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LEARNING RESOURCE CENTER-BASED COMMUNITY EDUCATION SYSTEM

ANALYSIS AND ASSESSMENT OF REGIONAL NEEDS

PROJECT III

AID Grant No. AID/La-G-1169

SAN JOSE STATE UNIVERSITY FOUNDATION

DECEMBER 1976

Ofiesh Associates, Inc.
Post Office Box 7256
Arlington, Virginia 22207

PROJECT III. ANALYSIS AND ASSESSMENT OF REGIONAL NEEDS

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I. INTRODUCTION

II. BASIC STATISTICS

Country	Population (000)	% Rural	% Labor Agriculture	% Unemployed	Life Expectancy	GDP Per Capita	% GNP Annual Growth	% Literate	% Students 5-19	% Gov't Expenditure for Education	% Students in Private Schools	% Ed. Budget on Teachers & Admin. Salary
Bolivia	5535	63	53	16	45	230	2.2	40	45		27	91
El Salvador	4231	60	47	20	53	370	0.3	57	43	25	16	
Honduras	3312	72	67		53	330	1.1	45	40	13	15	96
Jamaica	2146	55	33	25	63	860	4.3	82	66	20	30	
Nicaragua	2266	52	46		53	520	1.6	57	45	21		
Panama	1744	49	39		66	940	4.3	73	70	23	09	76
Paraguay	2668	63	53		61	350	2.2	74	56			
Peru	16034	43	45		53	590	3.1	61	62	22		

III. SUBJECT AREAS

III-1

	AGRICULTURE						HEALTH					
	Co-op Org	Technology	Equip. Oper. & Maint.	Basic Agriculture	Animal Hus.	Family Planning	Maternal Child	Hygiene	Sexual	Health	Para-medical	N
BOLIVIA	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
EL SALVADOR						<input checked="" type="checkbox"/>						
HONDURAS		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
JAMAICA						<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
NICARAGUA						<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PANAMA				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
PARAGUAY						<input checked="" type="checkbox"/>						
PERU	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

*Rural S

IV. COUNTRY INFORMATION

A. BOLIVIA - NON-FORMAL EDUCATIONAL ACTIVITIES

1. Introduction

For purposes of this assessment, non-formal education is defined as all of those activities, outside of the normal expectation of the functions of the formal educational system, which enable people to develop skills or expand their knowledge of the world around them. The broadest form of non-formal education takes place within the family as children learn social and productive roles from their peer groups have an equally pervasive influence on their development. It can be said that even for some of those who go through the formal educational influences may be of equal or greater impact on their development as individuals within society.

2. Radio.

The non-formal educational influence which probably reaches more people than any other in Bolivia is radio. There are 99 radio stations in the country, 52 in Departmental capitals and 47 in smaller cities. Of the ten more powerful stations, eight are located in La Paz. Four of these are heard throughout the country.

Virtually all stations broadcast a number of hours each day in the Indian languages and are widely listened to. An analysis of 540 hours of broadcasts reported in the Ministry of Educations' Diagnóstico revealed the following break-down in type of programming:

- 35% Music: modern and folkloric
- 10% Dramatic presentations
- 10% News and information
- 9% Sports
- 8% Education
- 28% Other Types of programs.

Ten stations located in the principal cities are linked together in an educational radio system called Escuelas Radiofónicas de Bolivia (ERBOL), subsidized by the Ministry of Education, the Catholic Church and foreign donations. The primary objective of the ERBOL stations is to reach adults in the rural areas with literacy and educational programs. Over 16,000 individuals were registered in 1973 as radio students in the ERBOL programs. Of these, 3,461 were associated with the Radio School "FIDES" of La Paz. Courses were given in elementary and advanced literacy training as well as civic education, community development, health education, and critical analysis. To complement the courses, 190 volunteer teachers held periodic meetings with groups of the radio students to discuss course concepts and to evaluate results.

3. - Other Communication Media

a. Commercial Motion Picture Theaters

Commercial films are a very popular form of entertainment in urban areas of Bolivia. In 1971 over 10 million paid admissions were recorded in the country. This represents an average of once-a-month attendance by the effective movie-going population of Bolivia. The Ministry of Information produces occasional short films shown in the commercial theaters. These films emphasize civic duties and disseminate information about government programs. Commercial films are also produced within the country from time to time. These often treat social issues and are well received.

b. Newspapers

There are thirteen daily newspapers published in Bolivia. Three of these, all published in La Paz, have nation-wide circulation. Each of the three, as part of its regular editions, publishes a weekly educational and literacy supplement. These are widely read.

c. Television

At present, television reaches only the La Paz and Oruro areas. Its use for educational purposes has been considered but not implemented.

4. - Literacy Programs

It is difficult to estimate how many adults in Bolivia are illiterate. According to the 1950 census, 68.9% of those 5 years of age or over, were unable to read or write. Of those over 15 years of age, the percentage was 67.9%. Since the census criterion of literacy was based on the response to verbal question "Do you know how to read and write?", the percentage probably overstated the real literacy situation.

Many barriers to learning to read and write exist in Bolivia. The everyday use of Quechua and Aymará in many house-holds creates difficulties in learning Spanish. Many schools have a shortage of reading materials for use in the classroom. For these reasons, even of those children who enter school it may take four years to achieve functional literacy. If, as is estimated, only 28% to 30% of the population today completes even four years of schooling, it can be seen that illiteracy will remain a problem in Bolivia for many years to come.

Despite the obvious difficulties of organizing and conducting adult literacy programs in Bolivia, there has been a great deal of interest in these programs for many years. The 1955 Educational Code established a systematic attack on illiteracy as a priority goal. A ten-year literacy campaign was initiated in 1956. A new campaign was inaugurated in 1960 with the assistance of UNESCO. Subsequent national plans have repeated the importance of working to reduce illiteracy. As shown in Table III - 2, nearly 15,000 adults were enrolled in the formal literacy training programs in 1970. The directors of the national literacy program estimate that 116,000 adults achieved basic literacy through these programs in the 1960-69 period. They now estimate that the national illiteracy rate has been brought down to 62%.

In addition to the Government's literacy programs, a wide variety of private, informal programs are directed at this problem. As mentioned above, the ERBOL radio stations participate in this effort. Their literacy programs are of six months duration, broadcast one and one-half hours per day. To supplement the radio listening, classes of 10 to 20 students meet periodically with volunteer literacy assistants.

One of the most innovative literacy programs is operated by the Summer Institute of Linguistics. This international organization emphasizes a bilingual approach in its literacy training for non-Spanish speaking Indians. The basic assumption of the Institute's program is that non-Spanish speaking people can best become literate through two stages:

first becoming literate in their own native language and then advancing to literacy in Spanish as a second language. Having started in 1955, the Institute now has 14 language study centers and a foreign staff of 70 linguists, social workers, and support staff. One of its principal centers, operating in La Paz with a staff of 12, works only in the Aymará language. This center, in operation since 1958, publishes small bi-lingual Aymará-Spanish books for literacy training and significantly for the maintenance of literacy among those who know how to read. Three thousand of these pocket books are published by this center alone each quarter.

The research of the Institute indicates that this method is more rapid and successful than the traditional literacy training which begins immediately in Spanish.

5. - Non-Formal Military Education

In addition to the formal education offered by the military academies for the army, air force and naval forces and the advanced specialized schools for officers, the military establishment provides non-formal education to its soldiers. These programs include training in such skills as truck driving and mechanics, which are of value to the young man after he returns to civilian life, as well as literacy and basic education. Universal conscription reaches about 10,000 lower class boys in Bolivia, each year. For rural youth their 18 month to two year experience in military service is a major educational and nationalizing force. Often, rural youth for the first time become aware of the world beyond their village through their military service.

In addition to the impact on the soldiers themselves, the various types of military Civic Action programs provide a non-formal educational stimulus in the communities where they operate. These include public health information activities, community development and literacy training and school construction. In the 11 years of its existence, the Civic Action program has completed 2,500 construction projects, 1,500 of those being school buildings of various types. The Defense Ministry operates several agricultural experiment stations and developmental projects which serve to disseminate information in these fields. A "Farmers Guide" has been prepared in this program for distribution to small rural farmers. Relatively well organized and administered, the Ministry of Defense and its dependencies have influence in areas of education and development not normally associated with the armed forces of a nation.

6. - Other Government Programs

a. - Ministry of Campesino Affairs and Agriculture

This Ministry operates a variety of programs which have a non-formal educational impact in the rural areas. The agricultural extension service operates out of Departmental capitals providing training programs in improved agricultural techniques, such as uses of new seeds and fertilizer, credit availability, and livestock information. Several agricultural regions of the country demonstrate new techniques to the farmers. These stations serve as centers for non-formal education and demonstration activities. There are 77 extension agencies and 8 major experimental stations in all, but they employ only 120 technicians, research staff and extension agents. Low budgets and Lack of mobility have consistently hampered the effectiveness of these programs. Despite major obstacles, the extension service in recent years has achieved adoption of improved varieties of potatoes in the Altiplano and Valley regions. It has also introduced new varieties of corn and quinoa, and has promoted the cultivation of wheat, soy beans, garlic, fruit and grapes. Sheep dips have been introduced and the construction of sheep shelters has been encouraged.

The Ministry of Campesino Affairs and Agriculture also supervises the National Community Development Service which has an active program in rural communities throughout the country. Its program purports to be coordinated with the Ministries of Education, Health and Public Works as well as with the Military Civic Action program and the Social Action program of the President's Office. The Community Development Service has 900 multi-purpose community workers who help organize community self-help projects and community demonstration training programs in cooperative development, crafts and skills, health and nutrition. In five training centers, the Service also operates a training program to develop the leadership skills of rural community leaders. In one-to-six month intensive courses, these centers offer training in group dynamics, cooperative management, family life and craft skills. In 1973 over 1,700 rural leaders were trained at the centers.

Another program with non-formal educational aspects, under the sponsorship of the same Ministry, is the National Colonization Institute. This Institute promotes the colonization of farm families in new areas. It has been particularly active in Santa Cruz, where it has helped resettle groups from the highlands. These efforts include the Community Development type of non-formal training for the settlers.

b. - Ministry of Labor

The labor skills training program run by the FOMO (Formación de Mano de Obra) organization is the most prominent non-formal educational program of the Ministry of Labor. Created in 1972, FOMO offers short courses of skills training in three regional training centers (La Paz, Santa Cruz and Potosí) as well as at cooperating factories and other decentralized locations. Its clientele is primarily young adults who have not acquired job skills in the formal educational system. FOMO courses in subjects such as carpentry, brick laying, mechanics, machine operation, electricity and animal husbandry reached 800 workers in 1973. This type of practical training is in great demand and FOMO is expanding its program. In 1974 an anticipated 1,600 workers will participate in their courses.

The Ministry also collaborates with the more formal building trades schools (CENPRITEC) located in La Paz, Santa Cruz and Potosí.

c. - Superior Institute of Public Administration (ISAP)

This decentralized institution of the Planning Secretariat (CONEP PLAN) provides in-service education and training to government employees, primarily in a variety of management topics. Over 1,000 middle level government workers have attended these courses each year. Priority has been in the past to general administration, financial management, auditing and office management skills.

However, ISAP recently acquired new teaching and library facilities, as well as an increased staff. It gradually is attracting a clientele at the upper ranks of government, expanding the scope and sophistication of its courses and seminars, and initiating efforts in research and publication.

Hence ISAP is assuming the role of a university-level school of public administration, planning, public affairs and policy studies.

d. - Ministry of Health

This Ministry is responsible for community public health training. It sponsors or assists with non-formal health education in disease and epidemic control, in nutrition, occupational health, and in family planning. Through its School of Public Health, the Ministry reaches 200 health workers per year with short courses in environmental sanitation and other public health topics.

Through Seminars for mining supervisors and labor leaders, the Institute of Occupational Health reaches a large share of the mining and industrial workers. The CENAFa family planning center reaches an estimated 25,000 people per year through its seminars and the Mother's Clubs sponsored by the Ministry reach an equal or larger number with nutritional information. The Ministry also works with the university faculties of medicine in their community health education activities and in strengthening the university programs in these public health areas.

e. - National Council of Minors (CONAME)

This Council is responsible for special education for handicapped children. Its activities are limited to the Departmental capitals due to lack of funds and training facilities. It is estimated that the programs reach an average of 6,000 children. The emphasis is placed on training for the deaf, dumb or retarded and for children with behavior problems.

f. - University Extension Education

In addition to their regular programs, all of the universities carry on a variety of extension and community service activities. The University of San Andres in La Paz organized community service and literacy training. The University of San Simón in Cochabamba has undertaken agricultural experiment and extension work, as has the University in Santa Cruz.

g. - Museums and Libraries

The Ministry of Education (through its Directorate of Culture), municipalities and universities operate museums and libraries in the principal cities and some secondary cities. A few of these are outstanding, such as the Mint (Casa de la Moneda) in Potosí, the Museum and Library (Palacio de la Cultura) in Cochabamba, the University's Colonial Museum in Sucre, and the Tiahuanaco Museum and the National Art Museum in La Paz. Others, such as the Paleontological Museum in Tarija, the Popular Art Museum and the Casa de Murillo in La Paz, could be developed into collections of equal value. Anyone who has visited the new Anthropology Museum in Mexico City will not underestimate the non-formal educational value of such institutions and their potential value for Bolivia. Libraries, although widely distributed in Bolivia, have not as yet developed their non-formal education potential.

7. - Church and Private Social Programs

The Catholic Church is active in both formal and non-formal education throughout Bolivia. In non-formal training, the Church has been particularly effective in the organization of cooperatives. The Maryknoll order has a long history of rural leader training and community development work. The Salesianos have been active in industrial arts and vocational training, formal and non-formal.

The Union of Catholic Administrators (UNIA PAC) provides administrative skill short courses for business managers and for school directors. The international Catholic educational organization, Faith and Happiness, mentioned above in connection with its school construction activities, has other non-formal educational activities that include literacy programs, clubs, libraries and bookstores, plus self-supporting agricultural experiment stations and non-formal farm schools in the Santa Cruz, Beni and Chapare regions.

Protestant groups also have been active in community development activities which have a non-formal educational impact. The Methodists, Mormons and Mennonites have been particularly prominent in these programs.

As illustrative of private social programs, the Foster Parents' Plan may be cited. This organization, supported by donations from the U.S., Canada and Australia, has operated a social service program reaching 4,000 people in Bolivia since 1969. It offers support for needy children and non-formal education to adults in their families. Literacy, health and community development training are offered. For example, in 1973, the Plan provided literacy training for 10 groups of from 25 to 30 adult pupils in each group. Thirty-seven groups are now in operation and, from these, it is anticipated that 1,000 people will attain basic literacy in 1974. Short technical courses are also organized in fields such as carpentry, baking and weaving. Emphasis is placed on the formation of cooperatives to encourage the utilization and exploitation of these skills once they are achieved.

C. - Summary

The formal educational system is heavily weighted toward primary education, with a majority in urban schools. Secondary education with the exception of rural normal schools, is concentrated in urban areas. Academic studies are overwhelmingly followed in contrast to technical or vocational subjects. Five per-cent of the students attend schools run by the state - mining and petroleum enterprises. Private schools serve one-quarter of the students from primarily urban middle class families.

Higher education is expanding rapidly but almost half of the students are enrolled in the traditional fields of law, economics and medicine. As at the lower levels, few university programs are related to agriculture and the applied sciences.

Non-formal education exists in wide variety but has not been adequately inventoried nor systematically utilized. Radio undoubtedly reaches more Bolivians than any other communications media. It's use for educational purposes are appreciated and, on a small scale, are presently being exploited. Other programs exist in literacy, agricultural, industrial and health fields but neither the Ministry of Education Diagnosis nor this Assessment has been able to evaluate their effectiveness.

A. BOLIVIA

Education and Human Resources Development

A.I.D. is supporting the Government's goal to make education more relevant and accessible to rural children and adults. A.I.D. inputs are:

- mainly focused on improving the efficiency and relevancy of primary school systems;
- secondarily, on providing educational opportunities to rural adults and children who left school or have not had previous access to education.

** These efforts should benefit some 500,000 rural families and, it is hoped, reduce rural primary dropout from 80% to 60% by 1980.

Major constraints to achieve these targets are:

- allocation of public education resources which is now skewed with 97% going to teacher and administrative salaries, leaving 3% for operating and capital costs;
- the teacher training programs and curricula which still are largely irrelevant to rural needs;
- the basic infrastructure and technical, administrative, and financial resources which are too limited to meet the need for rural primary education beyond the third grade.

On the positive side:

- rural parents seek education for their children;
- the Government is making a serious effort to expand education in rural areas;
- education receives close to a third of the government budget.

A FY 1974 loan and a companion technical assistance project are helping the Ministry of Education:

- decentralize its operations to better assure their relevance to local needs;
- strengthen its administrative systems;
- begin curricula reform to adapt teaching materials to rural needs.

A FY 1976 loan and grant project will test a system of comprehensive rural education which directly affects 20 school districts with about 150,000 students in the Department of Cochabamba. The major elements of the system are:

- new curricula and instructional materials, including bilingual and nonformal techniques;
- improved teacher training methods;
- improved school facilities.

The system will utilize staff and materials from the Ministries of Agriculture, Health and Education.

A \$7.5 million loan and grant project proposed for FY 1977 will aid in revamping rural teacher training and accelerating the training of teachers required to expand coverage of the rural education program being initiated under the FY 1976 project to other areas of the country.

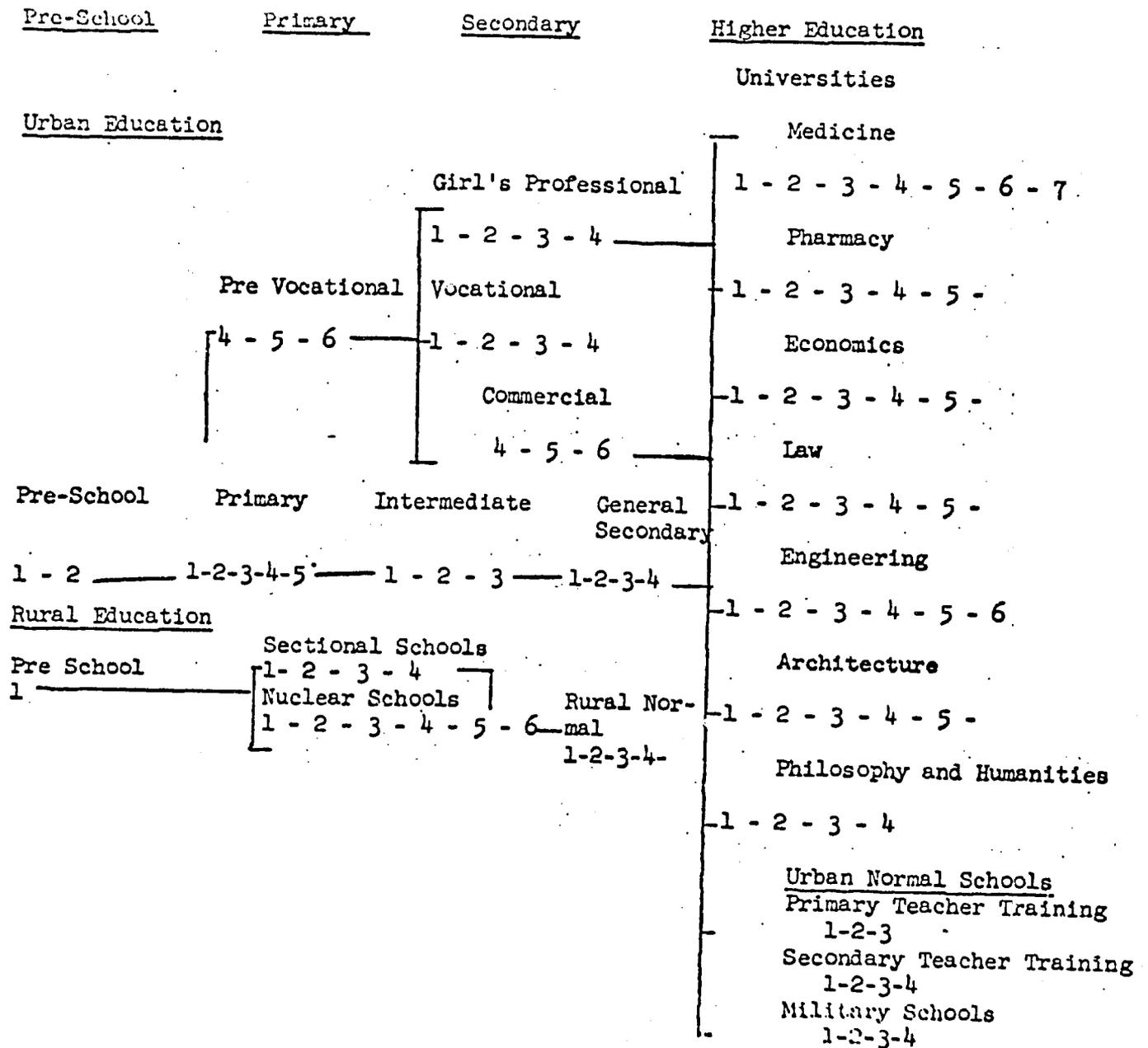
IV. COUNTRY INFORMATION

A. BOLIVIA

SYSTEM OF FORMAL EDUCATION IN BOLIVIA

Table 1

This table shows the relationship between the formation educations programs in Bolivia at various levels.

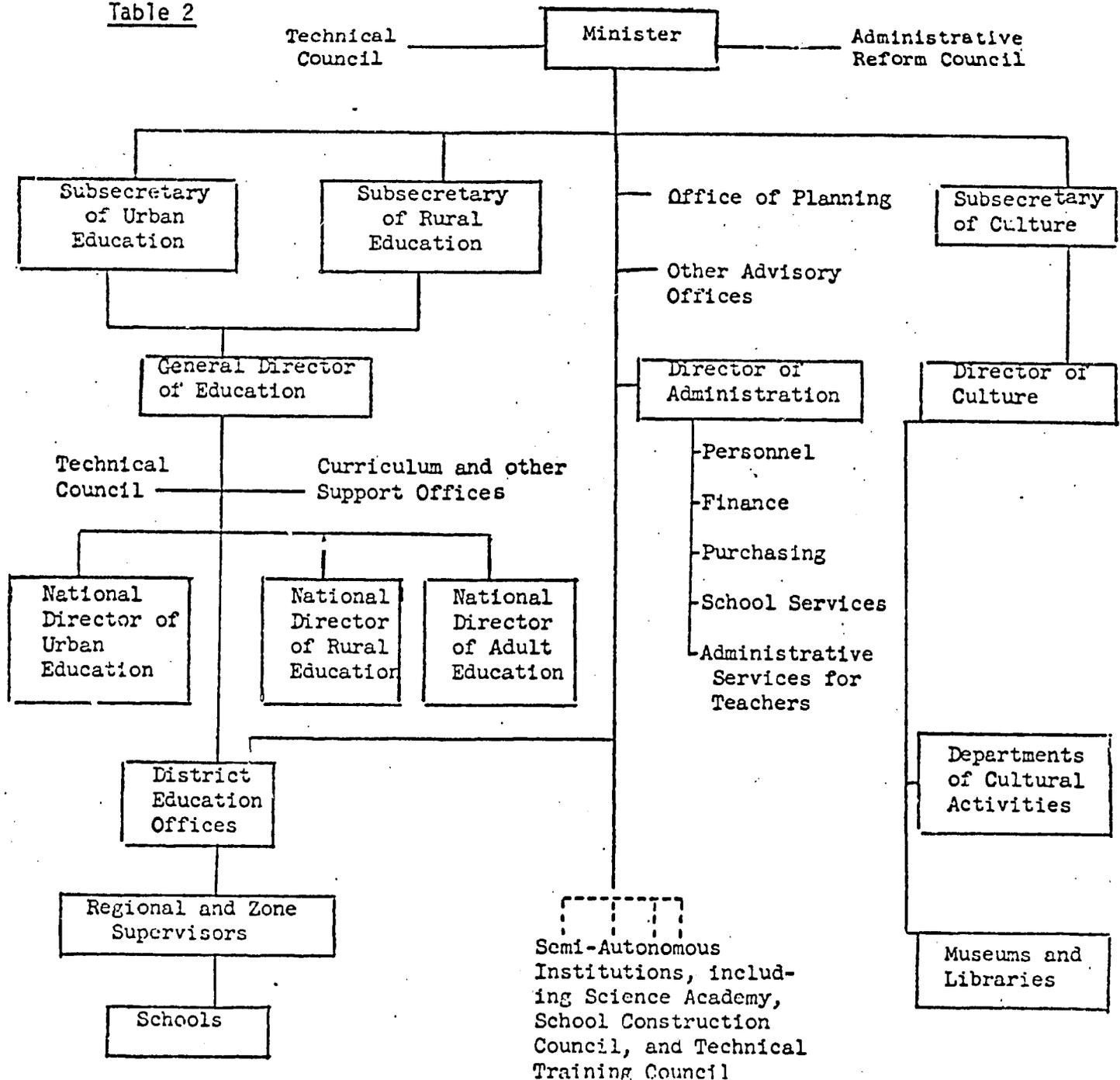


IV. COUNTRY INFORMATION

A. BOLIVIA

ORGANIZATION OF THE MINISTRY OF EDUCATION AND CULTURE

Table 2



BOLIVIA - A.I.D. GRANTS INVOLVING EDUCATION AND TRAINING

<u>Teaching Goals</u>	<u>Project No.</u>	<u>Title</u>
Health	511-11-570-439	Family Care
Sex Education	511-11-570-439	Family Care
Family Planning	511-11-570-439	Family Care
Nursing/Paramedical	511-11-590-453	Rural Health Service Delivery
Community/Coop Devel.	511-11-190-452	Small Farmer Organization
Home Industry	511-11-190-452	Small Farmer Organization
Home Improvement	511-11-190-452	Small Farmer Organization
Nutrition	511-11-190-452	Small Farmer Organization
Handicrafts	511-11-190-452	Small Farmer Organization
Educ. Administration	511-11-690-450	Educational Management and Rural Development
Teacher Training	511-11-690-470	Rural Education

Country: BOLIVIA

GRANT ACTIVITY DATA

Table 3

TITLE Small Farmer Organization (formerly Rural Community Organization) NUMBER 511-11-190-452	FUNDS Food and Nutrition	PROPOSED OBLIGATION (\$000) FY 77 570	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 24	INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1979

Project Target and Course of Action. This project, together with its companion loan, seeks to: (a) improve the capacity of the National Community Development Services' (NCDS) training and rural women's program to foster small-farmer cooperative and community organizations; (b) develop these organizations' capabilities to manage loan-financed, income-generating projects; (c) establish small-farmer cooperative centrals; and (d) assist the National Cooperative Institute (INCOOP) and private agencies in strengthening the small farmer cooperative sector. The project is expected to benefit about 50,000 rural families directly. In addition, 5,300 women are to receive training in community and cooperative development, home industry and improvement, nutrition, and handicrafts.

Progress to Date. The NCDS is shifting emphasis to cooperative development and income-generating activities from its past nearly exclusive focus on social self-help activities. The loan project was authorized in December 1975 and the Government is expected to sign all agreements in March 1976. Recognizing the NCDS' increasingly important and effective role and potential for increasing incomes and productivity in the agriculture sector, Central Government support is to increase by \$9.9 million over the next four years, permitting necessary salary increases and essential new hires.

Related Activities. The International Labor Organization is upgrading INCOOP's auditing and accounting activities. The West German Government has plans to finance small irrigation projects to boost income in the small-farm sector. The Bolivian Government and communities will cover approximately \$14.5 million, or 59.8% of total project costs.

FY 1977 Program. U.S. Technicians: Eight long-term advisers in organization/management, credit, project feasibility, training, registration and programming and rural women's activities, and a limited number of short-term specialists. Participants: Five short-term participants to third countries. Commodities: Demonstration and training aids, vehicles and extension materials. Other Costs: International travel, per diem, excess baggage, housing and education allowances, and support costs of the contract technicians.

IV-A16

U.S. DOLLAR COST (In Thousands)											PRINCIPAL CONTRACTORS/ AGENCIES			
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter				Proposed FY 77		
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total		Direct AID	Contract/Other Agency	Total
Estimated FY 76	390	70			-	91	91	-	92	92	-	357	357	
Estimated through 6/30/76	390	70	320	U.S. Technicians ..	3	-	3	-	-	-	15	-	15	
Estimated Transition-Quarter	200	Future Year Obligations	Estimated Total Cost	Participants	129	-	129	32	-	32	-	-	-	
Proposed FY 77	570	1,130	2,290	Commodities	-	167	167	-	76	76	-	198	198	
				Other Costs	132	258	390	32	168	200	15	555	570	
				Total Obligations ..										

Country: BOLIVIA

GRANT ACTIVITY DATA

Table 4

TITLE Family Care	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000)	
		FY 77	350
NUMBER 511-11-570-439	PRIOR REFERENCE FY 1976 Latin America Programs, p. 25	INITIAL OBLIGATION FY: 1969	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. This project will help develop Bolivian institutional capacity to deliver family planning and health services. It will support: (a) the responsible parenthood program in the Ministry of Health (MOH); (b) the National Family Center's (CENAFE) population research, training and publications programs which stimulate demand for services; (c) a pilot Maternal-Child Health (MCH) Center in Ayo-Ayo; and (d) the Bolivian Association of Sexual Education (ABES) which promotes responsible parenthood and sex education.

Progress to Date. The Bolivian Family Protection Association (PROFAM) is now operating five clinics. The MOH initiated a campaign to promote responsible parenthood and health. The Ayo-Ayo MCH clinic is now expected to be operational by March 1976. The related Mobile Health Clinic is already serving about 1,000 campesinos. CENAFE published 16 papers and conducted 15 courses on responsible parenthood for 830 persons. ABES extended sex education to 440 teachers and students in secondary and teacher training schools and 600 adults in Mothers Clubs and adult education courses. Eight of the IC Packaged Disaster Hospitals are now operating.

Related Activities. The U.N. Fund for Population Activities, International Planned Parenthood Federation (IPPF) and Pathfinder have provided family planning advisory services, commodities and training. IPPF and the MOH are supporting PROFAM. The MOH is financing over 40% of total project costs.

FY 1977 Program. Participants: Three long-term participants. Commodities: Supplies and equipment for family planning and MCH clinics. Other Costs: Final year of budget for CENAFE, Ayo-Ayo MCH center, five family planning clinics and ABES.

IV-A17

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Through 6/30/75	1,738	1,206	532											
Estimated FY 76	250	582												
Estimated through 6/30/76	1,988	1,788	200	U.S. Technicians ..	-	-	-	-	-	-	-	-	-	
				Participants	-	-	-	-	-	-	-	-	-	
				Commodities	40	-	40	-	-	-	60	-	60	
Estimated Transition Quarter	-	Future Year Obligations	Estimated Total Cost	Other Costs	210	-	210	-	-	-	250	-	290	
Proposed FY 77	350	-	2,338	Total Obligations ..	250	-	250	-	-	-	350	-	350	

Country: BOLIVIA

GRANT ACTIVITY DATA

Tab 5

TITLE Rural Health Service Delivery (formerly Health Resource Development)	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000) FY 77 400	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 26	INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1979
NUMBER 511-11-590-453			

Project Target and Course of Action. This project finances, in FY 1976, the continuation and expansion of work on a Rural Health Services Delivery System (RHDS) begun as a pilot project in FY 1975 under the Family Care project. Implementation delays in beginning the pilot project have in turn forced a rescheduling of the RHDS loan project programmed for FY 1976 until FY 1977. The pilot project is now getting under way in a rural province of the Department of Santa Cruz with a population of approximately 150,000 persons. Should results of the test indicate the system can and should be replicated on a larger scale, the loan will be prepared and this grant project will become the vehicle for the technical assistance to complement the loan. The objective of the project (loan and grant) will be to: (1) strengthen and decentralize the Ministry of Health (MOH) planning and administrative functions to develop and implement effective health programs in rural areas; and (2) establish an RHDS initially serving a rural population of 800,000 in the Departments of Cochabamba, Santa Cruz, northern Chuquisaca and Potosi. In conjunction with the projected FY 1976 Rural Sanitation project (\$9 million), the project should reduce substantially gastro-enteric and respiratory diseases, currently responsible for 55% of deaths in children under 15 years. It will also attack malaria, measles and malnutrition. Women will be both major beneficiaries and agents, since training of auxiliary and technical nurses, outreach

workers and paramedical personnel, most of whom will be women, is a key project element.

Progress to Date. The feedback needed to design the RHDS loan project, originally proposed for FY 1976, will come on stream only in the third quarter of FY 1976 due to implementation delays in the pilot project. To assure adequate information for its design, the loan project is being rescheduled for FY 1977.

Related Activities. World Health Organization and Pan-American Health Organization are providing four technical advisors to the MOH at the national level. UNICEF is supporting health delivery services in Chuquisaca and Tarija. The Bolivian Government and communities' contribution for this project and the related loan is expected to be over \$10 million, or about 60% of total project cost.

FY 1977 Program. U.S. Technicians: Seven long-term advisors, two at the national level MOH for Planning and Information Systems and program management and five Regional Health Advisors to be located in Cochabamba (2), Santa Cruz (1), and Sucre (2). Short-term advisors will be loan funded. Participants: Most training will be conducted in-country by the advisors. Other Costs: Support costs of the contract technicians, local project staff, related operational expenses and baseline studies.

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Estimated FY 76	250	105		U.S. Technicians ..	-	106	106	-	-	-	-	268	268	To be selected
Estimated through 6/30/76	250	105	145	Participants	20	-	20	-	-	-	-	-	-	
Estimated Transition Quarter	-	Future Year Obligations	Estimated Total Cost	Commodities	20	-	20	-	-	-	-	-	-	
Proposed FY 77	400	1,368	2,018	Other Costs	-	104	104	-	-	-	-	132	132	
				Total Obligations ..	40	210	250	-	-	-	-	400	400	

Country: BOLIVIA

GRANT ACTIVITY DATA

le 6

TITLE Educational Management and Rural Development	FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000) FY 77 350	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 27	INITIAL OBLIGATION FY: 1975	SCHEDULED FINAL OBLIGATION FY: 1979
NUMBER 511-11-690-450			

Project Target and Course of Action. To improve the administrative and managerial capacity and efficiency of the Ministry of Education (MEC) and prepare the institutional base at the national and department (state) levels for a reform of rural education. The initial phase of the program will focus at the national level on: decentralization of administrative and financial functions to the nine departments; improving training for rural and urban school administrators; improving budgeting and financial controls; developing information systems; developing programs in bilingual education, community (non-formal) education; revising general curriculum; and improving education planning and evaluation. A pilot program to test an integrated rural education system in one department is being initiated in FY 1976 with grant and loan assistance and will include: curriculum revision to stress local educational needs; improving the rural normal school's in-service and pre-service teacher training capability and making it into a center for developing and testing curriculum and delivery systems; developing non-formal and bilingual education programs at the local level; and improving and expanding the physical plant of participating schools. This portion of the project will be shifted to the Rural Education project, which begins during the Transition Quarter.

been established, equipped and partly staffed. MEC has contracted with the Academy for Educational Development and seven of nine technical advisors are on board. Working groups on bilingual education and non-formal education have been formed. Twenty rural schools and the Teacher Training School in Cochabamba have been designated for the pilot program, and inter-ministerial committees with the Ministries of Health and Agriculture have been named to guide program activities at both the national and department levels.

Related Activities. UNICEF is funding a small rural education program in Chuquisaca and Tarija. The Inter-American Development Bank is funding a secondary-level vocational education feasibility study. The World Bank is developing a rural education project in La Paz Department. Government contributions represent 40% of the total cost of the Education Management project and 33% of the pilot program costs.

FY 1977 Program. Technicians: Continuation of technical advisors in planning, administration, information and budgeting systems. Other Costs: Support costs of technicians and local project staff, supplies, in-country travel and operating expenses.

Progress to Date. Four of nine decentralized offices have

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS, AGENCIES					
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS										
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77				
Estimated FY 76	Estimated through 6/30/76	Estimated Transition Quarter	Proposed FY 77	U.S. Technicians	Participants	Commodities	Other Costs	Total Obligations	Direct AID		Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total
926	63	863													
300	800														
1,226	863	363													
-	-	Future Year Obligations	Estimated Total Cost												
350	125	1,701													

Academy for Educational Development

IV-A19

Country: BOLIVIA

GRANT ACTIVITY DATA

Table 2

TITLE Rural Education	FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE Sec. 113 Notification to be Transmitted	FY 77 300	
NUMBER 511-11-690-470		INITIAL OBLIGATION FY: 77	SCHEDULED FINAL OBLIGATION FY: 1980

Project Target and Course of Action. This project will provide the technical assistance needed to support the Government of Bolivia-A.I.D. rural education program. This program, begun in FY 1975 with education management reform and decentralization, was continued in FY 1976 with the establishment of a prototype rural education system in Cochabamba (see Educational Management and Rural Development, 511-11-690-450), and in FY 1977 the project will start to address the problems of improving the quality and efficiency of the nationwide rural teacher training system. The teacher training project (with technical assistance provided under this project and \$7.5 million loan) will help the Ministry of Education (MEC) to: (1) improve the quality of instruction in the rural teacher training schools; (2) concentrate larger, more economic enrollments in fewer of those schools; and (3) prepare those schools to be in-service training centers. The project will provide in-service training for 15,000 rural primary school teachers, pre-service training to 5,000 students in six of 15 rural teacher training schools, and retrain 400 teachers in these schools and 20 university-level instructors in new teaching methodologies and curricula. Ultimately, the combined loan and companion grant project will benefit some 500,000 rural families in the tropical lowlands, the high valleys and on the Altiplano.

teacher training project. Advisory assistance is scheduled to help the MEC team, beginning in February 1976, and final project design is anticipated by August 1976.

