9310080 (3)
PD-539-D1

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT FACESHEET TO BE COMPLETED BY ORIGINATING OFFICE	1. TRANSACTION CODE (Mark "X" appropriate box) [X] Original [ ] Change [ ] Add [ ] Delete	PP DOCUMENT CODE 3

2. COUNTRY/ENTITY: WORLDWIDE

3. DOCUMENT REVISION NUMBER

4. PROJECT NUMBER: 931-11-690-080 (1030)

5. BUREAU: a. Symbol: TA/EHR; b. Code: 6

6. ESTIMATED FY OF PROJECT COMPLETION: FY 79 (16p.)

7. PROJECT TITLE - SHORT (stay within brackets): [Nonformal Education in Rural Settings]

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION: a. INITIAL mo. 6 yr. 76; b. FINAL FY 78

9. ESTIMATED TOTAL COST ($000 or equivalent, $1 =)

a. FUNDING SOURCE	FIRST YEAR FY 76 b. FX	c. L/C	d. Total	ALL YEARS e. FX	f. L/C	g. Total
AID APPROPRIATED TOTAL						
(Grant)	(60)	( )	( )	(240)	( )	(240)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
HOST GOVERNMENT						
OTHER DONOR(S)						
TOTALS	60			240		240

10. ESTIMATED COSTS/AID APPROPRIATED FUNDS ($000)

a. Appropriation (Alpha Code)	b. Primary Purpose Code	c. Primary Tech. Code	FY 76 d. Grant	e. Loan	FY 77 f. Grant	g. Loan	FY 78 h. Grant	i. Loan	ALL YEARS j. Grant	k. Loan
EH			60		120		60		240	
TOTALS			60		120		60		240	
11. ESTIMATED EXPENDITURES										

12. PROJECT PURPOSE(S) (stay within brackets) [ ] Check if different from PID/PRP

[To increase the capability of the University of Massachusetts to assist developing countries, particularly in rural areas, with development-oriented nonformal education programs through the utilization of grant assisted capacities.]

13. WERE CHANGES MADE IN BLOCKS 12, 13, 14, or 15 OF THE PID FACESHEET? IF YES, ATTACH CHANGED PID FACESHEET.

[ ] Yes [X] No

14. ORIGINATING OFFICE CLEARANCE

Signature: TA/EHR, James H. Chenault

Title: Director

Date Signed: mo. 9 day 3 yr. 7[illegible]

15. Date Received in AID/W, or For AID/W Documents, Date of Distribution: mo. 9 day 15 yr. 7[illegible]

AID 1330-4 (7-75)

Drafter: J. Hoxeng

Other applicable clearances: In EHR, Bernard Wilder BW Date 5/28/76
In PPU,

John Gunning Date 6/1/76

R & DC clearance: This PP was cleared by the R & DC on March 30, 1976, with no substantive issues raised. Asia Bureau requested consideration for the first Field Site, with Nepal a good possibility.

PROJECT PAPER DRAFT

Title: Nonformal Education in Rural Settings

Fiscal Year Proposed for Financing: FY 76

I. Summary and Recommendations

Total Proposed New AID Obligations: $ 236,000 (grant)

(1) What will take place under the p roject: The University of Massachusetts will work with selected NFE programs in two LDCs in order to:

1) further the development of a process for collaborative adaptation/ creation of NFE techniques and materials.

2) produce materials to accomplish the projects' activities; the following approach will be taken:

The Field Coordinator will work with appropriate counterparts in the participating NFE programs to identify areas of specific need. For example, cooperative members often have only a fuzzy notion of how the organization is run, what decisions the manager has to make, w hat tradeoffs are involved in various marketing options, and so on. If the coop is experiencing good times and its members are earning money, their ignorance may not trouble them; however, most young rural coops struggle, and their members become disillusioned quickly when results are disappointing. In Ecuador, a coop simulation game helped members conceptualize what was happening. A similar need may be encountered in a field site.

Once a number of specific needs are designated, the coordinator will inform the contractor, who will 1) locate any existing

similar materials/techniques, and 2) designate short term personnel to go to the field site and work with the coordinator and LDC counterparts in adaptation/creation and testing of ideas responding to the stated needs.

