

Proj. 9320820
 PA-ADD-378-B1

AID 1025-1 (7-71) (FACE SHEET)
NONCAPITAL PROJECT PAPER (PROP)

PA: 1 of 1 PAGES

I. PROJECT IDENTIFICATION

1. PROJECT TITLE
Family Planning Education Through Adult Literacy Programs

APPENDIX ATTACHED: **1524**
 YES NO

2. PROJECT NO. (M.O. 1095.2)
932-11-580-820

3. RECIENT (specify)
 COUNTRY _____
 REGIONAL _____ INTERREGIONAL _____

4. LIFE OF PROJECT
 BEGINS FY **69**
 ENDS FY **76**

5. SUBMISSION
 ORIGINAL _____ DATE _____
 REV. NO. _____ DATE _____
 CONTR./PASA NO. **3380**

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)			
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY		
										(A) JOINT	(B) BUDGET		
1. PRIOR THRU ACTUAL FY	2093	1130		390		98	795						
2. OPRN FY 74	450	240		63		21	130						
3. BUDGET FY 75	300	160		42		14	84						
4. BUDGET +1 FY 76	300	160		42		14	84						
5. BUDGET +2 FY													
6. BUDGET +3 FY													
7. ALL SUBQ. FY													
8. GRAND TOTAL	3143	1690		537		147	1093						

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
N/A	N/A	

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER
 James S. Massie *James Massie* TITLE: Project Manager, PHA/POP/IEC DATE: **5/3/74**

2. CLEARANCE OFFICER
 Charles F. Blackman *CB* TITLE: Chief, PHA/POP/IEC DATE: **5/3/74**

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

This project was authorized on PROP 0042 for FY 71-72-73 for an amount of \$2078. This authorization will extend the project for 3 years.

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF	SIGNATURE	DATE
PHA/POP	GEGilmore <i>GG</i>		PHA/POP/IA	V SCOTT <i>V</i>	5/10/74
PHA/POP	ERBacklund <i>EB</i>	30/4/74	PHA/POP/AFR	KIVIMAEK <i>K</i>	5/8/74
PHA/POP	WHBoynton <i>WB</i>		PHA/PRS	Mary Fowler <i>M</i>	
PHA/POP	RTRavenholt <i>RT</i>		AFR/DS	P. LYMAN <i>P</i>	5/6/74
PHA/POP	MENDESSA <i>M</i>		ASIA/DP	CORRELL <i>C</i>	5/7/74
PHA/POP/EA	SA/PPB WAGRANT <i>W</i>		PPC	MARK WARD <i>M</i>	5/10/74
PHA/PRS	SA/PPB CUDNEY <i>C</i>		LA/DP	GEORGE HILL <i>G</i>	5/10/74

3. APPROVAL AAs OR OFFICE DIRECTORS

SIGNATURE: *Jarold A. Kieffer* DATE: **5/15/74**

TITLE: **Jarold A. Kieffer, AA/PHA**

4. APPROVAL A/AID (See M.O. 1025.1 VI C)

SIGNATURE: _____ DATE: _____

ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

NON-CAPITAL PROJECT PAPER
(PROP)

Functional Education for Family Life Planning

WORLD EDUCATION, INC.

#145
(original)

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NON-CAPITAL PROJECT PAPER
(PROP)

Functional Education for
Family Life Planning

1. PROGRAM GOAL

- A. Statement of Goal: To reduce world population growth
- B. Measurement of Goal Achievement: Reduction of the gap between birth rates and death rates.
- C. Assumption: Adequate family planning services are readily available to the people at a reasonable cost.

II. PROJECT PURPOSE

A. Statement of Purpose:

To develop and diffuse population/family planning educational programs for adult learners so that they will practice family planning.

B. Conditions Expected at End of Project

Measurement Indicators

1. Adult education organizations having population/family planning content in their programs and activities:
 - 1.1 Increased number of adult education organizations having population/family planning content in their programs and activities (approximately 25-30 organizations in 20 different LDCs).
 - 1.2 Approximately 15-20 percent of the content of the instructional programs and materials will be related to population/family planning.
 - 1.3 Utilization of innovative educational materials.
 - 1.4 Population/family planning content is technically acceptable within the population discipline.
2. Acceptance among adult learners of population and family planning concepts and practices as a result of adult education programs.
 - 2.1 Measurable increases in acceptance of population/family planning concepts and practices among adult learners determined by baseline and follow-up surveys.

Conditions at End of Project (continued)

3. Improved quality of education methods and materials for nonformal programs in population/family planning.
4. Improved capability of adult education staff to plan and implement population/family planning education programs and to plan and prepare family planning materials.
5. Established professional linkages between population/family planning organizations and adult education organizations.
 - 5.a Family planning organizations supply technical population/family planning information.
 - 5.b Family planning agencies make available services to participants in adult education programs.

Measurement Indicators (continued)

- 2.2 Measurable changes in knowledge and attitudes about population and family planning among adult learners determined by baseline and follow-up surveys.
- 3.1 Review and quality of educational methods and materials used in adult education programs in terms of:
 - a) attendance levels in project classes as compared with previous situation or with non-project classes;
 - b) acceptance of new methods and materials by host agencies and teachers in educational programs for adults.
- 4.1 Adult education staff able to plan and prepare effective educational programs, methods and materials with little or no outside assistance.
- 4.2 Staff familiar with and using modern program planning methods such as PERT charts and management by objectives.
- 5.1 Increase in number and kinds of linkages between adult education and population/family planning organizations by baseline surveys and follow-up surveys.
 - 5.1a Population/family planning technical information available to and being used by adult education organizations in programs and instructional materials by observation.
 - 5.1b Adult education program participants using family planning services, by baseline and follow-up surveys.

Conditions at End of Project (cont'd)

6. Established capability within LDC institutions for analyzing the effectiveness of specific adult education methods and materials on population/family planning attitudes and behavior of adult learners.

6.a Capability for planning and carrying out a comprehensive evaluation of curriculum, students, administration, etc.

C. Assumptions

1. Population/family planning education can be effectively carried out through public and private adult education organizations.
2. Acceptance of population/family planning concepts and practices by adult learners will result in reduced birth rates.
3. Qualitative improvements in methods and materials will be incorporated into ongoing programs and will be used to expand and improve population/family planning education programs in their organizations.
4. Trained personnel will be employed by host agency and will utilize new or improved skills and knowledge to design, develop, improve and expand the population/family planning education programs in their organizations.
5. Organizational linkages between adult education and population/family planning agencies will result in new and improved programs and projects in which population/family planning content is incorporated in adult education programs.
6. Institutional capacity of LDC institutions to analyze the effectiveness of methods and materials on population/family planning behavior of adult students will result in their being used to improve their own programs, expand them in host countries and elsewhere.

Measurement Indicators (cont'd)

6.1 Evaluation methods and reports show effects of adult education methods and materials on population/family planning attitudes and behavior of adult learners.

6.1a Examination of evaluation reports shows knowledge and use of modern techniques for evaluating curriculum, administration, students, etc.

III. PROJECT OUTPUTS

A. Outputs

Output Indicators

- | | |
|---|--|
| <p>1. Established various project activities in host agencies.</p> | <p>1.1 Assistance provided to approximately 16-21 host agencies in 11-17 countries in 1975; provided to 17-23 host agencies in 15-20 countries in 1976; and provided to 23-30 agencies in 18-25 countries by 1977. (7-9 Asia, 5-7 Africa; 5-7 Latin America).</p> |
| <p>1.a Host agencies performed country surveys (feasibility studies to determine need and potential for projects incorporating population/family planning content in adult education programs.)</p> | <p>1.1a 10-16 new or updated country surveys carried out by <u>World Education staff</u> and consultants in cooperation with host agencies by 1977 in such countries as the following: Pakistan, Iran, Bangladesh, Nepal; Tanzania, Lesotho; Haiti, Guatemala, and Bolivia.</p> |
| <p>1.b Projects designed.</p> | <p>1.1b By 1977, 10-16 new projects designed by host agencies with assistance of World Education, which introduce population/family planning content into nonformal adult education programs. Refinement of projects already designed in at least five of the following: Malaysia, Philippines, Jamaica, Ecuador, Ghana, Nigeria, India.</p> |
| <p>1.c Project demonstrations carried out which incorporate population/family planning concepts in adult literacy/education programs.</p> | <p>1.1c 14 ongoing projects in LDC's continued in 1975: Philippines, 2; India, 2 (private funding); Thailand, 2; Indonesia; Malaysia, 2; Colombia (Task Order); Costa Rica; Ethiopia (Task Order); Ghana, and Kenya.</p> <p>6 to 10 new project demonstrations undertaken in 1975, 1976, and 1977.</p> |
| <p>1.d Project analyses for improvement of program and evaluation of effectiveness of materials, methods, training, etc.</p> | <p>1.1d Project analysis and evaluation a continuing process in each demonstration project undertaken. Evaluation findings indicate a steadily improving program, and projects of higher quality than traditional adult literacy/education projects which did not include population/family planning content and concepts. Analysis and evaluation undertaken by host agency, with assistance of World Education staff and consultants and particularly the Analysis and Evaluation Department of WEI (both Methods and Materials Center and Evaluation Unit).</p> |

PROJECT OUTPUTS (continued)

PROJECT INDICATORS (continued)

Examples: In 1975 in Colombia evaluation begins of existing instructional methods and materials in terms of impact on adult learners.

In 1975 Ecuador begins evaluation of effects of four different teaching methods in terms of effectiveness with prospective teachers of family planning, sex education, health education content.

In 1975 in Thailand comprehensive evaluation system developed which includes administrative operations, teacher effectiveness, learner attitudes, behavior change, etc.

In 1975 in Ethiopia evaluation system designed on the basis of pre-project baseline study.

Through 1975-77 impact of International Workshop on Evaluation (Thailand, July 1974) felt in both new and ongoing projects as follow-up in-country and regional workshops are held on evaluation. International pool of evaluation specialists with particular competency in nonformal adult education with population/family planning content increased from estimated 12 in 1974 to 35-40 at end of 1977.

By end of 1976 innovative process analysis under way in 3 countries: trained local field observers, under guidance of competent indigenous researcher, collect data by observing the ongoing scene and talking with teachers and learners; analysis done on cross-cultural level; generalizations with predictive value drawn and utilized for further planning, training, revision of materials and dissemination (dependent on other source of funding not yet committed).

2. New organizational structures and policies in operation; additional host agency or government funds available for operating budget.

2.1 In at least three projects (Thailand, Indonesia, and Costa Rica) the host agency has already, with WEI assistance, developed new organizational structures to facilitate dissemination of population/family planning education. In Thailand, for instance, a Secretariat

PROJECT OUTPUTS (continued)

PROJECT INDICATORS (continued)

has been established to act as the working arm of the National Commission on Adult Education. In Costa Rica a Textbook Center for Adults has been established and in Indonesia a Communications Service Center for Family Life Planning. The Indonesian Government has assumed full responsibility for its continuation and funding.

In 1975 Thailand will strengthen its newly established Executive Committee for Population Education. By end of 1977 the MOE's increasing financial support will result in a proportionate decrease of WEI financial input to less than 5 per cent of total program costs.

See page 17 for other indicators of increased host-country inputs.

In at least 7 other projects by 1977 host agency organizational structures and capabilities will be strengthened and improved: Thailand, Philippines, Malaysia, Colombia, Honduras, Ethiopia and Kenya.

Beginning in 1975 and continuing through the life of project policy changes will be reflected by inclusion of population/family planning content in at least 15%-20% of instructional materials prepared for adult learners. Changes in policy and structure will also be evident in reports and budgets.

Examples: In 1975, ACPO (Colombia) will begin to include population/family planning content in its radio broadcasts, campesino newspapers and other printed teaching materials, and will include such content in its teacher training programs.

Similarly, in Indonesia in 1975, the Directorate of Community and Adult Education will incorporate population/family planning materials into its Learning Center programs for adults in five or more experimental centers.

PROJECT OUTPUTS (continued)

3. Trained indigeneous personnel for projects in functional education for family life planning.
4. Family planning/population concepts disseminated through demonstration projects.
5. Innovative methods developed for teaching adults, and training teachers.

