

PROJECT EVALUATION SUMMARY (PES) - PART I

1. PROJECT TITLE Learning Resource Center Based Community Education System (LRCBCES) - LAC Regional	2. PROJECT NUMBER 598-0573	3. MISSION/AID/W OFFICE AID/W-LAC/DR/HR
	4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>2</u>	

5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>76</u> B. Final Obligation Expected FY <u>79</u> C. Final Input Delivery FY <u>79</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>215,000</u> B. U.S. \$ <u>215,000</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>8/78</u> To (month/yr.) <u>6/79</u> Date of Evaluation Review <u>6/19-20/79</u>
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8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., alrgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Project "Progress to Date" approved as per attachment A	Project Director	Completed
LRCBCES Inventory Materials transferred to AID/W	Project Director	Completed
No major issues or problems were identified that will interfere with the achievement of project purposes within the projected time frame.		

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9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input type="checkbox"/> Project Paper <input type="checkbox"/> Financial Plan <input type="checkbox"/> Logical Framework <input type="checkbox"/> Project Agreement <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) LAC/DR/HR: James D. Singletary	12. Mission/AID/W Office Director Approval Signature <u>Marshall D. Brown</u> Typed Name <u>Marshall D. Brown</u> Date <u>9/13/79</u>
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PROJECT EVALUATION SUMMARY (PES) - Part II

13. SUMMARY

The purpose of the grant is to (a) develop and analyze a conceptual model of a Learning Resource Center-Based Community Education System, elements of which would be suitable for adaptation in a variety of Latin American settings, and (b) train educational planners from six Latin American countries, which are either contemplating or currently engaged in community learning programs, in the techniques of analyzing and applying this conceptual model and its methodology in their own countries. The LRCBCES concept embraces the utilization of existing community resources in a mutually supportive way to help increase the significance of learning experiences and opportunities for members of the poor majority in the affected communities.

Project activities were carried out in four phases: (a) development of a conceptual model which can be adapted to local specific LRCBCES efforts; (b) intensive training of Latin American educators in techniques for analyzing, planning and implementing those aspects of the conceptual model which are deemed appropriate to the needs and resources of their specific countries; (c) as part of the training process, and as appropriate and desirable, provision of technical assistance to these educators (and their host-country colleagues) to help promote such implementation; (d) development of a set of guidelines to assist educational planners to design/adjust and evaluate locale specific LRCBCES training, development of training materials and preparation of evaluation guidelines and reports. A specific purpose grant of \$215,000 was provided to San Jose State University to carry out this project.

The Final Project Evaluation was held in Washington, D.C. June 19-20, 1979 to determine how well the Grantee had met the above purposes and had completed the four phases of the Grant. During this final review, the findings of previous reviews were discussed and the following conclusions reached:

- (a) The Final Project Evaluation Team concurred with the project adjustments recommended during previous Project Reviews by approving the "Progress to Date" (Attachment A).
- (b) Accepted the conclusion of the Fifth Project Review (March 1-2, 1979) and the LRCBCES Quarterly Report No. 10 (January 1 - March 31, 1979) as to the adequacy of the Training/ Advisory Workshop and its evaluation data, and

- (c) Accepted Project Documents (Attachment B), the Project Products (Attachment C) and the Final Report as meeting the terms of the Specific Purpose Grant (pending receipt and approval of the LRCBCES Inventory Materials).

This project developed and analyzed a conceptual model of a Learning Resource Center-Based Community Education System (including didactic materials in Instructional Technology, Resource Inventory, Economic Analysis and Community Advisory Group Development) and trained 20 educational planners from six Latin American countries in techniques of analysis and applying this conceptual model and its methodology in their own countries. No major issues or problems were identified that will interfere with the achievement of project purposes within the project time frame ("End of Project", June 30, 1979).

The Final Project Evaluation Team considered suggestions and recommendations for project dissemination, demonstration, and implementation at country and site specific levels after the termination of this project. This discussion included (1) packaging the model and its materials in such a way that field level people can become acquainted with the concept and learn the necessary skills for adopting and implementing the Model in their communities, (2) scheduling demonstration/dissemination workshops in target areas among the members of the critical audience and (3) analyzing the commitment, readiness and resources for project implementation.

14. EVALUATION METHODOLOGY:

The Final Project Evaluation held in AID/W, Tuesday and Wednesday, June 19-20, 1979 evaluated: (a) the adequacy of the LRCBCES Concept Model's provisions for assessing cost-effectiveness (b) the achievement of project outputs, (c) the Training/Advisory Workshop, (d) technical assistance provided during the life of the project and (e) the final project report including Project Documents and Project Products.

