

IDEAS

Project: 517-11-610-109

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QUARTERLY REPORT #1

June - September 1975

OPERATIONAL PROGRAM GRANT:

Institution of a Specialized Methodology
for Adult Non-formal Education
in
the Dominican Rural Communities

Submitted to:

David Cohen
Special Development Activities
USAID
APO 09899
New York, N.Y.

August 31, 1975

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QUARTERLY REPORT #1:

SUBJECT: "Institution of a specialized methodology for adult non-formal education in Dominican Rural Communities" (Denominated by USAID, Santo Domingo as "Foxfire non-formal Education") - Operational Program Grant, June 30, 1975.

I. INTRODUCTION AND BACKGROUND

Since funding was not actually available until July of 1975, even though the program was approved as of June 30, there were some delays occasioned by the need for funds to procure equipment, some of which is scarce. This report then will deal with developments and accomplishments of this program through September 30 instead of August 30.

As is natural in a program of this type, undertaken for the first time, certain improvements in definition of objectives, process and long range planning have been achieved as IDEAS Caribbean staff moved from the conceptual stage to the practical. We believe it will be of use to AID and other evaluators for us to undertake to specify these improvements and revisions at this time, thus facilitating both formative and summative evaluation of this program. We will also undertake to clearly extract from the original proposal document a clear and succinct recapitulation of the program's intermediate and final objectives, supplemented with information on various intermediate objectives which could not be spelled out in the original conceptualization.

The only major variation in the original conceptualization had come about in regard to the local institutions in which the program is developing. After more than six months of consultations with representatives of the Universidad Nacional Pedro Henriquez Ureña (UNPHU), IDEAS local staff has been unable to formalize a concrete and positive relationship which would insure, in our estimation, adequate security for the considerable equipment that institution would have received, or positive and consistent planning for the institution's (and its students') utilization of the program in community outreach activities. As has been explained in an exchange of letters between IDEAS Caribbean representative, John Westbrook, and USAID representative, Mr. David Cohen, we have decided, with USAID approval, to separate the UNPHU from the program and replace it with a dependency of the Secretary of Agriculture. Thus the donation of all equipment purchased under this grant will be made approximately 50% to the Secretary of Agriculture, for location at their NIECA (San Cristobal) facility and the balance to the Instituto Superior de Agricultura at La Herradura, Santiago de los Caballeros.

The collaborative relationship between this private educational institution and the Secretary of Agriculture is such that we have already been able to coordinate full joint planning for the program activity between these two institutions.

II. SIGNIFICANCE OF MODIFICATION IN RELATION TO LOGICAL FRAMEWORK MATRIX

With regard to A.1 (Goal) in the LFM, a lesser emphasis in the area of health education is to be expected, as the UNPHU had expressed the real interest originally in production of materials in that area. The Agricultural extension persons now involved in the training activities envisioned under this OPG are expected however to concern themselves with the subject to some degree.

With relation to A.2 (Objectively Verifiable Indicators Related to Goal), item (2), less incidence of morbidity in participating communities, will probably not be a clearly verifiable indicator in the short and intermediate run because of the matter noted related to goal (above).

The modifications noted in Introduction in no way change the Purpose (B.1) of this project and, indeed, the full coordination between ISA and the Secretary of Agriculture should facilitate the establishment of a true system for the production and dissemination of useful and productive information. Again, we do expect less emphasis upon health per se however, and greater emphasis upon improving rural production and level of life.

In B.2 (1) the institutions named should be modified to read ISA, CNIECA and Secretary of Agriculture rather than UNPHU, ISA/CENDA. No other changes are needed in B.2 (End of Project Status).

In the section of the LFM related to Outputs (C.1) no changes are expected at this time, though additional outputs related to training and instructional materials as well as local institutional outputs are to be expected by the next quarterly report.

In C.2 (Magnitude of Outputs) the only change would be in the listing of institutions in C.2 (2) to read ISA/Secretary of Agriculture/CNIECA.

We visualize no alterations in section D.1, D.2 or D.3 of the LFM in the future other than certain additional inputs from local institutions and IDEAS staff which should be specific by the next quarterly report.

III. EXTRACT AND RESTATEMENT OF PROGRAM PURPOSE AND GOALS AND PROCESS THROUGH WHICH THESE ARE TO BE ACHIEVED DURING THE LIFE OF THIS GRANT. (From OPG of March, 1975)

The ultimate purpose of this project is to create and establish an institutionalized system within local Dominican Institutions, both public and private, which will ensure the continued production of non-formal educational materials utilizing both video tape and supplemental print and non-print materials which will be used to bring valuable information directly to the rural poor population of the Dominican Republic. The areas of educational materials would include, but not be limited to, improved agricultural production methods, use of credit, basic market research; improvement of living conditions, proper sampling and care of soils, etc. Thus the target population of this program is the rural poor majority.