While the above process is going on, the coordinator will be defining needs with other NFE program personnel, collecting existing evaluation data, and arranging the sequence of short term personnel for specific tasks.

Short-termers on return to the contractor's home office will bring examples of the materials/techniques developed, and will become part of a continuing (possibly weekly) seminars, the major purpose of which will be to inductively develop and refine the collaborative process that is to be the project's major output. The seminar will also serve as orientation for prospective short-termers preparing to go to the field and address specific problems as outlined and communicated to the home office by the coordinator.

At the end of the project's first year, a seminar will be held in the host country for all interested organizations and individuals. Those who wish to become directly involved during the project's second year will then be able to do so. A later seminar in the US will communicate to AID, other donor agencies, and organizations interested in NFE what has been taking place, and will solicit participants' counsel on further development of the collaborative process.

Staffing in each LDC will consist of one full time field coordinator for the life of the project, and up to 24 man months of short term on-site staff persons. US backup will be taken care of by the contractor. The project will sponsor two or three seminars to analyze the material development process and to share results with other interested NFE practitioners.

(2) Who will organize and carry out project activities

Faculty/staff of the NFE center at UMass have made contact with USAID and host government officials in a number of potential site countries. The AID/W NFE Liaison Committee will assist in identification of possible sites and will advise the contractor on final selections.

One full time and 10-12 part time project personnel will staff each site, working with staff of selected existing NFE programs to improve their programs.

(3) Major inputs will be contractor and site country personnel's staff time. A Project Task Force will work together with local personnel to create, develop and field test innovative techniques and materials. These activities will produce two major outputs: an articulated process for adapting existing NFE materials to culture-specific situations; and the materials and techniques themselves.

(4) End of project status (outputs)

1) A process for collaborative creation/adaptation of NFE techniques/materials will have been articulated and published.

2) Twenty or more techniques/materials will have been created/adapted for use in ongoing NFE programs in each site country.

3) Two or more collaborating institutions/agencies in each LDC will be using newly developed techniques/materials in their ongoing programs.

D. Summary findings

This project was envisioned at the time the UMass 211(d) grant was authorized as a separate but integral part of that grant's activities. The log frame called for up to three field sites as training, research and dissemination centers. The field-oriented nature foreseen for the 211(d) is still seen as appropriate. To be integrated into the 211(d) grant's five year time frame, activity on the second site should begin no later than the summer of '76, and on the third in late FY 77.

E. Project issues

One major issue is geographic location of the sites. The grant document states that "the University will explore the potential of nonformal approaches in...Africa, Asia and Latin America." UMass has had a NFE project in Latin America (Ecuador) since 1972, and its first field site is in Africa (Ghana). Whether attempting to set up a site in Asia would dilute the UMass effort or provide needed breadth to their approach is an issue which will have to be resolved.

II. Project Background and Detailed Description

A. Background

When an NFE 211(d) grant was negotiated initially, provision was made for developing/adapting the techniques and materials in one LDC, or "field site" in collaboration with local NFE programs. It was decided at that time to defer provision for other field sites until arrangements for the initial site had been made and activities were underway. UMass has now reached agreement with Ghana to work with NFE programs there, and a coordinator was on site in January 1976. With establishment of this first site, and expressions of interest from a number of other countries in hand, negotiations should begin immediately for a second site to be initiated in the summer of 1976.

B. Detailed Description (explication of log frame)

Sector goal: To establish the concept of nonformal education; to study, document and disseminate information on successful LDC examples of NFE; and to support research experimentation and implementation of NFE programs.

The Project Purpose is to engage in collaborative field-based technique/material development activities with selected NFE program personnel in two LDC field sites.

Planned project outputs are 1) an articulated process for collaborative adaptation/creation of NFE techniques and materials, and 2) techniques and materials specifically designed for use by participating NFE programs in the field sites.

Planned inputs will be (in each field site) a full time coordinator, up to 24 man months of part time contractor personnel, prototype materials and techniques, seminars on project results, and administrative backstopping by the UMass NFE 211(d) grant.