Prior to the Evaluation, the Team Members (James Hoxeng (DS/ED), Bernice Goldstein (LAC/DP), Howard D. Lusk (LAC/DR), Kenneth L. Martin (LAC/DR/HR), and James D. Singletary (LAC/DR/HR) defined the issues of the Final Project Evaluation.

Grantee participation in the Evaluation included Dr. Gene Lamb, Project Director and Dr. Harold Hailer, Chairman, Department of Instructional Technology, School of Education.

15. EXTERNAL FACTORS:

A major assumption affecting Phase III "Providing Technical Assistance" was "that adequate resources (materials including funds and human) will be made available". At the time of the review of the project paper, the identified target countries were Jamaica, Honduras, Paraguay, Nicaragua, Peru and Panama. Mission responses to State 39927 (2/19/76) as well as Annex B. Exhibit 1, "Related Projects in Latin America and Chosen Countries" (Project Paper) supported the validity of the assumption. However, delays and changes in project implementation in Jamaica, Nicaragua and Panama, as well as country specific feed-back such as the Report on Site Visit Pre-Project for Jamaica, challenged this critical assumption and supported the FY 1978 Congressional Presentation proposal to earmark funds for technical assistance to three or four countries following the Training/Advisory Workshop, at that time scheduled for July 1978. As these funds were not available in FY 1979 after the Training/Advisory Workshop, the project was not able to fund field operations as desired and appropriate. In brief, project success was defined by the Final Project Evaluation Team as including a conceptual model (including didactic materials) and a Training/Advisory Workshop.

16. INPUTS:

a. Project Management - The Final Project Evaluation Team found that the San Jose State University implementation concept for the project combined a team approach with sub-contracting for specific reports, modules, etc.

This procedure has resulted in a management model on which educational planners could draw in constructing similar models for their own countries. The Final Project Evaluation Team felt that, over time, the institution building potentials of the team approach, especially in a Specific Purpose Grant may be more important than the flexibility of sub-contracting.

A Post-Project Evaluation or an Education and Human Resource Sector Evaluation in Latin America and the Caribbean should examine the effectiveness of an over-time view of the team approach/sub-contracting implementation process.

b. Consultants - The Project Evaluation Team was impressed by the quality of Project products such as "Instructional Technology" by James W. Brown for the Ofiesh Associates Inc., "Economic Analysis" by Philip Blair and "Community Advisory Group Development" by Gary L. Johnson.

The Evaluation Team was concerned that didactic materials were started but never completed in (a) assessing community needs, (b) curriculum development, (c) women's development and (d) evaluation. Project funds were used for these initial development efforts.

It should be noted that the First Project Evaluation team linked the completion of these training materials, to the availability of additional funds. As additional funds were not available, this discussion will be continued below under Post LRCBCES Project: Dissemination, Demonstration and Implementation.

The Team accepted Quarterly Report No. 9, October 1 to December 31, 1978 as an appropriate summary and evaluation of the Ofiesh Associates contributions to the Project. The products are:

1. Analysis and Assessment of Regional Needs, 162 pages
2. A Model Inventory Card File, 648 entries
3. An Inventory System Operation Manual, 72 pages
4. A collection of LRCBCES Demonstration Materials, approximately 500 items
5. The LRCBCES Inventory Catalog, 298 pages
6. Media in the LRCBCES Program, James W. Brown for Ofiesh Associated, Inc. 192 pages.
7. Final Report, 18 pages

Ofiesh Associates, Inc. submitted all products contracted for, with one major exception, a complete Spanish translation of the Inventory Catalog. A brief analysis and review of each product is included in Quarterly Report #9.

As it is the opinion of the San Jose State University Project Team that the Ofiesh Associates, Inc. met the project objectives and that San Jose State University will attend to identified areas of concern, the Final Project Evaluation Team gave tentative approval that the sub-contract had been satisfactorily completed pending transfer of the LRCBCES Inventory Materials to AID/W. After approval, it is recommended that LAC/DR/HR will keep one box of representative materials and the rest will be sent to the Clearinghouse on Development Communication of the Academy for Educational Development or some other clearinghouse/dissemination network.

c. Technical Assistance - Informal technical assistance has occurred during the assessment of learning, needs, site visits and model development activities of Phase I - in Paraguay, Peru, Colombia, Honduras and Nicaragua. Due to the unavailability of funds, Phase III was, therefore, not completed as originally planned.

d. Project Monitoring - AID/W project monitoring was accomplished in part by five project reviews and two Project Evaluations. (Attachment A) The Fifth LRCBCES Project Review was held Thursday, March 1 and Friday March 2, 1979 in AID/W. In brief, the Project Committee concluded that the reports and informal feedback from the Training/Advisory Workshop supports the conclusion that the workshop (1) enabled the twenty participants from six Latin American countries to become familiar with the application and utilization of training modules and instructional technology research materials basic to the LRCBCES model and (2) provided opportunities to observe community based learning resource center programs in action (including discussions of important aspects with students, teachers and supervisors/administrators) at the local and regional levels.

