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*4930297 THAILAND *
* HILL AREA COMMUNITY BASED EDUCATION *
* FY80 TO FY85 *

PROJECT SUMMARY DESCRIPTION

Grant is provided to the Royal Thai Government (RTG) to develop a replicable and non-formal community-based education model to better meet the needs of the rural inhabitants of the mountainous northern provinces. The Department of Non-formal Education under the Ministry of Education will be the implementing agency.

A hill area educational planning unit will be established and will evaluate and revise the current primary school curriculum by creating models for curriculum and materials development. In addition, they will develop models for administration and supervision, staff development, inter-agency involvement, and monitoring and evaluation. Finally, teachers will be recruited and trained to teach according to these models. The rural poor, the vast majority of whom are members of Thailand's six major hill tribes (Akha, Yao, Karen, Lahu, Lisu, and Hmong) inhabiting the four mountainous provinces, are expected to benefit from this project.

DISCRIPTORS

EDUC MODEL	EDUC PROG LVAL	CURR TEST UNIT	CURRIC DESIGN
CURRIC DEVEL	EDUC DEVEL	EDUC PLAN PROV	EDUC NON FORMAL
TEACHER TRAINING	LEGAL EDUC	INDIGENOUS TRNG	EDUC PRIMARY

SUB-PROJECT NUMBER: 00

BATCH NUMBER: 96

PD-AAI-026

LCN 321

4930211/42

PROJECT PAPER

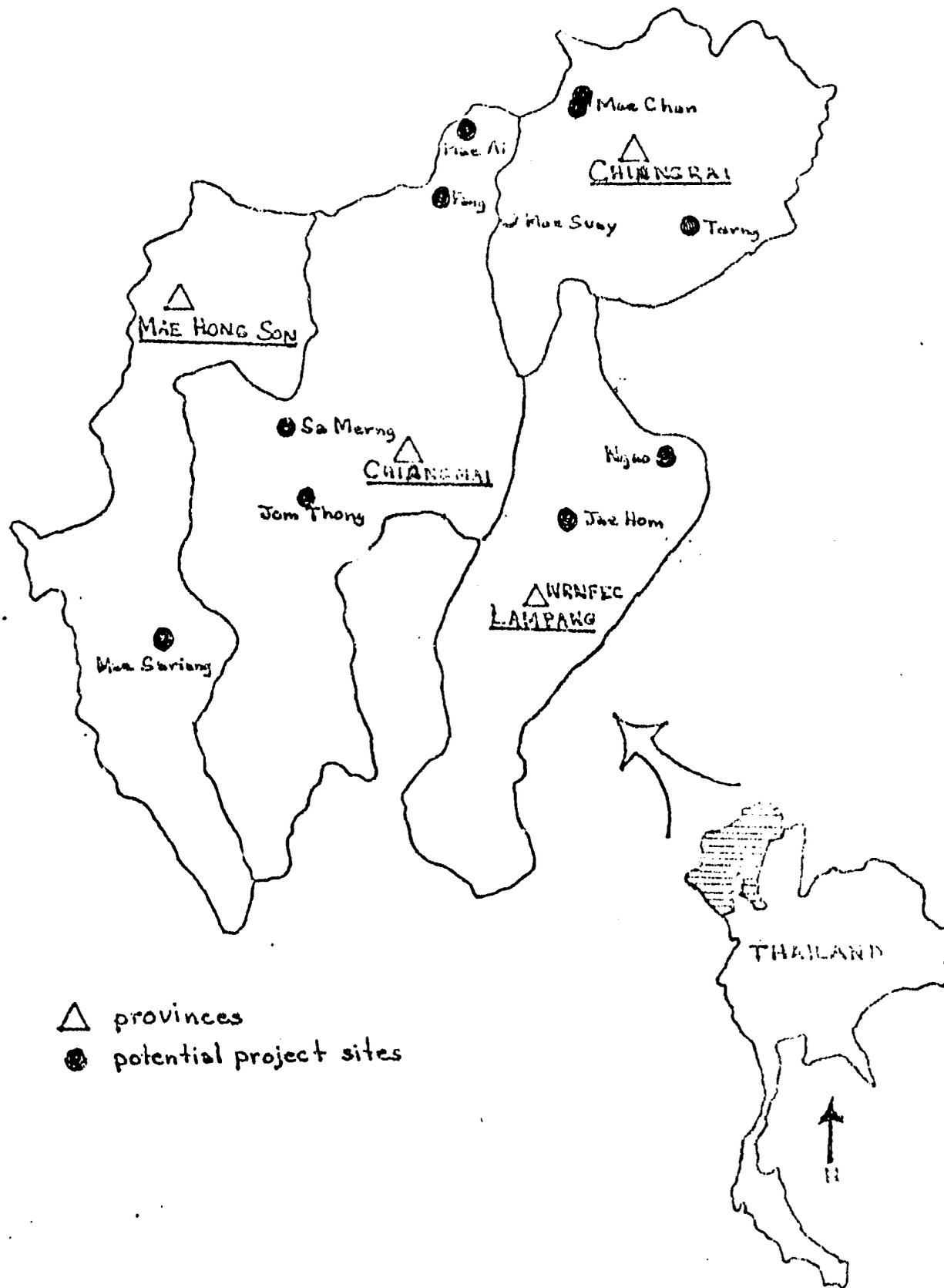
Thailand - Hill Areas Education

493-0297

USAID/Thailand

March 1980

POTENTIAL PROJECT SITES (6 to be selected)



THAILAND
HILL AREAS EDUCATION
PROJECT PAPER

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ABBREVIATION, TERMS, AND EQUIVALENTS

AID	Agency for International Development
BPP	Border Patrol Police
CC	Cluster Committee
CECC	Cluster-based Education and Coordination Center
CMU	Chiang Mai University
CU	Chulalongkorn University
DCD	Department of Community Development (MOI)
DET	Department of Education Techniques (MOE)
DF	Department of Forestry (MOAC)
DGE	Department of General Education (MOE)
DH	Department of Health (MOPH)
DNFE	Department of Non-formal Education (MOE)
DPW	Department of Public Welfare (MOI)
DTE	Department of Teacher Education (MOE)
DTEC	Department of Technical and Economic Cooperation (Office of the Prime Minister)
HTWD	Hill Tribe Welfare Division, DPW (MOI)
MOAC	Ministry of Agriculture and Cooperatives
MOE	Ministry of Education
MOI	Ministry of Interior
MOPH	Ministry of Public Health
NFE	Non-formal Education
NRNFEC	Northern Region Non-formal Education, Center, OD, DNFE (MOE)

OD Operations Division, DNFE (MOE)

ONCB Office of the Narcotics Control Board
(Office of the Prime Minister)

PAO Provincial Administration Organization (MOI)

PS Project Secretariat

PID Project Identification Document

RTG Royal Thai Government

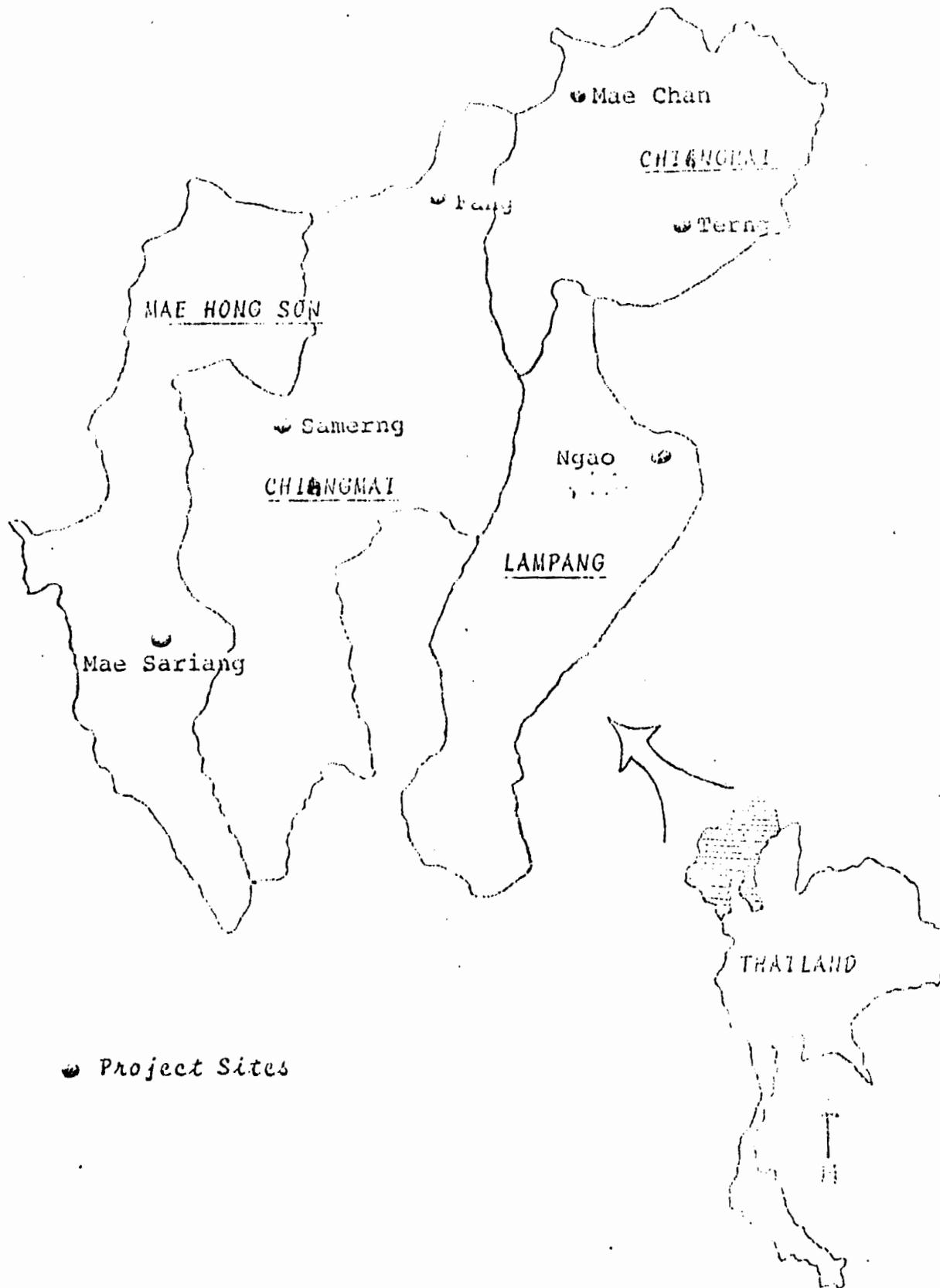
TTC Teacher Training College, DTE (MOE)

UNPDAC United Nations Programme for Drug Abuse Control

VC Village Committee

VEC Village-based Education Center

PROJECT SITES



AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT DATA SHEET		1. TRANSACTION CODE <input checked="" type="checkbox"/> A = Add <input type="checkbox"/> C = Change <input type="checkbox"/> D = Delete	Amendment Number	DOCUMENT CODE 3
2. COUNTRY/ENTITY Thailand		3. PROJECT NUMBER 493-0297		
4. BUREAU/OFFICE Asia		5. PROJECT TITLE (maximum 40 characters) Hill Area Community Based Education		
6. PROJECT ASSISTANCE COMPLETION DATE (PACD) MM DD YY 0 2 2 8 8 5		7. ESTIMATED DATE OF OBLIGATION (Under "B" below, enter 1, 2, 3, or 4) A. Initial FY <input type="checkbox"/> 8 <input type="checkbox"/> 0 B. Quarter <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		

8. COSTS (\$000 OR EQUIVALENT \$1 =)					
A. FUNDING SOURCE		FIRST FY 80			THIRD FY
		B. FX	C. L/C	D. Total	E. FX
AID Appropriated Total					
(Grant)		(382)	(1,218)	(1,600)	(382)
(Loan)		()	()	()	()
Other					
U.S.					
Host Country			130	130	
Other Donor(s)					
TOTALS		382	1,348	1,730	382

9. SCHEDULE OF AID FUNDING (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	613B	611		-	-	1,600		1,600	
(2)									
(3)									
(4)									
TOTALS				-	-	1,600		1,600	

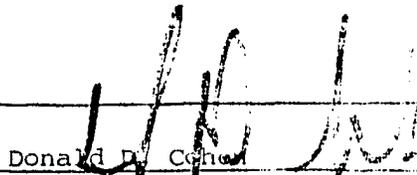
10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)						11. SECONDARY PURPOSE CODE			
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)									
A. Code									
B. Amount									

13. PROJECT PURPOSE (maximum 480 characters).

To develop and test a community-based and replicable non-formal education model more appropriate to the needs and conditions existing in remote hill areas than presently available education.

14. SCHEDULED EVALUATIONS						15. SOURCE/ORIGIN OF GOODS AND SERVICES					
Interim	MM	YY	MM	YY	Final	MM	YY	MM	YY	MM	YY
	0	2	8	1		0	2	8	2	<input checked="" type="checkbox"/> 000	<input type="checkbox"/> 941
								<input checked="" type="checkbox"/> Local	<input type="checkbox"/> Other (Specify)		

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment.)

17. APPROVED BY	Signature		Date Signed MM DD YY 0 3 1 0 8	AGENCY USE ONLY FOR AID/W/DOCS RECEIVED DATE OF DISTRIBUTION MM DD YY
	Title	Donald D. Conner Director USAID/Thailand		

I. SUMMARY DESCRIPTION AND ISSUES

A. Summary Description

This five-year \$2.5 million Hill Area Education project is a pilot effort to improve the quality of life of hill tribe peoples in remote areas of Northern Thailand. The project will provide for the development and testing of a community-based education model and will include staff development, curriculum and materials development, and strengthening of administration and supervision of the implementing agencies.

The community-based education model will provide non-formal education activities for both children and adults. These activities will be relevant to the target population's everyday needs and problems and accommodate their cultures and work schedules. Examples of probable non-formal educational activities are sessions on literacy, group discussions on citizenship requirements, seminars on simple marketing, experiments on growing various crops, and any other practical learning experiences desired by the hill peoples in target areas.

The Project will give major emphasis to two factors: (1) decision-making and participation by the consumers (i.e. hill peoples) and (2) coordinated and cooperative efforts on the part of various agencies assuming responsibility for the development of hill tribe populations especially the Departments of Non-formal Education (DNFE) and Public Welfare (DPW). To ensure project response to the needs of the beneficiaries, committees composed of local villagers will play a key role in determining the curricula at each site and managing the local operation of the Project.

Coordination of the project at the regional level will be the responsibility of a Project Secretariat (PS) headquartered at the Northern Region Non-formal Education Center (NRNFE). Field level operations in the six pilot clusters (one core and several satellite villages per cluster) will be joint education/community development effort among DNFE head and regular teachers, Hill Tribes Welfare Division (HTWD) field staff, and local village committees.

The community-based education model will provide non-formal educational activities for both children and

adults. These activities will be relevant to the everyday needs and problems and accommodate the work and cultural schedules of the target populations.

Monitoring and evaluation will not only be performed at the regional level, but at village and cluster levels to ensure that individual village adaptations of the basic model are subject to continual development within the context of local conditions.

B. Project Issues

The status of both issues raised in the PID review cable (Annex B) and other relevant issues is summarized below:

1. Assimilation or Integration

General RTG policy on hill tribe populations stresses hill tribe integration with the larger Thai society, while preserving hill tribe cultural identity. This project not only implements such policy, but is aimed at providing the hill peoples with the basic tools (e.g. education, critical thinking skills, group processes and village committees) to make decisions and participate in this integration process (See Social Soundness Analysis for greater detail).

2. Participation of Target Population

Active participation of the target population is an integral element of this project and will be facilitated by the following:

a. Establishment of Cluster Committees (CC) and Village Committee (VC) composed of resident villagers to ensure village level decision-making authority over the operation of the educational model.

b. Use of qualified ethnic hill peoples as the teachers in the villagers (See Technical Analysis for details).

c. Village level development and adaptation of the educational model (See Social Soundness Analysis for greater detail).

3. Replicability

Although relatively large initial expenditures of manpower and budget are needed to provide for the pilot phase development and testing of the models, post-project replication will not require such outlays (See Annexes E and J). Replicability is further supported by several design factors:

a. Active participation and provision of resources by the hill peoples themselves.

b. Simplicity and adaptability of curricula, methods, and materials.

c. Pilot phase establishment of necessary systems and production of adaptable materials that can be utilized for replication.

d. Multi-agency cooperation and RTG plans to provide continuing budget for teachers, training, supervision, and materials.

e. Integration of project activities with existing governmental systems and post-project preparations during the 4th project year.

f. DNFE network of Provincial Lifelong Education Centers (LEC) and NRRNFEC responsible for continuing administration, operation and technical support of Non-formal Education efforts.

g. A condition precedent calling for RTG assurances that a successful Project will be replicated and a covenant for developing a plan of action for such replication.

4. Role of Women

The role and authority of women will be guaranteed by: the existence of women on the Project Secretariat; women on the CCs and VCs; women teachers; the participation of women in the development of the educational model; and the participation of women in the education activities (See Social Soundness Analysis for greater detail).

5. Inter-agency Involvement

Expressed agreement and commitment to the project by over 10 agencies concerned with hill tribes develop-

ment has been obtained through: frequent discussions between Planning Secretariat staff and officials of these agencies; formal agreements between the Departments of Non-formal Education and Public Welfare; an inter-agency seminar involving over 10 gov't agencies (attended by AID staff); and continuing meetings and discussions between DNFE staff and other agencies. Commitment and cooperation was further formalized by inter-agency involvement in the Project site surveys and site selection from October to December of 1979.

6. Response to Previous AID-funded OPG

This project is in large part a response to the preceding 3-year AID-funded OPG "Functional Literacy Project for the Hill Areas." Major project elements, such as community participation, expanded teacher training, improved curriculum development, and improved supervision, are corrections of outstanding problems encountered during the Functional Literacy Project. (See Background for greater detail).

7. Project Evaluation

Inasmuch as this project will serve as a model for future activities evaluation is a very important component. Project evaluation includes: plans for one midterm and one end-of-project in depth evaluation as well as annual project evaluations; funds budgeted for in-country and expatriate evaluation consultants; a requirement for field level as well as regional evaluations; and one Project Secretariat position of Coordinator for Research and Evaluation (See Annexes H and I for greater detail).

C. Summary Findings

The results of the technical and financial analyses prepared for this Project indicate that the proposed interventions are technically sound and that the cost projections are realistic and reasonable. The economic, social, and technical analyses all indicate that significant benefits will accrue to the remote hill tribe populations at acceptable costs. The proposed Project meets all applicable statutory criteria as shown in Annex L.

II. PROJECT BACKGROUND AND DESCRIPTION

A. Background

The population of Thailand includes over 400,000 hill tribe peoples, the majority of whom live in remote

mountainous areas in the provinces of the North. These peoples include 6 major tribes differing from the central Thai population ethnically, culturally, and in the languages spoken.

Due to their remote location, lack of marketable surplus products and deficiency of communications and other skills, they suffer continual disadvantages in obtaining the materials and services necessary to a satisfying and productive life. These circumstances have often led to their being classified as "second class citizens", both economically and in the eyes of the lowland Thai society. Indeed, because they lack many of the basic requirements for citizenship (e.g. Thai literacy, certified residency), they are frequently not full Thai citizens. This inability to share fully in the rights and privileges of the Thai society has been recognized both by the government and numerous government and other agencies.

Unfortunately, resulting efforts have been agency specific (i.e. uncoordinated) and have often lacked any activities aimed at complementary education. Those agencies providing education have often done so through "non-accredited" schools (e.g. HTWD; no certificates are issued to students) or have offered formal education not completely suited to local needs and conditions (e.g. Provincial Administration Organization schools; many times resulting in low attendance). Other agencies, including the Border Patrol Police, missionary groups, and university volunteer programs, have provided education to small numbers of children. In the past, there has been no agency capable of: (1) providing a flexible and certified education responsive to the needs and conditions specific to these peoples; (2) offering educational services to both children and adults; (3) closely integrating education with community development; and (4) expanding such education to meet the desires of large numbers of hill peoples. Recently, with the establishment of the Department of Non-formal Education, Ministry of Education, and its close contacts and working relations with the Hill Tribes Welfare Division under the Department of Public Welfare, Ministry of Interior, this capability has been developed.

In particular, the DNFE has had experience in Non-formal Education for over 30 years and Non-formal Education for hill tribe peoples for 3 years. In fact, this Project is a response to the problems and lessons learned during the 3 year (Sept. 1976 - Sept. 1979) AID funded Functional Literacy Project for Hill Areas and follows directly on the

one year (Sept. 1978 - Feb. 1980) AID funded Planning Secretariat for Hill Areas Education. This Project Paper is the culmination of the efforts of the latter project which collected relevant data on the hill peoples and agencies involved, conceptualized basic models, secured the commitments and cooperation of various agencies, and laid the groundwork for the implementation of this Project. Moreover, the DNFE is in the midst (1976-1981) of a large scale World Bank funded Project for the Development of Non-formal Education which has established a network of 4 Regional Non-formal Education Centers (research and development) and 26 Provincial Lifelong Education Centers (administration and operations). Such a network, particularly the NRNFEC at Lampang, not only provides the technical, administrative, and operational backstop needed to supplement this Project, but ensures continuation and expansion following completion of the Project.

In addition to the frequently expressed support for the Project by the HTWD, other agencies, such as the Office of Narcotics Control Board (ONCB), United Nations Programme for Drug Abuse Control (UNPDAC), and Supervisory Unit of the Dept. of General Education (DGE), have indicated their desire to incorporate the models, methods, and materials of this Project into their own programs.

B. Project Description

1. General

The Project seeks to develop a viable educational model relevant to hill tribe needs and conditions, while ensuring the participation of the consumers in the development, implementation and evaluation processes and replication of the basic concept after this Project is completed. The 5-year pilot phase undertakes to develop/implement this model in only 6 sites in 4 provinces in order to permit sufficient concentration of efforts on essential tasks during this critical "testing" phase. This is deemed necessary to ensure adequate preparation prior to wide expansion during the post-project period and maximum target population benefits in the long run.

In brief, the concept of the community-based education model will involve the following:

A cluster of villages (one site) will contain one core village and 3-8 satellite villages, each within five hours walking distance of the core village. This is the same administrative set-up as the HTWD operational

units maintain. Each satellite village will have a Village-based Education Center (VEC), 1-2 teachers (depending on population), and a Village Committee. The VEC and the teacher(s) will provide educational activities for children and adults designed to respond to village needs and conditions and integrated with HTWD programs. In addition, the teacher will provide health services in order to offer a vital service to the community and assist the HTWD medical/health programs. All aspects of the educational model and activities will be subject to the authority of the VC.

To ensure the validity and effectiveness of the educational model, models for administration and supervision, curriculum and materials development, staff development, inter-agency involvement, and program monitoring and evaluation will be simultaneously developed and tested.

Initial beneficiaries of the pilot Project will include approximately 10,000 hill tribe peoples residing in remote hill areas with little or no relevant educational services available. As developmental efforts progress throughout the 5-year phase and the DNFE is able to respond to requests to utilize elements of the model by other agencies, the number of beneficiaries will increase. The ultimate success of the model, approval of the basic curricula by the MOE, and adoption on a wider scale, of course, will vastly increase the number of beneficiaries. Although the MOE must approve the basic curricula, they will be flexibly structured to ensure local level adaptability.

The total effort envisioned (including both pre and post-project periods) will cover the following 3 phases:

a. Planning Phase (Sept. 1978 - Feb. 1980) to determine project feasibility and site selection and effect preparations for the implementation phase. This phase was separately funded outside the Grant.

b. Implementation Phase (Mar. 1980 - Feb. 1985) increased from the 3 years in the PID to 5 years to allow sufficient time and input for full development and testing. This phase includes three sub-phases:

1. Model development
2. Model implementation/testing/revision

3. Preparation for expansion/dissemination.

c. Expansion/dissemination Phase (post Project or earlier) in which the RTG implements the models and programs on a wider scale.