Related Activities. The Inter-American Development Bank has authorized funds to study the feasibility of funding a vocational education program at the secondary level which may utilize some existing normal schools. The World Bank plans to work with a rural normal school on the Altiplano. The Government of Bolivia contribution is estimated at \$5.4 million, or about 63% of the total project cost.

FY 1977 Program. Technicians: Five new long-term advisors at the rural normal schools and continuation of the advisory team in the pilot rural education project in Cochabamba, i.e., rural education planning, curriculum and materials and teacher training administration. Other Costs: Support costs of technicians, local project staff and operating costs. The Government will cover all local support costs.

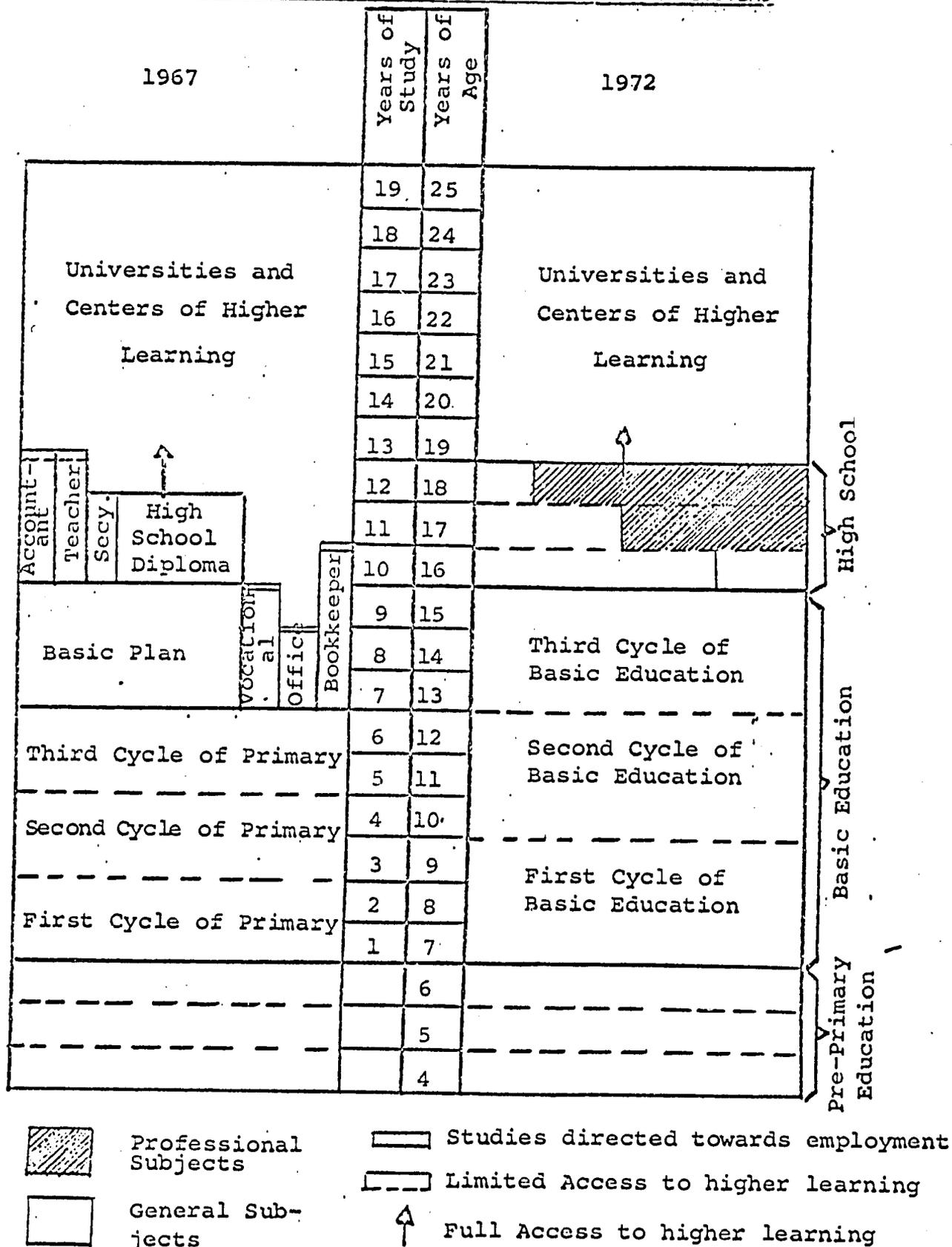
Progress to Date. The MEC is developing the details of the

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75.	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Estimated FY 76	—	—	—	U.S. Technicians ..	—	—	—	—	285	285	—	—	220	220
Estimated through 6/30/76	—	—	—	Participants	—	—	—	—	—	—	—	—	—	—
Estimated Transition Quarter	450	Future Year Obligations	Estimated Total Cost	Commodities	—	—	—	—	—	—	—	—	—	—
Proposed FY 77	300	829	1,579	Other Costs	—	—	—	—	165	165	—	—	80	80
				Total Obligations ..	—	—	—	—	450	450	—	—	300	300

IV-A20

B. EL SALVADOR

EL SALVADOR EDUCATION SECTOR
 COMPARISON BETWEEN 1967 and 1972 EDUCATION SYSTEMS



Source: Memorias de Labores del Ministerio de Educación 1971-1972

B. EL SALVADOR - SPECIALIZED AND CONTINUING EDUCATIONAL ORGANIZATION & PROGRAMS

Religious

- Fé y Alegría
- Universidad Campesina
- CREFAL
- FUNPROCOOP

Private

- FEDECAJES
- SUTC
- CGS

Public

- FOCCO
- INSAFOCOOP
- National Apprenticeship Center - Ministry of Labor
- CENAP
- ASISTEM - Ministry of Interior
- Ministry of Defense
- National Demographic Society
- Ministry of Agriculture
- Ministry of Health

B. EL SALVADOR

FINDINGS CONCERNING NON-FORMAL EDUCATION IN EL SALVADOR -...

OUTSIDE OF MOE

1. The aggregate output of the Programs is modest as measured against training needs.
2. Approximately 5,445 individuals are served annually by the Programs. (The annual number of middle-level trained individuals who need to be incorporated into the economically active population at the occupational steps served by the Programs is estimated to be 13,000. This figure, of course, does not include retraining or skill upgrading needs.)
3. Training efforts by individual programs were judged to be generally ineffective and of limited value to the overall manpower development problem of the nation. Exceptions to this were the FOCCO, a community development program; Fé y Alegría, a popular privately supported education/training movement; and the National Apprenticeship Center, a labor intensive-skills training program under the auspices of the Ministry of Labor.
4. Articulation among the programs, and coordination between the programs and MOE, and other germane ministries is critically deficient.
5. All the Programs lack a management information system. This seriously limits their training need-assessment processes.
6. Specific training needs are not being served. This is particularly true when studying modern training needs and program offerings for women.
7. Little is being done to create promotional opportunities between levels of occupations within the nation's occupational pyramid profile.

B. EL SALVADOR

FINDINGS CONCERNING NON-FORMAL EDUCATION IN EL SALVADOR

WITHIN THE MOE

1. There are nine non-formal education/training programs under the direction of the Division of Adult and Continuing Education, all of which are under-funded, lack articulation within themselves, and lack coordination with other germane institutions or governmental bodies closely associated with the programs themselves.
2. At this time, the programs are in the embryonic stages of development and implementation.
3. At best, the programs represent a strong commitment from persons involved - including student associates - but marginally contribute to meeting manpower training needs in their target areas.
4. Six of the programs are aimed at providing basic education to adults: Básica Acelerada, Orientada, Funcional, Cívica, Defensa, and Voluntariada.
5. Three of the programs provide job oriented skill training to adults: Educación Funcional de Asociados - Zapotitán, Capacitación Rural, and Capacitación Urbana.
6. In terms of budget, staff, and enrollment, the largest non-formal education/training program is Educación Básica Acelerada, a national level program providing condensed academic skills to approximately 32,000 individuals.
7. The programs which appear to have some potential for meeting the most urgent manpower training needs of the country are:
 - a) Educación Funcional entre Asociados, Distrito de Avenamiento y Riego - Zapotitán
 - b) Capacitación Laboral Rural
 - c) Capacitación Laboral Urbana

Educación Funcional entre Asociados, Distrito de Avenamiento y Riego - Zapotitán serves 1,205 campesinos, but is not yet a fully

funded, lack articulation within themselves, and lack coordination with other germane institutions or governmental bodies closely associated with the programs themselves.

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 - c) Capacitación Laboral Urbana

Educación Funcional entre Asociados, Distrito de Avenamiento y Riego - Zapotitán serves 1,205 campesinos, but is not yet a fully developed comprehen-

developed comprehensive program for meeting training needs of rural people in the Zapotitán area.

Capacitación Laboral Urbana serves approximately 1,300 individuals and is a comprehensive skill formation program for urban dwellers throughout El Salvador. This integral formation program includes basic education, family education, and skill training. The basic characteristics of the Capacitación Laboral Urbana program are community involvement and services for both men and women -- the women's program component is actually broader than the men's. Strong demand for this program has manifested itself in excellent retention rates.

Capacitación Rural, serving about 1,300 persons, provides short term job skill training without basic education. The training time span of one week may not be sufficient to provide rural dwellers with adequate job skill training.

8. Overall, the adult and continuing education/training programs represent the least expensive education efforts within MOE, and get the least amount of economic allocations; yet these programs represent a strong potential for reaching a significant number of Salvadoreans who are in urgent need for training.
9. The total number of persons served during 1974 through the non-formal adult and continuing education/training programs was estimated to be 41,000.

B. EL SALVADOR

OPERATIONAL SERVICES

	FE Y ALEGRÍA	CREFAL	FUNPROCOOP	UNIVERSIDAD CAMPESINA	FED :S	CGS	SUTC	NAC	CENAP	FOCCO	ASISTEM	INSAFOCCOOP
ational Level	X			X		X	X	X		X	X	X
egional Level			X		X							
ocal Level		X							X			
fficial Curriculum	X											
ort Courses with valuation	X							X	X			
ort Courses without valuation	X	X	X	X	X	X	X	X	X	X	X	X
pecific Capacitation courses	X		X	X	X			X	X	X	X	X
pecial Technical seminars									X			
anned Sequence of offerings	X							X				
n-the-job Training			X					X		X	X	X
ommunity Services	X	X	X	X	X			X		X		X
ollow-up Information system	X			X				X				

B. EL SALVADOR

Education and Human Resources Development

Completion of an A.I.D.-assisted comprehensive analysis of the education sector in FY 1976 will establish a basis for planning by the Government for improving the accessibility, relevance, and quality of public education over the next decade. Initial findings of the analysis and other studies conducted by A.I.D. have led to initiation in FY 1976 of a pilot project in fundamental education and skills training.

- Resource limitations restrict the pilot activity to an urban poor target group, but the project will develop the capacity of the Adult Education Division of the Ministry of Education to plan and carry out a similar program on a larger scale to reach rural towns throughout the country.
- A.I.D. will help finance part of this program with a FY 1977 loan of \$3 million.
- The nonformal training will be directed at the 68% of the labor force classified as unskilled; it will equip the trainees with the minimal requirements for productive employment in industrial and service trades.
- A.I.D. will provide consultant services to further education and training programs that seek to address the findings of the sector analysis

B. EL SALVADOR - A.I.D. GRANTS INVOLVING EDUCATION & TRAINING

<u>Teaching Goals</u>	<u>Project No.</u>	<u>Title</u>
Family Planning	519-15-580-149	Health & Family Planning
Vocational Skills	519-15-670-170	Fundamental Education & Skills Training

Country: EL SALVADOR

GRANT ACTIVITY DATA

Table B-1

TITLE Fundamental Education and Skills Training		FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000)	
NUMBER 519-15-670-170		PRIOR REFERENCE FY 1976 Latin America Programs, p. 109	FY 77 188	SCHEDULED FINAL OBLIGATION
			FY: 1976	FY: 1977

Project Target and Course of Action. To help develop the institutional capability of the Government to plan, administer, and evaluate innovative, non-formal, short-term, vocational skills training programs for the rural and urban poor. Assistance will be provided for the collection, processing, and analysis of data required for the final design of an expanded loan-funded program for the establishment of a national non-formal education and training system. Courses will be given to approximately 2,000 persons in such areas as construction trades, auto mechanics, tailoring, dressmaking, and rural handicrafts. Counseling and guidance services will also be provided.

Progress to Date. Under an A.I.D.-funded contract with San Jose State University, a preliminary feasibility study was conducted. Approval of the project is expected early in 1976, after which A.I.D. will begin contracting advisory personnel for project coordination, research, vocational training, administration, curriculum preparation, teacher training materials production, and guidance services.

Related Activities. The World Bank is cooperating with the Ministry of Education in a \$17 million basic education program, a small part of which will be devoted to non-formal education, primarily in agricultural practices for the rural population. This non-formal education effort will be

coordinated with these activities. Government counterpart contributions to this project are estimated at \$150,000 and consist of personnel, training facilities, equipment, expendable materials, and other logistical support. This amount represents approximately 27% of total project costs.

FY 1977 Program

U.S. Technicians: Five short-term non-formal education consultants (ten technician-months) in project coordination, teacher training, curriculum development, materials production, and guidance services.

Participants: Four for 48 trainee-months in specialized fields of vocational training.

Commodities: Teaching equipment.

Other Costs: One third-country national education planning adviser, a local-hire secretary, local costs for carrying out training courses, and invitational and operational travel.

IV-B10

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Through 6/30/75	—	—	—											
Estimated FY 76	186	47		U.S. Technicians . . .	—	50	50	—	10	10	—	50	50	To be selected.
Estimated through 6/30/76	186	47	139	Participants	15	—	15	—	—	—	32	—	32	
Estimated Transition Quarter	30	Future Year Obligations	Estimated Total Cost	Commodities	41	—	41	—	—	—	35	—	35	
Proposed FY 77	188	—	404	Other Costs	65	15	80	4	16	20	53	18	71	
				Total Obligations . .	121	65	186	4	26	30	120	68	188	

Country: EL SALVADOR

GRANT ACTIVITY DATA

Table B-2

TITLE Health and Family Planning		FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000)	
NUMBER 519-15-580-149		PRIOR REFERENCE FY 1976 Latin America Programs, p. 108	FY 77 614	SCHEDULE OF FINAL OBLIGATION FY: 1966 FY: 1978

Project Target and Course of Action. To assist in the establishment of an institutional capability in El Salvador to provide a minimum of 174,000 women of fertile age with effective methods of contraception. Under the project, resources will be provided to help the National Population Commission implement the National Population Policy.

Progress to Date. Since 1966, significant progress has been made by the Government of El Salvador in the family planning field. The following were among the more notable accomplishments in 1975: 1) A plan for implementing the official population policy was formulated and approved. 2) One hundred thousand fertile-age women were using contraceptives in organized family-planning programs. 3) Fourteen thousand male and female sterilizations were performed. 4) A mass-media program advertising family planning services was launched. 5) Forty-five agricultural extension agents and 700 rural leaders were trained in family planning. 6) The distribution of condoms in rural areas and at factories was initiated. 6) A new technique reducing the time required for female sterilization to as little as three to six minutes was perfected, and nine physicians were trained in its use.

Related Activities. Other donor organizations providing assistance to population-related activities include the International Planned Parenthood Federation, Association for

Voluntary Sterilization, Pathfinder, Population Council, World Education, Family Planning International Assistance, and United Nations Fund for Population Activities. These organizations are expected to provide approximately \$1.8 million to fund personnel and equipment costs and international training and other supportive activities. The Government contribution to this project is estimated to be over \$8 million, consisting of personnel costs for medical and administrative services, and commodity purchases (including contraceptives). This represents over 50% of the total cost of the project.

FY 1977 Program

U.S. Technicians: Three advisors in health administration and family planning program evaluation (6 technician-months).

Participants: Eight for 69 trainee-months in family planning administration, evaluation, and other fields.

Commodities: Contraceptives, medical equipment and kits, village health kits, surgical equipment and audio-visual materials.

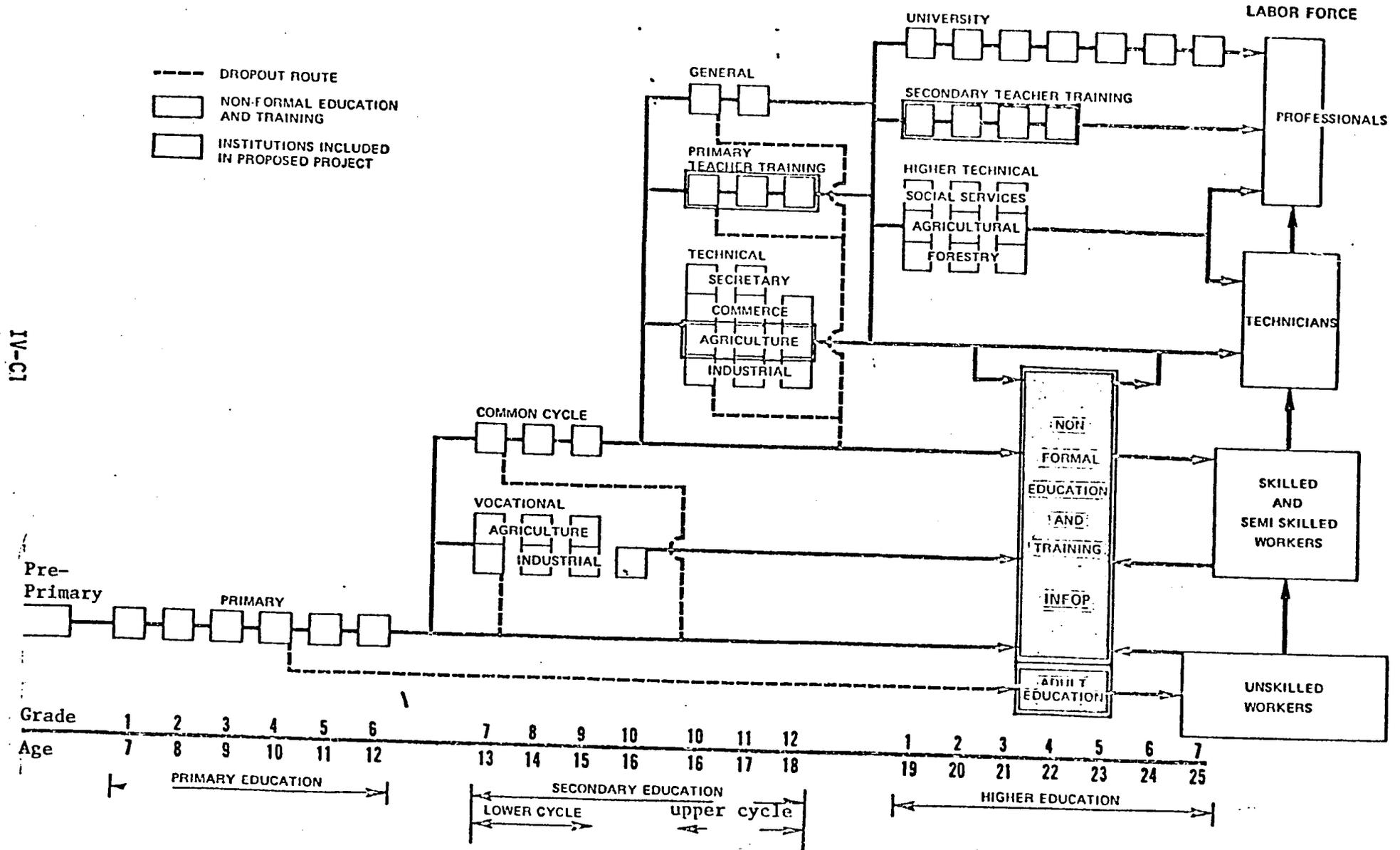
Other Costs: Local costs of Rural Health Aides program.

IV-811

			U.S. DOLLAR COST (In Thousands)									PRINCIPAL CONTRACTORS/ AGENCIES		
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Contractor(s) to be selected.
Through 6/30/75	3,499	2,960	539											
Estimated FY 76	820	915		U.S. Technicians ...	-	60	60	-	-	-	-	24	24	
Estimated through 6/30/76	4,319	3,875	444	Participants	61	-	61	14	-	14	56	-	56	
Estimated Transition Quarter	111	Future Year Obligations	Estimated Total Cost	Commodities	604	-	604	87	-	87	421	-	421	
Proposed FY 77	614	843	5,887	Other Costs	59	36	95	10	-	10	113	-	113	
				Total Obligations ..	724	96	820	111	-	111	590	24	614	

C. HONDURAS
 STRUCTURE OF THE FORMAL AND NON-FORMAL SYSTEM OF EDUCATION
 AND TRAINING 1972

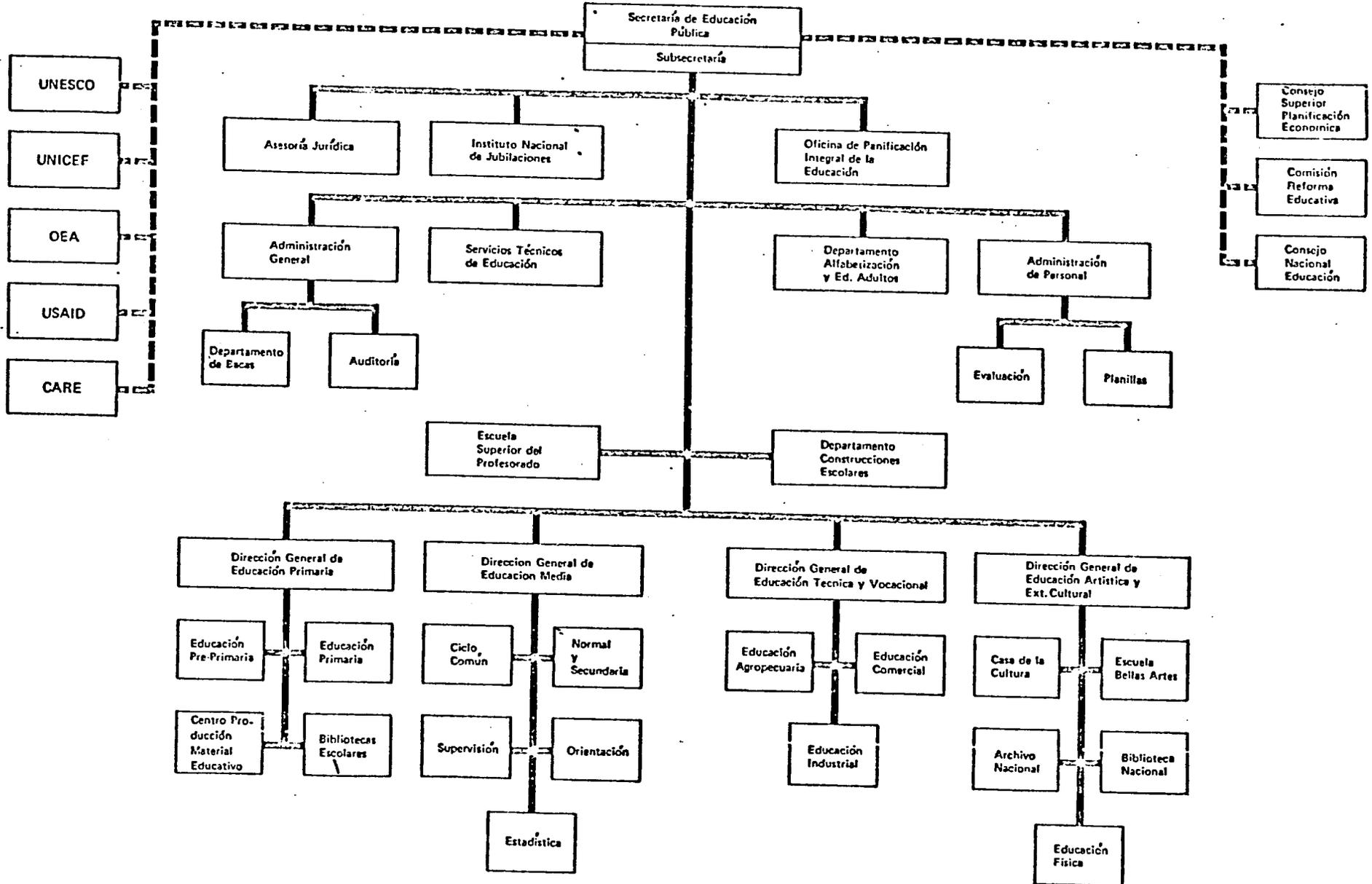
Chart C-1



HONDURAS
 Organization Chart
 Ministry of Education

Chart C-2

IV-C2



C. HONDURAS - SPECIALIZED AND CONTINUING EDUCATION ORGANIZATIONS

- Instituto Técnico Luis Bogran - Tegucigalpa
 - Instituto Vocacional Honduras - Tegucigalpa
 - Centro Técnico Hondureño Alemán - San Pedro Sula
 - John F. Kennedy School - San Francisco
 - El Sembrano School - Carbón
 - National School of Agriculture - Catacamas
 - National School of Forestry - Siguatepeque
- } Ministry of Natural
Resources

C. HONDURAS

FINDINGS CONCERNING NON-FORMAL EDUCATION AND TRAINING

IN HONDURAS - OUTSIDE OF MOE

Training programs for artisans, skilled workers, supervisors and managers have been organized, but are on such a small scale that they have little impact on the economy. In the rural areas, programs are under way to motivate and organize peasant groups for cooperatives and to train leaders and managers for the implementation of the Agrarian Reform Law. Only about 80 farmers per year are being trained in these programs. There are also training courses for agricultural extension agents and for farmers; these courses are being given by only one center, established in Comayagua by the Rural Development Office of the Ministry of Natural Resources. The center's output averages 280 per year. Its training effort is handicapped by inadequate physical facilities and insufficient funds for operation. Action is needed to correct this situation and to expand the program.

To improve the quality of the work force and provide new training opportunities for adults and out-of-school youths, the Instituto Nacional de Formación Profesional (INFOP) was created in December 1972. It is preparing a program to satisfy the large training needs of the country's expanding industrial areas and to increase worker productivity. INFOP is an autonomous agency governed by a board of directors representing the Government, private enterprises and trade union and is financed by a 0.5% levy on public wages and a 1% levy on wages paid by autonomous institutions (except the National University) and private enterprises employing five or more workers or having capital assets of US\$ 10,000 or more. Although difficulties in collecting these levies are foreseen, it is expected that the recurrent expenses of the training programs will be met. Extensive technical and financial assistance is required, however, to expand and accelerate implementation of a program suited to regional needs.

TECHNICAL AND VOCATIONAL EDUCATION

Courses aimed at the training of skilled workers for industry are offered in three institutions: the Instituto Técnico Luis Bográn, the Instituto Vocacional Honduras, both in Tegucigalpa, and the Centro Técnico Hondureño Alemán in San Pedro Sula. Admission to all courses is by examination and the following levels are offered (Annex 3):

- (a) Perito Industrial. This is a post-primary training course of four years' duration, students spending half their time on workshop activities. Enrollment was 528 and output 40 in 1972 and wastage rate more than 70%.
- (b) Bachiller Técnico. This is a three-year upper secondary course offered only at the Instituto Técnico Luis Bográn in Tegucigalpa. In 1972 out of 93 students enrolled 18 graduated, most of them entering the university. These courses are severely criticized by

the industrialists, who claim that the training given is not related to industrial needs and that a graduate has to be given further intensive on-the-job instruction. The curriculum is inflexible and no means exist to adapt it periodically to the needs of the industrial sector. Furthermore, wastage is extremely high and output very low, with resultant high cost per graduate. As almost all of the Bachilleres Técnicos enter university, mainly in academic fields, it is unlikely that they will ever effectively utilize their skills in employment, with consequent waste of the money invested in training them.

- (c) Técnico Industrial. This is a three-year apprenticeship course after completion of the three-year lower cycle of secondary education. Students spend four days per week in the workshops and one day in the classroom. This course is offered only at the Centro Técnico Hondureño Alemán, in San Pedro Sula, and is receiving technical assistance from the Federal Republic of Germany. Enrollment was 176 in 1972 and output 49, all of whom were placed in industry. The quality of training is high and the wastage low, but the cost per graduate is exorbitant.
- (d) Upgrading. These are evening courses for employed workers and are of varying length. In 1972 enrollment was 651.

Courses in commercial education are offered in 51 private schools, five semi-public and two public. Enrollment in 1972 was 6,551 in commercial streams leading to the title Perito Mercantil y Contador Público and 1,030 in the Secretarial Stream. Output was 527 and 215, respectively, and is more than adequate to meet demand, although some quality improvement is desirable.

Dressmaking, shorthand, typing, home economics and beauty culture are popular courses run by the Instituto Vocacional Honduras and other specialized schools. Entrance requirements to most of these courses are primary school-leaving certificates, and enrollment in 1972 was about 1,700. Length of the courses varies from one to three years.

AGRICULTURAL EDUCATION

Three-year post-primary courses leading to the "Perito Agrícola" certificate are offered at the John F. Kennedy School, San Francisco, and El Sembrano School, Carbon. The former is a public school, while the latter is a private evangelical school. Enrollment in 1972 was 183 and output 44.

Courses at the upper secondary level are offered by the National School of Agriculture, Catacamas, and by the National School of Forestry, Siguatepeque, both being three-year courses leading to the "Bachillerato in Agricultural Sciences" and to the Forestry Guard Certificate, respectively. Both schools are under the Ministry of Natural Resources. The School of Forestry is receiving UNDP/FAO assistance.

Enrollment at the National School of Agriculture at Catacamas in 1972 was 170, out of which 61 graduated. Due to the poor quality of the teaching and irrelevance of the curriculum, very few of the graduates were employed, although there is a demand for middle level agricultural technicians.

NON-FORMAL EDUCATION AND TRAINING

Activities in this field may be classified as follows: (a) literacy, general education, culture and social work; (b) vocational training; (c) rural development; and (d) radio programs.

(a) Literacy, General Education, Culture and Social Work

- (i) The Ministry of Education operates 97 Literacy Centers staffed by primary school teachers. Course duration is six months and enrollment nearly 3,000. External assistance is being received from several agencies in the form of specialists, equipment and some teaching materials.
- (ii) Adult primary schools of six years' duration are administered by the Ministry of Education, and staffed by primary school teachers; content, methods and techniques are similar to those used for children. There are 47 schools operating the scheme with nearly 13,000 adults enrolled, of which about 5,000 are women.
- (iii) A program organized by the National Social Welfare Committee (Junta Nacional de Bienestar Social) under the auspices of the Ministry of Labor includes community social development, social services, vocational training for delinquent children and adolescents, and a pilot project for reconstruction and rural development with community cooperation.
- (iv) A health program is operated by students of the Faculty of Medicine of the National Autonomous University of Honduras, who are required to work for one year in rural communities after completion of their studies.

(b) Vocational Training

- (i) Between 1969 and 1972 courses were offered by the Ministry of Labor, National Manpower Department, in a variety of trades at a small training center in Tegucigalpa. Both accelerated and upgrading courses were offered and 312 workers were trained. The courses were discontinued at the end of 1972.
- (ii) To put vocational training on a sounder financial basis, the Instituto Nacional de Formacion Profesional (INFOP) was created by supreme decree in December 1972. It is responsible for training for all levels of employment and all sectors of the economy and is financed by a levy.

on wages and salaries. INFOP is an autonomous agency governed by a board of directors composed of the Minister of Labor, Minister of Education, Minister of Economy, the Secretary of the Higher Economic Planning Council, two representatives of the Consejo Hondureno de la Empresa Privada and two representatives of the Confederacion de Trabajadores de Honduras. Technical assistance is being received from UNDP/ILO, CIDA and the Spanish Government and many training activities are being planned. Upgrading training of existing workers is a priority need to which much emphasis is being given. In addition, plans for the establishment of vocational training centers at Tegucigalpa, San Pedro Sula and La Ceiba are advanced.

- (iii) Since 1960 the Centro Cooperativo Tecnico Industrial (CCTI), an autonomous institution sponsored by the Ministry of Finance, USAID, and the National Industrial Association, has organized several types of training programs. Activities have been concentrated on training of personnel employed in enterprises, training of managers for small cooperatives, artisan training in the villages and organizing the Handicraft Center at the Valle de Angeles. There were 1,427 participants in the industrial courses and 157 trainees in the artisan courses in 1972. The program has been well received in all quarters; however, due to the reported termination of the USAID technical assistance by mid-1973, the future of this program is uncertain.
- (iv) Several of the larger enterprises have established their own in-plan training program for the upgrading of their existing workers and for apprentice training. With INFOP participation starting in 1974, it is expected that this program will improve.

(c) Rural Development

- (i) The main task of the National Agrarian Institute (Instituto Nacional Agrario - INA) is to implement the Agrarian Reform Law and for that purpose it offers training programs aimed at activating and organizing peasant groups for cooperatives and training leaders. INA is operating a training center at Guanchias, Department of Yoro, with a capacity of 80 trainees, and a second center, at Tocoa, is under construction.
- (ii) An Integrated Development Project at Gracias a Dios is operated by the Ministry of Education. The project covers two areas, Lempira and Gracias a Dios, with five communities in the area. Rural adult education includes literacy, general education, accounting, agriculture, health, domestic service, sewing and recreation. The staff consists of educators,

(iii) Agricultural extension services are operated by the Rural Development Office (DESARRURAL) under the Ministry of Natural Resources. There are seven regional offices including one national center and 52 extension agencies staffed by 34 professionals and 68 technicians in agriculture. Training of extension workers and short courses for farmers are offered at only one training center, at Comayagua, which has a capacity of 55 trainee places.

(d) Radio Program

This program is carried out by the Ministry of Education with the voluntary participation of the business community and the Catholic Church. Objectives of the program are community development, organization of peasants, and skill training. The courses are offered in two-hour daily programs and there are 1,192 base centers in 13 departments, with an enrollment of about 20,000 students. Specialized staff at the Central Office is supported by supervisors, coordinators and monitors (one for each base center).

C. HONDURAS

Education and Human Resources Development

In FY 1977, a rural education loan and grant technical assistance program will help the Ministry of Education institutionalize the capacity of:

- design and test curricula for adult education and rural primary education;
- construct and equip facilities in rural communities to serve both as primary schools and centers for adult education;
- introduce practical skills to rural primary school students and out-of-school youth and adults to enable them to deal better with their environment and to open the door to further economic and educational opportunities.

The Honduran Government's successful implementation of a Five-year National Development Plan will require significant strengthening of public agencies.

A combined technical assistance and loan Development Management program will strengthen:

- delivery of public services;
- management of Honduran public agencies.

In-house management training and consulting capacities will be developed to serve all public sector agencies:

- In its first years, the program will concentrate on key central and autonomous institutions which are involved in rural development.

HONDURAS - A.I.D. GRANTS INVOLVING EDUCATION AND TRAINING

<u>Teaching Goals</u>	<u>Project No.</u>	<u>Title</u>
Farm Equip. Operators	522-15-190-123	Small Farmer Technologies
Farm Equip. Mechanics	522-15-190-123	Small Farmer Technologies
Family Planning	522-15-580-130	Integrated Rural Health/ Family Planning Services
Maternal Health	522-15-580-130	Integrated Rural Health/ Family Planning Services
Paramedics	522-15-580-130	Integrated Rural Health/ Family Planning Services
Health	522-15-580-130	Integrated Rural Health/ Family Planning Services
Fundamental Educ.	522-15-690-119	Rural Education
Nutrition	522-15-690-119	Rural Education
Health	522-15-690-119	Rural Education
Hygiene	522-15-690-119	Rural Education
Agricultural - General	522-15-690-119	Rural Education

Country: HONDURAS

GRANT ACTIVITY DATA

Table C-1

TITLE Non-Formal Rural Education	FUNDS	PROPOSED OBLIGATION (\$'000)	
	EDUCATION AND HUMAN RESOURCES DEVELOPMENT	FY 76	155 ^{5th Q.} 260
NUMBER 522-15-690-108	PRIOR REFERENCE	INITIAL OBLIGATION	SCHEDULED FINAL OBLIGATION
	p. 130, Latin America, FY 1975, P.D.B.	FY: 1976	FY: 1978

Project Target and Course of Action. To develop an alternative learning system directed toward low income men and women to enhance their ability to improve incomes and standards of living. The program will train rural leaders and young adults in basic and intermediate agricultural technology, hygiene, elementary nutrition, family planning, literacy and numeracy. A.I.D. will support preparation of multidisciplinary training facilities located within agricultural areas which are to receive priority in the government's agrarian reform program, with top priority given to areas where campesino agricultural enterprises have been established. Special attention will be given to rural women through training programs designed to expand the role she plays in the development process. A.I.D. will also support the establishment of a radio transmitter to expand the geographic range of the program; the training of facilitators at the village level to provide the transmission and feedback linkages between the project's directors and rural beneficiaries; and the establishment of a centralized, program production unit responsible for audio-visual materials responsive to the needs of the campesino groups drawing on specialized national agencies for technical inputs.

Related Activities. The Planning Council is coordinating the design of this project on a nationwide basis. It will complement an agriculture technology-training program for beneficiaries of the Agrarian Reform Program. The government's contribution to project costs will total about 30% over the life of the project in counterpart participant salaries, maintenance costs and facilities.

FY 1976 Program. The initiation of project activities was delayed for one year because of Hurricane Fifi.

U.S. Technicians: A Rural Education Specialist, a Mass Media Specialist, and an Intermediate Technology Specialist.

Commodities: Audio-visual equipment and training materials.

Other Costs: Local materials and contracts for training as well as miscellaneous costs associated with short term in-country training for 100 project personnel.

