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UNITED STATES GOVERNMENT

memorandum

DATE: March 30, 1987

REPLY TO ATTN OF: PSD, Sompongse Somsook

SUBJECT: Hill Area Education Project (493-0297) - Project Completion Report

TO: The File

Thru: PSD, Mr. Willy D. Baum WDB

1. Project Purpose and Goal: This project aimed at the RTG/USAID program goal of improving the quality of life of the rural poor, more specifically, the disadvantaged people residing in the remote hill areas of Thailand. The overall purpose of the project was to develop and test, through inter-agency involvement, in six sites (45 villages) a community-based and replicable nonformal basic development-education model more appropriate to existing needs and conditions than prior efforts. This model would make extensive use of village level resources and participation in all phases of model development. It would result in increased numbers of educated hill tribe peoples, thus contributing to project goal.

2. Accomplishments, Actual and Projections:

Projections	Actual Accomplishments
a. Curriculum and Material Development Model. The Project sought to produce not only a relevant basic education curriculum for children and adults, and supporting materials, but also general regional and village level processes for the development of same.	An HAE curriculum was developed and approved by the Ministry of Education. Highlights of the new curriculum included; (1) The curriculum was specifically for hill area communities while allowing for transferability to the formal education system and continuation at higher levels. A certificate of completion was awarded upon completion. (2) Both children and adults may study under the same curriculum together or separately. (3) The curriculum was community-based and integrated education with self and community development. (4) Education could employ both formal and nonformal

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Projections	Actual Accomplishments
	method. (5) Content was flexible and adaptable to particular community needs, with 13% of it open-ended and determined by the community. (6) The curriculum was non-graded and based on the completion of curricula objective, not time.
b. Staff Development Model. Both teacher recruitment and training would be considerably strengthened with teacher training covering 3-5 months and a wide range of skills.	Staff Training Development Models, both pre-service and in-service, were developed for teachers. HAE Pre-service Teacher Training Kit provided a training manual, training kit handbook, self-study training materials, exercises, various learning materials, and a handbook of texts/scripts to accompany the slides. In-service training included these basic methods; printed matter and other media, field visits and supervision, demonstrations and observation, study trips and tours to other places, and meetings. Models for the development of head teachers, government officials, and village leaders were also developed.
c. Model for Inter-agency Involvement. In the process of securing inter-agency cooperation both at regional and field levels, a model for this involvement/ cooperation would be produced. This model would involve the input of RTG agencies in curriculum and material development, staff development, program administration and supervision, program evaluation and research, and field operations.	The Model for Inter-agency Involvement began on a small scale and expanded later as the system grew stronger. Following were some of the national level RTG agencies that coordinated in developing the HAE model; Department of Public Welfare, Department of Nonformal Education, Office of the National Primary Education Commission, Department of Health, Department of Agricultural Extension, various universities and teacher colleges, the Royal Forestry Department, and several Departments in the Ministry of Education. These agencies worked through one or more of three Committees; i.e. Central Hill Tribes Committee, Sub-committee for Education (of the

Projections	Actual Accomplishments
	Central Hill Tribes Committee), and Provincial Hill Tribes Development and Welfare Committees.
d. Model of Program Administration and Supervision. Administrative and supervisory systems would be established during the project in order to ensure implementation of policy and operational efficiency, improve conditions, and solve problems.	The HAE Operations Manual was produced. The Manual outlined and illustrated the administrative organization of the HAE Model for the DNFE/DPW. Some interesting points of the system were noted as follows: (1) Due to considerations of access, budget, and manpower, staff in the cluster (Chief of HTWD Operations Unit on down) had a fair amount of independence in administration. (2) The Chief of the HTWD Operations Unit was responsible for the administration of the cluster, including the HAE staff. This helped to ensure that education and development efforts were integrated. (3) The Cluster Committee and Village Committee were only coordinative or semi-administrative bodies. However, their presence gave them a role in ensuring that the administration responded to community requirements, a role which would increase over time. The HAE Supervision systems placed special emphasis on systems for field supervision which provided moral support, stimulated and reinforced continuing personal development and improvement, and promoted self-reliance of persons and communities within the cluster. In the Administration and supervision Systems, duties and responsibilities of persons and agencies were provided in extensive detail.

Projections	Actual Accomplishments
e. Model of Program Monitoring and Evaluation. A model was to be developed for monitoring and evaluation of educational and development efforts at all levels which will make provisions for the use of the results of research, conducted on a contract basis, by other agencies.	The Follow-up and Reporting System Handbook was published providing all necessary details. Content included statistics on learners and activities, progress and results of village programs, data necessary in the follow-up operations plans, problems and obstacles, and higher level responses to problems and recommendations submitted by the field. Special characteristics of this system emphasized the preparation of data by villagers, teachers, and resident officials; directed the convenient collection of up-to-date data for intra-cluster use; and required two-way communications between personnel in the cluster and at higher levels. The data and reports could be used by village groups, teachers, resident officials, field supervisors, planners, administrators, operations managers, and evaluators.
f. Personnel and Cluster-teachers Village Committee and Centers. An important output of this Project would be trained and qualified personnel to operate the Project and serve as a pool of talent for the post-project continuation and expansion of programs.	The original sixty-one teachers and 6 head teachers were trained. Thirteen members of the Project Secretariat and numerous NRNFEC staff were also trained and became experienced in all phases of planning, design, implementation, and follow-up activities. Six Cluster Committees and 45 Village Committees were established to provide determination of their own future. Forty-five Village Education Centers were built providing resources in forty-five villages.
g. Hill Area Education Unit. At the conclusion of the Project, a Hill Area Education Unit would be established in the NRNFEC and staffed by former project and other personnel.	Hill Area Education Unit became an integral part of the Northern Region Nonformal Education Center (and 3 Provincial NFE Centers), Department of Nonformal Education. Six civil service positions were approved to staff this unit. Existing government officials in the provincial centers have been assigned full time HAE responsibilities.