As in the Planning Phase, the major responsibilities for coordination and operation of the Implementation Phase at the regional level will rest with the Project Secretariat, a team of highly qualified and widely experienced persons in all areas of the Project.

2. RTG and Other Agency Commitments

Evidence supporting the commitment of the RTG and other agencies to the Project as well as the concepts contained therein is as follows:

a. RTG

- average 40% annual increase in DNFE (formerly AED) budget between 1971 - 1976.
- \$10 million World Bank loan for the Project for the Development of Non-Formal Education.
- RTG budget of \$958,000 for the Project.
- establishment of the National Hill Tribes Committee and Sub-committee for Education.

b. Department of Public Welfare

- Support for the Project in numerous joint discussions, meetings, and written and verbal agreements with the DNFE.
- HTWD desire to improve the quality of their educational activities.

c. Other Agencies

- Project funds budgeted to provide support for contributions of other

- units, including travel, per diem, honorariums (university staff), research, etc.
- establishment of national, regional, and provincial level committees with authority to ensure inter-agency cooperation.

3. Program Goal

This Project aims at the RTG/USAID program goal of improving the quality of life of the rural poor. More specifically, the sector goal of the Project is the provision of educational opportunities in a context of individual and village level decision making, thereby contributing to the improvement of the quality of the life of disadvantaged people residing in the remote hill areas of Thailand.

This Project not only complements the programs of the Hill Tribes Welfare Division, but makes operational use of systems and facilities resulting from the World Bank funded "Project for the Development of Non-Formal Education." As noted earlier, the Project is built on two previous AID funded activities - "Functional Literacy Project for Hill Areas" and "Planning Secretariat for Hill Areas Education."

4. Project Purpose

The overall purpose of the Project is to develop and test, through inter-agency involvement, in 6 sites and approximately 36 villages a community-based and replicable non-formal basic education model more appropriate to the needs and conditions existing in remote hill areas than presently available education. This model will make extensive use of village level resources and participation in all phases of model development. It will result in increased numbers of educated hill tribe peoples, thus contributing to the Project Goal. Key factors leading to the achievement of this purpose will be consumer participation, inter-agency involvement, and the development of supporting staff development, curriculum and materials development, administration and supervision, and program evaluation models. A Project Secretariat will be instrumental in activating, coordinating and follow-up all inputs. End of Project Status (EOPS) will be indicated by the following: community-based Non-Formal Education programs and staff operating in all

sites; community decision making and participation in all phases of program development and implementation; employment of village manpower and material resources in development of individualized village educational programs; initial steps taken to provide for post-project replication and expansion of availability of the educational model; strong community and individual participation in the educational activities in each project site; and enrollment of approximately 60% of village children and 30% of adults in the educational programs.

Achievement of the Project Purpose will lead to attainment of the Program Goal (increased quality of life) through the following. First, the extensive individual and community participation built into the Project ensure the community level development of the skills, tools and systems necessary to make better use of existing resources, effectively request and make use of available government resources, and deal advantageously with the larger Thai society. Second, the development methods learned, training received and change in attitudes will effect increased community development (e.g. village sanitation, water supply, agricultural practices, use of new technologies/methods). Third, flexible education responsive to prevailing conditions and needs (especially literacy) will result in increased knowledge and capabilities needed in the solution of daily problems, including health and nutrition, family planning, more productive use of leisure time, more effective/productive agricultural methods, and better preparation to compete in the larger Thai society.

5. Assumptions

Several assumptions affecting the attainment of the Project purpose and its outputs are considered justified for the following reasons:

a. The assumption that the target population is willing to participate in increased educational activities is supported by the following: other agencies are unable to provide sufficient education to meet hill tribe requests; and the "Function Literacy Project" funded by AID has shown that the hill peoples have great desire to participate in flexible educational programs.

b. The assumption that the various agencies to be involved in the Project are willing to participate is supported by the following: the numerous informal and formal contacts by Planning Secretariat staff

have indicated the willingness of these agencies to participate; the HTWD has provided outstanding cooperation; and national, regional, and provincial committees will be established to ensure the participation of the agencies involved.

c. The assumption of continuity of Project staffing over the 5 year period is supported by the following: vigorous recruitment and training of teachers as well as provision of incentives; and attractiveness of PS positions and salaries as well as commitment of already recruited PS staff.

d. The assumption of non-interference with Project goals by either tribal cultural patterns or the agencies operating is supported by the following: tribal customs have not proved to be obstacles in the past if Project personnel are sensitive to tribal patterns; and every site will have HTWD operational field units and HTWD-DNFE relations are very good.

6. Project Outputs/Inputs

Following is a summary of expected key Project outputs. Child and adult curricula consisting of Thai literacy, numeracy, applicable agricultural practices, appropriate technology, simple vocational education, requirements for Thai citizenship, local government services and systems, marketing procedures, health and nutrition. Village Education Center and teacher offering learning resources, materials, advice, self-study, classes as required, use of villager expertise in teaching, flexible timing and content according to individual and village needs, facilities for meetings, discussions and chats, and basic medical services. Village Committees (VC) responsible for education (and development) in the village and making decisions on curricula, scheduling, evaluation of activities, and control of revision and adaption of curricula. A detailed description of each output is contained below:

a. Curriculum and Materials Development

Model

This Project seeks to produce not only relevant basic education curricula for children and adults, and supporting materials, but general regional and village level processes for development of same. Curricula will be developed through inter-agency cooperation at the

regional level and continuing development/adaptation and revision at the cluster and village levels. The relevancy to existing problems and conditions and cultural-base of these curricula will be assured by village level input, data supplied by agencies best acquainted with the hill peoples, and village participation in the development and evaluation of these curricula. The NRNFECC, through the staff and facilities of its Research & Curriculum Development Section, will provide the necessary technical support and coordination for this effort. Educational content, instructional activities, and the Village-based Education Centers will stress flexibility of subject matter, study periods and educational activities to ensure they meet the needs and schedules of the target population.

b. Staff Development Model

Both teacher recruitment and training will be considerably strengthened compared to previous efforts, with teacher training covering 3-5 months and a wide range of skills (e.g. non-formal education, community development, medical services, cultural sensitivity, and participatory methods). Training for CC and VC members and government officials will be more in the form of meetings and seminars to exchange concepts, experiences, and mutual objectives.

In order to provide for a well-informed and qualified PS, this staff will also undergo short-term in-country training with relevant agencies (e.g. HTWD, DCD, and TRC).

To ensure currency of knowledge and awareness of recent innovations and programs, a number of short-term study tours (chiefly in the Asian region) will be made available to teachers, the staff of cooperating agencies, and the PS.

c. Model for Inter-agency Involvement

In the process of securing inter-agency cooperation both at regional and field levels, a model for this involvement/cooperation will be produced. This model will involve the input of agencies such as HTWD, DCD, TRC, CMU, CU, DH, and others in curriculum and materials development, staff development, program administration and supervision, program evaluation and research, and field operations. Agreements/commitments from over 10 of these regional agencies were obtained during the Planning

Phase preceding this Project. Each will make integrated and significant contributions in its particular area of expertise.

d. Model of Program Administration and Supervision

Administrative and supervisory systems will be established during the Project in order to ensure implementation of policy and operational efficiency at all levels and respond to project and village needs, conditions, and problems. Administrative and supervisory mechanisms will greatly emphasize field level authority and self-regulation, placing a large share of the the responsibility on the villages themselves. CCs and VCs, working with head and regular teachers, will have decision-making authority in all field level program planning, implementation, revision and evaluation. An essential element of this Project is the placing of authority and responsibility for educational/developmental activities in the hands of the villages and village committees.

Although the DNFE, through the NRNFEC and PS, will take regional responsibility for Project administration and supervision, existing supervisory/administrative systems (i.e. Provincial Education Offices and Supervisory Units and District Education Offices) will be incorporated into the overall design to ensure post-project continuity of operations.

e. Model of Program Monitoring and Evaluation

As a frequent shortcoming of educational and developmental efforts at all levels is lack of an adequate monitoring and evaluation system, a model for such a system will be developed and instituted. This model will have 3 major features: (1) participation at all levels from learner and village to cluster and regional, (2) simplicity, and (3) measures to ensure use of results in planning and programming.

This model will also make provisions for the use of the results of research conducted on a contract basis by other agencies (2-3 topics per year).

f. Personel and Cluster/Village Committees and Centers

An important output of this Project will be trained and qualified personnel to operate the

Project and serve as a pool of talent for the post-project continuation and expansion of programs. These personnel will include: 6 head teachers and approximately 36 regular teachers trained in educational and community development techniques; 11 PS and 3 NRNFEC staff trained and experienced in all phases of planning, design, implementation, and follow-up; additional NRNFEC and DNFE staff trained in various aspects of the Project; and other agency staff experienced in specific Project components.

Equally important will be the establishment of 6 CCs and approximately 39 VCs, each capable of planning, operationalizing and reviewing village and community educational/developmental activities. These committees will function as a tool allowing the villages to make more judicious decisions and better participate in the determination of their own futures.

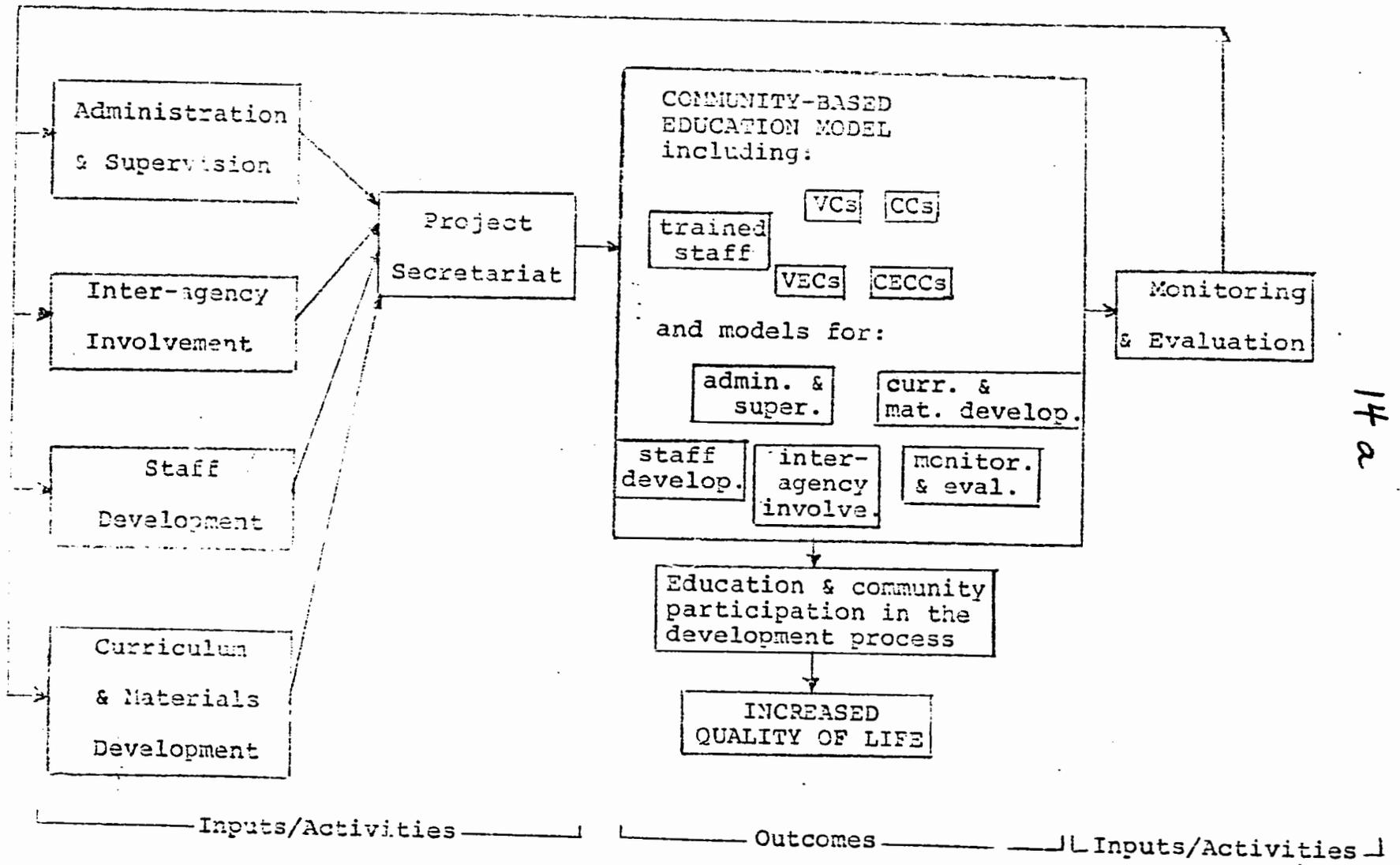
Last, will be the establishment of 6 CECCs and approximately 33 VECs, providing resources for the fulfillment of village and cluster educational needs as well as health, development and other matters of import. These centers will belong to the villages and will be the principal means by which they attain their educational aspirations, thus motivating the villages to take responsibility for and participate actively in raising the quality of village life.

g. Hill Areas Education Unit

In addition to the 11 person Project Secretariat three other positions in Curriculum Development and Materials Production, Staff Development, and Supervision will be assigned to the NRNFEC and designated to perform Project duties. Initially, all but two of these positions will be non-civil service employees. However, during the second or third year of the Project, they will become government civil service positions. By the end of the Project, the PS positions of Executive Secretary, Coordinator for Inter-agency Involvement and Coordinator for Hill Tribe Affairs will also become regular civil service positions. Thus, at the conclusion of the Project, six civil service positions will be available to staff a Hill Areas Education Unit at the NRNFEC.

Figure 1 attached is a schematic of the Project component linkages from Input to Goal.

Figure 1 RELATION OF PROJECT INPUTS/ACTIVITIES & OUTCOMES



14a

h. Summary of Project Inputs

(1) Royal Thai Government (RTG)

The RTG contribution to this Project, including funding and personnel from the DNFE, DTEC, DPW(HTWD), and other agencies amounts to \$.958 million over the 5 year project period. Major portions of this total contribution are directed at Local Personnel Costs (\$416,000), Cluster Level Operations (\$91,000), Administration and Coordination (\$46,000), Curriculum and Materials Development (\$51,000), plus DTEC contributions of \$272,000 for teaching/learning materials (\$104,000), medicines (\$42,000), additional NRNFE staff (\$45,000), local support for Project advisor (\$32,000), staff development (\$37,000), local construction (\$8,000), and office equipment (\$4,000).

(2) United States Agency for International Development

(a) Technical Assistance	
- One project advisor (36 m/m)	\$191,000
- 11½ m/m foreign consultancies	171,000
- 40½ m/m local consultancies	42,000
Sub-total	<u>\$405,000</u>
(b) Local Personnel Costs	\$383,000
(c) Administration and Coordination	\$ 71,000
(d) Research	\$ 18,000
(e) Evaluation	\$ 53,000
(f) Cluster Level Operations	\$120,000
(g) Staff Development	
- Study tours	\$ 37,000
- Other (mainly teacher training)	\$ 51,000
Sub-total	<u>\$ 88,000</u>
(h) Supervision	\$ 38,000
(i) Curriculum and Materials Development	\$128,000
(j) Medical Supplies	\$ 42,000
(k) Equipment	
- Vehicles	\$ 43,000
- Office Equipment	\$ 14,000
- Educational Technology	\$ 19,000
- Field Equipment	\$ 20,000
- Special Contingency	\$ 7,000
Sub-total	<u>\$103,000</u>
Total (a) - (j) includes inflation	\$1,449,000
Contingency	<u>151,000</u>
USAID TOTAL	\$1,600,000
RTG TOTAL	<u>958,000</u>
GRAND TOTAL (PROJECT)	<u>\$2,558,000</u> =====

III PROJECT ANALYSES (DETAILED ANALYSES IN ANNEXES)

A. Technical Analysis Summary

1. The Educational Model

The success of the community-based education model is related to 5 major factors:

- a. Cluster of Villages with operational, developmental, and administrative responsibility for education.
- b. Cluster and Village Committees which assume responsibility for education at the village and cluster levels.
- c. Education Centers which provide for village educational needs and the coordination of education and development efforts.
- d. An educational approach relevant and appropriate to hill area needs and conditions.
- e. The provision of medical services to meet basic village needs.

This project provides for the effective implementation of each of the above, based on DNFE, HTWD, and other agency experiences and resources plus project inputs.

2. Administration and Supervision

This Project responds to two major deterrents to success in the Thai educational system in general and the "Functional Literacy Project" in particular - educational administration is centralized in the hands of the "higher-ups" and there is a pervasive lack of adequate supervision.

Self-administration at the cluster and village levels, coupled with regional level support and overall administration, is feasible because village level participation is guaranteed throughout, CCs and VCs will be established to handle such administration, and head teachers and HTWD officials will provide backup assistance as necessary.

The supervision and assistance to be provided by the head teacher/supervisor is assured because: that will be this person's principal duty; technical support will be forthcoming from the PS and the NRNFEC; adequate materials will be provided; and this person will be responsible to the CC and the Chief of the HTWD operational unit.

3. Staff Development

Discussions with HTWD, CU, TRC, DTE and other officials have indicated that there is a sufficiency of qualified hill people to serve as teachers. However, since other agencies also recruit the more qualified hill peoples, special recruitment and retention procedures will be instituted. Sufficient numbers of teachers for Project and post-project operations have been identified within the HTWD (over 120 present teachers), the DNFE Hill Areas Functional Literacy Program (approximately 120 in 1980), the Jom Bueng, Chiang Mai and Chiang Rai Teachers Colleges, and among those presently living in the villages.

Teacher selection procedures will involve the combined efforts of provincial authorities, DNFE, HTWD and TRC staff, and hill peoples themselves. Measures to ensure teacher retention will include opportunities for continuing upgrading and accompanying salary increases.

The DNFE's long experience in training functional literacy and other adult education teachers together with the expressed willingness of several other agencies (e.g. DTE, CU, HTWD, DH) to assist in this effort will permit the expanded and intensified teacher training required under the Project.

4. Curriculum and Materials Development

Due to the DNFE's long and varied experience in this field (30 years with adult curricula, 9 years with functional literacy, and 3 years with hill areas functional literacy) and the expressed cooperation of other agencies (e.g. DTE, HTWD, DCD, DH), coupled with the resources of the NRNFE, there is expected to be very little technical difficulty in this area.

5. Inter-agency Involvement

Inter-agency coordination and cooperation will be achieved through several different measures, including:

a. Commitments obtained from over 10 different agencies during the course of the Planning Phase.

b. Continued involvement of those agencies in planning, review, and other decision-making sessions, with funds budgeted for necessary support.

c. Establishment of national, regional, and provincial committees with authority to ensure coordinated and cooperative efforts.

6. Monitoring and Evaluation

The workability of the monitoring and evaluation system planned for this Project will be facilitated by the following measures:

a. Commitment of the Project staff to a functioning monitoring and evaluation system.

b. Skilled research and evaluation staff at the NRNFEC and planned simplicity of the system.

c. Funds budgeted for foreign and local technical assistance in both evaluation and research.

7. Project Secretariat (PS)

The ability of the 11 person Project Secretariat to adequately perform all functions is supported by:

a. The qualifications, experience and commitment of the members. Each of the members recruited so far (including the Executive Secretary) have from 2-5 years experience with hill tribes development work, 2-16 years experience in education, at least a bachelors degree and strong commitment to the philosophy and concepts of the Project.

b. The PS will function as a team. Indeed, 6 members already recruited are presently working as a team on the Planning Secretariat.

c. The Planning Secretariat (as well as the DNFE) has very good relations (both personal and in an official capacity) with the other agencies to be involved in the Project.

d. The PS will be assisted by an additional three full time positions assigned to the NRNFEC and designated to perform Project duties.

8. Program Replicability

Replicability of programs developed under this Project will be facilitated by:

a. All major systems, models, and materials will have been developed during the pilot phase. Thus, large capital investments will no longer be required.

b. The RTG will have assumed financial, manpower, and resource responsibility for large portions of the Project from the outset.

c. At the conclusion of the pilot phase, the DNFE, through the Hill Areas Education Unit of the NRNFEC, will be capable of assuming total program responsibility.

d. National, regional and provincial committees and involved agencies can be expected to provide continuing support.

e. Cluster/village level systems and committees are largely self-regulating and require little financial assistance.

In conclusion, the approaches to be employed in this Project are technically sound and considered to be the most effective and efficient given the prevailing conditions, needs, and problems.

B. Environmental Analysis Summary

Reference PID cable, paragraph (F) Environmental Examination: "Within Framework outlined in paragraph 2 A (Social Soundness Analysis) above, APAC accepts IEE conclusion of negative determination."

Thus, no analysis regarding the physical environment is necessary. Analysis of the socio-cultural environment is presented in the Social Soundness Analysis.

C. Economic Analysis Summary

Non-formal education can be provided to the hill people of North Thailand at per capita costs that compare favorably with similar non-formal education projects or provision of formal education. If the present project benefits only 10,000 initial participants the discounted per capita cost would be \$209 - high but less than a similar non-formal education project in North Thailand. If, on the other hand, this project develops a viable model that is extended to another 40,000 beneficiaries, the per person costs fall to \$42 and the project becomes cost-effective compared to formal education systems. Two important caveats should be noted: first, the cost-effectiveness of this project is

absolutely dependent upon successful replication beyond the present project; and secondly, the absolute level of per person expenditures is high - approaching or even exceeding hill people per capita income levels.

D. Social Soundness Analysis Summary

1. Beneficiaries

The immediate beneficiaries of the Project will be approximately 4,500 hill tribe people from 7 years of age and up in approximately 39 villages in remote mountainous areas of 4 Northern provinces. All six of the major tribes in Thailand will be represented - Karen, Akha, Hmong, Yao, Lisu and Muser. The socio-economic status of the target population is markedly below that of the average lowland Thai (e.g. annual family income of \$41 vs. \$391). Evidence of substandard levels of nutrition, health, sanitation, housing, agricultural production, availability of government services, etc., is shown by HTWD, TRC, and DNFE data and records.

Secondary beneficiaries will total approximately 5,500, including learners in the expanding Functional Literacy Program (using materials and methods developed under this Project) and the children of participants in the educational activities provided under this Project.

Benefits accruing to the target population during this Project will include: increased Thai literacy; vocational and problem-solving skills, expanded possession of the qualifications for full Thai citizenship; increased participation in processes directing their own future; expanded community development efforts; improved village level organizational structures; increased availability of medical services; and improved health and nutritional practices.

2. Beneficiary Acceptance

Target population acceptance of Project activities is expected to be high for the following reasons: requests for education continue to exceed supply; results of PS and TRC research indicate a strong and growing desire for education; and HTWD officials have voiced a need for increased education in their 200 village clusters.

Educational programs under this Project will respond to existing needs through: (1) offering certificates equivalent in rights and privileges to those of the formal system, (2) providing education to both children and adults,

and (3) offering flexible curricula and activities which directly respond to everyday needs and conditions.

3. Socio-cultural Considerations

For the following reasons, this Project is expected to have no adverse impact on existing cultural systems/patterns: the non-formal education approach fits well into the hill tribe lifestyle; ethnic hill tribe teachers will be employed whenever possible; curricula and educational activities will be selected and adapted with the aid of the villagers themselves; and lengthy (2-4 month) baseline surveys will provide sufficient basis for effectively integrating educational programs into village life.