5th Quarter. Continue technicians contracted in FY 1976; short term specialists including evaluators; radio transmitting equipment, training materials and in-country training costs.

IV-C12

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES			
Through 6/30/74	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS								
					Estimated FY 1975			Proposed FY 76			Proposed 5th Q.		
Estimated FY 75					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total
Estimated through 6/30/75				U.S. Technicians									
				Participants									
				Commodities									
Proposed FY 76	155	Future Year Obligations	Estimated Total Cost	Other Costs									
Proposed 5th Quarter	260	250	665	Total Obligations									

To be selected

Country: HONDURAS

GRANT ACTIVITY DATA

Table C-2

TITLE Rural Education NUMBER: 522-15-690-119	FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000) FY 77 97	
	PRIOR REFERENCE Sec. 113 notification to be transmitted	INITIAL OBLIGATION FY: T Q	SCHEDULED FINAL OBLIGATION FY: 1979

Goal. To improve the educational opportunities and basic skills of the low-income rural population.

Purpose. A) To provide rural primary students with an education that is more relevant and more accessible. B) To provide functional, non-formal education to the rural adult population.

Background. The Honduran Government is undertaking major programs to improve the quality of life of the low-income rural population. A major constraint to these efforts is the low educational level of rural people. An estimated 60% are illiterate and 89% of children enrolled in school fail to complete the sixth grade. To combat this problem, the National Development Plan calls for programs to improve access to primary schools, make the school curricula more relevant and teach basic skills to adults. A.I.D. will support this initiative by helping the Government expand its pilot central and satellite schools, and design new curricula and materials for primary school classes and adult education programs that will operate in the same community facilities. Assistance will be provided to adapt non-formal education methodologies for adults in such areas as agriculture, nutrition, and basic health and hygiene. Community workers and school teachers will be trained and the capacity of the Ministry of Education will be improved. The program consists of this technical assistance activity and a proposed \$5.0 million loan.

Outputs

- Central and satellite schools modified and equipped to serve over 40% of the rural population.
- 2,000 teachers trained by 1979.
- 500 community workers trained by 1979.
- Educational evaluation system in operation.
- 24 new curriculum outlines developed.
- Texts and supplementary material produced.
- Radio and cassette tape programs developed.
- Ministry staff increased and trained.

Host Country and Other Donors. The host country contribution of \$2.5 million will equal over 29% of total program costs (including the A.I.D. loan). It will support: classroom construction; acquisition of materials, equipment, and livestock; and increased staff and training. UNESCO is expected to provide grant technical assistance to develop a program for junior high school equivalency education for youths not in school. The Interamerican Development Bank may assist in adult vocational or non-formal education.

FY 1977 Program. Technicians: (U.S. or third country) Education Planner, Non-Formal Education Specialist, Curriculum Designer, Evaluator, and Mass Media specialists (18 worker-months).

Participants: 9 months of short-term training in Mexico or Guatemala in curriculum design and non-formal education materials production.

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency		Total	Direct AID	Contract/ Other Agency	Total
Through 6/30/75	—	—	—								To be selected			
Estimated FY 76	—	—	—											
Estimated through 6/30/76	—	—	—	U.S. Technicians ...	—	—	—	—	450	450		—	86	86
Estimated Transition Quarter	500	Future Year Obligations	Estimated Total Cost	Participants	—	—	—	50	—	50		11	—	11
				Commodities	—	—	—	—	—	—		—	—	—
Proposed FY 77	97	403	1,000	Other Costs	—	—	—	—	—	—		—	—	—
				Total Obligations ..	—	—	—	50	450	500	11	86	97	

Country: HONDURAS

GRANT ACTIVITY DATA

Table C-3

TITLE Integrated Rural Health/Family Planning Services (formerly Health and Family Planning, 522-11-580-065) NUMBER 522-15-580-130	FUNDS	PROPOSED OBLIGATION (\$000)	
	Population Planning and Health	FY 77	480
	PRIOR REFERENCE	INITIAL OBLIGATION	SCHEDULED FINAL OBLIGATION
	FY 1975 Latin America Programs, p. 171	FY: 1976	FY: 1980

Project Target and Course of Action. To reduce population growth rates by providing family planning services in rural areas through the Ministry of Health's national Rural Penetration Program. This program also seeks to deliver basic health services through the use of paramedical personnel in a network of 500 rural health centers and ancillary facilities. A.I.D. will assist in the preparation of personnel to staff the centers and the provision of facilities to train them, and will provide a substantial amount of contraceptives.

Progress to Date. Maternal child health and family planning clinics and their administrative structure, developed and supported by A.I.D., have now been fully integrated into the Ministry of Health (MOH). The MOH and interested communities have already built 150 rural health clinics. The MOH will continue to support construction of an additional 350 centers by 1980. Also, during FY 1976, several international intermediary organizations receiving A.I.D. support will conduct training courses and support complementary activities sponsored by the Honduran Family Planning Association (HFPA).

Related Activities. The HFPA has received preliminary approval of proposals made to the Pathfinder Fund and the Association of Voluntary Sterilization: (1) to support the expansion of a pilot community-based distribution program for oral contraceptives and condoms in two major urban areas and appropriate rural areas; and (2) to establish a facility for low-cost sterilization in Tegucigalpa. The HFPA will also

enlarge its present mass-communication program on 19 radio stations throughout the country to enhance popular understanding of family planning. An Inter-American Development Bank (IDB) loan of \$14 million helps improve existing major health facilities and establish approximately 250 rural health centers. The IDB is also providing grant funding for technical assistance and training to strengthen the MOH's managerial capabilities. Honduran Government counterpart for the IDB loan and activities funded by this project is conservatively estimated at \$2.5 million for construction costs. The Government will provide an equivalent amount in salaries, medical supplies and contraceptives.

FY 1977 Program. Two new regional training centers will open in the north, bringing the total in operation to five. **U.S. Technicians:** Short-term specialists to design an evaluation system, and help plan the curricula for in-country training of paramedics and the health outreach system, including administration and logistics (8 worker-months).

Participants: 10 for 1 month each in community health.

Commodities: One mini-computer to service the client record system, training equipment and contraceptives.

Other Costs: Local contracts for rehabilitation of additional training centers and in-country training for paramedical personnel.

IV-C14

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency		Total	Direct AID	Contract/ Other Agency	Total
Estimated FY 76	335	100		U.S. Technicians ...	-	30	30	-	-	-	-	40	40	To be selected.
Estimated through 6/30/76	335	100	235	Participants	-	7	7	-	-	-	-	7	7	
Estimated Transition Quarter	65	Future Year Obligations	Estimated Total Cost	Commodities	144	-	144	65	-	65	126	-	126	
Proposed FY 77	480	2,147	3,027	Other Costs	154	-	154	-	-	-	307	-	307	
				Total Obligations ...	298	37	335	65	-	65	433	47	480	

Country: HONDURAS

GRANT ACTIVITY DATA

Table C-4

TITLE Small Farmer Technologies 6 NUMSER 522-15-190-123	FUNDS Food and Nutrition	PROPOSED OBLIGATION (1000)	
	PRIOR REFERENCE Sec. 113 notification to be transmitted	FY 77 FY: T Q	243 FY: 1979

Goal. To increase the productivity and income of the rural poor of Honduras by providing the means for more efficient utilization of land and labor.

Purpose. To enable owner-operators of agrarian reform farms, private cooperatives, and small independent farms to develop more profitable farm enterprises through the provision of appropriate technology.

Background. Hundreds of new farm groups have been established in recent years as a result of the agrarian reform program and a surge in the growth of cooperative organizations. Since these farms are new and have been weakened by natural disasters, they have been unable to mobilize the capital needed for even minimal investments in labor-complementing farm power. This project seeks to identify and make available to these small farmers the appropriate labor-augmenting technologies to enable them to more efficiently utilize underemployed land and human resources.

Outputs. This project is expected to benefit directly 8,000 small farm families, and to institutionalize a process that will eventually benefit thousands more rural Hondurans.

— Farm equipment and machinery needs will be identified according to crops, plot size, and ecological zone.

- Appropriate farm power will be made available.
- Credit will be available to farm groups through the National Development Bank.
- ~~Equipment operators and mechanics will be trained.~~

Also, in FY 1977 a development loan of \$6 million is proposed for the broad scale implementation of this program. The loan would cover certain costs of equipment for training centers and equipment pools, and technical assistance and credit to small farmers for the purchase of appropriate power and other on-farm investments. Host Country and Other Donors. Official Honduran contributions will amount to \$2.5 million, 27% of total program costs, including the A.I.D. loan. These funds will provide commodities (\$1.6 million), training centers (\$.5 million), and equipment pools and custom services (\$.4 million).

FY 1977 Program

U.S. Technicians: Approximately 43 worker-months of long and short-term expertise in such areas as agricultural engineering, agricultural economics, intermediate technology, and heavy equipment maintenance.

Other Costs: Research expenses and local training programs.

IV-C15

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	
Through 6/30/75	--	--	--		--	--	--	--	--	--	--	--	--	To be selected.
Estimated FY 76	--	--	--	U.S. Technicians ...	--	--	--	--	350	350	--	200	200	
Estimated through 6/30/76	--	--	--	Participants	--	--	--	--	--	--	--	--	--	
Estimated Transition Quarter	450	Future Year Obligations	Estimated Total Cost	Commodities	--	--	--	--	--	--	--	--	--	
Proposed FY 77	243	107	800	Other Costs	--	--	--	100	--	100	43	--	43	
				Total Obligations ...	--	--	--	100	350	450	43	200	243	

D. JAMAICA - Formal Education Structure

<u>Levels</u>	<u>Ages</u>	<u>% of eligible student population attending</u>	<u>Grades</u>	<u>Institutions - Number</u>
Pre-primary	4 - 5+	?	-	Infant Schools, Infant Departments; Basic Schools
Primary & All-Age	6 - 11 6 - 14+ 6 - 14+	88.5	1 - 6 1 - 9 1 - 9	Primary Schools - 229 All-Age Schools - 549 Special Schools - (Handicapped) - 4
<u>First Cycle Secondary</u>	12 - 14+ 12 - 14+ 12 - 14+ 13 - 15	83.1	7 - 9 7 - 9 7 - 9 8 - 9	Junior Secondary Schools - 64 Comprehensive High Schools - 3 High Schools - 40 Technical High Schools - 6
<u>Second Cycle Secondary</u>	15 - 19+ 15 - 19+ 15 - 17+	10.0	10 - 13 10 - 11 10 - 11	High Schools - 40 Technical High Schools - 6 Comprehensive High Schools - 3
<u>Vocational Education</u>	15+ - 17+ 15+ - 17+			Vocational Schools -4 Trade Training Centers

JAMAICA - SPECIALIZED AND CONTINUING EDUCATIONAL ORGANIZATIONS

- Ministry of Agriculture
- Ministry of Youth and Community Development - Youth Camps/
Centers
- Ministry of Labour - Trade Training Centers
- Approved Schools - for juveniles assigned by Juvenile Court
- Craft Development Agency
- Jamaica Industrial Development Corporation
- Jamaica Library Services
- Jamaica Youth Corps
- National Literacy Board
- National Volunteers' Organization
- Prisons Department
- Jamaica Institute of Management
- Sugar Industry Labor Welfare Board
- Institute for School Leavers

OTHER TRAINING PROGRAM SPONSORS

- Boy Scouts
- YMCA
- Friends Educational Council
- Jamaican Youth Council
- Boys' Brigade
- YWCA
- 4-H Clubs

- Girls' Brigade
- Things Jamaican Ltd.
- Girl Guides
- All Island Cane Farmers Association
- All Island Banana Growers Association
- Institute of Engineers
- Jamaica Agricultural Society
- Jamaica Association for the Deaf
- National Consumers League
- Jamaica Association for Mental Health
- Jamaica Family Planning Association
- Jamaica Home Economics Association
- Jamaica Livestock Association Limited
- Jamaica National Dance Theater Company
- Jamaica Social Aid Society
- Jamaica Society for the Blind

JAMAICA MOE GOALS RELATED TO NON-FORMAL EDUCATION

- To pursue the expansion and development of agricultural, technical and vocational education at all levels, relevant to the needs of the society and to foster and encourage the agricultural, commercial and industrial sectors to co-operate in the provision of skill training;
- To encourage maximum community involvement in the educational process and the use of all schools as centers for
- To foster the development of Jamaican books with special emphasis on textbook writing, illustration, design and production, as well as the need for the expansion and development of audio visual aids, materials and media with special attention to the use of the ETV and radio as important tools for curriculum development

D. JAMAICA

EDUCATION AND HUMAN RESOURCES DEVELOPMENT

A.I.D. is cooperating with the Organization of American States and the IDB in staffing professional positions and training counterparts within the Investment Programming and Projects Division of the Ministry of Finance, which has the responsibility for managing Government investments in close coordination with the operating ministries.

JAMAICA - A.I.D. GRANTS INVOLVING EDUCATION & TRAINING

<u>Teaching Goals</u>	<u>Project</u>	<u>Title</u>
Health/Nursing	532-11-531-040	Health Improvement for Young Children
Family Planning	532-11-580-041	Family Planning Services

Country: JAMAICA

GRANT ACTIVITY DATA

Table D-1

TITLE Family Planning Services	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000) FY 77	
	PRIOR REFERENCE	INITIAL OBLIGATION FY: 1977	SCHEDULED FINAL OBLIGATION FY: 1980
NUMBER 532-11-580-041		687	

Goal. To reduce the birth rate in Jamaica to 20 per 1,000 by 1980.

Purpose. To assist and strengthen the process of institution building of relevant Government, academic, and private agencies involved in family planning.

Background. A.I.D. has supported the Jamaica family planning program since FY 1966 through an earlier project which is being terminated in the Transition Quarter. The live birth rate has dropped from 39 per thousand in 1965 to 29 per thousand by the end of 1975. The present project will concentrate on the delivery of family planning services through Ministry of Health facilities, with emphasis on rural Jamaica; a family-life education program administered by the Ministry of Education; large scale commercial distribution of contraceptives; and the establishment of a family planning information system.

Host Country and Other Donors. The Government of Jamaica contributes about \$2,200,000 annually to the family planning program. The World Bank provided in 1971 a \$2 million loan for hospital expansion and rural health center construction, and a \$3.2 million loan is being processed for a health/FP nutrition education program. The United Nations Family Planning Association-International Labor Organization provided

in 1974 \$500,000 for family life education for union workers and \$100,000 for contraceptives. International Planned Parenthood Federation grants \$50,000 annually to the Jamaica Family Planning Association.

Outputs. (Cumulative)	FY 77	FY 78	FY 79	FY 80
	(as of end of FY)			
Trained key personnel	10	20	30	40
Health delivery personnel trained	2,000	3,000	4,000	4,500
Academic training for medic, social, nurses, workers	500	1,000	1,500	2,000
Teacher training for family life education	500	1,500	2,700	4,200
FP acceptors	60,000	70,000	95,000	120,000

FY 1977 Program.

U.S. Technicians: Ten short-term contract consultants.

Participants: Twenty-five short-term participant grants.

Commodities: Contraceptives and clinical supplies.

Other Costs: Workshops, seminars, operating expenses for family counseling center.

				U.S. DOLLAR COST (In Thousands)									PRINCIPAL CONTRACTORS/AGENCIES	
	Obligations	Expenditures	Unliquidated	OBLIGATIONS										
				Estimated FY 76			Estimated Transition Quarter			Proposed FY 77				
				Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total		
Through 6/30/75	—	—	—										To be selected.	
Estimated FY 76	—	—	—											
Estimated through 6/30/76	—	—	—											
Estimated Transition Quarter	—	Future Year Obligations	Estimated Total Cost											
Proposed FY 77	687	1,145	1,832											
				Cost Components	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total
				U.S. Technicians	—	—	—	—	—	—	—	120		120
				Participants	—	—	—	—	—	—	25	—	25	
				Commodities	—	—	—	—	—	—	270	—	270	
				Other Costs	—	—	—	—	—	—	272	—	272	
				Total Obligations	—	—	—	—	—	—	567	120	687	

IV-07

Country: JAMAICA

GRANT ACTIVITY DATA

Table D-2

TITLE Health Improvement for Young Children (formerly Health Improvement for Infants) NUMBER 532-11-531-040	FUNCS Population Planning and Health	PROPOSED OBLIGATION (\$500)	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 185	FY 77 INITIAL OBLIGATION FY: 1976	125 SCHEDULED OBLIGATION FY: 1977

Project Target and Course of Action. To assist the Jamaican Ministry of Health Maternal and Child Health unit (MCH) to include nutrition and family planning in its program. The course of action includes (1) the establishment of a system to strengthen and improve prenatal and childbirth services; (2) an assessment of the nutritional status of young children in selected communities, including anthropometric data and information on infant feeding attitudes and practices; (3) training, primarily in-country, of public health nurses and community health aides; (4) assistance to the Ministry in expanding the MCH/Nutritional/FP services to the entire island; and (5) installation of a management information system within the Ministry.

The program will depend almost exclusively on women both as trainers and recipients. The program will also demonstrate the effective use of community health aides for delivery of the integrated MCH/Nutrition/FP services under the close supervision of public health nurses.

Progress to Date. The project is expected to begin in the latter part of FY 1976.

Related Activities. In 1969, the Ministry of Health (MOH),

in collaboration with the University of the West Indies and Cornell University Medical College, established a demonstration rural health/nutrition project at Elderslie, St. Elizabeth Parish, and subsequently expanded to East and West Hanover Parish. Over the past six years the project has demonstrated that community health aides, drawing upon locally available resources, can significantly affect local health conditions, with infant and young child mortality in the demonstration areas having been reduced by 50% or more. Verification of the results of the demonstration project has been completed. As a result of the above, the Government of Jamaica has begun the training of 600 community health aides for eventual assignment throughout the island. The World Bank is preparing a \$3.2 million Health, Family Planning, Nutrition and Education loan from which this project is expected to benefit.

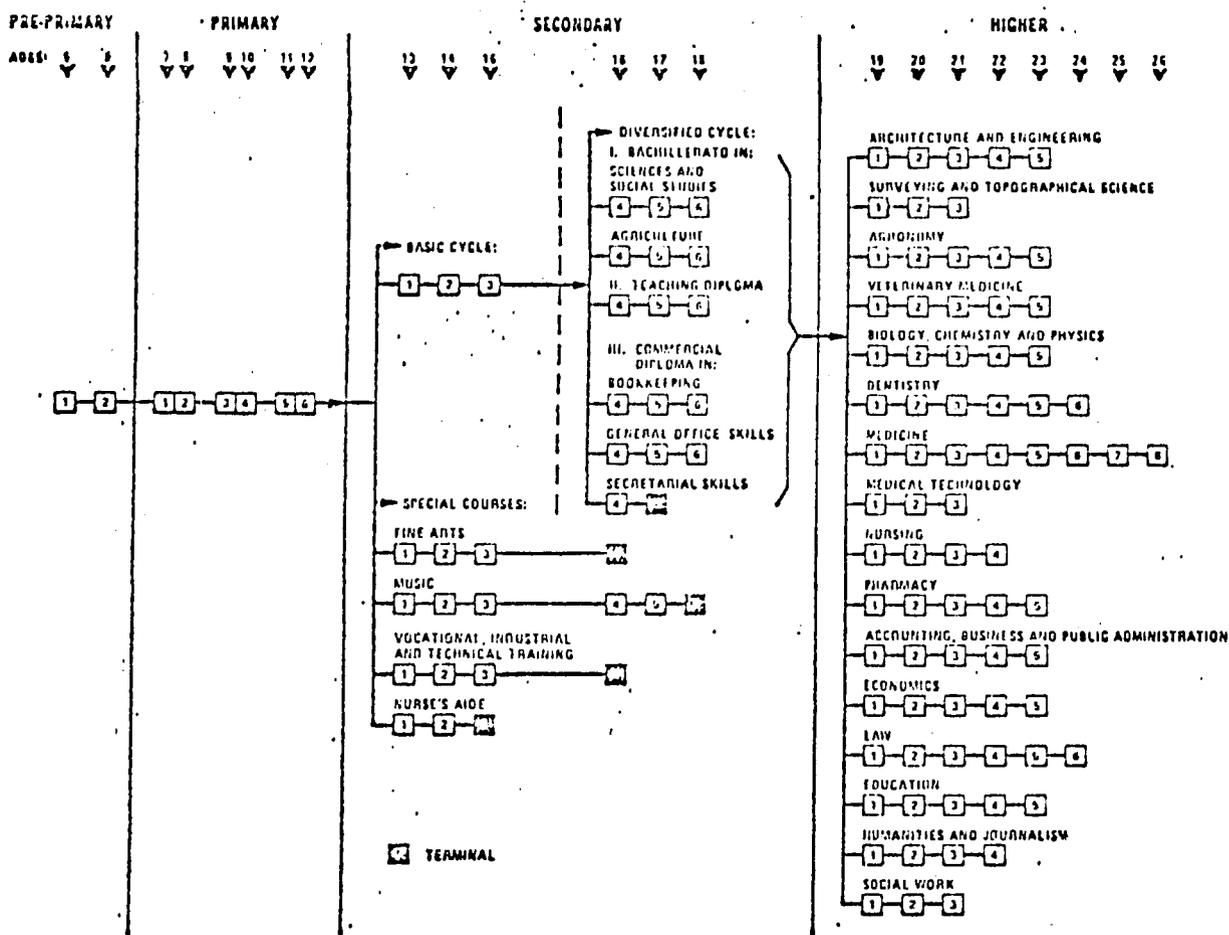
FY 1977 Program. U.S. Technicians: Continuation of two long-term technicians for 18 staff-months to help establish the maternal/child health system and conduct in-country training. Commodities: Vehicles to facilitate internal transport.

IV-08

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES To be selected.			
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS								
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77		
Estimated FY 76	200	50			Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total			
Estimated through 6/30/76	200	50	150	U.S. Technicians	-	125	125	-	50	50	-	100	100
Estimated Transition Quarter	50	Future Year Obligations	Estimated Total Cost	Participants	6	-	6	-	-	-	-	-	-
				Commodities	69	-	69	-	-	-	25	-	25
				Other Costs	-	-	-	-	-	-	-	-	-
Proposed FY 77	125	-	375	Total Obligations	75	125	200	-	50	50	25	100	125

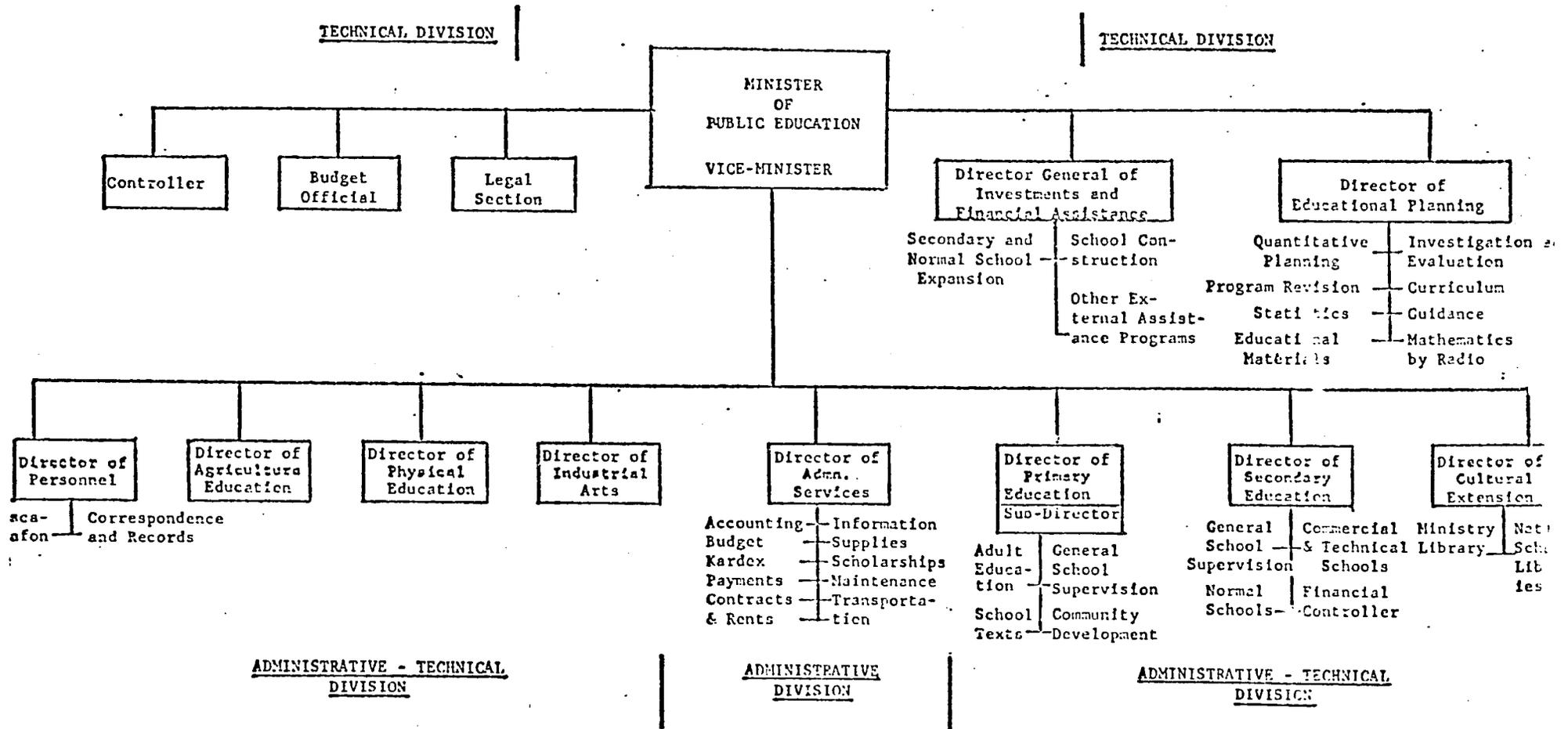
E. NICARAGUA

Figure E-1 STRUCTURE OF THE NICARAGUAN EDUCATION SYSTEM
(Effective 1971)



Source: AID/Nicaragua.

E. NICARAGUA
 ORGANIZATIONAL STRUCTURE
 MINISTRY OF PUBLIC EDUCATION



NICARAGUA - SPECIALIZED & CONTINUING EDUCATIONAL ORGANIZATIONS OR PROGRAMS

- MOE - Accelerated Primary School Program - Adults
- Popular Culture Schools - 27 + centers
- Agricultural Institute Program - 6 schools
- Small Farmer Agricultural School Program - 15 schools
- Programa de Desarrollo Rural - MOE, MOH, MOA
- Ministry of Labor - urban oriented
- Center for Development of Human Resources
- National Apprentice Institute
- Ministry of Health
- Ministry of Agriculture
- National Bank of Nicaragua - small farmer Assistance
- Institute for Campesino Development
- Nicaraguan Institute for Interior and Exterior Commerce
- Instituto Nicaraguense de Desarrollo
- Fundacion Nicaraguense de Desarrollo
- Centros Familiares de Educacion Rural
- Comite Evangelico Pro-Ayuda al Desarrollo
- Centro de Educacion Promocional Agraria
- Instituto de Promocion Humana
- Nicaraguan Demographic Association
- National Board for Social Assistance and Prevention
- Fe y Alegria
- Red Cross
- National Nursing School

E. NICARAGUA

OTHER TRAINING PROGRAM SPONSORS

ACCION CIVICA MILITAR DE LA GUARDIA NACIONAL DE NICARAGUA - Constructs roads and pipelines, conducts studies on the water table of the country. Helps the development of rural schools.

AFL-CIO (American Federation of Labor and Congress of Industrial Organizations) - Conducts seminars and courses at all levels and for all types of unionized labor and their family members, as well as for aspirants to unionization, on subjects connected with unions.

SISTERS OF ST. AGNES - The American Sisters of the Congregation of St. Agnes assist the Nicaraguan Sisters in administering, staffing and financing their programs in parish schools in Managua, Puerto Cabezas, Rosita and Waspan. They also help staff a government-supported clinic in Waspan.

ALFALIT EN NICARAGUA - Offers basic educational programs to adults. Distributes material in the field of literacy. Helps other organizations involved in the same area.

BAPTIST WORLD RELIEF - Baptist World Relief serves as a funding agency for relief and development work for the Baptist World Alliance.

ETHREN IN CHRIST MISSIONS - Operate adult literacy programs and clinics in Esquipulas and Arrollo.

CAPUCHIN FATHERS (Province of St. Joseph) - Conduct rural leadership training for social and economic development, primarily among the Miskito Indians. Provide direction and advice to farmers' cooperatives in Siuna, Rama and Waspan and to credit unions in the larger towns in the Department of Zelaya.

CARE (Cooperative for American Remittances Everywhere, Inc.) - Provides material and administrative assistance for the construction of primary and vocational training classrooms. Helps construct water systems in rural villages. Contributes construction materials, tools and equipment for the construction of schools, clinics and community centers. Develops preventive and public health programs for treatment of local diseases.

CARITAS DE NICARAGUA - Coordinates the development programs in which the Catholic Church is involved. Main importance is placed on programs dealing with the health of the young. They have a program of clinics and housing and the supplying of food to institutions and communities.

CATHOLIC RELIEF SERVICES -- UNITED STATES CATHOLIC CONFERENCE - Provides grants for small community development projects. Funds potable water and irrigation projects in Matagalpa, Somoto, Pueblo Nuevo and San Francisco del Carnicero. Has adult education programs.

INSTRUMENTO DE EDUCACION PROMOCIONAL AGRARIO - Provides training courses for peasant farmers.

CENTRO DE SERVICIO SAN LUCAS - Offers general medical service, dental service and family planning programs to communities in need.

CHRISTIAN REFORMED WORLD RELIEF COMMITTEE - Supports a literature and literacy program. Staffs clinics and social welfare projects.

CHURCH WORLD SERVICE - Church World Service works through CEPAD as the agent for the member churches of the World Council of Churches which support a variety of community development projects.

INSTITUTO DE FOMENTO NACIONAL - Conducts short term courses in agricultural technology, in different regions of the country.

INTERMEDIA - Supports work in a variety of community improvement projects in the social and economic field assisted by a team of technical advisors in agriculture, home skills, cooperatives, public health, etc. Provides training of local volunteers to teach reading, writing and adult basic education.

MARYKNOLL SISTERS OF ST. DOMINIC, INC. - Aids in projects to provide assistance to squatter and slum areas. Aids in national youth programs and in programs for women.

MENNONITE CENTRAL COMMITTEE - Extends credit to cooperatives and small businesses.

THE MORAVIAN CHURCH IN AMERICA, INC. - Maintains a primary and secondary school in Bluefields. Has a hospital and tuberculosis sanitarium in Bilwaskarma and clinics in Puerto Cabezas, Pearl Lagoon, Asang and Sandy Bay. Conducts training programs for registered and practical nurses.

PROYECTO DE VACUNACION Y DESARROLLO COMUNAL EN NICARAGUA (PROVADENIC) - Maintain health clinics and literacy programs on nutrition using visual aids.

QUAKERS DE CENTRO AMERICA - Assist in projects dealing with public health.

SERVICIO VOLUNTARIO MENONITA - Serves the communities that have no medical facilities and those that need help. They have programs in Nueva Guinea, Zelaya, and Matagalpa.

WORLD NEIGHBORS - Develops rural leadership training programs. Initial projects include improvement of schools, literacy programs and improved potable water projects.

E. Non-Formal Education

It has become increasingly evident that learning experiences are not and cannot be limited to formal educational systems. In Nicaragua, as well as in other Latin American countries, the significant amount of planned learning which takes place in a non-formal setting contributes to the socio-economic development of the country, provides needed manpower skills, and opportunities for formal education, or where this education is inaccessible, non-formal education provides an alternative educational network.

Non-formal education is defined here as "any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children."* These educational activities of both the private and public sectors include agricultural extension and farmer training programs, occupational skill training in which no formal certificates are awarded, adult literacy programs, mass media educational projects, health and nutrition education programs at the community level, and other such activities. Sporadic group meetings or personal visits to subgroups at infrequent intervals are not included, nor are those informal educational activities by which individuals acquire and accumulate knowledge, skills, and attitudes through their daily experiences and their exposure to the environment.

This assessment has placed major emphasis on formal educational processes, since most available data and information deal with formal education, where GON priorities exist. However, in order to provide as much information as possible on the global Nicaraguan educational "system," it was necessary to explore, describe, and analyze the area of non-formal education.

The NFE team constructed analytical criteria for describing existing programs; each program was examined for its objectives, design, occupational grouping, educational content, communication techniques, delivery system, impact, and needs. Research was divided between public and private sector programs to get a cross-section of both sectors. Field visits were made to Regions II and V to identify as many programs as possible in those two areas. After describing these institutions through short case studies, a comparative, horizontal analysis was made of all programs following guidelines from the Non-Formal Education Office of TA/EHR.

1. Public Sector

a. Ministry of Public Education. There are a number of non-formal education programs administered by the MPE, including the Accelerated Primary School Program, which is considered to be an adult education program, although it is administered by the MPE's Direction of Primary Education. The standard six-year primary program is compressed into three years, with 75 percent of

*Philip H. Coombs, Attacking Rural Poverty, Johns Hopkins University Press, 1974, p. 8.

he initial two years devoted to general education and 25 percent to technical education. Fifty percent of the third year is dedicated to general and 50 percent to technical education.

The program began in 1970, and in 1971 approximately 9,000 adults were enrolled in 31 schools with 219 teachers. By 1975, enrollment had reached 10,667.

This effort has been oriented toward illiterates in the urban areas, with the technical education component usually consisting of accounting and clerical skills training, but plans have been made to expand the program into rural areas.

The Popular Culture Schools provide training in dressmaking, tailoring, and basic business management. In 1971, there were 27 different centers in Nicaragua with 2,197 adults being trained by 91 instructors. By 1975 there were 2,742 adults studying under 112 teachers.

The Agricultural Institute Program, administered by the Office of Agricultural Education of the MPE, was established in 1966 to train agricultural extension workers for rural communities. Today there are six schools in the Departments of Matagalpa, Chinandega, Chontales, Carazo, Granada, and Zelaya, with fifteen professors and eleven technical assistants training 220 students. The institutes also provide informal training for housewives, peasant farmers, commercial salesmen, and other individuals wishing to upgrade their technical education, with courses lasting from five to ten days. In 1976, it is expected that about 5,000 peasant farmers will be reached, through conversational and practical training in the fields.

The Small Farmer Agricultural School Program, initiated in 1968 with one agricultural school in Siuna on the Atlantic coast, has now established fifteen schools in Somotillo, Posoltega, Masatepe, Yali, Muy Muy, El Rama, and Waspan. The program objectives are to train peasant farmers in agricultural techniques, provide technical assistance to communities, and train community leaders.

Most students are literate farmers from 15 to 21 years of age. They usually study for one year, although there are also short seminars lasting one or two weeks.

In 1976, the MPE plans to expand this program; the present budget is \$118,000 per year. The program will become an integral part of the World Bank loan, but this will give assistance to only nine of the fifteen schools currently in operation. This program should be considered seriously by AID for loan assistance.

Since 1958, the Office of Educational Materials has provided such items as films, pamphlets and slides to formal public schools, as well as to military groups, nurses, social workers, and health centers. The annual budget is \$229,000. This Office could serve as a source for the development and distribution of materials for rural education. The quality of product is high, but training is needed in the production of non-literate materials, expansion of themes, and techniques to discover the felt needs of peasant farmers.

Programa de Desarrollo Rural (PRODESAR) is a joint program of the Ministries of Public Education, Health, and Agriculture and receives technical and financial assistance totaling \$421,000 from UNICEF plus technical assistance from UNESCO, FAO, and WHO. The GCN has contributed US\$2,949,700 to the program over a three-year period.

The goal of PRODESAR is to promote community development in the rural sector; currently work is going on in the Departments of Carazo, Granada, and Masaya.

PRODESAR trains teachers in local schools to become community development leaders. From 1972 to 1974, participants worked in six communities with 44 agricultural groups, 34 community development groups, 43 housewife groups, 45 4-H Clubs, and eight agricultural cooperatives, reaching a total of 2,610 people.

In addition to ongoing NFE programs, the MPE wants to initiate a radio-phonetic school program to reach students who have had no access to a school and to reinforce the adult education centers, in much the same way as projects now underway in Mexico and Colombia and planned in Paraguay.

b. Ministry of Labor. There is minimal activity by the Ministry of Labor in either NFE or the rural sector. It is urban-oriented and its efforts are primarily directed to Managua, although the Ministry has sponsored sporadic seminars on cooperatives during the past two years. The major NFE efforts are in assisting the Center for Development of Human Resources, the Msgr. Garcia y Suarez Institute, and the National Apprentice Institute (INA).

The Center for Development of Human Resources is a private institution which receives financial support from the Ministry. It provides training in carpentry, electronics, welding, plumbing, and masonry to about 850 students annually. A small percentage of the nearly 400 graduates per year are women. Of the 150 students who board at the Center, most are from poor families in the rural areas, and thus in this sense, some training is provided for the rural poor:

The National Apprentice Institute (INA) was formed as an autonomous institution to provide training in technical skills required to rebuild Managua after the earthquake, and has received US\$438,000 from ILO over a three-year period. Workers receive three months of basic training in construction, electricity, and carpentry and are then hired to work in government projects. While studying, they receive half of the minimum salary and are considered employees of the government.

c. Ministry of Health. The MOH has sponsored health education programs in 118 health centers and clinics in all departments of Nicaragua. The general program objectives are to improve the health of the individual; foster local development so that the individual can better use his or her material resources; organize training programs in basic health education; and upgrade the individual's perception of good health.