Based on evaluation reports made on two occasions, the project was considered to be very successful. All original project objectives have been met. The project was extended for one and a half years without additional cost to facilitate expansion beyond the original 45 villages. The HAE model has been replicated, expanded and integrated into the regular RTG administration system, including an additional RTG-financed 35 villages under DNFE and 20 villages under other agencies. At the end of the final PACD of September 27, 1986, two hundred eighty-eight field teachers of the Department of Public Welfare were trained for expansion of the HAE Model on a wider scale in eight Northern provinces.

3. Summarized Project History:

In 1974, with the aid of the U.S. Agency for International Development, the Adult Functional Literacy for Hill Tribes Program was begun in order to provide education to hill tribe adults. After some 4-5 years, it became apparent that this program suffered several shortcomings; e.g. it was no help to hill tribe children, supervision was deficient. Consequently, the Hill Area Education Project was initiated with a Planning Phase from 1978 to 1980 and Implementation Phase from 1980-1986.

During 1980, community construction of Village Education Centers began. The first in-service teacher training was conducted in education and health. The first draft of the curriculum was completed and submitted to the Department of Curriculum and Instruction for review in 1981.

Extensive work on teaching and learning materials began in 1982. HAE radio broadcasts in Thai and Hill Tribe languages also began. The "Primary Education for Hill Area Communities Curriculum (1981)" was approved by the Ministry of Education. An external mid-point evaluation of HAE was completed.

In 1983, a regional administrator workshop was held to review and revise field operations and administration. Six permanent Hill Area Education civil service positions were approved by the Teacher's Civil Service Commission. During 1984 the DNFE was appointed secretariat of a joint meeting to review policy concerning hill tribe education. The Project printed individual manuals for working with the Akha, Karen, Lahu, Lisu, Hmong, and Yao tribes. The first Cluster Committee meeting arranged solely by the villagers was held.

In early 1985 the HAE model was presented to 17 agencies concerned with education and development of the hill tribes. HAE closely coordinated with the Task Force on Ethnic Minorities to make recommendations on national hill tribe policy. The HAE model was adopted for experimental use in ten rural low land (non hill tribe) communities in the North. The experimental editions of all HAE learning materials were printed and distributed. The regulations governing Hill Area Education were approved

by the Ministry of Education. Due to expansion, the HAE began to seek external funds for the printing of materials in 1986. Several seminars were held to discuss and plan hill tribe education and expansion of the HAE model. The revised editions of all HAE learning materials were completed.

The HAE Unit was established in the Northern Region Nonformal Education Center. Several project publications were completed and distributed at the Project Completion Ceremony on September 27, 1986. These included: "The HAE model", "The Answers Are In the Village", and "On the Road Called HAE".

4. Beneficiaries, Direct and Indirect:

The immediate beneficiaries are approximately 7,000 people in the project areas who definitely improved their education, vocational skills in agriculture, health care development skills, and community standard of living. In addition to the original project sites, about 8,000 people in the expanded areas benefited from the HAE Project as well. The HAE model is employed by several RTG agencies as well as NGO's in development efforts.

5. Lessons Learned:

Several times, cash-flow became an overriding problem due to the low operation revolving fund, unavoidable delays in collecting and submitting field vouchers, and inherent slowness in RTG/DTEC reimbursement procedures. The unavailability of both USAID and DTEC counterpart funds caused frequent delays or broken commitments on the development of educational materials. The lack of funds also resulted in postponing planned activities and the inability to send any money to the field. Project operations, staff morale, and the villagers' opinion of HAE were considerably affected by such drawbacks. However, the problem was finally solved by advancing the entire amount of budget for each quarter and the project account was cleared at the end of each quarter. This measure generally allowed ample time to process the reimbursement of project expenditures.

6. Review of Warranties and Project Covenants:

Special Covenants under Article 5 of the Project Grant Agreement were as follows:

Section 5.1 Project Evaluation. The parties agreed to establish an evaluation program as an integral part of the Project.

Section 5.2 Project Replication. The Grantee would cause to be developed no later than the end of the fourth year of the Project a plan of action for replicating the Project activities in areas outside the sites selected for the Project.

Section 5.3 Civil Service Positions. The Grantee covenants to seek to upgrade non-civil service positions assigned to the Project Hill Areas Education Unit to civil service positions by the end of the Project.

Section 5.4 Recruitment. The Grantee covenants to actively recruit hill area residents for teacher positions in the hill areas.

Section 5.5 Financial Plan. The Grantee covenants to furnish AID an updated financial plan for the remaining life of the Project after each year of Project implementation, with the first submission to be made by March 27, 1981.

All of the Project Covenants cited above were met and closed.

7. Post-Disbursement Reporting and Residual Monitoring Requirements:

Final disbursement of project funds was completed. No other financial report from the host country was necessary.

8. Summary Financial Statement:

Amount obligated:	$1,600,000
Amount disbursed/repaid:	1,594,382
Amount to be deobligated:	5,618