4. Spread Effects

Spread effects resulting from this Project will take two major courses:

a. Institutional

As models and methods are developed, they will be made available for the use of other agencies and programs (e.g. DNFE Functional Literacy Program). In addition, the Project calls for preparation for post-project expansion.

b. Person-to-Person

As individuals and communities participating in the Project begin realizing various benefits (e.g. literacy skills, health), other non-participating individuals will be motivated to enter into the activities.

In conclusion, the approaches to be employed in this Project are considered to be socially sound and should result in significant benefits to the target population.

E. Financial Analysis and Plan

Tables I and II summarize the cost estimates and financial plan for the AID \$1.6 million grant and RTG \$958,000 equivalent contribution. Approximately \$382,000 of the AID grant will be used for foreign exchange costs. The remainder of the AID grant and the RTG contribution will finance local costs. Since the RTG is financing approximately 37% of the total Project costs of \$2.558 million, the financial plan complies with FAA Section

110(a). Cost estimates include an annual inflation factor of 10% and a \$151,000 contingency factor (10%). Since cost estimates for the sub-projects provide for maximum flexibility depending on felt needs and actual numbers of beneficiaries, the contingency fund is considered adequate for this Project. Details of the costs in the tables are contained in Annex I. A brief narrative of the financial plan follows.

TABLE I Summary Cost Estimates and Financial Plan
(US\$ 000)

PROJECT COMPONENT	AID GRANT		RTG	TOTAL	
	FX	LC	LC	FX	LC
1. Technical Assistance	363	42	39	363	81
2. Local Personnel Costs	-	383	461	-	844*
3. Administration and Coordination	-	71	46	-	117
4. Research	-	18	3	-	21**
5. Evaluation	35	18	7	35	25**
6. Cluster/village Ops.	-	120	99	-	219
7. Staff Development	37	51	62	37	113
8. Supervision	-	38	12	-	50
9. Curr. & Materials Dev.	-	128	155	-	283
10. Medical Supplies	-	42	46	-	88
11. Equipment	24	79	28	24	107
Sub-total (includes annual 10% inflation factor)	459	990	958	459	1948
Contingency (10%)				46	105
TOTAL				505	2053

* Personnel engaged in all areas of Project operations, including administration and coordination, research, evaluation, cluster operations, staff development, supervision, and curriculum and materials development.

** Includes only hard research and evaluation (i.e. not continuing small scale research and evaluation in all Project areas).

TABLE II Projection of Cost Estimates by Years

(AID GRANT - US\$ 000)

PROJECT COMPONENT	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
1. Tech. Assistance	239	72	83	6	5	405
2. Local Per. Costs	73	72	76	78	83	382
3. Admin. & Coord.	11	12	13	15	20	71
4. Research	3	3	4	4	4	18
5. Evaluation	4	4	19	4	24	55
6. Cluster/village Ops.	6	26	29	30	29	120
7. Staff Development	45	26	9	4	4	88
8. Supervision	2	8	9	9	10	38
9. Curr. & Mats. Dev.	22	27	28	34	16	127
10. Medical Supplies	7	7	9	8	11	42
11. Equipment	103	-	-	-	-	103
Sub-total (includes annual 10% inflation factor)	515	257	279	192	206	1,449
Contingency (10%)						151
TOTAL						1,600

1. Technical Assistance

AID will finance costs for expatriate technical assistance, including one project advisor for 3 years and 1 1/2 man/months of consultancies in 5 disciplines, as well as 40 1/2 months of local expert assistance. Office facilities and the majority of office/secretarial assistance will be financed by RTG.

2. Local Personnel Costs

AID funds will be used to finance the salaries and expenses of the PS, local consultants, and field support staff (e.g. drivers, translators, etc.). RTG funds will cover the salaries of head teachers, teachers, and supporting staff of DNFE, HTWD, and others.

3. Administration and Coordination

AID will finance some travel and per diem costs for committee meetings (national, regional and provincial), inter-agency seminars, periodic progress reports, and some preparations for post-project expansion. For Project Components 3-9, RTG will fund non-PS support staff, some travel and per diem, office facilities and supplies, and support services.

4. Research

AID funds will be used to finance 2-4 studies on specific research topics each year.

5. Evaluation

AID will finance portions of the costs of annual, mid-project, and end-of-project evaluations. Funds under category 1 and 2 will also be used for these purposes. RTG will finance the costs of additional staff, resources, supplies and facilities.

6. Cluster/Village Operations

AID funds will be used for travel and per diem of PS and teaching staff, field level supervision (e.g. gasoline), VEC and CECC materials and supplies, CECC in-service training, and some VC and CC support costs. RTG will finance construction costs of VECs and CECCs.

7. Staff Development

AID funds will finance seminars and workshops to prepare the teacher training models, major portions of pre and in-service teacher training, villager and other agency officials seminars, and training evaluation. RTG will provide funds for air fares for foreign study tours.

8. Supervision

AID will finance field supervision costs of the VCs and CCs and other agencies, inter-agency and teacher meetings, and evaluation activities.

9. Curriculum and Materials Development

Both RTG and AID funds will be used to support the needs assessment, curriculum and materials development and revision workshops, the printing of texts, learning packages and reading materials and evaluations of the above.

10. Medical Supplies

Costs for medical supplies will be jointly financed by AID and RTG.

11. Equipment

Equipment costs (including vehicles and office, cluster and educational equipment), which constitute a minor part of the Project budget, will be primarily financed by AID.

12. Conclusion

The above cost estimates are based on current costs and are considered reasonable and firm for each designated Project component. Provision has been made for contingency and inflation. Financial planning has been done collaboratively between concerned RTG agencies and USAID, and is considered adequate for the purposes of the Project. The approved budgets of the RTG agencies concerned are adequate to carry out all FY 1980 activities under the Project.

IV. IMPLEMENTATION PLAN AND ARRANGEMENTS

A. Implementation Plan

The implementation schedule for major project components is included in Annex H.

The Project is expected to be authorized in January 1980 and the agreement signed in February 1980.

All Project assistance is expected to be completed by March 1985.

B. Administrative Analysis and Arrangements

1. Administrative Constraints

A detailed institutional analysis is contained in Annex F. Even before the Planning Phase (Sept. 1978 - Feb. 1980), a number of constraints in carrying out a project of this nature were identified. Experiences during the Planning Phase corroborated these constraints. They are:

a. Inadequate quantity of available personnel to administer and supervise activities,

b. Insufficiency of financial resources necessary for equipment and supplies, staff salaries, technical assistance and operating costs,

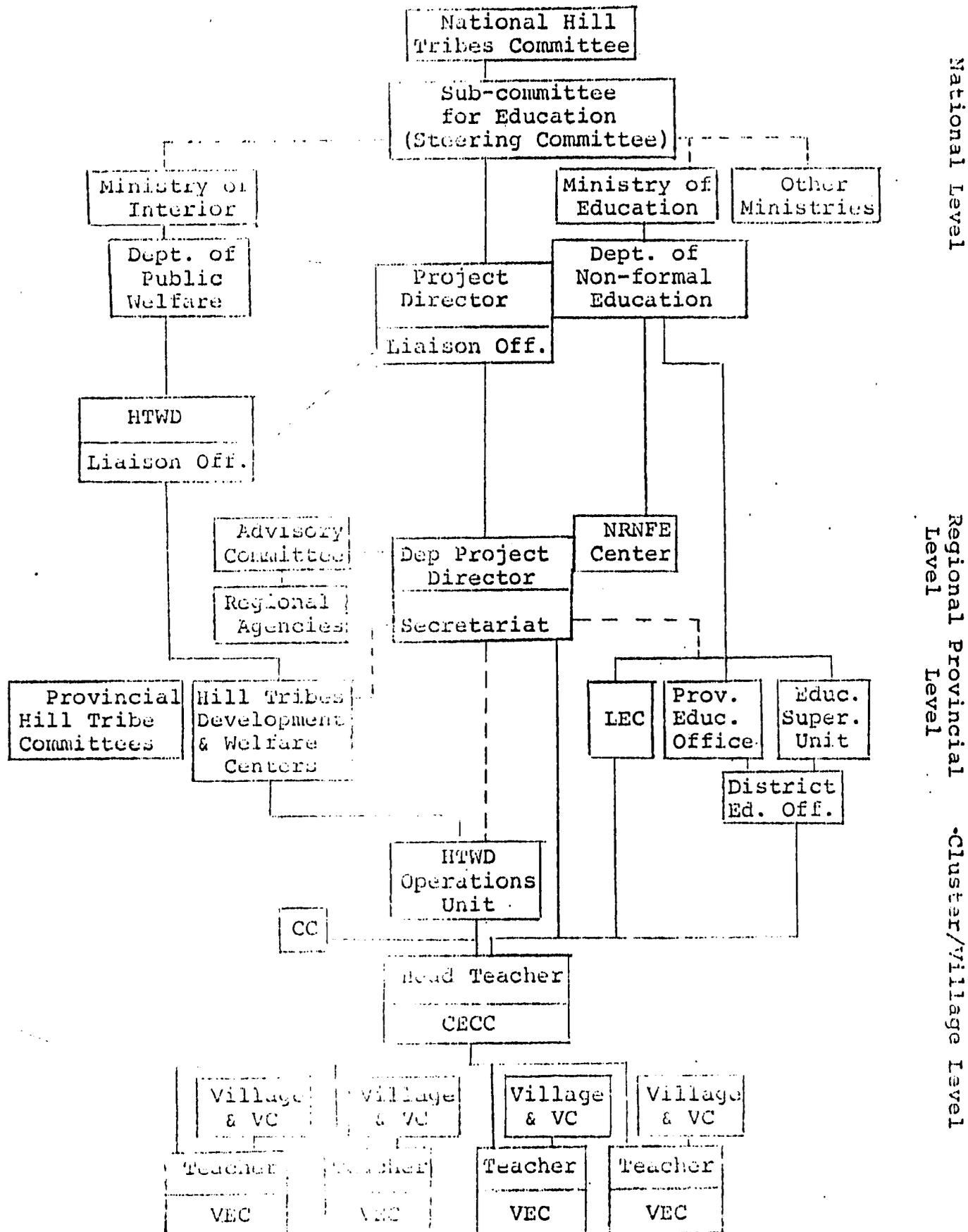
c. Inadequate administrative systems needed to ensure coordination and cooperation among involved agencies, and

d. Insufficient administrative freedom to enable the conduct of a model development project of this nature.

2. Administrative Arrangements for the Project

Administrative arrangements for the Project were formulated to respond to each of the identified constraints as well as to capitalize on strong points (e.g. functioning NRRNFEC). Organizational arrangements at central, regional, provincial and cluster/village levels have been designed to make the most efficient and effective use of Project inputs. Figure 2 shows the proposed organization for Project implementation. It is based on an integration of existing lines of authority with Project specific systems to facilitate Project administration.

Figure 2 PROJECT ORGANIZATION



a. Central Level

At the national level, a Sub-committee for Education of the National Hill Tribes Committee will be constituted and function as a Steering Committee for the Project. Since the National Hill Tribes Committee is chaired by the Deputy Prime Minister, and has representatives from all Ministries concerned, it will have the authority to effect coordination and cooperation at all levels and among all agencies involved.

Since this Project is the responsibility of the DNFE, the Director of the Operations Division, DNFE, will act as Project Director. However, since the PS and all Project activities will be located in the North, the Director of the NRNFEC at Lampang (site of the PS office) will be appointed Deputy Project Director. Thus, the Director will provide for authority and coordination at the national level, while the Deputy Director will provide additional cooperation and operational support and direction at the regional level.

In the interest of maintaining communications and coordination at the central level, and between central and regional levels, two Project Liaison Officers will be appointed. These two officers will be government officials resident at the two main agencies involved in the Project - DNFE and DPW (HTWD).

b. Regional Level

In an effort to decentralize Project Administration to the regional level where it can better respond to local circumstances and coordinate with other regional agencies, the chief responsibility for Project operations will rest with the Deputy Project Director and the PS located at the NRNFEC in Lampang Province.

The 11 person PS directly addresses the constraint of insufficient quantity of staff to administer and supervise the Project on a day-to-day basis. (See Technical Analysis for details). Each of the PS members will maintain responsibility for a specific area deemed critical to Project success, but work together with all others in an integrated team effort. Since the Deputy Project Director is also the Director of the NRNFEC and must contend with a large number of competing responsibilities, a full time Project Executive Secretary will be appointed to take overall responsibility for Project operation. This PS, together with the added resources provided by the USAID grant, respond to another admini-

strative constraint - insufficient administrative freedom.

However, the fact that the PS will be directly responsible to the Director of the NRNFEC (which itself is responsible for Non-Formal Education pilot projects in the region), assures complementarity of PS and government systems and prepares the NRNFEC, through a Hill Areas Education Unit, for assuming program responsibilities at the conclusion of the Project.

At the regional level, a Project Advisory Committee comprised of representatives of the various regional agencies concerned with hill tribe affairs and/or education will be formed in order to provide advisory assistance and coordination at the regional level.

c. Provincial Level

In order to provide adequate integration with existing government administrative systems in the 4 provinces containing Project sites (Mae Hong Son, Chiang Rai, Chiang Mai, and Lampang), operations will be conducted within the context of two presently functioning systems:

1. Provincial Hill Tribe Committee which acts as an advisory body for all hill tribe activities in the province and Hill Tribes Development and Welfare Centers (under the HTWD) which administer all HTWD Operational Units in the province.

2. Provincial Lifelong Education Center (under the DNFE; presently only in Chiang Mai) or Provincial Education Offices, Provincial Education Supervisory Units, and District Education Offices, which maintain responsibility for the administration and supervision of Non-Formal Education within the province.

d. Cluster/Village Level

At the cluster level, the head teacher will be under the authority of the Chief of the HTWD Operational Unit and act as the cluster level Education Officer. This will ensure that Project and HTWD programs are complementary and that there is no conflict of authority. The head teacher will, in turn, be responsible for all teachers within the Cluster. Both the Chief of the HTWD Operational Unit and the head teacher will work closely (head teacher

will act as secretary) with the Cluster Committee. The CC will consist of representatives from the core and cluster villages and have the authority to determine educational policy and overall operations within the cluster, thus ensuring the participation and responsibility of the community. In each individual village, VCs will be established (if not already functioning) to administer and review educational activities in the village. The teacher will work closely with this committee and act as its secretary. More detailed reasons for the feasibility of the CCs and VC are presented in Annex F.

Head teachers will conduct frequent visits to the satellite villages (each within 5 hours walking distance) for administrative, supervisory, and technical assistance purposes, thereby addressing a previous constraint at the field level (poor supervision).

AID funds for equipment and supplies, staff salaries (excluding teachers), and Project operations costs at regional and cluster/village levels will permit effective administration and implementation.

e. USAID Monitoring Arrangements

An AID Mission Project Committee has been formed to monitor the Project. The Committee includes representatives from USAID's Office of Finance, and Office of Program and Project Development. Chairperson for the Committee is from USAID's Office of Human Resources and Training. Adequate monitoring should be facilitated by the PS since USAID has maintained close ties with the PS since the beginning of Project design. Further, some activities which require close USAID monitoring (offshore procurement and construction) are not present in this Project.

Other Project characteristics which should facilitate USAID's monitoring effort include:

1. One objective of the Project is the development of a model for monitoring and evaluation. Thus, periodic data will be available for AID's use.

2. One full time position on the PS is devoted to Research and Evaluation.

3. The facilities and expertise of the Research and Curriculum Development Section, NRRFEC, will be made available to the Project.

In conclusion, this Project is considered to be administratively sound as designed. Interventions are directed at resolving administrative constraints and providing adequate monitoring arrangements. The Project makes full use of existing resources and strongpoints and should facilitate the spread of Project benefits.

C. Financial Arrangements

AID will directly finance all Foreign exchange costs for technical assistance and any commodities procured offshore. DTEC is expected to contract for all offshore goods and services. (DTEC has a Procurement Section capable and experienced in offshore procurement of both goods and services.)

Local Costs will be financed through DTEC and will then be reimbursed by USAID in accordance with mutually agreeable procedures.

D. Procurement Arrangements and Plan

1. Technical Assistance

It is expected that the long term advisor will be directly contracted by DTEC under a Personal Services Contract. (DTEC has a Procurement Section capable and experienced in offshore procurement of both goods and services.) Several candidates are under consideration including the advisor to the Project Secretariat who was contracted during project development.

Short term TA will be provided through a contract between DTEC and a firm or institution. Regular AID procurement procedures in accordance with Handbook 11 will be followed for this contract and it is anticipated that a request for proposals will be published in the Commerce Business Daily within a few weeks after Project authorization.

2. Commodities

All commodities are expected to be purchased locally expect for 2 jeep vehicles totalling about \$20,000 in order to expedite delivery of goods and to conform to the Project's implementation schedule. Local procurement

is considered competitive with offshore procurement for the needed supplies. DTEC's contribution of \$272,000 will more than compensate for taxes and duties estimated at no more than \$30,000 on shelf items. Shelf items from Geographic Code 899 (but not 941 countries) will not exceed 10 percent of local costs. A waiver permitting purchase of locally procured motor vehicles and proprietary procurement of jeeps was approved by AID/W.

Since no procurement transaction is expected to exceed \$50,000 equivalent, formal advertisement procedures are not anticipated although good commercial practices will be observed as required by the RTG's own procurement policies.

E. Evaluation Arrangements

1. General

Evaluation will stress two primary objectives: program improvement and development of a simple and viable model. Therefore, evaluation results will be integrally associated with planning and programming. Moreover, evaluation methodology will be continually reviewed and revised in order to provide for a more and more effective and efficient system. Evaluation will be performed not only at regional levels but at cluster/village levels as well. This will enable field staff and cluster/village committees to better revise and adapt educational programs to fit actual and differing needs and conditions.

Field staff and others concerned will be provided with sufficient training to perform these functions.

2. Evaluations

In addition to the extensive data gathering carried out during the Planning Phase (e.g. research on hill tribes, Project site surveys), the following activities will be conducted:

a. Baseline surveys will be conducted in all Project sites to determine pre-project conditions, decide how to best implement the Project in individual sites, and provide needs assessment data. Periodic basic data gathering will provide information on changes in conditions in the villages, Project developments, and other information required by new Project requirements.

b. Cluster/village level evaluations will be carried out periodically and "as necessary" by field staff in conjunction with CCs and VCs. The results of these evaluations will form the basis for program revision and adaptation at the local level.

c. Annual internal evaluations will be performed by Project staff assisted by external consultants. These evaluations will be aimed at identifying problems/obstacles and making Project progress and will form the basis for annual progress reports and operations plans.

d. Mid-Project & End-of-Project evaluations will be conducted by outside agencies, both foreign and in-country (funds have been budgeted for expatriate and in-country assistance). The mid-project evaluation will be conducted at the conclusion of the third year of the Project. These evaluations will include the results of annual evaluations as well.

In addition to the above project-wide evaluations, two other activities will be conducted which will aid evaluation and improvement of Project activities: (1) research on specific topics which will be contracted out to qualified agencies (especially universities and graduate students). A regional committee will review and decide on appropriate topics. Funds are included under a separate line item in the budget (Research); and (2) limited scope evaluations of all major Project activities, such as curricula and materials produced, training conducted, inter-agency involvement, and supervisory procedures. Funds are included in the budgets of these individual items.

3. Resources

Personnel resources and facilities directed at research and evaluation efforts will include:

- Expatriate (3 m/m) and in-country (9½ m/m) technical assistance.
- Research grants (\$18,000 budgeted).
- Coordinator for Research and Evaluation position on the PS.
- NRRFEC and staff.
- Research and evaluation staff of the DNFE.
- Cluster/village level staff (trained).

F. Conditions Precedent, Covenants, and Negotiating Status

This project has been collaboratively developed by the Royal Thai Government and AID, and the following illustrative conditions precedent are based on mutual understandings between the RTG and AID. It is expected that no major negotiation issues will remain to delay the execution of the Project Agreement.

Conditions Precedent to Disbursement

1. First Disbursement. Prior to any disbursement under the Grant, or to the issuance by AID of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID a statement of the names of the persons designated pursuant to Section 8.2 as additional representatives of the Grantee, together with a specimen signature of each such person and a statement of the extent of his or her authority.

2. Disbursement for Project Secretariat. Prior to disbursement under the Grant or to the issuance by AID of documentation pursuant to which disbursement will be made, for the Project Secretariat, the Grantee will, except as the Parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID evidence of the appointment of the Project Secretariat.

3. Disbursement for Long Term Project Advisor. Prior to disbursement under the Grant or to the issuance by AID of documentation pursuant to which disbursement will be made for the long term project advisor, the Grantee will, except as the Parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID a draft contract for the long term advisor.

4. Additional Disbursement. Prior to disbursement under the Grant, or to issuance by AID of documentation pursuant to which disbursement will be made, for any purpose other than those referred to in Sections 4.2 and 4.3 the Grantee will, except as the Parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:

(a) A financial plan for the entire project with evidence that the monies allocated thereby will be budgeted.

(b) Designation of all Project Sites.

(c) Time phased implementation plan for carrying out the Project.

(d) Evidence of the appointment of a National Project Steering Committee, Project and Deputy Directors, Project Liaison Officers and Regional Project Advisory Committee.

(e) Plan for institutionalizing the Project Secretariat

(f) Evidence that each major participating agency understands its respective role in the Project.

(g) Assurances that the Government plans to replicate the project approach once the approach has been shown to be successful.

(h) The evaluation program referred to in Section 5.1.

Covenants

1. Project Evaluation. The Parties agree to establish an evaluation program as an integral part of the Project. Except as the Parties otherwise agree in writing, the program will include, during the implementation of the Project and at one or more points thereafter: (a) evaluation of progress toward attainment of the objectives of the Project; (b) identification and evaluation of problem areas or constraints which may inhibit such attainment; (c) assessment of how such information may be used to help overcome such problems, in this or other projects; and (d) evaluation, to the degree feasible, of the overall development impact of the Project.

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

3. Civil Service Positions. The Grantee covenants to seek to upgrade non-civil service positions assigned to the Project's Hill Areas Education Unit to civil service positions by the end of the Project, and will seek to provide additional civil service positions as may be required by the lifelong Education Centers for support of the Project and its expansion.

4. Recruitment. The Grantee covenants to activity recruit hill area residents for teacher positions in the hill areas.

5. Financial Plan. The Grantee covenants to furnish to A.I.D. in form and substance satisfactory to A.I.D. an updated financial plan for the remaining life of the project, after each year of project implementation, with the first submission to be by March 27, 1981.

ANNEX A

SUMMARY PROFILE OF PROJECT SITES

Site selection consisted of 3 phases. First, 11 potential project sites were identified by the DNFE, HTWD, and the Tribal Research Center (TRC) using the following major criteria: geographical groupings of at least 4 villages in a cluster; at least 60 houses (60-180 families) per cluster; remote locations; non-existent or nearly non-existent educational and other government services (except for HTWD); and representation of the 6 major tribal groups in the total of 6 clusters. Second, the 11 potential sites were surveyed by DNFE, HTWD, and TRC staff to validate existing data and collect new data. Third, HTWD, DNFE and TRC staff reviewed the site survey results and selected 6 Project sites using the following major criteria: consumer desire for education and participation in the Project; confirmation of meeting criteria used in first phase identification of 11 sites; fair mix of villages and clusters with a minimum/maximum of resources to facilitate Project implementation; and need for the services to be offered (including integration with HTWD services).

Attached are the summary profiles of the 6 project sites selected and more in-depth data on one sample project site (Huay Deua).