Information about infant/child care, nutrition, sanitation, parasite control, vaccinations, and the use of health facilities is disseminated through community meetings, mothers' clubs, health-week programs, educational campaigns, seminars, demonstrations, and group discussions. In addition, there is an outreach program in which auxiliary nurses go to small rural communities to give courses in community centers or homes. The MOH estimates that about 24,000 people are reached through all of these programs.

d. Ministry of Agriculture. The Nicaraguan Agrarian Institute (IAN), an autonomous agency which serves as an agrarian reform institution, was established in 1964, and now reaches about 14,000 peasant farmers in 50 colonies. The objective of the education component is to train peasant farmers in various agricultural skills, social organizations, and basic education. About 50 agronomists and professors serve as extension agents to provide training through sporadic cursillos in the communities, twelve of which have community centers.

The Extension Service of the MAG maintains offices in most Departments with one or two extension agents. These agents work with farmers to disseminate information about agriculture and provide government subsidized products such as seeds, insecticides, and fertilizers.

e. National Bank of Nicaragua. The BNN is an autonomous credit institution which was established in 1912 as a private bank and purchased in 1940 by the Nicaraguan Government. It was reorganized in 1961 and the issue department became the Central Bank.

The BNN operates throughout the country, with nine urban offices and forty-four rural branches and agencies. Within the Bank is a credit department, an agricultural technical assistance department, and an industrial technical assistance department; it has a regular credit program for large farmers and a rural credit program for small farmers. As part of its program, the Bank provides to small farmer groups requesting credit, technical assistance which includes visiting farmer plots, examining credit worthiness, and making reports to the central office. In some cases these are the only change agents with whom the peasant farmer has contact or whom he respects. In 1975, the BNN conducted 18 seminars, 148 meetings, 229 demonstration activities, and 220 Field Days. It is estimated that about 32,000 families are being reached through its activities.

f. The Institute for Campesino Development. INVIERNO is the new autonomous government agency established to provide development services to small farmers, agricultural workers, and the rural poor. With a US\$14 million loan from AID over a period of 4 years, its overall goal is to improve the standard of living and the quality of life of the rural poor of Nicaragua. The loan was signed on September 27, 1975, and the work is just getting underway at this writing.

INVIERNO will work in two selected areas of Nicaragua, Regions II and V, and its objectives include integrated agricultural development programs, construction and improvement of access roads, credit and technical assistance

to rural communities to improve marketing systems, and rural small-enterprise development programs.

g. The Nicaraguan Institute for Interior and Exterior Commerce.

IEI is a semi-autonomous government organization that has as one objective the increased national production of grains. It claims to be working with about 30,000 peasant farmers. Until 1967, INCEI worked only in the area of grain commercialization, but in 1967 it began its Basic Grain Project with agricultural centers in different municipalities. This project attempts to increase production and productivity of the small scale farmer with educational support from the National Bank of Nicaragua (BNN). It also provides a rotating small credit from other organizations.

2. Private Sector

a. Instituto Nicaraguense de Desarrollo. INDE is a private organization that supports socio-economic development efforts in Nicaragua, including the programs of FUNDE, EDUCREDITO, and a new entity called Investigation of Human Resources. INDE works on both the macro and micro levels, as well as with small and large entities. Many of its projects, like EDUCREDITO and some FUNDE efforts, have NFE content.

b. Fundación Nicaraguense de Desarrollo. FUNDE is a private entity established in 1969 as a development initiative of the private sector. Its activities are directed mainly at cooperative organizations for the poor in marginal barrios, with a current target group of about 5,000 people. While the central office is in Nicaragua, there are regional offices in most departments.

In the urban areas, FUNDE works with housing cooperatives and small industry groups. In the rural sector the work is with about ten agricultural cooperatives, to train peasant farmers in cooperative management techniques.

c. Centros Familiares de Educación Rural. Under the auspices of FUNDE, CEFER is a relatively new rural education project which currently operates seven centers in different parts of Nicaragua. With French technical assistance, monitors from local communities are trained in community development planning; they then return to their communities to promote local action projects. This program has received teachers from the MPE and financial assistance from the MPE, MAG, IAN and FUNDE.

d. Communication and Documentation Center for Rural Development. CEDOC was established in 1973 with technical assistance from France and with the collaboration of CEPAD, IAN, FUNDE, MAG, CEPA, and the Peace Corps, as well as with a US\$37,000 grant from the Inter-American Foundation. CEDOC collects experiences, monographs, pamphlets, and books about how to improve community development, and has also researched and published several studies on rural Nicaraguan life.

e. Comite Evangelico Pro-Ayuda al Desarrollo. CEPAD is a private, church-related organization formed in Managua after the earthquake to organize relief services of eight evangelical groups, in order to provide food, housing, and medical services. According to CEPAD estimates, about 17,300 people were helped through this effort. After the emergency relief program was finished, the group established nine ongoing programs to provide for the welfare of children, to create health services, to promote human awareness, to build houses for people with minimal resources, to provide rehabilitation services to small businesses, and to provide material support in emergency cases. Briefly, the programs to date are:

- an emergency program to rebuild homes and provide low-interest loans to about 1,050 victims of the earthquake.
- a community development program to provide health services, nutrition courses, and literacy training in the urban areas.
- a social services program to provide care and social orientation courses to orphan children.
- a basic education program to train teachers in literacy techniques. To date, 745 teachers have been trained in forty-seven courses.
- a medical program to provide medical services to about 6,000 persons in three marginal sectors of Managua.
- a stack sack program in which twenty-five workers have been trained to build houses for 136 persons.
- a temporary housing program in which 297 houses have been built to benefit 2,100 persons.
- a worker training program for 14 to 20 year olds in carpentry, electricity, construction, and masonry.
- a communications technique program to train peasant farmer community leaders.

CEPAD, funded primarily by private, international religious groups, is one of the most important and impressive programs reviewed to reach marginal poor with relevant skills and knowledge.

f. Centro de Educacion Promocional Agraria. CEPA is a program sponsored by the Catholic Church to provide peasant farmer leadership training and promote community development. Peasant leaders are brought to CEPA headquarters in Managua to participate in short-term training courses.

g. Instituto de Promocion Humana. INPRHU is a privately supported, social change institution financed by a Dutch religious group, U. S. Catholic groups, the Canadian Development Agency, and private sector contributions from within Nicaragua. It is directed toward the marginal peasant farmer who has little or no contact with other groups.

Founded in 1966, its work has gradually increased so that today it operates in about forty rural communities. INPRHU uses consciousness-raising techniques, encounter groups, Freire-based self-awareness training, and other social-psychological techniques presented through direct meetings. In addition, ten professionals give training in pre-cooperative and cooperative management and accounting, marketing skills, and basic education. Community leaders have been trained in community development techniques.

INPRHU currently reaches about 2,000 heads of households. The program has progressed to the point where community leaders provide multiplier effects by motivating other communities to participate.

h. Nicaraguan Demographic Association. This is a private sector agency supported largely through IPPF to promote educational programs in family planning.

i. National Board for Social Assistance and Prevention. JNAPS is a private social organization which provides NFE for delinquent and orphan children. Founded in 1968 with 680 students, in 1975 JNAPS had 2,500 students in seven centers, located in Managua, Madriz, Chinandega, Granada, and Matagalpa. The centers are designed primarily for urban populations.

Students are generally 7 to 15 years old. During a school year, they receive pre-employment training in commercial studies, mechanics, printing, electricity, carpentry, and masonry. The mornings are devoted to theoretical instruction and the afternoons to practical work.

j. Fe y Alegria. This is a private organization which provides training in basic education, artisan skills, sewing, and cooking to both men and women. About 200 people take short courses in these subjects at the Roberto Clemente Center in Managua.

k. Cruz Roja. Cruz Roja trains about 1,000 people per year in three levels of first aid. Graduates receive certificates as first-aid assistants. The Red Cross has operated in Managua since 1955, in Leon since 1960, and in Granada since 1970. The group also works in Masaya, Jinotega, Chinandega, Matagalpa, Boaco and Carazo.

l. National Nursing School. The National Nursing School, founded in 1943, graduated 29 nurses in 1975. About sixty students are admitted for the first year, chosen from about 100 applicants, but only half of these finish the course.

m. EDUCREDITO. EDUCREDITO, a private banking institution under INDE, provides low-interest credit for worthy students so they can complete their schooling. During 1975, eighty-one loans were approved, totalling US\$46,570.

3. Comparative Analysis

In Nicaragua, more direct knowledge relevant to specific job needs is provided by NFE programs than by the formal education system. NFE programs have more direct contact with communities in the rural areas; in addition, they are able to locate specific manpower needs more rapidly. In general terms, NFE programs are able to assist in alleviating human resources shortages more efficiently.

The relationship of NFE to formal education in Nicaragua can best be described as competitive, especially when comparing private and public sector efforts. Many private sector groups are somewhat opposed to government policy and disillusioned with public sector education. Such conflict, however, has been important in establishing private sector group identity and in sustaining morale. At the same time, the public sector has been wary of and concerned about the activities of certain private sector NFE programs. Yet, it appears that the activities of the two sections do not overlap, but rather complement each other.

There is some interaction among NFE programs. For example, CEPAD and INDE coordinate their activities with those of their colleague organizations; CARE and CRS maintain close contact. However, other NFE groups generally do not work together, and in fact the majority compete with one another. Again, this conflict between the various NFE programs can serve to strengthen each organization.

The communication techniques employed in NFE programs in Nicaragua include short-term courses, meetings, lectures, discussion groups, and personal visits. There is less diffusion of information through audiovisual materials, pamphlets, books, mass media, or posters than is found in other Latin American countries. Little effort has been made to determine which communication techniques would be most effective, and at what level. The change agents use the specific technique with which they are familiar, without concern for its applicability to the content of the message; and yet most results have been positive.

The heaviest concentration of NFE activities is in the departments of Managua and Matagalpa. There are few NFE programs in Nueva Segovia, Jinotega, Madriz, Rivas, Rio San Juan, Chontales, or Boaco; Zelaya is an exception among the other rural departments, however, because of its isolation and the concerted interest in the area by several different protestant and Catholic groups.

The GON does not provide technical assistance to or cooperate with private NFE groups except in a very few cases. It does not encourage literacy training by private organizations. In no case is there financial assistance offered. This is due primarily to the lack of personnel in the Adult Education Division of the MPE, its restricted budget, and the limited concept of adult education. Furthermore, the work of organizations active in the field of education does not appear to be encouraged.

It was not possible to determine the impact of these NFE groups on the overall development effort or to assess their effects on production, income, or changed practices. Likewise, it was not possible to determine employment impact, social changes, or cultural effects.

The four primary educational needs for rural development are a basic education; family improvement education; community improvement education; and occupational education. In this survey, it was found that few programs are concerned with general or basic education. There are some adult literacy programs run by both private and public sector groups, but they are reaching only a small fraction of the rural adult population. There are many family and community improvement programs, but they are fragmented and limited in scale. Occupational education programs provide the largest share of NFE activities.

It was not possible to measure comparable trends of educational resources for NFE with formal education. Expenditures are not easily obtained, except for a few individual programs, and a portion of the costs are not easily calculated, since they are in the form of contributed services and facilities. General patterns can be found, however. First, the formal education system gets most of the total public educational expenditures in both urban and rural areas. Second, there are more resources for urban-oriented programs than for rural-oriented programs. Third, it is clear that potential resources for NFE programs in rural areas are underutilized and untapped, especially available physical facilities, expertise of local craftsmen, progressive farmers, and local rural specialists.

External assistance for NFE programs has been overshadowed by assistance to formal education programs. This imbalance is compounded by the larger contributions to urban area programs at the expense of those in the rural areas. However, this pattern is slowly changing as organizations such as UNESCO, FAO, the World Bank, and AID begin to focus more on the rural areas and on NFE.

The team estimated that NFE programs in Nicaragua are involved in the following magnitudes:

Activity	PUBLIC	%	PRIVATE
Agriculture	30		40
Health	30		20
General Education	10		10
Industry	10		5
Cooperatives	20		25
	100		100

Furthermore, a rural-urban breakdown of activity is as follows:

	Rural	%	Urban
PRIVATE	70		30
PUBLIC	40		60
	110%		90%

Collectively, then, more input is given by the private sector to rural areas than by public sector organizations, and the overall emphasis of NFE programs is in the rural areas.

NFE programs in the rural areas are primarily concerned with cooperative work, community development, mothers' clubs, home economics, and health education. In the urban areas, there is more emphasis on specified skills and general education, including literacy training.

Course content usually follows strict discrimination between males and females: males receive training in agriculture, cooperatives, carpentry, and industrial skills, while females take courses in health education, sewing, cooking, housewife clubs, and other such activities. There appear to be no positive indications that NFE programs in Nicaragua favor non-traditional sex roles in education.

The audiences for private and public sector programs are different; private groups work exclusively with poor sectors, while public sector groups work also with lower and middle class groups. Also, private groups do more work with isolated rural communities than the public sector does.

There are no apparent overlaps of services provided by NFE programs. To the contrary, at least 100,000 rural families in Nicaragua have never seen or heard about the NFE programs described here. Neither private nor public sector groups work in their areas; no opportunities exist for them at all.

No detailed study was made by the team concerning drop-out rates, retention, or other enrollment figures. A cursory examination showed that most groups are able to maintain high interest and enrollment for their courses. In fact, in some cases, present enrollments are higher than initial enrollments. There is little evidence of the high desertion rate found in formal education programs. For example, Farm Schools run by the MPE have more applicants than they can accept, and potential students on waiting lists are ready to replace any drop-outs. On the other hand, some MPE adult education classes had to close down because there were no students after three or four months.

APPENDIX E-1
NON-FORMAL EDUCATION PROGRAMS IN REGIONS V AND II*

A. Region V

1. Matagalpa Department

Acción Católica Rural is run by the Catholic vicar of Matagalpa to train campesino leaders in conscientization, agricultural techniques, and rural community development. During the past ten years the program has worked in about sixty rural communities and has trained about 300 campesinos a year, holding three different week-long courses per year, with about 100 individuals per session.

In addition to training, church leaders assist rural villages in the construction of schools, roads, and wells, and in establishing community centers. AID has helped finance some school construction projects while CARE has given assistance to some health center projects.

The ACR has received technical and financial assistance from the German Catholic group ADVENIAT, as well as from CARITAS and from private donations. A new \$143,000 center is being built 5 km. from Matagalpa to train and house campesino leaders.

FUNDE works with a variety of rural cooperatives in Matagalpa. During visits to rural cooperatives, FUNDE conducts short-term courses in achievement motivation, cooperative management, and accounting, training about 800 campesinos in nine rural areas. Although the education component is limited, technical assistance through cooperatives is considerable.

The Liceo Agrícola de Matagalpa is an agricultural school under the Ministry of Public Education. With 112 students in a three-year program, it supplies middle-level technicians for the National Bank of Nicaragua, the Ministry of Agriculture, IAN, INCEI, INVIERNO, and local farms. Since its establishment in 1966, about 250 students have graduated from the Liceo. In 1975, 63 were in the first year, 35 in the second, and only 14 in the third year; the high drop-out rate is most often a result of failure to pass the courses.

Students come primarily from middle-class families in the Departments of Esteli, Madriz, Chinandega, and Matagalpa. Courses run for nine months a year, from February through November, and follow an established curriculum of the MPE which combines 50 percent classwork with 50 percent practical work on a thirty-manzana plot owned by the Liceo outside Matagalpa. Like the other five Liceos in Carazo, Granada, Chinandega, Chontales, and Siuna, the Liceo in Matagalpa teaches biology, genetics, animal husbandry, animal

*This Appendix provides micro-level information on NFE programs in Regions V and II, based on field trips to the regions and material gathered in the course of the assessment.

production, farm management, and technical production of food commodities produced in the department.

The Agricultural Extension Service in Matagalpa has one extension agent, a 4-H Club assistant, and a social worker assisting about nine rural communities with about 400 farmers. It acts as an agent to provide inputs of fertilizer, insecticides, and seeds at a 10 percent discount while also providing technical assistance through seminars, small group gatherings, and occasional short courses. The program is assisted by MAG/FAO volunteers under a United Nations project.

The MPE Farm School in Muy Muy, two hours from Matagalpa, trains about thirty farm boys a year in rudimentary agricultural techniques.

The MOH Health Center in Sebaco organizes Clubes de Niños Sanos (Healthy Children Clubs), where peasant mothers attend clinics to receive instruction on how to care for their infant children. The health education program does not reach out into the wider community, although vaccination campaigns are sometimes launched.

Other programs identified in the department were an instructional program by Radio Matagalpa using recordings from Radio Catolica in Managua; a Mennonite Hospital which provides health education to neighboring villages; a CEPAD housing project which also has an education component; and the CARITAS program, which organizes rural housewife clubs and health education groups.

2. Jinotega

The MPE Farm School in Apanas, 5 km. from Jinotega, trains thirty rural students in basic agricultural technology. In a curriculum similar to that of other farm schools, the school combines classwork with practical farm experience. Students live at the school, receiving free housing and board, and go home only on weekends. In addition to basic education, students receive specialized training in zoology, veterinary practices, and animal/food production.

The training lasts nine months, from February through November, and classes are held 45 hours per week, including Saturday. Three professors, who are trained in the local Liceos Agrícolas, teach all courses. Field experience is on a nearby five-manzana plot owned by the school. The equipment used is inadequate and primitive. The school itself has two small classrooms, a tiny, thirty-bed dormitory, and minimal furnishings.

Students are primary school drop-outs, from 15 to 20 years old. In 1974, forty students were chosen from 400 applicants for this school; ten dropped out during the year, apparently because of their inability to adjust and the inconvenience of facilities. Those who complete the program receive a diploma of attendance. Most of the graduates return to local farms in Jinotega to put their experience into practice at the local level.

The Agricultural Extension Service in Jinotega has five professionals working with 4-H Clubs, housewife clubs, and some agricultural cooperatives.

Following patterns observed in Matagalpa, the MAG provides fertilizer, insecticides, and seeds.

3. Esteli

The Escuela de Agricultura y Ganadería de Estelí (EAE), created in 1969, is located in Adalaya, 18 km. from Estelí. This private agricultural school offers three years of middle-level agricultural training to high school graduates between the ages of 18 and 22 who are from Central American countries. Graduates receive a Technical Agronomist degree approved by the Ministry of Agriculture, which enables them to get jobs in agriculturally related offices.

In 1975, the school had 56 first-year students, 68 second-year students, and 46 third-year students. They came from El Salvador (38), Honduras (34), Guatemala (12), Costa Rica (7), Panama (2), and Nicaragua (77). Students live in dormitories on the premises. Classroom work is supplemented by practical experience on the 150-manzana plot owned by the school. As part of their training, students work for two months in a private enterprise, a farm, or a government office to get practical experience.

The school has a \$60,000 annual budget, which is financed through registration. AID has provided buses, school equipment and scholarships through EDUCREDITO.

The school, run by a Catholic priest and eight professional teachers, is providing leadership in preparing the agricultural specialists so desperately needed in Nicaragua.

About two years ago, in the same locale, the Centro de Educación Integral Campesina was formed. CEICA trains 40 to 45 campesino leaders a year in practical agriculture, carpentry, housing, and masonry. Students go to the center for instruction one week and return to their homes the next, in a thirty-week cycle. After determining the needs felt by peasant farmers, a curriculum is developed which is responsive to the needs of campesinos in Estelí Department.

Four Health Centers of the MOH conduct sporadic health education campaigns in the department. They use traditional methods such as discussion groups, 4-H Clubs, and short courses to present messages on health and family planning. Only four people work on rural education in the centers and only one vehicle is available to make rural town visits every two months.

The Ministry of Agriculture has only one extension agent for the whole department and there has been no effective education program. The INVIERNO program should alleviate this situation. The MPE has one adult education center in Estelí and another in Condega, but no adult education programs in the rural area.

Other institutions like the BNN and INFONAC are concerned primarily with agricultural credit, most of which goes to large and medium-scale farmers. FUNDE used to work with CEFER in rural education projects in Esteli, but it has now moved to Nueva Segovia Department. CARITAS has maintained its very effective program through which rural groups are formed for health education in collaboration with the Ministry of Health.

B. Region II

This region consists of the Departments of Managua, Masaya, Granada, and Carazo.

1. Managua

All public sector NFE programs have their headquarters in Managua. Private sector programs such as FUNDE, INPRHU, BNN, INDE, CEFER, CEPAD, CARE, and CARITAS also have their headquarters in the capital city. Departmental programs, therefore, are run from the central offices in Managua.

2. Masaya

Since 1973, FUNDE has worked in Masaya with several small industry cooperatives and is currently training about 250 peasant farmers in cooperative techniques and management.

The National Bank of Nicaragua has an office in Masaya and works with about 200 people within the city in small, cottage-industry development programs.

3. Granada

CARITAS runs an impressive health and nutrition program for mothers and their children, including food programs in eighteen rural communities which reach 3,100 persons. Using World Food Program donations, a nutritionist and a social worker have organized an extremely efficient program to provide nutrition and health education.

FUNDE established an office in Granada three years ago to work with several cooperatives in upgrading training. Two MOH centers provide health and nutrition training in rural communities, and the MAG has a small agricultural extension service in Granada.

4. Carazo

In Jinotepe, the Department capital, the MPE has received assistance and cooperation from CEPAD, CARE, CARITAS, UNICEF, FAO, and FUNDE to provide educational services in the rural sector. Courses have included preventive medicine, community development orientation, audiovisual techniques, and motivational training.

The Regional Center of Carazo in Jinotepe is a university extension program of UNAN that provides short-term courses for primary and secondary school teachers, family orientation classes for parents, and seminars for students. There is also an agricultural extension program with a small training component.

The Centro Parroquial de San Marcos works with twenty-six rural communities surrounding the city of San Marcos. The group brings about 700 peasant farmers a year into the center for special training in community development techniques. In addition, change agents go to rural communities to organize training in agricultural techniques, rural organization, and community development.

CEPAD offers training programs to peasant farmers in Carazo.

E. NICARAGUA

COMMUNICATION MEDIA AND EDUCATION*

The purpose of this section is to respond to one basic question; How can the media be applied to rural information needs? This response will involve a description of the media facilities that already exist, some speculation on what further services can be offered, and a discussion of how these added services might be delivered and administered. To a great extent, what is talked about in terms of communication relates directly to the structure of Nicaraguan society, because communication flows reflect the type of society in which they exist. The AID goals of rural education for Nicaragua (taken in a broad sense of "information") represent a focus that this section hopes to maintain, while applying to the Nicaraguan reality the experiences of other countries.

A. What Exists Now?

Radio and television in Nicaragua are controlled by a national director, responsible jointly to the Ministry of Government and the Ministry of Defense. A military man, he has the task of monitoring all broadcast communications within the country. For example, someone in Managua who wants to buy some air-time to broadcast a message may be required first to check out his program through this office. In other departments, a member of the local National Guard would carry out this task. The national director's office is not directly involved in programming of any kind.

Listed in the government statistics on radio stations are seventy-four medium-wave stations, two television stations, and sixteen short-wave outlets. This is how they are distributed by departments:

	<u>Medium-wave</u>	<u>Short-wave</u>	<u>Television</u>
Managua	35	10	2
Chinandega	7		
Leon	7		
Granada	3	1	
Nueva Segovia	2	1	
Esteli	4		
Masaya	1		
Matagalpa	4		1 (Relay Station)
Jinotega	2		
Carazo	2		
Rivas	2		
Boaco	1		
Chontales	2		
Zelaya	1	4	
Madriz	1		

This section was written to discover how communications might relate to education in Nicaragua. It was also undertaken to fill a request from AID/Washington to study communication and technology in various Latin American countries. Due to the dual nature of this portion of the study, it was felt best to maintain its integral concepts together and not separate out constraints and recommendations.

In addition, there are five television stations not yet on the air. Of these, only one is completely new; four of them will be repeaters of existing stations. Another channel is being reserved for future educational use. At this time, the signals of the two existing channels can cover the entire country, except for the East Coast region. That region receives television signals from Costa Rica.

Radio Nacional can cover the entire country and is linked to all stations for news broadcasts each day. Several other stations, including Radio Mundial, Radio X, and Radio Corporación, also reach the entire nation through a system of repeaters. Obviously, with so many stations all over the country and with stations that have national reach, radio broadcasts penetrate every corner of Nicaragua. Not everyone has a radio; one estimate is 500,000 sets for over 2 million people. Conversations with rural people suggest that more than half of the people have personal radios, and that everyone can certainly listen to someone's radio. In rural areas, news of the nation or of the world comes through radio, while local events still are shared through word of mouth.

Television has been used chiefly for entertainment and is confined mainly to the cities where more people have the means to own a receiver, though figures to be cited later indicate that a surprisingly high number of urban homes have a television set. Radio is the medium that cuts across all classes and areas. While radio broadcasts are also mainly entertainment (music, sports, and so forth), some efforts have been made to provide educational material over the air.

B. Radio Católica

The most notable educational radio project has been organized by Radio Católica. Las Escuelas Radiofónicas de Radio Católica de Nicaragua are based on the model of ACPO Radio Sutatenza in Colombia. Their principle advantage for reaching into the rural area is their link with the Catholic Church. In each town, the local pastor organizes groups of monitors, who in turn organize listening groups in their particular villages. The orientation given to these men, who must be functionally literate, is minimal, lasting one or two days. They are then responsible to organize the groups, maintain attendance lists, and administer tests at the completion of the courses. At times, they also meet with the priest for encouragement or to receive the simple printed materials that Radio Católica distributes. The village people provide the radio itself and any extras such as a blackboard and chalk or pencils.

The programs cover reading, writing, arithmetic, health, and agricultural information. They are produced in Managua; tapes are then delivered to local stations, particularly in areas far from the reach of Radio Católica's Managua transmitter. The only evaluation is a final exam that touches all aspects of the programming, with literacy being the main object of the testing. Broadcasts are Monday to Friday for two hours each evening, from February to July, depending on the agricultural cycles; attendance is greatly affected by migrations of villagers to work in harvesting crops. Drop-outs are high, and so is absenteeism. These schools do not give the impression

of having elements that are uniquely Nicaraguan. The model comes from S. Matanza, without local adaptation.

After beginning with twenty-one schools in 1966, with 1,044 students, in 1974 Radio Católica counted 314 schools, with 4,963 students enrolled, 2,859 who have been "alphabetized," 1,024 who received some education during the spring courses. The radio schools have been organized in Managua, Masaya, León, Estelí, Nueva Segovia, Matagalpa, Madriz, and Chinandega.

C. Open Broadcast Projects

INVIERNO, a rural extension program under the Ministry of Agriculture, uses radio "commercials" for making campesinos aware of its services. These "commercials" last for several minutes and use campesinos in conversations quite similar to ones that might take place in a rural village, except that one campesino seems to have a good deal of information about INVIERNO to contribute to the discussion. The Ministry also provides extension agents to follow through with commodities to meet the expectations that may have been created.

Another radio effort of the same Ministry, "Orientación Campesina," is a half-hour program broadcast at 5:00 a.m. each day (plus one hour in the evening on Sunday) with information and tips about agriculture practices. Radio Nacional transmits the show. Radio Mundial airs a program from Costa Rica called "Educación para todos," with very general information.

Other open broadcast uses of radio for social goals include the use of spot announcements by the Ministry of Health for vaccination campaigns; by the National Emergency Committee to coordinate relief programs following the earthquake; by FUNDE for promotion of its 1974 national convention; and, by the Demographic Association of Nicaragua for birth-control information diffusion. Unfortunately, none of these efforts was ever adequately evaluated. In particular, the birth-control campaign was quite extensive: an 11-month duration (April 1973 - February 1974), national scope, a saturation-level of scheduled spots, and a \$42,000 budget.

A nutrition campaign in the Department of Chinandega coordinated with the Ministry of Health, will begin in February. This is patterned after other campaigns in Ecuador and the Philippines, with very simple 60-second radio messages repeated and repeated like commercials. The Nicaraguan focus has not been decided at this writing.

D. An Experiment and Some Plans for Adult Education

In the Department of Masaya, the experimental Proyecto Matemática por Radio has been underway for two years. What is important about this project is that it is producing excellent primary level mathematics teaching by radio. At the same time, it is building up a corps of Nicaraguans who will have had invaluable experience that should not be neglected. The Masaya project will have ramifications wherever radio is used for in-school learning; there is no reason why it should not be used more widely within Nicaragua. The project

staff could form the nucleus of a group that could gradually produce taped classes in other subject areas.

Any radio project needs many elements to succeed. The best in-school programming can fail for lack of supervision or monitoring. On the other hand, a rural infrastructure, like the rural parishes, will be isolated: without the immediate information delivery that radio could make possible. In Nicaragua there are many excellent communication components scattered throughout several projects. Production skills (Masaya), rural infrastructure (the Catholic parishes and Radio Católica), a rural research ability (DIEEN within the MPE), the use of spot announcements (INVIERNO, the Chinandega nutrition campaign), and the rather broad electrification of the country, all represent an array of potentials existing within Nicaragua now that might be encouraged and coordinated for rural information services.

The Department of Adult Education within the MPE has begun to think about "tele-educación," using radio, newspapers, and the postal service. The objective of this project would be to provide primary education and what is called "functional education" for young people and adults. "Functional education" includes work-related information (seeds, livestock, credit, storage) and preventive medicine. The target populations are those who simply cannot be reached by the formal school system. To launch such a program, the MPE recognizes that there are several prerequisites: a needs assessment study of the target population, focusing of the message, fitting the message to the medium to be used, writing the programs, training of radio-teachers, and, finally, the production of radio programs. The MPE also lists many radio stations that could take part in this project, and air-time has already been approved by the National Office of Radio and Television.

These plans manifest a recognition of many of the needed elements in a rural media project. Missing, however, is some kind of feedback loop, a form of supervision using extension agents or monitors, that makes the communication system a genuine two-way system. Nevertheless, the presence of a needs assessment in the list of prerequisites could form the basis for an on-going dialogue that can transform the model of communication from a lecture to a conversation. At this time in Nicaragua, it is up to the ministry or agency involved to choose what style they wish to adopt.

E. The Medium

People who knew the rural situation were asked: What do the rural people need most? The responses came in two categories. Some answered, "Everything. It is very difficult to set priorities." Others seemed to have sorted out the rural needs in their own minds. They answered that the campesinos need information to recognize their own situation through personal awareness and awareness of their rights. In particular, people who have experience with rural agricultural programs stress that the rural person must have a voice in his own development: he should be able to choose programs that may be offered from the outside, accept them, reject them, or make modifications. This process in itself represents a significant change in communications style, and therefore restructures basic

relations between urban and rural Nicaraguans.

The two particular regions on which AID's attention is centered in the present context have adequate radio facilities and, except for the far reaches of Jinotega, television service as well. The usefulness of radio in a developing country context has been well documented, with experiences in many situations. It has been used in formal school situations (Mexico, Nicaragua), in non-formal education (Colombia, Guatemala, Ecuador, Nicaragua, Honduras), for specific goal-oriented campaigns (in Tanzania and Botswana), and for developing rural awareness (in Senegal, Brazil, and the Canadian North). Many other nations have used radio in one or more of these ways.

The widespread utilization of radio in rural situations elsewhere, as well as the projects that already exist here in Nicaragua, argue that radio should continue to receive attention and be developed further. Specifically, radio can be a tool in a coordinated rural development campaign. People who have little else have a radio.*

Another possibility is television. Given the size of Nicaragua, the electrification of much of the country, and the existence of television coverage for all but the East Coast, television need not be ruled out as it must be in many developing countries which do not share these characteristics. Television certainly does not have the reach that radio has, but it reaches many people in the urban areas.

A 1974 study prepared for the Nicaraguan Organization of Advertising Agencies (ONAP) gives the following percentages of homes with television, in the seven cities that were studied:

Managua	72.1
Chinandega	57.6
Estelí	26.3
Granada	62.6
León	49.1
Matagalpa	50.9
Rivas	59.2
Overall percentage	64.4

The number of sets in these seven cities was estimated to be 65,189.

Not just the wealthy homes have a receiver. More and more urban marginal living units somehow are aglow with a television screen. Furthermore, the same 1974 ONAP study analyzed its Managua sample, breaking it down according to family income: high (more than \$500 a month), medium (between \$150 and \$500 a month), and low (below \$150 a month). The high group's

* In fact, no studies have been done of rural radio or television ownership in Nicaragua up to now. But many conversations in Nicaragua and much experience elsewhere leads the team to believe that the radio is much more widespread in the campo than is television. The ONAP study, cited in this section, was an urban study, in seven selected cities.

percentage of homes with television sets was 93.9; for the middle group, it was 83.7; and, for the low group, the percentage of homes with television was a surprising 64.4. While smaller proportions of other cities are reached by television, those percentages are growing too. Receivers are not found in rural areas to any notable degree, and while television seems to be an unlikely vehicle for direct rural development, the fact is that many of the more prosperous Nicaraguans can be reached by television at this time. If a rural development campaign were to be undertaken, whatever the particulars of the campaign, all people should be informed about it, and television could be a way to do it.

The presence of so many television receivers in the homes of poor urban families is a phenomenon that should not be passed over too rapidly. Although the main objective of this entire sector assessment is to focus on rural education in Nicaragua, the fact that so many poor city homes have a television set suggests possibilities for using television for urban development without massive additional investment. Programming costs for television are not small, but Nicaraguan cities may offer a logical setting for making that investment. The presence of television and the existence of so many receivers make a strong initial argument for considering the use of television for assisting the urban poor.

The National Office of Radio and Television has, in fact, reserved a channel for educational television, though no concrete plans for its use have yet been made. Some discussions have been held, however, with the Children's Television Workshop about possible broadcast of a Spanish version of the CTW program, Electric Company.

The use of communication technology in education of any kind at any level is based on several arguments. One, of course, is that the media can provide excellence in the style of teaching by using the very best resources of personnel and materials. Another is the fact that the media can provide certain educational services at a lower cost than the usual system of a teacher in a classroom. According to one study* on the cost of educational media in developing countries: "1) It is realistic to expect the costs of instructional television to range from 1.5¢ to 15¢ per student per hour, depending most importantly on the number of students in the system. The low end of this range can only be reached if close to a million students are using the system in a reasonably compact geographical area. 2) It is realistic to expect the cost of instructional radio to range from 1/3¢ to 3¢ or 4¢ per student per hour, about one-fifth as much as instructional television. The high end of this range can be reached with very small numbers of students (several thousand); the low end might require several hundred thousand." This analysis is based on television and radio projects in Colombia, American Samoa, Mexico, El Salvador, the Ivory Coast, Thailand and Indonesia.

A danger with using the media is that their coverage of an area can give the impression that development programming can transform that area quite

* Jamison, Dean, and Klees, Steven, The Cost of Instructional Radio and Television for Developing Countries, Academy for Educational Development, Washington, D.C., 1973.

bidly and quite easily. The media are seen by some policy makers as much-needed tools fitted precisely to problems of distance and inaccessibility. They have a great deal of prestige, particularly television, and they represent twentieth-century modern technology, reaching into corners of humanity that have known very little of the twentieth century. The media suggest to persons who are genuinely interested in development that perhaps they need not go to rural areas personally, where the style of life is certainly hard and generally unknown, that the developer's total focus can be on the production of programs to be beamed to the rural areas. The media may be welcomed by a perceptive cynic as a way of keeping the disturbing problems of rural poverty at arm's length. The media can do all these things, but none of these is development.

Where the media have been useful in the rural development process, they have been part of a larger system. In Tanzania's radio campaigns, materials had to be delivered nationwide, evaluations were done, successes and failures were publicized by radio. In Honduras, the rural radio schools that began on the Sutatenza model had their best success when true rural needs were stimulated by other circumstances, so that radio could be a part of the process of meeting those needs. In Mexico, the greatest drawbacks of the Radioprimeria system were the lack of supervision, the lack of infrastructure, and the lack of rural participation. In Senegal, peasants took the promises of the radio programs at face value, but only with the intervention of President Senghor himself were services provided and materials delivered to the rural ground-net areas. In itself, the use of media has no relation to furthering development, to sharing national resources, or to involving people in managing their own lives, although the media certainly can be a part of these processes.

The broadcast media, of themselves, are one-way channels can be a stimulus to much more than passive listening. Feedback loops, production of taped programs right in a rural village, question and answer shows in response to letters from the campesinos, delivery of services that were mentioned on the radio, and extension agents to follow-up and follow-through on the broadcast message: these elements are what excite people about the use of radio. AID has sponsored many of the projects of the last decade that have contributed to an improved understanding of the media's role; and at this point, AID is in a position to implement many of those hardwon lessons in its future assistance programs.

Participation in a communication process with government agencies has not been traditional. To choose this participative mode seems, from what experience this assignment has provided, to represent a break with that tradition. To choose participation, however, would be to choose a style of communication which previous experience in other countries indicates has the most promise. To recommend a commitment to a communication system using the broadcast media implies recommending an entire support system that allows participation and a two-way flow of communication.

In a country like Nicaragua where the tradition has been otherwise, it is doubtful that the rural people will be ready to jump into a dialogue with outsiders; that is, with their fellow citizens who live in the cities. They are wary and have little experience with outsiders, but what they have had has probably not been on an equal footing. They are not ready for it now. One of the first steps is to make them ready; to build up the credibility of outsiders in the eye of the campesino. To talk or write about participation is quite easy. But the first task is to make potential participants confident that it is in their interest to take part in any proposed program.