Also, the Project Review Committee concurred that initial concern should be directed at providing additional funds and time to complete the modules and other guidelines so as to bridge the gap between theory and appropriate country specific practice as defined by the First Project Evaluation Team. The Review Committee recommended that if funds were available the project should be extended for three months.

Funds were not available. The End of Project was June 30, 1979.

e. USAID Mission/Local Government - Twenty participants from six Latin American countries (Colombia, El Salvador, Haiti, Honduras, Paraguay, and Peru) participated in the Training/Advisory Workshop held at San Jose State University, January 8-19, 1979. Workshop feedback demonstrate that with increased Mission/Country funds, three or four of the countries that participated in the Training/Advisory Workshop would have requested technical assistance for a country specific demonstration/dissemination/implementation of the LRCBCES model.

f. Project Budget Analysis - The Evaluation Committee considered the following issues options in respect to the budget:

Option A meets the conditions of the Grant Agreement as initially perceived in 1976.

<u>Completion Date Services:</u>	6/30/79
<u>Total Funds:</u>	\$215,000

Constraints - (1) Important to bridge the gap between theoretical model and relevant development practices in rural Latin America; (2) The six training modules represent a task beyond the specific commitment of the Grant Agreement but considered crucial to effective model implementation; (3) Six training modules especially valuable for Post LRCBCES Project Dissemination, Demonstration and Implementation.

Option B provides for the completion, revision and development of Mission Packages in English and Spanish; (1) Supplementary Training Materials - Six Learning Modules; (2) Four Slide/Tape presentations from the LRCBCES Model and (3) Presenter's Manual, Procedural Guidelines, Wall Charts and Overhead Transparencies.

Completion Date of Service: 9/30/79
(Amendment needed)

Total Funds \$251,000
(\$36,000 needed)

Constraints - (1) Requires additional funds (\$36,000) and (2) the Post Project Dissemination, Demonstration, and Implementation can use the modules that are completed.

Option C provides comprehensive validation of the training modules and the field package program in three selected sites in Latin America.

Completion Date Services: 9/30/79
(Amendment needed)

Total Funds \$295,000
(\$80,000 needed)

Constraints - (1) the real test of the LRCBCES model is in its use during the next year or two and (2) LAC Regional Funds for field testing at this level are not available.

The consensus of the Final Project Evaluation discussion was that as funds were not available and the End of Project was June 30, 1979, additional funds requirements should be considered as possible Post LRCBCES Project activities. A discussion of such activities follows in Section 23.b.

17. OUTPUTS:

a. Conceptual Model of the Generalized LRC - The Evaluation Team accepted LRCBCES conceptual model as being suitable for adaptation in a variety of Latin American settings. The model as developed is not intended to be applied in its present form. It is a set of working ideas and materials. Collectively, the materials assembled provide a wealth of information and guidelines bridging theory and practice. While it is not prescriptive, the model can serve as an important reference for Latin American development specialists as they design programs appropriate to their respective countries.

b. Assessment of the Economic Feasibility of the LRC Model - Dr. Philip Blair provided a methodology for assessing economic feasibility in his "Economic Analysis of the LRCBCES Model" and in his Resource Center Economic Analysis Training Module. His refinement of the different types of economic project analyses could assist Latin American educational planners in their analysis of the LRCBCES cost-effectiveness.

The Final Project Evaluation Team accepted Dr. Blair's contributions to LRCBCES cost-effectiveness analysis. However, it was noted that these materials may suffer in translation to Spanish because of "catchy phrases" used. Also, care must be taken to assure that "non-economists" can utilize these economic models.

c. Inventory of Validated Instructional Materials and Methodology from the LAC Region - (1) Instructional Technology and Learning Resource Center-Based Community Education by James W. Brown is logically and sensibly organized, richly informative, draws on a wide variety of sources and provides excellent suggestions for practical uses of the material. For example, when different kinds of media are discussed, the author identifies the different types of each, provides a brief but clear description, summarized the advantages and disadvantages and gives example of their use.

