling.

Beneficiaries:

The project would primarily benefit young people in rural areas to whom basic education was previously unavailable. Benefits would accrue to the poorest rural families, who cannot afford to send their children to private or boarding schools.

Replicability:

The project will develop a model for extending access to basic education to extremely poor, small, and remote rural communities at low cost. Implemented on a reasonably large scale, per-student costs would be less than half the cost of extending educational opportunities to the same communities by means of traditionally-structured formal schools. If successful, therefore, the model should be applicable to many regions of the world where basic education has not been made available because of cost considerations.

End of Project

At the end of the five year project, there will be a fully operational model rural basic education system in the project area. The system will include:

- a. a production/coordination center staffed by 15-20 people, producing an average of five hours of new educational programming for radio per week along with coordinated print materials.
- b. a radio station broadcasting 6 hours per day of basic education programming for grade levels 1-4.
- c. a staff of 20-30 fully accredited primary school teachers, each supervising the work of four village basic education groups.
- d. 80-120 operational village basic education groups, each with 10-30 students in grade levels 1-4, and staffed by one or two local residents who have received a one-week training course in basic education supervision.
- e. 1600-2400 children enrolled in levels 1-4, with a first group having completed a full four-year cycle in the system.
- f. a plan for extending the model to the entire country in which the project takes place, and materials designed to acquaint educational planners in other LDC's with the system and its results.

Critical Assumptions

There are several assumptions that will have to be examined with care as a site is selected and implementation is begun. The assumptions include the following:

- a. a radio-based study group with local supervision and a moderate level of professional support will be acceptable to parents as an alternative to a traditional school with a full-time teacher and separate building.

- b. parents and other community leaders will be willing and able to devote considerable time to serving as local basic education group coordinators.

Probability of Success

Since the model is a new one, there is no assurance of success. Nevertheless, the components of the model are not new, and past experience with them would seem to indicate that the probability of success the proposed approach is high.

Project Implementation

Implementation will take place according to the following five year schedule:

- | | |
|--------|---|
| YEAR 1 | <ol style="list-style-type: none">1. Study of model components (see Phase I, page 1)2. Recruitment and training of production/coordination center staff (15-20)3. Design of 4 year Basic Education Curriculum4. Procurement/installation of production facilities |
| YEAR 2 | <ol style="list-style-type: none">1. Promotion of local basic education program in villages throughout project area,2. Recruitment and training of local coordinators3. First production of radio programs and accompanying print materials; field pretesting4. Initiation of grade level 1 activities |
| YEAR 3 | <ol style="list-style-type: none">1. Initiation of grade level 22. Evaluation, revision, and continuation of Grade level 1; extension to additional communities. |
| YEAR 4 | <ol style="list-style-type: none">1. Initiation of grade level 3.2. Evaluation, revision, and continuation of Grade levels 1 and 2 |

- YEAR 5
1. Initiation of grade level 4.
 2. Full project evaluation, with comparison of grade level 4 students with comparable group in traditional school.

Staff Implications

- a. Project Paper preparation will require 2.0 man months, including two visits to selected site.
- b. Project management will require 1.5 man months per year.

Budget

	(thousands of dollars)
a. <u>Equipment and Facilities</u>	650
(Production Center facility, transmitter and repeaters, studio, village receivers with suitable power sources, etc.)	
b. <u>Training</u>	350
(Production Center staff, full-time teacher-supervisors, village coordinators)	
c. <u>Production</u>	350
(Radio programming and accompanying print materials)	
d. <u>Evaluation/Feedback studies</u>	150
e. <u>Technical assistance</u>	<u>300</u>
PROJECT TOTAL	1800

It is estimated that \$800,000 million will be required during the first year of the project and that \$250,000 would be needed during each of the other four years. Salaries, some vehicles, and classroom equipment will be provided by the host government. It is expected that AID costs would be divided between the USAID MISSION in the project country and DS/ED.

Other Issues

One issue that will need to be resolved is whether the project, as proposed, would be regarded as a research project.