The government agency that initiates any program begins with a commitment of its own. Advertising that commitment within the country will put the prestige of that agency on the line. But what the agency commits itself to should be realistic, and "realistic" may mean "small" at this point. The needs assessment could determine what seems possible for a start. It could also clarify as best it can all the needed elements of a program. If the project succeeds, then the agency involved can expand it to other regions of Nicaragua. Some of the rural people whose hesitancy may now have been reduced could become part of the group involved in the expansion. Let us suppose that a needs assessment gave priority to literacy training. In a project that would last for an initial two years, adult education personnel could be trained, and these teachers could then hire "monitors" from rural villages and outline for them the basics of literacy training. The monitors would then be responsible for organizing a listening group in their own villages. This, by the way, is the present pattern of Radio Católica. The project should begin with literacy, but promise that the material to be used after a basic level of achievement would relate to agricultural information, assuming that this was indicated by the needs assessment. The project should then present information about agriculture that demands some commitment of materials from the sponsoring agencies, which rural people have not come to expect in the past. The agency would gradually build up credibility, if it in fact delivered what it promised. Radio could be used for providing high-quality programs for both literacy and agriculture.

The critical outcome for this project would be the creation of a continuing back-and-forth relationship between the agency people and the rural people. The rural dweller would come to see himself differently. A communication process would have been started, with non-rural people involved in that process on an equal footing. Nicaragua might be the locale for a project like this. The example used here is only an example, in terms of literacy and agriculture. But a communication project based on what has

then learned from other projects would be in this participative mode.

G. Can this be done?

The possibilities are there. Radio is widespread. The experiences of Radio Catolica, the Masaya radio project, and "Orientación Campesina" are available. The Ministry of Health is moving ahead with a nutrition campaign in Chinandega. The Ministry of Public Education has been moving forward on plans for adult education in rural areas through radio.

Many other elements are not there, yet. A rural development program needs to be structured. Training for rural coordinators, village monitors, central administrators, and on-going evaluation teams is only one of the preparations that would be called for. Supervision has not functioned well in the school system, particularly in the rural areas; supervision would be essential here. Leadership to maintain a system like this needs to be firm and competent.

What is involved in communication systems for rural areas is an innovation that conceptually is fairly simple, but operationally quite complex. It would be less than candid to pretend that success in a project like this could be assured. But candor also requires that Nicaragua be aware of the state of the art in communications systems at this time. Hopefully, the possibilities for improving the rural situation through participant communication, which are mainly there, will outweigh the inevitable operational complexities, which are certainly there as well.

H. Recommendations

Although no coordinated rural development program exists in Nicaragua, different projects do exist here and there, several of which also use the media. The recommendations that suggest themselves fall into two categories: the present possibility of aiding and improving what now exists and the future possibility of creating a new rural development program, one that is coordinated among several ministries and that uses many of the needed elements for a successful communication system, including the broadcast media.

In the first category are the following recommendations:

1. An MPE-sponsored "needs" assessment that is scheduled to precede a tele-education program for adults should be supported strongly. Sufficient technical personnel should be involved to insure the validity of the research.
2. MPE should hold conversations with Radio Católica to explore possible coordination of effort or encouragement of Radio Católica's present programs.
3. Closer links should be maintained between the MPE and the Masaya Radio Project, so that Nicaragua may benefit from its lessons once the experimental stage is completed in the next few years. The tapes that have been produced far should be used more widely. Plans for future utilization of the skilled Nicaraguan staff should be made, with a view to using more in-school radio.

4. The Ministry of Agriculture should specify goals for its daily radio program, "Orientación Campesina," and proceed to evaluate those goals.

5. The MPE should be attentive to the nutrition program starting up early next year in Chinandega. This Ministry of Health radio project, with its accompanying research, represents a use of open-broadcast radio that could be incorporated into MPE programs.

These recommendations relate to present projects, actual or planned. The following recommendations would represent an innovation:

1. An integrated rural development program should be considered at the highest levels of GON planning. Among their considerations should be included the constraints that are found in the following section.

2. An integrated rural development program will involve the Ministries of Public Education, Agriculture, and Health, and perhaps others. Those Ministries should coordinate their efforts before reaching out to begin rural work. This avoids duplications that might occur. Furthermore, the campesino should not have to coordinate his life around different development programs, one for health, one for agriculture, one for literacy, and so forth. A government service to the campesino should be coordinated beforehand; this coordination can validly be seen as a service in itself.

3. Radio should be considered strongly as one part of this program. It should not be considered by itself, without recognizing the strong limitations that radio by itself has been found to have as a development tool. As this recommended program should integrate or coordinate the ministries involved, it should also use a coordinated program of communication. This would follow the participative mode of communication outlined earlier.

4. Because of the lack of receivers in rural areas, television should be carefully evaluated before using it in rural programs. Television should be used, however, to publicize the GON's rural commitment so that the GON rural effort is seen as an important national priority with national benefits. Such publicity also makes the GON commitment more explicit. However, television does have possibilities in the urban area, because of its surprisingly high penetration even into the homes of the poor.

5. If consideration of this program favors implementation, a needs assessment should be a first step. Then the coordinated programming and personnel training follows. Actual field implementation should not be too hasty, and should recognize that these preparatory steps are essential.

6. Serious consideration must be given to the management challenges that a serious rural development program implies. Technical management skills will need to be developed for every level of this program.

I. Constraints

One major constraint is the present lack of coordination in government programs. The recommendation for a broad rural program has coordination as

ne of its main pillars. Precedents in Nicaragua make it difficult to assume that the necessary coordination will be easy to achieve. Less directly, similar problems in other ministries have also been mentioned. In the face of this intra-ministerial situation, contemplation of inter-ministerial programs must recognize the present constraints that exist to coordinate a large project in the campo.

Transportation is another constraint. Roads do not reach by any means all parts of the country. Though jeeps can in many cases reach the villages in these regions, the expense of using a private jeep in contrast to public transportation prohibits their serious consideration. A rural commitment must face this constraint. Lack of rural infrastructure will make it difficult, perhaps impossible, to maintain the type of communication system that has been discussed. Should a rural program make promises by radio that cannot be delivered because of the lack of roads, the credibility of any outside service group in the eyes of the rural population will continue to erode. The development campaign would be counter-productive if implementation is attempted in an area without transportation. Early stages of any project should be tried only in less remote rural areas.

Another constraint is the scarcity of trained personnel to carry out the teaching components of the rural program. The training that will be needed has to be made available, using either internal or external resources.

A final point suggests something of a double-bind. While other constraints may indicate a need for more external technical aid in the form of specialists in management, rural training, and literacy programs, this might increase dependence on foreign aid, to the detriment of national confidence in Nicaraguan ability.

It is hard to document this point well, but it is mentioned on the basis of impressions received during this assessment. It may be that the training program should be expanded and a program begun only after national personnel are independent enough to make decisions, implement projects, and take hold of the total operation of the project.

E. NICARAGUA

Education and Human Resources Development

A.I.D. projects will expand and improve opportunities for education and skills training in rural areas and will strengthen the Government's capacity to implement an effective educational system that provides the human resource base for its development objectives.

- The Rural Education Institutional Development grant project initiated in FY 1976 will complement the FY 1977 Rural Education Development loan by:
 - ** improving the administrative and managerial capacity of of the Ministry of Public Education;
 - ** financing the advisory services and training to develop and test new approaches to both formal and nonformal rural education;
 - ** providing additional information to design specific programs which will be financed by the loan.

- The Rural Education loan will:
 - ** establish within the Ministry an improved rural education policy, planning, and implementation capability;
 - ** develop a cost-effective rural education system for primary school education;
 - ** establish the institutional capacity in the Ministry to design and carry out effective nonformal education programs in rural areas.

NICARAGUA - A.I.D. GRANTS INVOLVING EDUCATION & TRAINING

<u>Teaching Goals</u>	<u>Project</u>	<u>Title</u>
Nutrition	524-11-560-117	Nutrition Improvement
Family Planning	524-11-580-072	Family Planning
Health	524-15-530-110	Rural Community Health Services
Nursing/ Midwives	524-11-530-114	Rural Health Institutional Development
General Rural Education	524-11-690-115	Rural Educ. Institutional Development

Country: NICARAGUA

GRANT ACTIVITY DATA

Table E-1

TITLE Nutrition Improvement	FUNDS Food and Nutrition	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE Fy 1976 Latin America Programs, p. 199	FY 77 224	
NUMBER 524-11-560-117		INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1978

Project Target and Course of Action. To provide technical assistance and training essential to prepare key Nicaragua entities and personnel needed for development and effective implementation of new and innovative programs designed to improve nutrition levels of the poorest majority. The project will focus on the establishment of a national food and nutrition policy and on developing an organization and staff to implement it. The staff will examine mass-media publicity techniques for promoting improved family nutrition; training requirements for nutritional promoters; the feasibility of developing new food products and methods of distribution; operation of a credit fund for private industry for equipment to fortify foods or process higher protein foods for mass markets; and alternative ways of expanding the coverage of nutrition programs.

Progress to Date. In conformity with the plan to phase out Title II Food assistance in 1976, the Ministry of Health (MOH) reinforced its nutrition improvement program and staff. It is now evaluating the effectiveness of mass-media techniques for disseminating nutrition improvement information to the poorest majority. The MOH Nutrition Staff has also analyzed the training needed by voluntary local leaders and others to begin a program designed to improve rural family nutrition.

Related Activities. The Government of Nicaragua will continue to finance the national nutrition program's staff and operational costs and related logistic support for technical advisors. The project will use technical resources and assistance from the Institute of Nutrition of Central America and Panama, and will be implemented in coordination with on-going and future activities sponsored by CARE and Catholic Relief Services. An A.I.D. nutrition loan planned for FY 1977 will continue the financing of this activity.

FY 1977 Program.

U.S. Technicians: One long-term and four short-term food and nutrition advisors for a total of 30 months.

Participants: Eight months of training in nutrition for three participants.

Commodities: Food laboratory and office equipment and informational materials such as books and pamphlets.

Other Costs: Local cost support of in-service training and research efforts.

IV-E34

U.S. DOLLAR COST (In Thousands)											PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS										
	Estimated FY 76	150	25		Estimated FY 76	Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
						Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Through 6/30/75	—	—	—												
Estimated FY 76	150	25		U.S. Technicians ..	—	110	110	—	164	164	—	140	140	To be selected.	
Estimated through 6/30/76	150	25	125	Participants	11	—	11	96	—	96	15	—	15		
Estimated Transition Quarter	352	Future Year Obligations	Estimated Total Cost	Commodities	15	—	15	41	—	41	28	—	28		
				Other Costs	14	—	14	51	—	51	41	—	41		
Proposed FY 77	224	174	900	Total Obligations ..	40	110	150	188	164	352	84	140	224		

Country: NICARAGUA

GRANT ACTIVITY DATA

Table E-2

TITLE Rural Community Health Services	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 202	FY 77 200	
NUMBER 524-15-530-110		INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. To help improve the health levels of the poorest majority of the Nicaraguan population by implementing and refining a model rural health delivery program for application on a national level. The project will develop community health committees which will establish health service priorities; coordinate the delivery of such services; and evaluate their effectiveness. In this way it will achieve an effective mix of rural health education programs through person-to-person contacts and the use of community and mass media education programs. It will also develop the administrative-service structure needed to support paramedical personnel. Technical assistance and training in the dynamics of community health and community development will be provided to the Ministry of Health (MOH) and to the health committee leaders. Evaluation seminars will be used frequently to assist in the coordination, modification and implementation of the programs.

Progress to Date. A planning group worked for four months to develop the final design of the project. Its report was presented to the technical counsel of the MOH and members of international health agencies for recommendations and modification. Final project design was completed and approved in December 1975.

Related Activities. This project, which focuses on community organizations, complements both the Health Sector Analysis and the Rural Health Institutional Development projects being supported by A.I.D. They finance activities to improve the planning and implementation capability of the MOH. The Government is financing the cost of counterpart personnel, office space and related logistic support costs -- amounting to approximately \$268,000 or 41% of the total cost.

FY 1977 Program.

U.S. Technicians: Two health administrators and an epidemiologist for five months and a health educator-administrator for 12 months.

Commodities: Specialized audio-visual equipment and equipment for preventive and curative care of laboratory and maintenance.

Other Costs: In-country training, special studies, local travel, evaluation seminars, and community health pilot project costs such as wells and latrines.

IV-E35

U.S. DOLLAR COST (In Thousands)											PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS										
	Estimated FY 76	85	35		-	Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
						Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Estimated through 6/30/76	85	35	50	U.S. Technicians ..	-	40	40	-	44	44	-	47	47	To be selected.	
Estimated Transition Quarter	100	Future Year Obligations	Estimated Total Cost	Participants	-	-	-	-	-	-	-	-	-		
				Commodities	20	-	20	40	-	40	23	-	23		
				Other Costs	25	-	25	16	-	16	130	-	130		
Proposed FY 77	200	-	385	Total Obligations ..	45	40	85	56	44	100	153	47	200		

Country: NICARAGUA

GRANT ACTIVITY DATA

Table E-3

TITLE Rural Health Institutional Development	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 203	FY 77 100	
NUMBER 524-11-530-114		INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. To assist in developing a public institutional capacity to support greatly expanded health services in rural areas. Primary emphasis will be on developing performance criteria and skills for health professionals. Additional emphasis will be placed on developing an information system which will allow decision makers to more effectively identify priority areas for the allocation of scarce resources. The project will focus on improving administration, maintenance and support services in present health agencies. It will also train faculty and develop a curriculum for a health delivery school. Training will be provided to nurses, health promoters, midwives, rural laboratory technicians, and supervisory personnel. This project will begin the process of developing a Government institutional capacity to effectively manage and implement modern large scale programs to deliver more adequate health services to rural areas.

Progress to Date. The Ministry of Health (MOH) and the National Social Assistance Board (JNAPS) have presented preliminary studies on training needs for 1976. The Health Sector Assessment has helped to identify the need to improve the health infrastructure. Consultants are scheduled to arrive in early 1976 to assist the MOH and JNAPS in formulating a training plan consistent with the recommendations in the Health Sector Assessment.

Related Activities. The Health Sector Assessment, the first phase of which has been completed, will provide a fuller definition of health problem areas and propose alternative strategies for action. This institutional development project will complement the Sector Assessment and other health programs of the Government, A.I.D., and other international programs by strengthening the health manpower base required for all programs. The international advisory teams of the Pan American Health Organization, Inter-American Development Bank and the UNDP are providing technical assistance in the design of this program.

FY 1977 Program.

U.S. Technicians: Advisers in public health administration, paramedical training, hospital maintenance and information systems, performance criteria and standards for health institutions, curriculum for paramedical training, and rural laboratory installation (21 months).

Other Costs: Local travel of consultants, seminars, special surveys, materials, publications.

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U.S. DOLLAR COST (In Thousands)											PRINCIPAL CONTRACTORS/ AGENCIES			
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter				Proposed FY 77		
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total		Direct AID	Contract/Other Agency	Total
Through 6/30/75	-	-	-											
Estimated FY 76	120	40		U.S. Technicians ...	-	85	85	-	192	192	-	90	90	American Hospital Association American Public Health Association
Estimated through 6/30/76	120	40	80	Participants	30	-	30	50	-	50	-	-	-	
Estimated Transition Quarter	252	Future Year Obligations	Estimated Total Cost	Commodities	-	-	-	-	-	-	-	-	-	
Proposed FY 77	100	-	472	Other Costs	5	-	5	10	-	10	10	-	10	
				Total Obligations ..	35	85	120	60	192	252	10	90	100	

Country: NICARAGUA

GRANT ACTIVITY DATA

Table E-4

TITLE Rural Education Institutional Development NUMBER 524-11-690-115	FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000) FY 77 280	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 205	INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. To prepare key Government education institutions and personnel to implement an expanded rural education effort, incorporating innovative approaches to rural education. The project will focus on developing: a) an effective program implementation unit within the Ministry of Education; b) an educational materials unit to develop and adapt curricula for media use; c) a research and evaluation unit; d) programs for in-service and in-country training of personnel; e) research projects in non-formal approaches to rural education; f) programs for training para-professional rural teachers' aides and radio school monitors; and g) local participation in education. The major part of the program will be financed under the education loan proposed for FY 1977.

This project and the rural education loan will complement projects in agriculture and health, as part of a comprehensive rural development effort designed to improve the lives of the poorest majority of the rural population. The World Bank is considering a loan to support agricultural and secondary education and skills training which will complement this program.

FY 1977 Program.

U.S. Technicians: 24 worker months of long term assistance and 21 worker months of short-term assistance in the following fields: non-formal and rural primary education; educational technology; administration; planning; and agricultural education curriculum.

Participants: Training in non-formal and rural primary education, educational technology and administration (30 months).

Commodities: Training equipment.

Other Costs: Local-cost support of research and in-country training.

Progress to Date. An Education Sector Assessment was completed in December 1975. It will serve as the basis for the final design of this project and the proposed education loan. Consultants to be provided under the grant project in early 1976 will assist in establishing the necessary base for prompt implementation of the education loan.

Related Activities. The Government will finance expanded administrative, staff, and research costs; international travel of participants; and logistic support for project specialists.

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES					
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS										
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77				
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency		Total	Direct AID	Contract/ Other Agency	Total	
	—	—	—												To be selected.
Estimated FY 76	200	75		U.S. Technicians . .	—	135	135	—	365	365	—	225	225		
Estimated through 6/30/76	200	75	125	Participants	35	—	35	10	—	10	20	—	20		
Estimated Transition Quarter		Future Year Obligations	Estimated Total Cost	Commodities	15	—	15	5	—	5	15	—	15		
Proposed FY 77	280	—	980	Other Costs	15	—	15	120	—	120	20	—	20		
				Total Obligations . .	65	135	200	135	365	500	55	225	280		

IV-537

F. PANAMA

GENERAL STRUCTURE OF THE EDUCATIONAL SYSTEM

	<u>Normal Duration in Years</u>
9.1 Pre-primary	1
9.2 Primary (compulsory): ages 7-12 ^{1/}	6
9.3 Secondary	
First, or Basic Cycle	3
Second Cycle - General	3
- Technical (Agricultural, Industrial, Commercial, Home Economics)	
9.4 Post-Secondary Non-University:	
Nurses College	2
Naval College	4
9.5 University	
University of Panama, public - Panama City	1
Regional Centers:	5
University Santa Maria la Antigua, private	1
Fields of Specialization: Administration, Agronomy, Architecture, Education, Engineering, Law and Political Sciences, Medicine, Natural Sciences, Odontology, Social Sciences.	
Admission requirements: High School Graduation (Bachillerato)	

^{1/} School entry age is being lowered to 6 years of age

Chart F-1.1

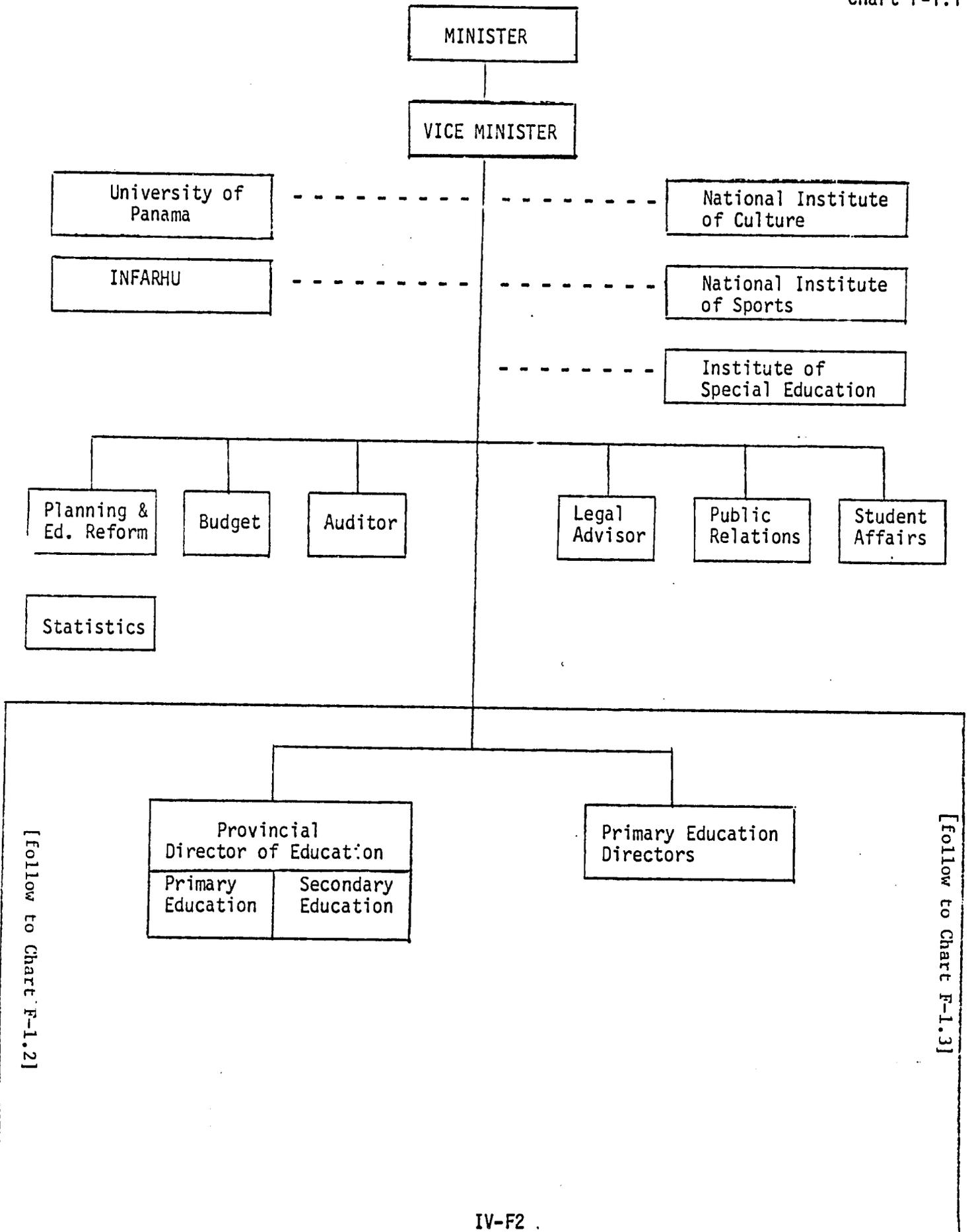


Chart F-1.2

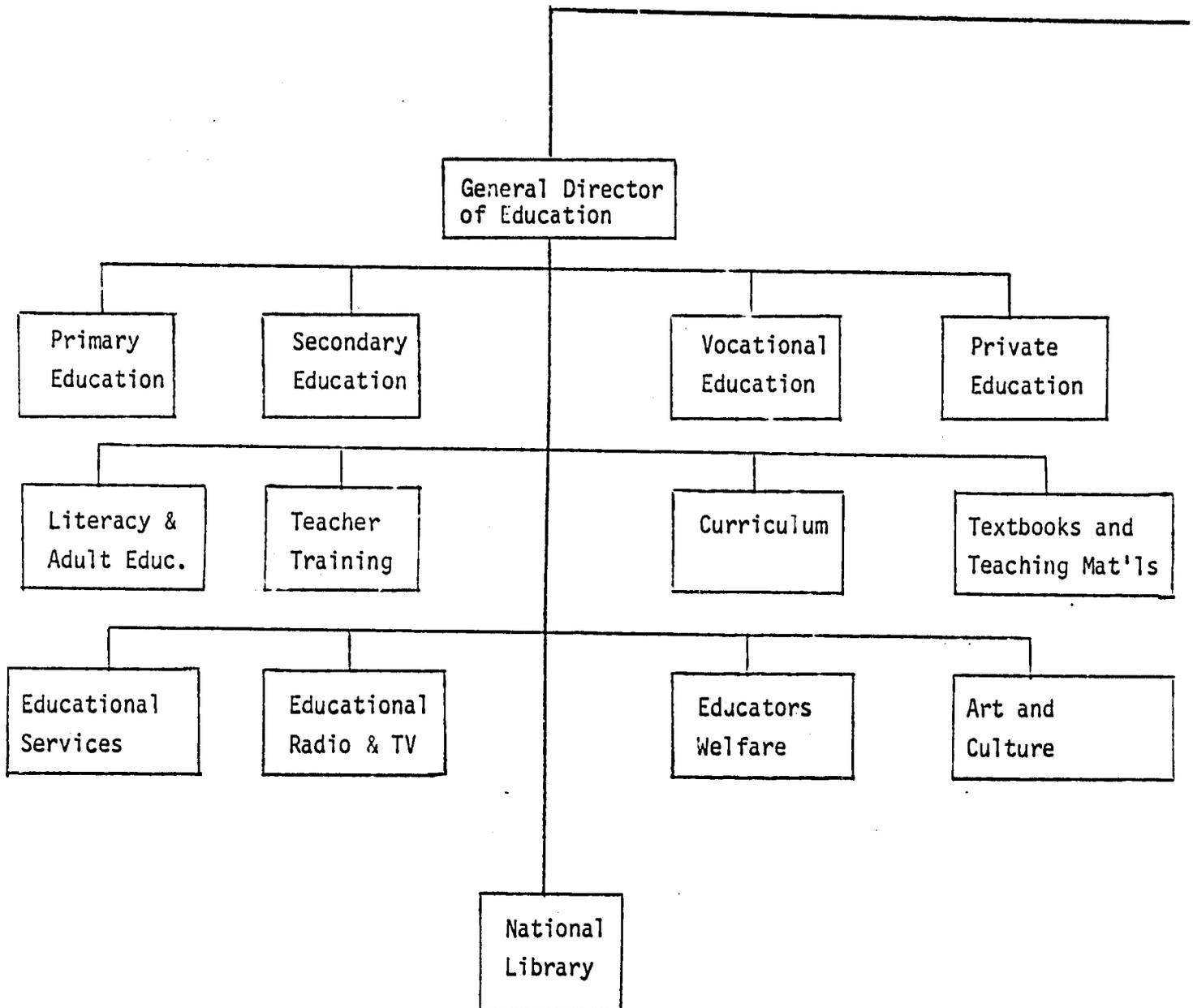
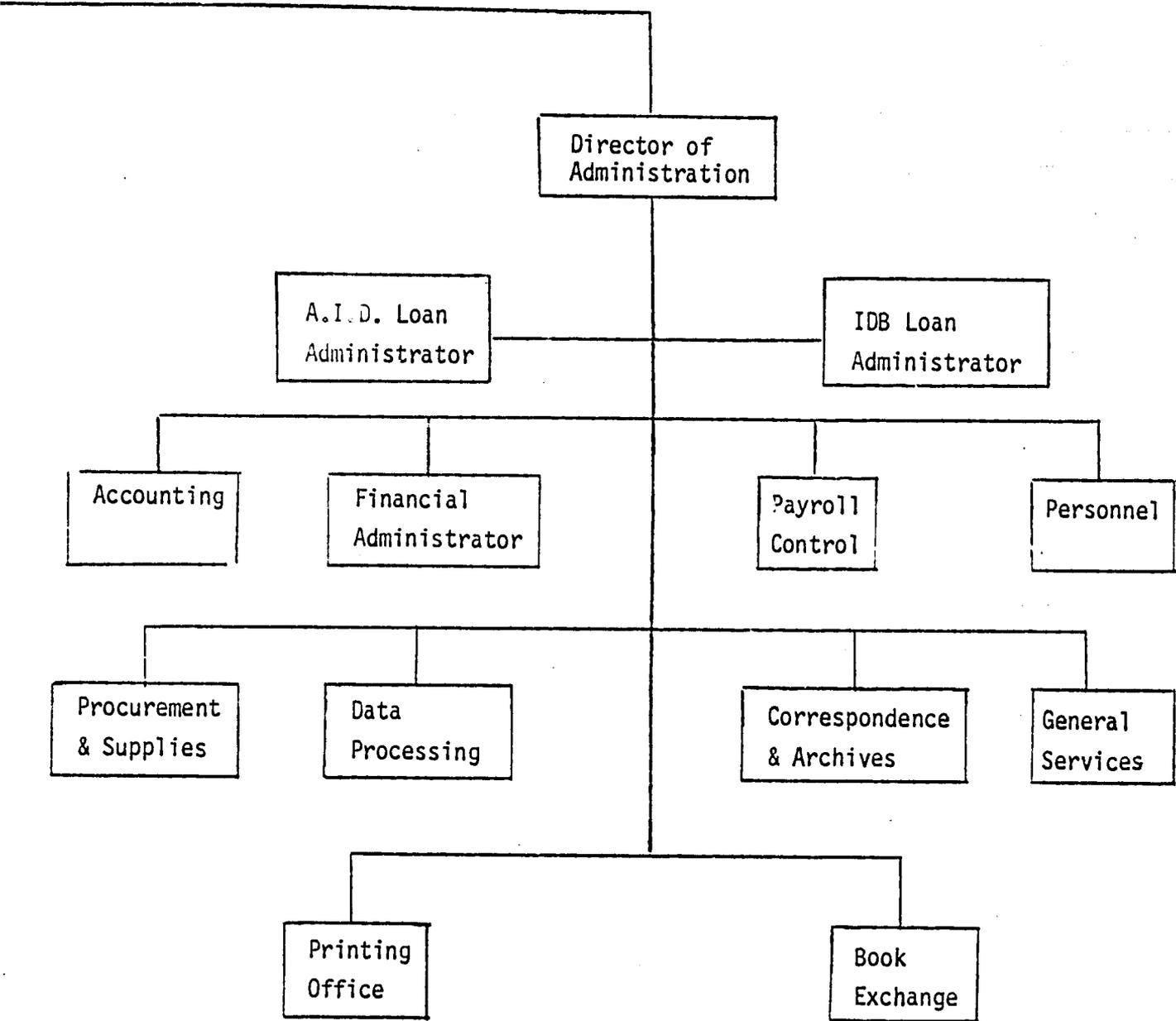


Chart F-1.3



PANAMA - SPECIALIZED & CONTINUING EDUCATIONAL ORGANIZATIONS

- Ministry of Agriculture - "extension" education activities, and one Agricultural School.
- Ministry of Health - school of nursing and training courses for auxiliary nurses.
- Superior School of Nautical Training (Public).

Panamanian education is heavily weighted with priorities which favor the rural poor; the marginal income family; the cultural and the socially underprivileged. Goals and plans focus upon a more equitable distribution of resources, and programs are being initiated that are designed to increase participation in institutionalized society by those who here-to-fore have been the "dispossessed."

The means and techniques by which Panama proposes to attack these problem areas, anticipate the use of NON-FORMAL TRAINING and EDUCATION TECHNOLOGY-- two of the other three "emphases" that AID has designated.

"Nuclearization" of education in the rural communities to be accomplished by community initiative in the development of "Farm Schools", "Production Schools" and "Basic Cycle" programs in sparsely settled communities.

Special short term non-school training, adapted specifically to the demands of the labor market with classes held in government facilities or in private industries.

Education and Human Resources Development

A.I.D. does not plan to initiate any new programs in this sector during FY 1977. A.I.D. will, however, continue to implement and fund its existing programs. These include:

- a FY 1976 \$11 million education sector loan, geared to a practical basic education curriculum and technical training system primarily for rural Panamanians;
- technical assistance grant programs for Training for Development and Rural Nonformal Education.

PANAMA - A.I.D. GRANTS INVOLVING EDUCATION & TRAINING

<u>Training Goals</u>	<u>Project</u>	<u>Title</u>
Community Health Workers	525-15-580-142	Health & Population
Nurses	525-15-580-142	Health & Population
Family Planning	525-15-580-142	Health & Population

Country: PANAMA

GRANT ACTIVITY DATA

Table F-1

TITLE Health and Population	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000)	
		FY 77	565
NUMBER 525-15-580-142	PRIOR REFERENCE FY 1976 Latin America Programs, P. 221	INITIAL OBLIGATION FY: 1967	SCHEDULED FINAL OBLIGATION FY: 1978

Project Target and Course of Action. To enhance public awareness of population growth problems and expand public and private sector capability to deliver family planning services, particularly in rural areas. The project will support the downward trend in population growth rates (3.2% in 1967 to 2.6% in 1974) by promoting the enrollment of at least 30% of the fertile female population as acceptors of Government family planning services and another 20% in private programs by the end of 1978. A.I.D. assistance will enable the public agencies to further improve and expand family planning services.

Progress to Date. Recent surveys of attitudes, knowledge and behavior concerning family planning indicate that a significant and growing proportion of the adult population is aware of and using family planning techniques. In 1974, approximately 20% of Panama's fertile age women were using some form of family planning provided by public health agencies and an additional 11% of the target group were obtaining such services from private sources. A.I.D. has provided support for expanding, renovating or equipping over half the country's 187 operational health centers and sub-centers which deliver family planning services. Health personnel at all levels of the system receive periodic or specialized training. During 1975 in-service training was provided to over 100 rural community health workers; the Los Santos Community Health Nursing School completed its

second two-year intensive training program and will soon graduate 54 nurses; 300 auxiliary nurses completed in-service training programs; 7 nurses were given specialized training in maternal/child health care, including family planning, at the Harbor Hospital in California; an additional 12 public health nurses were provided intensive training in family planning theory and techniques in Denver; and 29 doctors received U.S. training and equipment for performing laparoscopic interventions.

Related Activities. This activity complements the Panamanian Government's expansion of public health/family planning services directed toward the population without access to private medical care. The International Planned Parenthood Federation, Pan-American Health Organization and the UN Fund for Population Activities are actively engaged in family planning programs in Panama.

FY 1977 Program. A.I.D. will support extension of family planning services, particularly in rural areas, through provision of health staff training, mass media education/motivation programs, clinical equipment and contraceptives.

Participants: 5 long-term and 20 short-term participants in the United States and Latin America.

Commodities: Contraceptives, clinical supplies, equipment and training materials.

Other Costs: Training, mass media programs, research and travel.

U.S. DOLLAR COST (In Thousands)											PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS										
	3,744	3,290	454		Estimated FY 76			Estimated Transition Quarter				Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total		Direct AID	Contract/Other Agency	Total	
Estimated FY 76	510	596	-	U.S. Technicians ..	-	-	-	-	-	-	-	-	-	-	-
Estimated through 6/30/76	4,254	3,886	368	Participants	30	-	30	-	-	-	-	45	-	45	-
Estimated Transition Quarter	128	Future Year Obligations	Estimated Total Cost	Commodities	175	-	175	50	-	50	245	-	245	-	-
Proposed FY 77	565	497	5,444	Other Costs	305	-	305	78	-	78	275	-	275	-	-
				Total Obligations ..	510	-	510	128	-	128	565	-	565	-	-

Country: PANAMA

GRANT ACTIVITY DATA

Table F-2

TITLE Non-Formal Education-Plan Guaymi (PVO)	FUNDS EDUCATION AND HUMAN RESOURCES DEVELOPMENT	PROPOSED OBLIGATION (\$000)	
		FY 76 389	5th Q. 125
NUMBER 525-11-690-177	PRIOR REFERENCE Congress April 9, 1975	INITIAL OBLIGATION FY: 1975	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. The purpose of this project is to develop the potential of the Guaymi Indians of the remote Tole District so that they may actively participate in their own development, and share in the benefits of Panama's economic growth. Under a grant to the Inter-American Literacy Foundation an integrated, non-formal education program will be developed to motivate the Guaymi toward taking an active role in developing their communities, to train them in basic practical skills relevant to their personal, community and environmental needs, and to provide an alternate means of earning a living beyond subsistence agriculture. Initial efforts will relate to pressing needs of the Guaymi in the general areas of agriculture, animal husbandry and health, nutrition and home economics. The Training Institute to be established in Tole will select and train Guaymi leaders to act as agents of social change. They will be reinforced in the broader Guaymi community by radio and easy to understand education materials which will be disseminated within the district.

Project Status: This project is one element of a broader integrated rural development effort. Tole District is considered to be one of the most remote and poor areas of the country. A local development plan has been prepared which includes programs in agriculture, infrastructure, education and health. A baseline study is being conduct-

ed to determine the appropriate curriculum content to reach the Guaymi. Project implementation activities were initiated in April 1975.

Related Activities. Based on the recently completed 3-year development plan for Tole District, it is expected that the Panamanian Government will invest more than \$3 million in the area over the next three years. The Corporation de Desarrollo Fronterizo, an autonomous government agency, will have the primary responsibility for coordinating various government inputs.

FY 1976 and 5th Quarter Program.

U.S. Technicians: 5 long-term and 7 TDY personnel in non-formal education, agriculture, sociology, materials development, curriculum design, visual communications, health and nutrition.

Participants: 4 participants to short-term courses in United States and Colombia in agriculture, health and nutrition, home economics.

Commodities: Equipment and supplies for the training institute, radio broadcast and materials development program elements.