The process by which IDEAS is achieving this purpose may be described as follows:

1. Jointly with participating local institutions we have selected appropriate trainees from among the professional staff and/or advanced student body to receive orientation in the use of video medium and other communication skills. The criteria for selection are somewhat subjective, related to the intellectual level of prospective trainees, their genuine interest in non-formal education, their commitment to development in rural areas, etc.
2. Provide intensive classroom and initial field training in the use of equipment, its maintenance, production techniques, base line data collection, methods of researching and documenting problems or orientational subjects, planning for appropriate institutional follow-up to presentations in communities, the establishment of criteria for selection of target areas or communities, as well as subjects for production. Emphasis will be upon the production of single concept learning packages including video, print and personal communication activities. Additionally, method of preparation for showing in community in combination with recreational materials, cartoons, etc. - and one and two minute educational "commercials."

This activity has been divided into two stages of one week each, separated by two weeks during which practical field work (video taping, sound recording, interviewing, etc.) is undertaken as a training experience for all participants. This initial basic 30 day unit of training will allow for objective evaluation of the trainees' progress regarding new skills attained and knowledge retained regarding the overall objectives and methods of the program. At the end of this unit of training IDEAS staff, jointly with local institutional

coordinators, provides preliminary objective evaluation of each participant on the basis of the following criteria:

- A. Ability to use and care for video equipment and other hardware required by the program. (Theory)
 - B. Practical skills in equipment use, focusing, battery use, etc. (Practice)
 - C. Deal with equipment problems, spot difficulties and repair as appropriate.
 - D. Esthetic production skills:
 1. Camera use
 2. Production planning
 3. Production design
 4. Editing skills
 5. Audio dubbing and audio use
 - E. Teaching ability
 1. Individual peer teaching
 2. Team teaching skill
 - F. Level of understanding of the limitations of the video medium and the requirements for supplemental materials and personal follow-up through local institution.
 - G. Level of understanding for the need for base line data for purpose of evaluation of the products effects in the communities.
 - H. Understanding of the basic criteria for production of a video non-formal educational product
 1. Single concept subject
 2. Non-complex problem/orientation subject
 3. Appropriate to video medium
 4. Time limitations
 5. Widest applicability to large number of communities, rather than narrow subjects
 - I. Importance of preparing materials from research, first for presentation to specialists for advice, and then a final production for presentation in communities. (See Appendix A for full range.)
3. The third phase of activity, or educational unit, of full training of those who meet the preceding criteria requires approximately four months of work with regular supervision by IDEAS staff, and with trainees working in groups of two or three in zones and/or communities selected jointly by institutional coordinators, participants and IDEAS, on

subjects also agreed upon by joint decision. The four months will be divided as follows:

A. Initial research on the problem/orientational subject to be documented in the zone or community. Objective is preparation of a production scheme to utilize video, still photo, sound and notes to produce an information package on the subject which will be presented to specialists within or outside of the local institutions in which the subject is presented from the community point of view for response and suggestions/recommendations from specialists as the content of a final video production for non-formal education in area communities. Base line date collection included: time 10-20 days.

B. Actual documentation, with video and other methods, will be carried out according to the plan prepared previously. The objective is to provide practical training and experience in the preparation of a video and other presentation which will convey to specialists in the subject area the reality, beliefs, practices, etc. regarding the subject in the local rural communities in order that they may make recommendations appropriate to producing a useful informative audio-visual presentation for showing in area communities. Base line date collection continued: time 10 days.

C. Next the materials taped, filmed, etc. in the preceding period of training activity will be edited and revised to meet the purposes outlined in the preceding stage. The objective here is to provide practical training and experience to the trainees in editing and preparation of succinct presentations to enable technicians to invest the minimum of their time in providing necessary response to what they are shown from the community. Time: 5 days.

D. The finished, edited training product mentioned in C, above, is actually presented to specialists for their observations, recommendations and criticisms of the product itself. The objective in this case is to provide actual training experience to the participants in dealing with specialists and preparing them for future work without IDEAS direct involvement. Time: 5 days.