PROJECT INDICATORS (continued)

In Honduras, the Office of Literacy and Adult Education incorporates population/family planning content into its adult education programs in northern Honduras, and will prepare prototype materials for use nation-wide.

- 3.1 By end of 1977, in 80-100 workshops, host-agency personnel at various levels will be trained for functional education and family life planning projects. These include key program planners and administrators, trainers and supervisors, teachers, and others (evaluators, materials developers, a/v personnel, etc.), as well as community leaders, extension workers, etc.

	1975	1976	1977
professional	535-700	900-1200	1200-1500
other field-level workers	500-600	700-1000	1500-2000

- 4.1 See Attachment A for brief descriptions of demonstration projects and output indicators.

See also evaluation report appendices on Thailand, Honduras, and Philippines projects for examples of concepts in population/family planning taught in adult programs.

- 5.1 Design, development, and testing of innovative methods of teaching adults, training teachers in country projects: In 1975: 16-21. In 1976: 17-23. In 1977: 23-30.

For example, departures from and improvements upon traditional formal group lecture methods under way in 1975 in Indonesia, Colombia, Honduras, Kenya, Ethiopia, Philippines, Malaysia, and Thailand. In 1976 in Ethiopia, Nepal, and Indonesia teachers being trained by the same innovative, self-discovery methods they will be expected to use (contingent on outside sources of funding not yet committed).

PROJECT INDICATORS (continued)

The FY 1974 Evaluation Report noted:

"The evaluation team found a variety of innovative teaching methods in use in the various projects. While they have apparently benefited from inter-change of ideas among themselves and with other projects, each approach has its distinctive features. Many seem to be based on local traditions and philosophies. The Turkey project uses problem dramas, a technique derived from story telling in coffee houses. Traditional puppets and adaptations have been employed in Turkey, India, and Indonesia. In contrast to these projective techniques, the lead sentence approach is being used effectively in the Philippines. Thailand has developed its own system of looseleaf texts with key words related to photographs and pictures of familiar items in the life experience of learners; the administrators of the Thai project attribute its acceptance to the fact that the approach is rooted in Buddhist philosophy."

In each demonstration project undertaken, situation-specific teaching methods and materials will be developed which actively involve the adult learner, in the expectation that these will be more likely to bring about desired knowledge, attitude, and behavioral changes in relation to population/family planning than those traditional methods where the adult is treated as a passive recipient of information.

6. Materials produced which incorporate population/family planning concepts into functional education programs, and which are tested in demonstration projects.

- 6.1 A variety of materials prepared and tested under field conditions in at least two projects by 1974. These will include materials based on the Apperceptive Interaction Method (AIM) developed by WEI in Thailand and Turkey and now being adapted in ABE programs in the US, as well as looseleaf punch cards, wall newspapers, materials developed for use in conjunction with radio broadcasting or tape recorders, learner-developed materials, teacher-developed materials, taped problem-dramas, serialized posters, comic strips with blanked-out dialogue balloons; flannel graphs with moveable parts; games, filmstrips. Materials produced will be both

PROJECT OUTPUTS (continued)

7. National, regional, and international workshops and seminars held.

PROJECT INDICATORS (continued)

cognitive and affective, as deemed by the host agency most appropriate to the particular learning situation.

Examples: By end of 1976 produced in Honduras: 160 flip charts, 20,000 worksheets, 10,000 folletos, and a variety of experimental materials.

By end of 1975 produced in Colombia: 47,000 newspaper supplements on responsible parenthood (population/family planning): 321 half-hour radio programs taped and produced on family life planning education, broadcasted nationwide and evaluated for impact among selected listeners.

By the end of 1976 a mobile printing unit will have developed techniques for creating, publishing and diffusing new materials on limited basis on population, family planning at the village level.

By the end of 1975 produced in Costa Rica: 10,000 copies of Textbook #1 and Textbook #2 on sex education for adults and 500 copies of the related teachers' manual; by end of 1976, 10,000 copies of Textbook #3 and Textbook #4 and 500 each of related teacher manual:

In Thailand, by the end of 1975 21,000 sets revised cards for student use, 73,000 wall charts and related teacher aides.

- 7.1 One international workshop held in 1975 (on evaluation Bangkok); 2 regional workshops (one each in Latin America and Africa); 16-20 project-centered, in-country workshops for special purposes: teacher-training, materials design, evaluation.

In 1976 a total of 21-25 workshops held. In 1977 a total of 26-30 workshops seminars held.

In addition, 3 field-operational mini-workshops during the three year period as well as 3-4 program analysis workshops and 10 technical assistance/evaluation workshops.

PROJECT OUTPUTS (continued)

8. Population/family planning agencies linked to adult education.
9. Completed analysis and evaluation of projects.
10. Dissemination of results in-country and abroad through organizational linkages, publications, staff and consultant visits.

PROJECT INDICATORS (continued)

- A total, during the three year period of 80-100 workshops/seminars involving 2400-300 IDC nationals and 30-40 consultants and WEI staff.
- 8.1 By 1977 working relationships established with at least 100.

Example: The Colombia project provides an example of how World Education has linked up with a host agency (Accion Cultural Popular) which already has an adult education program, trained personnel, and physical resources. This organization owns the second most powerful radio station in Latin America, a five-color printing plant, a weekly newspaper with a distribution of 60,000, and phonograph record production facilities. In the case of Colombia, World Education will assist in integrating responsible parenthood content into all aspects of ACPO's nationwide educational program.

See Attachment B for Interagency Linkages already established.

- 9.1 Written analysis and evaluation on each project by 1977 (or earlier if project emanates earlier), prepared by WEI staff and consultants in cooperation with host agency staff, with recommendations to host agency for improvement and/or expansion of program, and for use by funding agency (WEI/AID) for decisions about continuation of demonstration project or level of input.
- 10.1 During 1975, three or four issues of the quarterly journal REPORTS published and distributed to 5,000-6,000 population and adult education planners and administrators in 89-100 LDC's. One or two periodic papers (ISSUES or PROJECTS) published and offered to same mailing list. One monograph on evaluation published and distributed (dependent on other sources of funding). Annual Report, newsletter, monthly program review, miscellaneous pamphlets and brochures published and distributed. Similar production in 1976 and 1977.

PROJECT OUTPUTS (continued)

PROJECT INDICATORS (continued)

Individual project analyses and evaluations produced at end of project and distributed to appropriate persons.

Successful innovations (as well as problems encountered) in methods, training and materials developed in projects in Thailand, Colombia, Honduras, Philippines discussed, displayed and disseminated in 1975 through multi-national conference on innovative adult education programs in Washington (other funding).

Dissemination and cross-fertilization between projects by staff and consultant input at regional and in-country workshops and seminars described earlier.

Beginning 1975 and continuing through life of project joint planning between WEI and IPPF.

B. Assumptions

- I. Assistance provided to host agencies will be used to incorporate population/family planning content into adult education programs.
 - 1.1 Country surveys will be utilized to determine the need for and feasibility of demonstration projects in the various countries,
 - 1.2 Project designs and project proposals will result in adequate financial, staff and logistic support being provided by host agencies and donor agencies.
 - 1.3 Demonstration projects will provide experimental results that will be used for expansion and/or improvements of programs within the host country and in other countries.
 - 1.4 Project analyses and evaluations will be used to improve and expand host agency projects and those in other countries and disseminated results of demonstration projects will be utilized by non-project countries and adult education agencies for incorporating population/family planning concepts in adult education programs.
2. Host agencies which are provided organizational assistance will give increased attention and emphasis in their overall programs to population/family planning content; and new or strengthened organizational structures and policies developed within adult education agencies will incorporate and improve population/family planning content in programs.
3. Personnel trained under the project will be employed in programs incorporating population and family planning content in adult education materials and activities.
4. Concepts about adult learning and population/family planning will be utilized in improving the effectiveness of adult education programs in terms of changing family planning attitudes and practices of adult learners.
5. Innovative methods will result in improved effectiveness of efforts to incorporate population and family planning concepts in adult education programs:

- 5.a The innovative methods used in teaching adults will result in increased adoption of family planning practices.
 - 5.b The innovative methods used in training teachers will result in more effective teaching of adult students.
6. Educational materials provided will be used in adult classes, educational radio broadcasts, teacher-training programs, seminars and workshops, publications, etc., to increase the effectiveness of learning and to disseminate project results.
7. Participants in national, regional and international workshops will be able to influence their own governments or agencies to incorporate population/family planning content in adult education programs, develop new programs, improve existing programs and expand programs to reach larger groups of adult learners.
8. Innovative methods of linking adult education with population/family planning agencies will lead to an increased number and variety of interagency contacts and a resulting sharing of resources, knowledge and experience that will be used to change family planning attitudes and practices of adult learners.
9. The written reports of demonstration project analyses and evaluations will be used to design improved means of incorporating population/family planning concepts into adult education programs and to disseminate the results of the demonstration projects for use by other agencies in the host countries and abroad.
10. Dissemination of demonstration project results will lead to the widespread adoption and support of population/family planning content in adult education programs both within and outside of project countries.

IV. PROJECT INPUTS

U. S. Inputs

COST

	<u>Man-Months</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>TOTAL</u>
1. <u>Personnel and Travel</u>		\$ 71,000	\$ 76,000	\$ 83,700	\$ 230,700
1.1 <u>Policy Planning and Coordination</u>					
1.11 Project Director	22				
1.12 Project Coordinator	36				
1.13 Organizational Liaison	18				
1.14 Special Projects Coordinator	18				
1.15 Secretarial Services	40				
1.2 <u>Field activities</u>					
<u>Asia</u>		78,000	80,000	80,000	238,000
1.21 Regional Representative	36				
1.22 Program Officer	36				
1.23 Secretarial Services	72				
1.24 Consultant Services	3				
<u>Africa</u>		32,000	34,000	38,000	104,000
1.25 Regional Representative	24				
1.26 Secretarial Services	24				
1.27 Consultant Services	3				
<u>Latin America</u>		46,000	50,000	51,000	147,000
1.28 Regional Representative	29				
1.29 Secretarial Services	25				
1.30 Consultant Services	3				
1.3 <u>Analysis and Evaluation Services</u>		66,000	73,500	76,000	215,500
1.31 Director	36				
1.32 Assistant Director	18				
1.33 Audio-Visual Specialist	12				
1.34 Secretarial Services	36				
1.35 Consultant Services	1				
1.4 <u>Dissemination/Publications</u>		52,000	53,000	53,000	158,000
1.41 Director	32				
1.42 Associate Director	36				
1.43 Publications Distribution Assistant	36				
1.44 Secretarial Services	36				
1.45 Consultant Services	1				

IV. PROJECT INPUTS - Continued

	<u>3-Year Man-Months</u>	<u>COST</u>			<u>TOTAL</u>
		<u>1974</u>	<u>1975</u>	<u>1976</u>	
2. <u>Training</u>		\$ 1,000	\$ 1,000	\$ 1,500	\$ 1,500
2.1 In-service Training of Headquarters Personnel	10				
2.2 Workshops: (For Project administrators supervisors, trainers, materials developers, evaluators.)					
Asia	63	6,700	8,500	8,500	23,700
Africa	114	20,000	17,000	7,500	44,500
Latin America	80	18,950	8,300	7,500	34,750
(Other inter-regional)	33	4,000	4,000	4,000	12,000
3. <u>Materials and Publications</u>					
3.1 Printing, Production, Processing and Distribution (160,000 copies of 7 different publications)		40,000	44,000	44,200	128,200
3.2 Library		500	550	600	1,650
4. <u>In-Country Projects Costs</u>					
Asia (7-9 projects)		25,000	29,000	32,000	86,000
Africa (5-7 projects)		25,000	29,000	32,000	86,000
Latin America (5-7 projects)		30,000	39,000	42,000	111,000
5. <u>Administration</u>					
Administration - Personnel:		47,300	51,300	55,000	153,600
5.1 Administrative Officer	24				
5.2. Finance Officer	24				
5.3 Secretarial Services	58				
Administration - Services (Rent, utilities, supplies, telephone and telegrams, postage, etc.)		37,800	40,200	45,000	123,000
TOTALS:		\$ 601,250	\$ 638,350	\$ 661,500	\$1,901,100

IV. Project Inputs (cont'd.)

B. Host Agency Inputs

When project designs are developed for demonstration projects, host agency inputs will be specified and, when appropriate, costed. This is also the case with seminars and workshops in host countries. With few exceptions project staff are normally part-time and office and classroom space is used only part-time for the projects. Consequently, almost all host agency inputs must be prorated between the project and other uses. In the case of the Colombia project, for example, the total resources of ACPO, including millions of dollars worth of space, vehicles, radio broadcasting and printing equipment, are available to the project.