Another central issue is the relationship of the proposed project to the established formal primary education system. This issue encompasses the following three problems.

.a. Use of traditional primary school curriculum

Depending on the country selected for the project, the proposed system might or might not have to adhere to the official primary school curriculum. The advantage of following the prescribed curriculum is credibility with parents and with the education establishment in the country, and the resulting ability of students to advance directly into established secondary schools. The advantage of developing a unique curriculum is that the educational experience could be made more appropriate to the needs of the poor, rural areas where the project will function. Village schools staffed by local residents offer the potential of being uniquely responsive and relevant to local problems and realities, and might provide less of the impetus for migration to urban areas sometimes associated with traditional rural primary schools. Definition of curriculum will ultimately

depend on accreditation policies of the Ministry of Education in the project country. Ideally, students would receive instruction which can be made relevant and useful to their needs as residents of rural communities, and will also be able to pass a primary school equivalency exam which will permit further progress through the formal school system if desired.

b. Duration of village schools

The proposed system could be developed either as (a) an interim solution for communities which eventually can expect to have a traditional formal primary school or (b) as a more-or-less permanent solution to the problem of providing basic education in marginal areas. It is likely that the probability of success will be enhanced by developing the village listening groups as an interim system, even though the interim solution may, in the long run, prove to be an efficient model for permanent implementation in some communities.

c. Possibility of spontaneous expansion

Since a substantial proportion of the curriculum will be taught by broadcast radio, it is possible that some communities not directly supervised by one of the project teachers may attempt to develop basic education services on their own, utilizing the broadcast lesson materials. It is also possible that traditional rural primary schools will want to incorporate some of the broadcast lessons into their teaching and that there may be interest in using the broadcast for adult primary school equivalency programs. To the extent possible, such spontaneous expansion will be encouraged by provision of the supplementary print materials on request, and by regular administration of

equivalency exams to all comers.

DS/ED, R. Martin, 7/18/78

PID

Community Agricultural Organizations

1. Project Purpose

The purpose of this project is to develop an operational model of a system of education using distance learning techniques to lend support to the educational activities and development objectives of agricultural community organizations. To this end, existing agricultural community organizations will be linked for the purpose of pursuing the educational objectives of these organizations related to agriculture, health, and nutrition. Techniques involving a variety of radio formats, group listening, worksheets, and farmer newspapers will be employed.

2. Problem to be Solved

Throughout the world, there is a variety of LDC institutions other than cooperatives which are aimed at the betterment of rural populations primarily through agricultural improvements and which sponsor networks of "village committees," "Juntas" or "community action councils." These agricultural community organizations, in addition to an emphasis on agricultural inputs, outputs, and marketing, usually aim to support a broad array of development objectives and are linked to the activities of more than one ministry. Examples of such organizations include the INVIERNO project in Nicaragua; the Junta Nacional de Bienestar Social in Honduras; the Community Action Councils and Groups de Amistad (Coffee Growers Federation) in Colombia; the Chilalo Agricultural Development Unit in Ethiopia; and the Integrated Rural Development Project in Bangladesh.

These community organizations usually attempt to carryout a program of espousing health and nutrition education as an additional activity. Unfortunately, such activity is usually disorganized and has few support materials for group leaders or members. It usually depends completely on face-to-face instruction.

DS/ED, which would work in collaboration with DE/AG, DS/RD, DS/N, DS/H, and the regional bureaus, proposes to develop a model applying known distance learning techniques to support the educational activities of agricultural community organizations in two culturally diverse LDCs.

The model will emphasize the networking of existing agricultural community organizations into a system of education with objectives related to agriculture, health, and nutrition including the generation of organizational activities in these objectives. The instructional techniques employed will include a variety of uses of radio, group listening, worksheets, and a farmer newspaper. These distance learning techniques, used with success in Latin America in general adult education programs have major advantages:

- (1) They standardize instructional inputs;
- (2) They obviate the need for trained instructors, relying on the intermittent presence of listening group monitors; and
- (3) They are effective while being less costly to produce, distribute, and revise than other instructional techniques such as textbooks.