SUMMARY PROFILE OF PROJECT SITES

Project Site (District/Province)	Total No of Villages	Total No. of Houses	Resident Tribes	Educational Services
<u>CHIANG MAI</u>				
Huay Deua (Fang District)	6	166	Muser (5) Lisu (1)	HTWD school (1)
Huay Nam Jang (Samerng)	8	169	Karen (4) Meo (4)	HTWD school (1) PAO school (1)
<u>CHIANG RAI</u>				
Khun Huay Mae Pao (Terng)	5	234	Meo (3) Yao (1) Muser (1)	HTWD school (2)
Pangsa (Mae Chan)	9	220	Yao (2) Lisu (1) Muser (2) Akha (4)	HTWD school (3) DNFE school (1)
<u>LAMPANG</u>				
Khun Haeng (Ngao)	4	109	Yao (4)	PAO school (1)
<u>MAE HONG SON</u>				
Mae Sawan Luang (Mae Sariang)	7	149	Karen (7)	None

Note: HTWD = Hill Tribes Welfare Division
 PAO = Provincial Administration Organization
 DNFE = Department of Non-formal Education

Other Government Services	Distance Core-Satellite Villages	Core Village Access from Main Road
HTWD	$\frac{1}{2}$ -4 hours	9 km; dirt road; car
HTWD	$\frac{1}{2}$ -4 hours	35 km; dirt road; car
HTWD	$\frac{1}{2}$ -1 hour	2 hours on foot
HTWD	$\frac{1}{2}$ -2 $\frac{1}{2}$ hours	20 km; dirt road; car
HTWD	$\frac{1}{2}$ -3 hours	15 minutes; dirt road; motorcycle
NONE	$\frac{1}{2}$ -2 hours	3 hours on foot

SAMPLE SUMMARY PROFILE OF SITE
HUAY DEUA CLUSTER, FANG DISTRICT
CHIANG MAI PROVINCE
(includes Huay Deua Village only)

1. Map of Cluster See Figure 1
2. Summary Data on Cluster See Table I
3. Data on Education
 - One HTWD school servicing 20 children and one DNFE functional literacy class with 10 adult learners.
 - Major educational need is Thai literacy.
 - Strong desire for educational services, both for children and adults.
4. Conditions within the Village
 - a. General
 - Gradually dividing into two villages in close proximity.
 - All houses of local design except 9 northern Thai style houses.
 - Connected to main all-weather road by 9 km. dirt road into the village; village residents own 6 motorcycles.
 - Not expected to migrate to another location, because: land under cultivation is sufficient and good quality; in process of registering houses; and in process of applying for Thai identification cards.
 - b. Economics
 - Nearly all villagers are farmers, growing rice, sesame, corn, chill peppers, garlic, mangos and lichee on 90 rai of land.
 - No cooperative in existence and lowland Thai merchants sometimes purchase produce directly from the village.
 - There is some debt in the village.

- Some of the villagers hire out as laborers.

c. Religion

- Religion is a mixture of Buddhism and animism.

d. Communications

- Semi-frequent contacts with lowland Thai, both in Huay Deua village and in the lowland towns.
- Some villagers have radios and listen to broadcasts in Muser as well as Thai.
- Letters are written and received, chiefly by those studying Thai.

5. Village Problems and Possible Obstacles to the Project

- Fields are distant from the village, making it inconvenient for some adults to attend classes.
- Some villagers do not see the value of education.
- The separation into two villages caused some conflict and refusal of some parents (at first) to allow their children to attend the HTWD school located in the other "village."

6. Preparedness/Interest in Educational Services

- A 6 member Village Committee already exists, but has little role to play.
- Villagers are prepared to cooperate in construction of the Center and provide for its maintenance as well as assist the teacher.
- Educational services are highly desired.

7. Additional of Villagers and Resident Officials Toward the Project

- Village Committee is excited about the Project.
- Most of the villagers are very interested in the Project.
- HTWD field staff do not fully understand the Project but are ready to cooperate.

Figure 1 MAP OF HUAY DEUA CLUSTER
Fong District, Chiangmai Province

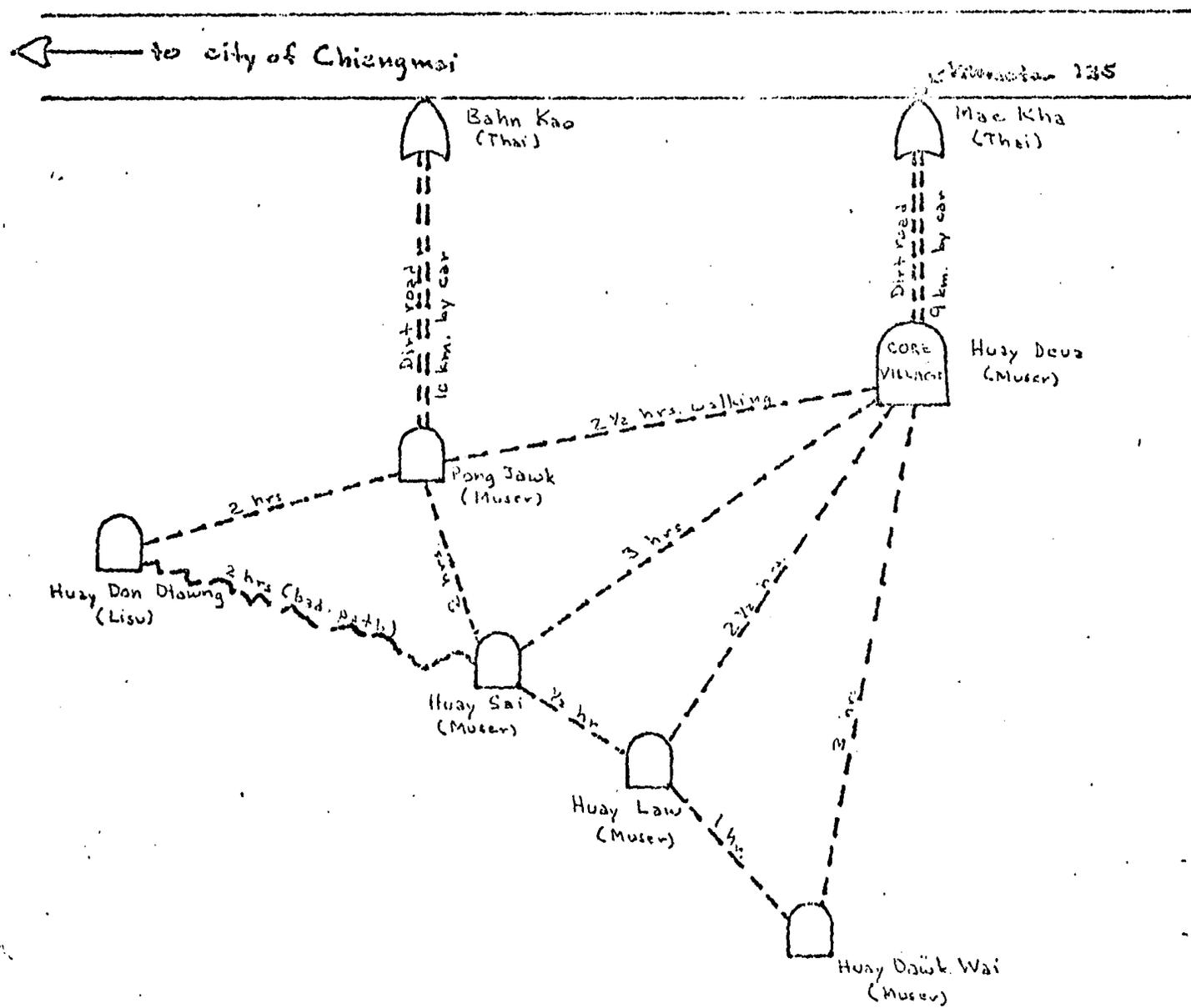


TABLE I SUMMARY DATA ON HUAY DEUA CLUSTER

Village	Distance from Core Village	Tribes	No of Houses	No. of Families	Population			Total	No. of Houses Registered	No. of Persons w/Thai I.D. Card
					Under 5 yrs.	5-15 yrs.	16 yrs. & up			
Huay Deua (Core village)	-	Muser	48	67	64	80	146	290	4	10
Huay Dawk Wai	3 hrs.	Muser	22	25	24	40	67	131	0	0
Huay Law	2½ hrs.	Muser	13	14	10	18	41	69	0	0
Huay Sai	3 hrs.	Muser	26	35	19	53	73	145	0	0
6 Pong Jawk	2½ hrs.	Muser	24	34	21	35	69	125	0	1
Huay Don Dtawng	4½ hrs.	Lisu	33	40	41	58	91	190	2	4
TOTAL	3.1 hours (average)	Muser (5) Lisu (1)	166	215	179	284	487	950	6	15



UNCLASSIFIED

ANNEX B

UNCLASSIFIED

Classification

ACTION
USAID-5

EMB

CHARGE

DCM

ADCM

POL

SA

ECON

DAO

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FA

USAID

JUSMAG

DEA

CONS

VOA

NCU

COMAT

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NCOIC

FADPC

BRDCO

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TSO

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FBIS

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CHMAI

SONG

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FILES

TCU

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TO AMEMBASSY BANGKOK PRIORITY 7005

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UNCLAS STATE 163358

AIDAC

E.O. 11652: N/A

TAGS:

SUBJECT: HILL AREA EDUCATION .493-0297) -- APAC RESULTS
1. AT MEETING 6/16, APAC APPROVED SUBJECT PID AND DEVELOPMENT OF PP FOR THIS PROJECT.

2. FOLLOWING ISSUES/POINTS SHOULD BE CONSIDERED FULLY DURING FINAL PROJECT DESIGN AND TREATED IN PP:

....(A) NEED FOR RIGOROUS SOCIAL SOUNDNESS ANALYSIS. BASED ON STATEMENT IN PARAGRAPH 3.3 ON PAGE 9 OF PID, ONE AN ISSUE TO BE TREATED IN THE DESIGN PHASE IS WHETHER THE PROGRAM GOALS SHOULD BE TOWARD AN ASSIMILATION OF HILL TRIBES OR AN INTEGRATION INTO THAI SOCIETY. UPON APAC CONCLUDED THAT FINAL DESIGN OF THIS PROJECT SHOULD BE BASED ON PARTICULARLY VIGOROUS SOCIAL SOUNDNESS ANALYSIS. BASED ON OUR READING OF PID AND ON GENERAL KNOWLEDGE OF CONDITIONS IN HILL AREAS, WE FEEL THAT MOST SIGNIFICANT SINGLE INDICATOR OF SOUNDNESS WILL BE DEGREE TO WHICH DESIGN PROVIDES FOR PARTICIPATION BY BENEFICIARIES IN CRUCIAL DECISIONS ON CONTENT AND SCOPE OF PROJECT ACTIVITIES. ALTHOUGH THE IEE RECOMMENDS A NEGATIVE DETERMINATION AND POSSIBLY IS JUSTIFIED, WE CALL MISSION'S ATTENTION TO THE RELEVANCE OF THIS ISSUE TO PART 216.1 (C) (3) (IV) (B) ON

PAGE 5C-3 OF AID REGULATION 16. IT SEEMS LIKELY THAT THE ASSIMILATION/INTEGRATION ISSUE MIGHT BE ADDRESSED SUFFICIENTLY IN A THOROUGH SOCIAL SOUNDNESS ANALYSIS, BUT THE PERSON OR TEAM CONDUCTING THE ANALYSIS SHOULD BE MADE AWARE OF THE APPLICABILITY OF THE FINDINGS TO THE AFOREMENTIONED SECTION OF REGULATION 16, AND APPROPRIATELY REFERENCE AND ACCOMMODATE THIS CONCERN IN SAID ANALYSIS.

....(B) PHASING. GIVEN THE EXPERIMENTAL NATURE OF THIS PROJECT AND RESIDUAL QUESTIONS ABOUT SOCIAL (AND POLITICAL) SOUNDNESS (SEE PARA. A ABOVE), APAC APPLAUSES CONCERN IN PID OF TWO DISTINCT PROJECT PHASES WITH FINANCING AT OUTSET FIRMLY COMMITTED ONLY FOR INITIAL TWO YEARS' IMPLEMENTATION AND THAT FOR IMPLEMENTATION OF FINAL THREE YEARS (PHASE II) ONLY PROVISIONALLY COMMITTED, THUS ALLOWING FOR FINAL DECISION ON AID SUPPORT FOR FINAL THREE YEARS' ACTIVITIES TO BE DEFERRED UNTIL ANALYSIS OF INITIAL PHASE CAN BE COMPLETED.

PRIORITY

ACTION NO:	07/22/73
DATE:	7-1-73
INITIAL:	
DATE:	

DISTR	
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✓	O/P
	O/R
	O/H
	O/H
	TRG
	EMB
	C&R

UNCLASSIFIED

CN: 2047U

....(C) PURPOSE. BELIEVE PHRASE QTE MORE MEANINGFUL EDUCATION UNQTE IN PURPOSE NO. 2 SHOULD BE REPLACED WITH LANGUAGE ALONG FOLLOWING LINES QTE EDUCATION MORE RELEVANT TO PROBLEMS ENCOUNTERED IN DAILY LIFE IN THEIR CULTURAL AND ENVIRONMENT THAN NORMALLY AVAILABLE FROM REGULAR SCHOOL CURRICULUM UNQTE.

....(D) EVALUATION OF WORLD EDUCATION'S HILLTRIBE EDUCATION PROJECT. APAC BELIEVES THIS PROJECT FUNDED BY AID AS QTE IN FY 1976, SHOULD BE EVALUATED PRIOR TO FINAL PROJECT DESIGN TO PROVIDE BOTH GENERAL INSIGHTS INTO IMPLEMENTATION OF EDUCATION ACTIVITIES IN HILL AREAS AND SPECIFIC IMPROVEMENTS ON WORLD EDUCATION'S PERFORMANCE IF LATTER WOULD BE INVOLVED SIGNIFICANTLY IN PROPOSED PROJECT. IF MISSION BELIEVES PDS FUNDS NECESSARY FOR THIS EVALUATION, AREA BUREAU PREPARED TO MAKE SUCH AVAILABLE. PLEASE FURNISH SUGGESTED PERSONNEL, SCOPES OF WORK, ESTIMATED COSTS AND SCHEDULE FOR EVALUATION.

....(E) FUNDING FOR EVALUATION OF PROPOSED PROJECT. LAST LINE ON PAGE 12 OF PID SUGGESTS THAT PLAN SHOULD INCLUDE COSTS FOR ANNUAL EVALUATIONS OF PROPOSED PROJECT IN PROJECT BUDGET. THIS WOULD BE CONTRARY TO CURRENT AREA BUREAU POLICY WHICH CALLS FOR THE COSTS OF ALL PROJECT EVALUATIONS TO BE INCLUDED IN PROJECT BUDGET AND BUDGET FOR THIS PROJECT SHOULD BE REVISED TO INCLUDE EVALUATION COSTS.

....(F) INITIAL ENVIRONMENTAL EXAMINATION. WITHIN FRAMEWORK WORK OUTLINED IN PARAGRAPH C-A ABOVE, APAC ACCEPTS THE CONCLUSION OF NEGATIVE DETERMINATION. VANCE
BT

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

ANNEX C.

PROJECT TITLE

Project Title & Number: **Hill Area Education**

UNLESS INDICATED OTHERWISE, ALL FIGURES ARE IN US DOLLARS AND SHOULD BE RELEASED ON REQUEST

Life of Project: From FY 1983 to FY 1988
Total U.S. Funding: \$1,600,000
Date Prepared: 10/77

PAGE 1

Project Objective: This broader objective which this project contributes to: (A-1)

Provision of educational opportunities in a context of individual and village level decision making, thereby contributing to the improvement of the quality of life of disadvantaged people residing in the remote hill areas of Thailand.

Project Purpose: (B-1)

With the aid of inter-agency involvement, develop and test in 6 sites and at least 30 villages a community-based and replicable non-formal education model more appropriate to the needs and conditions existing in remote hill areas than presently available education. This model will make extensive use of village level resources and participation in all phases of model development.

Outputs: (C-1)

1. Model for centrally-based curricula and materials.
2. Multi-faceted staff development model.
3. Model/system of coordination of inputs of regional agencies.
4. Model/system of program administration and supervision.
5. Model/system of program monitoring and evaluation.
6. Trained and experienced teachers and project staff and established CRCCs, VEGs, CCs, and VCs.

Inputs: (D-1)

ETC

1. Personnel
2. Funds for supplies, materials, etc.
3. Support, services and equipment.

AID - Funds for

1. Technical assistance
2. Secretariat staff
3. Administration and coordination, cluster operations, staff development, supervision and curriculum and materials development.
4. Equipment and supplies.

CONCRETE VISIBLE INDICATORS

Measurable Goal Achievement: (A-2)

1. Increased availability of educational services.
2. Increased village level participation in planning and decision-making.
3. Through education, increased attainment of skills providing a basis for self-determination of individual and community lives, including selective integration into the larger Thai society.
4. Increased standard of living as evidenced by:
 - Increased income
 - Improved nutrition and health
 - Improved community facilities
 - Increased availability of government services.

Conditions that will indicate purpose has been achieved: End of project status: (B-2)

1. Community-based NFE program and staff operating in project sites and contributed to by various regional agencies.
2. Community decision-making and participation in the establishment, implementation and evaluation of the educational program.
3. Employment of village resources (e.g. people and materials) in continuation of individual village educational programs that are accepted as responding to peoples basic needs.
4. Steps taken to provide for program replication and expansion, including:
 - (a) child and adult curricula submitted to MOE for approval;
 - (b) request for funding of survey of new sites initiated.
5. Average enrollment of at least 60% of villagers aged 7-14 years and 30% of villagers aged 15 years and above.

Magnitude of Outputs: (C-2)

1. One child's and one adult's non-formal education curriculum, with 8 sets of supporting materials developed at regional and cluster levels.
2. One regional preservice, one regional in-service, and one cluster level in-service staff development model.
3. Continuing involvement of at least 6 regional agencies in project activities.
4. Existence of 6 CRCCs and at least 25 VEGs.
5. At least 6 head teachers, 30 regular teachers, 6 CCs, and 30 VCs functioning in the villages.

Implementation Target (Type and Quantity) (D-2)

(See detailed description and financial plan).

MEANS OF IMPLEMENTATION

(A-3)

- Baseline and post-project surveys
- Project evaluations
- HMVO & DNYE records
- Project reports

(B-3)

- Baseline and post-project surveys
- HMVO and DNFE records
- Project evaluations
- Project reports
- Minutes of VC and CC meetings

(C-3)

- Project reports
- Project evaluations
- Minutes of VC and CC meeting
- DNFE records
- Annual operations plans

(D-3)

- Project reports
- Project evaluations
- DNFE records
- RTG budgets
- Project accounts

KEY ASSUMPTIONS

Assumptions for achieving goal targets: (A-4)

- Political, social & economic change within the country will not present obstacles to the achievement of sector goals.
- Villagers desire and will have the necessary tools/structures to participate in local level development planning.
- Increase in educational opportunities and local level involvement will facilitate improvement in the quality of life of the target group.
- Education provided will meet the needs and respond to existing conditions in the remote hill areas.

Assumptions for achieving purpose: (B-4)

- The target population desires and is willing to participate in increased educational activities.
- The various educational and development agencies to be involved are willing to participate in a cooperative educational-development effort.

Assumptions for achieving outputs: (C-4)

- Project staffing will remain stable throughout the 5 year pilot project.
- Neither village or tribal cultural patterns nor the agencies operating in the area of the project sites will interfere with cooperative/village participation in the decision-making and operational processes involved in this project.

Assumptions for providing inputs: (D-4)

- USC and host country will carry out commitments regarding provision of inputs.

DETAILED TECHNICAL ANALYSIS

A. The Educational Model

The following integral components of the educational model possess not only individual but a combined soundness derived from their interdependence. The feasibility of each component as well as the total system is supported by data compiled by the Planning Secretariat and others as well as precedent and existing activities and operations.

1. Cluster of Villages

The assumption that operational, developmental, and administrative responsibility for several villages can rest with one geographical "cluster of villages" headed by a central core village is supported by data from various agencies (e.g. TRC, HTWD, DNFE).

The HTWD has field operational units in approximately 200 clusters of hill tribe villages. These clusters consist of one core village and 3-8 satellite villages and are serviced by 3 or more HTWD staff, including the Chief of the unit, medical and agricultural staff and (non-accredited) teachers. Inasmuch as the cluster is not a natural one, but established by the HTWD for their servicing and administrative convenience, the residents of the villages feel no collective responsibility towards the cluster. However, this Project expects that some mutual responsibility will be taken on by the Cluster Committee (CC) in determining overall educational policy within the cluster. This joint sense of responsibility will be promoted and supported through the head teacher's frequent contacts with teachers and VC members in the satellite villages, HTWD field staff assistance, and increasing inter-village contacts resulting from the Project.

Unfortunately, under the HTWD cluster system, the core village and one or two satellite villages often receive the majority of available services. Such will not be the case under this Project, since a teacher, VEC, and VC will serve each village and a head teacher, CECC and CC will function so as to coordinate and supervise educational programs and services in all villages. Indeed, this will be one of the main duties of the head teacher. Budget and support staff (e.g. PS) are deemed adequate to provide support to each village.

Data from the TRC, HTWD, and DNFE indicate that geographical clusters of villages (within 5 hours walking distance of one another) are common. However, village populations are often small, which is similar to the case in numerous lowland rural areas. Such conditions do not negate the cluster concept, but simply make the per capita provision of services less economical.

Although many clusters (as well as individual villages) are composed of different tribes, there exist no inter-tribal conflicts which would prevent the use of the cluster system.

2. Cluster/Village Committees

The committee system is not entirely new to the hill peoples. Most villages already have a headman and deputy headman who consult with village elders before making important decisions, particularly in the larger villages. In essence, there usually exists a mini-committee. The Project only seeks to expand its base through the addition of new members (who might be given educational responsibilities to justify their membership).

Although inter-village committees (CC) are seldom found, inter-village discussions and consultations occur and may serve as precedent for the establishment of CCs. Government officials, including teachers, are frequently respected and requested to play negotiator/mediator/etc. roles between villages. Thus, HTWD staff and/or teachers can be used to facilitate the establishment and functioning of CCs.

Precedents for the successful functioning of village committees exist in numerous villages in HTWD clusters and some villages under the continuing Hill Areas Functional Literacy Program. These committees have not conflicted with tribal traditions and have proved to be self-regulating after an initial period of assistance by officials or teachers.

Furthermore, since the establishment of committees is a requirement for the provision of highly desired educational services, the committee concept is deemed viable.

3. Education Centers

Village-based Education Centers (VECs) will be a place where educational resources, tools, materials, expertise (e.g. teacher), educational activities, basic medical services, meeting facilities, and community development plans and efforts are available to all individuals in the village. These "places" will be structures constructed of generally local materials by the villagers with some government financial and technical assistance. They are projected to be similar to local structures, with the construction involving large numbers of villagers as in the Functional Literacy Program.

The multi-faceted nature of the VEC places somewhat of a burden on the teacher, particularly with the various types of services to be provided (e.g. teaching, provision of resources, medical service). However, even without the supervisory, training and material support to be provided under this Project, examples of these multi-role teachers currently exist in Functional Literacy Project villages. Nevertheless, teachers will be given pre-service and in-service training and material and technical support sufficient to allow them to effectively perform all duties. Moreover, the fact that this approach emphasizes learner self-study and individual and village sharing of responsibilities for the VEC and its educational activities will help reduce demands on the teacher's time.

