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REPORT ON  
PRELIMINARY FIELD VISITS IN LATIN AMERICA  
TO IDENTIFY POSSIBLE MAJOR PLANNING STUDIES

By

Henry T. Ingle  
Stephen F. Moseley  
Laurence Wolf

This report has been prepared for the Bureau of Technical Assistance, Agency for International Development, under Contract No. BOA/ta-1060, Task Order No. 2, with the Academy for Educational Development.

September, 1974

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## I. SUMMARY AND CONCLUSIONS

This report describes the activities of the Academy for Educational Development regarding the first stage of its Contract No. BOA/ta-1060, Task Order No. 2, with the Bureau for Technical Assistance of the Agency for International Development. The contract requires the Academy to "provide expertise to the LDC's and AID Missions in designing major programs using educational and communication technologies for development purposes." The Academy is to provide a minimum of three planning studies, as well as general plans of work, special studies, and conferences.

The first stage of the contract is to make "a series of preliminary field surveys to countries identified by AID ... to examine countries and development problems for possible full-scale planning studies." In order to carry out this stage in Latin America, TAB sent the following airgram to missions in Latin America on March 19, 1974:

1. The purpose of this airgram is to relate intent of this project and to solicit Mission reactions. Office of Education and Human Resources (EHR), Technical Assistance Bureau (TAB), AID/W has contracted with Academy for Educational Development to provide expertise to LDCs and AID Missions in designing major programs using educational and communication technologies for development purposes. We are requesting that Missions advise TA/EHR of their interest in being considered as site for planning study. A series of preliminary field surveys will be made by contractor personnel during April and May, 1974, to examine countries and development problems for possible full-scale planning studies. Missions which indicate interest will be included in this preliminary travel.

2. Contractor's major activity is to conduct planning studies in one country in each of three geographic areas.\*Such studies

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\* After March, 1974 it was decided that TAB would consider providing support to a flexible number of planning studies, depending on the funds available.

will be conducted over a three to five month period during 1974-75. Contractor will provide 10 to 15 professional man months per study. Together, the three planned projects will represent a range of priority applications. They could include, for example, projects for rural primary school expansion and reform; non-formal alternatives to providing basic education and information to rural populations; broad planning on the role of communications as an infra-structure in rural and national development planning; support of local para-professionals or village level change agents through learning systems utilizing radio, audio-cassettes, programmed instruction, etc. The foregoing are illustrative, not exclusive. The most important criterion is that the effort has a reasonable chance of leading to a large-scale operational project a year or two hence, thus pushing ahead with AID's field response to new initiatives and also putting into place some programs that may serve as demonstrations.

3. Two current examples of the type and scale of programs envisioned are the Guatemala Basic Village Education project, experimenting with a non-literacy based system (including radio) and the Korean sector loan, which is developing a total reform of the primary educational systems. After field surveys are completed, contractor will submit to TA/EHR a series of country reports and final site selection recommendations. After consultation with regional bureaus, TA/EHR will make final selection of country sites for each planning study.

4. The selection of country and development problems to be addressed in the studies will meet the following criteria:

- (1) A selected development problem will be one in which the use of communication or educational technology appears to have some potential for alleviation of specific development problems. Any proposed activity should hold promise of providing significantly more effective means to increase learning opportunities for a large percentage of the LDC population at a reasonable cost.
- (2) The development problem will represent both a host country and USAID priority. When a country-specific sector analysis or sectoral plan exists, the study should complement the problem areas identified in that analysis.
- (3) The development problem will represent a serious country and mission interest and one in which a commitment exists for active participation in planning activities. This would include commitment: to provide the necessary counterpart cooperation;

to provide certain logistic support; and most important, to conduct a full scale pilot or operational project should the planning prove such feasible.

- (4) The activities will reflect an innovative character with probable yield for projects in related problem areas and other geographical locations.
- (5) The countries selected will represent a variety of geographic regions (e.g., Latin America, Africa, Asia).
- (6) Effort should be made to insure that the project site selected is not atypical of other countries in the same geographic region in terms of income, demographic characteristics, geographic constraints, and acceptance of innovation.

5. The purpose of each planning study will be to produce a design which will encompass the following elements, together with others as may be appropriate or as may be agreed upon in advance by AID and the contractor:

- (1) Educational development objectives to which the planning study and possible follow-on project are addressed including: the target population; information to be provided; the expected results; long range implications of the project for solutions of the major development problems (i.e., family planning, health care, rural migration) within the selected country.
- (2) General background of the problem within the specific country including cultural, economic, demographic, and geographic realities and educational needs.
- (3) Alternatives considered in addressing the problem.
- (4) Rationale for selection of the project developed, including a discussion of any possible advances in the state of the art within the problem area.
- (5) Description of the additional elements of the proposed project design including:
  - a. Structure and operation of the learning system(s).
  - b. Availability of possible resources in place for project operation.
  - c. Recommendations of site locations.

- d. Communication system or technologies to be used.
- e. Human resources required to operate the proposed project.
- f. Administrative requirements, both host country and external.
- g. Methods for evaluation of the development and operation of the project.
- h. Questions to be resolved prior to initiation of an operational project.
- i. Coordination with other in-country development efforts.
- j. If a research or experimental project, description of the research design and conclusions to be tested.
- k. Institutional linkages (both U.S. and host country.)
- l. Budget, including both operating and capital costs.

6. Where AID/W and Academy representatives travel for preliminary surveys will depend in large measure upon the response we get from you. All travel will be coordinated with the appropriate regional bureaus. Any contact with host government personnel would be on advice from USAID. Since the travel schedule is tight and travel plans have to be made in advance, we would very much appreciate having your reactions, if possible, by no later than April 15, 1974. Should more time be required, please notify.

On the basis of affirmative responses to the airgram, the following countries were visited:

<u>Country</u>	<u>Time</u>	<u>Visitors</u>
Honduras	June 3-8, 1974	Stephen Moseley, AED William Bradford, AED Glenn Coombs, AID David Sprague, AID
Colombia	July 15-20, 1974	Stephen Moseley, AED Laurence Wolff, AED David Sprague, AID
Bolivia	July 21-26, 1974	Stephen Moseley, AED Laurence Wolff, AED Clifford Block, AID
Nicaragua	August 12-14, 1974	Henry Ingle, AED Laurence Wolff, AED David Sprague, AID
Panama	August 15-17, 1974	Henry Ingle, AED Laurence Wolff, AED David Sprague, AID

<u>Country</u>	<u>Time</u>	<u>Visitors</u>
Paraguay	August 18-22, 1974	Henry Ingle, AED Laurence Wolff, AED David Sprague, AID

During the country visits, the teams, at the request of the Director of TAB/EHR, were asked to:

- inform countries and missions of the various resources available through TAB 211(d) institutions:
- upon return, to inform EHR of possible future Mission or country requests for assistance which might require TAB resources in the other key problem areas of nonformal education, higher education and education finance.

#### Methodological Approach Followed

Prior to each country visit the individual team members -- each of whom previously has worked in Latin America and has language, educational and cultural understanding of the region -- familiarized themselves with the most recent background information on each country's educational development activities. Documents, including loan papers, project reports, evaluation reports, proposals, five-year plans and research memoranda, were solicited from the various international agencies based in Washington who were working with the Latin American countries that were to be visited. These agencies included the OAS, the World Bank, the Inter-American Development Bank, and the Latin American Bureau of AID. The respective programs and desk officers at each of these international agencies were contacted, particularly those having responsibility for working with the countries to be visited.

Armed with this preliminary background information, plus the respective individual experiences concerning educational problems of Latin America and AID's interest in this project as well as its new emphasis on role development and educational technology, the team members visited each country.

Once in the country the initial contact was made with AID Mission personnel (education, agriculture and human resources development officers) who, in turn, briefed team members on efforts to date within the country, future directions, people and places to visit, etc. During this initial contact the team members gave the Mission a clear understanding of the purpose and aims of the project planning studies and answered questions relating to the areas of non-formal education and the utilization of educational technology.

The schedule of activities in each country normally took the following form, with an average of about three days being spent in each country:

Arrival in the P.M.

Briefing at USAID Mission:

- A. Purpose of visit
- B. Current activities in country
- C. Possible relationship of project planning effort to current educational activities

Meeting with host country nationals in areas of education, health and agriculture to explain project planning studies and listen to their needs.

Visits to schools, rural project sites, media-technology, and non-formal education projects.

Meeting with USAID Mission personnel to share information, exchange impressions and provide whatever informal advice was requested.

Collecting of relevant background documents and statements.

Departure.

Prior to their departure from each country, the individual team members collaborated as a group to develop a brief statement outlining the various requests for assistance that were identified during the course of the visit. A copy of this document was left with the USAID Mission and another was included in a report to AID/Washington.

#### Special Impressions

The team members endeavored at each instance throughout their stay in a country to remain professionally sensitive to the purpose of the visit, which was to understand the current educational climate and survey existing or proposed project activities that might benefit from the project planning studies.