These techniques will be adapted to the specific agricultural, health, and nutrition educational needs of agricultural community organizations,

and programming will be developed which emphasizes organizational support activities as well as educational content.

The project will be conducted at a district or province level in two countries which have extensive networks of agricultural community organizations attempting to pursue educational objectives as described above.

3. Beneficiaries

The primary target audience will be agricultural community organization members in one region of two LDCs. The secondary audience will be adults exposed directly through open broadcasting or indirectly through the diffusion of print or graphic materials to the program's educational message. Finally, insofar as the methodology is extended nationally and replicated internationally, the project will benefit additional people.

A more exact estimate of the number of beneficiaries can be made after countries have been selected and the extent and membership of the agricultural community organizations established.

4. Replicability

A methodology will be produced that can be used in other settings. It is to this end that implementation will take place in two culturally divergent LDC settings, as the experience of working with two distinct organizational networks will increase the ease with which the methodology can be applied elsewhere. Since these organizations vary more widely from country to country than other LDC institutions such as primary school systems or health care delivery systems, this point has particular relevance to project success.

One objective of the project will be to provide data required for setting cost-effectiveness criteria for replications elsewhere. This cannot be done a priori. Relevant variables will include:

- (1) The size and character of the agricultural community organizations;
- (2) The extent to which educational activity is already being undertaken;
- (3) The extent to which educational activity can affect the vitality and impact of the community organizations;
- (4) Materials production and distribution costs;
- (5) Access to radio airtime; and
- (6) The extent to which project methodology represents saving over other more costly methodologies.

Clearly, conditions will vary from country to country which will make replication more or less feasible. In any case, it is anticipated that, once a decision has been made to undertake such an educational program, other educational strategies are likely to be more costly than the program proposed here.

5. End of Project Status

The outputs of this project are as follows:

- (1) a series of publications describing a model for the design, implementation, and evaluation of an educational system for the support of the educational activities of agricultural community organizations;
- (2) Systems of education functioning in two countries on a pilot scale;

(3) in-country personnel trained to maintain and expand the functioning of these educational systems; and

(4) increased impact of the agricultural community organizations involved in the project.

6. Probability of Success

The experience AID has gained from the Basic Village Education Project in Guatemala and the history of the Latin American "radio schools" indicate that the project, if implemented competently, should achieve its objectives.

7. Critical Assumptions

Conditions required for project success include:

(1) The commitment of host countries to educational programs for agricultural community organizations;

(2) Counterpart staff to continue operation of the educational system at the conclusion of the project; and

(3) Access to relevant media and media production facilities.

8. Project Implementation

The project will begin implementation in one country in FY'80 and in the second country in FY'81.

The model which will emerge from the implementation of this project will take into account the following developmental stages:

(1) how to network existing agricultural community organizations in a single system of education;

(2) how to develop an appropriate curriculum bridging educational objectives in agricultural, nutrition, and public health;

(3) how to design an overall educational technology strategy and select media appropriate for this strategy;

(4) how to undertake the formative evaluation of educational materials and their modification in-use through feedback;

(5) how to manage such an educational system; and

(6) how best to hire and train in-country personnel to maintain the operation of the educational system.

It is hoped that USAID missions will be attracted to the project on the premise that mission funding might support the implementation of a follow-up project on a country-wide basis after the termination of this project.

9. Relationship to Regional Bureaus

DS/ED is presently involved in assisting USAID/Managua in expanding the educational program of the INVIERNO agricultural community organization. It is from this and several other field experiences that the need for a systematic approach to the conduct of educational activities in agricultural community organizations emerged. It is felt that the development of a model for such an approach would serve the needs of all USAIDs involved with such community agricultural programs.

In fact we anticipate adding this component on to other efforts underway with USAID support.

10. Staff Implications

In addition to two person-months to produce a project paper, project monitoring will require one person-month per project year from DS/Ed. Additional staff would have to be added to DS/ED to undertake this project.