(2) The Resource Inventory for Learning Resource Center Based Community Education System by Ofiesh Associates, Inc, is difficult to use. Specific limitations of the introduction, the instructions, symbols, catalog system, content, sampling, types of media, card system, thoroughness, accuracy and accessibility were documented. The Grantee's response is included in LRCBCES Quarterly Report #9, October 1 to December 31, 1978. As indicated above under 16.b., Consultants, it is the opinion of the San Jose State University Project Team that the Ofiesh Associates, Inc. met the project objectives and that San Jose State University will complete/correct identified areas of concern. The Final Project Evaluation Team gave tentative approval pending transfer to AID/W and approval of the LRCBCES Inventory Material. As indicated in LRCBCES Quarterly Report #9 and follow up communications from the Grantee (Attachment), the products from the Ofiesh Associated should be viewed as an Instructional Materials system of several interrelated products (Analysis and Assessment of Regional Needs, A Model Inventory Card File, An Inventory System Operation Manual, A Collection of LRCBCES Demonstration Materials, The LRCBCES Inventory Catalog, and Instructional Technology and Learning Resource Center Based Community Education.) (Attachment - Final Report: Ofiesh Associates, Inc., Appendix C, Quarterly Report No. 9).

d. Planning, Implementation and Evaluation Guidelines for Adaptation of the Basic LRC Model to Specific Situations - The Team concurred that the acceptance of the report, "The Use of the Fault Tree Analysis in the LRCBCES Project" was in compliance with the Grant Agreement, and met the requirement for "Testing the Applicability of Fault Tree Analysis technique as a formative evaluation tool in determining appropriateness of the LRC concept in application." As the report states, the Fault Tree Analysis (FTA) was, and continues to be a controversial component. Therefore, its usefulness to this project, or to similar projects, remains questionable.

The Final Project Evaluation Team did accept the LRCBCES Quarterly Report No. 10 as documentation of the adequacy of the Training/ Advisory Workshop and the suitability of the LRCBCES model for this conceptual model in these six Latin American countries.

As the Grantee states in the Final Report, this project has been a research and development effort. The whole notion of development, learning resource centers, and community education translated into Learning Resource Center-Based Community Education Systems was researched and studied in light of its application to the poor majority of Latin America.

Out of this research was developed a major concept paper "From Visions to Development" - which describes the notion in terms of theory, program, organization and technology. This product has been tested through a series of activities, the seminal activity being the January 1979 Training Workshop. Assessments and evaluations of the Model that were made by the participants themselves show that the Model is an effective instrument for bringing about new ideas and new organizational arrangements for implementing community education programs.

e. Two Persons from Each of Six Participating LRCs Trained in Adaptation, Implementation and Evaluation of the LRC Model - The Grantee prepared training modules directed to personnel development needs in six areas considered crucial to the effectiveness of model implementation. These areas are (1) assessing community needs, (2) curriculum development, (3) economic analysis skills, (4) women's development, (5) working with community advisory groups and (6) evaluation. Since the preparation of these modules represents a task beyond the specific training program commitment incorporated in the grant, the First Project Evaluation Team commended the Grantee for initiating the preparation of these training resources.

More than two persons from each of six participating LDCs (Colombia, El Salvador, Haiti, Honduras, Paraguay, and Peru) were trained in the techniques of analyzing and applying this conceptual model and its methodology. (Attachment C - Project Products). LRCBCES Quarterly Report No. 10 documents the internal and external validity of the Model in each of the following five components:

- (1) The quality of the conceptual design as it related to the problems of education and development in rural Latin America, and the degree to which the Model effectively addresses these problems.
- (2) The degree to which the methodology and conceptualization proposed by the Model and accompanying materials are appropriate and applicable to the program and development needs of Latin American in general and the rural poor in particular.
- (3) The degree to which the underlying assumptions and rationale of the LRCBCES Model are congruent with the concepts and realities of development and educational planning needs of rural Latin America.
- (4) Adapting the Model to country specific education planning problems; of particular concern to A.I.D. was the degree to which the model "fit" the perceived educational development needs of individual countries as expressed by the participants themselves.
- (5) Implementing the Model - The participants assessed the reliability of the Model in terms of how adaptable it was and how adequately it could be replicated in their countries, either as a new and innovative entity or perhaps as an integrative organizational pattern attached to existing projects or programs.

Recommendations of the First Project Evaluation Team regarding the continuing need to demonstrate and disseminate the LRCBCES Model throughout the field missions, and/or provide necessary support needed to assist individual countries that are ready now to implement the LRCBCES program will be discussed below under Post LRCBCES Project: Dissemination, Demonstration and Implementation.

The Latin American Country Teams saw the Model as relevant and meaningful to their country's development needs. They were able to relate the various components of the Model to their country specific situations, and they all confirmed that the LRCBCES Model in one form or another should be implemented.

As noted above, funds earmarked in the FY 1978 Congressional Presentation for technical assistance to three or four countries following the Training/Advisory Workshop were not available in FY 1979 to fund site teams operating in the field as desired and appropriate. Project success, therefore, was defined by the Final Project Evaluation Team as including a conceptual model (including didactic materials) and a Training/Advisory Workshop.