The team exercised careful judgment in making recommendations on specific projects, suggesting the use of particular media and approaches, or stimulating interest in specific project activities. The team's visit, however, coincided with the consideration and development of future loan and grant activities by the USAID Missions and the writing of PROPs and IRRs for a January 1975 deadline. Consequently, team members were asked in certain instances to react to these activities. Where requested by the Missions, the team provided informal suggestions concerning the development of loan papers, proposals and general types of assistance for information in line with recent directives from AID/Washington.

In general, the team found great interest on the part of Missions and LDCs in educational technology. At the same time the team also

found a need for Missions to analyze more carefully the problems of individual countries learning systems and to devise appropriate policies -- which may or may not include technology -- to deal with those problems. The team suggests that planning assistance from AID/Washington and other institutions as well as regular programs of information exchange may help to improve the analytical capacities of the Missions.

It might also be said that the depth of awareness and understanding within each Mission of AID's new development emphasis and the self-initiative and dynamism of the various Mission members, particularly the Education Officers with whom we had the most contact, largely reflected the degree to which attention had been given to the planning and development of possible new education activities in the non-formal sector. This situation no doubt partly influenced the team's decision in recommending particular countries for a more in-depth Project Planning study.

The unique and varied personal make-up of each Mission coupled with the short time we spent in each country also made it difficult to survey the existing situation in each country in as systematic and rigorous a way as one generally associates with a survey effort designed to look at identical phenomena. In reality, we were not looking at similar phenomena in each country. Therefore, the application across the board of all the pre-determined selection criteria to each and every country did not prove feasible.

#### Specific Requests for Assistance

Specifically, the Academy received requests for major planning assistance from Panama and Bolivia and for short-term assistance from

Honduras. Depending on government policies to be determined, Colombia and Nicaragua may request major assistance in 1975 and Colombia can also be expected to request small-scale assistance in evaluation (under the "Special Studies" section of this contract). The Academy also passed on requests to AID for assistance in areas such as sector analyses and the writing of PROPs and IRRs in both formal and non-formal education.

The Academy responded immediately to a request for short-term assistance in Honduras (three persons for two weeks) by providing a planning team consisting of Stephan Brumberg, James Hoxeng, and William Bradford. The team traveled to Honduras on June 17-30, 1974 to help the Hondurans prepare the background leading to an AID PROP for a non-formal education project. The results of their work are described in Section II.

There is now a need to consider the requests from Panama and Bolivia for planning assistance. In the absence of other requests, and with the availability of funding for these and other studies, the Academy team suggests assistance to both countries since both fulfill the criteria for selection.

Panama's request for planning assistance under this contract is for four to six technical assistants to work up to two months with a group of Panamanians to plan the first stage of a national radio network, which would be utilized by various development agencies to provide non-formal programs of information and education to the campesino. At this moment the Panama Ministry of Education and the AID Mission are enthusiastic about a possible radio network, but they need assistance in the definition of resource inputs and alternative targets. The

study would outline the audience, the message, the media, and the technical assistance required for the first stage and would examine the feasibility of various models for a national system. The study would lead to a PROP for AID grant-funded technical assistance in the first stage of the project. Section VI of this report describes the study in greater detail.

Panama's request for assistance fulfills the following criteria for inclusion as a major planning study, as described in the statement of work for this contract:

1. Relevance to major development problems. Some of Panama's problems included a relatively low rate of growth of agricultural output; a per capita income of \$319 in the rural areas compared to \$874 in the urban areas; an illiteracy rate of 35.4% in rural areas compared to 6.1% in urban areas; 7.2 doctors per 10,000 persons in the country as a whole compared to 17.8 doctors per 10,000 in Panama City; a high rate of migration to Panama City from rural areas; and a relative lack of community organization in the rural areas. A radio network would be designed to provide information and education to the rural areas and the planning study would define the content of the programs and the focus of the project. It is expected now that the project would emphasize agricultural and community development.

2. AID and host country priorities. Both the AID Mission Director and the AID Education Officer have emphasized their support for this program and have requested assistance from the Academy. The Minister of Education and representatives of the Ministry of Planning have expressed

their strong support of the program and are anxious to begin planning for a national radio network system. They conceive of the project as a means to improve life in the rural areas, which is both an AID and Panama government priority.

3. Local country commitment. The Minister of Education plans to set up an inter-ministerial commission to work on the design of the project and has committed his Ministry to the provision of counterpart and logistical support for the planning study and for a full-scale first stage project.

4. Innovation. The project would provide for multiple use of radio by numerous development organizations; it would provide a significant amount of time for community oriented and locally produced programs (as well as for national programs); and it would rapidly expand to a national system rather than remain as an experiment. In addition the Panamanians envision the use of a two-way radio feedback system whereby the rural populace would not only receive but also originate their own programs and messages. These characteristics would make it a unique project for Latin America.

5. Typicalness of the area. While Panama's per capita income of \$802 in 1972 is high for Latin America and the Caribbean, its rural per capita income of \$319 is more typical of the area. The project will concentrate on the interior of the country, which has little contact with the Panama Canal.

Bolivia's request, described in Section III of this report, is for

a two-stage planning process. In Fall 1974, one technical assistant would spend one month with Bolivians helping to define the tasks and the number and type of technical assistants required in the full study, which would begin about March 1975, and last two to four months. The study would examine the use of communications media for formal education in administration (possibly through the use of two-way radios), teacher support and teacher training, and direct instruction to students; and for non-formal education in programs of information to adults and in support and in-service training of paraprofessionals in health, community development, sanitation, and agriculture.

This project would meet the criteria for inclusion as a major study under this contract because of the following:

1. Relevance to major development problems. Some of Bolivia's problems include an illiteracy rate of 60%; enrollment of only 42% of school-aged children in rural schools; a primary school completion rate of only 8% in rural areas; over-population in the alteplano, with 60% of the population and only 15% of the arable land; an average diet of only 85% of minimum caloric requirements and 60% of the minimum animal protein requirements; and the lowest per capita income (\$213.8) in South America. This study would concentrate on how the use of communications media could improve formal schooling, agriculture, community development, and health in the rural areas.

2. AID and host country priorities. USAID/La Paz is in the process of developing large commitments of loan and grant funding in the period FY 74 to FY 77. Taken together the Mission's program is one of the

largest and most ambitious efforts in AID's new policy of reaching the rural poor. The use of the communications media promises to be one means of integrating these efforts at a relatively low cost per person reached. At the same time the Bolivian government has become convinced of the need for educational reform and expansion. The Ministry of Education supports the idea of a study on the use of the communications media. Although at present other ministries have not been involved, it is expected that the pre-planning activities will result in the involvement of other relevant development organizations.

3. Country commitment. The Bolivian government is committed to major development activities in education, agriculture, and health. Under the education loan, the government can be expected to support the study for the use of communications media and to support innovative projects which could be affected by the study.

4. Innovation. The innovations expected to come about as a result of the planning study include the integration of development efforts through the media; the use of communications media for instruction, in-service teacher training and communication and administration in the formal school system; and the multiple use of the media for development purposes by various organizations.

5. Typicalness of the area. Bolivia's salient characteristics are: over two-thirds of its population with a per capita income below \$50; two major Indian language groups and a minority of Spanish speakers; low population density in some areas and over-population in others; very difficult terrain and poor transportation in much of the countryside;

a "vertical" climate ranging from the tropics to everlasting snow. These characteristics make it typical of the Andean countries. Its distinct language groups are typical of many developing countries in the Andean region, in Asia, and in Africa.

## II. HONDURAS

### Background Information

#### Response to Airgram:

1. USAID/H strongly suggests Honduras be considered as site for planning study. Mission now seriously investigating possibility with GOH/MIN Education of non-formal rural education project using educational and communication technologies as base for production oriented program focused on marginal people.

2. Henry Reynolds, USAID Education Advisor, attending April 29-30 Education Conference. Request TA/EHR discuss with him.

3. Please advise.

Sanchez, April 1974

In May the following specific request for assistance was received:

SUBJ: Honduras Non-Formal Rural Education Project  
REF: (1) Tegucigalpa 1752  
(2) Reynolds/Applegate conversation 4/30/74

1. Per Ref 2 please advise names and ETA of 3-man IA/DR, TAB and AED team to assist in development of non-formal education project for Honduras. Mission preparing appropriate documentation and contacts for successful visit. Estimated minimum time for visit, 3 weeks.

2. Areas of emphasis for team will include:

(A) Study of MinEd department of adult education with eye toward reorganization and development of viable institution to carry out non-formal project.

(B) Discussion to establish basis for experiments in educational and communications methodology which would serve as means to transfer information relevant to needs of Honduran rural man in following areas: basic agriculture, environmental health, intermediate technology, nutrition and family planning.

(C) Study of present efforts by various national and international organizations in non-formal education field so as to avoid duplication of effort.

(D) Analysis of existing adult education legislation and budget mechanisms regulating present structure; presentation of options for possible new legislation centralizing responsibility for non-formal education and providing for sustained financial support.