Where host agency inputs are specifically attributable to the project, the costing is done as in the following budget of host agency inputs in the 2-year Ethiopian project:

Family Life Education Project
Ethiopia
Budget

<u>Host Agency Inputs</u>	<u>First Year</u>	<u>Second Year</u>
1. Headquarters		
1.1 Rent (500 x 12)	6,000	6,000
1.2 Utilities (60 X 12)	720	720
1.3 Classroom facilities (3 rms X 200 X 12)	--	7,200
2. Strategy		
2.1 Student materials development (Materials content specialists: Health Workers, Home Economists, Family Guidance, Agriculturists) 4 x 2 weeks x 200	1,600	1,600
2.2 Teacher Training (Class enrichment and servicing of students: Health Workers, Home Economists, Family Guidance, Agri- culturists - 4 x 1/2 mo. x 600)	1,200	3,600 (12 mos.)
Teachers (10 x 230 x 6 mo.)	13,800	27,600 (12 mos.)
2.3 Other expenses (facilities - 3 buildgs. x 200 x 6)	3,600	---
	-----	-----
TOTALS (in Ethiopian \$s) (Ethiopian \$2.00 = US \$1.00)	\$26,950 =====	\$46,720 =====

It is notable in the Ethiopia project that the host agency inputs to the project increase from about 20 percent of host agency project costs in the first year to almost 50 percent in the second. In the Turkey proposal host agency inputs are 30 percent the first year and rise to 52 percent in the final year. In Thailand WE provided almost all of the inputs in 1970; the ratio is now, with a greatly expanded program, approximately one to six. The Malaysia project provides all project inputs except those of WE staff and consultants. Thus, it is impossible to generalize about amounts or percentages of host agency inputs for the 20-30 projects to be assisted except to say that host agency inputs are expected to continue to increase.

Whenever possible and appropriate, complete details of host agency inputs will be provided in the project proposal. (See Appendix C for an example of how this was done for the Turkey project proposal.)

Following is a listing of the most frequently occurring categories of inputs from host agencies. In a few cases, housing, local consultants, broadcasting facilities, mobile printing units and other inputs are provided locally.

1. Staff:

- 1.1 Administrative
- 1.2 Secretarial
- 1.3 Supervisory
- 1.4 Teaching
- 1.5 Evaluation

2. Space:

- 2.1 Office
- 2.2 Classroom
- 2.3 Library

3. Transportation:
 - 3.1 Vehicles
 - 3.2 Cost of local transport
4. Equipment:
 - 4.1 Office equipment
 - 4.2 Printing equipment
 - 4.3 Audio-visual equipment
5. Materials and supplies:
 - 5.1 Office supplies
 - 5.2 Instructional materials supplies
6. Administration:
 - 6.1 Telephone and telegraph
 - 6.2 Postage
 - 6.3 Utilities

IV. Project Inputs (cont'd)

C. Other Donor Inputs

Many of the host agencies receive additional assistance from other local and international donor agencies for their other ongoing projects and activities. In many cases the inputs from other donor agencies are either directly or indirectly used in the WE-assisted project. In Indonesia, for example, the project benefits from vehicles provided by UNICEF, photography equipment provided by UNESCO, a mobile printing unit provided by the Dutch Government and free advice and assistance from local UN experts and other technical assistance organizations. While these are often significant to the success of the projects and sometimes affect the type and amount of inputs required from WE and the host agency, they are difficult to quantify when only used occasionally for the project and they are often offered only after the project is already underway.

Whenever other donor inputs are known to be significant and essential to project success, they are described in project proposals submitted to World Education.

In the case of workshops and seminars where WE cooperates directly with other donor agencies, the details of this cooperation in terms of financial and other responsibilities are spelled out in the written agreements. For example, the international evaluation seminar to be held in Thailand in mid-1974 shows a proposed division of inputs among four supporting organizations:

Ford Foundation (for honoraria, travel, per diem planning, implementation and conference report)	\$30,000
UNFPA (for travel, per diem and evaluation monograph)	22,000
World Education/AID (for supportive staff services and overhead costs)	7,000
Government of Thailand (for conference site and supporting staff)	not costed

IV. Project Inputs (cont'd)

D. Basic Assumptions about Management of Inputs

1. The availability of the type and quality of consultants required to meet specific host agency needs.
2. The relative stability of most of consultant fees, per diem, travel, and other major project costs, both in-country and international.
3. The continuing availability of resources from USAID-funded Task Orders for specific country projects such as in Colombia and Ethiopia.
4. Host agencies will continue to support project activities upon termination of external assistance inputs.

In the 22 years since World Education was established, world population has increased by more than 50 per cent. During the same period, in spite of massive efforts which decreased the percentage of adult illiterates in the world, the absolute number of illiterates has risen by nearly 100,000,000. The successes in reducing illiteracy were, in effect, cancelled out by the increase in population. Moreover, the concept of "functional literacy" implies that many additional millions do not have the type of education that would enable them to deal with social and economic problems — including population pressures — that affect their daily lives.

The realization that World Education's efforts in functional literacy were being nullified by population increases plus the knowledge that there are now 54 countries with official population policies has brought World Education to its present focus on population and family planning in its functional literacy activities. While there are continuing pressures on World Education to spread its efforts more broadly over a wider spectrum of adult education activities, the focus on population/family planning is evident even in its non-AID-funded programs.

One characteristic that defines and delimits World Education's activities in population/family planning is its use of educational concepts and methods. These may be differentiated from those concepts and methods that emphasize, for example, clinical, legal, coercive, instructive, or the one-way information approaches designed to encourage and assist the adoption of family planning practices.

World Education's concepts and strategies are based on the knowledge that there are large numbers of people — perhaps the majority of adults in developing countries — who, for a variety of cultural, political, economic, and other reasons cannot or will not respond either positively or permanently to anything but an educational approach to population/family planning efforts.

Thus, education is required in addition to the variety of other approaches. In fact, it has been the experience of World Education in several countries that, at a certain point in time, the educational approach is the only approach

permitted by political, religious, geographic, or cultural situations. In such cases, education, both at the central policy-making level as well as in direct contact with adult learners, can become the forerunner of more direct clinical, legal, or other approaches. In any case, World Education does not consider its educational activities as ends in themselves but rather as means of preparing adult learners with the kinds of mental skills, knowledge, attitudes, motives, and socio-economic conditions that will enable them to decide to make the kinds of behavioral changes appropriate for individual, family, and community needs.

Concepts

Through evaluation of its projects in Thailand, Turkey, Honduras, and other countries, World Education has found that adult learners will accept population and family planning concepts and practices when integrated in adult education programs.*

In personal decisions such as family planning it is unrealistic to expect peasants to comply simply because authorities tell them to, if compliance would otherwise violate their sense of right behavior, as it often does. Planners, therefore, cannot expect people without education to accept the concept of family planning, much less adopt it permanently, from merely being told about it. Development workers are beginning to understand that it is necessary first for people to undergo learning experiences in which they begin to think rationally about the problems of family size and to consider potential solutions.

The development of these problem-solving skills is one of the functions of nonformal education programs, but, in most countries these programs do not include population and family planning content. Even in the few cases where they do, the instructional methods and learning materials are often of such poor quality that their impact in adult learners is small or non-existent. Improvement in the quality of educational methods and materials will lead to greater effectiveness of instructional activities.

Teaching methods which actively involve the adult learner are more likely to bring about desired knowledge, attitude and behavioral changes than those methods which treat the adult as a passive recipient of information. Likewise, methods which are

*see Evaluation Report

based on an understanding of local customs and traditions are more likely to be successful than those which are imposed from outside the culture.

Activities

The grantee has also accumulated expertise in the development and use of innovative instructional materials and is in the process of carrying out research activities that will test and measure their effectiveness under varying conditions and with different groups. Costa Rica and Indonesia have both developed materials development centers with World Education assistance, the outputs of which can now be used to improve the teaching of population and family planning on a wider scale.

Training of personnel at all levels is one of the most important parts of the project. It is obvious that adult education personnel will plan and produce more effective methods, materials and evaluations for population/family planning education programs if skills are improved through training. This training is largely carried out on the job through visits by World Education staff and consultants, by World Education's publications program which brings to the host agencies staff the best that World Education has found in terms of planning strategies, methods of incorporating population/family planning content in programs and teaching aids and materials. A more formal kind of training takes place in the seminars and workshops where there is an added advantage of meeting and discussing with other people involved in similar programs their problems, ideas and solutions.

In this project, program analysis and evaluation are given special attention. As stated in the AID evaluation report of World Education:

"Considering the experimental and innovative nature of World Education's activity and the widespread application of results, too little effort and resources have been allocated to research, evaluation and dissemination of findings."

It is known that poorly designed or administered evaluations of projects have little value and are often very costly. Thus, improved methods of analysis and evaluation should lead to increased effectiveness of specific adult education methods and materials in changing the population/family planning attitudes and behavior of adult learners.

Analysis and evaluation of each project on a continuing basis is particularly important in small projects from which widely useful results are expected. World Education has neither the staff nor resources to actively assist in the widespread expansion of programs on a national, regional or worldwide basis. This is the responsibility of host agencies and international organizations. However, World Education can exercise an influence far out of proportion to its size and resources by a careful analysis, evaluation and widespread dissemination of project results.

One of the ways World Education increases its impact is through organizational linkages. Increased linkages between adult education and population/family planning organizations especially tend to result in expansion and improvement of population/family planning content in adult education programs.

World Education has been and will continue to be an important catalyst in bringing about these organizational linkages at the international, national and local levels. Not only is the number of linkages important but the type and quality as well. World Education is working with ministries of education, health, agriculture, family planning associations, universities, labor and farmers' unions, welfare associations, demographic associations and many other governmental and private agencies in its country projects. (See Appendix **B**). Thus, it has been able to spread the impact of its programs much more broadly and effectively than would be possible with direct approaches to adult learners at the village level.

Performance

During the four years that the grantee has operated with AID funding, it has amply demonstrated its capability in implementing activities and projects that further the objectives and priorities of Title X.

From 1969 to December 1973, working in partnership with host agencies:

- 32 country analyses were completed;
- 46 project designs were completed;
- 17 demonstration projects were planned, of which 11 have been activated;
- 28 workshops and seminars were held, and
- 76 in-country training workshops were conducted, as a result of which
- more than 600 program planners and administrators were trained and
- more than 100 teachers trained in demonstration projects.

- More than 500 demonstration literacy classes were organized in projects in five countries (Thailand, Philippines, Turkey, Honduras, and Costa Rica), which included more than 10,000 student participants.
- More than 150,000 copies of 39 different publications have been produced and distributed to a mailing list of about 5000, of whom some 4000 are overseas.

Summary

In FY 1974, a team of outside evaluators included the following statements in a summary of its findings:

1. The historical background, interests, basic educational concepts, operational strategies, and organizational structure of World Education appear to be eminently suitable for the purposes and tasks described in the AID agreements.
2. The concepts about adult learning and functional literacy promulgated and used by World Education are based on sound learning theory and currently accepted principles of program planning and community development.
3. During a period of rapid expansion, World Education has demonstrated a capability to design and implement innovative projects in functional education for family planning. The projects and materials are characterized by transferability within and between countries.
4. The staff of World Education is highly skilled in transferring and disseminating successful prototype methods and materials as evidenced by their being found in publications, seminar and workshop content, and in the various country projects.
5. Considering the experimental and innovative nature of World Education's activities and the high potential for widespread application of results, too little effort and resources have been allocated to research, evaluation, and dissemination of findings.
6. World Education has a remarkable ability to select and utilize well-qualified consultants, who, in turn, have established a reputation of being effective and acceptable in the field. Twenty-one of the 46 members of the active Consultant Panel are non-U.S. citizens. Reliance on consultants has the additional

advantage of assuring inputs that are based on professional standards rather than on organizational loyalty.