11. Budget

This project will require three million dollars over a three year period:

FY'80: \$.9 Million
FY-82 :\$2.1 Million

Total: \$3.0 Million

DS/ED, A. Meyer, 4/18/78

SMALL FARMER INFORMATION SERVICES

1. Project Purpose

The purpose of this project is to develop and test a model information service to help the small farmer make decisions concerning the management of his resources. Each field project will develop a service capability under direction of a country's Ministry of Agriculture to (1) gather available data and information of potential utility to the small farmer; (2) put the data into a message format usable by the farmer and (3) deliver it to the farmer while it is timely through direct and easily-accessible channels, principally rural radio stations. Information services will be developed in several countries, selected to represent diverse farming conditions. The approach will draw heavily upon the successful Basic Village Education project in Guatemala, adapting its principles to other environments and developing some substantial modifications as well.

The kinds of information to be delivered will depend in part on such characteristics of the project areas as prevalent farming practices, land tenure patterns and climate. A significant feature of the proposed information services is a permanent information needs assessment capability, so that small farmers themselves will determine the kinds of information to be disseminated. It is likely that information such as the following will be provided:

A. Market information

Information concerning prices of agricultural products in different

markets is normally available from government sources and/or from commercial sources and cooperatives. The price information itself may be of little direct use to the individual farmer, but if the market data are accompanied by advice and commentary about market forces and trends, and their relevance to small farmer operations, the information could help the farmer make decisions about what products to grow and where and when to sell his harvest.

B. Technical Information

Information concerning quality and prices of different kinds of supplies, responsiveness of different suppliers and middlemen, the need to take special precautions against unusual insect or disease conditions, etc., will be broadcast on a regular basis. Farmers will be encouraged to relate experiences with different products and farming techniques in radio interviews.

C. Weather information

Most LDCs already generate some weather data and forecasts for aviation. A small group of perhaps two or three extension agents might be trained to process available weather data and put it in the form of radio weather messages for transmission directly to farmers via rural radio stations. The utility of weather information will vary markedly from one region to another depending upon the stability of weather patterns and on the ability of the small farmer to make appropriate adjustments.

In each country selected for the project, an Information Service Resource Center will be developed. The Center will collect relevant information and produce radio messages for rapid dissemination to small farmers through a network of interconnected rural radio stations. A team of field reporters will constantly circulate throughout the project area, interviewing farmers about their problems and concerns. These interviews will be taped, and farmers' recorded comments and questions will be incorporated directly into the information service radio broadcasts. Components of the proposed Information Service are described in more detail in the "Implementation" section of this PID.

Problem to be solved

Small farmers in many LDCs are handicapped by a lack of vital information needed to make decisions concerning the management of their farms. Up-to-the-minute information concerning market prices for crops; prices and availability of equipment, supplies, storage and transport; new farm products and techniques; unusual growing conditions for particular crops; and current and predicted weather conditions are routinely disseminated to farmers via the mass media in the developed countries. The small farmer in most poor countries, on the other hand, has very little accurate and current information of this sort available to him. As a result, critical farm decisions such as when to plant, what to plant, when to harvest, and where to sell are often made on the basis of past experience, rumor and intuition.

The extent to which small farmers are able to modify their operations in response to relevant informational messages of different kinds in order to increase their productivity is a major question which will be addressed by this project. The utility of up-to-date information sources for U.S. farmers is undisputed, but U.S. farmers undoubtedly have many more day-to-day options available to them than do small farmers in LDCs. LDC small farmer operations may be so severely restricted by monoculture, landlord demands, middleman monopolies, lack of marketing alternatives, and lack of technology and resources that the farmer has little effective decision-making latitude in the management of his farm.