(E) Preliminary studies leading to choice of most appropriate location to begin project on experimental basis, selecting from among geographic areas designed as "Development

poles" by the National Planning Council. (Signed) Davis

Visits:

To comply with the request, the study was conducted in two phases:

Preliminary field study

June 3-8, 1974

Stephen Moseley, AED  
William Bradford, AED  
Glenn Coombs, AED

Planning assistance

June 17-30, 1974

William Bradford, AED  
Stephan Brumberg, AED  
James Hoxeng, AED

Population (1973): 2,700,000

Percentage of population in urban areas: 28.3%

GDP per capita (1972): \$289.3

Literacy rate (1961): 47.3%

Percentage of children aged 5-14 in primary schools (1972): 53.1%

Percentage of total central government expenditures for education (1973): 22.1%

Request for Assistance and Results

The purpose of the assistance to Honduras was to develop a PROP for a project in non-formal education. Bradford, Brumberg and Hoxeng of the Academy completed the following report:

June 28, 1974

TO: Mr. Anthony J. Cauterucci  
Chief, Multi-Sector Division

FROM: Academy for Educational  
Development  
Task Force

RE: Planning of Project in Nonformal Education

Attached is a rough draft which we hope will serve the AID Mission in the development of a PROP for the proposed project in nonformal education.

This document has been developed after a series of eight working sessions with the Honduran inter-Ministerial task force, totaling approximately 50 hours. The combined working group included representation from the Ministries of Education, (including Directorate of Literacy and Adult Education, and Educational Reform Commission), Public Health, and Natural Resources, the National Agrarian Reform Institute, the secretariat of the National Economic Planning Council, INFOP, and the private Radio-Phonic Schools (an organization affiliated with and designated by CONCORDE to participate in these sessions).

We believe that the draft, while following the general guidelines for the PROP, fairly represents the thinking of the combined Honduran-U.S. group as to planning and implementation of the project. As a further product of the working sessions, we expect that the Honduran members will continue, with the assistance of Mr. Henry Reynolds, to prepare a proposal which will be submitted through GOH channels to the Planning Council and will eventually take form as a proposal for AID grant assistance.

The Rationale section of the PROP, as described in the AID format, is not included in the attached draft because we considered this to be the section in which the Honduras AID Mission would need to present its own reasons for embarking on the project, based on its knowledge of the Honduran situation. We hope that our discussion with you and Mr. Reynolds has been useful in developing the rationale and also providing the basis for a logical introduction to the PROP.

William Bradford  
Stephan F. Brumberg  
James Hoxeng

A. The Project Goal:

1. Goal Statement - The active and conscious participation of the Honduran campesino in the integrated development of his country.
2. Measurement of Goal Achievement: Honduran campesinos initiate contacts with institutions and agencies working in the rural sector. They can express their needs as a community and determine priority needs in joint conversation with service institutions. Campesino groups meet regularly to determine priority needs of the community, determining those that can be undertaken by themselves with existing community resources and those that require assistance, physical and technical.

Where satisfaction of community needs, as determined by the campesinos, requires training inputs, the new skills and/or technologies so communicated are put into practice by the campesinos. In addition, campesino volunteers will be prepared and will undertake to promote active participation, communicate information, and demonstrate new practices to additional groups of campesinos.

3. Assumptions of Goal Achievement - The Government of Honduras through the National Development Plan places high priority on the integration of the campesino into the mainstream of national development and actively encourages his participation in decisions which directly and indirectly affect his well-being.

It must be assumed that government agencies which provide services to the rural population, such as Natural Resources, INA, Education (especially adult education), Health, INFOP, and Labor, will actively cooperate in project implementation, at both the local and national level.

B. The Project Purpose

1. Statement of Purpose - Establish a program of nonformal education initially on a pilot basis, which involves the active participation of Honduran campesinos and which responds to their expressed needs.
2. Conditions Expected at the End of the Project
  - a) Within the project area a decision-making process is in operation which includes campesinos in a dialog with project staff and GOH institutional representatives and actively involves the campesino in the determination of those behavioral changes considered by them to contribute

to improvement in their living standards. The specific changes promoted in any given community will depend upon the outcome of this decision-making process at the community level but would include such changes as the adoption of new farm practices, marketing procedures, health practices, initiation of cooperative village development projects, and literacy training.

- b) Advisory councils will be operating at both the national and local level. The councils will include project personnel and representatives of the various governmental agencies, campesino organizations, and private institutions which provide services to the rural population.
- c) Innovative methodologies aimed at improved transfer of knowledge and techniques to the campesino have been produced.
- d) An information transfer system directed toward the campesinos, incorporating facilitators, radio, print materials, cassette recorders, and other audio-visual aids is in operation in the pilot project area.
- e) Effective and reciprocal channels of communication are in operation, linking the campesinos and rural service organizations operating in the project area.
- f) Transfer of information and coordination of efforts are established at national, regional, and local levels between the pilot project and those entities providing rural services.
- g) An effective nonformal educational network is at a stage to be expanded to a national level.

### 3. Basic Assumptions

- a) The Honduran campesino is sufficiently interested in improving his own well-being and that of his community that he will respond actively to well-conceived and executed programs directed both at motivation and at opening up channels of two-way communication between the campesino and his government.
- b) The GOH is sufficiently dedicated to the purpose to guarantee continued and consistent support (see also Basic Assumptions under Project Inputs).

- c) Existing information on techniques of nonformal education of the adult through mass media, game techniques, and other non-traditional methods is available and adaptable to the Honduran milieu to provide support for such a pilot program.
- d) Innovative methods of message transfer and two-way communication can be developed with the campesino at a sufficiently low cost to justify later expansion into a national program.

C. Statement of Project Outputs

<u>Outputs</u>	<u>Output Indicators After One Year</u>
1. Raised consciousness of <u>campesinos</u> who participate in the program.	1. Recorded dialogs in group meetings will reflect increased critical discussion of the <u>status quo</u> and change-oriented statements, as determined by coded evaluation which isolates basic attitudinal and behavior elements of conscientization.
2. <u>Campesinos</u> express opinions and needs as basis for materials production.	2. Baseline study, including 100 interviews completed by fourth month of project; followed by continuing evaluation.
3. Innovative nonformal education materials will be developed.	3. Twenty half-hour radio programs and five tailored-to-Honduras games.
4. Materials used in communication network of <u>campesino</u> and info sources.	4. Ten promotional spots used 15 times each prior to initial facilitator training; material used in meetings in twelve communities; each radio program broadcast once during first two months after initial facilitator training.
5. <u>Campesinos</u> participate in project decision-making process and in decisions affecting them directly at the local level.	5. Attitudinal survey (as part of baseline survey and repeated at annual intervals) measuring statistically significant increase in degree to which <u>campesino</u> feels he is involved in decision-making process.

Participation of campesinos in dialog with staff in the determination of priority needs.

Campesinos select four projects to undertake in their own communities.

- |   |  |
|---|--|
| 6. Volunteer facilitators trained.                              | 6. Thirty-five facilitators' participation in training.  |
| 7. Inter-program coordination established.                      | 7. Representatives of participation agencies meet monthly with project staff.  |
| 8. Fundamental community needs being satisfied by group action. | 8. Participating communities initiate <u>ten RD activities</u> during first year after facilitator training.<br><br>Example: begins or participates in cooperatives. |
| 9. Dialog process established.                                  | 9. Participants from facilitators' communities meet an average of twice weekly for five months following facilitator training.                                       |

Basic Assumptions

Communities in the selected zone will elect to participate in the program; capable facilitator candidates can be found in the communities which decide to participate; a sufficient number of radios are owned by campesinos in the designated zone so that radio programs will reach participants; facilitators will work as volunteers without pay for a long enough period to establish a nonformal education program.

Additional Output Indicators

After Two Years

After Five Years

- |   |  |
|---|--|
| 1. Increased number of recorded dialogs.                                | 1. Increased number of recorded dialogs.   |
| 2. New zones are investigated before work is begun.                     | 2. Baseline studies completed for each zone.   |
| 3. Fifty half-hour radio programs and twenty learning games/techniques. | 3. Two hundred hours of programming available and fifty nonformal participative learning games/techniques. |

- |  |   |
|--|---|
| 4. Materials used in fifty communities. Radio programs available one hour daily to 20% of Honduran rural population. | 4. Materials used in two hundred communities. Radio programs available to 50% of Honduran rural population. |
| 5. Updating of attitudinal survey. Continued participation of <u>campesinos</u> in dialog with staff.                | 5. Updating of attitudinal survey. Continued participation of <u>campesinos</u> in dialog with staff.       |
| 6. One hundred fifty facilitators participate in training.   | 6. Five hundred facilitators trained.   |
| 7. Continuation of coordination meetings.  | 7. Continuation of coordination meetings.   |
| 8. Participating communities have initiated 50 activities.   | 8. Participating communities have initiated 250 community improvement projects.                             |
| 9. Continued follow-up meetings of participants.   | 9. Continued follow-up meetings of participants.  |

D. Statement of Project Inputs

1. Inputs

a. Personnel Services

Either through personal services contract or institutional contract the services of a U.S. full-time specialist in nonformal communications to coordinate U.S. activity including logistic flow of equipment and materials, and to insure integrity of project for defined objectives and purposes from the point of view of U.S. development program strategy. An additional full-time U.S. specialist will be needed in the third year as the project expands into a second major area.