7. The outstanding efforts World Education has made to promote interagency linkages has been highly successful both at the international level and at the country level where they have been instrumental in bringing about cooperation among adult education, family planning, and other organizations.
8. There has been a steady expansion in the number, variety, and distribution of World Education publications since the beginning of AID assistance. There is also a noticeable improvement in the quality of the publications in terms of content, format, and use of information and materials obtained from field experiences. Current plans call for further expansion into audio-visuals and other means of educational communications.
9. On the basis of factors such as population increases, illiteracy, and poverty indices, World Education appears to have selected countries and areas within countries where there is a definite need for experimental projects. In a number of cases, World Education is operating in areas where clinical family planning efforts are not yet welcome and where an educational approach is clearly indicated.
10. World Education has been particularly successful in identifying and selecting host agencies, both governmental and private, with a high potential for utilizing and disseminating the results of innovative and experimental programs. Large-scale dissemination is the appropriate role for such host agencies.
11. It is the practice of World Education to link together family planning and adult education organizations at the country level. Field projects were stronger and there was better population/family planning emphasis in those cases where World Education was successful in drawing together adult education and family planning organizations.
12. World Education has impressively demonstrated its ability to integrate population/family planning concepts into functional education programs in a number of countries. The basic premises and strategy are sound and have been adequately proven to the evaluation team at the level of the host agencies where World Education has its major impact.

13. The staff and consultants of World Education enjoy an extremely high degree of acceptance by host agency and other project-related staff. This is attributed to World Education's methods of operation in host countries; its flexibility;; its respect for local needs, conditions, and problems; the high level of competency of its technical personnel; and its flexibility in using financial aid. World Education is often contrasted with other agencies which impose their ideas, provide little useful technical assistance, have little sympathy for or understanding of local needs, and which are inflexible in apportioning assistance.

WORLD EDUCATION PROJECT 1975-1977

PERT DIAGRAM/FLOW SHEET (condensed)

project status	country	FY 1975	FY 1976	FY 1977	DESCRIPTION	Responsible Agency	(months)		
		Program expansion complete							
ongoing projects	THAILAND	O-F-L ² -N ¹ -J ¹ -K ¹ → 5 → L ² -M ² -N ² → 5 → I ¹ -J ¹ -K ¹ → 5 → L ² -N ¹ -O → Program expansion complete				A-B	Country survey	WE/HA	1-6
	PHILIPPINES	C → 4 → D ¹ -E ¹ -F ¹ → 2 → G → 2 → H ¹ -I ¹ → 2 → K → 5 → L → 3 → M ¹ -N → 3 → P ¹ -K → 5 → L → 2 → M → 4 → N				B-C	Project design	WE/HA	2-6
	MALAYSIA	M ¹ -B ¹ → 3 → G ¹ -H ¹ -L ¹ -I ¹ -K ¹ → 6 → L → 4 → M → 3 → N → 4 → E → 4 → F → 3 → O → 12 → P				C-D	Project funding arranged	WE/HA Cites	3-5
	INDONESIA	L → 3 → M ² -N ² -O ² → P				D-E	New staff hired, office est. etc.	HA	1-2
	COSTA RICA	K → 4 → L → 3 → M → 2 → N → 2 → O → P				E-F	Agency staff trained	WE/HA	1
	ETHIOPIA	B → 2 → C → 3 → D → 2 → E → 2 → F → 3 → G → 5 → H ¹ -I ¹ -J ¹ -K → 6 → L				F-G	Baseline survey carried out	WE/HA	2-3
projects submitted for funding	KENYA	C → 3 → D → 2 → E ¹ -F ¹ → 2 → G → 4 → H → 4 → I ¹ -J ¹ → 3 → K → 4 → L → 3 → M ¹ -N				G-H	Instructional materials designed	WE/HA	4-6
	HONDURAS	F ¹ -G ¹ → 2 → H → 2 → I → 2 → J ¹ -K → 5 → L → 2 → M → 3 → N → 2 → R → 2 → I ¹ -J ¹ -K → 5 → L → T → 2 → R → 2 → I ¹ -J				H-I	Instructional materials field tested	WE/HA	1-2
	TURKEY	B → 3 → C → To be determined				I-J	Instructional materials produced	HA	1
projects in process of development	INDIA	(Supported by private funding)				J-K	Teachers trained (continuing)	HA	1-2
	JAMAICA	A → 6 → B → To be determined				K-L	Instruction of adult students	HA	4-6
	ECUADOR	To be determined				L-M	Analysis of materials & instructional methods	WE/HA	2-3
	NIGERIA	B → 2 → G → 4 → D ¹ -E ¹ -F ¹ → 2 → G → 4 → H ¹ -I ¹ -J ¹ -K → 6 → L → 3 → M → 4 → N → O → P →				M-N	Final project evaluation report	WE/HA	1-2
	NEPAL	B → 4 → C → 2 → E ¹ -F ¹ → 4 → G ¹ -H ¹ -I ¹ → 2 → J ¹ -K → 6 → L → M → O → 2 → P → D ¹ -E ¹ -F ¹ -J ¹ -K → 6 → G ¹ -H ¹ -I ¹ -J ¹ -K				O-P	Project results disseminated	WE/HA	
	BANGLADESH	C → 2 → D ¹ -E ¹ -I ¹ → 6 → J → 6 → K →				Q-R	Program expansion	HA	
	IRAN	B → C → To be determined				S	Materials revision		
	LESOTHO	B → C → F → 2 → G → H → I → J → K → L → M → N → To be determined →				T	Post-test		
	HAITI	A → B → C → D → E → F → G → H → I → J →							

A. PERT Diagram/Flow Sheet (condensed)

B. Narrative Statement

World Education's planning strategy basically involves the following steps:

Phase I	Country Survey
Phase II	Project Design
Phase III	Project Demonstration
Phase IV	Analysis and Evaluation
Phase V	Dissemination

Since the various country projects are in different stages of development, not all phases will be carried out in each project under the new contract. However, in all cases, World Education works with host country personnel in each phase of project development.

Host country and World Education inputs vary, depending upon availability of local resources and need for outside resources. These can only be determined after the country survey has been carried out. Moreover, these needs often change during the evolution of the project. For example, World Education often has to provide intensive training to key personnel in the early stages of a project whereas in the later stages these same personnel can, in turn, carry out the training of field personnel who will work with adult learners.

Basically, this project is designed to create the capacity for World Education to respond in a more effective and flexible manner to the variety of needs which arise in country projects and then to disseminate the results as widely as possible within the limits of available resources. Thus, the WE strategy is to provide only those inputs which cannot be provided by local resources at any given point in time.

As noted by the AID Evaluation Report, the major responsibility for disseminating the project itself - expanding it country-wide, and moving it vertically so that there is provision for students who have moved beyond the new-literate stage - rests primarily on the host agency, relying either on its own resources or on funding from other national or international agencies.

"World Education has been particularly successful in identifying and selecting host agencies, both governmental and private, with a high potential for utilizing and disseminating the results of innovative and experimental programs. Large-scale dissemination is the appropriate role for such host agencies."

In addition, however, World Education has disseminated the innovative methods and materials used in various programs, the evaluation findings of particular projects, and the basic concept of functional education for family life planning through its publications programs, through regional workshops and seminars, and through study tours and training of project personnel.

As an example, perhaps the best example, of what has happened and can happen in other countries, the Thailand story deserves special mention. This experience shows how World Education's assistance, with a relatively limited expenditure of funds, can have a "pebble-in-the-pond" reaction - sending out waves with a much wider and broader impact.

In the case of Thailand, initial World Education assistance led to the establishment in 1970 of 20 pilot classes in one educational region of the country using a curriculum and new materials that incorporated family life planning.

By 1973, classes had been extended to six educational regions, and expansion nationwide was planned by 1976. In addition, an ever-expanding body of materials was produced and additional teachers were trained: a permanent secretariat was established; village reading centers were opened and expanded.

World Education's input came only at particular key points: at the first regional workshop, at the first materials design session, the first teacher-training workshop and its follow up, in the planning sessions for establishing the secretariat.

The ultimate impact of broad-aimed programs of this kind takes time to develop and is difficult to measure. Yet it is safe to say that without the inputs from World Education the functional literacy program in Thailand would not have expanded as it has, would not have caught the imagination and enthusiasm of local officials, supervisors, and teachers, and certainly would not have included, as a major component, family planning/population content. The impact of the World Education pebble is presented visually in the chart that follows.

500 COPIES OF STUDENT MATERIALS

44 TEACHERS AND SUPERVISORS - REGION X FOLLOW UP

THAI MATERIALS ANALYZED AND DISTRIBUTED WORLDWIDE

4 TEXT REVISED (10,000 COPIES)

IT REVISED FOR REGION III

TEACHERS TRAINED FOR NEW CLASSES IN REGION IX AND REGION X

AND ADDITIONAL CLASSES IN REGIONS VII, II AND III

FOLLOW-UP MEETING FOR SUPERVISORS-TEACHERS

STUDY TOURS TO OR FROM 8 COUNTRIES

SECRETARIAT

HOLDS WORKSHOP ON NONFORMAL EDUCATION

EP/PEWED WORKSHOP AT THAMMASAT UNIVERSITY

AREA, ADULT EDUCATION DIVISION, ALTS AS CONSULTANT AT HARBOR AREA REGION WORKSHOP

THAI CASE STUDY PUBLISHED - DISTRIBUTED WORLDWIDE

MOE STAFF ATTEND E-W CENTER WORKSHOP FOR POPULATION EDUCATORS

COMBINATION OF CORRESPONDENCE CLASSES

VILLAGE READING CENTERS EXPAND

ONGOING FEEDBACK AND EVALUATION

EVALUATION DESIGN FOR THAI PROJECT PREPARED

FIRST PILOT CLASSES EVALUATED

EVALUATION WORKSHOP

ONGOING FEEDBACK AND EVALUATION

EVALUATION DESIGN FOR THAI PROJECT PREPARED

REGION IX

REGION X

REGION VIII

REGION II

REGION III

REGION VII

REGION IX

REGION X

REGION II

REGION III

REGION VII

REGION IX

REGION X

FIRST URBAN CLASSES

FIRST VERTICAL EXPANSION TO LEVEL 2

CLASSES

ADDITIONAL CLASSES IN

REGION II

REGION III

REGION VII

REGION VIII

REGION IX

REGION X

TRIALS REVISED REGION II

TEACHERS TRAINED FOR ADDITIONAL CLASSES IN REGION VIII

AND NEW CLASSES IN REGION II AND REGION III

INNOVATIVE TRIALS AND

TEACHER TRAINING WORKSHOP FOR 20 PILOT CLASSES

SECRETARIAT ESTABLISHED

FIRST VILLAGE READING CENTERS OPEN

BANGKOK CONSULTATION (Indonesia, Philippines, and Thailand)

NEW DELHI/LUCERNE SIX-COUNTRY REGIONAL WORKSHOP (Colombia, India, Korea, Philippines, Thailand, Uruguay)

BASELINE SURVEY

REGION VII 20 PILOT CLASSES

REGION II

REGION III

REGION VIII

1969-70

1971

1972

1973

1974

The Thailand Project: in Functional Literacy and Family Life Planning



INTERNATIONAL EVALUATION WORKSHOP IN CHENGMAI WITH PARTICIPANTS FROM AFRICA, ASIA, LATIN AMERICA, & NORTH AMERICA - FOCUSING ON THAI PROJECT - 1974

Experience over the past years in developing countries has shown that the most important inputs required by host agencies are:

1. Technical assistance for:
 - a) Project planning and development;
 - b) Training of host agency staff and field workers;
 - c) Assistance in the development of instructional methods and materials;
 - d) Assistance in project evaluation.

2. Direct financial support for:
 - a) Direct costs of training seminars and workshops;
 - b) Cost of production of instructional materials;
 - c) Purchase of equipment and supplies;
 - d) Salary support.

Specific examples of the variety of WE inputs to host agencies may be found in the appendix to the World Education Evaluation Report.