E. An approximate 30 day period (part of the reason for that much time is related to the coordination of the use of limited equipment among various groups) then

follows in which the participants will analyze the information secured by their presentations to the specialists and devise a final production plan and design to be produced in local communities, with local people and, to the extent possible, utilizing some of the video materials in section (B), above. Planning at this juncture will include outlining such supplemental print or art materials which may be appropriate for distribution at the time of eventual showing in communities. Planning will also be done regarding such technical personal as may be needed on site at time of community presentation. Tentatively four target communities in the area will be selected jointly by participants, institutional coordinators, and IDEAS with the primary criteria being that they have relatively large populations which can benefit by the information to be presented. The objective in this is to provide practical training experience to the participants in this sort of planning and visualizing, and to permit them to collect such base line data regarding practices, etc. in the target communities that will enable later evaluation of the effectiveness of the ultimate medium presentation in those communities.

F. The actual videotaping and recording for the final product will be carried out according to the plan prepared in (E) above, i.e. designed to gather the full range of audiovisual information necessary to produce a relatively short presentation in local communities. The objective here is further training experience for the participants, not necessarily an acceptable final educational product, though it is hoped that in most cases this may result.
Time: 10 days.

G. The materials taped, filmed etc. in (F) above will be edited down to a final product and supplemental materials, print or other, will be put into final form and reproduced for distribution, as needed. The objective in this case is further experience in conceptualizing for video a final story which will succinctly tell its story in language and visual symbols which rural semi-literates can understand and act upon. Time: 5 days.

IDEAS staff and institutional coordinators will review the product in its final stage for gross errors or failings and, provided there are none, it will be passed for presentation in communities. In the event the material is not acceptable in the opinion of specialists and IDEAS staff, additional work will be programmed accordingly.

H. The following cycle of activity will be a seven day period in which the product and such supplemental materials as have been developed will be presented in no less than four different communities, at least one of which will have been the scene of some or all of the video materials produced. Institutional coordinators, IDEAS staff, and other members of the training group will observe these presentations with particular emphasis upon audience reaction, follow-up questions, degree of understanding of material presented, etc. The objective here is to provide actual training experience in the presentation of a finished product and the objective analysis of audience reaction, understanding, etc. This will enable further revisions, edits, etc. to be undertaken to improve the product, or enable the observers (professional) to evaluate the product as satisfactory. In a sense this will be the final examination for the trainees, as there will be no less than four independent observers rating the quality of the production on the basis of overall quality, clarity, specificity of presentation, audience attention and interest and audience understanding. If participants fail to produce acceptable results, no certification will be forthcoming until the product has been improved satisfactorily or, in serious cases, replaced completely. If participants are unable to "pass" this test, their institutions have agreed that they will be simply reassigned back to their normal duties or activities.

I. Once participants have successfully gone through this entire process and produced an acceptable product for use in the community, the successful participants will then undertake new documentation planning, taping, etc. following the pattern outlined in steps (A) through (H) under their own institutional guidance and involving new personnel from their own institutions in a training situation. IDEAS staff will be available for consultations during the process. The objective in this case is no longer a training experience for the participants, but rather the ongoing production of necessary non-formal educational materials for use in Dominican Rural communities. A secondary objective will be the training of new personnel from the same institutions in the same techniques and concepts, as the institutionalization at the local Dominican level is undertaken in a major way. IDEAS staff will coordinate with the local institutional coordinators at this point on the advanced planning for the next eight to twelve months as well as budgeting within local institutions for ongoing continuation of the program. The objective in the latter case is the full institutionalization of the program, including financing, by local institutions.

IV. PROGRAM PROGRESS JUNE 30 - SEPTEMBER 30, 1975 RELATED TO VERIFICABLE INDICATORS PRESENTED IN IDEAS PROPOSAL, AS APPROVED, ON PAGES 22 AND 23 OF PROPOSAL DATED MAY, 1975.

VERIFIABLE INDICATORS AND RELATIONSHIP TO LOGICAL FRAME-
WORK MATRIX (PHASE I)

1. IDEAS senior staff person in country

John T. Westbrook was in the Dominican Republic prior to June 1, 1975, and therefore at the beginning of this program the senior staff person was and still is on site. (C.1,(1).

2. IDEAS local staff assistant selected

Rafael Taveras and Aminta Minier are jointly fulfilling the task of local staff assistant. In addition, Milagros de Lora is functioning as a general coordinator at the local level. (C.1(2).

3. Local Institutional Coordinators Named

Sergio Grullon, Fremio Mejia, and Fernando Coello have been named coordinators for the Secretary of Education program while Jose M. Reyes, a professor at the Instituto Superior de Agricultura, has been named coordinator for I.S.A. Paul Samuel of the audio-visua department of the Secretary of Education has been named coordinator for that institution and been trained in the September training unit, even though Education is not a direct participating institution in this project. LFM Relationships: D,1(6), (3); C.1(2); B.2(2).