Services of various short-term specialists including, illustratively, experts in project design and evaluation, statistics, preparation of audio-visual materials, radio production and programming, audio recording, maintenance of electronic equipment, etc.

b. Commodities

Vehicles for project use (estimated two pick-ups and two motorcycles per major project area), since project headquarters will be in a rural district and local coordinators will require mobility for their contacts with communities and campesino groups.

Cassette recorders and cassette tapes for use in recording interviews and bringing about interchange with campesinos; audiovisual aids such as projectors, film, slides, easels, etc., to facilitate discussion and interchange; materials for locally produced games and other teaching aids.

Small radio receivers for monitoring project radio programs; generators for running projectors and other equipment. Basic equipment for audio recording, including cassette tape recorders and copiers, reel-to-reel tape recorders, speakers, turntables, etc. Purchase of a cheap cassette playback unit for one or more regional radio stations may be desirable.

For the central project office in the field, typewriters, office furniture, photographic equipment including camera, enlarger, dryer, film, photographic paper, filters, drafting table and equipment; mimeograph and related reproducing equipment, paper, stencils, ink, equipment and materials for intermediate technology.

c. Participants Training Costs

Limited participant training, restricted to brief specialized courses or visits to other similar project, for key project personnel.

In-country training on a larger scale, for local coordinators, volunteers, and other campesino leaders. Example: short-term courses in group organization, group interaction motivation, techniques of nonformal education, basic agriculture nutrition, environmental health, etc.

d. Locally Purchased Goods and Services

Commercial services including printing, emergency maintenance and repair of equipment and vehicles from local commercial sources; local materials to complement GOH inputs in the construction or renovation of production facilities; specialized or technical services not otherwise supplied.

Project Inputs: Implementation Schedule

a) Kind of Inputs                      b) Magnitude of Inputs                      c) Date Schedules of Deliver

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U.S.

<u>Personnel Services:</u> Coordinator, short-term advisors.	26 m/m in first year 20 m/m in 2nd year 32 m/m in each succeeding year.	Start of project for Coordinator. Advisors to follow in stages. (Design and evaluation during planning stages and at intervals throughout project; Specialists in audio-visual, radio and recording early in project; Specialist in elementary farm machinery during first year). 2nd full-time U.S. employee to be added in 3rd year.
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Commodities:

Vehicles Recorders and recording equipment Audio-visual aids and supplies Office equipment Equipment and parts for elementary farm machinery.	Average of \$25-30,000 annually.	Most equipment for first area within three months of initiation of project. Balance in later years as additional areas added.
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<u>Participant Training</u>	Approximately 6 m/m in first year; 3 m/m annually thereafter.	Throughout project life.
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Other Costs:

In-country training costs Commercial services Specialized or technical services Local material	Approximately \$15-20,000 per year until 2nd major area established, then approximately doubled.	Throughout project life.
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GOH:

Personnel Services  
(project personnel):

Administrative,  
technical, profes-  
sional, custodial,  
etc.

Approximately 12-15 man-  
years in first year of  
operations. Nearly  
double in third and  
subsequent years.

Most of first area per-  
sonnel within one month  
of start of project except  
for some local coordinators  
and staff to be added as  
areas are added.

Rent of Office or Head-  
quarters Space

One building in project  
area, with adequate space  
for staff plus small re-  
cording studio.

Within one month of start  
of project.

Additional project office  
may be necessary if pro-  
ject zones are widely  
enough separated.

Second office, if re-  
quired, at start of third  
year.

Maintenance and Opera-  
tion of Vehicles in-  
cluding POL and spare  
parts.

Estimated \$1,500 per  
vehicle per year.

Radio Time

\$2,000-\$3,000 in first  
year; double the amount  
in succeeding years.

Starting within 2-3 months  
of project initiation.

Miscellaneous costs of  
supporting services  
provided by other  
Government agencies.

Through life of project.

3. Basic Assumptions

On the U.S. side, assumptions are that:

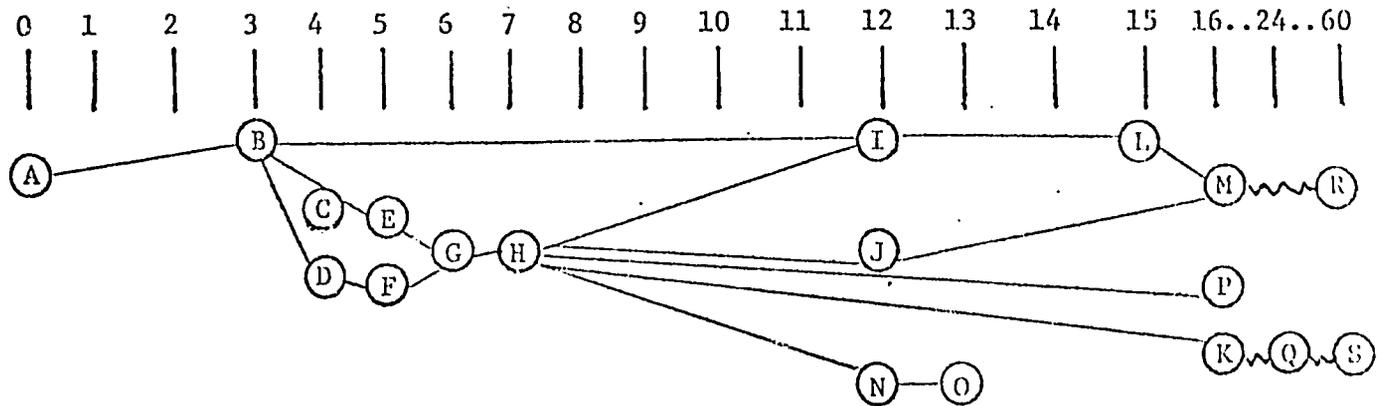
- a) funds will be available;
- b) the implementation schedule is realistic;
- c) reasonable logistic efficiency will be achieved (airfreight will have to be used for many electronic and other non-vehicular items to be imported, and expeditious handling by the national customs office will also be required);
- d) no strikes or other force majeure will have the effect of throwing off the logistic supply schedule;
- e) qualified project personnel will be available with relevant experience in nonformal education;

With respect to GOH inputs:

- a) the GOH will continue to maintain its good record with respect to international commitments, and will budget sufficient financial resources for the term of this project;
- b) considerable enthusiasm was shown by GOH officials at all levels during the discussion stage, and it is assumed that this high degree of intragovernmental cooperation among GOH agencies and AID will continue.
- c) Effective collaboration can be established between the project (and the GOH agencies directly or indirectly involved) and CONCORDE, the group of Catholic-oriented agencies which sponsor the Escuelas Radiofonicas. There is a history of mutual distrust, although the practical experience and relative success of the Escuelas Radiofonicas are generally recognized in Government services. A positive indication, nevertheless, was the active participation of representatives of the Escuelas Radiofonicas in the planning of this project and the respect shown to them by GOH officials at the working level.

E. Course of Action

a. Implementation Plan



<u>Steps</u>	<u>Activities</u>	<u>Description</u>	<u>Responsible Agent</u>	<u>Time (Months)</u>
1.	A-B	Select staff, obtain office space, vehicles, etc.	USAID/GOH	2
2.	B-C	Prepare initial materials	Technical Staff (T.S.)	1
3.	B-D	Orient local coordinators to use of materials, methods	Directors Tech. Staff	1
4.	B-I	Hold regular meetings with local and national Advisory Councils	A.C's Director	Continuing
5.	C-E	Promote project via radio	T.S.	1
6.	D-E	Make initial contacts with communities in the zone	Local Coord. (L.C.)	1
7.	D-F	Baseline investigation	T.S., Consultant	1
8.	E-G	Selection of volunteers by communities	L.C's communities	1
9.	F-G	Develop materials based on investigation	T.S.	1
10.	G-H	Initial training of facilitator-volunteers	Director L.C's, T.S.	1
11.	H-I	Regular meetings in communities	Facilitators, Communities	5
12.	H-J	Regular use of materials in communities	Facil's, T.S.	5