18. Purpose:

a. To Develop a Practical LRCBCES Conceptual Model Suitable for Adaptation to a Variety of Latin American Settings - The Final Project Evaluation Team accepts the LRCBCES conceptual model and its didactic materials as defined in the Project Products (Attachment C) as meeting this first part of project purpose. The Grantee has completed the agreement to transfer LRCBCES Inventory Materials.

b. To Train Latin American Educators and Planners in the Adaptation of Facets of this Model - (1) Site visits were made to seven countries during the early phase of this project (Colombia, Honduras, Jamaica, Nicaragua, Panama, Paraguay and Peru).

(2) Twenty participants from five of these countries (Colombia, Nicaragua, Panama, Paraguay and Peru) participated in the Concept Development Conference.

(3) Information about the generalized conceptual model was disseminated for USAID Mission/Latin American countries' review.

(4) USAID Missions in Colombia, El Salvador, Haiti, Honduras, Paraguay and Peru participated in the selection and funding host country educational planners/educators in the Training/Advisory Workshop that was successfully completed January 7-19, 1979, San Jose State University, San Jose, California.

The Final Project Evaluation Team concurred that the project purposes had been achieved. Concerns about LRCBCES demonstration and dissemination will be discussed below under Post LRCBCES Project: Dissemination, Demonstration and Implementation.

19. GOAL/SUBGOAL:

a. To Create a Community-Level Entity to Help Rural Latin American Poor Improve their Personal Lives, Through Self-Motivated Education - Feedback from both the June 19-20, 1977 Concept Development Conference in Colombia and the January 7-18, 1979 Training/

Advisory Workshop document a high level of confidence in the potential of the LRCBCES Model to help the rural poor through self-motivated education. It has been noted that LRCBCES must relate to local culture and communities and use such local media as expressive dance, music, stories, tales and drama. Also, learning materials will have to be developed in collaboration with local educators and community leaders. Even when an LRCBCES is part of a National Network, it must carry out decentralized planning and programming and share its instructional and change strategies with the people whom it seeks to serve. The Final Project Evaluation Team accepted Project Documents and Products (Attachments B and C) as evidence of the contributions that the project purposes can make to the achievement of the project goal.

20. BENEFICIARIES:

a. The Target Audience for This Project is the Poor Segment of Latin American Population Who Reside Principally in Rural Areas - The LRCBCES conceptual model is sensitive to the social/cultural variables that are most conducive to facilitating learning needs of the poor and/or constraining change.

b. The Final Evaluation Group made the determination that subsequent funding for the demonstration/dissemination of the project would have to come from USAID/Host Country budget allocations. In the absence of continued funding for field demonstrations and trials it is unlikely that much impact will be made upon the target beneficiary group.

21. UNPLANNED EFFECTS:

Political/Economic Impact - Three of the six countries cited in the Project Paper (Honduras, Jamaica and Nicaragua) experienced political/economic difficulties that prevented their participation in the early phases of the project. Honduras and Jamaica were not able to participate in the Colombia Concept Development Conference. Nicaragua's only representation was the Mission Education and Human Resources Officer.

Three countries, Colombia, Paraguay and Peru were used for the Site Visits and participated in the Concept Development Conference as well as the Training/Advisory Workshop. However political/economic changes made it necessary for Colombia and Paraguay to request AID/W funds for their participation in the Workshop. Paraguay, also requested AID/W funds for LRCBCES Field Tests to demonstrate possibilities of community outreach programs originally planned for Regional Educational Centers constructed with A.I.D. Loan Funds. No FY 79 funds were available for the latter activity.

22. LESSONS LEARNED:

a. Implementation Concept: Combined Team Approach with Sub-Contracting for Specific Reports - This approach places importance on the coordination functions. If A.I.D's purposes are to be fully realized it is important that mutual understandings are reached by all participants as to the purposes and goals, and, further that time phased work plans are agreed to at the outset of the project and adhered to during implementation.

b. Fault Tree Analysis (FTA) - The FTA is designed to provide a logical, step-by-step description of the various combinations of possible occurrences within a system. Experiences during this project document that FTA requires complete staff, management and consultant involvement in all phases. Without this commitment and coordination, FTA loses its effectiveness.

c. Mission/Country Coordination in LAC Regional Project - Communication delays, time variables in Mission/Country funding cycle and participant selection highlight the importance of including sufficient lead time as well as central funds to support Mission/Country expressed interest in LAC Regional Projects. As noted above, a time-phased work plan with appropriate benchmarks and timed budgetary infusions by Mission/Cooperating countries would have provided evidence to project implementers that the Project was not going to reach its end goal: delivery of services to the Target group of beneficiaries.

23. SPECIAL COMMENTS OR REMARKS:

a. Implementation Plan - San Jose State used a relatively large number of people who worked on separate sub-activities in non-contiguous time frames. The Project Evaluation Team discussed the efficacies of this approach as implemented by San Jose State University.