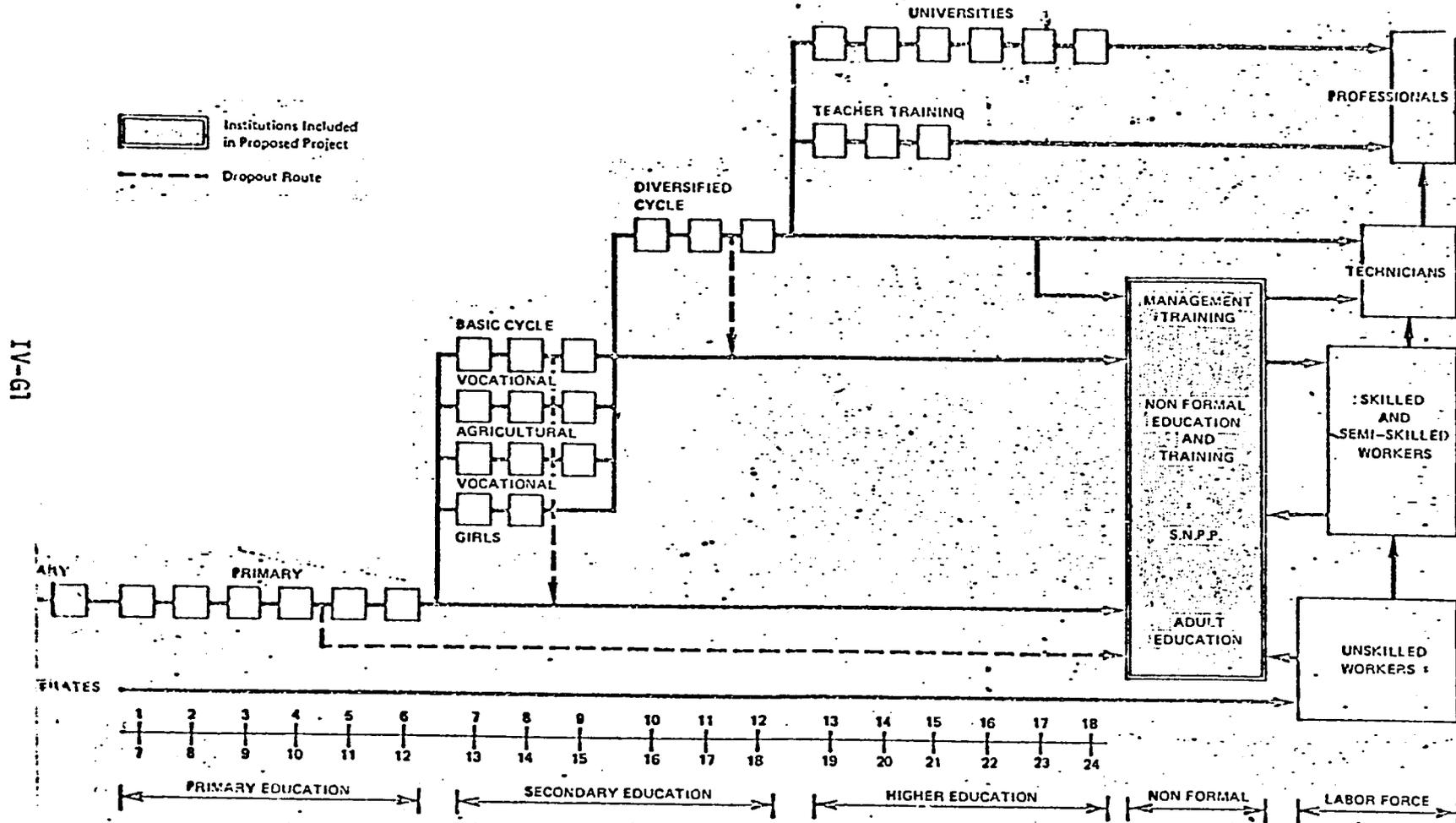
Other Costs: Invitational travel, local costs for training institute and program evaluation.

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U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/74	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 1975			Proposed FY 76			Proposed 5th Q.			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Estimated FY 75	164	40		U.S. Technicians ..	79	79		235	235		90	90	INTER-AMERICAN LITERACY FOUNDATION	
Estimated through 6/30/75	164	40	124	Participants	16	16		12	12		-	-		
Proposed FY 76	389	Future Year Obligations	Estimated Total Cost	Commodities	61	61		43	43		15	15		
Proposed 5th Quarter	125	112	790	Other Costs	8	8		99	99		20	20		
				Total Obligations ..	164	164		389	389		125	125		

Chart G-1

PARAGUAY
STRUCTURE OF THE EDUCATION AND TRAINING SYSTEM 1975



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G. PARAGUAY

Non-Formal Education

The GOP sponsors educational radio programs and an evening TV class, but little information on the degree of participation and effectiveness of these efforts presently exists. The Ministry has requested USAID assistance in establishing a pilot radio education project in a designated rural area which would benefit both in-school and out-of-school youth. Such a project would complement the non-formal training activities contemplated under this project and facilitate cooperation among Ministries in developing a national strategy for non-formal education. GOP agricultural and health extension agents also use NFE methods but again little information exists on the approaches used or on their effectiveness. This project includes funding for a short-term consultant to assist in evaluating existing NFE activities.

The National Council for Social Progress (CNPS), formed in March 1967, promotes and coordinates programs related to social and economic development. It consists of coordinating units at each of four levels. The highest level is the Council, which is made up of the Ministers of Health, Education, Labor, and Agriculture, the Executive Secretary of the National Planning Secretariat, and the President of the Instituto de Bienestar Rural. At the next level is the Office of Social Progress, which coordinates activities of the following five departments: (1) research and evaluation; (2) programming; (3) training; (4) documentation, communication and public relations, and (5) administration. At the third level are the Social Progress operating committees, one for each of the CNPS activities. The operating committees coordinate functions and provide T.A. to the communities in which the programs are being implemented. At the fourth level are the integrated Committees, which are made up of diverse community organizations. These committees are responsible for microdecision at the local level which directly affect the physical implementation of the projects. CNPS's major responsibility during the past two years has been the integrated development of the north and east corners of the country, embracing the Departments of Canendiyu, Alto Parana, San Pedro, Itapua, Caazapa, and parts of Caaguazu. These provinces represent 11% of the country's surface (46,940Km²).

CNPS administrative salaries and operating costs are funded out of the budget of the Ministry of Labor and their major source of program funds during the next few years will be provided through an \$11 million World Bank Loan. This Loan provides credit to small farmers in the colonization area and will finance construction of 60 kilometers of all-weather roads, 200 kilometers of dirt roads, construction of 26 primary schools and the purchase of heavy equipment for road construction.

Other CNPS activities have included studies of (1) social implications of the large hydroelectric projects at Itaipu and Yacy Reta, the integral development of the Chaco, population studies and an inventory of training activities in the country. CNPS has also engaged in a number of leadership training courses, through UNICEF assistance, and school lunch programs sponsored by the Programa de Alimentacion y Educacion Nutricional (PAEN)

As one of the two major Paraguayan entities involved in the implementation of this pilot project, CNPS will be primarily involved in conducting an inventory and evaluation of existing NFE programs. CNPS will also serve as the medium for providing feedback to the various ministries as to the result of the pilot project. The CNPS members on the project team will have the responsibility of explaining the philosophy and functions of non-formal education programs and the possible socioeconomic benefits that can be derived by developing a skilled labor force in the rural areas.

The National Apprenticeship Institution (Servicio Nacional de Promocion Profesional - SNPP) was established in July 1971 for the purpose of providing free training in semi-skilled and skilled trades to adults of both sexes in all of the economic sectors in which manpower needs exist.

SNPP is a semi-autonomous institution under the Ministry of Labor and Justice. It is governed by an interministerial committee composed of representatives from the Ministries of Labor, Education, Industry and Commerce, Agriculture, and the National Planning Secretariat. In 1974 SNPP conducted 90 courses for 1,950 students in the industrial, service and agriculture sectors.

SNPP has its own teacher training and shop facilities in Asuncion, where courses are given in welding, Diesel and automechanics, house wiring, electronics, bricklaying, machine shop, carpentry, and leather work. A number of industrial courses have also been given in other cities with the collaboration of the Ministries of Education and Agriculture, which provided the physical facilities.

Agriculture courses are given in a number of areas throughout the country. Courses have been given in swine and milk production, farm machinery operation and maintenance, and cultivation of the following crops: wheat, corn, soy beans, sugar, cotton and potatoes.

SNPP courses have been aimed at a literate audience and are up to nine months in length. Working with illiterates will be a new experience for SNPP but the Ministry of Labor has recognized the need for providing training for the rural poor and presently does not possess the knowledge or experience to take on this task.

It is anticipated that SNPP facilities will be utilized to train the delivery agents for the non-formal training project and in addition, SNPP has its own materials production center, which is a vital element in the proposed project. With a modest input in personnel and equipment, the SNPP materials production center can produce all of the instructional materials required for the pilot project.

SNPP budget was increased by 21% in CY 1975 but is still not utilizing the full amount authorized by law. In 1974 a total of \$504,000 was generated through the 1% payroll tax and SNPP utilized only \$365,711.

This indicates that funds are potentially available for SNPP to assume greater training responsibilities. In contrast, the Ministry of Education budget increased about 8% and most of the increase was due to raises in salary levels rather than expansion of the system. USAID inputs will complement and not overlap the contributions of other donor agencies to SNPP.

Ongoing GOP Non-Formal Education Activities

We expect to use 20 delivery agents in the project, 10 will be GOP employees and 10 will be people with demonstrated skills but without previous teaching experience. Rather than attempt to project the costs of "national expansion" we provide the following summary of GOP activities related to the project.

USAID/Paraguay wishes to stress that the GOP presently has several nationwide programs which include non-formal training components. If the proposed Mission project is successful in defining practical, effective methods of technology transfer in rural areas, the GOP's ongoing activities will benefit from these improved methods which may not require increased budget outlays. Most important is to improve the effectiveness of established programs. -As will be illustrated, the GOP already has a substantial commitment to NFE, in terms of both personnel and budget support. The Mission is confident that a sufficient institutional base already exists to utilize any improved training techniques which the proposed project is successful in developing. The principal programs are summarized below, along with budget information drawn from the CY 1975 National Budget. Programs of secondary interest, but which are potential users of the results of the project are mentioned by name only. Time and project personnel limitations, and the exacting nature of careful experimentation will not permit utilization of the full range of ongoing GOP activities; however, the project will attempt to evaluate the types of non-formal training offered, and to the extent possible measure their effectiveness. The experience of behavioral/educational research indicates that successful experimentation depends on gathering much information on a few manageable items, rather than limited information over too broad a range.

Ministry of Agriculture (MAG) - Agricultural Research and Extension under the guidance of the Director of Research and Extension, 278 employees work in seven different subprograms;

G. PARAGUAY

	<u>Employees</u>	<u>CY 1974</u>	<u>CY 1975</u>
Office of the Director	19	\$ 36,743	\$ 45,529
Agricultural Research Center (Caacupe)	37	252,487	228,106
Seed Production Center	28	216,516	217,743
Agricultural Research Center (Cap Miranda)	15	45,524	60,457
Livestock Research Orogram (PRONIEGA)	16	88,732	90,781
Agricultural Extension (SEAG)	155	356,014	513,759
Poultry Husbandry	5	-	8,952
Bee Culture	4	-	7,429
TOTAL PERSONNEL	279	\$996,016	\$1,162,756
		TOTAL BUDGET	
Director	1		
Technicians	109		
Extension Agetns (including 29 home extension agents)	116		
Administration and Support Personnel	53		

The total MAG budget for 1975 is \$4,741,418, of which 25% is allocated to the Agricultural Research and Extension Program. Of particular interest to this project is the Agricultural Extension (SEAG) subprogram which receives 11% of the MAG budget, because SEAG extension agents deal most directly with the small farmer through 33 extension offices staffed by 116 agents. These agents work with a considerable range of agricultural subjects, as well as with 4-C clubs (similar to U.S. 4-H clubs) and clubs and courses for farm women. The other subprograms contribute to non-formal training directly by providing demonstration plots and livestock to illustrate the results of improved methods over traditional practices; by producing instructional materials for use by their own technicians; by providing training and technical backstopping for the SEAG agents; and through applied research to expand the technological base for extension and training activities.

In addition, the MAG has a Cotton and Tobacco Research Section, an Agricultural promotion and Development Service, a Dairy Improvement Section, and the Rural Social Institute (IBR) which have non-formal training

components. These activities are important, but as previously mentioned are of only secondary interest during the life of the proposed project.

Ministry of Health (MOH)

The MOH's Integrated Health Services Program has a total of 2,273 personnel, at a cost of \$2,163,667 in CY 1975. Within the program are the staffs of the six health regions, the Leprosy subprogram, Rural Medical Social Action, and the Family Planning Department. This national program is a potential user of improved communications techniques; at this time the Mission has little information on the extent and type of present non-formal instruction offered by the MOH, except for family planning instruction offered at the 19 clinics assisted by the Mission's Population project. Two other MOH programs provide non-formal instruction and supply materials for use in clinics and health posts. The National Malaria Eradiction Service is budgeted for \$808,815 in CY 1975, including \$475,602 for personnel. The thrust of the program is mosquito control; however, field workers provide some instruction in prevention of malaria and explanation of the farmer's role in and benefit from the program. The National Service for Environmental Sanitation, budgeted for \$123,800 in CY 1975 is another potential user.

Ministry of Education (MOE)

The Adult Education Program has 500 employees (mainly part time) and is budgeted for \$279,376 in CY 1975. The Tele-Education Program has a total of 26 employees, and is budgeted for \$25,838 in CY 1975. The proposed Rural Radio Education project 095.7 is more closely focused on these programs, but each is a potential resources for and user of the activities proposed in the Non-Formal Training Project.

Ministry of Justice and Labor (MOJL)

Human Resources Program - The Director of Human Resources has been instrumental in the development of this project. He is presently completing, with Mission assistance, a manpower study to determine present and projected manpower resources and requirements and an assessment of how members of the labor force acquire their skills. He is closely involved with the work of both SNPP and CNPS. His program contains the following subprograms:

<u>Subprogram</u>	<u>Employees</u>	<u>CY 1974</u>	<u>CY 1975</u>
Studies and Utilization of Human Resources	11	\$26,614	\$29,895
Social Promotion of Working Women	3	6,210	6,981
Employment Service for Itapua	5	-	12,286
	19	\$32,824	\$49,162

PARAGUAY

EDUCATION AND HUMAN RESOURCES DEVELOPMENT

Alternatives to the formal education system are needed to reach rural children at costs within the Government's resources. The Government and A.I.D. are implementing two projects aimed at bringing practical education to rural areas. Both projects, experimental in nature, are starting with pilot activities before wider application.

-- A rural radio education project is testing whether the Ministry of Education's fourth grade curriculum can be adapted effectively to radio.

-- The other project is experimenting with nonformal education techniques to determine which functional fields (e.g., nutrition, farming techniques, sanitation) are of greatest interest and importance to the rural poor and which methods are most effective for the delivery of such information.

PARAGUAY - A.I.D. FUNDED PROGRAMS - EDUCATION AND TRAINING
- Current A.I.D. Grants of Probable Interest -

<u>Teaching Goals</u>	<u>Project #</u>	<u>Title</u>
Family Planning	526-15-580-085	Population
General Rural Education	526-15-699-501	Rural Non-formal Education
Rural Radio Education	526-15-699-502	Rural Radio Education

Country: PARAGUAY

GRANT ACTIVITY DATA

Table G-1

TITLE	FUNDS	PROPOSED OBLIGATION (\$000)	
		FY 77	371
Population	Population Planning and Health	INITIAL OBLIGATION	SCHEDULED FINAL OBLIGATION
NUMBER 526-15-580-085	PY 1976 Latin America Programs, p. 239	FY: 1965	FY: 1978

Project Target and Course of Action. To balance population growth with Paraguay's ability to provide services and employment opportunities. The project supports the Ministry of Health's expansion and improvement of rural clinical coverage, which provides the only supervised family planning services available to the rural poor. By working through the Ministry's network of rural clinics and health posts, the project aims at providing family planning services in the populous eastern section of Paraguay which contains approximately 80% of the country's population.

Progress to Date. The Ministry of Health opened eight new rural clinics in 1975 for a total of 27 clinics serving the rural and urban poor. The number of acceptors of family planning services increased to 25,000 as of December 1975, an increase of 7,000 over the previous year. Specialized training in family planning was given to the staffs of the new clinics and refresher training was given to most of the staffs in the older clinics. A total of 37 medical personnel received training in the United States or third countries in 1975. Training consisted of field trips, seminars, and formal courses under the sponsorship of the project. Almost all of the project's acceptors are women, as are more than one-half of the project's staff. Four departments and seven clinics are directed by women.

Related Activities. The International Planned Parenthood Federation will contribute \$310,000 in FY 1976 to support 24 private family planning clinics operated by its local affiliate. The Pathfinder Fund will contribute \$16,000 for private clinics, \$22,000 for public clinics operated by the Ministry of Health, and \$9,000 to the National University's Medical School for instruction in family planning. The Government of Paraguay's cash and in-kind contribution of goods and services (i.e., clinical space and medical supplies) exceeds 25% of the total project's cost.

FY 1977 Program. The program will concentrate on further expanding family planning services in rural areas.

Commodities: Clinical and laboratory equipment and supplies, and contraceptives.

Other Costs: Program support for the central administrative office, cancer detection laboratory and 32 family planning clinics.

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency		Total	Direct AID	Contract/ Other Agency	Total
Through 6/30/75	2,014	1,641	373											
Estimated FY 76	363	379		U.S. Technicians ..	-	-	-	-	-	-	-	-	-	
Estimated through 6/30/76	2,377	2,020	357	Participants	-	-	-	-	-	-	-	-	-	
Estimated Transition Quarter	92	Future Year Obligations	Estimated Total Cost	Commodities	103	-	103	12	-	12	101	-	101	
Proposed FY 77	371	491	3,331	Other Costs	260	-	260	80	-	80	270	-	270	
				Total Obligations ..	363	-	363	92	-	92	371	-	371	

TITLE Rural Non-Formal Education (formerly included in Education Development 526-15-699-095) NUMBER 526-15-699-501	FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE FY 1976 Latin America Programs, p. 241	FY 77 115	SCHEDULED FINAL OBLIGATION FY: 1975 FY: 1977

Project Target and Course of Action. To produce low cost teaching methodology and instructional materials suitable for training the rural population of Paraguay. The target population is the small farm family which typically has had limited access to formal education. The project works with the Ministries of Labor, Health, Education, Agriculture, and various public and private groups which have out-of-school instructional activities in an effort to determine which instructional methods are most effective for improving existing nonformal education and extension programs. The project shapes experiments to determine which instructional techniques are most effective for helping the rural poor increase their incomes and employment opportunities and improve their nutrition and sanitation levels.

Progress to Date. The U.S. technicians assisting in implementation of the project have been working since September 1975. Selection and training of an inter-ministerial team of Paraguayan technicians have begun, and an inventory and analysis of existing non-formal activities are being carried out with the National Committee for Social Progress. A survey of 82 rural households has been completed and is serving as the information

base for planning and development of experimental designs for implementation. Design and implementation of the project give consideration to the needs and interests of rural women. Education statistics indicate that women have had less access to formal education and that their needs for information and instruction require particular emphasis. Female technicians in the government are participating in the preparation of programs, which this project assists, to teach better child care, nutrition, and home-making skills.

Related Activities. The Government of Paraguay's cash and in-kind contribution for personnel, office space, and locally purchased materials exceeds 25% of the total cost of the project.

FY 1977 Program. Major activities will include implementation and evaluation of this experimental project.

U.S. Technicians: One full-time technician and three months of short-term services.

Other Costs: Local training and project evaluation.

7015-AI

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	
Through 6/30/75	200	-	200											
Estimated FY 76	165	90												
Estimated through 6/30/76	365	90	275	U.S. Technicians ...	-	80	80	-	15	15	-	60	60	
Estimated Transition Quarter	40	Future Year Obligations	Estimated Total Cost	Participants	-	-	-	-	-	-	-	-	-	
Proposed FY 77	115	-	520	Commodities	20	-	20	-	-	-	-	-	-	
				Other Costs	65	-	65	25	-	25	55	-	55	
				Total Obligations ..	85	80	165	25	15	40	55	60	115	

Latin America Development Associates and Personal Services Contracts

Country: PARAGUAY

GRANT ACTIVITY DATA

Table G-3

TITLE Rural Radio Education (formerly included in Education Development 526-15-699-095)		FUNDS Education and Human Resources Development	PROPOSED OBLIGATION (\$000) FY 77 173	
NUMBER 526-15-699-502	PRIOR REFERENCE FY 1976 Latin America Programs, p. 241		INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1978

Project Target and Course of Action: To develop the Ministry of Education's capability to provide radio instruction to more rural people by experimenting with different methodologies to make rural radio education programs more effective. The project works with the Ministry's Department of Television and Radio Education to expand access to primary education in rural Paraguay.

Progress to Date: The director of the Ministry's Television and Radio Education Department has visited Colombia and Mexico to study radio education in those countries and has prepared a detailed plan for radio programming for 1976. Implementation of this experimental project will begin in early 1976. The counterpart organization for the project is directed by one of the highest ranking women in the Ministry of Education.

Related Activities. The Ministry of Education is providing vehicles, space for offices, a recording studio, training sites, and 32 people to work with the project. Two radio stations are donating radio time and in rural communities 35 volunteers will contribute their time to monitor learning sessions. The total of cash and in-kind contributions exceeds 25% of the cost of the project.

FY 1977 Program.

U.S. Technicians: One long-term technician and four months of short-term services to work with the Ministry of Education.

Participants: Eighteen months of short-term training in the United States and third countries.

Commodities: Tapes and teaching materials.

Other Costs: Local travel and per diem, in-country training costs, and local contracts for project evaluation.

IV-611

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency	Total
Through 6/30/75	—	—	—											
Estimated FY 76	203	85												
Estimated through 6/30/76	203	85	118	U.S. Technicians ..	—	112	112	—	—	—	—	70	70	Personal Services Contracts
Estimated Transition Quarter	45	Future Year Obligations	Estimated Total Cost	Participants	10	—	10	12	—	12	18	—	18	
				Commodities	38	—	38	—	—	—	42	—	42	
				Other Costs	43	—	43	33	—	33	43	—	43	
Proposed FY 77	173	180	601	Total Obligations ..	91	112	203	45	—	45	103	70	173	

EDUCATIONAL STRUCTURE
Traditional

Fig. H-1

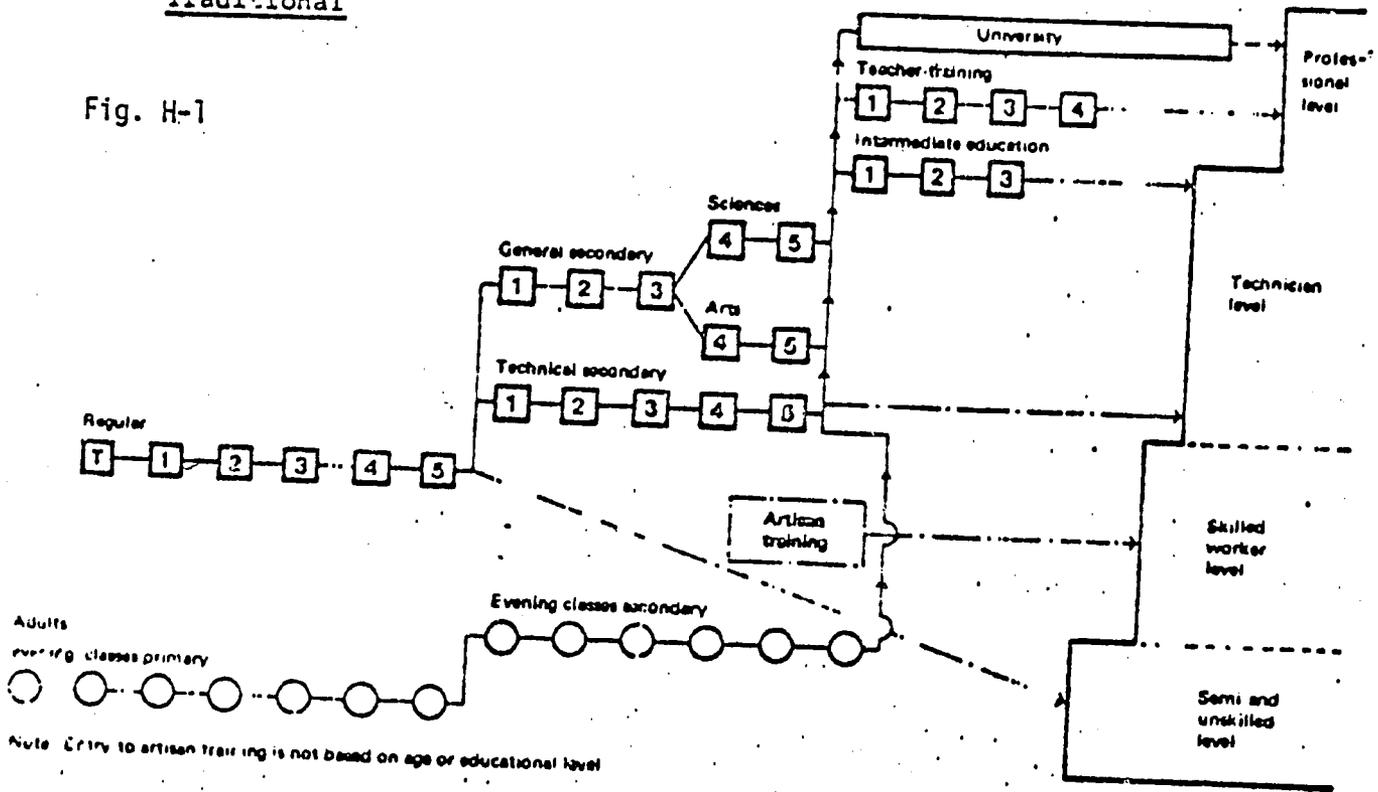
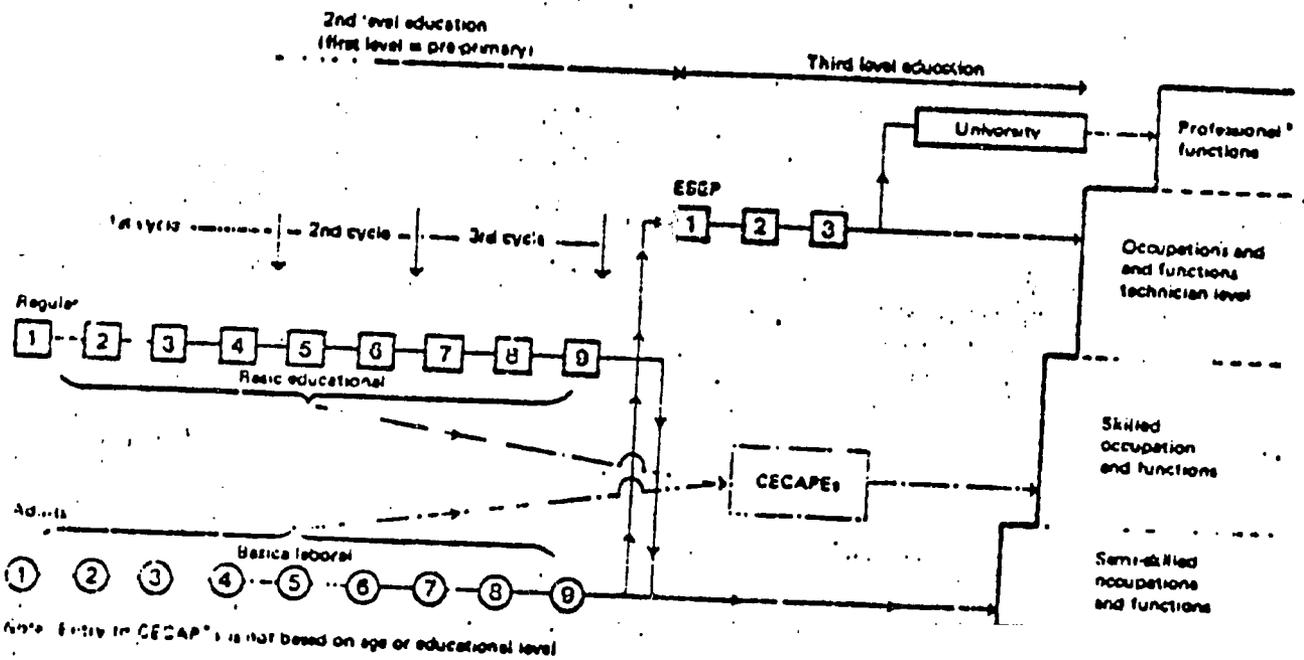


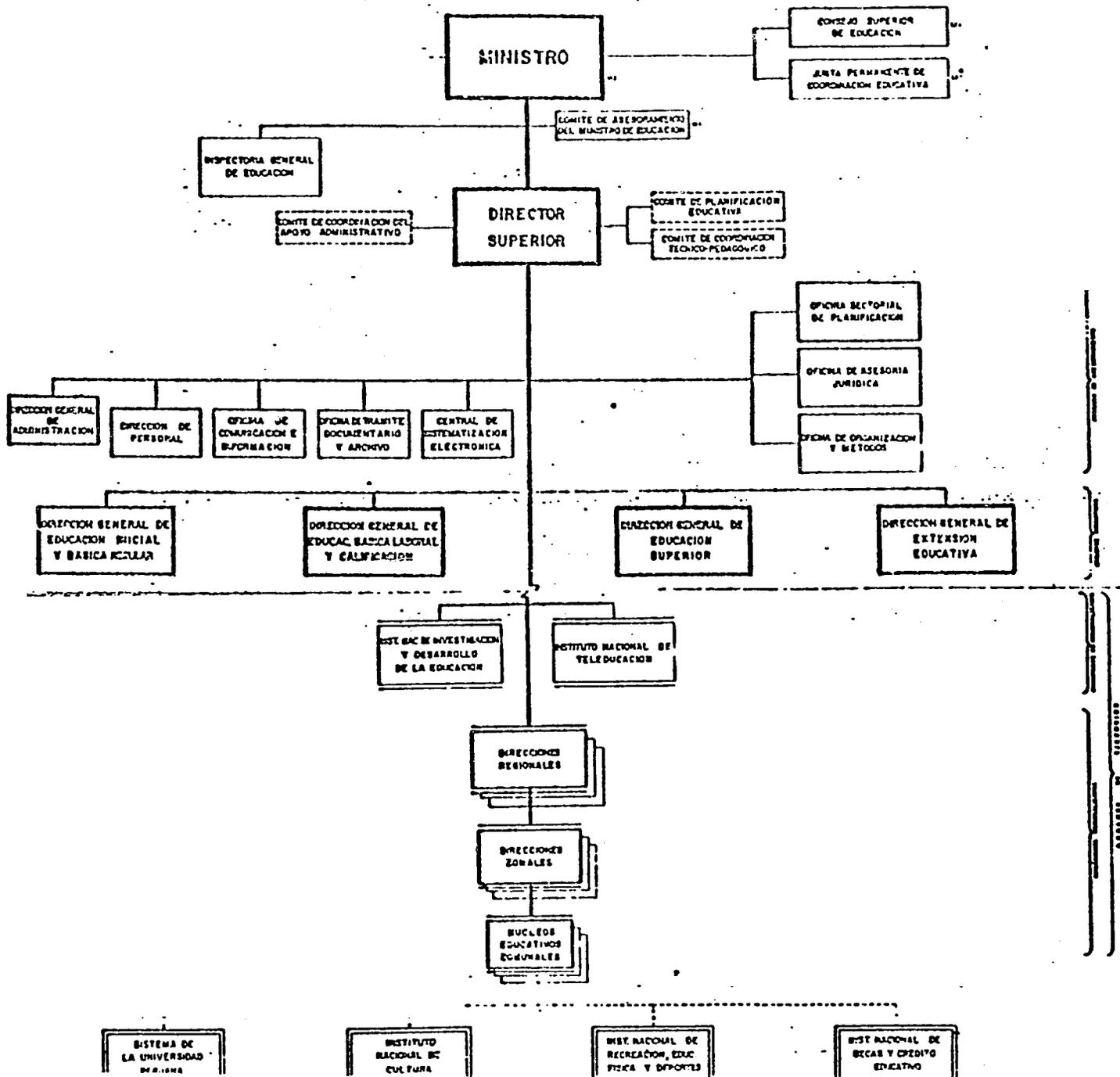
Fig. H-2

II REFORM PROPOSALS



ORGANIGRAMA DEL MINISTRO DE EDUCACION

DECRETO LEY N° 17.722 DEL 1972



IV-H2

FIG. H-3

NON-FORMAL EDUCATION

H. PERU

a. Introduction

This section focuses on non-formal education as a subsector of the national learning system and attempts to relate existing and planned NFE programs of the MOE to programs in other sectors that utilize NFE approaches. In Peru, as in most countries, the MOE has been less directly involved in non-formal education programs than have other governmental and private agencies. However, this report attempts to view the NFE subsector from the perspective of the MOE for several reasons:

-- Major responsibility for educational reform lies with the MOE and it is attempting to reform the total system, treating NFE as an integral part of it;

-- In implementing the reforms, the MOE is attempting to conceptualize new and existing programs as components of a "system" and their development efforts will concentrate both on the designing of new components and on effecting a functional and administrative network to link NFE programs both inter- and intra-sectorally; and

-- Perhaps because other agencies in the GOP do not view their programs as being "educational," they have not systematically reported the categories of information needed to describe and/or evaluate their activities functionally as NFE programs. The documents of other agencies tend to report the training of their personnel as an NFE activity, but seldom report it on the ultimate delivery level as NFE. Thus, they recognize intermediate training as NFE, but not always the final educational delivery process.

To attempt to describe the NFE subsector from an overall perspective would likely result in an overemphasis of intermediate training activities. Viewing NFE programs through the eyes of the MOE, however, facilitates the conceptualization of the subsector as a complete educational delivery system reaching ultimate as well as intermediate target populations. This permits a more meaningful assessment of the development impact of NFE programs.

Thus, a major factor encouraging the "MOE focus" of this section has been a lack of information sufficient to permit an adequate description of NFE programs conducted by other GOP agencies.

b. Non-Formal Education Programs in the Ministry of Education

1) Goals

The Peruvian Government's intention to utilize NFE for attaining specific development goals is documented in the Education

Reform Law and the 1971-75 Education Plan. Viewed as a total program, the NFE educational task to be accomplished has four principal objectives:

- To mobilize the members of Peruvian communities into joint, concerted community development and community problem-solving efforts;
- To bring adult populations (persons over 15 years of age) who have not yet achieved minimum educational competencies up to basic education levels;
- To transform underemployed and unemployed adult populations into economically productive workers; and
- To upgrade the economic productivity of workers at all levels.

Considered as a whole, these objectives are directed toward the improvement of the conditions and the quality of community living throughout the nation.

It is important that this overall development perspective be established before discussing individual programs, because they must be viewed as a part of a total development program, not as independent activities. Of equal importance are two of the philosophical premises (restated here) upon which the development program of the Revolutionary Government is based:

- That true reform begins with structural change -- the development role of education is less one of bringing about change than of supporting politically affected structural change; and

- That successful implementation of Peru's national development objectives will require the creation of a "new Peruvian" -- the self-concept of independence, dignity and confidence in one's capacity to cope successfully with the opportunities and demands of daily living must be imparted to and/or developed in the total populace.

Given these overall concerns, the educational leaders of Peru have formulated an overall developmental program which relies heavily upon NFE approaches. One general objective of this overall program is eventually to achieve an "educative society (or community)" in which teaching and learning are shared experiences of all. The two principal techniques to be employed in attaining this end are self-instruction and co-learning (shared learning experiences in small groups). Self-instruction is viewed as an appropriate, and hopefully low cost, means of effectively introducing and diffusing

needed technology as well as providing basic skill training; co-learning promotes the sharing of learning experiences and facilitates the application of new knowledge to the realities and problems of their daily lives.

The programs described and discussed below represent the MOE's response to the development and policy concerns outlined above. Official literature of the MOE refers to them as "modalities" in a number of contexts and there are areas of overlap between more than one MOE Directorate. There are also interdependencies and linkages with other programs that will be indicated en passant.

2) Administrative Structure

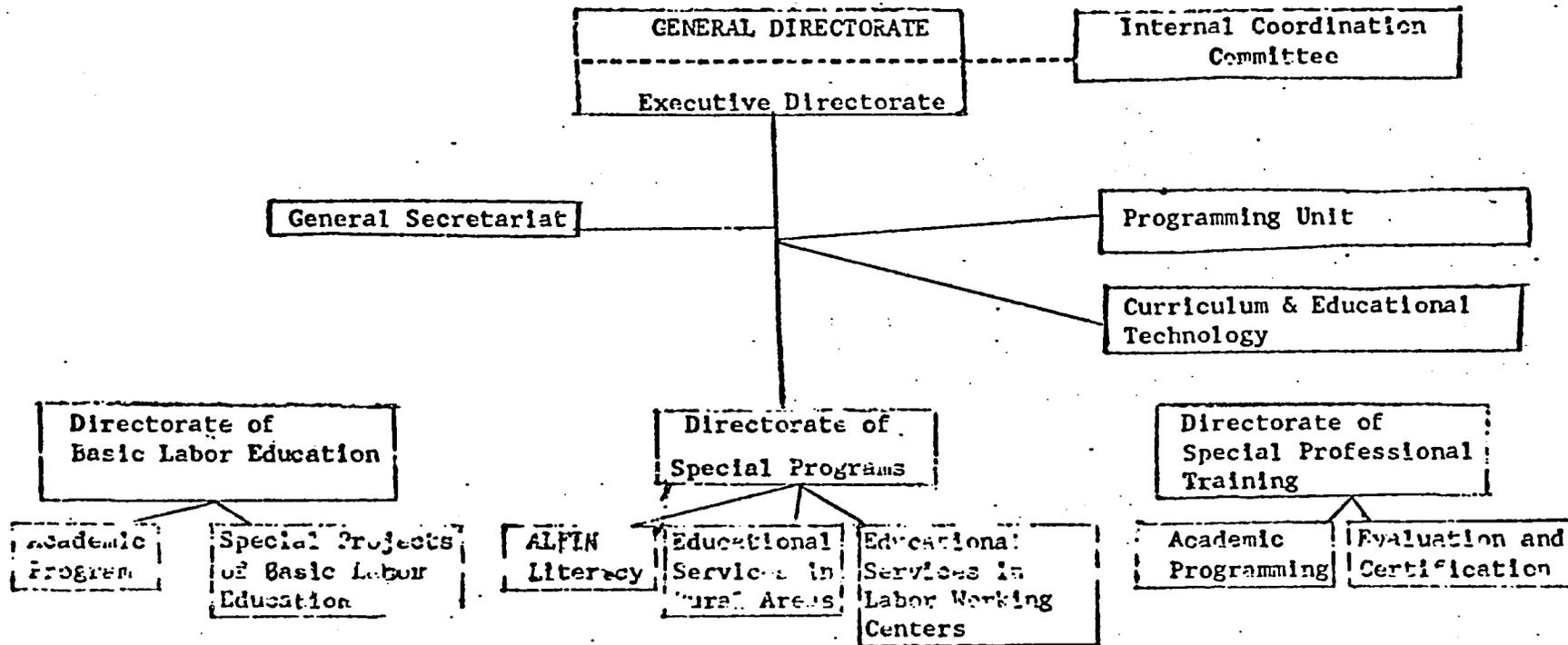
Administrative responsibility for non-formal education programs under the jurisdiction of the Ministry of Education lies primarily with the General Directorate of Basic Labor Education and Training (Dirección General de Educación Básica Laboral y Calificación, or DIGEBALYC). MOE programs not under DIGEBALYC are Extension Education and the National Institute for Tele-education (Instituto Nacional de Teleeducación, or INTE).