The project assumes that a large number of small farmers have sufficient freedom in the operation of their farms so that new informational inputs can make a measurable difference, if the information provided is made responsive to farmers' real and immediate concerns. Information with great immediacy such as market prices and weather forecasts can help the farmer "tune" his operation (by deciding to postpone planting or harvesting one or two days, for example) to specific conditions. Information concerning more effective products and procedures could help him improve his output at little or no additional cost. Information on particular suppliers and middlemen could make him more discriminating and protect him from the excessive charges of unscrupulous dealers, actually freeing up some extra resources.

It is possible that the very poorest subsistence farmers would have little effective use for a new information service. However, there

is reason to believe that a large group of small farmers who operate just above the subsistence level could put new information to productive use.

The fact that such farmers perceive the need for more useful information is revealed by their behavior. Constant conversation concerning weather and crop conditions, religious entreaties for favorable planting conditions, and the meticulous attention to folk culture omens of weather to come are common manifestations of the LDC farmer's need for information. Whiting and Stanfield¹, in a survey of Brazilian small farmers, found that poorer farmers actually make more use of "instrumental information" (information of practical use to their farming operation) in the mass media than do their somewhat more prosperous neighbors. This extra information-seeking on the part of the poorest farmers presumably reflects their drive to maximize the production from their extremely limited resources.

In many LDCs, information of potential use to small farmers is available, but is not disseminated in a timely fashion through appropriate channels. Data on climate and weather conditions are often disseminated only to the aviation community. Market data are disseminated to the economic community. For these reasons, there seems to be a need for an institutional capability to gather relevant information while it is fresh, put it in a format usable by the small farmer, and deliver it to him through a channel which is rapid and direct.

1.

Gordon Whiting & David Stanfield, "Mass Media Use and Opportunity Structure in Rural Brazil", Public Opinion Quarterly; 36 (Spring, 1972), pp.58-68.

Beneficiaries

Primary beneficiaries will be the small farmers who, due to isolation or extreme poverty, have not normally had access to up-to-date information of potential relevance to the operation of their farms.

Replicability

Since the proposed information service will primarily use already-existing data and will use existing rural radio stations for dissemination, new infrastructure costs are not excessive. Since the information will be widely disseminated, cost per individual farmer reached should be extremely low. Benefits in terms of increased small farmer productivity will be estimated as part of project evaluation.

End of Project

At the end of the project, an operational small farmer information service will be serving substantial rural populations in 2 or 3 countries. Depending on population density and the coverage of rural stations, each service might reach from 10,000 to 200,000 small farmers, through 5-20 rural stations.

Probability of Success

If the criterion for success is reaching a large number of small farmers with pertinent information by radio, the probability of success is very high. If, on the other hand, the criterion is efficacious application of the new information and measurably increased small farmer productivity, the probability of success is more difficult to estimate. The effective use of such information by developed-country farmers, and

the well-documented information-seeking behaviors of LDC small farmers give cause for optimism regarding the project outcome.

Critical Assumptions

Assumptions are:

- A. Accurate and up-to-date information of potential utility to the small farmer is available.
- B. Farmers are aware of certain kinds of practical information which could improve the operation of their farms.
- C. Small farmers have latitude in the management of their resources, and make significant decisions which can effect their productivity based on the information available to them.

Implementation

The project will require five years and 4.5 million to complete. Farmer information networks will be designed and implemented in two or three countries, selected to represent maximum diversity in rural economy, culture, climate, and other variables.

The first phase of the project (beginning in FY 79) will be a careful study of the organization and impact of different existing rural information systems: the mass media, extension agent networks, farmer organizations and coops, etc. As part of this study, a list of candidate countries for the project will be developed, and 2 or 3 will be selected. On the basis of preliminary site visits, one country will be picked

for initial implementation, and a design study will be performed to determine the following:

- a. the kinds of information most needed by the small farmers for day-to-day management of their farms
- b. the availability of pertinent data from different sources, and the availability of suitable channels for disseminating the data
- c. formats of information presentation which will make it usable by the small farmer.
- d. existing radio station and network facilities

The information services to be developed would have some of the following characteristics:

A. An Information Service Resource Center

A core staff of information specialists will be trained to collect relevant information, to process it quickly into concise and relevant message formats, and to store it for quick access. The Center staff would consist of 15-20 individuals, mostly experienced agricultural extension agents, who would receive a year or two of training in (1) collection, interpretation and small farmer applications of a particular kind of data (market trends, technical information, weather data, etc.) and (2) design and production of messages suitable for small farmers.