4. Participant Trainees Selected and in Training

The first training activity took place in the month of September, 1975 (see appendix A for details and appendix B for list of participants evaluation). There were trainees from the Secretary of Agriculture, two from the Secretary of Education, and two from I.S.A. The agriculture participants were selected by their own institutions from among staff members charged with direct extention work and rural education, while those from I.S.A. were jointly selected by the directors of I.S.A. in concert with IDEAS staff, from among the teaching faculty.

Planning and personnel selection for a second training activity, a repeat of the September program, was completed during this period and twelve additional trainees, all from the Secretary of Agriculture program which will staff the new rural training and extention centers, will participate between October 6 and 31, 1975, with training to be carried

out by IDEAS staff, assisted by top trainees from the September training unit. LFM Relationships: D.1(3), (6), (9); C.1(1), (2) EOPS B.2(2).

5. Office, class and Darkroom Facilities Available

CNIECA (Secretary of Agriculture) has provided training facilities and small office space and editing facilities for the program, all of which are presently in use by the program. The Secretary of Education has provided additional office space for the program. CNIECA has placed its darkroom at the program's disposal as well as the services of its staff photographer who also received training during September. ISA is giving appropriate editing space as well. LFM Relationships: D.1(9), (3).

6. Equipment Purchased by IDEAS and on Site

All necessary equipment has been purchased and, with some minor exceptions such as bulk tape eraser, and spare batteries, has been introduced into the country duty free, and is now in use in the program. LFM Relationships: D.1(10), (11), (1).

7. Initial Traditional Orientation Workshop Completed, Both groups

In fact, the initial "orientation" was carried out through consultations with representatives of the various institutions now involved in the program. A special Spanish language extract of the program was prepared and distributed for discussion with the representatives. (Appendix C) In short, instead of an organized orientation "workshop" a one-to-one consultation activity was carried out which, while taking more time, insured a clearer understanding of the short and long term purposes and goals of the program, particularly with regard to institutionalization at the local level. This activity was completed by July 15, 1975. The Secretary of Agriculture has already committed to purchase five additional taping sets as part of its institutional commitment. LFM Relationships: D.1(1), (2), (3).

8. Secondary VTR and Non-print media Workshops Completed, Both Groups

Actual classroom and field training was undertaken in September for the first basic educational unit for representatives of ISA, Secretary of Agriculture and the Secretary of Education. Training took place at the Secretary of Agriculture facility at San Cristobal (CNIECA) with eleven

days of intensive classroom orientation (September 1-6, 22-26), and also practical training field work in the period September 7-20 in San Francisco de Macoris, Moca, Santiago, Garahona, San Juan de la Majuana, San Cristobal, Luperon and Bani. See Appendix D for actual schedule, and Appendix A for basic training schedule for classroom time. LFM Relationships: D.1(1), (2), (3), (4), (5), (6); C.1(1), (2); C.2(1).

9. Practice Field Interviews have taken place

Practice field interviews, both with and without video, were carried out during the first, second and third weeks of training, the earlier experiences in areas nearby to San Cristobal and the balance in the communities in the areas listed in number 8 (above). These interviews and documentations were training, practice experiences and not designed for the production of final materials for use in communities (though, in two cases, this happened). In the case of the participants from the Secretary of Education, some practice interviews were carried out in Santo Domingo at the Secretariat building. LFM Relationships: D.1(1), (2), (3), (4), (5), (6), (11); C.1(1).

10. Practice Documentation of Field Problems in Process or Completed

Bearing in mind the overall process of training as outlined in the original grant proposal and amplified in this document, there is more than one practice field documentation programmed. The first extensive practice field experience took place between September 7 and 20, in the areas listed in item 8 (above) and, following intensive editing experience between September 22 and 26, the first activity was completed, though not destined for use in actual community situations. The subjects produced included the following topics:

- A. Proper use and purification of drinking water.
- B. Proper methods of planting and cultivating rice.
- C. Documenting of a successful small farmer and his methods.
- D. Proper cultivation of corn in technically inappropriate soils.
- E. Proper technique of soil sampling and its importance.
- F. The importance of special drainage facilities for lands regularly in danger of flash floodings.
- G. Documentation from the community point of view of a plague of worms attacking yuca, corn and peanuts.
- H. Importance of rural organizations for community development. (This has been considered suitable for comment and showing now.)

LFM Relationships: D.1(1), (2), (3), (4), (5), (6), (11); C.1(1), (2), (3).