In some of the host countries the institutional infrastructure requires that major assistance be given to institution building, organization, and staff training while in others the major thrust is to incorporate population/family planning content into an existing, and otherwise very strong, adult education programs. Obviously, the WE and host agency inputs vary widely in these two types of situations.

World Education has numerous requests for assistance and thus must be highly selective in offering various types of help. The major criteria for selection of projects has been states as follows:

- What are the chances of success?
- How strong is the local commitment?
- Does it duplicate other efforts?
- Is the internal potential for expansion good?
- What new insights will the project give about adult learning and behavior change?

The critical conditions which must be met to achieve the project purpose follow from these criteria for project selection. The chances for success depend, in large part, on the local commitment, structure, manpower and other resources which can only be provided locally.

More specifically, criteria for project success are:

- a) An existing or developing institutional structure capable and willing to incorporate population/family planning concepts in adult education programs.
- b) Availability of trained or trainable manpower who will work toward the realization of the project purposes.
- c) The provision of physical facilities, equipment, local transportation, materials production facilities, etc. -- depending on specific project methods and purposes.
- d) Access to and availability of adult learners as the ultimate focus of the project.

World Education has identified three program priorities for 1974 through 1977: carefully planned field activities with partnership agencies in selected countries with regional planning and services; program analysis and evaluation; and dissemination through an expanded publications program and the strengthening of ties with interagency networks.

Although rigid ceilings will not be established, the growth of project activities and programs will be carefully planned and controlled during the next three years, and the number of countries included will be limited in each region; even more important will be the determination of what the proposed project may contribute to the knowledge-base of family planning education in the framework of education for development.

World Education has already had field experience in six countries in Asia, and foresees field activities in perhaps two or three more, bringing the total to seven-nine. In Africa and Latin America, the number will be less, perhaps, by 1977, five-seven countries in each.

World Education's more sharply focused view of its role, while adding new dimensions to collaboration with host agencies, will probably not basically affect its pattern of program development and operations. That is, the package of inputs will continue to include technical assistance through staff and consultant services, workshops for special purposes, seed grants, specialized training for key project personnel through study tours, etc. It is rather more the form and style in which these activities will be carried on that will change in the period 1974 to 1977.

World Education will reexamine its current projects to see what it can learn from them, and new projects will be accompanied by analysis and research. Workshops, which have proved useful in the past in generating new projects, will likely be on a national rather than a regional level, and will be designed to achieve specific program objectives. Worldwide there will be as many as 100 of these in-country workshops taking place in the next three years.

In the Asia region, especially, WE plans decentralization of program staff, and a selective strategy approach to program development. This is not only because of administrative feasibility, but because WE recognized the need for more two-way communication, for a constant flow of information that is relevant to finding joint solutions to problems, and a need therefore to move closer to the field where the action is.

WE plans to expand upon a concept and experience it has had with a key or magnet project in a region. Almost every aspect of the Functional Literacy and Family Life Planning Project in Thailand has served as a generator of ideas in a number of other countries, not only in Asia, but in Africa and the United States as well. It is possible that key projects, with different patterns and objectives, will emerge in other regions and function with a multiplier effect similar to Thailand. The project that has begun in Ethiopia may well serve such a function for Africa and elsewhere, and the project in Colombia seems to us also to have such potential. World Education's new Department of Program Analysis and Evaluation may work closely with the IIALM in Teheran (a Government of Iran-Unesco sponsored activity) thereby achieving significant outreach in that region.

A second new dimension of country programs may be what has been described as a 'mini-project'. This might be very specific and limited: an intensive three-week materials development workshop for a particular innovative project, for instance, which would be preceded or followed by a special training program for selected persons.

The training of key project personnel will continue especially in those projects that seem to have potential for wide influence in other parts of the world. These training programs or study tours will be designed to ensure maximum effectiveness.

Analysis and Evaluation Services

In commenting on the experimental and innovative nature of World Education's approaches and the high potential for widespread application and results, the evaluation team specifically recommended that AID should encourage increased World Education efforts to build its analysis and evaluation capacities. In recognition of this need World Education proposes to incorporate its Methods and Materials Center into a Department for Program Analysis and Evaluation.

a. Methods and Materials Center

World Education sees the Methods and Materials Center as having the following functions:

1. Data gathering and analysis of current experiments in curriculum and materials, and sharing of this information in ways that are directly helpful to curriculum designers, trainers, and practitioners.
2. Preparation of training tools and support materials for training of trainers, curriculum designers and field staff, using the principles of active involvement in problem solving and inductive learning.
3. Planning and carrying out innovative pilot projects with a built-in feedback loop (process-analysis).
4. Application of the feedback loop idea on wider scale, in selected on-going projects, and dissemination of findings in suitable forms.
5. Exploration of the potential use of the media as an integral component of our programs in a variety of educational contexts and consistent with overall problem-solving educational strategy.

In retrieving information from on-going projects, the Center has tried to avoid duplicating the clearing house or documentation center role performed by other and larger agencies such as IPPF, E-W Communication Institute, and the International Institute of Adult Literacy Methods. Instead its objective has been to retrieve information with an eye to its immediate recycling in new forms.

The first function, of collecting, organizing, classifying, and sifting through available experience, is thus put at the service of the second, that of transmuting field experience into tools addressed directly to curriculum planners, trainers, and field practitioners.

More recently, the Center has begun experimentation in the production of different types of training materials for trainers and instructors. These materials are deliberately designed to involve learners actively in problem solving and to sensitize them to the merits of inductive learning through direct personal experience. The materials would be available for use within World Education - assisted programs, as well as for incorporation in training modules and activities of other interested agencies.

In regard to items 3 and 4 of its functions, the Center has now prepared a proposal on "Innovative Forms of Education for Preliterate Women" for which World Education is actively exploring possible funding sources. A project on these lines, conducted initially on a small scale, would provide both the opportunity to break new ground in terms of educational strategies, and a means of field testing the feasibility of a feedback loop. The proposal provides for systematic documentation of the experience through a few specially trained local participant observers.

This aspect of the Center's activities will provide new insights into the learning process so that program planners, administrators, and field staff may find better ways of involving adults in learning that will lead to changes in behavior.

Exploring the use of the media, item 5 on the list, is a relatively new function for the Center but World Education already has staff capability to produce practitioner-oriented filmstrips using the inquiry method and other small media incorporating innovative educational strategies applicable to the population/family planning field.

While continuing these efforts, World Education will explore the potential that big media offers for its programs. The use of radio and other mass communication media in population and family planning programs is of course not new, but the real challenge lies in uncovering and demonstrating their potential for education in its fullest sense rather than merely for persuasion or for the simple transfer of information. The request from ACPO in Colombia to assist in the evaluation of the radio-centered educational strategy and in designing new educational materials incorporating responsible parenthood is already a step in the direction we wish to take. We propose to take further initiatives of this type, but selectively: to explore, observe, and analyze quality and increasing the range of impact in the program.

b. Evaluation Unit

Closely related to the activities of the Methods and Materials Center, World Education proposes to develop a new unit concerned with evaluation. The Center and the Evaluation Unit will be the two main components of the Department of Program Analysis and Evaluation.

There is a growing demand among host agencies for assistance in evaluating their programs more effectively. A number of countries (e.g., Honduras, Costa Rica, Turkey, the Philippines, and Thailand) have already begun to call on our help to develop evaluation models and instruments. While evaluation is an intrinsic part of all World Education-assisted project plans this will receive more attention in 1974-77 and is reflected in the budget under field activities by regions.

The new Evaluation Unit within the Department of Program Analysis and Evaluation will be concerned with:

- a. encouraging and assisting in the further analysis of the problems of evaluation in specific settings;
- b. helping in the development of evaluation models and methods adaptable to the needs of programs in other cultural or socio-economic contexts,
- c. identifying resource consultants who can be drawn upon for this purpose on a regional or interregional basis,
- d. assisting in the development of local expertise in evaluation,
- e. disseminating the findings of evaluative studies and activities in ways that are understandable and directly useful to program designers and administrators.

The activities of the Methods and Materials Center and the Evaluation Unit are interrelated. In its efforts to help improve the quality of methods, media use, and materials, the Center will look for ways of getting feedback about adult learners, their motivations, contexts, responses, interactions, resistances, or whatever else impinges on their effective growth through education. In other words, the Center must utilize and help improve (or where absent, help create) feedback systems that can provide insights into the processes by which illiterate or new-literate adults internalize, adopt, and act upon new ideas. This is central to the development of educational methodology in any area but particularly in such sensitive areas as population and family planning.

Dissemination

World Education will be increasingly aware during the next three years of the need to search for ways, within the limitations of staff capability and budget, to heighten its impact and broaden its outreach. One means of achieving this, of course, is through the expanding project activities of host agencies. Another is through the continued use of workshops and by planning specialized training or study tours for key staff members of those projects that are underway with partnership organizations. Both of these are essential and integral parts of country field activities, and for budget purposes are included under that heading. But there are two other methods of more widely disseminating the concepts and strategies of functional education for family life planning. The first is by continuing to develop interagency linkages with national and international organizations. The second is through an expanded publications program.

a. Interagency network

The World Education Evaluation Report noted the organization's successful efforts in the past to establish an active program of cooperation with various national and international organizations, and considered these activities to be vital to achieving the long-range objectives of the AID-funded activities of World Education.

In addition to the 40 host agencies with whom World Education has jointly undertaken field activities, World Education has identified some 80 other organizations with whom it has established at least informal communication and exchange of information.

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Several reasons exist for the development of these cooperative relationships. They help maintain a worldwide perspective on population and educational problems. They help maximize the impact of World Education's work in family planning education for development. Finally, the most important, they provide the opportunity for joint sponsorship of projects. They may make financial resources available to extend project activities; they may open new program possibilities that take advantage of the organization's size or its network or affiliated membership organizations; because they are already established and accepted, their joint sponsorship may lend authenticity to World Education's program concept.

In a few of these cases, as for instance with International Planned Parenthood Federation, London, World Education has gone beyond the mere exchange of information, and has established a close cooperative working relationship. World Education intends to strengthen these ties with a number of key agencies in the years ahead. This will be coordinated under the Policy and Planning Section of World Education, under the direction of the president.

b. Publications

The publications department of World Education is an essential component of the organization's attempt to reach out to disseminate its findings widely, and to strengthen its partnership relationships with host agencies.

World Education's publication program is already well established. Its quarterly journal, World Education REPORTS, regularly reaches about 5,000 decision makers, education and population program planners and administrators in 112 countries. Increasing number of US universities, schools of population studies and adult education, and libraries are asking to be added to the mailing list. In addition to REPORTS, World Education published a monograph series, two periodic papers, a newsletter, and, through the Methods and Materials Center, a variety of teaching aids and learning materials. This work is an important part of World Education's outreach, and it must continue and expand.

All of the publications categories listed in the preceding paragraph will be continued during the next three years. The categories are sufficiently flexible so that the publications unit has the capacity to publish both lengthy treatments and short discussions that serve a range of functions - from the airing of important issues to the improvement of program implementation and field practices.

World Education sees its publications program not only as a reflection of its program as a whole but as extension of the program. Wide but carefully selected distribution of publications will help ensure a broad dissemination of both field activities and of innovative materials and useful findings of the analysis and evaluation section.

LOGICAL FRAMEWORK

SUMMARY

OBJECTIVE IDENTIFIABLE INDICATORS

IMPORTANT ASSUMPTIONS

A. 1 GOAL
To reduce world population growth.

A. 2 MEASUREMENT GOAL ACHIEVEMENT
Reduction of the gap between birth rates and death rates,

A. 3 (AS RELATED TO GOAL)
Adequate family planning services are readily available to the people at a reasonable cost.

B. 1 PURPOSE
To develop and diffuse population/family planning educational programs for adult learners so that they will practice family planning.

B. 2 END OF PROJECT STATUS
1. Adult education organizations with pop/fp content in programs.
2. Acceptance among adult learners of pop/fp concepts and practices.
3. Improved quality of education methods and materials for non-formal education programs.
4. Improved capability of adult education staff to plan and implement pop/fp programs.
5. Established linkages between pop/fp organizations and adult education organizations.
6. Established capability for analyzing effectiveness of methods and materials on attitudes and behavior of adult learners.