The Cluster-based Education and Coordination Centers (CECCs) perform functions identical to the VECs, but have two additional duties: (1) expansion of technical services to include supervision, training, development (e.g. curricula, materials, activities), and monitoring and evaluation of the entire cluster system, and (2) coordination of the totality of cluster activities, including integration with the programs of the HTWD units and coordination of the inputs of other agencies. These additional two functions will be the major responsibility of the head teacher and sufficient additional training and technical assistance will be forthcoming from the DNFE and other agencies to permit the teacher's fulfilling of all responsibilities (e.g. PS, NRRFEC, and District Education Officers). Since financial and material support will be sufficient to cover these tasks and the HTWD cluster operation and staff will provide backstopping, no major problems are envisioned.

4. The Educational Approach

The majority of educational programs available to the hill peoples suffer from three shortcomings which limit their value: (1) methodologies and scheduling are not sufficiently flexible to accommodate the work and cultural patterns of the hill tribes, (2) curricula do not directly respond to the conditions, needs, and problems of the hill tribes, because they were designed for the lowland Thai, and (3) programs are available only for children, offering no complementary education for adults.

The practicability of the educational approach to be employed in this Project lies in the several systems designed to rectify the above shortcomings scheduling of learning activities will be designed around the daily, seasonal, and other patterns of the community as a whole as well as the individual learners. Inasmuch as use of the classroom lecture method will be minimized and small group and self-study will be maximized, there will be little need for strict "administratively convenient" time scheduling. The VEC will serve more as a resource center and focal point of educational activities (which may be conducted in the fields, the homes, or elsewhere) than as a school or classroom.

Initial curricula are expected to consist of a pool of topics, such as nutrition and health, agricultural techniques, use of available government services, numeracy and marketing skills presented in a context of Thai literacy and critical thinking (kit pen)^{1/}. These curricula will be designed by various experienced agencies (NDFE, HTWD, DTE, CV, etc.) in conjunction with articulate hill peoples. Their response to genuine needs and problems will be further guaranteed by the fact that they will be subject to acceptance, revision and adaptation at the field level by the CCs and VCs and learners, with the assistance of the teachers. The specific curricula studied by an individual learner will be determined by that person with the advice of the VC and teacher as necessary.

The curricula for children and adults will differ according to needs and abilities, with adult learning activities most occurring in the evenings.

^{1/} "kit pen" involves the use of critical thinking, rational thought process, problem solving skills and more. It is the "use of one's head" in solving life's everyday problems.

Curricula for both adults and children will be accredited by the Ministry of Education and certificates of completion will carry the same rights and privileges as primary school certificates under the formal system (6th grade). Thus, completion of studies will result in attainment of something highly valued in the Thai society - an educational certificates. Graduates, then will not only have increased status in the eyes of the Thai society, but will have the credentials necessary for continued study if they desire.

5. Medical Services

One of the most pressing and easily fulfilled needs of the hill peoples is the need for basic medical services and advice. This is borne out by data collected by the DNFE, HTWD, DH, TRC and others. Both to help meet this need and facilitate the acceptance and integration of teachers into village life, teachers will be given sufficient medical training (by the Department of Health) and supplies to enable them to provide basic medical services and counsel. Since these services will be provided through the VEC, its acceptance and role as a "village center" will be further enhanced. To ensure adequate supervision of these activities, the assistance of the DH and HTWD medical officers (in each core village) will be enlisted.

B. Administration and Supervision

This Project address two major problems of the Thai educational system in general and the Hill Areas Functional Literacy Project in particular - centralized administration and adequate supervision.

1. Administration

Several systems have been designed to allow and encourage effective local level administration. The chief vehicles for this administration are the cluster and village level committees (CC & VC). To facilitate the working of these committees, the following measures will be instituted:

a. Advice and assistance will be provided at the local level by the head teacher, teachers, and resident HTWD staff and at the regional level by the PS and other agencies (e.g. NRNFEC, teacher training colleges, and District Education Officers).

b. Adequate training will be provided committee members through periodic seminars involving HTWD and PS staff.

c. Educational activities will be provided only through the community level administrative systems (CC & VC), thus motivating these committees to perform their administrative functions. The incentives of educational and medical services as well as the authority to determine the nature of government assistance should provide a great deal of inducement.

2. Supervision

The several supervisory mechanisms and systems incorporated into this Project are aimed at self-supervision at the field level and supplementary supervision by outside (of the village) agencies. These systems are intended to provide for the integration of new self-regulatory and existing government approaches which will continue to function during the post-project period.

a. Self-Supervision

Supervision at the field level will be carried out by the head teacher, with the assistance of the Cluster Committee and HTWD officials. Although systems have not yet been designed, it is expected that the head teacher will conduct monthly visits to all satellite villages in order to respond to technical needs, observe the educational activities, talk with the teacher and Village Committee, and provide other assistance as needed. These visits will also serve to ensure that Project standards are maintained. This field level self-supervision and regulation will be facilitated by:

(1) Supervision within the cluster will be a major duty of the head teacher. This person will receive additional training in preparation.

(2) Adequate equipment and materials will be provided in order to allow the head teacher to carry out these duties.

(3) HTWD staff (especially the unit Chiefs) will assist the head teachers.

(4) The CCs and VCs will be charged with overall supervisory responsibilities within their communities (probably working through the head teacher).

b. Outside Supervision and Assistance

Outside (of the village) supervision and technical assistance will be directed at: supplementing field level self-supervision; providing supplementary assistance for which the cluster is not equipped; introducing new materials, concepts, and program changes; maintaining Project standards; and providing for the exchange of experiences among clusters. This supervision and technical assistance will be provided by:

(1) District Education Officers and Provincial Education Supervisors. These persons will be provided with supplementary training and transportation to allow them to adequately perform these duties.

(2) The PS will make frequent site visits, with the assistance of the NRNFE and provincial HTWD staff.

(3) The supervisory assistance of various outside agencies (e.g. TRC, DTE & CMU) will be coordinated by the PS.

C. Staff Development

1. Teacher Recruitment, Selection & Training

The perennial problem of locating and keeping qualified teaching staff will be attacked as follows. Past experiences of the DNFE along with discussions and data provided by numerous agencies dealing with the hill peoples gives assurance that the employment of qualified ethnic hill people as teachers would best serve Project objectives. Although a number of agencies have assured the DNFE that adequate numbers of qualified hill peoples exist (over 120 HTWD teachers, approximately 120 teachers in the Hill-Areas Functional Literacy Program, graduates of Jom Boeng, Chiang Rai and Chiang Mai Teacher Training Colleges, and residents of hill tribe villages), other agencies working in the hill areas are also seeking the same individuals. As a result, beefed-up recruitment procedures will be initiated including, public broadcasts and announcements, extensive contacts with other agencies, identification of potential teachers during current Project site surveys, and enlistment of HTWD and other agency aid. Employment of only approximately 48 teachers during the period of the Project is not expected to present major difficulties. Post-project employment of an increased number of teachers will be aided by the fact that increasing numbers of hill people are achieving higher level of qualification, especially as result of the increasing enrollment of hill peoples in the Jom Bueng, Chiang Mai,

Chiang Rai and Lampang Teacher Training Colleges. In addition, inter-agency contacts and recruitment systems established during the Project will serve to identify large numbers of qualified persons during the post-project phase.

Systematic selection procedures involving the establishment of provincial selection committees and review of records and data, interview results and field testing (during training) will be instituted. In addition to DNFE, HTWD, TRC and provincial authorities, hill peoples themselves will also play a role in teacher selection. Basic qualifications are expected to include but not be limited to the following: past teaching performance (if any), ethnic origin, performance/abilities in other areas, commitment to Project concepts and philosophy, fluency in Thai language, and at least a 10th grade education.

Measures to strengthen retention will include: supplementary allowances (available to teachers under other agencies also); opportunities for continuing upgrading and accompanying salary increases; and the possibility of entering government civil service.

Teacher training, insufficient in the past, will be expanded and reinforced as follows:

- greatly expanded pre-service training of 3-5 months duration including the following content and assisted by the following agencies: basic teacher training (DTE and Chiang Mai and Lampang TTCs); non-formal education approaches (DNFE); medical services (DH); hill tribe cultures (hill peoples; HTWD, TRC); community development (DCD, HTWD); functional literacy teaching methods (DNFE, CMU, CU); and agriculture (MOAC).
- lengthy (approximately one month) field practicums during pre-service training (at operating field sites)
- annual regional in-service training.
- semi-annual cluster level in-service training.
- continuing provision of new materials to aid teachers in village level self-study and upgrading.

2. Hill People & HTWD Staff Training

To ensure that CC and VC members and HTWD staff thoroughly understand the Project and their respective roles

and are updated with respect to Project development, periodic seminars will be held. These seminars will not only serve to acquaint them with the Project but provide an opportunity to exchange ideas and experiences aimed at Project improvement.

3. In-country and Foreign Study Tours

In-country study tours to a number of agencies with expertise in various elements relating to the Project will be conducted. Contacts have already been made with a number of these agencies and their cooperation secured (e.g. DH, TRC, DTE).

Foreign study tours to countries in Asia and the United States with similar programs or particular expertise will be conducted to ensure currency of knowledge of Project personnel. The DNFE's extensive experience in this area, especially under the World Bank funded Project for the Development of NFE, has allowed it to identify a large number of potential sites, with some contacts already initiated.

D. Curriculum and Materials Development

The DNFE is ideally equipped with both the resources and experience to successfully carry out curriculum and materials development under this Project. Experience in this field includes: over 30 years of curriculum and materials development for out-of-school adults; and 9 years in development of functional literacy curriculum and materials, including 3 years of focus on the hill tribe population. Resources include: the Division of Non-formal Education Development, DNFE; and the NRNFEC, with its Research and Curriculum Development and Materials Production Sections. To aid these efforts, 5 man/months of foreign technical assistance and several man/months of local consultancies are budgeted.

In addition, during the Planning Phase the cooperation of several agencies in further efforts in this area was enlisted (e.g. CU, DTE, HTWD, TRC, Teacher Training Colleges, DCD, and DH).

To further supplement as well as ensure the applicability of curriculum and materials, development and revision at the field level will be a continuing process. Teachers will receive pre-service and periodic in-service training in this area and adequate resources (including materials, supplies, technical assistance, and budget) will be provided.

E. Inter-Agency Involvement

Inter-agency cooperation and coordination seldom works in practice as well as it does in theory. Reasons for this

abound, including obstacles created by the civil service system and the territorial and other imperatives of the ministries and departments involved. As a result, this Project has taken a variety of steps to ensure that inter-agency involvement both during and after the 5 year pilot program is not just a paper exercise.

1. Commitment obtained during the Planning Phase, through seminars, meetings and discussions, from a large number of government agencies, including HTWD, TRC, DCD, DH, DTE, DGE, DET, CU, & CMU. Particularly strong is the commitment of the HTWD, with which the DNFE will be working closely both during and after the Project.

2. The budgetting of funds for research and various consultancies which will facilitate the long-term interest, assistance and cooperation of other agencies, especially universities such as CMU and CU.

3. The establishment of national, regional, and provincial committees with the authority and contacts to provide for the coordination and cooperation of concerned agencies. This will have the added advantage of ensuring that Project efforts are integrated with plans and operations at all levels.

4. The position of Coordinator for Inter-agency Involvement on the PS. This will ensure that full time efforts can be devoted to this important Project component.

5. The newly established DNFE has the flexibility of operation and contacts to greatly facilitate such coordination among agencies.

6. The NRNFEC and the Chiang Mai LEC have already established systems of inter-agency coordination in the Northern region.

F. Monitoring and Evaluation

Inasmuch as the major objective of this Project is the development and testing of an educational model (plus various supporting models), monitoring and evaluation plays a very important role. To ensure that such monitoring and evaluation is not just a "do nothing" appendix to the Project and that results form an integral part of model development, the following steps will be taken.

1. Monitoring and evaluation will be conducted at village, cluster and regional levels and annual operations plans will require the use of results.

2. Results will be presented to national, regional, provincial and cluster and village committees and action taken will be followed-up.

3. The research and evaluation staff of the NRNFEFC will work closely with the PS.

4. The position of Coordinator for Research and Evaluation on the PS has been designated to take overall responsibility for monitoring and evaluation activities.

5. The monitoring and evaluation system will be kept simple and easily implemented to ensure its viability and efficiency at all levels.

6. Field staff and others concerned with monitoring and evaluation will be given both pre-service and in-service training in basic methodologies.

7. Three man/months of foreign technical assistance and several man/months of local consultancies have been budgeted for the area.

8. Full advantage will be taken of USAID expertise and assistance in this area.

G. Project Secretariat

The Project Secretariat, which will have responsibility for the overall operation and coordination of inputs into the Project, will be composed of the following positions.

Executive Secretary (civil servant from DNFE)
Coordinator for Inter-agency Involvement
Coordinator for Field Operations
Coordinator for Curriculum & Materials Development
Coordinator for Staff Development
Coordinator for Hill Tribe Affairs
Coordinator for Community Development &
Health (civil servant from HTWD)
Coordinator for Research & Evaluation
Coordinator for Supervision
Coordinator for Office Administration & Finance
Office Assistant/Secretary

The Project as well as the PS will be headquartered at and serve as a unit of the NRNFEFC of the DNFE, with the Director of the Center acting as Project Deputy-Director. Therefore, the Project will be able to use the resources of the Center, and its activities and functions will be integrated with those of the Center. Two of the PS positions

will be reserved for civil servants, including the Executive Secretary. In addition, the two Project Liaison Officers (from the DNFE and HTWD), will be civil servants.

The preponderance of non-civil service personnel on the PS is due to the present lack of available full time staff within the DNFE which could assume the myriad responsibilities under this Project. Plans have been made to ensure that the functions of this Secretariat will be increasingly institutionalized within a new Hill Areas Education Unit, within the DNFE at the conclusion of the Project. The specific measures undertaken in this regard are as follows:

1. Three of the positions on the Project Secretariat will be converted to civil service status at the end of the Project. These positions are for the Executive Secretary, Coordinator for Inter-agency Involvement, and Coordinator for Hill Tribe Affairs; and they will form the core of the permanent Hill Areas Education Unit.

2. At the beginning of the Project the RTG will fund three non-civil service positions in Curriculum and Materials Development, Supervision, and Staff Development. Personnel filling these positions will be assigned to the NRNFEC and will closely coordinate with counterpart positions on the PS. During the second or third year of the Project, a request will be submitted to the Teachers Council of Thailand to upgrade these positions to civil service positions permanently assigned to the Hill Areas Education Unit at NRNFEC.

Thus, by the end of the Project, a fully functioning Hill Areas Education Unit with a trained and experienced staff of 6 persons (Unit Head and Coordinators for Curriculum and Materials Development, Supervision, Staff Development, Hill Tribe Affairs, and Inter-agency Involvement) will be established at the NRNFEC. Moreover, the LECs in those provinces with hill tribe populations will be provided with additional civil service staff as justified by the increased workload generated by an expanded Hill Area Education Program.

The above procedures for institutionalization of the PS into the existing DNFE system should facilitate the continuation and expansion of hill area education programs after the Project.

ANNEX E

DETAILED ECONOMIC ANALYSIS

A. Introduction

This project is intended to develop models of non-formal education that offer training and education relevant to everyday needs and problems and accommodate work and cultural schedules of hilltribe people in remote mountainous areas of 4 northern provinces. The educational models developed by the project are designed to provide opportunities for educational advancement for youth and adults who have not had an opportunity to attend formal schooling or have dropped out of the formal school system at an early stage. It also supplements formal schooling with short vocationally-oriented training which will be geared to improving employment opportunities, including self-employment and entrepreneurial activities.

There are two levels of abstraction in this project: first, the project will develop models for providing non-formal education. A viable "model", if found, will efficiently and adequately deliver useful non-formal education and training; secondly, the useful training will then improve income, health, literacy and community participation.

While the effects of non-formal education on health, literacy, and political efficacy may be substantial, these outcomes are almost impossible to quantify with observed or shadow prices. Furthermore, an additional difficulty lies in the ethnic, ecological and economic diversity of the region and target group. This project will deal with 6 major tribes differing from the central Thai population ethnically, culturally, and in languages spoken. Moreover, cropping patterns and off-season employment differ significantly among these ethnic groups. Thus, the impact of non-formal education (and especially of models of non-formal education) on economic and social development in a rural hill area society is impossible to isolate from the influence of other factors. Needless to say, a precise evaluation of benefit magnitudes (and hence a cost-benefit analysis) is not possible in this non-formal education investment. In its place we provide a simple calculation of "unit cost" and comparisons with partially comparable projects that will be indicative of the relative efficiency or cost-effectiveness of this project.

B. Benefits

This project can be associated with developing models that furnish a particular cluster of economic and social skills.

These skills are causally linked to changes in participant incomes, migration, regional income distribution, nutrition, fertility, participant productivities and so on. Broadly speaking this project has two types of outcomes:

1. personal development
2. project or community-level development

Initial Beneficiaries of the project will include approximately 4,500 hilltribe people who are direct participants or trainees of the project. In addition, another 5,500 residents of these communities and participants in other programs utilizing materials and methods developed are expected to derive benefits from this Project. Replicable non-formal basic education models conceivably could be used to non-formally train the entire estimated hilltribe population of 400,000. This project must produce relevant child and adult basic education curricula and supporting materials applicable to general regional and ethnic populations. The project provides basic models of staff development, curriculum and materials development, administration and supervision, inter-agency involvement, and monitoring and evaluation which will make extensive use of village level resources and participation in all phases of model development and should result in greatly increased numbers of educated hilltribe people.

C. Costs

The costs represent the sum of all RTG and AID local costs and foreign exchange costs as presented in the financial flow table. It is not necessary to shadow price wage rates for this project because technical assistance and consultants provided under the project are skilled labor whose wage rate probably reflects the true market rate. Consequently, salaries and wages of these workers will be charged as a cost of the project. Foreign exchange will also not be shadow priced as the cost of baht is generally considered correct. AID is funding about 63% of all project costs with a preponderance of funding going for technical assistance and local personnel assistance in all phases of model/system development.

Time spent in training by the hilltribe learning groups is not charged as an opportunity cost because this time is essentially free time. That is, the opportunity cost of leisure is considered to be zero.

There is some joint cost sharing of this project with previous projects because this project makes operational use of systems and facilities resulting from a prior World Bank funded "Project for the Development of Non-formal Education." This joint cost sharing is of minor magnitude, so it will not be taken into account.

Since this project is a pilot effort, it would be incorrect to assign all of the capital, research, and training costs only to this project as they are available for future use. We will first assign the total project costs to the beneficiaries of this project (approximately 10,000 people). This will yield the upper limit on per capita costs. Secondly, we assume 2-4 follow-on projects of equal size and find the lower per capita costs. Any number of follow-on projects can be anticipated and the per person costs fall rapidly. However, given a limited number of teachers in the project, 2-4 follow-on projects is not unreasonable.

D. Evaluation of Cost-effectiveness

The total cost of this project to 1980 discounted at 12% is approximately US\$2.09 million. AID's discounted share of project costs will be US\$1.34 million. These costs are expended unevenly over the five year project. The RTG will be matching the AID contribution with US\$0.75 million of expenditures for personnel, supplies, materials, services and equipment which will be expended in uneven portions over the five years (see Table I below).

If there are no follow-on projects to further exploit the models developed in the present project, the per beneficiary costs would be \$209. If, however, there are an additional 40,000 people trained by follow-on projects using models and facilities developed by the present project, the per capita cost falls to \$42. These costs may be "high" or "low" relative to alternative modes of providing non-formal education. Examining formal vocational education provided by the Department of Vocational Education, we find the 1979 per pupil costs to be roughly \$228. Further, the IBRD's 1978 Fifth (Multipurpose) Education Project, in Thailand will provide adult education at a per pupil cost of approximately \$387 1/. Finally, capital and recurrent costs for all grades and types of formal primary education in Thailand costs approximately \$60 per pupil in 1980.

By these relative comparisons, the present project compares favorably with both formal vocational education and formal primary education. However, two very important

caveats should be noted: First, lowering per unit costs is a function of developing viable models for replication and dependent upon the RTG actually funding future projects. If either event does not occur, it would seem that \$209 per pupil for non-formal education is very expensive indeed. Secondly, the level of per capita costs (\$209 to \$42) is about 5 to 1 times the average 1976 per capita total (subsistence plus cash) income level of hill people. Per capita costs of non-formal education, then, are very high relative to income levels presently prevailing in hill areas of North Thailand. This would seem to caution that economy is in order and this project should be continuously monitored for budget savings.

The final conclusion seems to be that if viable models are developed, then non-formal education can be provided to the target population of hill peoples at costs which compare favorably to basic nationwide primary and vocational education, even when initial program development costs are included. Furthermore, the objectives of such non-formal education are wider in scope than those of formal education.

Table I

(US.\$)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total AID Funds	449,897	334,480	321,719	247,531	246,367
Total RTG Funds	130,398	184,633	183,343	214,171	200,343
Total Cost	580,295	519,113	505,062	461,702	446,710

P.V. of total cost in 1980 at 12% = \$2,092,334

P.V. of total AID fund in 1980 at 12% = \$1,344,198

P.V. of total RTG fund in 1980 at 12% = \$748,136

Average cost per trained person^{2/} = \$209 to \$42

1/ Thailand Fifth (Multipurpose) Education Project, Document of the World Bank, May 4, 1979 (cost per student served is \$387)

2/ The number of persons who are direct beneficiaries is 4,500 persons and the number of persons who are indirect beneficiaries is 5,500 so, the total number of persons benefited is approximately 10,000.

ANNEX F

DETAILED INSTITUTIONAL ANALYSIS

A. Education For Hill Peoples In Thailand

Approximately 500 schools in the North serve the hill tribe population of 400,000. The majority of these schools are operated by the Provincial Administration Organization (115), the HTWD (120), the DNFE (90), the Border Patrol Police (55) and missionary groups (100). A large percentage of the schools (e.g. HTWD) are not accredited and can issue no paper certification of education, which is highly important in the Thai society. Only the DNFE offers accredited education for adults. The curricula upon which education in these schools (excepting the DNFE) are based are those designed for the lowland Thai population and, thus, not always relevant to the needs and conditions prevailing in the hill areas. The chief agency responsible for primary education throughout Thailand, the PAO, is unable to expand its services rapidly enough to meet educational demand because of budget and manpower restrictions.

In the past no serious effort has been made to integrate accredited relevant education with community development. However, this integrated approach has been tried by joint efforts of the HTWD and DNFE in a few villages and has proven successful, resulting in one village in the establishment of a cooperative, construction of a reinforced cement bridge, and a village piped water supply. While the HTWD presently operates development programs in approximately 200 clusters of villages and the DNFE operates adult functional literacy programs in 90 villages, there is no wide scale attempt to reap the benefits of integrating these separate efforts.

B. Structure And Goals Of The DNFE

The DNFE was recently created (1979) within the Ministry of Education in order to respond to the growing need for education of the out-of-school population, both child and adult. Previously, the out-of-school adult population was serviced by the Adult Education Division of the Department of General Education, with no agency responsible for meeting the needs of out-of-school children.

With its establishment, the DNFE has been given a mandate to design and operate educational programs for all persons denied or otherwise unable to take advantage of the formal school system. Furthermore, those programs are to be flexible and meet the practical needs as well as abilities and

interests of the learners. Particular emphasis is given to the development and initiation of programs which: (1) service the rural and poor populations and (2) are directed at increasing personal production, income and the quality of life.

As shown in Figure 1, the DNFE, through its Operations Division, operates Regional Non-formal Education Centers. These Centers are charged with the responsibility for all technical aspects of non-formal education in the region, including research and curriculum development, materials production, staff training, mass media education, and the development of new approaches and programs. These centers service the Provincial Lifelong Education Centers (LES), which administer and operate NFE activities within the provinces.