<u>Steps</u>	<u>Activities</u>	<u>Description</u>	<u>Responsible Agent</u>	<u>Time (Months)</u>
13.	H-K	Regular following & additional training for facilitators	L.C.'s T.S.	Continuing
13.a.	H-P	Initiation of Community Development activities	Facilitators Communities	"
14.	G-N	Ongoing evaluation (Discrepancy analysis)	T.S.	5
15.	N-O	Annual evaluation & report	T.S., Consultant	1
16.	J-M	Promotion of program in new areas (radio)	T.S.	4
17.	I-L	Visits to new areas (by facilitators)	L.C.'s Facilitators	3
18.	L-M	Training of second generation facilitators	Facilitators	1
<p>The process detailed above is seen as iterative; as the project expands, essentially the same process will be repeated for subsequent generations of facilitators.</p>				
19.	M-R	Repeat of Steps 11-18 in new facilitator communities, and by succeeding generations in that zone	Facilitators, L.C.'s	Continuing
20.	K-Q	Initiation of major effort in new zone	T.S., L.C.'s Facilitators	3
21.	Q-S	Repeat of process	T.S., L.C.'s Facilitators	Continuing

b. Narrative

The above part begins at the point where the project becomes operational. Once staff are on board, in their offices and necessary equipment is available, the technical staff will begin immediately to prepare materials based on: (1) their knowledge of the Honduran campesino, (2) the nature of the program promotion; and (3) access to sample materials from other NFE projects such as Guatemala or Ecuador. Although ultimately most of the subject matter to be covered will be based on expressed felt needs of the communities, one can predict substantial interest in such areas as basic agriculture and literacy. Initial material development will concentrate on these emphases. As part of the preparation process, technical staff will orient the local coordinators to the nature and purpose of the materials, while at the same time enlisting their aid. The Director during this period will be initiating the coordination process, meeting with representatives of interested ministries and programs at both the national and local levels.

When materials are ready, air time will be purchased on the local area radio station to begin the process of promoting the program, and local coordinators will begin a series of visits to solicit participation by communities. After initial contact has laid the groundwork, the team will carry out the collection of baseline data, using interviews to supplement available reports and statistics (such as the preliminary agricultural sector analysis report). Technical staff will use data from the baseline study to prepare participative literacy, group dynamics, and consciousness-raising materials for facilitator training and subsequent use in the communities.

Aided by the local coordinators, communities which have decided to participate in the program will select three to five volunteers by popular election to begin training as facilitators. After a one-month training session conducted by NFE staff with input from the Advisory Councils, facilitators will return to their communities to begin regular meetings (three to five times weekly). Campesinos who take part in the meetings will be encouraged to concentrate their learning activities on whatever they as individuals feel they need most. Facilitators with access to a variety of instructional and interest-stimulating materials will be able to call on outside experts and tailored-to-order radio programs through local coordinators, who will visit regularly.

Subsequent short training sessions for facilitators and others from the communities will be held at approximately two-month intervals. Content will be based on needs emerging from community meetings and from cassette programs prepared by campesinos. Facilitators will be assisted by project staff in initiating community development activities if and as sentiment for them emerges from the meetings.

Facilitators will be encouraged from the outset to plan to carry word of their activities to neighboring communities. Radio will also be used to promote interest. If and as other communities express a desire to begin similar activities, project staff will support the facilitators in arranging for selection and training of new facilitators. Original facilitators will be encouraged to serve as trainers of the second generation. Project staff will plan to initiate other "nuclei" in new areas, allowing facilitators to spread the program to limits set by natural boundaries or barriers.

A second major effort will be initiated before the end of the second year, with selection of another major zone for development. This will in effect start a new pert cycle roughly paralleling, with a two-year time lag, the implementation calendar for the first project area.

As indicated above, and coevally with implementation for the second area, multiplication in the first area will continue through the entrance of new communities and their volunteers into the system, along with outreach from the previously established communities.

A third major project area can be considered for the fifth year if results of the first years of the pilot warrant such expansion into a program of national scope.

ATTACHMENT A

II FUNDING (\$000) AND MAN-MONTHS (MM) REQUIREMENT

(1) U.S. (2) Coop. Country

A. Funding by Fiscal Year	B. TOTAL \$	C. Personnel \$ (MM)	D. Participants \$ (MM)		E. Commodities	F. Other Costs	G. Contract \$ (MM)	(1) U.S. (2) Coop. Country		
								GRANT (A)	Joint (B) Budget	
1. Prior to act.										
2. Oprn FY' 75	163		3	6	40	15	105 26	163	35	
3. Budget FY'76	128		3	6	25	25	75 20	128	38	
4. Budget +1 FY'77	183		3	6	35	30	115 32	183	75	
5. Budget +2 FY'78	178									
6. Budget +3 FY'79	161		1	2	15	30	115 32	161	78	
7.										
8. GRAND TOTAL	813		13	26	145	130	525 142	813	307	
OTHER DONOR CONTRIB.										

III. BOLIVIA

Background Information

Date visited:	July 21-26, 1974
Visitors:	Stephen Moseley, AED Laurence Wolff, AED Clifford Block, AID
Population (1973):	5,300,000
Percentage of population in urban areas (1970):	34.3%
GDP per capita (1972):	\$213.8
Literacy rate (1971):	39.8%
Percentage of children aged 5-14 in primary schools (1971):	60.5%
Percentage of total central government expenditures for education (1971):	16.8%

Organizations Visited

1. AID Education Office

Clayton Secley, Chief  
Raul Onoro, Education Advisor

2. AID Community Development Office

David Bathrick, Community Development Officer

3. AID Rural Development Office

J. Robert Moffett, Rural Development Officer  
Douglas Jones, Agriculture Economist

4. AID Health Office

Jim Becht, Health Consultant

5. Other AID Personnel

Arthur W. Mudge, Deputy Director  
Carl Leonard, Loan Officer

6. Ministry of Education -- rural education

Ignacio Paravicini, National Director for Rural Education  
Carlos Orozco, National Director for Rural Normal Schools  
Carlos Pardo Effen, National Director for Rural Basic Education

7. Ministry of Education -- administration and planning

Eduardo Lorini Tapia, National Director of Planning  
Oswaldo Vega de la Torre, Coordinator, Council for  
Administrative Rationalization  
Edgar Castellanos Meolla, General Coordinator for  
Educational Development Planning  
Ruben Murillo Cardozo, Chief of Supervision and Evaluation

8. State normal school and normal agricultural school in Huarisata;  
rural "nucleo" (6-grade) and 3-grade primary schools

9. Training school for community leaders in Pillapa

10. ACLO -- Loyola Cultural Action (radiophonic schools)

Enrique Eduardo Z., Executive Secretary

Conclusions

1. USAID/La Paz is in the process of developing large commitments of loan and grant funding in the period FY 74 to FY 77. Taken together the program is one of the largest and most ambitious efforts in AID's new policy of reaching the rural poor. Projects include formal rural education expansion and reform; non-formal education and social services built around rural "nucleo" schools (eventually 60 in the country); new local health service delivery mechanisms; further development of an already effective community development program; a variety of agricultural initiatives, including new and improved crop and livestock production; small farmer organization; and agricultural education. Most of these activities will begin in pilot programs located in a few specific areas of the country.

2. USAID/La Paz will request a comprehensive study of the potential role of communications and educational technology in delivery systems, focusing on the planned pilot projects and their projection to national systems. This study could be undertaken under the Academy's contract with AID for project planning. The possible use of low-cost technology in Bolivia is important because Bolivia has a relatively underdeveloped educational system and transportation is difficult. In October or November a planner might go to Bolivia for a month to set the stage for a two to four month study to begin in February or March, involving 12 man-months of effort. The study would also include non-formal expertise, probably from the University of Massachusetts or Michigan State University, and would need to be carefully coordinated with the various educational loans to Bolivia and with other technical assistance.

3. The Community Development Office of AID/La Paz has requested assistance from TAB in the evaluation of its non-formal education programs. Such assistance would be useful for Bolivia and might also help to improve methodologies for evaluation of non-formal education projects in other countries. This request has been passed on to Dr. Bernard Wilder at TAB.

4. Bolivian educational leaders would benefit from greater awareness of activities in other nations, such as the University of Massachusetts project in Ecuador and the BVE project in Guatemala.

Requests for Assistance Under Academy Contract

1. Organization: Ministries of Education, Agriculture, Communications, Health

Project: A planning study on the use of low cost communications to provide education and information to children and adults. The study would cover the following areas:

Formal education:

- administration and communication (possibly through use of two-way radios)
- teacher support and teacher training
- direct instruction to students

Non-formal education:

- support and in-service training of para-professionals in health, community development sanitation, and agriculture
- programs of information to adults

Principal contact: Clayton Seeley, AID

Technical assistance required: Not defined yet, but might include experts in

- instructional technology
- educational planning
- non-formal education

for a period of two to four months in Bolivia. An advance man would spend about one month in October and the team would begin about March, 1975.

Comments: This project is a significant candidate for the AID contract in project planning with the Academy. It was decided in Bolivia that the project could be funded by TAB rather than through loans or direct technical assistance by AID/La Paz because of the possible implications of the study for other countries contemplating technology projects and because TAB could recruit persons already working in the field.

Other Requests for Assistance

1. Organization: AID Community Development Office and Bolivian Community Development Program

Project: Evaluation of community development programs and development of new policies. The emphasis would be on new ideas and on low cost equipment and training.