III. Project Analyses

Since the field site countries have not been chosen, this analysis cannot provide a specific treatment of appropriateness as to specific time and place. The nature of the project is such, however, that appropriateness or inappropriateness as perceived by the host country government, NFE programs, and USAID will determine whether they agree to accept the contractor's assistance and collaboration. A further check will be provided as NFE target populations use and react to the techniques and materials. They are the "ultimate clients", and will have ample opportunity to make their reactions known (see IV.C., Evaluation Arrangements). Further appropriateness decisions will be made as

project staff work with local NFE program personnel to choose techniques and materials for adaptation to local situations and needs. Local program people will enter into the adaptation process and later into creation of new techniques/materials to address specific learning needs. Their direct participation will provide verification of the techniques/materials suitability for use and of host country capability for operation and maintenance of the techniques/materials at the end of the project; i.e., local NFE program personnel and target populations participating in the design-implementation-evaluation process will provide a constant reality check and guarantee of acceptability.

Women

Care will be taken by the Liaison Committee and project staff to select participating programs which offer women opportunity for full participation. Further, the NFE materials and techniques to be adapted either 1) offer women equal opportunity for using them to good advantage; or 2) simulate reality in such a way as to encourage participants to reflect on the status of women in their societies, and open the question to dialog.

Environmental implications

Because the project will simply be piggybacking on existing projects to provide them with new materials and techniques, the project should cause virtually no environmental impact. No expansion or re-direction of participating programs is foreseen.

Cost for each site	Two year budget (in 000)		
	first yr	second yr	total
Coordinator	$ 15	$ 15	$ 30
Allowances	5	5	10
Consultants 2 m/m/yr	5	5	10
Travel & per diem	10	15	25
Seminars	5	9	14
Materials & printing	3	2	5
Overhead	8	8	16
Contingency/inflation allowance	4	4	8
	$ 55	$ 63	$118 per site

Technical design

UMass' recent experience with selection of their first field site suggests strongly that the project design, as outlined in the implementation plan, is realistic. That design was based on the Ecuador Nonformal Education project experience in which they made contact with a number of organizations involved in NFE and found considerable interest in improving the materials they employed to reach semi-literate rural populations. About a dozen Ecuadorian programs made some use of the UMass learning games, and several adapted them for specific purposes.

Cost estimates

The cost, as outlined above, would be relatively low for a two year effort in each LDC. The contractor should be able to make extensive use of advanced graduate students who work either on campus or at the site, costing only travel and per diem. Budgets for materials and printing are intentionally held low for two reasons: A number of low-cost materials for

NFE already exist, and as materials are viewed as useful by participating projects/programs, it is envisioned that they will use their own budgets to produce for their needs. Funds for seminars (one at each field site, one in the US) are included to support the project's central thrust of sharing and testing ideas with other persons and groups working in similar efforts.

Summary

The project is seen as technically sound.

B. Financial Analysis and Plan (non-revenue Producing Project)

Budgetary/institutional analysis

The project should involve little or no expense to participating agencies over and above their regular b udgets . No charge will be levied for any contributions of time, effort or ideas provided by the project. The techniques and materials which w ill be developed should be low-cost in nature; if an agency elects to produce materials for its own use, it should be able to substitute them for other less effective materials, so net outlays should be relatively unaffected. Thus the question of local entities' ability to finance ongoing expenses once AID financing has terminated, should have little practical significance.

Cost/effectiveness analysis

Total cost of the project will be $ 236,000. Specific outputs, as mentioned in C.3., will be 1) a process for adapting NFE techniques and materials to other culture-specific situations; and 2) the materials and techniques themselves.

How widely the materials and techniques are applied will depend on the collaborating programs and projects who will use them in their work. As an estimate of the number of people who may benefit from project activities, the Ghana field site will affect some 300 villages or say 25,000 people who are constituents of collaborating programs. Even a small improvement in program effectiveness resulting from use of the new materials and techniques would imply a reasonable cost/effectiveness figure, given the large number of potential beneficiaries. The process developed/refined by the project will figure more heavily in the Spread Effects section of this paper as it is used by NFE projects in other countries.