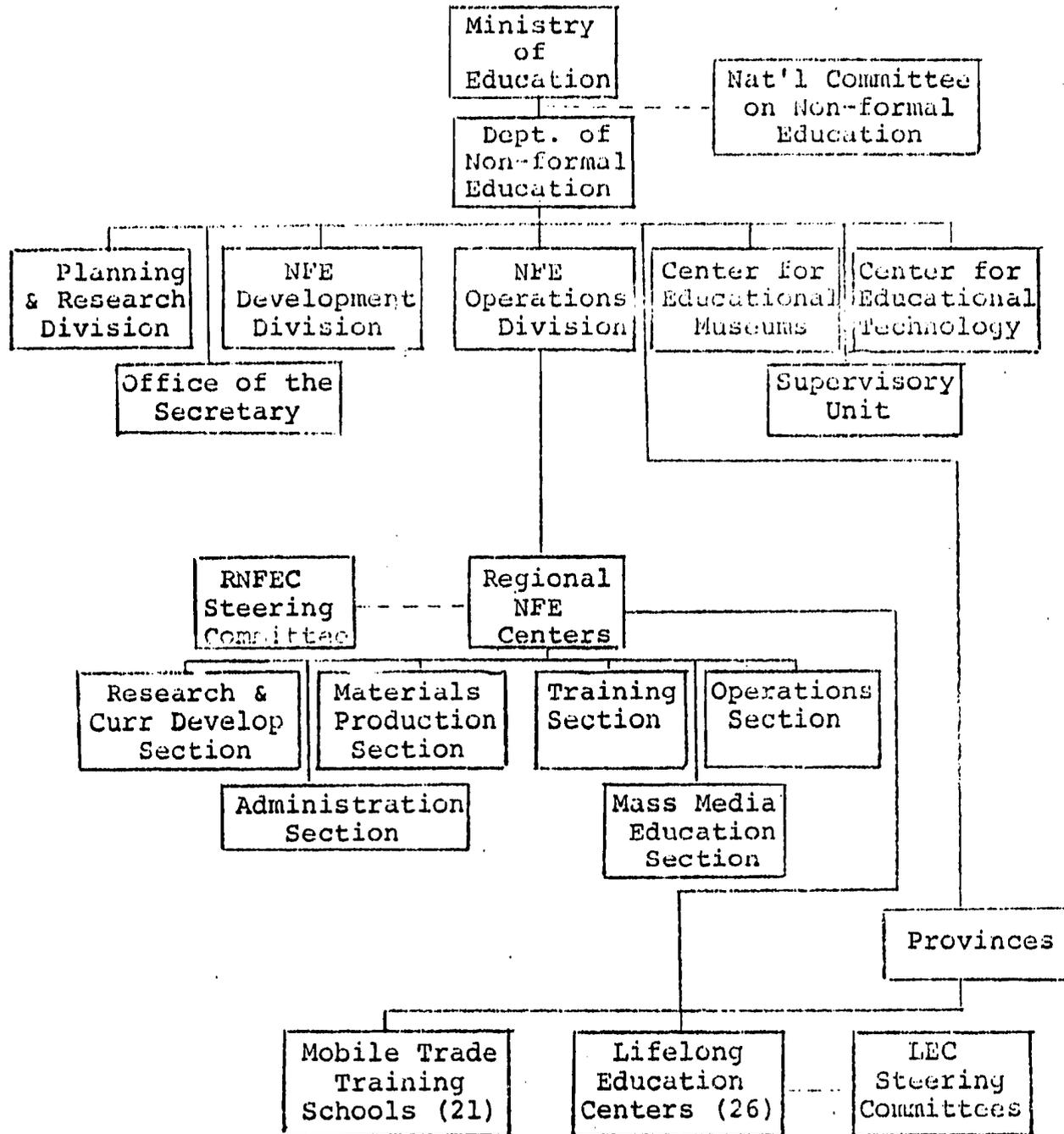
In addition to these two units, the DNFE works through Provincial and District Education Offices and Provincial Education Supervisory Units, particularly in provinces where there is no LEC. Functions performed by these offices and units include administration and supervision of activities, but not the operation of programs.

The DNFE, with its NRNFEC and LEC in Chiang Mai, plus the network of Education Officers and Supervisors, is particularly well equipped both institutionally and resource-wise to undertake this Project. The Project is directly in line with the goal of developing educational programs to meet the needs of rural and poor populations.

Nevertheless, the DNFE presently is not without administrative constraints, which include: (1) inadequate quantity of personnel to administer and operate newly developing programs; (2) insufficient financial resources for the detailed development of multi-faceted programs; (3) inadequate administrative system to ensure cooperation among other agencies involved in a coordinated effort; (4) insufficient administrative freedom to develop an innovative model; and (5) inability of an existing system to enlist the participation of consumers in the decision-making processes.

Each of the DNFE constraints is dealt with in this Project, with both inputs and systems directed at overcoming these deficiencies. Items (1), (2) and (4) are addressed largely through the establishment of the PS and AID grant funds. Item (3) is addressed through the position of Coordinator for Inter-agency Involvement, the national, regional and provincial committees, and the numerous seminars, meetings and workshops calling for inter-agency input. Item (5) is a central concern of the Project and dealt with through cluster

Figure 1 Organization of the
DEPARTMENT OF NON-FORMAL EDUCATION



and village committees, the basic educational/developmental approach and systems for model development, supervision and evaluation.

The DNFE "track record" on hill tribes education under the Hill Areas Functional Literacy Project is both good and poor. Poor in the sense that teacher recruitment and training, supervision and integration with community development were all found to be considerably short of desired standards. Good in the sense that these shortcomings were recognized (and are responded to in the Project) and the program proved popular and is being expanded by the DNFE.

C. Hill Tribes Welfare Division

The Hill Tribes Welfare Division (HTWD) under the Department of Public Welfare, Ministry of Interior, is the major government agency responsible for the welfare and development of the hill tribe population. The major means of carrying out these responsibilities, are the provincial Hill Tribes Development and Welfare Centers and the approximately 200 Hill Tribes Development and Welfare Operations Units in the field. In each of these 200 clusters of villages, the Unit carries out community development efforts with emphasis on agriculture and health. Recently, these Units have begun responding to educational needs through the employment of "teachers" and establishment of "schools" in approximately 120 individual villages. However, both the "teachers" and the "schools" are non-accredited and, thus, no formal certificates of completion can be issued. Moreover, curricula are the same as those used by the PAO schools throughout the country and do not adequately respond to conditions in the hill areas.

On several occasions, the HTWD has expressed its concurrence with the basic concepts and components of the Project, particularly since it will involve working together to meet the needs of the hill people.

D. Project Administrative Provisions

1. DNFE Administrative Capability

The DNFE not only has a mandate to develop educational programs responding to the needs of the rural poor (e.g. hill area residents), but has the administrative authority and mechanisms to carry this out. Given the pilot period financial assistance provided by the AID grant, the DNFE, through the network of Education Officers and Supervisors and the NRRFEC

and the Chiang Mai LEC, and with the cooperation of the HTWD and other agencies, has sufficient administrative systems and support to implement this Project. While the NRNFEC maintains operational authority during the developmental stages, integration with the LEC, Education Offices, and Supervisory Units provides for operation and supervision in the future. These measures, combined with the DNFE's commitment of staff, budget, and resources from the outset, ensure administrative capability and willingness during the post-project phase. (For further discussion, see Annex J).

2. Inter-agency Involvement

Due to the numerous obstacles to inter-agency involvement inherent in government systems and regulations and a strong tradition of little practical cooperation among agencies, this Project is designed on the basis of close cooperation and mutual assistance between only two agencies - DNFE and HTWD. An unwritten objective here is to facilitate genuine cooperation between two agencies as an example and basis for future cooperation among several agencies. The potential success of this initial two-agency cooperation and assistance is reinforced by: especially good personal relations among staff; small cooperative efforts during the first 3 years; continued involvement of the HTWD during the Planning Phase leading up to this Project; the planned close working relations designed into this Project, together with administrative systems, resources, and incentives directed at this goal.

The involvement of other agencies (on a smaller scale) has been and will be facilitated through the following: commitments obtained during the Planning Phase; the expressed interest in the Project by a number of agencies; good relations between the DNFE and these agencies; the multi-agency development activities built into the Project; financial and other resources to assist these efforts; and the support and coordination afforded by national, regional and provincial committees.

Further insurance is given by the following:

- The HTWD has agreed to the general Project design, including the administrative model which places the head teacher under the supervisory authority of the Chief of the HTWD operational unit.

- The HTWD is presently providing one full time staff member to work in conjunction with the Planning Secretariat and one part time liaison officer (between HTWD and the Operations Division, DNFE). This same arrangement will continue during the implementation phase of the Project.
- In a recent Dept. of Public Welfare training seminar, the HTWD publicity praised the Operations Division, DNFE, for its exemplary cooperation and coordination with the HTWD.

3. Committees

In December of 1979, a Sub-committee for Education of the National Hill Tribes Committee was established and will function as the HAE Project Steering Committee. This Sub-committee is chaired by the Director-General of the DNFE.

The regional level Project Advisory Committee will be composed of representatives from those agencies participating in the Project. With the pre-project commitments obtained and the continuing involvement of these agencies built into the Project, there is expected to be sufficient motivation for the effective functioning of this committee.

The provincial level committees are already established and functioning as Provincial Hill Tribe Committees and merely require the addition of one or two new members capable of representing the Project.

The effective operation of all 3 levels of committees is provided for by Project financial support (e.g. travel and per diem) and the fact that this committee approach conforms to current Thai practice.

4. Cluster/Village Level Administration

National policy and recent educational reforms both call for decentralization of educational administration with increased participation in decision making and other administrative processes at the local level. This Project has been structured so as to coincide with these aims. At the village and cluster levels, the administration, as well as the development, operation, and evaluation of educational programs, will rest largely on the shoulders of village and cluster committees and the individual villagers. Assistance in these efforts will be rendered by the head teachers, teachers and HTWD staff in the field.

The details of operation of the field level administration system and an analysis of its technical practicality are contained in the Technical Analysis and other parts of this document. Support for the feasibility of such an approach within the Thai bureaucratic system derives from the following.

a. The flexibility of administration and operation of non-formal education in general and the particular flexibility of the new DNFE charged with developing educational programs directly relevant to local conditions.

b. The wide scope and lack of rigidity of the curricula to be developed which will require local level administration and decision-making in adapting more specific curricula to meet community needs.

c. The authority and support issuing from national policy and recent educational reforms.

d. The fact that such administrative measures will result in a reduced burden on the DNFE and Provincial and District Education Offices.

e. The institution of such a system under the 5 year pilot Project will provide a precedent for its continuation during the post-project phase.

E. USAID Assistance

Although much can be accomplished even without USAID financial assistance, such aid provides the means to overcome existing procedures and obstacles which would delay implementation and blunt the impact of such educational programs as conceived here.

Specifically, the following AID inputs will alleviate major impediments to Project success:

- Long term commitment of Funds. Under the Thai fiscal system, commitment of funds for a period exceeding one year is extremely difficult to achieve.
- Highly qualified Project staff. The Thai civil service and temporary hire system does not permit the payment of salaries adequate to retain the qualified staff required during the life of the Project.

- Technical assistance. Budgetary restrictions make it difficult to obtain sufficient qualified technical assistance.
- Equipment and supplies. Budgetary restrictions make it difficult to purchase the quality and quantity of equipment and supplies necessary to a developmental effort of this nature.
- Financial assistance for Project activities. The scope and quality of activities under this Project would normally be difficult to achieve due to budgetary restrictions.

DETAILED SOCIAL SOUNDNESS ANALYSIS

A. Sociocultural Feasibility

1. Characteristics of the Target Population

The immediate target population of this Project includes the residents of approximately 39 remote hill tribe villages in 6 sites distributed through 4 provinces in the Northern mountainous areas of Thailand (i.e. Chiang Rai, Chiang Mai, Mae Hong Son, and Lamphang). All 6 of the major tribes will be represented Yao, Akha, Muser, Lisu, Hmong, and Karen. The socio-economic status of this population falls far below that of the average lowland Thai. Specific differences include annual income of \$41 compared to \$391 for lowland Thais; 76% with no formal education compared to 26%; and possession of Thai citizenship by only 12%. Records and data collected by the Tribal Research Centre (TRC), HTWD and DNFE show sub-standard levels of nutrition, health, sanitation, housing, agricultural production, availability and use of government services, and representation at district and higher levels of government.

These people are largely animists, believing in the power and superiority of spirits. With decreasing isolation and growing contacts with Christian missionaries and lowland Thai Buddhists, a large number have become Christians and Buddhists themselves. Animistic beliefs have frequently proved to be an obstacle to improved nutrition, health and agricultural practices, with cause-effect relations attributed to spirits rather than to dietary intake, germs, etc.

Primary allegiances are generally to the family as well as to the village and the tribal group. Partially, as a result of the lack of Thai citizenship and education, there is sometimes little allegiance to the Thai nation. The national boundaries between Thailand and Burma and Laos are often not regarded as their boundaries. Village level decisions are ordinarily made by a village headman, who may confer with a deputy headman and some village elders. Village witch doctors may serve as the spiritual leaders and serve the medical needs of residents, sometimes even when more modern medicines and services are available. There is often a mix of 2 or 3 different tribes within a village, with few overt conflicts occurring.

The hill people are predominantly farmers, using swidden methods. Other crops grown include soybeans, sesame, some corn, and coffee recently introduced under HTWD, United Nations and other development programs. Opium is also grown by some tribes or villages (though this is decreasing) for either sale or personal use. Village patterns and personal lifestyles are usually dictated by these agricultural pursuits plus animistic beliefs and tribal cultures.

2. Educational Services

While adequate educational services are not yet available to the rural lowland Thai farmer everywhere, the situation is even worse in the hill areas. Only approximately 500 schools serve the hill tribe population in the North. Although the Provincial Administration Organization is the agency responsible for primary education in the hill areas (as well as throughout Thailand), due to budgetary and manpower restrictions, it cannot meet demand. As a result, the HTWD, missionary groups, and others have opened non-accredited schools to help meet hill tribe requests for education. Major shortcomings in the educational services provided include: insufficient availability of services; use of lowland Thai curricula which are not particularly relevant to conditions and needs in the hill areas; lack of accreditation of education (except in PAO and DNFE schools); lack of flexibility of educational approach (e.g. usually classroom lecture method) and scheduling, thus resulting in education which does not fit in with village and individual schedules and patterns; and general unavailability of adult educational services (except those few offered by the DNFE).

HTWD, TRC and DNFE contacts with residents of the remote hill areas have shown two recurring themes - requests for medical services and requests for education (especially that aimed at Thai literacy). To date, no agency or agencies have been able to meet the demand for education.

3. Sociocultural Impact

No adverse effects on the hill tribe societies or cultures are expected to result from this Project, because of the flexible non-formal approaches to be employed, the relevance of the curricula to everyday needs and conditions, the authority vested in the individual and the community in

selecting/rejecting and adapting educational programs, and the strong beneficiary participation in all elements of the program. On the contrary, the Project is designed so as to fit in with village patterns and needs and produce only positive sociocultural effects.

Discussion of specific points of social and cultural impact follow:

a. Integration vs. Assimilation

Although government policy is to integrate the hill people into the larger Thai society while taking care to preserve sociocultural differences to the extent possible, such is not always the case in practice. Efforts to prevent the swallowing up of the hill tribes population, with consequent loss of cultural identity, are uncoordinated and inadequate in scope. These people lack the skills and tools necessary in dealing with the lowland Thai population and government officials and, thus, are always at a disadvantage in their dealings with them.

Some groups see the hill peoples as a threat to national security (because they may not recognize national boundaries or have national allegiances) and would rather see them assimilated or returned to Burma and Laos.

Either integration or assimilation is inevitable. One of the major objectives of this Project is to prevent assimilation of the hill tribes population and prepare individuals and communities (through education, literacy, increased quality of life, and decision-making authority and systems) with the skills and tools to ensure a selective integration on "their own terms."

b. Relevance of Curricula

Curricula developed under this Project will relate directly to the needs and conditions existing in the hill areas. Following initial regional development, these curricula will be further developed, revised and adapted in the communities in which they will be used. Curricula will not be rigid and will have latitude of choice for individuals and villages as well. Likely topics of study might include: Thai language, vocational education, agricultural techniques, health practices, marketing, requirements and methods of requesting full Thai citizenship, community development, means of requesting local government services, and tribal culture.

Curricula, then will not only be designed to better meet local conditions and problems than current curricula, but will be subject to village level selection/rejection and re-development.

c. Flexibility of Approach

The non-formal educational approach to be used in this Project, with its flexibility of scheduling and activities, can be easily fitted around village and individual vocational and cultural requirements. Combined with the adaptable curricula, the resultant educational programs will be better able to respond to the needs and contingencies in the hill areas than current programs.

An example of the flexibility of approach might take the following form. In the morning, the majority of child learners want to practice their Thai conversation skills (the teacher supervises). A few older children want to work in the experimental soybean plot (the teacher gives advice and instructions). Another child wants to practice with some Thai readers (the teacher recommends and supervises). In the evening, most adult learners want to discuss the requirements for Thai citizenship (the teacher sits in on the group). Other learners want to study marketing and numeracy skills (the teacher suggests relevant self learning packages and assists).

d. Integration into Village Life

A number of Project components have been designed to facilitate the integration of the educational programs into village life.

(1) Qualified hill people will be recruited to fill the teaching positions in the villages. They will bring with them sociocultural knowledge of the tribes and language skills to assist during the transition period.

(2) Teachers will provide basic medicines and services, meeting an important need of the village and facilitating acceptance of the educational programs.

(3) Extensive baseline surveys of 2-4 months duration will be conducted by the new teachers prior to the introduction of educational programs. This will allow the teacher and village to become familiar with one another and provide a basis for determining the best method of introducing the programs.

(4) Village level administration through the VCs and local revision and adaptation of programs will further ensure integration of activities into village life.

e. Obstacles to Acceptance

As determined by previous surveys and the records and experience of the DNFE, TRC, HTWD, CU, and others, obstacles to Project acceptance will be few and minor. Two of these obstacles identified are:

(1) New concepts or practices introduced in the educational activities may conflict with existing beliefs and practices. This has not proved to be a problem during the preceding Functional Literacy Project (1976-1979) since learners are free to discuss and accept or reject what they like. Furthermore, curricula will be locally revised and adapted to meet village needs and interests.

(2) The more egalitarian role of women implicit in the Project and the educational programs may conflict with tribal traditions which generally relegate women to an inferior role. This has not proved to be a problem during the past Functional Literacy Project, although in some cases (e.g. Karen tribes) it was necessary to initially separate male and female learners.

f. Beneficiary Participation

A major design consideration of this Project was the inclusion of mechanisms and systems guaranteeing the active participation and decision-making authority of the target population. Although, such participation and authority may be a relatively new experience in many cases, the success of this approach will be facilitated by the following.

(1) The committee approach to regulation and operation of the educational program is new, particularly the Cluster Committee concept. However, there is precedent for this in many villages under HTWD responsibility, where village committees have been established to make village decisions regarding community development. Also, the headman in a village will often confer with his deputy and village elders before arriving at a decision. This constitutes, in essence, a committee approach. The Committee concept will also be supported by the nature and content of educational activities

as well as the teacher and HTWD officials. The authority and respect of HTWD officials and the teacher will help to ensure that committee composition fairly represents all elements in the village.

(2) The ability of the villagers and a village committee to actively take responsibility for education in the village, including its development/adaptation and evaluation, has been shown in a number of villages under the Hill Areas Functional Literacy Project. Indeed, these responsibilities have often extended to community development as well. Nevertheless, the realization of this situation requires sensitivity and perseverance on the part of the teacher and can be reinforced by the assistance provided by resident officials and educational activities.

(3) In this Project, local resource persons (i.e. villagers) will be utilized in providing education in areas of their expertise. Thus, villagers will not only be able to recognize their own capabilities, but take a more active part in community education. From previous experience, it has been found that after an initial "familiarization" period, adult villagers are generally quite willing to discuss their experiences and areas of knowledge.

Since the villagers and communities participating in this Project are given the responsibility and authority for program decisions, they can, in large part, determine for themselves what impact the Project will have on their lives and culture.

B. Spread Effects

1. Individual Spread Effects

The effects on the individual learner of the educational activities aimed at improving the quality of life under this Project include: Thai literacy and communication skills and general knowledge of Thai systems resulting in increased abilities in dealing with the Thai society and government agencies; improved nutrition and health practices; increased fulfillment of the requirements for Thai citizenship (e.g. Thai literacy, residency); opportunity to continue education in the larger Thai educational system; and improved vocational and agricultural practice, leading to increased productivity.

Spread effects will also issue from contacts between participating and non-participating individuals and communities. Not only will new ideas and practices spread from participant to non-participant, but non-participants will be motivated to study in programs or request similar services when they become aware of the gains made by participants.

Children of participating parents can also be expected to derive benefits resulting from improved nutritional, health and vocational practices. On the other hand, parents of participating children (7-14 years) will be subject to the diffusion of new ideas and practices aimed at improved quality of life. Children will also possess new skills (e.g. Thai literacy, knowledge about agriculture) which can be of assistance to the family.

2. Institutional Spread Effects

Several agencies (Supervisory Unit of the Department of General Education, Office of the Narcotics Control Board and the U.N. Programme for Drug Abuse Control) have already expressed an interest and the desire to employ elements of the Project in their own programs.

As the Project is implemented and various components become more fully developed and tested, these can be made available to other programs and agencies working with the hill tribe population (e.g. the Hill Areas Functional Literacy Program, HTWD and BPP schools, U.N. and other development programs).

Since this Project is primarily aimed at model development, the chief concern is preparation during the pilot phase of educational programs and systems which can be expanded to cover a much wider areas and population during the post-project phase.

Insurance of this post-project expansion is given by the following:

- The large role and involvement of the DNFE from the outset (e.g. budget, staff, resources, facilities) sets the precedent and provides for the integration of the developed programs into DNFE routine efforts.
- Scheduled preparations for post-project expansion during the final Project year.

- The strong and pervasive desire for education on the part of the target population.
- The example of the Hill Areas Functional Literacy Project: expected expansion from 90 villages during the final Project year (1979) to 120-150 villages during the succeeding year (1980).

C. Social Consequences and Benefits

1. Beneficiaries

Primary beneficiaries of this Project are the approximately 4,500 adults and children (7-14 years) resident in the 39 Project villages and participating in the educational activities. Since these activities will be freely and equally available to all residents, participation will be largely a result of self-selection. Nevertheless, several factors will influence this self-selection and benefits will be somewhat differentiated among groups as follows:

- Due to cultural restrictions and differing social duties, men are expected to show somewhat greater participation than women. Some predominance of boys in the children's program will also appear with increasing age. Special efforts will be made to encourage women's participation in order to compensate for the above tendency.
- The economically "better off" families in the village may also be able to participate to a greater extent, as well as be in a better position to make use of educational gains. However, the "better off" are very few and not much better off, and every effort will be made to encourage poorer residents
- Due to unavailability of free time and reduced interest, residents 35 years of age and over are not expected to participate as much as the younger generation.
- Committee (VC) membership is expected to somewhat favor the "better off" as a result of tradition and greater influence. This will be offset by teacher and HTWD official efforts to ensure a fair representation of all elements in the village.

Secondary beneficiaries will include: (1) the children and parents of individuals participating in the educational activities (reaping the benefits of new knowledge and health, agricultural and other practices), and (2) learners in other educational programs (e.g. Functional Literacy Program) making use of materials and methods developed under the Project.

No absolute adverse social or other impacts are expected to result. This Project has been designed so as to produce little or no disruption of community patterns, particularly with regard to providing for some at the expense of others.