In a country where agricultural activities, climate, market structure, and other relevant variables are fairly uniform, the service will be centralized. Where there is considerable diversity in farming conditions,

a network of smaller information service substations may be required.

B. Farmer Inputs

A small staff of two or three field interviewers will travel constantly to village marketplaces and farmers' fields to gather questions and insights on small farmers' practical concerns. To the extent possible, farmers' comments and questions will be taped, and broadcasts will follow a question-and-answer format incorporating the recordings made in the field.

C. Broadcast Radio Network

Programs with farmers' questions and the Information Service Resource Center responses will be broadcast over a network of existing rural radio stations. The network will also be used to broadcast constantly-updated "perishable" information such as market data and weather forecasts. Project areas will be picked that have an adequate infrastructure of rural radio stations, but it is likely that the project will have to provide interconnection so that Information Service broadcasts will be widely distributed and current.

The project is designed to be evolutionary, so that knowledge gained from the initial studies and early project will influence the number of information services ultimately implemented, their organizational structure, and the services they offer. The project will be phased so that two or three different country projects will begin at different times. The following schedule illustrates the kind of phasing that might take place if Information Services were to be developed in three countries.

- FY 79
 - 1. General Rural Information Services study
 - 2. Country Selection (3)
 - 3. Initial Design Study

- Year 1
 - 1. Training and implementation, Country 1
 - 2. Design Study, Country 2

- Year 2
 - 1. Training and Implementation, Country 2
 - 2. Design Study, Country 3

- Year 3
 - 1. Training and implementation, Country 3
 - 2. Evaluation study, Country 1

- Year 4
 - 1. Full operation, three country information services
 - 2. Evaluation study, Country 2

- Year 5
 - 1. Full operation, three country information services
 - 2. Evaluation study, Country 3

Staff Implications

- a. 2.5 man-months of staff time will be required to produce a project paper.
- b. 1.5 man-months per year will be required to manage the project.

Budget

The budget for the proposed five year project is \$4.5 million. Of this total \$1.5 million will be required during FY '80 and \$750,000 will be required during each of the following four years.

The project proposes to implement information services in an unspecified number of different locations. Should three such services be developed, the resources required for each might be roughly as follows:
(thousands of dollars)

a. <u>Equipment and facilities</u>	675
(Information Service Resource Center facility, production equipment, radio network interconnection)	
b. <u>Training</u>	375
(Information Service staff, local radio station staffs)	
c. <u>Planning and evaluation studies</u>	150
d. <u>Technical Assistance</u>	300
	<hr/>

INDIVIDUAL INFORMATION SERVICE TOTAL 1500

Depending on the conclusions of preliminary studies, resources might be allocated to develop fewer, more centralized facilities, or a greater number of smaller, more localized facilities.

Other Issues

Relationship to other Radio Projects

The project builds on the successes of farmer-oriented radio projects such as the Basic Village Education project in Guatemala. The

BVE project demonstrated quite convincingly that radio alone (without monitors or organized listening groups) can be an effective information channel to small farmers in small localities. It also showed that informational spots and programs are more effective when interspersed with entertainment programming throughout the day, in contrast to the more traditional daily or weekly radio "farm hour". The project proposed here extends the BVE model by adding heavy emphasis on rapid dissemination of the kind of factual information about changing conditions which can effect farm operation on a short term, day-to-day basis. The proposed small farmer information service will be able to deliver information such as market prices and weather forecasts while they are still fresh and usable. Studies of rural communications in the United States have shown that this kind of information is perceived as essential to farm operation by farmers. As such, it serves to attract a large and regular audience to farm programs on the mass media, and thereby also facilitates the dissemination of other kinds of information to farmers.