The Evaluation Team recognized some advantages of the approach (i.e. wider use of a pool of talent and its flexibility) but notes that it places extreme importance on the coordination function.

b. Post LRCBCES Project: Dissemination, Demonstration and Implementation - This project developed and analyzed a conceptual model of a Learning Resource Center-Based Community Education System (including didactic materials in Instructional Technology, Resource Inventory, Economic Analysis and Community Advisory Group Development) and trained educational planners from six Latin American countries in techniques of analysis and applying this conceptual model and its methodology in their own countries. The logical next step is (1) demonstrate and

disseminate the Model throughout the field Missions, and (2) encourage support, needed to assist individual countries that are ready now to implement the LRCBCES program.

To do this, the LRCBCES Final Report (June 1979) recommends:

(1) The Model and the didactic materials need to be developed into a Field Application Package. The San Jose State University team has developed the basic program and format for this. Another task is to "package" the Model and its materials in such a way that field level people can not only become acquainted with the concept but also learn the necessary skills for adopting and implementing the Model in their communities. The Modules, Manuals and other instructional materials for doing this need to be completed and translated into Spanish and/or French (if there is sufficient demand).

(2) Once the Field Application Packages are completed, demonstration workshops could be scheduled in target areas and the Model and its accompanying materials successfully disseminated among the members of the critical audience. This demonstration/dissemination phase provides the last step in the pure Research and Development (R & D) stage.

(3) The project's implementation suggested above is dependent upon other extrinsic factors such as commitment, readiness, resources, etc.

The Project's Final Evaluation Committee felt that the responsibility for ensuring the coverage of these factors should now pass to the USAID's and the Cooperating countries. Nonetheless, it is obvious that the countries will still need considerable assistance. First, the Model and all its implications for skill training must be incorporated at the national, regional and local levels. This requires training, policy analysis, program analysis, community assessment, promotion, etc. Training, or the development of people who can effectively carry out the necessary activities such as the KIVA Seminars are crucial to successful implementation. Likewise, the ability to think rather creatively and differently about community education requires the ability to look at resources and opportunities from new perspectives. Oftentimes, this is difficult for the person who only knows one program or project. In this respect future users of the Projects results might benefit from also examining and utilizing the products of another Project, Methods and Instruments for Evaluating Community Education Projects (DS/ED: 931-0597) being undertaken by Tuskegee Institute.

The Final Project Evaluation Team strongly recommend continued collaboration between LAC/DR/HR and the Agency Coordinating Committee (ACCE) as illustrated by the LRCBCES Seminar (7/19/79) to explore the feasibility of and to motivate appropriate "Post LRCBCES Project" dissemination, demonstration and implementation. Special consideration should be given to the initiatives and interests of other International Agencies such as the Special Project on Community Educational Resource Centers by the Organization of American States (OAS) and the Inter-American Community Education Programs of the Partners of the Americas.

Finally, the LRCBCES Evaluation Team identified no major issues or problems that will interfere with the achievement of project purposes within the projected time frame. Dr. Gene Lamb, Project Director and the San Jose State University are to be commended for their contributions to the successful completion of the LRCBCES project.

ATTACHMENTS: On File LAC/DR/HR

Clearances: DS/ED, James Hoxeng [Signature]
 LAC/DP, Bernice Goldstein [Signature]
 LAC/DR, Howard D. Lusk [Signature]
 LAC/DR/HR, Kenneth L. Martin [Signature]
 LAC/DR/HR, Robert W. Smail [Signature]
 LAC/DR/HR, James D. Singletary [Signature]

PROGRESS TO DATE: Project activities between the signing of the Grant Agreement (AID/la-G-1169) and the Final Project Evaluation includes the following:

September 30, 1976	- Grant Agreement	Signed
October 21-22, 1976	- Project Review - AID/W	Completed
December 31, 1976	- First Quarterly Report	Received
February 20, 1977	- Project Team Retreat San Jose, Ca.	Completed
March 31, 1977	- Second Quarterly Report	Received
April 14, 1977	- Project Review - AID/W	Completed
	- Initial Fault Tree Analysis	Completed
June 19-29, 1977	- Model Conference Colombia	Completed
June 30, 1977	- Third Quarterly Report	Received
August, 1977	- Needs Assessment	Completed
September 13, 1977	- Instructional Materials Inventory	First Draft Completed
September 21-22, 1977	- Project Review - San Jose, Ca.	Completed
September 30, 1977	- Site Visits	Completed
	- Economic Feasibility Study	Completed
September 30, 1977	- Fourth Quarterly Report	Received
December 30, 1977	- Analysis of Regional Needs	Completed
December 31, 1977	- Fifth Quarterly Report	Received
March 31, 1978	- Sixth Quarterly Report	Received
April 19-20, 1978	- Project Review	Completed
June 30, 1978	- Seventh Quarterly Report	Received
July, 1978	- LRCBCES Conceptual Model	Completed
July 27-28, 1979	- First Project Evaluation	Completed
September 30, 1978	- Eight Quarterly Report	Received
December 31, 1978	- Ninth Quarterly Report	Received
January 8-19, 1979	- Training/Advisory Workshop	Completed
January, 1979	- Assessment of Technical Assistance	
March 1-2, 1979	- Project Review	Completed
April 1, 1979	Workshop Report and Implementation of Tech- nical Assistance	Received
May, 1979	Outcome Evaluation	Received
May 15, 1979	<u>LRCBCES Demonstration/ Dissemination Guidelines</u>	<u>Received</u>
June 1, 1979	Final Project Report	Received
June 19-20, 1979	Final Project Evaluation	Completed
June 30, 1979	End of Project	Completed