DIGEBALYC is administratively divided into three Directorates: Educación Básica Laboral (EBL); Calificación Profesional Extraordinaria (CPE); and Programas Especiales. There are, in addition, two staff offices --one the Programming Unit and the other the Curriculum and Educational Technology Unit. Further structural details are provided in Figure III-9 and the administrative responsibilities of the three line directorates are discussed later under program headings.

According to the Reform Law, DIGEBALYC's administrative role is largely normative with responsibility for program operations residing at the Zonal and NEC (Community Educational Nucleus) levels.

The NEC, as mentioned previously, is the basic operational level administrative unit of the MOE. Principal actors in the administrative structure of the NEC (See Figures III-10-11) are the Nucleo Director, the Education Promotion Team, the Chiefs of NFE Program Units and the Coordinators and Promotores of the Education Sector, all of whom are MOE personnel. Relating to this MOE/NFE corps of personnel are the Committee of Educational Action of CONSECOM (Consejo Educativo Comunal) and their "volunteer coordinators," leaders, technicians, coordinators, promoters and volunteer workers from other public and private organizations. Critically important to effective operation of the NFE programs in the NEC is the animador, the unpaid, untrained study-group leader who has the important task of promoting interaction and learning within his respective study group.

Fig. H-4



ADMINISTRATIVE STRUCTURE (DIGEBALYC)

Operationally, the NEC utilizes a Supervisor, supported by an EBL Technical Advisor to oversee the Program Units through a NEC Educational Programming Team (see Figure III D). Program Units are headed by a Unit Chief and each unit consists of a minimum of ten sub-units, each dealing with a minimum of 100 participants. Because of the variance from program to program, further details as to the functioning of the sub-units will be discussed under program headings.

3) Educación Básica Laboral

Educación Básica Laboral translates as "Basic Labor Education," but it is not the type of program that one would usually use the English term to describe. In one respect, it is perhaps the most ambitious of the NFE programs of the MOE -- it is an attempt to create a national NFE system for providing the educationally deprived members of Peru's adult population (over 15 years of age) with relevant learning experiences comparable to those provided for school-age children in the formal schools.

Primary responsibility for the EBL program is shared by two directorates of DIGEBALYC -- the Educación Básica Laboral Directorate and the Directorate of Special Programs, with the former playing the major role. This dual responsibility for the program is due to the fact that the adult literacy program has been incorporated into this "modality" as the first grade of the first cycle. Thus, the literacy portion of the program falls under the Special Programs Directorate, and in a sense, the EBL program can be thought of as an organized follow-up program for basic literacy:

General Objectives of the EBL program include:

- Realizing the goals of ALFIN, the integrated literacy program;
- Achieving an adequate awareness of scientific-humanistic values;
- Promoting in the populace the development of the capacities of creativity, critical inquiry and participation.
- Training the workers to perform important economic and social roles;
- Supporting the structural transformation of the nation and the integral development of Peruvian society; and
- Preparing the individual for life-long self-education.

The program stresses equivalency to formal basic education programs in the belief that the "self-esteem" of the "new Peruvian" cannot be genuine in the absence of educational opportunity -- in the absence of the "opportunity to be." As a result, the content is structured in accordance with concepts of formal basic education equivalency. The total program consists of three cycles of two, three, and four grades respectively. A certificate is issued to those who successfully complete each cycle; the third cycle certificate is deemed equivalent to the formal basic education diploma. Applicants are tested and placed at their appropriate grade level for each of the four graded subject areas: mathematics, language, social science and physical science. Participants are not permitted to study at two different cycle levels at the same time, however.

EBL is a program without physical plant whose schedule is learner determined. The self-study materials can be used anywhere at any time and group sessions utilize available existing facilities (such as the home, church, or work site) and meet at hours determined by the group.

Methods utilized by the EBL modality are basically two: 1) self-instruction and 2) co-learning in groups. A graded series of self-study notebooks are used to communicate knowledge and develop skills in the areas noted above. The notebooks have been engineered to lead the learner through presentation into group interaction situations in order better to relate content to the realities of daily existence. Group interaction in the co-learning sessions is primed and encouraged by the group animador. The group sessions enable the participants to discuss problems encountered in trying to understand notebook presentations of material as well as to search for meaning in the material that is relevant to their environment and, where appropriate, to apply newly acquired knowledge and skills to the solution of community problems. The group sessions will be assisted at least once a week by their promotor or coordinador for guidance, evaluation and planning.

The Intended Impact of the EBL is multi-sectoral in an indirect sense, as it fulfills its dual objectives of improving the quality of community life and enhancing individual self-esteem.

The Planned Geographic Distribution of Services is nationwide -- wherever there are people to learn. The program is designed to be adapted to varying environmental conditions in different regions of the country, but differences will be in practical applications to local problems rather than in subject matter content.

The Staffing of EBL at the operational level makes use of promotores and coordinadores operating within the NEC organizational framework already discussed. The feeling is that the literacy level (grade one) does not require as many promotores as higher grades,

largely because new literates learn increasingly from each other as they progress and their dependence upon the promotor is reduced. Thus, the progressive enrollment of additional participants does not necessarily create a need for additional promotores.

In addition to the "front-line" deliverers of instruction, staffing of the program requires technical advisors at the NEC level to assist in the adaptation of materials to local conditions and to perform evaluation and data collection roles. Up the administrative ladder, technical resources play key roles in evaluation, materials design and adaptation, and program design and planning all the way from the central offices of DIGEBALYC to the zonal offices.

Development Strategy. The month of March 1975 had been set aside for an evaluation of progress during the first experimental months in the 18 sites. It is planned to open one additional site in each of the remaining 17 zones during the next year. The MOE is exploring the feasibility of obtaining outside support from a training/knowledge source institution to provide needed training of staff and to conduct necessary experimentation with alternative media and educational technologies.

Comment

The Current State of EBL. The reformed program exclusive of the programs adapted to the former adult education program is operating experimentally in one NEC in each of 18 Zones, though the literacy portion of it is in operation in the 18 NECs began in November of 1972 and initial status reports are incomplete at the present time. Only 12 of the 18 have filed reports on both teaching staff (promotores and coordinadores) and the number of admitted participants. They report a total of 4,306 participants being served by a staff of 158 for a participant to promotor ratio of 27:1. Hopefully, this ratio will increase substantially in the near future since it is hardly impressive from a cost-per-student standpoint. When one also considers the fact that such promotores are required only to meet with each group one hour per week, the aggregate instructional output of the system at the present time is very low.

Some of the apparent lack of progress at the operational level is due to the early state of development of the program and the fact that some key resources have not been available on time, the self-study notebooks in particular. A series of some 53 notebooks have already been designed by EBL staff in Lima, but few have appeared in print thus far. The printing quality of those already produced is very uneven. The availability of funds seems to be a major problem. The Director of EBL indicated in a personal conversation that the cost of paper was consuming about 30 percent of his current budget.

Given the experimental stage of development of the program and the fact that not one month of actual operation has been completed, any attempt to analyze costs would be misleading indeed. A very large proportion of program costs incurred thus far have been those of initial materials and program development which take the form of long-term technological investments. There is an additional factor that makes unit instruction costs difficult to assess -- some of the promotores who seem to be underutilized in the EBL reports mentioned above are highly involved in the first grade literacy program at the same time.

4) Calificación Profesional Extraordinaria

A faithful translation of Calificación Profesional Extraordinaria would render out as Extraordinary Professional Training. In fact, it is more "special" than "extraordinary" and it is special largely because of both methods used and the target audience. The methods are largely non-formal and the target audience encompasses more than that small segment of the modern industrial sector that relies upon public and private technical and vocational schools to meet training needs. CPE is directing its attention to the job-specific training needs of virtually every sector and subsector of the Peruvian economy, and they are concerned with the training needs of participants over a wide range of occupations.

General Objectives of the CPE program include:

- To train professional apprentices for entering specific occupations;
- To develop and improve in-service training for workers;
- To train independent workers in their occupational activities;
- To train the unemployed and the underemployed and enable them to gain useful employment in specific occupations; and
- To contribute to the retraining and rehabilitation of workers in order to involve them more directly in the economically active population.

At the same time, one must keep in mind the CPE program development goals which stress optimum use of existing facilities and programs. Since many programs already exist and are operational, a major function of CPE is that of coordination. Another operational objective of CPE program development is the systematic assessment and cataloging of training levels and needs in all sectors. This may prove most difficult to achieve in some of the artisan areas; training levels and

needs for industrial occupations are already at a rather advanced stage of development.

Methods to be employed by CPE programs run the gamut of NFE and also include formal programs. Correspondence courses, programmed instruction materials, on-the-job and in-service training, mobile training units, mass media supported programs and modular training units are representative of existing and planned programs. At the present time, much of the CPE program is devoted to the training of leaders and instructional staff for programs in other sectors through the Programa de Asistencia Técnica (Technical Assistance Program). Through this program CPE has been able to train teachers, agents, promotores and coordinadores for such programs as CENCIRA and SINAMOS (both of which will be described under "other sector programs."

The CPE will utilize "Instructional Units" similar to those employed by EBL and ALFIN (literacy) except that there will be greater need for more instructional delivery and consequently less reliance upon untrained animadores.

Most of the programs now being conducted under the guidance of CPE in the MOE are located in Centros de Capacitación Estatales (Government Training Centers) and in private institutions.

Development Strategy is still being formulated and alternatives now being considered include the utilization of technical assistance from a contracting training/knowledge source institution to assist in experimentation and program development as well as to provide needed staff training. The CPE Directorate is busily engaged in surveying existing programs and resources, particularly in the private sector, in order to develop a more realistic picture of program development needs.

Comment

The CPE is at the same time the most and the least developed as a program in the DIGEBALYC. It is the most developed because it includes many training activities that have been going on for a number of years in several sectors. It is least developed in not having a clear-cut policy and development program. This is not to imply inactivity on the part of CPE staff; constant alternative plans have been developed and considered, but the road ahead is still not completely seen. The major program bottleneck appears to be deciding what to do with the numerous existing programs in the public and private sectors. This is made more difficult by the fact that many existing programs are not completely defined and information on them is difficult to come by. Thus, the CPE Directorate has to devote a great deal of its time to the assessment of existing programs and resources.

Current State of CPE. As of 1973, CPE programs were being conducted in 206 Training Centers in the nine educational regions. A total staff of 1,287 provided training for 47,752 participants. Training was being provided in 60 occupations in the following occupational groups: Agro-Business (5); Artisan (26); Commerce (6); Female Industrial (7); Male Industrial (8); and Graphic Arts (6). All of the above courses were of less than one-year's duration, though plans are underway to provide some 2- and 3-year courses.

In addition to programs in the Training Centers, courses were offered to an estimated 100,000 (attendance reported to be somewhat irregular) participants in 285 private institutions: Commercial (90); Artisan (10); Industrial (180); and Para-medical (5). Some 29 institutions were also provided assistance with correspondence programs.

5) ALFIN: Alfabetización Integral

ALFIN is the literacy program of the Peruvian Government that is most active. Literacy may be an element of programs elsewhere, but with ALFIN it is the task. As described earlier, ALFIN actually has been integrated into the EBL program as the first grade of the first cycle. Thus, one can describe the ALFIN promotores as the "vanguard" for EBL. The self-study programs of the EBL cannot function until ALFIN has prepared the way.

As is the case with EBL, ALFIN's target group is nationwide and consists of all members of the populace in need of its services. Its general objectives are virtually the same as for EBL, but at a more fundamental level.

Methods used are very similar to those of EBL, in fact it is up to ALFIN to "set the pattern" in a community for study group action. When EBL begins its programs, ALFIN will already have been there and established the study groups and prepared the participants for working in such groups. Typically, ALFIN promotores must begin slowly in a community -- exploring the neighborhoods in order to discover the existence of natural groups, identify their leaders and help them to identify certain of their felt needs that can serve as vehicles to learning as well as a sufficient motivating force to inspire the felt need and drive to learn. Once initial groups have been formed and the word gets around that a program exists that the participants enjoy being a part of, requests begin to come to the promotores to form additional groups.

The most important facet of the learning process employed is perhaps the reliance upon the group to generate its own motivation to learn, with the promotor and the animador relating literacy skills to felt needs of the group. Reliance upon working with already established natural groups like the family or fellow-workers on the job removes any need for the promotor to have to "organize" groups. Capital inputs are virtually nil, as groups work "on location" so to speak, meeting in their home or work site.

The 1972 census estimates the Peruvian population at 14,121,564 of which 13,538,208 were interviewed during the census. There are 1,748,058 children in the age group 3 and under. For the sake of literacy calculation, the census has used the age group four years and above, which amounts to 11,790,150 people. Of this age group 3,843,609 were classified as illiterate. This represents 32.5% of the age group that does not read or write. Approximately 1,392,040 (39% of this illiterate group) do not speak Spanish.

Meaningful historical data on literacy rates are difficult to determine, since such data through the past years have been calculated for different age groups and not consistently the same age group. The Plan del Perú 1971-1975, perhaps the most reliable source, suggests for the age group 15 years and above, a decrease in the percentage of illiteracy between 1961 and 1970 from 39% to 32%. However, as in most countries it indicates an increase in absolute numbers of illiterates for that period, from 2.1 million to 2.4 million. A conservative estimate for the same age group in 1974 would be 2.5 million illiterates.

The GOP has set a goal of total eradication of illiteracy for the age group 15-39 by 1980. It has estimated that 120,000 persons were made literate in 1974, and has set a target of 400,000 to be made literate during 1975-1976.

Comment

The Current State of ALFIN. The program is operating at a far larger number of sites than the EBL, first because it is the vanguard unit for EBL, and secondly because it has been established for a much longer period of time -- it is a new approach, but it inherited Peru's rather long history of literacy programs. However, unlike earlier programs that characteristically suffered drop-out rates of varying magnitude as a given program in a community progressed, ALFIN grows as it continues its presence. For example, a program in Antapampa that began in May 1974 with 300 participants, had 6,000 participants enrolled by October of the same year. In 1973, ALFIN reported an enrollment of 23,500 in its program being served by 677 promotores.

The reformed program is now in the process of becoming more meaningfully geared into the EBL concept and overall results were expected to improve in 1974 and 1975.

Under the best of circumstances the goal to eradicate illiteracy from the 15 to 39 year age group by 1980 cannot be accomplished without exorbitant costs and an inordinate investment of human resources. The problem is magnified by the language situation. If the illiterate population in that age group is 2.5 million and if one can generalize (no figures available) that a minimum of 30% of this group do not speak Spanish, programs must be developed to address 3/4 of a million people who are trying to read and write a foreign language while illiterate in their mother tongue.

6) NFE Promotional Programs

The Directorate for Special Programs (in DIGESALYC), in addition to ALFIN, is responsible for two NFE programs designed to promote educational involvement (primarily non-formal) of the population -- one is to promote education in labor centers and the other to promote education in rural areas.

The Objectives of both programs are quite similar, though the target audience is different:

--Promote an awareness of the value of educational services)

--Support the establishment of educational services;
and

--Generate an interest on the part of existing organizations to provide continuing needed support for educational services.

Methods for attaining the above goals stress workshops, seminars and a publications program, plus numerous field trips by responsible personnel of the Directorate. As in the case of ALFIN, a prime objective is that of preparing the way -- vanguard forces promoting, encouraging and supporting community participation in educational activities.

Current State of the Programs. Both programs are reaching out to more persons than is the literacy program, but the comparison is unrealistic because the nature of the task is different. During 1973, the program for promoting education in labor centers directly reached an audience of 29,809 through 41 programs, and the rural areas promotion program reached 26,400 through 160 programs making use of 100 promotores. The impact of these programs is multiplied, however, because of its concentration on reaching and training leaders in the target communities.

7) Instituto Nacional de Teleeducación

The program of the National Tele-education Institute encompasses a broader range of activity than its name appears to imply -- "tele-education" refers to "education at a distance" rather than education via television. INTE's programs are designed to supplement both in-school and NFE programs making use of television, radio, movies, the press, correspondence, and other similar media. Its audience, then, is national and multi-sectoral. As a support program, its functions are largely technical with norms and objectives being largely the responsibility of those agencies responsible for the programs being supported. Its organization reflects the fact that it is an operational program at the national ministerial level.

Current State of INTE. INTE's supportive role has been more significant in the use of radio than in the case of other mass media, especially TV. TV program support is likely to be minimal until the micro-wave system has been completed. TV programs are produced in Lima and sent to local stations for rebroadcast as needed. In 1974, INTE reported 150 TV program hours broadcast in support of Initial and Special Education and 280 program hours broadcast in support of Extension Education as planned targets. Comparable program targets for radio were 160 supporting Initial Education, 50 supporting Basic Regular Education, and 700 supporting Extension Education. The fact that INTE's support is not available nation-wide, especially for TV, has probably impeded any extensive planning for its use as a supplemental or support medium. INTE's staff has made considerable progress in analyzing other educational programs in order to define a proper and useful support role for its resources. Planning documents have been produced which outline planned and experimental programs and the ways in which they will complement on-going educational programs.

8) Extensión Educativa (EE)

Extensión Educativa, or Extension Education, is a program with its own General Directorate in the MOE. Its programs, however, are not widely advertised or reported. Its intended audience is wide-spread and includes the campesino in rural areas as well as servicemen in the armed forces. Conceptually, it is intended to parallel the EBL program, making available specific skill training for adults, particularly in artisan-type programs.

General Objectives of EE are stated as:

--To assist every Peruvian citizen to freely participate in the processes of social change;

--To stimulate self-education on a sustained basis in order to achieve spiritual and cultural enrichment;

- To promote education for civil defense;
- To supervise the content of radio broadcasting throughout the nation; and
- To experiment with mass media approaches to collective communication.

Very little material is available describing programs, methods, or participation in EE programs.

What is available reveals that EE, like CPE and INTE, operates inter-sectorally, usually in collaboration with other educational programs. They have engaged in joint projects with INTE (Villa El Salvador and a Fisheries Promotion Scheme) and the Ministry of Transport and Communication (Educación Vial, or Transportation Education). No details were available on those programs in rural areas that are supposed to complement the EBL program, nor were budget figures reported.

c. Coordination of Non-Formal Education Programs

The Junta Permanente de Coordinación Educativa (JUPCE), founded in 1972, is the major instrument for coordinating non-formal education programs in Peru. Its goals are to avoid duplication of efforts in overlapping programs and to promote communication among the agencies involved in education. It includes representatives of the Ministries of Education, Agriculture, Energy and Mines, Economics and Finance, Industry and Tourism, Commerce, Fisheries, Health, Labor, Transportation and Communications and Housing as well as the Prime Minister's Office, SINAMOS, public decentralized agencies and the private sectors. As such, it includes virtually all the agencies that sponsor non-formal education projects.

The primary functions of the JUPCE for non-formal education appears to be to make policy recommendations to the various ministries concerning non-formal programs and to exchange data on the status of various programs. In the latter area, two conferences have been held -- "The First Multisectoral Seminar of CPE" on March 26-30, 1973, and "The Multisectoral Technical Meeting of CPE" on November 18-23, 1974 -- at which the representative organizations presented reports on their activities in the skills training area. In addition, in 1973 a report was compiled which examined all of the adult education programs conducted by government and private agencies in Peru. 1/

1/ Ministerio de Educación, Diagnóstico y Bases Doctrinarias de la Educación de Adultos en el Perú, Lima, 1973.

Lower Level Coordination - Formal coordination mechanisms similar to the JUPCE also exist in the nine Regions (JUPCER) and in the 35 Zones (JUPCEZ). Representation on these lower level juntas vary, since the regions and zones of the different ministries do not coincide at this time.

At the núcleo level there are no comparable coordinating groups, although they are planned. It would appear that contacts at the local level are informal and rely on the initiative of the individuals involved. The promotores state that when, as part of their educational program, they need help in a field such as health, they turn to the local representative of the Ministry of Health who provides the requested assistance.

Comment

It appears that the JUPCE does not have the power to set policy on non-formal education in any ministry and to enforce that policy. Apparently the individual ministries are not subject to JUPCE control and can plan their activities independently. Further, while the JUPCE has the responsibility to recommend, its recommendations are most likely to be followed in the Ministry of Education where it is housed. Thus, any accommodation, in an effort to coordinate programs, would have to be made by the Ministry of Education.

Present coordinating efforts in the non-formal education sector appear to be primarily of an informational nature, particularly at the higher levels. However, while each agency has autonomy in establishing its programs and it is possible that there will be duplication of efforts, this does not seem to be the case presently.

d. Non-Formal Education Programs Outside of the Ministry of Education

Data on Ministry of Education (MOE) programs of Educación Básica Laboral y Calificación were furnished by the various offices involved. There was no reticence in the release of documents or information. On the other hand, data which were requested from agencies in other sectors and Ministries were not provided by these agencies, and almost exclusive reliance was made on three secondary documents provided by the MOE. These were the 1973 report on adult education, 1/

1/ Ministerio de Educación, Diagnóstico y Bases Doctrinarias de la Educación de Adultos en el Perú, Lima, 1973, Mimeo.

the proceedings of the March 1973 first multisectoral seminar on professional training ^{1/} and the proceedings of the November 1974 meeting on the same topic ^{2/}. These three documents were compiled for JUPCE, the intersectoral body charged with coordinating educational efforts.

The reports indicate that non-formal education activities are widespread.

Descriptions of each of these programs of non-formal education are presented below, in alphabetical order by sector.

1) Centro Nacional de Capacitación e Investigación para la Reforma Agraria (CENCIRA)

CENCIRA is the coordinating body for the training of officials, staff and workers in the agricultural sector but mainly provides instruction to officials and trainers rather than rural workers. CENCIRA is directly responsible for training dealing with: the agrarian reform, the organization and administration of rural enterprise, agricultural credit, rural public administration and agro-business. Planned activities for 1974 included training 2,371 officials and technicians, 923 administrative personnel, 1,440 campesino promotores, and 2,490 campesino leaders. CENCIRA also plans to hold seminars and group discussion for 1,501 participants and courses in agricultural credit for 480. Total planned participation is 9,205 in 248 courses.

Courses range from 150 to 900 hours. Entrance to the program is free and participants are paid while they attend courses. Certificates are issued on completion. Teaching methods include debates, dramatizations, case studies and work groups as well as more traditional lectures.

The budget for CENCIRA of S/. 36,000,000 in 1971 was provided by the Ministry of Agriculture. This budget supported a staff of 38 professionals, technicians and 48 administrative and general service personnel.

2) Promoción Campesina

The Ministry of Agriculture operates a program of farmer improvement which enrolled 25,878 participants its first

1/ Ministerio de Educación, Informe Final - Primer Seminario Multisectorial de Calificación Profesional Extraordinaria, Lima, 1973, mimeo.

2/ Ministerio de Educación, Informe de la Revisión Técnica Multisectorial de Calificación Profesional Extraordinaria, Lima, 1974, mimeo.

ar, in 1971 The program has five components: a farmer training component (10,924 participants), a component for rural women (9,848 participants), a project for rural youth (1,547 participants) and components for training technicians and staff (497 participants) and for developing promotores and campesino leaders (3,162 participants).

The basic objectives of the program are to obtain effective farmer participation in business and to contribute to farmer income by increasing production and productivity in agriculture. In the case of the component for women, additional objectives are to aid her in making decisions; aid her in raising her standard of living, including giving her artisan, basic education and organizational skills; and to increase her role in the community and national development. The youth program, for boys and girls through age 18, seeks to increase their participation in rural organizations and provide them with productive skills.

The program staff of 80 in 1971, included 2 agronomy engineers, 2 educationists, 3 home economists and 73 promotores. They work primarily through direct contact, e.g., group talks and round table discussions and through short courses.

3) Ministry of the Armed Forces Activities

The armed forces, especially the Army, have been very active in non-formal education. The Army has operated a literacy training program in school setting for its men. This program has been designated to teach reading and writing to recruits in order to facilitate military instruction by making the men more uniform in their abilities. The Army has also participated in a program to train military personnel to be literacy trainers on their release from the service. Finally, the various armed forces branches operate vocational and industrial training centers to give service personnel skills training.

4) Central de Cooperativas Agrarias de Producción Azucarera (CECOAP)

The agricultural sugar cooperatives began CECOAP in 1971 to provide various activities for their members. These include cultural, social welfare, health and educational programs offered through courses, seminars, small group discussions and the distribution of mimeographed materials. The total budget in 1971 was S/. 87,823,000.

5) Ministry of Energy and Mines

Two non-formal education programs are provided by this Ministry -- adult education in Pasco mining centers and technical .

schools in mining. These programs are designed to improve the quality of mining workers and to increase their ability to start their own mining businesses.

6) Ministry of Fishing

The Ministry of Fishing offers short courses, averaging 50 hours each, to upgrade the productivity of the fishing industry. Courses are offered at all skill levels and for both fishermen and the fish products industry. In 1971-72, 3,216 persons participated in these courses. The program funded primarily by the Ministry had a budget of S/.20,700,000 and a staff of 30 in 1972. Instruction tended to be in classroom settings.

7) Ministry of Health

The Ministry operates a Center for Professional Training. It provides courses of from five weeks to one year to the staff of the Ministry and to persons seeking non-professional health service careers. In the latter group, 4,337 received training between 1962 and 1973. Almost 3/4 of these were trained as infirmiry aides. The Center has its own instructional staff and classrooms throughout the country. Diplomas and certificates are awarded on completion. The Center is financed primarily by tuition from the students.

8) Servicio Nacional de Aprendizaje y Trabajo Industrial (SENATI)

The primary instrument for industrial training is SENATI, which falls under the general control of the Ministry of Industry and Tourism. Founded in 1961, the program is overseen by a national council of nine members, with three members, including the chairman, from the Ministry of Industry and Tourism and additional members from the Ministries of Education and Labor and the National Planning Institute. Operations are directed by a National Director.

SENATI has its national office in Lima and operates three training centers-- in Lima, Arequipa and Chiclayo. Additional offices are located in Iquitos, Pucallpa, and Trujillo. Mobile units service a number of other areas throughout the country. In terms of number of students, however, most activities are highly concentrated in Lima.

Under the auspices of SENATI are six major programs -- the apprentice program, worker upgrading, supervisory level and production worker in-plant training, a technical upgrading course, and the mobile units. Under the apprentice program a young man between 14 and 20 years old receives three years of instruction in a

trade during which time he is paid no less than 50% of the minimum wage and provided with a residence. Instruction takes place primarily at the SENATI regional centers. There are 27 months of training at the center, supplemented with some practical experience in the firm which "sponsors" him. In exchange for sponsorship, the apprentice agrees to work for 2 years in the firm after completion of the apprenticeship. During this time his pay scale begins at or near the minimum wage.

Apprenticeships are concentrated in a few occupations. Of the 1580 apprentices awarded certificates of competence between 1967 and 1973, 142 (9%) were trained as machine operators, 356 (23%) as maintenance mechanics, 165 (10%) as metal workers, 115 (7%) as welders, 303 (19%) as electricians, 305 (19%) as motor mechanics and the remaining 194 (12%) were trained in five other trades.

There are more applicants for the apprenticeship program than there are openings. Consequently, the students who are accepted tend to be well educated. For instance, it was estimated that 95% of the Arequipa apprentices had completed secondary school which implies that these apprentices were not from poor families.

The upgrading program is the largest offered by SENATI -- in 1973 8,328 persons were enrolled. Courses are offered to employed workers who wish to upgrade their work skills. Training is at night and takes place in the SENATI workshops and classrooms used during the day by the apprentices. Theoretical and practical courses offered are designed to enable the worker subsequently to be certified at a higher level.

Training is also provided to supervisors, primarily foremen, (6,646 in 1973). Courses are offered on-the-job and at night with content including both job related and pedagogical skills. The latter are to make the supervisor a better trainer of the workers under him. In-plant training is also provided to production workers although this appears to be a declining program. There were 3,466 enrollees in 1971 and only 1,365 in 1973.

The mobile units travel from the Arequipa and Chiclayo offices. They basically provide upgrading courses in more isolated sites, remaining at the sites from 15 to 90 days depending on the number of students. The Arequipa mobile unit offered courses for automobile mechanics and maintenance mechanics. In 1973 the mobile units provided training to 990 workers.

Courses are offered for technicians both at SENATI centers and at plant sites. Course offerings include: cost and quality control, production planning and programming, marketing, personnel

evaluation, time and motion studies, warehousing and maintenance. This appears to be a growing program, particularly in the Lima region. Overall, 636 persons were enrolled in 1973.

Finally, SENATI offers supplementary adult education courses. In 1973, 4,664 persons were enrolled in these courses.

The SENATI programs are mainly financed by a 1.5% payroll tax levied on all manufacturing enterprises employing at least 15 workers. The tax is paid on the first S/.24,000 earned and thus comes to no more than S/.360 (\$8.30) per worker per year. In addition, larger firms are supposed to sponsor an apprentice with the quota being one apprentice per 25 employees. It would appear, however, that this requirement is not strictly enforced since there were only 786 apprentices enrolled in 1973, which would represent payrolls of less than 20,000 for all employers of 25 or more workers. Finally SENATI has received capital equipment and technical assistance from a variety of foreign governments and international agencies.

9) Ministry of Labor

The Ministry of Labor operates labor training centers for the training of skilled and semi-skilled workers. The centers rely on short courses designed to meet local needs for such occupations as carpenters, wood-workers, auto mechanics, electricians, sheet metal workers, and maintenance mechanics. Courses are for youths 16-21 years old, particularly Indian youth who are unemployed or underemployed. In some isolated areas, mobile training units are used. The Ministry training programs are financed by international agencies. In 1973-74, 3,049 youth were enrolled.

10) Sistema Nacional de Apoyo a la Movilización Social - SINAMOS

The objectives of SINAMOS are defined as: 1) training, orientation and organization of the national population which would complement the activities of the other sectors; 2) the promotion and development of social interest entities such as cooperatives, labor communities, unions, rural farmer communities, etc. and 3) the communication and especially the dialogue between the government and the people. SINAMOS operates through a national planning office whose head has "minister" status, a system of regional and zonal offices, and finally reaches the campesino by way of teams of promotores at the local level. The content is ideological and political in nature and is directed toward organized worker groups as well as campesinos. The methods utilized are primarily small group discussions, but seminars and formal courses are also used.

11) Ministry of Transportation and Communications

The Ministry offers its employees training at several levels. There is literacy training and complementary primary education for railroad and other workers, and skill training is provided at the shop level and for management. The latter vary from one to eight months in duration and consist of conferences, seminars and laboratory experience. Financing is by the Ministry.

12) Private Technical Training Institutions

There are many private training schools which presently operate independently of MOE control. A partial census by CPE conducted in 1973, covered 118 such institutions in the Lima Metropolitana Area. Skills for which training was provided included secretarial skills of various kinds, cosmetology, computer programming, mechanical drawing, nursing and laboratory technician skills, sewing, weaving, electronics, radio and TV repair, refrigeration, automobile mechanics, bookkeeping, and massage.

Relatively little is reported about these schools. In most cases no information was provided other than the names of the courses offered. Yet there seems to be a relatively wide distribution in size, e.g., one school had over 800 students in 1973, another had only six. Likewise, the range of course length seems to be quite broad, from a one month course in typing to a 3 year course in dress-making.

There was also almost no evaluation of the quality of these schools. CPE has indicated that in the future there will be more complete supervision and control and this will include further attempts to evaluate their performance. Those schools that operate below acceptable levels will presumably be upgraded or closed.

13) Activities of the Catholic Church

The Catholic Church operates a variety of programs to improve the standard of living of the campesino. Most important in terms of non-formal education are Servicio de la Comunidad (SAC) and the Instituto de Educación Rural (IER). SAC has as its objectives farmer upgrading and training, community development and the provision of services to youth. This program uses the techniques developed by Paulo Freire, lectures, short courses, home visits and other non-formal techniques. Funding for the program comes from both

1/ Dirección de Calificación Profesional Extraordinaria, Ministerio de Educación, Registro de Instituciones Particulares que Desarrollan Programas de Capacitación. Lima, 1973, Mimeo.

national and international donations. The work of the IER is similar --to train campesinos in the central zones and to assist community groups.

14) Evangelical Church

The Evangelical Church operates several programs of social action. The one which appears most involved in non-formal education is ALFALIT which conducts literacy programs for which it also trains volunteers and develops bilingual materials.

15) Acción Comunitarias del Perú (ACP)

ACP is a private social organization founded in 1969 and funded by private enterprise and international foundations. Its aim is to promote socio-economic community development in less favored areas. With a staff of 33 and a budget of approximately S/.6,700,000, ACP estimated that it had 15,000 participants in 1971. The general approach is to use professionals to identify needs in a community, to develop educational materials to meet those needs and then to disseminate the materials through workshops.

16) Other Non-Formal Education Activities

According to the 1973 report on adult education, the Ministry of Industry and Commerce conducted several adult education programs. These programs provided for educational extension in worker communities, complementary schooling for workers, and community improvement. No additional descriptive information was provided, however.

The Ministry of the Interior conducts skills training in about 20 penal institutions. This is an effort to ease the reentry problems of the prisoners on their release.

The Ministry of Commerce began a small program of technical assistance for small merchants in 1974. There were 286 participants in the short courses which were offered.

A national private agency Promotores de Obras Sociales y de Instrucción Popular (PROSIPS) is engaged in a number of non-formal education activities according to the 1973 report on adult education. These include radio schools, on-the-job schools and workshops. No additional information was available.

e. General Comment

The GOP, through its Education Reform Law, has set out to develop one of the most comprehensive and ambitious NFE programs

in the world. It is an experiment that is to be carried out with only a limited worldwide collection of fragmented NFE projects and experiences from which to draw and with no complete national model or large scale experience to follow.

GOP NFE programs are designed to both complement and supplement the formal system and provide education for all age groups. The system is designed to be flexible and localized to meet individual needs, community needs and support national economic and social development goals. It proposes to "deschool education," introduce new technology and methodology, and secure community contribution and participation, thereby reducing unit and total education costs. The GOP is providing approximately 10 per cent of the education budget in 1975-76 to accomplish its NFE objectives.

Needless to say, the task, under the best of conditions, is a difficult one. The difficulty is even greater when considering the tremendous demand for qualified expertise arising from the reform of other areas of the education sector. Thus training is one of the critical requirements of the NFE implementation program. As a minimum, training is required in the next three years for 60 Regional Administrators, 145 zonal coordinators, 350 promotores and 35 specialists in the MOE.

The matching of the educational products of NFE with society's needs will be a significant problem and is a difficult process. It will be necessary to insure that the skills taught, particularly in the vocational training programs, are directed toward filling the economic needs of the individual and the society. Attempts must be made to determine the expected outcomes of the non-formal education before new programs are established. To accomplish this requires sophisticated job and occupational analysis plus relatively definite manpower forecasting. Otherwise, it is possible that what is learned will have little benefit to either the participant or Peru, with a resulting waste of resources.

Cost figures on MOE programs described in the preceding pages are conspicuous by their absence. The occasional figure that was found in the literature seldom represented any program cost total -- one might find a figure reported for EBL which would represent a directorate budget, not including operational costs of training promotores or providing final delivery of services. Considerable research and study will be required to develop a meaningful cost picture. Attention should be given immediately to determine unit costs of existing programs to enable planners to make decisions as to the costs in relation to the benefits and possible alteration or termination of such programs that could function more efficiently if integrated with other projects.

Given the magnitude of the program, the costs will be large. However, the burden to the Government can be significantly reduced if the philosophical concept of community participation becomes a reality. That is, if the government can redistribute from the MOE to the community a share of the cost for facilities, use equipment from existing community sources, utilize community expertise for instructional purposes, and centralize formal and NFE services, considerable savings can be realized.

As is the case with cost information, data in general on NFE programs appears to be uneven and in most cases bordering on non-existent. In conducting the examination of NFE, the survey team constructed a questionnaire to be completed by the sponsoring agencies on their NFE programs. The questionnaire included many basic descriptors of the program and its participants. No agency, including the Ministry of Education, was able to complete the form, citing unavailability of data as the primary reason.

The lack of even descriptive data will make the subsequent analysis and evaluation of the effectiveness of NFE programs difficult. It will be impossible to determine how well individual programs work if no data are collected on program participants, resources devoted to educating them, how these resources were utilized, and what specific program objectives are to be measured for evaluation purposes.

Coordination of NFE programs does not yet appear to be significant. As discussed earlier, it does not appear that duplication is serious. In the future, however, coordination will become more difficult. There are many government programs aimed at the same target group -- campesinos. As the number of promotores in each of the programs increase they are going to overlap in their coverage of the population. Groups will be organized for basic education, agriculture, health, political and development purposes. To prevent the formation of competing groups, substantial efforts will be necessary to delineate territories or to combine the efforts of the various agencies.