C. Social Analysis

(a) Sociocultural feasibility

The major ongoing check on sociocultural feasibility will be the testing of materials by poor rural populations. This direct participation by the target group will be the surest guarantee that the materials and techniques as ultimately adapted will have demonstrated their acceptability and utility. Sociocultural feasibility will also be taken into account during the site selection phase of the project. Institutions involved in NFE will, in effect, select themselves as project participants in the following manner: In the course of selecting an LDC as a field site, the contractor will seek out existing NFE programs which they find 1) interesting and viable; and 2) involved in activities related to the Congressional Mandate. Those programs will be offered no extraneous reward for participation; in effect, they will elect to participate if they see it as a way to improve their ongoing program. Thus, existing NFE programs will decide first, if the contractor's invitation to participate seems worthwhile; and second, they

will have a major say in determining what kinds of techniques and materials are likely to be useful to them. Project intervention should, therefore, be low profile and minimally disruptive.

(b) Spread effects

From the outset, project staff will make it clear that innovative ideas developed by the project will not be the exclusive property of those programs which participate directly. To dis seminate information on the project's process and outputs, two or three seminars will be held in country. UMass experience in Ecuador would indicate that organizations involved in NFE will take part in such seminars and will pick up on provocative ideas. The project staff will be prepared to offer assistance to interested groups, organizations and individuals as a part of developing the project's "process" output. The nature and effects of those interactions will be catalogued and used in evaluation.

(c) Social consequences

Because this project will not be changing the nature of any existing NFE programs in the site country, there should be little specific social impact. There should be incremental social impact: Participating NFE programs should improve and insofar as those programs have emphases consistent with the Congressional Mandate, any increased program effectiveness brought about by the project should have beneficial results for the rural (and urban) poor.

D. Effect of Additional Resources Upon the Project Entity

The additional resources supplied by this project were, as mentioned in Section 1.D., envisioned at the time the 211(d) grant in Nonformal Education was authorized. Staffing under the 211(d) has been completed, with three full-time faculty and 20 Center Associates involved in grant-related activities. This personnel complement will provide part-time assistance to the field sites. Addition of one full-time coordinator per site would not constitute an unduly large increment, and sites will be managed by the Center's current administrative staff, whose capability has been proven in their carrying out of the Ecuador contract and the early stages of 211(d) grant management.

This project will not involve inputs of significant additional funds to participating instutitions. Th e materials and techniques will be in-kind contributions of the project, and should cost little enough so that participating programs can incorporate them into ongoing activities with little or no need for additional funds.

E. Financial Projections

As stated in D, above, this project will not involve financial inputs into participating organizations, so there should be no need for review of their financial statements. The basic criteria for participation in the project will be:

1) to be an ongoing NFE program directed toward subpopulations mentioned in the Congressional Mandate;
2) to express interest in collaborating in the development/adaptation of new techniques and materials; and
3) to use its program to test the materials'/techniques' effectiveness.