2. Project Benefits

The following Project benefits are expected to accrue to program participants and the community.

a. Educational gains and consequent benefits as outlined in Individual Spread Effects above. The possession of an accredited education is an especially important key to recognition and advanced socio-economic status in the Thai society. It is a requirement for participation in the civil service system at all levels.

b. Increased participation and decision-making authority in the activities and processes that determine their own future. Through the establishment of Cluster and Village Committees and the exercise of control over the CECCs, VECs and other components of community life, the programs under this Project become their programs and their responsibility.

c. Improved organizational capabilities in dealing with village problems and issues (through the CCs and VCs).

d. Increased communications and other capabilities in contacts with the lowland Thais and government officials, with a resultant less disadvantaged position in these relations and increased ability to request and make use of government services.

e. Expanded possession of the qualifications for full Thai citizenship (e.g. Thai literacy, residency).

f. Expanded community development efforts, through integration with educational activities and complementarity of educational and HTWD programs.

g. Improved family planning, nutrition, housing, sanitation, and health and, thus, lower rates of mortality and illness and higher productivity.

h. Increased development of critical thinking-problem solving (kit pen) skills, with resulting increased ability to deal with daily problems and needs.

IMPLEMENTATION SCHEDULE
(Project Years)

ANNEX H

ACTIVITIES	Pre-Project	Year 1			
		1	2	3	4
Committee Meetings (Nat'l, Reg., Prov.)		Establish Committees	Meeting (all levels)		
Procurement of Equipment					
Technical Assistance *		PA engaged	SDC RC	CDA MPC VEC	SDC RC
Annual Plans & Reports		Ops. plan			Progr. report
Post-project Preparations					Ops.
Curriculum Preparation		Needs Assessment	Establish Committee Hold Seminar	Curriculum Workshop	
Materials Preparation				Workshop (grades 1-2)	Workshop (grades 1-2)
Try-out of Materials includes				Grades 1-2	
Revision of Materials evaluation					
Evaluations of Curr. & Materials					
Staff Recruitment & Selection		P.S. engaged	Teachers recruited & selected		
Teacher Training			Draft model Workshop	Pre-service training	
Seminars (training)			Hill people & HTWD		
Study Tours		Identify sites & staff & make preparations		Depart	Depart
Evaluations of Staff Development					Pre-Serv.
Design of Systems			Draft system	Inter-agency seminar	Rev. syst.
Site Visits					by P
Evaluations of Supervision					
Field Staff Activities					
Establishment of CCs, VCs, CECCs & VECs				Establish	VCs, Estab
CC & VC Meetings					VC
CC, VC & HTWD Staff Seminars					
Research & Data Gathering		Site survey & selection	Baseline survey		Resea gran
Cluster/village Level Evaluations (by field staff)		Design evaluations			
Annual Internal Evaluations & Follow-up		Design evaluations			1st y evalua
External Evaluations					Set u system

* PA = Project Advisor; BEC = Bilingual Education Consultant; CDC = Curriculum Development Consultant; MPC = Materials Preparation Consultant; SDC = Staff Development Consultant; EC = Evaluation Consultant; RC = Research Consultant; VEC = Vocational Education Consultant

1	2	3	4	1	2	3	4
Meeting (all levels)				Meeting (all levels)			
PA departs		RC		RC			EC
			Progress report Ops. plan Draft Ops. plan	Inter-agency seminar & selection	Site survey & selection		Progress report Ops. plan
Revision (grades 3-4)				Revision (grades 5-6)	MOE approves final curricula		
Teach mats (grades 5-6)							
Teach mats (grades 5-6)			Seminar (grades 5-6)				
Revise in- service model			Regional in-service	Revise in- service model		Regional in-service	
Hill people & HTWD	Inter- agency	Teachers				Teachers	
Teacher performance Cluster revision		Cluster revision	In-service Regional revision	Teacher performance Cluster revision		In-service Regional revision	Teacher performance
by PS	by PS	by PS	by PS	by PS	by PS	by PS	by PS
Cluster level		Cluster level	Regional level	Cluster level		Regional level	
conducted by head teachers							
VC	CC	VC	VC	VC	CC	VC	VC
		at NRNFEF Research grants		Research grants		at NRNFEF	
	Mid year		End of year		Mid year		End of year
Follow-up			4th year evaluation	Follow-up		End-of-project evaluation	
Follow-up						End-of-project	project

ANNEX IPROJECT OF COST ESTIMATES BY YEARS
(AID FUNDS)

PROJECT COMPONENT	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
1. Technical Assistance	239,460	72,119	82,587	5,990	4,620	404,774
2. Local Personnel Costs	73,355	72,322	76,413	77,582	83,446	383,118
3. Administration & Coordination	10,850	11,985	13,310	14,837	19,839	70,821
4. Research	3,000	3,300	3,630	3,993	4,392	18,315
5. Evaluation	3,600	3,600	18,600	3,600	23,600	53,000
6. Cluster/village Operations	6,190	25,945	28,590	30,159	29,406	120,290
7. Staff Development	44,740	26,320	8,522	4,138	3,955	87,675
8. Supervision	2,080	7,968	8,765	8,843	9,726	37,382
9. Curr. & Materials Development	22,500	27,400	28,160	33,712	16,000	127,772
10. Medical Supplies	6,600	7,200	8,920	8,712	10,783	42,215
11. Equipment	103,382	-	-	-	-	103,382
Sub-total (includes 10% annual inflation)	515,757	258,159	277,497	191,566	205,767	1,448,746
Contingency (10% of sub-total)						151,254
TOTAL						1,600,000

TECHNICAL ASSISTANCE

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Project Advisor (3 years)	57,340	61,229	72,786	-	-	191,355
Locally Contracted Experts (40½ m/m)						
1. Research (9½ m/m @900/m)	1,800	2,970	2,178	2,396	660	10,004
2. Vocational Education (including agr. and appropriate technology (6 m/m @900/m)	900	2,970	2,178	-	-	6,048
3. Training (13 m/m @900/m)	1,800	990	-	-	-	2,790
4. Curriculum and Materials Development (18 m/m @900/m)	5,400	2,970	3,267	3,594	3,960	19,191
5. Bilingual Education (3 m/m @900/m)	900	390	1,089	-	-	2,979
6. Cooperative Extension (1 m/m @900/m)	-	-	1,089	-	-	1,089
Sub-total	10,800	10,890	9,801	5,990	4,620	42,101
Contracted Expatriate TA (11½ m/m)						
1. Bilingual Education (1½ m/m)	-	13,425	-	-	-	13,425
2. Materials Production (3½ m/m)	16,850	13,425	-	-	-	30,275
3. Curriculum Development (1½ m/m)	13,425	-	-	-	-	13,425
4. Staff Development (4 m/m)	16,850	16,850	-	-	-	33,700
5. Evaluation (1 m/m)	10,000	-	-	-	-	10,000
TA Organization Costs						
- Overhead (60%)						60,495
- Direct Costs						10,000
Sub-total						171,320
TOTAL						
(All items include 10% annual inflation)						404,776

LOCAL PERSONNEL COSTS*

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Project Secretariat (11)</u>						
1. Salaries (9)						
-Coordinators (2) @\$3,300/yr 10%						
-Coordinators (6) @\$2,700/yr annual						
-Secretary (1) @\$1,680/yr increase						
2. Housing (11) @\$600/yr + 10% annual increase						
3. Benefits (9) @15% of salary + 10% annual increase						
4. Travel (11) @\$15/trip x 20 trips/yr + 10% annual increase						
5. Per diem & lodging (11) @\$15/day x 120 days/yr	55,777	59,615	63,830	68,443	73,518	321,183
<u>Project Officers (3)</u>						
1. Travel (3) @\$30/trip x 12 trips/yr + 10% annual increase						
2. Per diem & lodging (3) @\$15/day x 80 days/yr	4,680	4,788	4,907	5,038	5,182	24,595
<u>Local Consultant (3.5 m/m per year, ave.)</u>						
1. Fees @\$15/day x 100 days						
2. Travel @\$30/trip x 10 trips/yr						
3. Per diem & lodging @\$15/day x 100 days/yr	3,600	3,300	3,300	1,650	1,650	16,500
<u>Cluster/village indigenous support</u>						
1. Fees @\$2/day x 1,240 man/days/yr (ave.) + 10% annual inflation	4,798	3,000	2,500	1,451	2,506	14,255
<u>Interpreters</u>						
1. Fees @\$7.50/day x 150 days/yr (ave.) + 10% annual inflation	1,500	1,619	1,876	1,000	590	6,585
TOTAL (includes 10% annual inflation)	73,355	72,322	76,413	77,582	83,446	383,118

* Personnel engaged in all areas of Project operations, including: administration, coordination, staff development, research, evaluation, curriculum & materials & production, supervision, and cluster operations.

ADMINISTRATION AND COORDINATION

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Committee Meetings</u>						
1. Steering \$40 x 20 persons) Travel,						
2. Advisory \$50 x 20 persons) per diem & lodging						
3. Provincial \$25 x 40 persons) (includes 10% annual inflation)	2,800	2,900	3,010	3,131	3,264	15,105
<u>Inter-agency Seminars</u>						
@\$50 x 25 persons travel, per diem, lodging, and support (includes 10% annual inflation)	1,250	1,375	1,513	1,664	1,830	7,632
<u>Printed Materials</u>						
(including progress reports)	3,500	3,850	4,235	4,660	5,126	21,371
<u>Office Materials & Supplies & Gasoline</u>						
(includes 20% annual inflation for gasoline)	3,300	3,860	4,552	5,382	6,469	23,563
<u>Post-project Preparations</u>						
1. Planning seminar \$70 x 25 persons	-	-	-	-	3,150	3,150
2. Draft operations plans \$70 x 20 persons						
(All items include 10% annual inflation)						
TOTAL	10,850	11,985	13,310	14,837	19,839	70,821

R E S E A R C H

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Research Grants</u>						
3 studies/yr @\$1,000/study (includes 10% annual inflation)	3,000	3,300	3,630	3,993	4,392	18,315
TOTAL	3,000	3,300	3,630	3,993	4,392	18,315

EVALUATION

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Baseline Surveys & Basic Data Gathering</u>	1,000	1,000	1,000	1,000	1,000	5,000
<u>Cluster/village Level Evaluations</u>	1,000	1,000	1,000	1,000	1,000	5,000
<u>Annual Internal Evaluations</u>	1,600	1,600	1,600	1,600	1,600	8,000
<u>Mid-project & End-of-Project Evaluations</u>	-	-	15,000	-	20,000	35,000
TOTAL	3,600	3,600	18,600	3,600	23,600	53,000

CLUSTER OPERATIONS

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Working Groups</u>						
-Travel (\$12.50 x 20 persons) -Per diem & lodging (\$15/day x 5 days x 20 persons) (includes 10% annual inflation)	1,750	1,925	2,118	1,000	500	7,293
<u>Teacher Travel</u>						
@\$60/yr x 48 persons (includes 10% annual inflation)	1,440	2,880	3,168	3,485	3,833	14,856
<u>HTWD & Head Teacher Support</u> e.g. gasoline, materials						
@\$300/yr x 12 persons (includes 20% annual inflation for gasoline)	1,800	3,600	3,960	4,356	4,792	18,508
<u>CECC & VEC Support Costs</u> (e.g. kerosene, chalk, paper, etc.)						
1. CECC @\$600/yr x 6 centers 2. VEC @\$240/yr x 36 centers (includes 10% annual inflation - 20% for kerosene)	-	12,240	13,464	14,810	16,291	56,805
<u>CECC & VEC Material Production Costs</u> (e.g. teaching learning aids)						
1. CECC @\$200/yr x 6 centers 2. VEC @\$100/yr x 36 centers (includes 10% annual inflation)	1,200	5,300	5,880	6,508	3,990	22,878
TOTAL	6,190	25,945	28,590	30,159	29,406	120,290

STAFF DEVELOPMENT

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Teacher Selection Workshop</u> @\$50 x 25 persons	1,250	-	-	-	-	1,250
<u>Staff Development Model</u>						
1. Seminar \$50 x 25 persons	2,750	-	-	-	-	2,750
2. Workshop \$50 x 30 persons						
<u>Project Staff Preparatory Seminar</u> \$30 x 48 persons	1,440	-	-	-	-	1,440
<u>Pre-service Teacher Training</u>						
1. Inter-agency \$450 x 48 persons						
2. Field level \$100 x 48 persons						
3. Materials \$50 x 48 persons	28,800	-	-	-	-	28,800
<u>In-service Teacher Training</u>						
1. Regional \$35 x 48 persons						
2. Cluster level \$5 x 48 persons (includes 10% annual inflation)	-	1,920	2,112	2,323	2,555	8,910
<u>Villager/HTWD/Educ. Off. Seminars</u> (includes 10% annual inflation)	-	600	690	726	800	2,786
<u>Specialized Supplementary Training</u> \$150 x 6 persons (includes 10% annual inflation)	-	900	990	1,089	600	3,579
<u>Inter-agency Training Review Seminar</u> \$60 x 20 persons	-	1,200	-	-	-	1,200
<u>Study-tours</u>						
1. Asian region \$1,500x18 persons (includes 10% annual inflation)						
2. U.S. \$2,500 x 2 persons	10,500	21,700	4,760	-	-	36,960
TOTAL	44,740	26,320	8,522	4,138	3,955	87,675

S U P E R V I S I O N

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Development of Supervisory Systems</u>						
1. Inter-agency seminar \$50 x 20 persons	1,600	660	726	-	-	2,986
2. Model development workshop \$60 x 10 persons						
3. Review & revision of model \$66 x 10 persons x 2 times/yr						
<u>Field Supervision</u>						
1. by CC & VC @\$900/yr (supplies & materials)						
2. by head teachers @\$600/yr						
3. by involved agencies (\$2,400/yr (per diem & lodging) (includes 10% annual inflation)	-	3,900	4,290	4,719	5,190	18,099
<u>Regional Head Teacher Meetings</u>						
\$40 x 6 persons x 2 times/yr (includes 10% annual inflation)	480	528	581	639	703	2,931
<u>Provincial Teacher Educ. Supervisor Meetings</u>						
\$30 x 48 x 2 times/yr (includes 10% annual inflation)	-	2,880	3,168	3,485	3,833	13,366
<u>Inter-agency Follow-up of Cluster Activities</u>						
1. Field work \$70 x 18 persons	-	2,290	2,519	2,770	3,048	10,627
2. Debriefing meetings \$35 x 18 persons (includes 10% annual inflation)						
TOTAL	2,080	10,258	11,284	11,613	12,774	48,009

CURRICULUM & MATERIALS DEVELOPMENT

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
<u>Curriculum Development (adult & child's)</u>						
1. Inter-agency seminar \$50 x 20 persons						
2. Curriculum preparation workshop \$50 x 15 persons						
3. Review & revision of curricula \$50 x 15 persons	2,500	-	-	-	-	2,500
<u>Preparation of Final Curricula</u>						
1. Children's \$90 x 20 persons	-	3,600	3,960	4,356	-	11,916
2. Adult's \$90 x 20 persons (includes 10% annual inflation)		(level 1-2)	(level 3-4)	(level 5-6)		
<u>Preparation of Learning Materials</u>						
1. Workshop \$70 x 20 persons	3,200	3,520	3,872	-	-	10,592
2. Field testing \$70 x 15 persons	(level 1-2)	(level 3-4)	(level 5-6)			
3. Revision \$50 x 15 persons (includes 10% annual inflation)						
<u>Preparation of Teaching/learning Aids</u>						
\$300 x 48 sets (includes 10% annual inflation)	14,400	15,840	17,424	-	-	47,664
<u>Printing of Learning Materials (1st draft)</u>						
1. Learning packages \$3 x 2,400 copies (level 1-2)	2,400	2,640	2,904	-	-	7,944
2. Reading materials \$3 x 1,800 copies (includes 10% annual inflation)	-	1,800 (level 1-2)	-	4,356 (level 3-6)	-	6,156
<u>Printing of Learning Materials (Final draft)</u>						
1. Learning packages \$5 x 5,000 copies	-	-	-	25,000	-	25,000
2. Reading materials \$4 x 4,000 copies	-	-	-	-	16,000	16,000
TOTAL	22,500	27,400	28,160	33,712	16,000	127,772

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MEDICAL SUPPLIES

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Medicines \$1,200 x 6 clusters (includes 10% annual inflation)	3,600	7,200	7,920	8,712	9,583	37,015
Printed materials	3,000	-	1,000	-	1,200	5,200
TOTAL	6,600	7,200	8,920	8,712	10,783	42,215

EQUIPMENT
(See following Detailed Equipment List)

ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Transportation	43,020	-	-	-	-	43,020
Office Equipment	13,975	-	-	-	-	13,975
Educational Equipment	19,360	-	-	-	-	19,360
Field Equipment	20,050	-	-	-	-	20,050
Special Equipment Contingency	6,977	-	-	-	-	6,977
TOTAL	103,382	-	-	-	-	103,382

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DETAILED EQUIPMENT LIST
(US\$)

CATEGORY/ITEM	UNIT COST	NO. OF UNITS			TOTAL
		VILLAGE	CLUSTER	SECRETARIAT	
<u>Transportation(T)</u>					
T 1 4 wheel, right hand drive, off-road vehicle, w/spare parts	12,000	-	-	2 ^{a/}	24,000
T 2 ½ ton 4wd pickup truck	9,000	-	-	1	9,000
T 3 Motorcycle, 125 cc, 4 cycle	1,200	-	6 ^{b/}	2	9,600
T 4 Bicycle	60	-	6	1	420
Sub-total					43,020
<u>Office Equipment(OE)</u>					
OE 1 Typewriter, electric, dual language, w/3 heads	1,500	-	-	1	1,500
OE 2 Typewriter, manual, Thai	400	-	6	2	3,200
OE 3 Duplicating machine, electric	1,000	-	-	1	1,000
OE 4 Duplicating machine, manual	500	-	6	-	3,000
OE 5 Photocopier	2,500	-	-	1	2,500
OE 6 Stencil cutter, w/stencils	2,000	-	-	1	2,000
OE 7 Fans, standing	80	-	-	5	400
OE 8 Calculator, w/printer	250	-	-	1	250
OE 9 Water cooler	125	-	-	1	125
Sub-total					13,975

a/ One vehicle used mainly by LEC

b/ Project personnel transportation

CATEGORY/ITEM	UNIT COST	NO. OF UNITS			TOTAL COST
		VILLAGE	CLUSTER	SECRETARIAT	
<u>Education Equipment (EE)</u>					
EE 1 Camera 35 mm, SLR, w/ accessories	900	-	-	1 ^{c/}	900
EE 2 Camera, Instamatic, w/ flash and close-up stand	40	-	6 ^{d/}	2	320
EE 3 Slide projector, battery	50	36	6 ^{d/}	1	2,150
EE 4 Slide projector, synch. w/10 slide trays	300	-	-	1 ^{c/}	300
EE 5 Silk screening apparatus, w/supplies	80	-	6 ^{d/}	1	560
EE 6 Cassette recorder, w/24 tapes	160	-	6 ^{d/}	2	1,280
EE 7 Cassette recorder/radio, w/12 tapes	175	36	-	2	6,650
EE 8 Cassette recorder/tuner/ amplifier, w/60 tapes	500	-	-	1 ^{c/}	500
EE 9 Radio, portable	50	-	6	-	300
EE10 Overhead projector	300	-	-	1 ^{c/}	300
EE11 Movie camera & projector	1,200	-	-	1 ^{c/}	1,200
EE12 Teaching/learning aid kits (e.g. charts, books, posters)	100	36	12	1	4,900
Sub-total					19,360

CATEGORY/ITEM	UNIT COST	NO. OF UNITS			TOTAL COST
		VILLAGE	CLUSTER	SECRETARIAT	
<u>Field Equipment (FE)</u>					
FE 1 Hurricane lanterns	60	108 ^{e/}	36 ^{f/}	-	8,640
FE 2 Carpentry kit	100	36	6	1	4,300
FE 3 Agricultural kit	50	36	6	1	2,150
FE 4 Sleeping bag	40	-	-	10	400
FE 5 Sleeping materials	20	36	18 ^{g/}	-	1,080
FE 6 Housekeeping materials	25	36	12	-	1,200
FE 7 Backpacks	30	36	12	12	1,800
FE 8 Flashlights	5	36	12	-	240
FE 9 Canteens	5	36	12	-	240
Sub-total					20,050
Sub-total (all categories)					96,405
Special Equipment Contingency					6,977
TOTAL					103,382

c/ For regional level training and materials production

d/ For cluster level training and materials production

e/ Per village, includes replacements

f/ 6 per cluster

g/ Reserve for visitors

PROJECTION OF RTG CONTRIBUTIONS BY YEARS
(in baht - US\$ = 20 baht)

PROJECT COMPONENTS/ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
1. <u>Expatriate Technical Assistance</u>						
A. Office space facilities	13,300	10,450	11,737	-	2,343	36,830
B. Vehicle support	10,000	7,700	8,712	-	1,025	27,437
C. Staff support	32,000	22,000	24,563	-	4,392	82,955
*D. Project technical advisors support (includes 10% annual inflation)	180,000	220,000	240,000	-	-	640,000
Sub-total	235,300	260,150	285,012	-	7,760	787,222
2. <u>Local Personnel Costs</u>						
A. Administrative Staff						
-Project Director) 10% of						
-Deputy Project Director) salary						
-Liaison Officers (2) 20% of salary	37,680	41,448	45,593	50,152	55,167	230,040
B. Committee Members						
-Steering (20))						
-Advisory (20)) .2 m/m x 5,000	80,000	88,000	96,800	106,480	117,128	488,408
-Provincial (40))						
C. DNFE (NRNFEC) Support Staff						
-Technical 16 m/m x 3,300						
-Clerical, custodial, etc. 6 m/m x 1,400	61,200	67,320	74,052	81,457	89,603	373,632
D. Other Agency Support Staff (e.g. field operations, seminars, workshops)						
-HTWD 9 m/m x 3,000						
-Others 24 m/m x 3,600	113,400	124,740	137,214	113,202	23,400	511,956

* DTEC contribution

PROJECT COMPONENTS/ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
E. Field Staff						
-Head teachers (6) ₦30,000/yr						
-Regular teachers (42) ₦20,400/yr (All items include 10% annual inflation)	518,400	1,140,480	1,254,528	1,379,980	1,517,979	5,811,367
F. Additional NRNFEK Staff (3)	260,000	300,000	340,000	-	-	900,000
Sub-total	1,070,680	1,761,988	1,948,187	1,731,271	1,803,277	8,315,403
3. Administration & Coordination						
A. Office space & maintenance (₦60,000/yr)	60,000	66,000	72,600	79,860	87,846	366,306
B. Office supplies (₦24,000/yr)	24,000	26,400	29,040	31,944	35,138	146,522
C. Administration & coordination support costs (DNFE, HTWD & education offices) ₦20,000/yr	20,000	22,000	24,200	26,620	29,282	122,102
D. Support costs for committee meetings 3/yr x ₦3,000	9,000	9,900	10,890	11,979	13,177	54,946
E. Support costs for seminar, workshops, etc. ₦4,500/activity (All items include 10% annual inflation)	45,000	59,400	65,340	35,937	32,942	238,619
Sub-total	158,000	183,700	202,070	186,340	198,385	928,495
4. Research						
Research grant processing @₦3,000/study + 10% annual inflation	9,000	9,900	10,890	11,979	13,177	54,946
5. Evaluation						
Supporting costs + 10% annual inflation	18,000	19,800	41,780	23,958	46,354	149,892
6. Cluster Operations						
A. Supplementary materials/activities (e.g. newspaper, interest groups, vocational training, etc.) 36 x ₦6,000/yr	-	108,000	237,600	261,360	287,496	894,456