B. 3 (AS RELATED TO PURPOSE)
1. Pop/fp education can be effectively carried out through adult education organizations.
2. Acceptance of pop/fp concepts and practices by adult learners will result in reduced birth rates.
3. Qualitative improvements in methods and materials will result in greater effectiveness of adult education programs.
4. Trained staff will utilize new/improved skills and knowledge.
5. Organizational linkages will result in new and improved programs.
6. Improved capacity to analyze effectiveness of methods and materials will lead to improved programs.

C. 1 OUTPUTS
1. Host agencies assisted
2. New organizational structures and policies in operation.
3. Trained personnel
4. Population/fp concepts disseminated.
5. Innovative methods and materials developed.
6. Materials produced and tested.
7. Workshops and seminars held.
8. Pop/fp and adult education organizations linked.
9. Project analyses and evaluations completed.
10. Results of demonstration projects disseminated.

C. 2 OUTPUT INDICATORS
1. 23-30 host agencies in 18-25 countries assisted.
2. New organizational structures and/or policies in almost all project countries.
3. 100-200 host agency personnel, 1500-2000 others trained in planning, administration, programing, development, materials development, evaluation, etc.
4. Concepts disseminated to 5,000-10,000 professional adult educators and nearly 1 million adults, through radio, classes publications and other media.
5. Innovative methods and materials produced in each demonstration project.
6. Approximately 100 different educational materials developed and tested/and 1 million copies produced/distributed.
7. 80-100 workshops or seminars for 2,400-3,000 participants held in 18-25 countries.
8. Organizational linkages developed with 80-100 pop/fp and adult education agencies.
9. 23-30 project analyses and evaluations of demonstration projects completed.
10. Demonstration project results disseminated among 5,000-10,000 adult educators in 89 LDC's.

C. 3 (AS RELATED TO OUTPUTS)
1. Host agencies assisted will incorporate pop/fp content in programs.
2. New organizational structures and policies will be used to incorporate pop/fp content in programs.
3. Trained host agency personnel will be employed to incorporate pop/fp content in adult education programs.
4. New concepts taught will change family planning attitudes and practices of adult learners.
5. Innovative methods will be used to improve effectiveness of adult education programs.
6. Educational materials developed and produced will be used to increase learning effectiveness.
7. Workshop and seminar participants will utilize knowledge and skills to develop and improve programs.
8. Increased organizational linkages will result in improvement and expansion of programs.
9. Analyses and evaluations will result in more and better programs.
10. Dissemination of results will lead to program expansion/improvement.

D. 1 INPUTS WORLD EDUCATION 3 years
1. Personnel and travel.
2. Training
3. Materials and publications.
4. In-country project costs.
5. Administration

D. 2 BUDGET/SCHEDULE 3 year PROJECT
1. FY 1975 \$611,500.00
2. FY 1976 \$711,300.00
3. FY 1977 \$824,300.00

D. 3 (AS RELATED TO INPUTS)
1. The availability of the type and quality of consultants required for specified needs.
2. The relative stability of costs of consultant fees, per diem, travel and other costs.
3. The continuing availability of USAID-funded Task Orders.
4. Host agencies will continue to support project activities upon termination of external assistance inputs.

TOTAL \$2,147,100.00

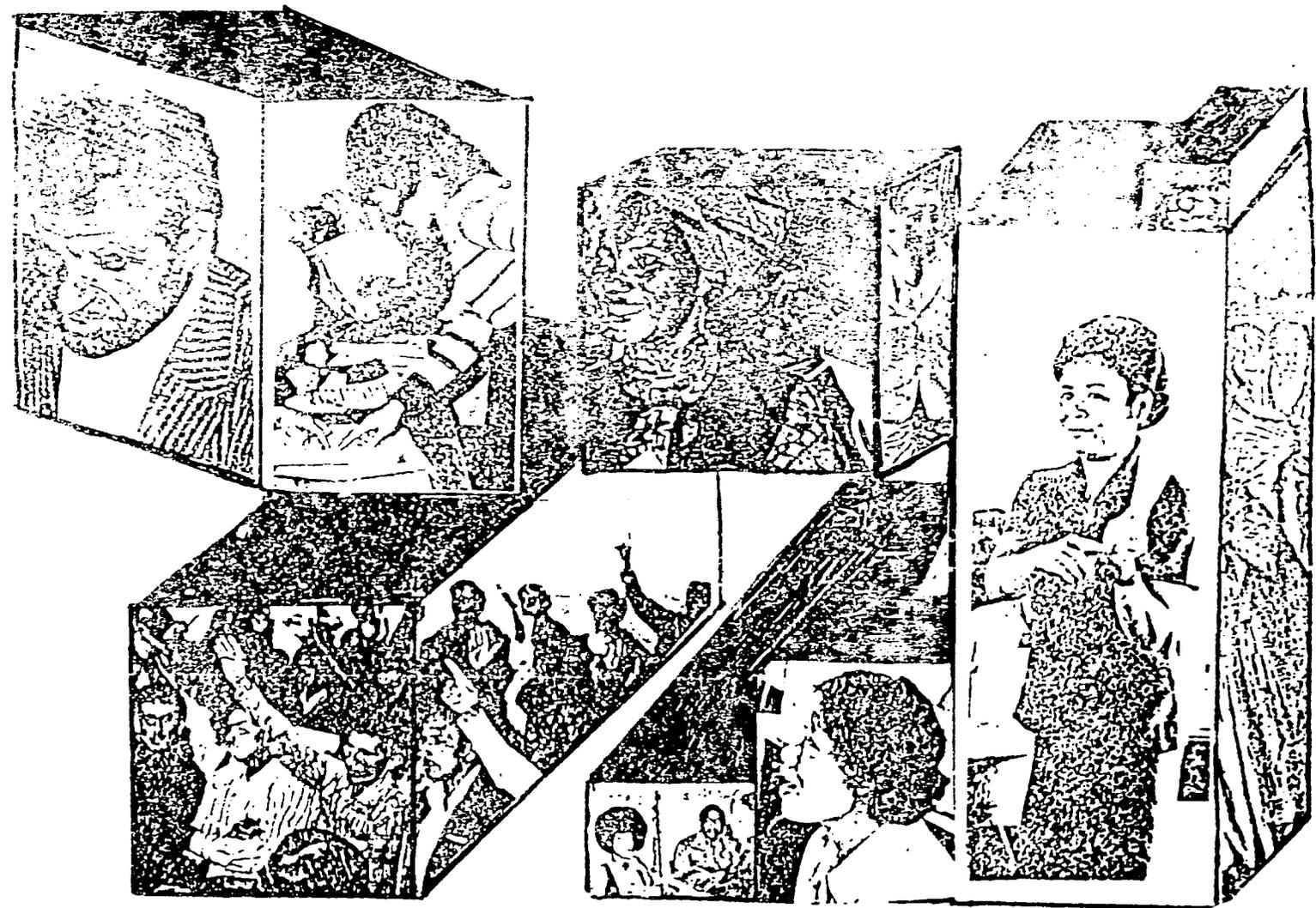
INPUTS HOST AGENCIES
1. Staff
2. Space and facilities.
3. Local transportation
4. Equipment
5. Materials and supplies
6. Local administration

(Assumes a total World Education budget of \$1,250,000.00 for FY 1975, from all sources, including AID Task Orders, and increases in 1976-77)

PROJECT DIGEST

APPENDIX A

74



MEM
MEM

Africa

PROJECT TITLE: INTEGRATED FAMILY LIFE EDUCATION
 IN THE IOPLA
 HOST AGENCY: Ethiopian Women's Welfare Association
 Address: P.O. Box 2418
 Addis Ababa, Ethiopia
 Tel. no. 12-47-05
 DIRECTOR: w/o Abeba Holderufael
 AMOUNT OF AID: Cumulative: T.O. 9114,724
 Current Budget: 932,376
 DATE OF PROJECT: July 1, 1975 to June 30, 1978



AIM OF PROJECT: 1) Make literacy and services available to large number of people using coordinated approach.
 2) Develop locally produced prototype, tested materials.

ORGANIZATION OF PROJECT: The EWA provides structure through which project operates. Three project sites have been selected representing urban, semi-urban, rural situations. Advisory board representing government ministries and nongovernment agencies organized and functioning.

STAFF ARRANGEMENTS AND TRAINING: Project manager, field supervisor, secretary/bookkeeper from central office staff. Teachers at center are selected locally from IOPL. Other field extension staff coordinated by staff and advisory board. Training in stages is organized in the field centrally with assistance from government, F.W.I., F.C.A. and outside consultants.

RESEARCH AND EVALUATION: Baseline survey done by Institute of Development Research of Addis Ababa University on contract from EWA. Plans for interim evaluation have been initiated. Plans for E/W to determine impact specifically on family planning attitudes; changes under consideration.

LIST OF KEY PERSONS

- W/o Abeba Holderufael, Manager
- W/o Loule Tesfye, EWA General Secretary
- Princess Seble Desta, Vice President of EWA
- Ato Newey, Director General Adult Education and Literacy Ministry of Education
- Mr. Erlu Ymer, Family Guidance Association

AID CONTACT
 Mr. Ted Morse

ETHIOPIA
Country

Raw List # 8

PROJECT TITLE: FAMILY LIFE EDUCATION

Date: March 26, 1974 By: Jill Sheffield

POPULATION: 26,111,000
GROWTH RATE: 2.2% (91% rural)
ILLITERACY: 95%
OTHER: No family planning policy

PROJECT SCHEDULE:
Country survey completed: 1973
Project design: Funded:
Project demonstration: to 1974 from 1975
Final evaluation complete: 1976

HOST AGENCY: E.W.W.A.
OTHER AGENCY LINKAGES:
Pop/f.p.: Family Guidance Advisory Board Asso.
ECA/pop. division
OTHER DONOR AGENCIES:

Innovative methods/materials employed: Innovative in Ethiopia to key picture with text.
New organizational structures/policies developed: Adult classes organized in tandem with health services opportunity./Advisory Board represent: of government agencies and voluntary agencies primary policy setting body.

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975		fy 1976	fy 1977
	Baseline 12/73 Pretest 2/74			Final evaluation	
TRAINED PERSONNEL					
Key program planners/administrators	Ext. workers (3)				
Trainers/supervisors	Advisory Board (14)		Ext. workers (4)		
Teachers	Trainers (3)		(6)		
Others (specify)	Teachers (4)		(4) + (3)	(4)	
	Ongoing in-service		Village leaders (6)		
MATERIALS PRODUCED (type and #)					
Learner-level	Basic text 1200		2500		
Teacher-level	Guide & flipcharts 25		70		
Other (AV, etc.)			Puppet show	Cassettes	
WORKSHOPS and SEMINARS (for whom?)					
LDC participants #	Training 10-12		Training Evaluation 12-20 15-20		
Others/resource/observers	2		2 4		
CLASSES ORGANIZED (#)	15		40		
ADULT LEARNERS PARTICIPATING (#)	400		1800		
DISSEMINATION OF FINDINGS					
Where? By what means? Audience?			USAID ECA University	FGA UNESCO	
Pop/FP CONCEPTS DISSEMINATED					
How? materials/discussion/radio/etc.	Train.with health clinic staff, soc. worker, Family Guidance staff,				
	puppets, songs				

PROJECT TITLE: INTEGRATED PROGRAM OF ADULT EDUCATION
 HOST AGENCY: Ministry of Social Welfare and
 Community Development
 Address: Box 11 250 Accra, Ghana
 Tel. no. 65421
 DIRECTOR: Mr. Kofi Atieno
 AMOUNT OF AID
 Cumulative: \$100,000
 Current Budget: -----



AIM OF PROJECT: Integrated program of adult education. Target: Population
 1,500 families in first two phases.

ORGANIZATION OF PROJECT: First phase: gathering language register, three sites,
 two farming, one fishing; second phase: curricular development and production;
 teacher training; evaluation revision classes to begin November, 1974; third
 and fourth phases, expansion geographically and into other media, i.e., radio.