Principal contact: David Bathrick, AID Community Development Office

Technical assistance required: 2 specialists in systems analysis or evaluation and in non-formal education for 2 or 2-1/2 months.

Comment: This is not a technology project, although it may have some technology components. Mr. Bathrick will develop a proposal and send it on to Bernard Wilder. Bathrick suggested that joint funding between the mission and AID/Washington might be useful. The project would begin as soon as arrangements for assistance could be made.

2. Other possibilities:

- The Bolivian government and other Andean countries are proposing to set up a regional educational research center. It might be useful to explore the possibilities of helping in some areas of research in technology and non-formal education.
- It might be possible to set up a seminar on educational technology in conjunction with the planning study discussed above.

IV. COLOMBIA

Background Information

Response to airgram:

1. Mission most anxious to be included preliminary survey planning project.
2. Task forces now working in Mission assess possible projects non-formal education, assisting rural poor, developing appropriate technologies and uses of science, improvement of management, and regional development. Work of all task forces relates to proposed planning project although some more directly than others.
3. Mission doing preliminary planning for proposed educational technology loan.
4. Visit of AID/W and contractor preliminary planning group with Mission Human Resources Officer and Task groups should have many material benefits. Mission strongly believes Colombia should receive consideration in selection final project sites.

VAKY April, 1974

Date visited: July 15-20, 1974

Visitors: Stephen Moseley, AED  
Laurence Wolff, AED  
David Sprague, AID

Population (1973): 23,200,000

Percentage of population in urban areas (1973): 63.4%

GDP per capita (1972): \$375.5

Literacy rate (1971): 78.5%

Percentage of children aged 5-14 in primary schools (1972): 52.2%

Percentage of total central government expenditures for education (1972): 17.0%

Organizations Visited

1. AID Education Office

Charles Green, Chief  
Peter Boynton, Education Officer

2. AID Rural Development Office:  
Howard Harper, Chief
3. AID Health Office:  
David Dinman, Chief
4. ICOLPE - Colombian Pedagogical Institute (research and teacher training):  
Irene Jara de Solorzano, Chief  
Alfonso Silvera O., Chief, Educational Materials Center  
Rafael Rodriguez  
Others
5. School of Interdisciplinary Studies, Javeriana University  
Augustin Lombana, Dean
6. Pedagogical Institute  
Dr. Jimenez, Dean  
Luis Eduardo Acosta Hoyos, Chief, Library Science Department
7. SENA (National Apprenticeship Service)  
Francisco Gomez Cano, General Subdirector for Operations
8. Ford Foundation  
Emily Vargas Adams, Education Advisor
9. ACPO (Private organization sponsoring radiophonic schools and community development)  
Monsignor Jose Joaquin Salcedo, Director  
Hernando Bernal Alarcon, Chief of Planning  
Luis Felipe Sanchez
10. National Planning Commission  
Jaime Nino, Director, Educational Planning
11. Capacitacion Popular (Adult education by TV; radio correspondence courses at secondary level)

Pedro Arreaza Lleras, Director  
Diego Castillo Sanchez, Secretary  
Julio Quintero Romeo, Chief, Research and  
Evaluation Section  
Benjamin Alvarez Heredia, Chief, Curriculum of the  
radio "bachillerato"  
Regina Gibaja, Technical Assistant, Ford Foundation

12. CEDEN (Center for the Development of Non-formal Education)  
(Non-profit research and development organization)

Rene Hauscur, Director  
Wilson Velandia, Director, Research and Evaluation  
Gilberto Bello, Research and Evaluation  
Emily Vargas Adams, Advisor

13. ICA (Colombian Extension Service) -- audio-visual center  
14. CADAM (Industry supported secondary school with closed circuit  
television system)

### Conclusions

1. The team went to Colombia only a month before the new government was to take power. In addition, the AID Mission was at only an early stage in the definition of its programs in both technology and non-formal education. Thus the visits to various Colombian agencies functioned to provide information about activities on the part of Colombians, the AID Mission, and AID/Washington, rather than to define a possible planning project. A follow-up trip is suggested in October or November, since by that time the new government will have begun to define its policies regarding instructional technology.

2. As is known, Colombia has many activities in instructional technology, and the greatest need now is for evaluation and coordination of projects rather than for development of new projects. Two of the organizations most in need of assistance in these areas are Capacitacion Popular in their radio correspondence secondary schools, and ICOLPE, in the development of in-service teacher training.

### Requests for Assistance Under Academy Contract

1. Organization: National Planning Commission

Project: National Planning Study on Educational Materials and Educational Technology. The purpose would be to set national goals for improvement in technology and materials and to set up a mechanism for collaboration among the various organizations in these areas.

Principal contact: Jaime Nino, Director of Educational Planning.  
(However, he may be replaced in the next government)

Technical assistance required: Requests for technical assistance might be forthcoming around January, 1975.

Comment: The study would help to resolve the present lack of coordination among technology organizations and might lead to a methodology for the development of technology studies in other countries.

2. Organization: ICOLPE

Project: Possible projects discussed include:

- design of audio-visual services at the local level
- development of a feedback system for ICOLPE's proposed in-service teacher training network
- materials development for teacher training and for classroom use

Principal contact: Irene Jara de Solorzano (Chief; but she will be replaced in the new government)

Technical assistance required: undefined

Comment: The role of ICOLPE in the educational system would need to be more clearly defined before assistance could be offered.

3. Organization: Capacitacion Popular

Project: Design for formative evaluation

Principal contact: Regine Gibaja, Ford Foundation Technical Assistant

Technical assistance required: They have suggested Oswaldo Kreimer of Stanford.

Comment: Assistance could be offered if the new government gives high priority to reorganization and greater support of Capacitacion Popular programs.

4. Organization: CEDEN

Project: Possible projects include:

- evaluation of ETV programs (related to study of the National Planning Commission)
- evaluation of different media models for training mothers in child nutrition

Principal contact: Rene Hauseur, director

Technical assistance required: They have suggested Henry Ingle of the Academy for Educational Development.

Comment: Assistance should await a detailed proposal describing the relationship of the work to national problems.

Other Requests for Assistance

1. Organization: ACPO

Project: Case study. The purpose would be to describe Radio Sutatenza in terms of the factors which need to be taken into account to duplicate its success in other countries.

Principal contact: Monsignor Jose Joaquin Salcedo, Director, and Hernando Bernal Alarcon, Chief of Planning.

Technical Assistance required: One writer and analyst, with help from others in editing and presentation.

Comment: This is not a technical assistance project, but rather one to diffuse information in usable form about ACPO. The idea was discussed in general with Monsignor Salcedo and Hernando Bernaldo.

2. Other Suggestions:

- Agriculture: support of rural concentration development efforts through association with ICA (rural extension). Focus on ways of providing information to rural farmers through the use of communications systems.
- Health: help to review the role of rural health and nutrition promoters.
- SENA: Possible assistance in training programs for middle level managers and for urban and rural marginalized workers.

## V. NICARAGUA

### Background Information

#### Response to Airgram:

1. USAID/Nicaragua is very much interested in subject project, and would like to be included in schedule of visits by representatives of AID/W and Academy for Educational Development.
2. USAID/N is presently beginning preparations for the development of a loan in 1976 for education and training in rural areas. Mission and host country could substantially benefit now from the type of studies outlined in para 2 of refair. We would be particularly interested in developing an experimental program to discover how to inset gifted rural youth into the educational mainstream prior to their dropping out, as well as in non-literacy based projects.
3. GON and USAID intentions to effect significant reform and development of rural learning systems are most seriously held. Academy would be contributing important substance to an already scheduled, jointly financed rural education effort which is timed to follow present crash reconstruction effort. Studies starting in 1974, to be elaborated and collated with other studies in 1975 and early 1976, provide for an ideal time scheduling of what needs to be a careful and deliberate process. Thus, USAID/Nicaragua requests serious consideration and inclusion on initial itinerary.

Shelton, April 1974

Date visited: August 12-14, 1974

Visitors: Henry Ingle, AED  
Laurence Wolff, AED  
David Sprague, AID

Population (1973): 2,000,000

Percentage of population in urban areas (1971): 48.0%

GDP per capita (1972): \$488.1

Literacy rate (1971): 57.0%

Percentage of children aged 5-14 in primary schools (1972): 50.8%

Percentage of total central government expenditure for education (1972): 16.8%

Organizations Visited

AID Mission Office

Robert Culbertson, Mission Director

AID Education Office

Peter Tobia, Multi-sector Officer

AID Rural Development Office

Richard Hughes, Chief

AID Program Office

James Philpot

AID Loan Office

John Sambrillo, Loan Officer

Neal Billig, Assistant Loan Officer

Stanford Radio Mathematics Project

Jamesine E. Friend, Project Director

Barbara Searle, Campus Coordinator

Julia Ledee, Radio Producer-Director

Tom Tilson, Director of Teacher Training and Research

Vitalia Rojas de Vrooman (Nicaraguan), Assistant Project Director

David Cardoza (Nicaraguan), Curriculum Expert

Ministry of Education

Antonio Mora R., Minister of Education

Raul Quintanilla, Chief of Planning

Radio Catolica

Father Bonifacio Echarri, Director General

Conclusions

1. The AID Mission is at an early stage of defining its educational program, especially since a new education advisor will begin work in September. They have requested assistance from AID/Washington and hope to complete an IRR by January for an FY 76 loan. They have also requested

assistance in the evaluation of several non-formal education projects.