Most importantly, it will deal with expanding the scale of coverage beyond the limited scope of BVD. Seemingly critical to the BVE model was the fact that it provided a highly targeted service to each of two valleys in Guatemala, each having only a few thousand farmers. This project will grapple with the problem of providing a larger-scale service while maintaining sufficient responsiveness to local needs.

The project also incorporates use of radio broadcasting of taped farmer commentary and questions, which proved to be very popular and effective in a small A.I.D.-sponsored project called "Radio Mensaje" in

Tabacundo, Ecuador. The systematic use of taped farmer inputs should assure that the information disseminated is timely and relevant to the needs of the farmers, and will make programs sound familiar and congenial to the farm audience. It also provides a potentially sensitive "feed-forward" mechanism through which the concerns of the small farmer can be articulated to the agriculture establishment of the country (the Ministry of Agriculture, R&D centers, agribusiness).

The proposed project will also extend Agency experience with rural radio services geographically. To date, most radio projects have taken place in Latin America. This project will take place in countries in other regions.

It will also include a component to capture the experience of other field projects.

Relationship to Extension Agent Services

It is proposed that the Information Service be staffed by experienced extension agents who will receive additional training appropriate to the functions of the new service. This use of extension agents would not be regarded as a drain on scarce extension system resources. In effect, the information service project will greatly expand the sphere of influence of participating extension agents by making it possible for them to reach great numbers of small farmers throughout large rural areas by radio.

The service will also be designed to enhance the operation of extension activities in general, by announcing and promoting them on the radio and by interviewing participating farmers about their experiences.

DS/ED, R. Martin, 4/14/78

FY 78 WORKFORCE ALLOCATION TABLE
(in person-months)

<u>Work Category</u>	<u>Project Title</u>	<u>FY 78 OYB (\$'000)</u>	<u>Sec.</u>	<u>Director</u>	<u>D. Director</u>	<u>Senior Program Officer *</u>	<u>IPA</u>	<u>Total</u>
Field Support				1.5	3.0	-	-	4.50
Technical Representation				3.0	1.0	.25	-	4.25
Administrative				4.0	2.5	5.50		12.00
Clerical Support			24	-	-	-	-	24.00
Program Management				3.5	2.00	.25	1.50	7.25
A. Program Development				(2.0)	(1.0)	-		(3.00)
B. Project Management								(4.25)
	Berkeley 21(d) extension Leadership Education	-0-		(1.0)		(.25)		
	Survey of World Education (Small Activity = \$50,000)	-0-		(.5)				
	Anal. Method's in EIRD	485			(1.0)			
	Education/Health/Nutrition Relationships	150					(1.50)	
		<u>635</u>						
TOTAL			24	12.0	8.5	6.00	1.50	52.00

*Shows as Int'l Ed. Spec. on Ed. Tech Division B Table.

FY 1979 WORKFORCE ALLOCATION TABLE

(in person-months)

<u>Work Category</u>	<u>Project Title</u>	<u>FY 78 OYB (\$000)</u>	<u>Sec.</u>	<u>Director</u>	<u>D. Director</u>	<u>Senior Program Officer</u>	<u>I/A</u>	<u>Total</u>
Field Support				2.50	2.00	-		4.50
Technical Presentation				3.00	1.00			4.00
Administrative				4.00	2.50	8.00	-	14.50
Clerical Support			74	-	-	-	-	24.00
Program Management				2.50	2.00	.50	1.50	6.50
A. Program Development				(2.00)	(1.00)	(.50)	-	
B. Project Management								
	Survey of World Education	-0-		(.50)				
	Education/Health/Nutrition Relationships	-0-					(1.50)	
	Analy. Method's in EIRD	200			(1.00)			
Total		200	24	12.00	7.50	8.50	1.50	53.50