STAFFING ARRANGEMENTS AND TRAINING: Community Development Officers, Assistant
 Community Development Officers; Community Development Assistants and voluntary
 leaders.

RESEARCH AND EVALUATION: Will be ongoing part of project. During spring, 1974
 additional data gathering to fill out baseline survey. Evaluation and revision
 bi-annually from that time on.

LIST OF KEY PERSONS

Kofi Atieno - consultant and coordinator, Ex-Director, Adult Education, S.C.D.
 Dr. A. A. Ammar - Director, Ghana National Family Planning Programme
 Mr. Henry Ofuri - NFMG Information and Education Officer
 Mr. L. E. K. Doveloo - Director, Adult Education S.C.D., in charge of the project

AID CONTACT

Washington - Mr. Yassie
 Accra - Haven North, Director of Mission

BEST AVAILABLE COPY

Date: March 25, 1974 By: JWS

GHANA
Country

Raw List # 34

PROJECT TITLE: FAMILY LIFE EDUCATION PROJECT

POPULATION: 9,528,000
GROWTH RATE: 3%
ILLITERACY: 75%
OTHER: One of the first to have national policy.

PROJECT SCHEDULE:
Country survey completed: 1970/73
Project design: Aug. '74 Funded:
Project demonstration: from _____ to _____
Final evaluation complete:

HOST AGENCY: Dept. of Social Welfare &
OTHER AGENCY LINKAGES:
Pop/f.p.: National Family Planning Pro
Ghona + 12 others.
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Gathered language registers 1973-74			
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)	Materials Devel. Workshop for trainers LDC	Materials Assessment Teachers Training		
LDC participants #	18 18	18 + 18 = 36		
Others/resource/observers	2 trainers, 1 LDC project director	2 + 2 = 4		
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/...				

PROJECT TITLE: Integrated Education for Better Family Life

HOST AGENCY: Institute of Adult Studies
Address: University of Nairobi
Post Office Box 30197, Nairobi, Kenya

Tel. No. Kikuyu 2021
DIRECTOR Mr. David Macharia
AMOUNT OF WE S input \$20,000 HOST AGENCY \$ input \$ 26,000
Cumulative: \$46,000
Current Budget:

DATE OF PROJECT: 1975 - 1977

PROJECT PURPOSE: To provide greater assistance to rural families by
by approaching problems of the family through an integrated team of
extension workers and variety of educational media

ORGANIZATION OF PROJECT: Prime responsibility lies with I.A.S. which is
advised by broad based committee of related governmental and voluntary
agencies. The Institutes field staff will oversee project development
and field organization.

STAFF ARRANGEMENTS AND TRAINING: Field staff of I.A.S. has been involved
with series communications workshops for past year in anticipation of
involvement in four districts of this project. Consultant assistance
has been given from FAO/PBFL team.

RESEARCH AND EVALUATION: Separate document being prepared. Assistance
being sought Institute of Development Studies, and Department of
Education, University of Nairobi

KEY PERSONS: Mr. David Macharia, Director, Institute of Adult Studies,
University of Nairobi

Kenya

Country

Raw List # 14

PROJECT TITLE: EDUCATION FOR BETTER FAMILY LIFE

Date: March 25, 1974 By: Jill Sheffield

POPULATION: 12,539,000
 GROWTH RATE: 3.4% (89% rural)
 ILLITERACY: 75-80%
 OTHER: Population plan policy

PROJECT SCHEDULE:

Country survey completed: 1973
 Project design: Funded:
 Project demonstration: to 1976 from 1975
 Final evaluation complete: 1977

HOST AGENCY: Institute Adult Studies
 OTHER AGENCY LINKAGES: FAO/PBFL
 Pop/f.p.: FPAK
 Intra Ministry Advisory Board
 OTHER DONOR AGENCIES: IPPF Regional offi

Innovative methods/materials employed: Distance learning using exist network of face to face rural forums. Materials for mixed groups illite.
 New organizational structures/policies developed: None. Capitalized on exist rural networks of gov't plus non gov't agencies plus IAS field staff. liter.

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)			
	fy 1975	fy 1976	fy 1977	
TRAINED PERSONNEL	Community survey in 4-6 sites. Materials trials technique testing.	Attitude change measurement. Materials check		
Key program planners/administrators	16	16		
Trainers/supervisors	10	10		
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)	32 field workers	32 field workers		
Learner-level	pamphlet on fold overs with plx			
Teacher-level	2000 pamphlets	4000 pamphlets		
Other (AV, etc.)	42 + tapes	65 + tapes		
WORKSHOPS and SEMINARS (for whom?)	cassette segments and a/v	20		
LDC participants #	District Administration			
Others/resource/observers	TAS Staff			
	Ext. Workers			
	70			
CLASSES ORGANIZED (#)	8			
	24 x 20 adults	65		
ADULT LEARNERS PARTICIPATING (#)	480	1300		
DISSEMINATION OF FINDINGS Where? By what means? Audience?	IAS Institute of Ed. Research	FAO Audience will be Adult Educators esp. of LDC	In'tl Ext College	
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.	Drama, discussion, song, cassette, rel. to other problems	Radio		

PROJECT TITLE: Joint Planning Meeting (re Integrating Family Planning
Into Rural Development)

HOST AGENCY: Lesotho FPA
Address: Post Office Box 340
Maseru, Lesotho

Tel. No. Unavailable

DIRECTOR None yet

AMOUNT OF WE S input \$3000.est. HOST AGENCY \$ input
Cumulative: (planning exercise only)

Current Budget:

DATE OF PROJECT: Preliminary Meeting July 74
Joint Planning Meeting September 1974.

PROJECT PURPOSE: To assist the F.P.A. in developing skills, experience
in design and implementation of projects in which family planning educ-
ation is integrated into other rural development schemes..

To participate in this study of planning,
design and implementation of multi-agency, integrated education project
which could be made available to other F.P.A.'s interested in this
approach.

ORGANIZATION OF PROJECT: Cooperative arrangement between FPA Lesotho,
IPPF Africa Region office, IPPF Central office, World Education and Thaba
Bosui Authority, Lesotho.

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION: Planning meetings to be documented fully.
Evaluation re success of methodology to be made at end of week's sessions:

KEY PERSONS: Christian Gbhoie, Regional office IPPF.

LESOTHO
Country

Raw List # 70

Date: March 25, 1974 By: Jill Sheffield
PROJECT TITLE: INTEGRATING FAMILY PLANNING INTO RURAL DEVELOPMENT (PROPOSED)

POPULATION: 956,000
GROWTH RATE: 2.0%
ILLITERACY: N.A. (said to be law)
OTHER:

PROJECT SCHEDULE:
Country survey completed: 1974
Project design: 1975 Funded:
Project demonstration: to 1977 from 1975
Final evaluation complete:

HOST AGENCY: FPA/Lesotho
OTHER AGENCY LINKAGES:
Pop/f.p.: IPPF Regional Office
IPPF Central Office
OTHER DONOR AGENCIES: Thaba Bosu: Autho
(ag. project, Lesot)

Innovative methods/materials employed: Joint integrated planning technique.
New organizational structures/policies developed: Cooperative/multi agency educational project.

C INPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates) country survey completed	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)		Planning session baseline/community survey		
TRAINED PERSONNEL				
Key program planners/administrators		20	10	5
Trainers/supervisors		15	20	40
Teachers		120	300	500
Others (specify)		other related ext. workers,	field workers	
MATERIALS PRODUCED (type and #)				
Learner-level		1,000 for illiterates	4,500	13,000
Teacher-level		100	350	900
Other (AV, etc.)		Enrichment		
WORKSHOPS and SEMINARS (for whom?)		Planners	Planner	Evaluators
LDC participants #		Ext. workers	Ext. workers	
Others/resource/observers		30-34	35-55	15-20
		6-8	5-7	4-5
CLASSES ORGANIZED (#)		40	150	400
ADULT LEARNERS PARTICIPATING (#)		800	3,000	8,000*
DISSEMINATION OF FINDINGS Where? By what means? Audience?		via IPPF network coop. of Univ Bots, Lesotho, Swaziland.		
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.		agricultural scheme network cassette, group dialogue	Extension services & farming centers	

600 families.

NIGERIA (proposed)

PROJECT TITLE: EXPERIMENTAL INTEGRATED FUNCTIONAL LITERACY FOR
MARKET WOMEN IN IBADAN, NIGERIA
HOST AGENCY: Western State Government
Address: Ministry of Economic Planning & Reconstruction
Tel. no. -----
DIRECTOR: Dr. J.Y. Okedara
Institute of Adult Education
University of Ibadan
AMOUNT OF AID
Cumulative: approximately \$100,000 (24 months)
Current Budget: -----



AIM OF PROJECT: To improve the family situation of the market women and their families, focussing on family planning, family economics, health, nutrition and citizenship.

ORGANIZATION OF PROJECT: Data gathering to begin summer 1974, followed by curriculum design and development; revision and testing classes to begin spring 1975.

STAFFING ARRANGEMENTS AND TRAINING: Project coordinator: Dr. J.T. Okedara; support staff from Ministry - training staff undecided.

RESEARCH AND EVALUATION: Will form major part of project - ongoing for the whole 24 month period. Department Adult Education of University of Ibadan to have role in evaluation.

LIST OF KEY PERSONS

Dr. J.T. Okedara - lecturer, Adult Education, University of Ibadan
Mr. D.O. Akinkugbe - Chief, Social Development Officer
S.S. Fatunde - Principal Social Development Officer
Dr. F.O. Okedijji - Department of Sociology, University of Ibadan and Director Regional, IPPF

Nigeria
Country

Raw List # 5

PROJECT TITLE: EXPERIMENTAL INTEGRATED FUNCTIONAL LITERACY MARKET WOMEN IN IBADAN, NIGERIA

POPULATION: 56,769,000
GROWTH RATE: 2.4%
ILLITERACY: 75%
OTHER: New but active FPA

PROJECT SCHEDULE:
Country survey completed: 1974
Project design: 1974 Funded: 1975
Project demonstration: to 1977 from 1975
Final evaluation complete:

HOST AGENCY: Ministry of Economic planning
OTHER AGENCY LINKAGES:
Pop/f.p.: FPA/Nigeria
IPPF Regional Office
OTHER DONOR AGENCIES: Ford (?)

Innovative methods/materials employed: Use of sale contraceptives as case study, economic incentive.
New organizational structures/policies developed: University/government/market women's organization.

OUTPUTS

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
	Project development	Baseline survey, control group, pre-test.	Ongoing evaluation post-test	
TRAINED PERSONNEL				
Key program planners/administrators		4	3	
Trainers/supervisors		6	12	
Teachers		16	50	
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level		350	1,000	
Teacher-level		20	50	
Other (AV, etc.)		Marketing materials		
WORKSHOPS and SEMINARS (for whom?)		Evaluation Workshop		
LDC participants #		30		
Others/resource/observers		7		
CLASSES ORGANIZED (#)		12-16	40	
ADULT LEARNERS PARTICIPATING (#)		320	700	
DISSEMINATION OF FINDINGS Where? By what means? Audience?		workshops, World Education University of Ibadan papers.	publications	Could be model for other states of Niger
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/real life etc.		photograph, drawing, drama, cloth.		

PROJECT TITLE: WORKSHOP FOR YOUTH

REGIONAL/AFRICA

HOST AGENCY:

Address:

Tel. No.

DIRECTOR

AMOUNT OF WE \$ input

Cumulative:

Current Budget:

HOST AGENCY \$ input

DATE OF PROJECT:

PROJECT PURPOSE:

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS:

Date: March 25, 1974 By: JWS

REGIONAL/AFRICA

Raw List # _____

PROJECT TITLE: WORKSHOP ON YOUTH

Country _____

POPULATION: 328,000,000
 GROWTH RATE: 2.6%
 ILLITERACY: 85%-90%
 OTHER: _____

PROJECT SCHEDULE:
 Country survey completed: _____
 Project design: _____ Funded: _____
 Project demonstration: from _____ to _____
 Final evaluation complete: _____

HOST AGENCY: _____
 OTHER AGENCY LINKAGES:
 Pop/f.p.: _____
 OTHER DONOR AGENCIES: In tandem with
 Labor organization (ILO) UNFPA perhaps I
 YWCA, FPAS

Innovative methods/materials employed: _____
 New organizational structures/policies developed: _____

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				Groups interest f.p, youth all o school & unempl 25-40
Others/resource/observers				4-6 (
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials _____ session/radio/etc.				