2. By January the Mission may have a better idea of a possible role of the media in education, and at that time they may make a formal request for planning assistance under the terms of the Academy contract.

Requests for Assistance Under the Academy Contract

Organization: AID/Nicaragua and Ministries of Agriculture, Education and Health

Project: In-depth study of the possible role of the communications media in rural development. The writers of the IRR (to be completed January, 1975) would determine the possible need for this study and its parameters (as well as the needs for other basic pre-investment studies related to the economic and social development of the rural areas). This study might cover formal education and the provision of information and education related to agriculture, health, community development, literacy, etc.

Human resources required: Not determined, but might require two persons skilled in hardware and software specifications.

Time scale: Four weeks (?). Should be completed in time for inclusion in the capital assistance paper for rural education (June, 1975).

Comment: This project could be funded under the Academy's contract with AID for project planning in educational technology.

Other Requests for Assistance

1. Organization: Human Resources Office, AID, and Ministry of Education (Nicaragua)

Project: Development of IRR for rural education loan. The purpose of the project will be to update the sector analysis completed before the 1972 earthquake (some conditions have changed since the quake), develop a tentative loan program for inclusion in the IRR (January 31st deadline), and suggest additional studies which will need to be done before the Capital Assistance paper is completed in June, 1975.

Human resources required: Three persons, as follows:

- a) Educational planner and analyst: to update Nicaraguan National Education plan and analyze data on rural education based on existing data collected for National Plan and current agriculture studies plus some visits to rural areas and discussion with groups working in rural sectors.
- b) Rural educator: to define within a limited time period the educational needs of the rural population (including recent immigrants to urban areas), the available services, an education program to meet those needs, and further studies to be done before completing the loan paper.
- c) Educational technologist: to spend one to two weeks to determine the possible role of the mass media in non-formal education in Nicaragua. If necessary he would plan a more in-depth study of the role of the communications media, to take place in early 1975, before completing the loan paper. (See previous project)

He would also stimulate both Ministry officials and AID Mission personnel as to ways media might be integrated into a total learning system.

Time scale: Approximately 6 weeks, to begin in early October. IRR must be completed by January, 1975.

Principal contacts: Peter Tobia and Frank Mann, Human Resources Office, AID

Comments: Information on this project will be passed on to persons at TAB and the Latin American Bureau for appropriate action.

Frank Mann may be able to do part of this work himself (check with him) or a new education advisor may be chosen in time to work on the IRR. The technology work should be coordinated with the activities of the Stanford Institute for Mathematical Studies, now developing the radio mathematics project.

2. Organization: Human Resources Office, AID, and Ministry of Education (Nicaragua)

Project: Evaluation of the Escuela Granja, the Liceo Agricola, and PRODESAR. These are three programs designed to aid rural development through formal and non-formal programs of information and education. PRODESAR is an integrated rural development program linking the Ministries of

Education, Health and Agriculture. Evaluation of these programs could result in their possible incorporation into AID rural development activities and provide information to guide further rural development efforts in Nicaragua. This project would also respond to a request by the Minister for assistance in defining the needs of the rural population and the appropriateness of existing programs.

Human Resources required: One person skilled in evaluation of rural education projects. USAID/Nicaragua has requested Eldon Stewart of LA/DR for TDY in September.

Time Scale: Six weeks, beginning date to be decided. The work should be completed in time to be included in the loan paper due before June, 1975.

Principal contacts: Peter Tobia, Human Resources Office, AID, and Raul Quintanilla, Director of Educational Planning.

Comments: This project should be integrated into activities related to the development of the rural education loan.

3. Organization: AID/Nicaragua and Ministries of Education, Health, and Agriculture; other AID missions and ministries in Central America.

Project: Seminar on non-formal education in Central America. The Seminar could take place in Guatemala, where it could utilize the experiences of the BVE project. TAB would provide experts from the relevant institutions working in non-formal education. The experiences of Colombia, which has the most successful non-formal programs in Latin America, would be specifically utilized, along with other case studies around the world. A person assigned to ROCAP might provide follow-up in the form of information, encouragement of non-formal activities, and technical assistance.

Human resources required: Not defined. Requires a full time coordinator.

Time scale: Seminar could be one week long. Starting date not defined.

Comments: Needs to be coordinated with other seminar activities and with the availability of a limited number of experts in these fields. Should begin after the IRR is in.

## VI. PANAMA

### Background Information

#### Response to airgram:

Request USAID/Panama be considered as site for ref Planning Project. Planning assistance will be required to design component sub-projects of proposed rural education sector loan programmed for FY 1975. Panama meets all necessary selection criteria for proposed study. Please advise dates preliminary visit. Jordan April 1, 1974.

Date visited:	August 15-17, 1974
Visitors:	Henry Ingle, AED Laurence Wolff, AED David Sprague, AID
Population (1973):	1,600,000
Percentage of population in urban areas (1971):	49.0%
GDP per capita (1972):	\$802.5
Literacy rate (1970):	79.4%
Percentage of children aged 5-14 in primary schools (1972):	71.9%
Percentage of total central government expenditures for education (1972):	21.9%

### Organizations Visited

#### AID Mission Office

George Rublee, Assistant Mission Director

#### AID Education Office

Henry Bassford, Chief  
Adrian Cruz-Gonzales, Deputy Chief  
Diana Edminster, Economics Advisor  
Claude Boyd, Advisor in Educational Planning

AID Health Office

Angela de Mata, Program Specialist

AID Rural Development Office

Raymond White, Agriculture Officer

AID Program Office

Anthony Funicello

Ministry of Education

Aristides Royo, Minister  
Nelis Borrero, Director General  
Hugo Giraud, Vice-Minister  
Leopoldo Fuentes del Cid, Chief of Planning and Reform  
Demitria Seguro, Chief, Division of Technical and  
Professional Education

Ministry of Planning and Economic Policy

Orlando Caicedo, Educational Planner  
Jorge Marengo, Director of Technical Assistance  
Others

Conclusions

1. The AID Mission and the Panama Ministry of Education have requested assistance under the Academy's contract with AID to plan the first stage of a project to create a radio network to provide information and education to the rural population. Provision of this assistance beginning in October should be considered because of:

- the expectation of strong Panama government and AID Mission support for the first stage and for a possible national radio system;
- the importance of such a project for other countries because of its emphasis on the multiple use of radio for development purposes.

2. Planning for the radio project should be coordinated with AID activities to update the education sector analysis and to develop baseline data for an innovative project in rural secondary education.

3. It should be underscored that the proposed Panama project is not wedded necessarily to the use of one particular medium, but rather, radio has been suggested as a possible starting point to help orient a careful study of the lifestyle of rural people, the identification of an initial target audience and the identification of ways for reaching and relating to such an audience. Radio also is the medium that is most accessible to the rural population of Panama, as is the case in most developing countries. Therefore, if one is to use media and technology in a rural education program such as the one proposed for Panama, it makes sense to begin by looking at the possibility for using radio.

4. So little is known about non-formal methodology in a rural setting and the assessment of the real learning needs in rural areas that it is logical to expect that the more in-depth project planning study being proposed take the lead in helping to more concretely specify the many unknowns about the milieu, the audience, and the medium which are most appropriate for the proposed Panama project.

Requests for Assistance under Academy Contract

Organization

Ministry of Education, with the collaboration of the Ministries of Agriculture, Health and Planning.

Project

The purpose of the project would be to develop jointly with Panamanians the design for the first stage of a project to provide programs of information and education to the rural population of Panama through a national radio network or some type of media system that could be utilized by various ministries and development agencies. This design would be utilized to write a PROP for AID support of the first stage.

The first stage would require the program development of the media effort in one area of the country and in selected subjects. If the program were successful, the Panama government would begin a phased expansion to reach a greater percentage of the population with various messages and programs. A national system might ultimately include six or more radio stations strategically situated around the countryside and providing both community oriented and nationwide programs of information and education. The individual stations could operate independently or could be hooked up on a national basis.

The overall task of the planning team would be to outline:

- the initial limited first stage, including the nature of the audience to be reached, the message, and the combination of media to be used;
- the available resources;
- needed outside financial and human resources for the first stage;

- tentative plans for a possible national project.

The team would work in close collaboration with an interministerial commission to be created by the Panama government to provide both policy and technical guidance.

#### Human Resources Required

Four outside technicians would be needed to participate with the commission, as follows:

##### 1. Rural educational planner

###### Tasks:

- analyze available data and information about the rural population;
- help to define the real and felt needs of the rural population (and to suggest studies in greater depth);
- help to define the tentative content of messages to the rural population; and
- help to define the location of the experimental area and population.