IV. Implementation Arrangements

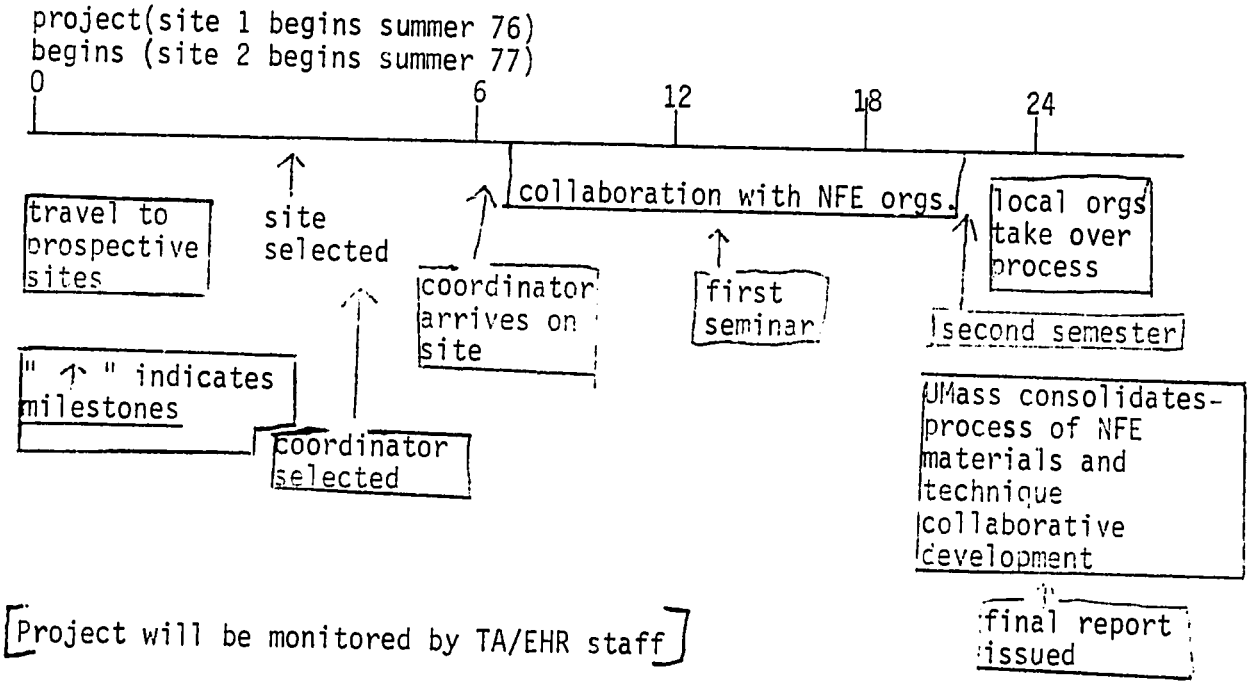
A. Administrative Arrangements: Recipient and AID

The contractor will have to possess the following administrative/program capabilities:

- a strong program in nonformal education, with solid field experience
- a stable of graduate students (or the equivalent) who have had overseas expereince
- an administrative structure which can assume responsibility for monitoring the project's financial/travel/liaison arrangements on the US end. (2 or 3 staff financed under 211(d))

Because 1) there will be no direct financial inputs to NFE organizations in the site countries; and 2) neither countries nor programs have yet been identified; the question of recipients' management capability is both 1) relatively unimportant for this project; and 2) impossible to address at this time.

B. Implementation Plan for each site



[Project will be monitored by TA/EHR staff]

C. Evaluation Arrangements

The evaluation plan will consist of th e following elements:

1) Utilization of regular evaluations conducted by participating institutions.

Instruments for testing effectiveness of specific methodologies will be developed on site as necessary. In addition, large-scale site evaluation will be incorporated into the 211(d) fourth year Comprehensive Review, with emphasis on utilization and institutionalization by host NFE programs of the methodologies and techniques.

2) Additional specific evaluations tacked on to the above.

To obtain answers to specific effectiveness questions, it will be essential to add to existing evaluation instruments some items aimed at eliciting that information. These would also be administered by the NFE programs' regular evaluation teams, with project staff providing any necessary training.

3) Replication of first field site process evaluation.

To analyze and improve the material development process itself, project staff will undertake a comparative examination of the process in the field sites. The Ghana field site should produce interim results by mid-FY 77. The instruments used in that evaluation will be adapted for the other sites in s uch a way as to maximize comparability of results. The eventual outcome will be the identification and progressive honing of a collaborative NFE material/technique development process.

D. Conditions, Covenants and Negotiating Status

Since the host countries will not be identified until the project is underway, there are no host country actions which must be taken prior to execution of the Project Agreement.

Description of the Project for the Project Agreement

Sector goal: To establish the concept of nonformal education; to study, document and disseminate information on successful LDC examples of NFE; and to support research, experimentation and implementation of NFE programs.

The Project Purpose is to increase the capability of the University of Massachusetts to assist developing countries, particularly in rural areas, with development-oriented nonformal education programs. To accomplish this, the contractor will engage in collaborative field-based material/techniq ue development activities with selected NFE program personnel in two LDC field sites.

Planned project outputs are:

1) An articulated process for collaborative creation/adaptation of NFE techniques and materials.
2) Techniques and materials specifically designed for use by participating NFE programs in the field sites.

Planned project inputs for each field site are:

1) a full time coordinator
2) up to 24 m/m of part time contractor staff
3) prototype materials and techniques
4) seminars on project results
5) administrative backstopping by the 211(d) grant