PROJECT COMPONENTS/ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
B. Kerosene for hurricane lanterns 36 x ₦3,800/yr	16,480	165,528	200,290	242,350	293,245	917,893
* C. Supplementary construction costs (CECC & VEC)	-	160,000	-	-	-	160,000
(Items A and B include 10% and 20% annual inflation, respect.)						
Sub-total	16,480	433,528	437,890	503,710	580,741	1,972,349
7. Supervision						
A. Support costs of seminars, workshops, etc. ₦4,500/activity	13,500	9,900	10,890	11,979	13,177	59,446
B. Support costs for education officers & LEC staff	2,000	19,800	21,780	23,958	26,354	93,892
C. Support costs for inter-agency follow-up & supervision (All items include 10% annual inflation)	-	17,600	19,360	21,296	23,426	81,682
Sub-total	15,500	47,300	52,030	57,233	62,957	235,020
8. Staff Development						
A. Support costs for staff recruitment & selection	60,000	20,000	-	10,000	-	90,000
B. Support for seminars, workshops, etc. ₦4,000/activity	16,000	8,800	14,520	15,972	5,856	61,148
C. Support costs for teacher training (e.g. faculties, materials, supplies)	80,000	48,400	29,040	31,944	35,138	224,522
D. Support costs for study tours (₦6,000/tour)	12,000	19,800	7,260	-	-	39,060
E. Support costs for evaluations (All items include 10% annual inflation)	16,000	13,200	14,520	15,972	17,569	77,261
* F. Teacher training & air fares	400,000	280,000	60,000	-	-	740,000
Sub-total	584,000	390,200	125,340	73,888	58,563	1,231,991

PROJECT COMPONENTS/ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
9. Curriculum & Materials Development						
A. Support costs for workshops, seminars, etc.	39,000	69,300	56,265	24,624	6,588	195,777
-curriculum develop @P4,500/activity						
-materials develop @P7,000/activity						
B. Production of teaching/learning aids						
-facilities @P12,000/activity	30,000	33,000	36,300	-	-	99,300
-supplies @P18,000/activity						
C. Printing of learning materials (1st draft)						
-facilities @P12,000/activity	28,000	61,600	33,880	37,268	-	160,748
-supplies @P16,000/activity						
D. Printing of learning materials (final draft)						
-facilities @P120,000	-	-	-	270,000	297,000	567,000
-supplies @P150,000						
* (All items include 10% annual inflation)						
E. Supplementary preparation & printing costs	100,000	140,000	160,000	1,080,000	600,000	2,080,000
Sub-total	197,000	303,900	286,445	1,411,892	903,588	3,102,825
10. Medical Supplies						
A. DH & HTWD support costs	12,000	13,200	14,520	15,972	17,569	73,261
* P12,000/yr + 10% annual inflation						
B. Medical supplies	132,000	144,000	178,000	174,000	212,000	840,000
Sub-total	144,000	157,200	192,520	189,972	229,569	913,261

PROJECT COMPONENTS/ITEMS	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
11. Equipment						
A. Procurement (administration, transportation & other supply costs)	80,000	44,000	-	-	-	124,000
B. Maintenance of vehicles						
-4 wd off-road (2) @15,000/yr	-	64,000	70,400	77,440	85,184	297,024
-Pick up (1) @10,000/yr						
-Motorcycles (8) @3,000/yr						
C. Office equipment maintenance	-	6,000	11,000	12,100	13,310	42,410
D. Cluster equipment maintenance	-	3,000	3,300	3,630	3,993	13,923
(All items include 10% annual inflation)						
* E. Local equipment	80,000	-	-	-	-	80,000
Sub-total	160,000	117,000	84,700	93,170	102,487	557,357
TOTAL	2,607,960	3,684,666	3,666,864	4,283,413	4,006,858	18,248,761

ANNEX J

PROGRAM REPLICABILITY

Considering the numbers of direct beneficiaries of this Project; costs might be considered relatively high. The major purpose of this Project, however, is not to benefit hill peoples during the pilot phase but after the pilot phase on a much larger scale. This Project is, to a fair degree, analagous to the Educational Reforms (from which the Project borrows) recently (1977) instituted in Thailand. The ability to initiate those reforms on a very wide scale was dependent on large development costs (e.g. curriculum and materials and staff development) just as in the present Project. However, once the development stage has been passed, economical dissemination of the materials, methodologies, programs, etc. can be accomplished quite economically.

In the present case, the capability of the government to replicate developed programs over a much larger target population will be facilitated by the following:

1. All major development costs will have been met during the AID assisted pilot phase:
2. All major systems, models and materials will have been designed, tested and accepted during the pilot phase
3. The RTG will have assumed large portions of financial, manpower, and resource responsibility from the outset (e.g. teacher salaries and support staff and facilities).
4. The DNFE, with the assistance of the NRNFEFC, the Chiang Mai LEC and District Education Officers and Provincial Education Supervisors, will be in a position to continue and expand programs.
5. By the end of the Project, a 6 person Hill-Areas Education Unit attached to the NRNFEFC will be established and functioning (See Annex D for details).
6. Programs can expect to receive continuing support from national, regional, and provincial committees.
7. The cooperation and coordination of various agencies during the Project will set a precedent for their continuing support.

8. Sufficient teaching staff will continue to be available.

9. Systems and committees set up at cluster/village level (e.g. CC, VC, self-supervision, cluster level in-service training) are largely self-regulating and require very little budget.

10. Post-project costs will be competitive with primary education costs throughout the nation.

A summary of estimated recurring program costs is presented in Table I. These costs are based on first year Project cost estimates (exclusive of program development costs) and are deemed to be those costs necessary to successful continuation of the program by the RTG at the conclusion of the pilot phase.

Comparison of annual per capita costs of $\text{B}970$ for this program and annual per capita costs of $\text{B}1,204$ (see Table II) for primary education in Thailand shows that these recurring costs are not only competitive with existing primary education, but are lower by $\text{B}234$. However, these figures are not directly comparable and are biased against this program since this program's objectives and services are much wider than those of ordinary primary education. The wider scope of these objectives and services includes:

- Adult primary education
- Additional community participation in educational activities (i.e. unregistered learners)
- Medical services
- Integrated education and development activities
- Additional educational services (e.g. self-study packages, newspapers, vocational education)

Thus, the educational program developed under this Project will not only be competitive in cost with existing primary education, but will provide a greater range of services, making its continuation and expansion by the RTG an economical response to educational needs.

Table I Annual Program Costs Per One Cluster
(based on 1980 costs)

		Unit: baht [*]
Item	Remarks	Annual Per Cluster
<u>Personnel</u>		
- Liaison (2 @20% of salary	17,280 (10 clusters)	1,728
- DNFE full time operations staff (6)	138,000 (10 clusters)	13,800
- DNFE parttime support staff (12 m/m)	22,800 (10 clusters)	2,280
- Other agency support staff (9 m/m)	26,100 (10 clusters)	2,610
- Head teacher (1)		30,000
- Teachers (6)		122,400
- Teacher travel (7 @฿1,200/yr)		8,400
Sub-total		181,218
<u>Administration and Coordination</u>		
	86,000 (10 clusters)	8,600
<u>Research</u>		
	20,000 (10 clusters)	2,000
<u>Evaluation</u>		
	40,000 (10 clusters)	4,000
<u>Cluster Operations</u> **		
- Construction of CECC (1)	8,000)	1,333
- Construction of VEC (5)	20,000) replaced after	3,333
- Educational equipment	57,600) 6 years	9,600
- Office equipment	18,800)	3,133
- Field equipment	47,900)	7,984
- Materials, supplies, etc.		62,000
Sub-total		87,383
<u>Staff Development</u>		
- Pre-service	360,000 (10 clusters; every 4 yrs)	9,000
- In-service	64,000 (10 clusters)	6,400
- Teacher selection	20,000 (6 clusters; every 4 yrs)	833
Sub-total		16,233

* US\$1 = 20 Baht

** See Table III for itemized budget

Item	Remarks	Annual Per Cluster
<u>Supervision</u>	96,000 (10 clusters)	9,600
<u>Curriculum and Materials Development</u>		
- Regional	60,000 (10 clusters)	6,000
- Field		4,000
Sub-total		10,000
<u>Medical Supplies</u>		30,000
TOTAL		349,034

Per capita Costs

₪349,034 ÷ 360 learners* = ₪970 per year

* Estimates 60 registered child and adult learners in each of 6 villages in a cluster. Does not include secondary beneficiaries not taking full advantage of all program activities.

Table II Projected Primary Level Education
Costs for 1980*

Projected 1980 Enrollment	Projected 1980 Budget	Per Capita Costs
9,137,486	11,001,740,000 baht	1,204 baht

* Office of the National Education Commission, National Education
Development Plan (1977-1981) pp. 23, 27.

Table III Cluster Operations Itemized Budget

	Unit: Baht
Category/Item	Cost Per Cluster
<u>Construction of CECC (1)</u>	8,000 (6 yrs)
<u>Construction of VEC (5) @4,000 each</u>	20,000 (6 yrs)
<u>Educational Equipment</u>	
- Camera, instamatic (6) @800 each	4,800
- Silk screening equipment (6) \$1,600 each	9,600
- Slide projector, battery (6) @1,000 each	6,000
- Cassette recorder/radio (6) @3,500 each	21,000
- Radio, portable (1) @1,000 each	1,000
- Teaching/learning kit (6) @2,000 each	12,000
<u>Sub-total</u>	57,600 (6 yrs)
<u>Office Equipment</u>	
- Typewriter (1) @8,000	8,000
- Duplicator (1) @10,000	10,000
- Cabinet (1) @800	800
<u>Sub-total</u>	18,800 (6 yrs)
<u>Field Equipment</u>	
- Lanterns (15) @1,200	18,000
- Carpentry kit (6) @2,000	12,000
- Agriculture kit (6) @1,000	6,000
- Sleeping materials (7) \$400	2,800
- House keeping materials (7) @500	3,500
- Backpack, flashlight and canteen (7) @800	5,600
<u>Sub-total</u>	47,900 (6 yrs)
<u>Materials, Supplies, Etc.</u>	
- Kerosene (6) @3,000/yr	18,000
- CECC supplies (1) @6,000/yr	6,000
- VEC supplies (5) @4,800/yr	24,000
- CECC materials production (1) @4,000/yr	4,000
- VEC materials production (5) @2,000/yr	10,000
<u>Sub-total</u>	62,000 (yr)
<u>TOTAL</u>	87,383 (yr)

PROJ: 4493-0000

DEPARTMENT OF TECHNICAL AND ECONOMIC COOPERATION

Krung Kasem Road, Bangkok, Thailand

Cable: DTEC

TEL. 817555

ANNEX E

Date Received

5 MAR 1966

No. 1803(1)/1/1/26

March 5, B.E. 2509

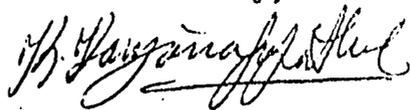
Mr. Robert M. Brindley
Director
Office of Technical and Economic Cooperation
Bangkok.

Dear Mr. Brindley,

Please refer to your letter dated February 2, 1966, forwarding the draft Project Paper on Hill Areas and request for our consideration.

This is to inform you that the mentioned draft Project Paper has been reviewed and received approval from the concerned agency. DTEC, therefore, would like to confirm the request for assistance under this project.

Yours sincerely,



Kittipan Kanjanapitkul
Director, USAID/Sub-Division

DISTRIBUTION	
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D	✓
EXO	✓
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TRG	
EMB	
C&R	✓

USAID/Sub-Division
DEC-I
Tel. 2810966, 2813963

STATUTORY CHECKLIST

I. COUNTRY CHECKLIST

A. General Criteria for Country Eligibility

1. FAA Sec. 116. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights?
2. FAA Sec. 481. Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully?
3. FAA Sec. 620(b). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement?
4. FAA Sec. 620(c). If assistance is to government, is the government liable as

A. General Criteria for Country Eligibility

Yes. N/A.

No.

Yes.

No.

debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government?

5. FAA Sec 620(e) (1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? No.
6. FAA Sec. 620(a), 620(f); FY 79 App. Act, Sec. 108, 114 and 606. Is recipient country a Communist country? Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola? No.
7. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression? (a) No.
(b) No.
8. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property? No.
9. FAA Sec. 620(l). If the country has failed to institute the investment guaranty program for The investment guaranty program is in effect.

the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason?

10. FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec. 5. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters:
- No such seizures have taken place.
- a. has any deduction required by the Fishermen's Protective Act been made? a) N/A
- b. has complete denial of assistance been considered by AID Administrator? b) N/A
11. FAA Sec. 620; FY 79 App. Act, Sec. 603.
- (a) Is the government of the recipient country in default for more than 6 months on interest or principal of any AID loan to the country? a. No.
- (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds? b. No.
12. FAA Sec. 620(s). If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget which is for military expenditures, the amount of foreign exchange spent on military equipment and the amount spent for the purchase of sophisticated weapons systems? Development Assistance Grant Funds are proposed. In any cases, yes, as reported in annual report on implementation of Sec. 620(s).

13. FAA Sec. 620(e). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No. N/A
14. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? Not in arrears.
15. FAA Sec. 620A, FY 79 App. Act, Sec. 607. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism? Not to the knowledge of the Mission.
16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? No.
17. FAA Sec. 669, 670. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after August 3, 1977 although not a "nuclear-weapon State" under the nonproliferation treaty? No.

B. Funding Criteria for Country Eligibility

1. Development Assistance Country Criteria

- a. FAA Sec. 107(b)(4). Have criteria been established and taken into account to assess commitment progress of country in effectively involving the poor in development, on such indexes as: (1) increase in agricultural productivity through small-farm labor intensive agriculture, (2) reduced infant mortality, (3) control of population growth, (4) equality of income distribution, (5) reduction of unemployment, and (6) increased literacy? Yes, See FY 1979. CDSS.
- b. FAA Sec. 107(d)(1). If appropriate, is this development (including Sahel) activity designed to build motivation for smaller families through modification of economic and social conditions supportive of the desire for large families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor? This project is a non-formal education effort which should improve economic and social conditions in the target areas.

2. Economic Support Fund Country Criteria

- a. FAA Sec. 502E. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? N/A

- b. FAA Sec. 533(b). Will assistance under the Southern Africa program be provided to Mozambique, Angola, Tanzania, or Zambia? If so, has President determined (and reported to the Congress) that such assistance will further U.S. foreign policy interests? N/A
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A
- d. FY 79 App. Act Sec. 113. Will assistance be provided for the purpose of aiding directly the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights? N/A
- f. FAA Sec. 620B. Will security supporting assistance be furnished to Argentina after September 30, 1978? N/A

II. PROJECT CHECKLIST

A. General Criteria for Projects

1. FY 79 App. Act Unnumbered; FAA Sec. 603 (b); Sec. 604A.
(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;
(b) Is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure)?
2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?
4. FAA Sec. 611(b); FY 79 App. Act Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

The project was included in AID's 1980 Congressional Presentation. Assistance is within OYB.

Agreed plans and firm cost estimates are incorporated into the Project Paper.

No further legislative action is required.

N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? N/A
6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. No.
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. The project is a small pilot effort and should have no significant effect on any of these items.
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). See above.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

The Royal Thai Government contribution to this project will exceed 25 percent. These are no U.S. owned local currencies available for this project.

10. FAA Sec. 612(d) Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

No.

11. FAA Sec. 601(e) Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes.

12. FY 79 App. Act Sec. 608. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar, or competing commodity?

The project is not for this purpose.

B. Funding Criteria for Project

**1. Development Assistance
Project Criteria**

a. FAA Sec. 102(b); 111, 113; 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-

(a) This project was designed as a "bottom up" effort with the local rural beneficiaries participating in the planning and implementation.

income, production and the use of appropriate technology, spreading investments and from cities to small towns and rural areas, and ensuring wide participation of the poor in the basic line of development on a self-help basis, using and appropriate U.S. institutions; (b) help develop cooperatives, especially by providing assistance to local rural and urban people to help themselves improve their life, and wherever encourage democratic private and local government institutions; (c) support the self-help efforts of developing countries, especially the participation of women in the national economies of developing countries and the improvement of women's status, and to utilize and encourage regional cooperation by developing countries.

- b. FAA 90, 101, 102, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraphs for each fund source.)

(1) ... agriculture, rural development or activities; if so, extent to which activity is specifically designed to increase productivity and income of rural poor;

(b) local village committees will be established to administer and review educational activities under the project (c) curriculum taught will be based on felt needs of target group (d) a majority of the planning consultants for this project were women and continuing heavy participation by women in implementation is planned (e) N/A.

N/A

(103A) if for agricultural research, is full account taken of needs of small farmers;

- (2) (104) for population planning under sec. 104(b) or health under sec. 104(c); if so, extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

N/A

- (3) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

Major purpose of Project is to develop appropriate non-formal education model for poor rural families in Thailand's hill areas.

- (4) (106) for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

N/A

- (i) technical cooperation and development, especially with U.S.

N/A

private and voluntary,
or regional and inter-
national development,
organizations;

(ii) to help alleviate N/A
energy problem;

(iii) research into, and N/A
evaluation of, economic
development processes
and techniques;

(iv) reconstruction after N/A
natural or manmade
disaster;

(v) for special develop- N/A
ment problem, and to
enable proper utilization
of earlier U.S. infra-
structure, etc., assis-
tance;

(vi) for programs of urban N/A
development, especially
small labor-intensive
enterprises, marketing
systems, and financial or
other institutions to
help urban poor partici-
pate in economic and
social development.

- c. (107) Is appropriate effort placed on use of appropriate technology? Yes, technology is suited to the rural hill areas of Thailand.
- d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)? Yes, per the PP financial plan.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

This is not a capital project.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental and political processes essential to self-government.

Non-formal education curriculum will be based on target beneficiaries' felt needs and involve them in the actual planning process.

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase or productive capacities and self-sustaining economic growth?

Yes, these are major objectives.

2. Development Assistance Project Criteria (Loans only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

N/A

- b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan? N/A

3. Project Criteria Solely for Economic Support Fund

- a. FAA Sec. 531(a). Will this assistance support promote economic or political stability? To the extent possible, does it reflect the policy directions of section 102? N/A
- b. FAA Sec. 533. Will assistance under this chapter be used for military, or paramilitary activities? N/A



CABLE: USAID THAILAND

AMERICAN EMBASSY
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
BANGKOK, THAILAND

ANNEX M

TELEPHONE: 252-8191-9

PROJECT AUTHORIZATION

Country: Kingdom of Thailand
Project: Hill Area Community-Based Education
Number : 493-0297

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Hill Area Community-Based Education Project for the Kingdom of Thailand involving planned obligations of not to exceed One Million Six Hundred Thousand United States Dollars (\$1,600,000) in Grant funds over a two year period from date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project.

2. The project consists of the development and testing of a replicable community-based non-formal education model appropriate to the needs of the population in remote hill areas of Northern Thailand. The project will provide for staff and organization development, curriculum and materials development, and an effective system of monitoring and evaluation. The project will emphasize maximum involvement of the target beneficiaries in all phases of model development and testing, and will be a cooperative inter-agency effort.

3. The Project Agreement which may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

4. Source and Origin of Goods and Services

Goods and services, except for ocean shipping, financed by A.I.D. under the project shall have their source and origin in the Cooperating Country or in the United States

except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

Signature: _____

Donald M. Jones
Donald M. Jones
Director
USAID/Thailand

Date: _____

3/10/80

JAT
O/PPD: JATennant:vs.
1/10/80

Clearances: RLA:DRobertson: (draft) date: 1/23/80
O/FII:RALbores: R date: 1/28/80
O/PPD:BJOdell: BJ date: 3/10/80
O/HRT:RMTraister: RT date: 1/14/80

PROPRIETARY PROCUREMENT, AND
SOURCE/ORIGIN WAIVER
Drafted by: ASIA/PD/EA:MKSinding
Initialed by: isd
Waiver Control No. ASIA/80/G/7/493-0297

February 6, 1980

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR, BUREAU FOR ASIA

FROM: ASIA/PD, Dennis J. Brennan *DJ*

SUBJECT: REQUEST FOR PROPRIETARY PROCUREMENT, SOURCE/ORIGIN WAIVER

Problem: Approval is requested for a proprietary procurement waiver under AID grant 493-0297, Hill Area Education, to permit the purchase of two 4-wheel drive, right-hand drive jeep vehicles from American Motors; and approval is also requested under the same grant for a procurement source waiver from A.I.D. Geographic Code 000 (U.S. only) to Geographic Code 935 (Free World and Cooperating Country) and a F.A.A. Section 636(i) waiver for one non-U.S. manufactured four-wheel drive pick-up truck and eight light motorcycles.

- (a) Cooperating Country: THAILAND
- (b) Authorizing Document: Project No. 493-0297
- (c) Project: Hill Area Education
- (d) Nature of Funding: Grant (\$1,600,000 life-of-project)
- (e) Description of Goods: (a) Two 4-wheel drive, right-hand drive AMC jeep vehicles,
(b) One 4-wheel drive, half-ton pick-up truck with right-hand drive, and
(c) Eight light motorcycles not to exceed 125 cc each.
- (f) Approximate Value: (a) Approximately \$12,000 each,
(b) Approximately \$9,000,
(c) Approximately \$1,200 each,
Total - \$42,600
- (g) Probable Source: (a) United States
(b) Japan
(c) Japan/Thailand

Discussion: The purpose of the proposed project is to provide hill area children and out-of-school adults with a more meaningful education by supporting a specialized educational planning unit, and assisting in

curriculum development, the development of out-of-school education activities, and revised teacher training. This will involve the establishment of approximately twenty-five new educational sites for hill area residents. Vehicles are needed to transport trainers and trainees, as well as supplies, and to support training activities for both children and out-of-school adults.

Justification:

(1) Justification for the proprietary procurement of American Motors jeeps is that AMC is the only U.S. firm to offer right-hand drive, utility vehicles with a reasonable supply of spare parts on the shelf, as well as an adequate servicing capability, in the rural areas of Northern Thailand. Right-hand drive vehicles are required for safety generally in Thailand, and especially in the hill areas where roads are narrow and curvy. Accordingly, the proprietary procurement waiver is requested to meet the dual safety and serviceability requirements which are especially critical in the remote hill areas where the project will be implemented.

(2) A procurement source waiver from A.I.D. Code 000 to Code 935 and a F.A.A. Section 636(1) waiver for the pick-up truck is justified because right-hand drive pick-ups are not available from the United States.

(3) The source/origin waiver for the eight light motorcycles is justified because substantially heavier motorcycles made in the U.S. are not appropriate for the project since they are larger than desired and relatively more costly to operate than the lighter cycles. Source of the motorcycles will be Thailand since all motorcycles currently sold in the Thai market are locally produced and must have 50-70 percent Thai componentry per a 1977 regulation of the Ministry of Industry.

Recommendation: That you approve proprietary procurement permitting the purchase of two jeep vehicles from American Motors, and that you approve a source waiver and 636(1) waiver for the procurement of one Japanese pick-up truck and eight light motorcycles assembled in Thailand for the Hill Area Education project, because special circumstances exist that warrant the procurement of the vehicles indicated above. Exclusion of these procurements would impede attainment of U.S. foreign policy objectives and the objectives of the Foreign Assistance Program.

APPROVED _____

DISAPPROVED _____

DATE 2/11/80

Clearances:

ASIA/PD:MPehl MPehl
ASIA/TR:FMann FMann
SER/COM:BViragh Viragh
ASIA/DP:RHalligan RH
ASIA/PTD:RTaylor RTaylor
GC/ASIA:CStephanson CStephanson
DAA/ASIA:FWSchleck FS

cc: AA/SER:DMcDonald
ASIA/PD:IDingleton

✓ USAID/Thailand

files
ASIA/PD/EA:MKSinding:lr:2/6/80:EXT 235-8582