###### Qualifications:

- Spanish language;
- experience in planning for rural development in Latin America; and
- academic background in as many as possible of the following: educational planning, rural sociology, agricultural extension, community development.

Time required: 8 weeks.

##### 2. Educational technologist

###### Tasks:

- analyze local resources in the media and technology, especially in software;

- estimate production requirements for the first stage;
- propose the means for feedback and formative and summative evaluation; and
- help to define the content of messages and the location of the experimental area and population.

Qualifications:

- Spanish language;
- experience in media production and evaluation in Latin America; and
- academic background in as many as possible of the following: instructional technology, production, evaluation, non-formal education.

Time required: 8 weeks.

3. Radio engineer

Tasks:

- define the available hardware resources;
- estimate the hardware configuration of a possible national radio network;
- propose the hardware configuration for the initial first stage;
- help to develop cost estimates for the project.

Qualification:

- Spanish language;
- experience in radio hardware; and
- academic background in communications engineering.

Time required: 4 weeks.

4. Economist/cost analyst

Tasks:

- estimate the costs of a possible national system including costs per person reached;

- help to develop alternative cost models for a national system; and
- help to estimate costs of the initial limited first stage of the project;

Qualifications:

- Spanish language;
- practical experience in cost analysis of educational projects in developing countries; and
- academic background in economics.

Time required: 4 to 6 weeks (towards the end of the project)

Time Scale

To begin October 1, 1974, and last about 8 weeks, as follows:

- 1 week: orientation; preliminary contacts; gather essential data;
- 1 week: gather essential data; define low-cost alternatives for a possible national project;
- 1 week: begin design of first stage; choose experimental area;
- 2 weeks: gather basic data on experimental area; outline population to be reached and content of messages;
- 1 week: complete draft report on:  
first stage  
possible national project  
outside financial and human resources required  
for first stage;
- 1 week: discuss draft report;
- 1 week: write final report.

Principal contacts:

Henry Bassford, AID Education Officer; Aristides Royo, Minister of Education.

Comments:

Government support: Ministry of Education and Ministry of

Planning officials were enthusiastic about the project and anxious to begin planning as soon as possible. Officials at the Ministries of Agriculture and Health had not yet been contacted at the time of our visit.

Linkages: A number of other projects underway can be linked to the proposed radio project, including:

- a UNDP study of integrated rural development
- a baseline study of the Rio de Jesus area for an experimental project in rural secondary education (to be done by ICASE)
- an OAS supported project to improve educational planning (through assistance from Venezuela)

Resources: Some of the basic resources available for this project include the following:

- University of Panama, Department of Social Communications (Griselda Lopez)
- Radio Libertad (national radio station)
- planners at the Ministry of Education

Possible message content: According to the Minister of Education, agricultural information is most needed. Agricultural support services are weak. A second priority is community leadership and a third, health. The programs should be developed in areas where these services can be integrated.

Potential problems: Some of the approaches which the planning team should keep in mind are the following:

- beginning the first stage with an understanding of the costs and the resources required for a national system;

- expanding only on the basis of knowledge gained and expertise developed in the first stage;
- providing needed services to support the radio broadcasts;
- considering costs per person reached (the small population of Panama may make per person costs higher than in larger countries);
- providing for good interministerial cooperation at both the national and local level; and
- providing for community-oriented programming and feedback from the rural population.

Other Requests for Assistance

The ICASE baseline study for the Rio de Jesus project in rural secondary education will need some outside assistance. It might be possible for the rural educational planner proposed for the radio project to assist in this work, especially if Rio de Jesus becomes the experimental area for the radio project as well.

The Panama mission has requested assistance in updating the sector analysis for the development of a possible loan in FY 1976. This activity has a relationship to the need to develop basic data about the rural areas for the radio project.

## VII. PARAGUAY

### Background Information

#### Response to Airgram:

1. Mission would welcome inclusion in itinerary of Academy for Educational Development (AED) but we are still in process of developing a pilot project in non-formal education which will require a minimum of two years to implement. AED might be helpful in design of this project.

2. While replication of pilot project is a major objective, still too early to predict whether it will lead to a large scale project within the time frame cited in referenced airgram. Landau. April 1974

Date visited: August 18-22, 1974

Visitors: Henry Ingle, AED  
Laurence Wolff, AED  
David Sprague, AID

Population (1973): 2,500,000

Percentage of population in urban areas (1973): 37.6%

GDP per capita (1972): \$271.6

Literacy rate (1970): 80.0%

Percentage of children aged 5-14 in primary schools (1971): 65.2%

Percentage of total central government expenditure for education (1972): 11.3%

### Organizations Visited

#### AID Education Office

Frank Mann, Education Officer  
N. Holtz, Deputy Education Officer

#### AID Program Office

John Cleary, Assistant Program Officer

#### AID Loan Office

Henry L. Miles, Loan Officer (Acting Mission Director)

AID Rural Development Office

Sanford W. White, Rural Development Officer

Ministry of Education

Mabel Palacios, Chief, Department of Tele-education  
Juan Jose Soles, Director, Center for In-Service Training  
Maria Susana Ruggiero, Advisor in Tele-education

Ministry of Justice and Labor

Juan Andre Silva, Director, Human Resources Department  
Jose A. Bilbao G., Technical Assistant

National Center for Social Progress

Francisco Guppy, Director  
Gerardo Fogel, Director, Department of Research  
and Evaluation

AID constructed primary schools

Conclusions

1. The AID Education Office in Paraguay is currently developing a PROP for an experimental program in rural non-formal education, principally occupational training, and a second PROP on the improvement of learning in primary schools. At the time of the visit, AID/Paraguay requested assistance from the Latin American Bureau of AID to help write the PROP for non-formal education. They are also in contact with Michigan State University. They do not expect the project to have a major technology component, although radio may be used to motivate persons to attend courses. It is also expected that assistance for the second PROP will also be available.

2. At this moment Academy involvement in Paraguay under the project planning contract is not expected.

Requests for Assistance under Academy Contract

None.

Other Requests for Assistance

Non-formal Education Project.

Organizations: Ministry of Justice and Labor, possible collaboration of other Ministries.

Project: Planning a non-formal education project for occupational training in rural areas. The Mission has requested assistance from the Latin American Bureau for a pre-project planning study. Foreign technicians skilled in materials production and instructional technology, occupational training, and economic and cost analysis would work for up to two months in collaboration with Paraguayans to write a detailed implementation plan which would also form the basis of the PROP.

The following would be analyzed in detail during the course of their work:

a. Audience to be reached and content of instruction.

The potential audience has been reported by the Director of Human Resources of the Ministry of Justice and Labor to be illiterates between the ages of 12 and 17 in the rural areas. The study might estimate more specifically how many of these persons would be reached in a possible national program and what kind of skills they might acquire.

Programs in construction and carpentry skills may need to reach only a few thousand persons in certain regions of the country, while training in agriculture and cattle raising methods may need

to reach tens of thousands.

b. Alternative delivery systems.

If a very large audience is to be reached, the study may consider radio as an alternative delivery system. If small groups are to be trained in relatively high level skills, alternatives might include mobile training units, self-study methods combined with visits by trained personnel, etc., as well as possible use of skilled craftsmen (as noted in the PPP) as teachers.

c. Linkages.

The planning study could explore ways of developing linkages with existing programs in other agencies (especially in the Ministries of Agriculture and Education) as well as building on previously funded AID activities. In particular, the study could consider ways of utilizing the facilities in the recently built 32 experimental primary schools for addressing non-formal education needs. These schools were designed to deal with key problems facing the rural population of Paraguay, e.g., attracting full enrollment, reducing dropout rates, and providing more relevant, practically oriented bi-lingual education.

d. Costing.

The study should analyze carefully both the human resources required and the financial costs involved in a possible nationwide expansion of the proposed project.

c. Personnel.

In addition to helping the Mission and the Paraguayan Government to answer questions about the audience, the content, the delivery systems, costing and linkages, the planning team could also help to define the available Paraguayan human resources and the needs for long-term technical assistance for the duration of the project.

Human resources required:

Three persons skilled in:

- materials production and instructional technology
- occupational training (the preliminary focus of the project is on this area)
- economics and cost/analysis

Time scale:

1 to 2 months. The economist should be able to complete his work in two to three weeks, after the other two advisors have begun to design the project.

Contacts:

N. Holtz, AID Educational Advisor  
John Cleary, AID Assistant Program Officer  
Juan Andre Silva, Director, Human Resources Department,  
Ministry of Justice and Labor

Comments:

It is expected that the bulk of the instructional content will be on an individual basis; radio may be used for motivation and follow-up. The use of other small technologies (slide projects, mobile units, etc.)

has not been defined.

This project does not fall directly under the terms of the Academy's project planning contract with AID, but it will be important to analyze alternative delivery systems as part of the pre-planning study.