The MOE will not be able to meet the complete demand for manpower in the country and does not intend to. Yet it is critical to the development of an efficient NFE system that one central body have a controlling influence over the type of manpower development programs being created throughout the nation.

GOP attempts to eliminate illiteracy from the 15 to 39 age group by 1980 is admirable. However, there have been a considerable number of similar massive literacy program around the globe that have not been successful. UNESCO evaluations of various

literacy programs have led to some interesting conclusions as to the reasons for failure. First and perhaps foremost has been the lack of prolonged motivation for the adult learner who needs immediate reward for the time that he or she invests. Secondly, unsuccessful programs have failed to provide new literates with sufficient follow-up reading materials to reinforce the new literacy. Finally, literacy for the masses has often been used as a political football. Seldom has there been substantial, long-term financial support for massive literacy programs.

UNESCO has identified three or four successful mass literacy campaigns, namely, Russia, Japan, Cuba, and possibly China (although there is not enough information available on the Chinese program yet.) All four countries experienced a substantial rise (18-25%) in literacy rates over a period of ten to fifteen years. While UNESCO attributes this success to the literacy campaigns, others argue that a concurrent emphasis on primary education which leads to the enrollment of all primary age children would have had the same impact over a time period as a literacy campaign.

In the Peruvian context, the literacy program has been planned in such a way that adults are motivated to literacy because of the resultant advantages to a literate in a participatory society. Secondly, the EBL program is reinforcing to the aspiring literate. Extension Education will also serve as a reinforcing agent to the new literate.

Whether GOP financial support for the literacy program will be adequate remains to be seen.

EDUCATION AND HUMAN RESOURCES DEVELOPMENT

The Government of Peru is undertaking a substantial reform of the national education system to provide greater opportunities and more relevant educational programs that are responsive to local needs, and provide useful skills training.

The most critical deficiencies in educational programs and services are found in rural areas and those parts of the urban areas where economically marginal groups reside. There is a critical need in these areas for educational services and facilities which traditionally have been available to the more advantaged economic population groups.

In FY 1977 A.I.D. is planning to provide loan assistance up to \$10 million to extend training in manual skills and technology to Peru's disadvantaged groups through the establishment of new educational services.

-- School districts will be assisted in formal and nonformal education by providing:

- **library facilities;
- **unsophisticated science facilities;
- **vocational workshops
- **audiovisual materials;
- **programmed learning materials.

To the extent possible, existing community physical facilities will be utilized and adapted or modified as necessary. These and other possible approaches are being explored through studies now underway.

PERU - A.I.D. FUNDED PROGRAMS - EDUCATION AND TRAINING

<u>Teaching Goals</u>	<u>Project #</u>	<u>Title</u>
Nutrition	527-11-560-142	Nutrition Planning
Farm Management	527-15-190-143	Agro-Industrial Manpower Training
Family Planning	527-11-570-145	Responsible Parenthood for Medium & High Risk Mothers
General Non-formal Education	527-11-670-157	Non-formal Education
Bi-lingual Education	527-11-690-146	Bilingual Education

TITLE Nutrition Planning	FUNDS Food and Nutrition	PROPOSED OBLIGATION (\$000)	
	PRIOR REFERENCE FY 1976 Latin America Programs p.256	FY 77 100	
NUMBER 527-11-560-142		INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1978

Project Target and Course of Action. To strengthen the Government of Peru's nutrition planning capabilities, to examine alternative programs, and to test the feasibility of nutrition programs promising the greatest impact on the nutritional status of the poorest majority. Particular attention will be given to identifying the most vulnerable target groups and their nutritional problems. Under the project the costs, nutritional impact on target groups, and public acceptance of alternative programs will be established.

Progress to Date. Studies conducted by the Peruvian National Planning Institute identified the presence of widespread malnutrition. Following the World Food Conference, the Government established early in 1975 a new Ministry of Food with basic responsibility for food supply, prices and nutrition and in late 1975, a National Multi-sectoral Technical Committee for Food and Nutrition Education to advise and guide the program. This multi-sectoral approach to nutrition planning/education is an innovation in Peru and involves the four Ministries of Food, Education, Fisheries and Health. A number of pilot nutritional food production and education projects are planned under the multi-sectoral program. A.I.D. support of Peruvian Nutrition Planning efforts, which is scheduled to begin through this project during the second half of FY 1976, will consist of short-term advisers in project

analysis and the design of nutrition programs; short-term training outside of Peru for officials responsible for nutrition planning and the administration of nutrition action programs; and support for local research and data processing.

Related Activities. UNICEF has provided technical assistance for the development of a national food and nutrition policy. The Nutrition Planning project is related to A.I.D. assistance in maternal/child health care, as well as A.I.D. on-going and planned projects for agricultural production (e.g., high nutrition corn and soybeans).

FY 1977 Program. U.S. Technicians: five short-term contract technicians for 12 worker-months to assist in benefit-cost analyses and design of nutrition programs. Participants: 3 participants for 10 worker-months for U.S. training in nutrition planning and administration. Commodities: miscellaneous nutrition demonstration materials for pilot projects.

Other Costs: support for local research and data processing.

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U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76	Estimated Transition Quarter			Proposed FY 77					
Estimated FY 76	100	25			Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	To be selected
Estimated through 6/30/76	100	25	75	U.S. Technicians ..	--	48	48	--	--	--	--	50	50	
Estimated Transition Quarter	--	Future Year Obligations	Estimated Total Cost	Participants	14	--	14	--	--	--	10	--	10	
Proposed FY 77	100	250	450	Commodities	5	--	5	--	--	--	5	--	5	
				Other Costs	33	--	33	--	--	--	35	--	35	
				Total Obligations ..	52	48	100	--	--	--	50	50	100	

Country: PERU

GRANT ACTIVITY DATA

Table H-2

TITLE Agro-Industrial Manpower Training	FUNDS Food and Nutrition	PROPOSED OBLIGATION (\$000)	
		FY 77	150
NUMBER 527-15-190-143	PRIOR REFERENCE FY 1975 Latin American Programs p.254	INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. To increase productivity, employment, nutrition and incomes among Peru's rural poor, through farm management and agro-industrial training programs for the rural poor who, as beneficiaries of Peru's comprehensive Agrarian Reform, are owner-managers of cooperative farms known as Associative Enterprises (AE). Through its high priority Agrarian Reform, begun in 1969, the Government of Peru will redistribute approximately 10.5 million hectares of farm-land among 342,000 beneficiaries by the end of 1976. Under this project, which supports the decentralization of training programs, surveys are undertaken to determine the most critical management training requirements of the AEs, and training and investment programs are designed to meet those needs. Courses are to be given to selected farmers who will be trained as para-technicians for managing/administering the AEs, and who in turn will instruct other AE leaders in the techniques of sound cooperative management.

Progress to Date. To date, over 238,000 rural farm families have been provided land and have been grouped into almost 1,000 AEs. The Government's Center for Research in Training for Agrarian Reform (CENCIRA), has assisted agricultural workers and public officers to handle the structural changes inherent in the Agrarian Reform. CENCIRA's research activities include socio-economic

studies on settlements, farmer communities, marketing and training courses. Approximately 150,000 AE members have received agrarian reform orientation training from CENCIRA. However, as the majority of the small farmers comprising the AEs are semi-literate and are largely still lacking the skills required to manage co-operative farming enterprises (especially agro-industries) CENCIRA's activities now place special emphasis on overcoming the trained-manpower problems.

Related Activities. Through a grant contract with Iowa State University, A.I.D. has provided two farm management advisors to CENCIRA to assist with case studies of AEs. The UN's Food and Agriculture Organization (FAO) finances a management program in CENCIRA with eight long-term technicians concentrating on middle level managerial and administrative training. The Inter-American Institute for Agricultural Services (IICA) provides CENCIRA technical advisory assistance in the field of marketing. Holland helps support a CENCIRA pilot training project in Peru's northern Department of Lambayeque.

FY 1977 Program. Commodities: Audio-visual and other training aids and limited amounts of office equipment. Other Costs: Local support costs for special training seminars and support for the para-technicians.

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U.S. DOLLAR COST (in Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES								
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS													
	Estimated FY 76	100	10		-	Estimated FY 76			Estimated Transition Quarter			Proposed FY 77						
						Direct AID	Contract/Other Agency	Total	Direct AID		Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total			
Estimated through 6/30/76	100	10	90	U.S. Technicians ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Estimated Transition Quarter	-	Future Year Obligations	Estimated Total Cost	Participants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proposed FY 77	150	-	250	Commodities	12	-	12	-	-	-	-	11	-	11	-	-	-	-
				Other Costs	88	-	88	-	-	-	-	139	-	139	-	-	-	-
				Total Obligations ..	100	-	100	-	-	-	-	150	-	150	-	-	-	-

TITLE Responsible Parenthood for Medium and High Risk Mothers NUMBER 527-11-570-145	FUNDS Population Planning and Health	PROPOSED OBLIGATION (\$000) FY 77 330	
	PRIOR REFERENCE FY 1976 Latin America Programs p. 257	INITIAL OBLIGATION FY: 1976	SCHEDULED FINAL OBLIGATION FY: 1977

Project Target and Course of Action. To assist the Peruvian Ministry of Health (MOH) develop a responsible parenthood program capable of providing information and services to a minimum of 80,000 medium and high risk mothers within two years. The program will be extended by the Institute for the Protection of Maternal and Child Health (INPROMI) of the MOH and will operate through both clinics and mobile units provided for this purpose. The target population is women whose health would be unusually endangered through further pregnancies and who account for nearly 50% of all births. A.I.D. will assist in (1) research in identifying women whose health would be endangered through further pregnancies; (2) training of INPROMI staff and collaborating health personnel; (3) providing equipment and materials; and (4) providing technical assistance in program administration, statistics, and medical services, and in establishing program guidelines, procedures and norms. During the first year of project implementation it is anticipated 116,000 women will be provided responsible parenthood information under the project and 34,000 will accept services. In the second year of implementation it is planned that 169,000 women will be provided information and an additional 47,000 will accept services.

assistance to INPROMI under the terminated Human Resources and Population Studies activity included research to determine high and medium risk health categories. Additionally, 71 health personnel, including midwives, nurses, and doctors have received training in the U.S., principally at Harbor General Hospital, University of Texas Medical School, the University of Houston, and HEW facilities in Denver.

Related Activities. Limited responsible parenthood services are currently available through private programs. These include the Lay Family Program and the Association for the Integral Development of the Family.

FY 1977 Program. U.S. Technicians: Eighteen worker-months of contract services in demography, health services administration and clinical diagnosis. Participants: Ten officials and trainers (administrators, medical, paramedical, nurses, midwives) for short course and observation tours. Commodities: Mobile units, and clinical supplies. Other Costs: Local training programs and research support.

Progress to Date. The initial project agreement for this activity is expected to be signed in early 1976. Prior

U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES To be selected			
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS								
	---	---	---		Estimated FY 76			Estimated Transition Quarter			Proposed FY 77		
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency		Total	Direct AID	Contract/Other Agency
Estimated FY 76	350	52		U.S. Technicians ..	-	80	80	-	17	17	-	55	55
Estimated through 6/30/76	350	52	298	Participants	40	-	40	30	-	30	45	-	45
Estimated Transition Quarter	88	Future Year Obligations	Estimated Total Cost	Commodities	142	-	142	30	-	30	184	-	184
Proposed FY 77	330	-	768	Other Costs	88	-	88	11	-	11	46	-	46
				Total Obligations ..	270	80	350	71	17	88	275	55	330

CENTRAL

GRANT ACTIVITY DATA

Country: PERU

TITLE Non-Formal Education (formerly included under Manpower and Education) NUMBER 527-11-670-157	FUNDS	PROPOSED OBLIGATION (\$000)	
	Education and Human Resources Development	FY 77	120
	PRIOR REFERENCE	INITIAL OBLIGATION	SCHEDULED FINAL OBLIGATION
FY 1976 Latin America Programs p. 258	FY: 1975	FY: 1978	

Project Target and Course of Action. To improve the capability of the Ministry of Education (MOE) to develop and test cost-effective Non-Formal Education (NFE) programs in Peru. The project will focus on four test sites where experimental Ministry programs, aimed at semi-literate adults, are being developed to research and evaluate teaching methods, materials, technology applications and comparative costs for use in nationwide NFE programs. A.I.D. is assisting the MOE to carry out this experimental project by providing technical expertise, training, research and equipment for the experimental sites. Over the life of the project, approximately six worker-years of short term expertise will assist with research designs, in-country training programs and project evaluation. Approximately 11 worker-years of short and long term training will be provided in the United States and third countries in the fields of cost analysis, instructional technology, materials development, and evaluation techniques. A.I.D. assistance will also support in-country training programs.

Progress to Date. Under the prior Manpower and Education project, A.I.D.-financed assistance was provided for selected aspects of Peru's far reaching education reform program which aims to increase access to education and to make education more relevant to individual and local needs. Included was some preliminary assistance for training and materials publication in the area of non-formal education.

Based on a sector assessment undertaken in 1975, priority has been given to implementing the experimental program described above. A project agreement was signed in May 1975 providing for short term advisors, training, and technical materials. Selection of the U.S. contractor has been completed and it is expected that contractor personnel will be available to undertake project activities early in 1976. In anticipation of full project initiation, Ministry personnel have proceeded with site selection for the experimental programs, the formulation of the specific research designs and the refinement of material requirements.

Related Activities. The Organization of American States and the Inter-American Foundation have made small grants for equipment and training in NFE. A larger project of approximately \$1,000,000 is being negotiated with UNESCO for the provision of training programs and equipment.

FY 1977 Program. U.S. Technicians: 17 worker-months of short-term specialist help in the fields of instructional technology, materials development, research design, and evaluation and communication. **Participants:** 4 trainees in communication, educational technology and cost analysis. **Other Costs:** In-country training programs and seminars.

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U.S. DOLLAR COST (In Thousands)				OBLIGATIONS									PRINCIPAL CONTRACTORS/ AGENCIES	
	Obligations	Expenditures	Unliquidated	Estimated FY 76			Estimated Transition Quarter			Proposed FY 77				
				Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total	Direct AID	Contract/ Other Agency	Total		
Through 6/30/75	411	-	411											
Estimated FY 76	157	130												
Estimated through 6/30/76	568	130	438											
Estimated Transition Quarter	118	Future Year Obligations	Estimated Total Cost											
Proposed FY 77	120	71	877	33	124	157	118	-	118	52	68	120		
				Cost Components										
				U.S. Technicians ..	-	124	124	-	-	-	-	68	68	Contract under negotiation with Michigan State University
				Participants	-	-	-	60	-	60	30	-	30	
				Communities	33	-	33	-	-	-	-	-	-	
				Other Costs	-	-	-	58	-	58	22	-	22	
				Total Obligations ..	33	124	157	118	-	118	52	68	120	

TITLE <u>Bilingual Education</u>	FUNDS Education & Human Resources Development	PROPOSED OBLIGATION (\$000) FY 77	
	PRIOR REFERENCE FY 1976 Latin America Programs p. 259	INITIAL OBLIGATION FY: 1975	SCHEDULED FINAL OBLIGATION FY: 1977
NUMBER 527-11-690-146		300	

Project Target and Course of Action. To help the Peruvian Government develop and test alternative methods of instruction for children and adults, among Peru's non-Spanish speaking Sierra families, and train teachers in the use of new instructional methods. Although the government has declared Quechua an official language, Spanish remains the basic language at the national level. A.I.D. is assisting the Ministry of Education in the establishment of a research and training unit within its regional education office at Cuzco. The unit will produce both descriptive socio-linguistic profiles of bilingual communities and experimental teaching materials based on modern instructional technology appropriate for child and adult learners in bilingual communities. Bilingual student performance and bilingual teacher capability and performance in the use of the new materials will also be evaluated. In addition, the unit will study and evaluate the potential role of educational materials, including audio-visual aids, in the project area. U.S. assistance to the program consists of technical advice, training and education materials.

Progress to Date. Since initiation of this new project in mid-FY 1975, a national Bilingual Education Council has been appointed and the special Bilingual Education Unit in Cuzco has been established. Socio-linguistic profiles of the target populations were completed by the Cuzco unit in September 1975 and are being used for project site selection.

Criteria for comparing experimental results have been established. Teachers to be trained as area bilingual supervisors have been selected and will undertake special training under the project beginning in early 1976. A contract for technical assistance has been signed with Cornell University and contractor staff personnel are expected to be available beginning early in 1976.

Related Activities. West Germany plans to assist the Ministry in planning a bilingual program in the Department of Puno in 1976. The project will complement the A.I.D. assisted Bilingual Project in Cuzco. The project will involve preparation of bilingual materials, training of teachers and research in both Quechua and Aymara. An official Quechua alphabet and a set of policy guidelines for bilingual education were approved by the Ministry of Education in December 1975.

FY 1977 Program. U.S. Technicians: 24 worker-months of contract advisory services in Quechua linguistics; 2 short-term contractors in materials development and testing for 8 worker-months. Participants: Six short-term participants in linguistics and bilingual education methodology. Commodities: Cassettes, recorders, headphones and other audio equipment. Other Costs: Production and evaluation of instructional materials, training programs, seminars and travel.

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U.S. DOLLAR COST (In Thousands)										PRINCIPAL CONTRACTORS/ AGENCIES				
Through 6/30/75	Obligations	Expenditures	Unliquidated	Cost Components	OBLIGATIONS									
					Estimated FY 76			Estimated Transition Quarter			Proposed FY 77			
					Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	Direct AID	Contract/Other Agency	Total	
	154	5	149											Cornell University
Estimated FY 76	189	96												
Estimated through 6/30/76	343	101	242	U.S. Technicians ..	-	110	110	-	-	-	-	130	130	
Estimated Transition Quarter	-	Future Year Obligations	Estimated Total Cost	Participants	15	-	15	-	-	-	25	-	25	
				Commodities	36	-	36	-	-	-	57	-	57	
				Other Costs	28	-	28	-	-	-	86	-	86	
Proposed FY 77	300	-	643	Total Obligations ..	79	110	189	-	-	-	170	130	300	

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UNITED STATES GOVERNMENT

Memorandum

TO PPC/PDA, Mr. Richard Shortlidge

DATE: November 3, 1976

FROM LA/DR/EST, James F. Smith

SUBJECT: List of R&D Projects in Education for Latin America

The following is a list of on-going or potential R&D projects in education for Latin America.

Regional Projects

1. Economics of Education Studies. This project, being carried out through LA research institutions participating in the Program of Joint Studies on LA Economic Intergration (ECIEL), is designed to investigate the relationship between education and the economic and social development of LA with the goal of improving educational planning and policies in educational financing and to rationalize investment decisions in the sector. AID funds support five (5) pilot studies on the role of education in the generation and distribution of income in the rural sector, the traditional urban sector and the modern urban sector. The studies focus on the results of different levels and types of education and examine the extent to which education affects an individual's type of employment, level of income and productivity, and other economic variables.

2. Basic Village Education. The purpose of this project is to determine the effectiveness of educational radio, used in combination with other communications media, as a means of communicating effectively with rural adults in order to modify their behavior to increase economic competence and employment prospects in agriculture and related occupations. A pilot program among the Ladinos and Indians of Guatemala is testing the use of a mix of mass media, without dependence on literacy, at a lower unit cost than through present systems, which employ extensionists working on a face-to-face communication basis.

3. Radio Schools of Latin America. This project will provide information on the knowledge, attitudinal and behavioral effects of educational broadcasting aimed at improving the lives of the rural poor majority of LA. It will evaluate the effectiveness of various components of the comprehensive educational model used by the longest-established learning-by-radio system in the hemisphere.

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Accion Cultural Popular (ACPO) of Colombia... Through this evaluation, the project aims at indicating what might be done to increase the instructional effectiveness of the radio, and radio used in combination with printed materials, correspondence and volunteer teachers, for use in non-formal education for rural adults in LA.

4. Early Intervention Home Methodology. This project will provide a stimulus for Ministries of Education and other appropriate entities to consider the utility of early intervention programs, using techniques of teaching in the home. Rural and urban poor parents will be encouraged to teach their children beyond their own level of knowledge, so that children helped will be better prepared to continue education and life preparation. R&D activities within this project include: (1) analysis of home and environmental circumstances of pre-school age children in selected rural (and some urban) areas of LA; (2) development of validated and replicable teaching materials; (3) collection and analysis of pre- and post-data, including baseline surveys to establish the effect of such teaching; (4) analysis of the results of such teaching, including cost implications; (5) reasearch on adaptability of other early intervention methodologies for LA; (6) distribution of the results to Ministries of Education and other entities; and (7) follow-up activities assisting systems wishing to adopt such methodologies on pilot or full-scale terms.

5. Learning Resource Center-Based Community Education. The purpose of this project is to develop, evaluate and improve a conceptual model of a Learning Resource Center-Based Community Education System specifically adaptable to representative circumstances of LA communities involved or about to become involved in non-formal education programs. It will provide appropriate training to education planners from six countries who are or soon will be engaged in the analysis of learning needs and in the design and implementation of community-based education programs, to enable them to adapt elements of the conceptual model to ongoing or immanently-planned programs. Target countries include Jamaica, Honduras, Paraguay, Nicaragua, Peru, and Panama.

6. Experimental Radio Education. The purpose of this proposed project is to develop and extend techniques for in-school and out-of-school radio instruction, particularly for the area of the English-speaking Caribbean. Research and experimentation would be carried out by the University of the West Indies and Florida State University using various media and supporting personnel. Guidelines produced would describe the basic requirements and techniques for developing and delivering an education system, utilizing the radio as its central communications device.

7. Appropriate Technology Development: The goal of the proposed project is to expand employment opportunities for the Caribbean rural and urban poor through the development and dissemination of more appropriate labor-intensive technologies. R&D activities would include: (1) assistance to the Caribbean Community (CARICOM) in carrying out long-range studies required for the formulation of a regional policy on the development and dissemination of appropriate technologies; (2) establishment of an Appropriate Technology Development Center at the University of the West Indies to coordinate and expand current Caribbean research and design work on alternative technologies which have a particularly important impact on the urban rural poor; and (3) establishment of a credit fund for setting up R&D units in private industry in coordination with ATDC.

8. Motivational Media for Low Income Women. The proposed project would study the impact of various communications media, with particular emphasis on radio components in combination with complementary reinforcement materials, on the knowledge, attitudes and skill levels of low-income Latin American women.

9. Self-Instructional Systems. The proposed project would develop and test on a pilot basis self-instructional material related to improvement of the rural poor in such areas as agricultural skills, nutrition, family planning, health, and fundamental cognitive learning.

10. Increasing Income of Poor Women. The proposed project would be aimed at improving the social and economic status of poor women in target countries in a pilot program to provide them with skills which can be used immediately to increase their income.

Country-Specific Projects

1. Bilingual Education (Paraguay). This proposed project would develop the capacity of the Education Ministry to provide meaningful instruction to rural non-Spanish speaking children. Materials would be developed in Guaraní and tested in three pilot schools, probably in the Department of Paraguari, on which a socio-linguistic survey would be completed in advance.

2. Bilingual Education (Peru). The project is designed to assist the government in developing and testing alternative methods of instruction for children and adults in the non-Spanish speaking Indian Highlands. A research and training unit established in Cuzco is producing descriptive socio-linguistic profiles of bilingual communities as well as developing experimental teaching materials.

3. Rural Education I (Bolivia). The purpose of this project is to increase the enrollment of rural youth in school, decrease illiteracy in rural areas and increase the opportunities for life-long education. It will create and test a prototype rural education system in the Department of Cochabamba. R&D activities will be aimed at improving the delivery system to rural areas and increasing relevancy of education to their economic and social development. General community learning needs will be examined to determine curriculum changes and identify new subjects for formal and non-formal education programs, possibly under bilingual conditions. Methods and materials so designed will be tested in local schools and their results fed back to the regional MOE headquarters to allow constant evaluation and revision.

4. Rural Education Sector II (Bolivia). Under this loan the experience of Rural Education I would be tested and evaluated. Other R&D activities would include: (1) development of a plan for introduction of new instructional materials, particularly for bilingual (Quechua and Aymara) and community development programs; (2) elaboration of new teacher training curricula based on a learning needs study; and (3) development of methods and materials to upgrade the staffs of the new system of Rural Normal Schools based on results at the pilot RNS's.

5. Basic Skills Training (Dominican Republic). This project is designed to establish an institutional mechanism to train men and women in marketable manual and mechanical skills with emphasis on agriculture, health and other rural development needs. R&D activities will include studies on manpower needs, learning capacity and cultural characteristics of the target population, as well as the development of methodology, materials design and an evaluation system.

6. Rural Non-Formal Education (Ecuador). This project dealt with the development of a low-cost, more efficient system of non-formal education applicable to the rural poor of the Ecuadorean Highlands. Experimentation and evaluation were carried out on teaching methods, use of various innovative audiovisual materials (including educational games, cassette tape recorders, and "photo-novels"), and alternative delivery

systems. Different ethnic and language groups were chosen and the results of different techniques compared. Evaluation was made of the usefulness of materials, training designs and models of supervision, as well as of the initial goals of the program.

7. Fundamental Education and Skills Training (El Salvador). A pilot project will help develop the institutional capability of the Ministry of Education to plan, administer and evaluate innovative, non-formal, short-term, vocational skills training programs for the rural and urban poor. Assistance will be provided for the collection, processing and analysis of data required for the final design of an expanded loan-funded program for the establishment of such a system.

8. Basic Rural Education (Guatemala). Through research and evaluation activities educational materials are being developed and tested for rural non-formal education, initially in three target areas of the Indian highlands.

9. Rural Community Leadership Training for Integrated Rural Development (Jamaica). The purpose of this project would be to assist the rural population of Jamaica, through a program of community education, to develop their organizational and work skills as well as their self-reliance, so as to improve the quality of rural life for the community and the individual. This multi-sectoral project under the Ministry of Education would aim at identifying a community's development and related needs and help work out a rural community approach to improvement of agricultural productivity and community social development.

10. Rural Non-Formal Education (Paraguay). This project, carried out in conjunction with the Ministries of Labor, Health, Education, and Agriculture as well as various public and private groups with out-of-school instructional activities, is aimed at developing low-cost teaching methods and materials most effective for improving existing non-formal education and extension programs aimed at helping the rural poor increase incomes and employment opportunities and improving nutrition and sanitation. R&D activities have included inventory and analysis of existing non-formal activities and a socioeconomic survey of rural households.

11. Education Sector II (Panama). An important R&D activity under the sector loan is the establishment of a National Industrial/Technical Institution for which: (1) the design of a program relevant to national

manpower needs and job training requirements is to be formed; (2) a replicable and adaptive instructional systems technology-based teacher training program is to be established; and (3) well organized coordinated action-oriented applied research activities are to be undertaken. A second R&D activity is the development of an Applied Research Center within the University of Panama to (1) undertake applied research projects on behalf of sectoral ministries and private industry; (2) assist the MOE in carrying out selected research, development and evaluation activities to improve efficiency and effectiveness of the Educational Reform.

12. Educational Technology (Colombia). This project is aimed at improving and extending educational technology to promote coverage and efficiency of rural primary education through use of the unitary school. The use of texts, teacher guides and teacher training are being tested through a program of pilot schools.

13. Rural Education Media and Materials Development (Jamaica). This proposed project would support the planned curriculum reform of the Ministry of Education by improving content, methodologies and technologies, especially in the field of rural primary education. It would help establish criteria for testing and evaluating approaches, materials and cost effectiveness of production systems within the Multi-Media Unit of the Ministry.

14. Rural Radio Education (Paraguay). The project consists of experimentation with different methodologies in the field of rural education in order to make efforts of the Ministry of Education more effective.

15. Multi-Purpose Household Survey (El Salvador). The purpose of the project is the establishment and institutionalization of a new statistical organization to operate and maintain a periodic multi-purpose household sample survey to produce data for planning and evaluation of development policies and programs. Six surveys will be conducted with supplemental inquiries relative to priority subjects in education, health, family planning, agriculture and other areas of interest.

16. Training Needs Survey/Employment Development (Jamaica). This project would assist the National Planning Agency, and through it the Ministries of Health, Youth and Development, Agriculture, Labor, Finance, and other institutions, in attaining the capability for an on-going analytical study of the country's training needs and the development

of supporting programs relating to employment opportunities as a basis for making education and training more relevant to the country's actual needs. It would couple a quarterly establishment survey with occupational composition surveys, as well as in-depth studies on specialized topics. In addition, a tracer study system would be developed to evaluate the effectiveness of education/training programs in order to aid planners in reform in terms of quantity, level, scope, quality, and relevance of such programs.

17. Decentralizing Educational Planning (Peru). This project is designed to provide support to the Ministry of Education in its efforts to decentralize educational planning functions, thereby providing greater opportunities for the development of programs more relevant and responsive to local needs. Experimental and descriptive research will be carried out in order to: (1) provide planners with appropriate information on which to base their programs; (2) explore cost-reducing and cost-sharing education programs, and (3) develop techniques for evaluating the impact of the education system on the development process.

TAB Projects

1. Educational Technology. This project is designed to develop, test, revise, and implement radio math materials used by teachers in grades 1-3. Lessons, supplementary materials and teacher's guides are being tested in pilot schools in Nicaragua and a set of methodologies is being developed and applied for the revision of materials based on student performance.

2. Cost Methodologies Non-Formal Education. A regional field site in LA will be chosen as part of a worldwide program to develop methodologies for: (1) identifying the variables in non-formal education which determine costs and cost/effectiveness-benefits; (2) ordering the variables to determine costs of existing programs; (3) determining the cost effectiveness of existing programs under expanded conditions; and (4) estimating the cost/effectiveness of entirely new non-formal programs. In addition, methodologies and procedural guides will be developed to help users determine which of these approaches is appropriate for their analytical setting.

3. Cost-Effective Network Criteria. This project was directed toward identification of variables involved in the relationship between U.S. institutions generating analytical knowledge and LDC institutions

which might be users of that research in their planning activities. Procedures were developed and tested in Latin America and the Caribbean for determining the cost-effectiveness of various arrangements between producers and users of this knowledge.

4. Analysis Methodologies for Education and Human Resources. A regional field site in LA will be chosen as part of this worldwide program which will assess the need for education analysis and capacity to undertake it for the LDC's and Missions. Based on these assessments, the following will be developed: (1) a "typology" of analytical needs and capacities for maximizing the use of project inputs; (2) new or improved analysis for educational analyses appropriate to LDC needs and capacities; and (3) a storage, retrieval and memory system of methodologies for LDC use.

Sector Analysis Project

1. Procedures for Increasing the Efficiency of Basic Education. This project, based on a recent education sector analysis of El Salvador, looks at the effects of insufficiency of basic or primary education services for the rural areas of the LDC's. It examines repetition, dropout, cost per student, and learning (as measured by national achievement exams of primary children). In studying both sufficiency of resources (access) and proper efficiency of their use, it looks toward formation of policy alternatives to maximize both.

Due to time constraints, it was impossible to include the numerous projects with education/research components from other areas, such as Nutrition, Family Planning and Agriculture. This information should be available next week.

cc: LA/DR: Robert Simpson
Marshall Brown
Charles Weinberg
AFR/DS: Antonio Gayoso
ASIA/TD: Scott Hammond
NENA/TECH: David Steinberg
TA/EHR: Robert Schmeding

Drafter: LA/DR/EST:HMOrtiz:11/4/76:js

Addendum to Country-Specific Projects

18. Non-Formal Education - Plan Guaymí (Panama). As part of an overall rural development plan for eastern Chiriquí Province, the project is designed to develop and evaluate a system of non-formal education for the Guaymí Indians of Tolé District. It seeks to motivate them to take an active role in their own development, to understand and utilize more effective technology, to give training in basic practical skills relevant to personal and community needs, and to integrate Guaymí into regional development programs. R&D activities include a comprehensive baseline study to: (1) identify knowledge, attitudes, practices, and felt needs in agriculture, health and education; (2) provide bases from which instructional materials are developed; and (3) form criteria on which evaluation of the impact of the project can be made.

OCT 14 1976

INFORMATION MEMORANDUM TO THE DEPUTY ASSISTANT ADMINISTRATOR (LA)

From : LA/DR, Charles Weinberg ^{Charles B. Weinberg}

Subject: AID-Sponsored Projects in Latin America Involving Development, Testing, and Use of Communications Technology

Ref : Your note of September 29

You have asked us to prepare a brief description of AID sponsored projects in Latin America which include at least one component involving the development, testing or use of communications media or techniques. Below is a list of current or planned projects which have such a component. They include TAB-funded projects, as well as Mission and regionally-funded projects. For convenience sake, we have listed them by their geographical location.

One explanatory comment should be made. In referring to communications, we have interpreted the term in a broad sense, to include a variety of ways of message delivery, rather than limit it to concentration on certain specific hardware, such as satellites or TV-radio.

<u>Country</u>	<u>Project</u>	<u>Description</u>
<u>Bolivia</u>	Rural Education Loan II	The project includes development of nuclear service centers employing a variety of audio-visual and self-instructional materials.
<u>Colombia</u>	Small Farmer Training Loan	This project supports continued extension of ACPC's radiophonic system to small farmers.
	Unitary School Loan	The project will develop pilot unitary schools employing a variety of A-V materials and self-instructional systems.
	Nutrition Loan	A component of this project will develop and test the use of mass media for nutrition education.

<u>Country</u>	<u>Project</u>	<u>Description</u>
<u>Colombia</u> cont.	Radio Schools of Latin America	This regionally-funded project will evaluate effectiveness of component parts of the ACPO radiophonic learning system.
	Intranational Communication System Support	TAB is providing support to a centralized non-formal education coordinating institution, to assist in development of intranational communication technology.
<u>Costa Rica</u>	Demographic Education	The project in part utilizes daily radio programs, plus other mass media material for communication.
	Job Placement Service for Women (OPG)	This potential OPG project would use (self-instructional) communications technology as part of training women for specific jobs.
<u>Dominican Republic</u>	IDEL Project	This project provides practical education by correspondence, plus some supplementary ETV.
<u>El Salvador</u>	Fundamental Education & Skills Training	This pilot grant and proposed follow-on loan project will use self-instructional material and other communication techniques to provide vocational education designed principally for rural workers.
	Educational Television	(Although AID funding for this project has terminated, it should be noted as it is the largest single project utilizing ETV as a primary technique to develop and promote reform of a country's education system, in this case at the secondary level.)
<u>Guatemala</u>	Basic Village Education	This regionally-funded project is an experiment to analyze empirically the effectiveness of radio, radio with a series of reinforcement activities, and a variety of other communication techniques, in promoting change among rural populations.
	Basic Rural Education	This national-level project seeks to apply the techniques tested in the Basic Village Education project, to provide non-formal education to portions of Guatemala's rural poor.

Country	Project	Description
<u>Haiti</u>	Integrated Agricultural Development	The project includes utilization of mass media (probably radio) in efforts to stimulate increased agricultural productivity and improve rural life.
<u>Jamaica</u>	Rural Education Sector Loan	The project contemplates utilization of a variety of self-instructional materials, in both formal and non-formal settings.
	Research on Community Education	TAB is financing a grant to Tuskegee Institute to examine effective ways, including innovative communication techniques, of involving the community in significant development efforts.
<u>Nicaragua</u>	Teaching Mathematics by Radio	This TAB-sponsored project is developing and testing the potential for teaching mathematics by radio, as part of school (and some out-of-school) curriculum.
	Rural Community Health Services	A component of this project will utilize mass media as a part of a health delivery system to improve the health level of the rural poor.
	Nutrition Improvement	A portion of this project will be devoted to examination of the effectiveness of using mass media "publicity" techniques to improve nutrition practices.
<u>Panama</u>	Education Sector Loan	A portion of this project is to be devoted to development of a multi-media learning systems approach, involving communication techniques, for technical instruction.
	OPG Plan Guaymi	This OPG is designed to develop and test communication techniques in part reflecting an indigenous group (tribal) input into their own instruction, in an effort to improve the tribe's capability to deal with its development problems.
<u>Paraguay</u>	Rural Radio Project	This grant program intends to utilize learning by radio as one of the principal means for providing practical education to the country's rural poor.

<u>Country</u>	<u>Project</u>	<u>Description</u>
<u>Paraguay,</u> cont.	Non-formal Education	This project is designed to foster a local capability to adapt, analyze and develop the use of a variety of media, including self-instructional materials for providing vocational adult education.
<u>Peru</u>	Educational Service Centers	This project in part includes the use of communications technology, through media such as radio cassettes, to provide relevant education to rural communities.
	Early Inter- vention	This proposed project may utilize audio-visual communication material in providing pre-school education.

There also are several planned (regional) "communication" projects which do not yet have a specific country focus. These include:

Experimental Radio	The effectiveness of radio, as a mass media for teaching both "hard" and "soft" sciences, is to be tested in the Caribbean area.
Self-Instructional Systems	This would be a pilot project to demonstrate the feasibility of developing local institutional capabilities to test, analyze and develop self-instructional and other communicational techniques, as an aid to specific development efforts.
Motivational Media for Low- Income Women	The project will develop and test the use of innovative radio programming to promote improvement in the role of women in community and national developments.

We believe your concern as to recognition of the role of communications techniques is well-founded. All of the projects noted above either are utilizing or plan to utilize some aspect of communication technology. However, promotion of the AIDSAT concept may have left some impressions that the use of satellites is our prime concern. For example, in one of the films which is used to describe AIDSAT, there is a distinct implication that three of the projects noted above -- the Guatemala BVE project, the Nicaragua Math-by-Radio project, and the El Salvador ETV project -- are all somehow tied in with satellite utilization. This is not the case, of course. While, as shown by the list above, we definitely support increased application of modern communication technology, as these are appropriate to specific development purposes and targets, we should recognize that this may or may not include satellite and similar sophisticated techniques.