VERIFIABLE INDICATORS AND RELATIONSHIP TO LOGICAL FRAMEWORK
MATRIX (PHASE II)

NOTE: Phase I and II are concurrent in time. The approximate timing originally presented in the IDEAS proposal to USAID for this and its concurrent phase I has been altered (by receipt of funding) by approximately 30 days. Though certain activities were actually undertaken prior to June of 1975, actual availability of funding affected equipment purchase and procurement thus delaying undertaking of the first training cycle and consultations by approximately 30 days.

1. Target Study Communities Selected by Program Coordinators
in Consultation with IDEAS Staff

This verifiable indicator refers to planning for activities in the experiential training unit following the September (and, in practice, the October as well) training programs. For purposes of reasonable coordination with present and planned Secretary of Agriculture programs it was suggested, and accepted by ISA and IDEAS staff, that programming be organized on a zonal basis (Secretary of Agriculture zones) rather than on single community basis. This was done because many problems to be dealt with will have zone-wide applicability. Therefore, in consultation with local institutions, the following zones have been selected to be the general areas of investigation beginning in november, 1975:

1. Higüey
2. Barahona
3. San Juan de la Maguana
4. Bani
5. Santiago (includes Moca, San Francisco de Macoris and ISA)
6. San Cristobal.

In practice the trainees from various sectors who participated in training in September will be combined with the trainees from the forthcoming October course. This means that ISA San Francisco de Macoris and Moca will all coordinate together under the rubric of "Santiago", and one editing set-up will be located at the ISA facility in Santiago, while another will remain in San Cristobal (CNIECA).
LFM Relationships: D.1(30, (1), (9).

2. Initial Problems or Educational Material Needs are
Selected for Investigation and Documentation During
Training Program

Item 10, above, lists eight problem areas selected for documentation in each phase of training. Actual subjects for the training phase November-April will be selected and planned in October and be reported upon in the next report to USAID. Appendix E presents graphically the work plan between November 1975, and April 1976.

STATES OF VERIFIABLE INDICATORS FOR PHASE I AND II OF USAID/OPG
IDEAS PROGRAM AS RELATING TO LOGICAL FRAMEWORK MATRIX EXPECTATIONS

VERIFIABLE INDICATOR(FROM IDEAS PROP)	RELATIONSHIP TO LOGISTICAL FRAMEWORK MATRIX	STATUS EXPECTED AS OF SEPT. 30, 1975	ACTUAL STATUS AS OF SEPT. 30, 1975
1.(phase I) IDEAS SENIOR STAFF PERSON IN COUNTRY	D.1 (1)	Completed	Completed
2.(phase I) IDEAS LOCAL STAFF SELECTED	D.1 (2)	Completed	Completed
3.Local Institutional Coordinators named	D.1(3) (6);C.1 (2);B.2(2)	Completed	Completed
4.(phase I) PARTICIPANT TRAINEES SELECTED AND IN TRAINING	D.1(3) (6)(9) ; C.2(1) (2) B.2 (2)	In process	In process
5.(phase I) OFFICE, CLASS AND DARRROOMS AVAILABLE LOCALLY	D.1.(3) (9)	Completed	Completed
6(phase I) EQUIPMENT PURCHASED AND ON SIDE IN DOMINICAN REPUBLIC	D.1.(1)(10)(11)	Completed	Completed (minor exceptions)
7(Phase I) INITIALWORKSHOP(ORIENTATION) COMPLETED	D.1 (1)(2)(3)	Completed	Completed
8(phase I) SECONDARY TV ANDNON PRINT MEDIA WORKSHOPS COMPLETED	D.1.(1 through 6); C.1.(1)(2) C.2 (1)	Completed	Completed
9(phase I) PRACTICE FIELD INTERVIEWS HAVE TAKEN PLACE	D.1 (1)(2)(3)(4)(5)(6)(11) C.1.(1)	Completed (first exp.)	Completed(first experiencesonly)
10(Phase I) PRACTICE DOCUMENTATION OF FIELDPROBLEMS IN PROCESS OR COMPLETED	D.1(1)(2)(3)(4)(5)(6)(11) C.1.(1)(2)(3)	Completed	Completed
(Phase 2--concurrent with phase 1)			
1.TARGET STUDY COMMUNITIES SELECTED BY PROGRAM COORDINATORS IN CONSULATION WITH IDEAS STAFF	D.1.(1)(3)(9)	Completed (zones)	Completed (Zones)
2. (phase II) INITIAL FLENSOR EDUCATIONAL MATERIAL NEEDS SELECTED FOR INVESTIGATION AND DOCUMENTATION DURING TRAINING PROGRAM	D.1.(1) (2) (3) (6)	Completed	Completed