PROJECT DOCUMENTS:

- I. Project Paper: Latin American Regional - LEARNING RESOURCE CENTER-BASED COMMUNITY EDUCATION, Project Number: 598-15-670-573, LA/DR-TQ 3
- II. Grant AID/1a-G-1169, Regional, Attachment A - PROGRAM DESCRIPTION
- III. CONTRACT BETWEEN SAN JOSE STATE UNIVERSITY FOUNDATION AND OFIESH ASSOCIATES, INC. (A subcontract under Agency for International Development Grant No. AID/1a-G-1169 to San Jose State University Foundation)
- IV. QUARTERLY REPORTS:
 1. October 1 to December 31, 1976
 2. January 1 to March 31, 1977
 3. April 1 to June 30, 1977
 4. July 1 to September 30, 1977
 5. October 1 to December 31, 1977
 6. January 1 to March 31, 1978
 7. April 1 to June 30, 1978
 8. July 1 to September 30, 1978
 9. October 1 to December 31, 1978
 10. January 1 to March 31, 1979
- V. REPORTS:
 1. CONCEPT DEVELOPMENT CONFERENCE, Colombia, June 1977
 2. Módulos de Capacitación y Formación Profesional para los Centros de Recursos de Aprendizaje para la Educación Comunitaria
 3. Visit to San Jose State University to Review LRCBCES Project - #598-15-670-573 (Lusk to the Files - 10/31/77)
 4. Contribution to Project Evaluation: Learning Resource Center-Based Community Education System (LRCBCES) (Sayers to Singletary, 7/23/78)
 5. Contribution to Project Evaluation: Learning Resource Center-Based Education System (Sayers to Singletary, 7/31/78)
 6. THE USE OF THE FAULT TREE ANALYSIS IN THE LRCBCES PROJECT, Jack Craford, July 1978
 7. Project Evaluation Summary (PES) - Part I and Part II, First Project Evaluation, July 27-28, 1978
 8. Trip Report: Training/Advisory Workshop (Singletary to Martin, 2/27/79)
 9. Report: Project Review - Learning Resource Center Based Community Education System (LRCBCES - LAC Regional 598-0573) (Singletary to The File, 4/11/79)
 10. FINAL REPORT - LRC-BCES Grant Project (AID/1a-G-1169) Submitted to AID/Washington, LAC Regional Office by San Jose State University, June 1979.

PROJECT PRODUCTS:

- I. From Visions to Development: A Learning Resource Center-Based Community Education System Model, 1978
- II. De Visiones Al Desarrollo: Un Modelo de Sistemas Educativos Comunitarios Basados en Centros de Recursos de Aprendizaje, 1978
- III. Instructional Technology and Learning Resource Center-Based Community Education, 1977
- IV. Tecnología En Los Sistemas Educativos Comunales Basados en Centros de Recursos de Aprendizaje, 1977
- V. Learning Resource Center Economic Analysis - A Training Module, 1978
- VI. Análisis Económico - Un Módulo de Entrenamiento - Un Modelo de Sistemas Educativos Comunitarios Basados en Centros de Recursos de Aprendizaje, 1978
- VII. Community Advisory Group Development for Latin American Rural Communities, - Training of Advisory Group Facilitators Training Manual, 1978
- VIII. Desarrollo Del Grupo Aconsejador De La Comunidad Para Las Comunidades Rurales De América Latina Entrenamiento De Facilitadores Del Grupo Aconsejador Módulo De Entrenamiento, 1978
- IX. Resource Inventory for Learning Resource Center-Based Community Education Systems (LRCBCES) for Latin America, Revised 1979
- X. Resource Inventory for Learning Resource Center-Based Community Education Systems (LRCBCES) for Latin America, Simplified Index - Adapted for June 1979
- XI. Inventario de Recursos para el Centro de Recursos de Aprendizaje Basados en Sistemas Comunitarios de Educación para Latinoamérica, Índice Simplificado - Adoptado para Junio 1979
- XII. Learning Resource Center Based Community Education System (LRCBCES): Analysis and Assessment of Regional Needs, December 1976