DS/ED

Field Support

Project	#	FY '78				FY '79				FY '80 (Proposed Level)			
		Total Cost		Field Support		Total Cost		Field Support		Total Cost		Field Support	
		\$	P/M	\$	P/M	\$	P/M	\$	P/M	\$	P/M	\$	P/M
Educ. Tech. Field Support	0925	690	86	270	86	300	80	270	80	300	75	270	75
Comm. Tech. Studies	1109	194	30		30	500	59	363	59	500	49	347	49
Educ. Tech. Info. Services	1231	250	48	84	48	250	48	91	48	250	48	97	48
Comm. Tech. Applications	1140	700	60	300	60	500	50	250	50	500	50	250	50
USOE - RSSA	0059	70	12	45	12	90	20	70	20	120	25	100	25
NFE Field Support	0996	120	34	96	34	-	-	-	-	-	-	-	-
Totals		2080	270	989	270	1640	257	1044	257	1670	247	1064	247

4/18/78

TABLE I - FUNDING FOR SPECIAL CONCERNS (OBLIGATIONS IN \$ 000)

PROJECT NUMBER AND TITLE	APP. CODE	SPECIAL CONCERN CODE	FY: 1978				FY: 1979				DECISION UNIT	
			TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	Ed. Tech.			
1109 Comm. Tech. Stud. & App.	EHR	LTRG	1,200	400	800	250	2,250	500				
1233 Inservice Teacher Training Prac. Skills Training					500	500		900	900			
Agr. Comm. Organizations Comm. Radio Schools								900	900			
0925 Ed. Tech. Field Support	EHR	PARA	690	100	300	100						
1109 Comm. Tech. Stud. & App. Health Auxiliaries			1,200	250	800	100	2,250	500				
1018 Mass Media & Health			250	250	250	250	400	400				
Analysis of Farmer Info.	EHR	RESA			1,200	1,200						
1109 Comm. Tech. Stud. & App.	EHR	RESD	1,200	350	800	250	2,250	1,000				
0569 Radio Math			480	480	200	200						
1017 Ext'n of Rural Primary			590	590	500	500	950	950				
1233 Inservice Teacher Training Agr. Comm. Organizations Small Farmer Info Service Health Auxiliaries								900	1,500			
Prac. Skills Training Comm. Radio Schools								600	900			
1018 Mass Media/Health			250	250	250	250	400	800				

DECISION UNIT ^{SA Tech} Nonformal

TABLE I - FUNDING FOR SPECIAL CONCERNS (OBLIGATIONS IN \$ 000)

PROJECT NUMBER AND TITLE	APP. CODE	SPECIAL CONCERN CODE	FY: 1978		FY: 1979		FY: 1980	
			TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN
0153 Low Cost Comm.	EHR	WID	180	30				
1109 Comm. Tech. Stud. & App.			1,200	100	800	100	2,250	100
1018 Mass Media/Health			250	250	250	250	400	400
1054 Structuring NFE	EHR	CODC	660	50	1,080	50	1,000	100
1237 NFE & Family	EHR	LTRG			200	50		
1031 LDC Institutional Involve.			110	90	200	180		
1054 Structuring NFE			600	600	1,080	1,080	1,000	1,000
1241 Out of School Youth							500	500
NFE Motiv. & Benefits	EHR	RESA					80	80
1242 Lit. Oriented Func. Ed.	EHR	RESD			200	200		
1237 NFE & Family					200	200		
1054 Structuring NFE			660	660	1,080	1,080	1,000	1,000
1250 NFE Network					240	240		
0091 Cost Methods			74	74				
1241 Out of School Youth							500	500
Assessment/Analysis							240	240
Prog. Teaching							200	200

TABLE I - FUNDING FOR SPECIAL CONCERNS (OBLIGATIONS IN \$ 000)

PROJECT NUMBER AND TITLE	APP. CONCERN CODE	SPECIAL CONCERN CODE	DECISION UNIT - Non formal			
			FY: 1978		FY: 1980	
			TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN	TOTAL OBLIGATIONS	OF WHICH FOR SPECIAL CONCERN
1237 NFE & Family Motiv. & Benefits		WID	200	100	80	80
1241 Out of School Youth			500	500	500	500