BUDGET ALTERNATIVES:

Option A - Specifically, Option A met the conditions of the Grant Agreement as initially perceived in 1976. In addition to the requisite quarterly reports (#9 and #10), Project Review (February 1979), Final Project Report and Final Project Evaluation, Option A provided: (1) the January 7-17, 1979 Training/Advisory Workshop at San Jose State University; (2) two complementary - (contributions of the Grantee beyond the specifics of the Grant Agreement) training modules (Economic Analysis and Working with Community Advisory Groups); (3) A Learning Resource Center Based Community Education System Model (Spanish); (4) Supplementary materials and activities designed to enable participants to relate the model to their development goals and programs; (5) Assessment of Technical Assistance; and (6) Implementation of Technical Assistance as desired and appropriate.

Completion Date of Services 6/30/79 (Amendment No. 4 signed
10/11/78)

Total Funds: (\$215,000) No Additional Funds Needed

Constraints of Option A - The discussion of the First Project Evaluation supported the following positions which are constraints to Option A:

1. It is both difficult and important to bridge the gap between theoretical model and relevant development practices in rural Latin America.

2. The six training modules, considered crucial to the effectiveness of model implementation, represent a task beyond the specific commitment of the Grant Agreement. The six training modules are (a) assessing community needs, (b) curriculum development, (c) economic analysis skills, (d) women's development, (e) working with community advisory groups and (f) evaluation.

3. The six training modules represent a potentially valuable component of the LRCBCES conceptual model and especially Post LRCBCES Project Dissemination/Demonstration and Implementation.

Option B - The Grantee recommended that in view of the shift of the Training/Advisory Workshop from December 1978 to January 7-17, 1979 as well as the potential contributions of the completed modules and other guidelines to bridge the gap between theory and appropriate country specific practice, the completion date of service should be changed to June 30, 1979 and \$36,000.00 should be provided to complete, revise and develop Mission Packages in English and Spanish:

1. Supplementary Training Materials - Six Learning Modules:

- a. Community Development
- b. Community Advisory Groups
- c. Economic Analysis
- d. Evaluation
- e. Curriculum Development
- f. Programs for Women \$23,000.00

2. Four Slide/Tape presentations from the LRCBCES Model:

- a. Introduction: Providing Equitable Opportunities for the Rural Poor in Latin America — Stresses the resources of Latin America; Focuses on Human Resources and Need to provide education for the rural poor.
- b. Constructing a more comprehensive community education module - Explains purposes of the presentation; presents interface model to open up alternative possibilities for solving problems or education for the rural poor.
- c. Implementing the Model
- d. Overview of Extending Materials \$11,000.00

3. Presenter's Manual, Procedural Guidelines,
Wall Charts and Overhead Transparencies

2,000.00

TOTAL

\$36,000.00

Completion Date of Services

9/30/79

(Amendment Needed)

Total Funds: (\$251,000.00)

\$36,000.00

(Amendment Needed)

Constraints to Option B - Option B required additional funds (\$36,000.00) while Post Project Dissemination, Demonstration and Implementation can use the modules that are completed.

Option C - In addition to the completion of both Option A and B, Option C added the new product of comprehensive validation of the training modules and the field package program in three selected sites in Latin America. To do this, San Jose State staff would need the months of June, July and August 1979 to program and effectively carry out the field presentation of the materials and evaluate the results of the "grass roots" level experimentation.

Completion Date of Services

9/30/79
(Amendment needed)

Total Funds: (\$295,000)

\$80,000.00
(Amendment needed)

Constraints of Option C - The arguments in favor of LAC Regional funding field testing of the LRCBCES Model, modules and other guidelines are over-shadowed by the fact that validation/reality testing strategies can be developed in the country-specific LRCBCES model adaptations that will evolve from the Training Workshop, assessment of technical assistance and technical assistance implementation.

While there is support for the position of completing the model and its supportive six modules, slide/tape presentation, presenter's manual and procedural guidelines, the conviction is equally strong that the real test of the LRCBCES model is its USE during the next year or two.

Additional Funds/Time Requested for Options B and C

Description	Option B	Option C
Completion Date of Services	3 months to 9/30/79	6 months to 9/30/79
I. Salaries, Wages and Benefits	17,770	28,453
II. Consultants	1,500	6,500
III. Travel	2,250	14,250
IV. Materials and Supplies	2,488	3,238
V. Other Direct Costs	3,238	3,238
VI. Sub-Contract	-	<u>10,000</u>
VII. Total Direct Costs	27,246	65,679
VIII. Indirect Costs	<u>8,619</u>	<u>13,800</u>
Total Costs	35,865	79,479