PROJECT TITLE: WORKSHOP ON EVALUATION

REGIONAL AFRICA

HOST AGENCY:

Address:

Tel. No.

DIRECTOR

AMOUNT OF WE \$ input

Cumulative:

Current Budget:

HOST AGENCY \$ input

DATE OF PROJECT:

PROJECT PURPOSE:

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS:

REGIONAL/AFRICA
Country _____

Raw List # _____

Date: March 25, 1974 By: JWS

PROJECT TITLE: WORKSHOPS ON EVALUATION

POPULATION: 328,000,000
GROWTH RATE: 2.6%
ILLITERACY: 85%-90%
OTHER:

PROJECT SCHEDULE:

Country survey completed:
Project design: 1975 Funded:
Project demonstration: from _____ to _____
Final evaluation complete:

HOST AGENCY: Under negotiation
OTHER AGENCY LINKAGES:
Pop/f.p.: IPPF, Univ. Ad. Studies, ECA
AAEA, Pop. Assoc. of Africa
OTHER DONOR AGENCIES:

Innovative methods/materials employed: Mini Thailand
New organizational structures/policies developed: Small work sessions, action program related

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	OUTPUT INDICATORS		
		fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)		East	West	
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)		Program Evaluations Consultants		
IDC participants #		12-18	12/18	
Others/resource/observers		3-4	3-4	
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?		Report printed & distributed via Adult Educ. Assoc. of Africa		
Pop/FP CONCEPTS DISSEMINATED How? material/discussion/radio/etc.				

Asia

PROJECT TITLE: FUNCTIONAL LITERACY DEVELOPMENT

HOST AGENCY: Bangladesh Rehabilitation Assistance Committee
 Address: 3 New Circular Road
 Maghbazar, Dacca

Tel. No. 259 231

DIRECTOR F.H. Abed

AMOUNT TO WE S input 26,047.00

Cumulative: 87,770.00

Current Budget: 26,000/87,000

HOST AGENCY S input

DATE OF PROJECT: May 1, 1974 to January 31, 1976

PROJECT PURPOSE: To establish a new curriculum and improved teacher training techniques for use in BRAC'S ongoing functional literacy projects.

ORGANIZATION OF PROJECT: Project will be managed by a full time staff and all activities will be integrated with BRAC's ongoing development program. World Education will provide the necessary technical assistance.

STAFF ARRANGEMENTS AND TRAINING: Local staff will consist of a functional literacy coordinator, a research/evaluator/ 3 materials development specialists, and other support staff. Key staff members will be trained in India and Thailand and further training will take place in Bangladesh.

RESEARCH AND EVALUATION: Project will begin with a survey and tests and measuring devices will be employed throughout the pilot activities to determine program effectiveness.

KEY PERSONS: F.H. Abed
 A.A.M. Imaul Huq

AID CONTACT: John Benedict, AID Population Office in Washington



BANGLADESHRaw List # 3PROJECT TITLE: FUNCTIONAL LITERACY DEVELOPMENT

Country

POPULATION: 76,293,000
 GROWTH RATE: 3%
 ILLITERACY: 78-83%
 OTHER:

PROJECT SCHEDULE:
 Country survey completed: 3/74
 Project design: 3/74 Funded: 3/27/74
 Project demonstration: from 5/1/74 to 1/31/76
 Final evaluation complete:

HOST AGENCY: Bangladesh Rehabilitation
 OTHER AGENCY LINKAGES: Assistance (C
 Pop/f.p.: Ford Foundation
 OTHER DONOR AGENCIES: Oxfam

Innovative methods/materials employed: to be designed by project staff with help of materials consultants.

New organizational structures/policies developed: project will be integrated into BRAC's current organizational structure. / BRAC will hereafter create its own educational materials rather than depend on government or other sources.

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Baseline survey design of evaluation/instruments	Pre-test, ongoing periodic tests, Post-test	→ Final Evaluation	
TRAINED PERSONNEL				
Key program planners/administrators	5	5	4	
Trainers/supervisors	10	10	10	
Teachers	130	200	200	
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level	3,000 loose-leaf	5,000 sets	→ remainder (carried over)	
Teacher-level	150 teachers manual	250	→ "	
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)	International Training Seminar for coordinator, research/eval.	Teacher training Seminar for teachers/trainers 10 Regional Workshops (12 participants at each) Evaluation Workshop for evaluators		
LDC participants #	2 key project personnel	350	350	
Others/resource/observers				
CLASSES ORGANIZED (#)	130	200	200	
ADULT LEARNERS PARTICIPATING (#)	2,600	4,000	4,000	
DISSEMINATION OF FINDINGS Where? By what means? Audience?	Project reports, through the BRAC staff, village newspaper or the BRAC project area. Through the written materials and class discussion.			
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/.../etc.				

PROJECT TITLE: FAMILY LIFE CENTER/YFI

HOST AGENCY: Literacy House
Address: P.O. Alambagh, Lucknow,
Uttar Pradesh, India

Tel. No. 22 60 05

DIRECTOR Mr. Joshi

AMOUNT OF WE \$ input

Cumulative:

Current Budget: \$26,000

HOST AGENCY \$ input



DATE OF PROJECT: 1973-1974

PROJECT PURPOSE: 1. Farmer guidance and crop demonstration;
2. Women's welfare extension-nutrition, population education and home craft;
3. Family Life education materials; 4. Family Life planning education kit; 5. Program planning, finance; campus maintenance.

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING: People from villages come for training sessions at Literacy House.

RESEARCH AND EVALUATION:

KEY PERSONS: Mr. Shay, New Delhi, member of board
Mr. Girijapati Mukarjee

12/1

Date: March 25, 1974 By: JD

INDIA
Country

Raw List # #1

PROJECT TITLE: FAMILY LIFE CENTER/YFI

POPULATION: 583,000,000
GROWTH RATE: 2.2%
ILLITERACY: 71%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: Funded:
Project demonstration: to 1974 from 1973
Final evaluation complete:

HOST AGENCY: Literacy House, Lucknow
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.				

INDIA

PROJECT TITLE: Follow-up of workshops on Functional Literacy/Family Life Education.

HOST AGENCY: Literacy House (Hyderabad) Andhra Mahila Sabha
Address:

Tel. No.

DIRECTOR

AMOUNT OF WE \$ input

Cumulative:

Current Budget:

HOST AGENCY \$ input



DATE OF PROJECT: 1972-1973

PROJECT PURPOSE: Workshops were to stimulate project proposals in action-oriented programs in functional literacy/family life education.

ORGANIZATION OF PROJECT:

Two results of this workshop:

1. Bharatiya Grameen Mahila Sangh program
2. Council on Social Development program

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS:

AID CONTACT

7280

INDIA
Country

Raw List # 1

Date: April 2, 1974 By: Tarry Davis

PROJECT TITLE: Follow-up of workshops on FUNCTIONAL LITERACY/
FAMILY LIFE EDUCATION

POPULATION: 538,000,000
GROWTH RATE: 2.2%
ILLITERACY: 71%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: Funded:
Project demonstration: to 1972 from 1973
Final evaluation complete:

HOST AGENCY: Literacy House (Hyderabad)
OTHER AGENCY LINKAGES:
Pop/f.p.:
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)			
TRAINED PERSONNEL			
Key program planners/administrators			
Trainers/supervisors			
Teachers			
Others (specify)			
MATERIALS PRODUCED (type and #)			
Learner-level			
Teacher-level			
Other (AV, etc.)			
WORKSHOPS and SEMINARS (for whom?)			
LDC participants #			
Others/resource/observers			
CLASSES ORGANIZED (#)			
ADULT LEARNERS PARTICIPATING (#)			
DISSEMINATION OF FINDINGS Where? By what means? Audience?			
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.			

PROJECT TITLE: Functional Literacy/Family Life Education

HOST AGENCY: Bharatiya Grameen Mahila Samah.

Address: 316 Jawahar Marg
Madhya Pradesh, India

Tel. No. 34535

DIRECTOR Mrs. Krishna Agarwal

AMOUNT OF WE \$ input 6,000

Cumulative: 2 years

Current Budget:

HOST AGENCY \$ input 6,000



DATE OF PROJECT: 1st Dec. 1973/1st Dec. 1975

PROJECT PURPOSE: To assist a functional education and family life project with emphasis on village women and "to serve India's women's upliftment and welfare in a more scientific way."

ORGANIZATION OF PROJECT:

- | | |
|------------------------------------|---|
| I. Writer's workshop | V. Implementation of program |
| II. Production of materials | VI. Research and Evaluation |
| III. Training of Literacy Teachers | VII. Reorientation of Teachers and reimplementation of program. |
| IV. Benchmark survey of villages | |

STAFF ARRANGEMENTS AND TRAINING:

See stages I, III, and VII above: Writer's workshop, training and reorientation of teachers.

RESEARCH AND EVALUATION:

Stages IV and VI above: benchmark survey and research and evaluation.

KEY PERSONS:

AID CONTACT

INDIA
Country

Raw List # 1

Date: March 25, 1974 By: Torry Davis
PROJECT TITLE: FUNCTIONAL LITERACY/FAMILY LIFE EDUCATION

POPULATION: 538,000,000
GROWTH RATE: 2.2%
ILLITERACY: 71%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: Funded:
Project demonstration: from 12/73 to 12/75
Final evaluation complete:

HOST AGENCY: Bharatiya Grameen Mahila
OTHER AGENCY LINKAGES:
Pop/f.p.:
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED				
How? Materials/discussion/ audio/etc.				

INDONESIA



PROJECT TITLE: LEARNING CENTERS
 HOST AGENCY: Ministry of Education and Culture (DPPG)
 via Directorate of Community and Adult
 Education (Pen'as)

Address: Box 107
 10 Salemba Raya
 Jakarta

Tel. no. -----
 DIRECTOR: Mr. S.K. Tibuludji

AMOUNT OF AID: \$17,000

Current Budget: \$2,500 for nine months

DATE OF PROJECT: Community Service Center for Family Life Planning (Sept. 1971 to June 1973)
 Fiscal Year 1973 (in second year)

AIM OF PROJECT: Learning Centers are part of overall reform of Indonesian educational system into a Developmental Education System which focuses on life-long education, dialogue with the community and development-oriented curricula. Such a system envisions an integrated network of local and national resources aimed at helping the individual lead a more useful life within his community. Initially the L.C. project plans to 1) Carry out five pilot programs in functional ed./f.l.e. Each sub-center must develop methods and materials, organize and carry out programs, provide feedback on the effectiveness of these programs and assess their impact on the community. Pen'as will provide on-going support in materials production. 2) Provide experiences on which large-scale national L.C. project can be based.

ORGANIZATION OF PROJECT: Five Learning Centers have been established in Bandung, Yerbang, Sulawesi and Jakarta. The main center is at the Pen'as site and the others are sub-centers.

STAFFING ARRANGEMENTS AND TRAINING: Pre-service training was held at sites for conducting base-line survey. A twelve day training workshop was held in September for personnel selected by Pen'as prior to the actual openings of the Centers.

RESEARCH AND EVALUATION: Baseline survey was conducted. Feedback systems from project sites are built into program plans to provide experience for future planning of country-wide expansion of Learning Centers. After six months a more detailed assessment will be made of impact of pilot programs with plans for continuation.

LIST OF KEY PERSONS

Mr. S.K. Tibuludji, Director, Learning Center Project
 Dr. Soenarjono Panowidjojo, head of Pen'as
 Mr. Soejanto Warutotenojo, Assistant Director of Learning Center Project

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INDONESIA
Country

Raw List # 2

Date: March 26, 1974 By: Margot Zimmerma

PROJECT TITLE: LEARNING CENTERS PROJECT

POPULATION: 124,000,000 (83% rural)
GROWTH RATE: 2.7%
ILLITERACY: 57%
OTHER: birth rate very high (45 births per 1,000 pop) but offset by high infant mortality.

PROJECT SCHEDULE:
Country survey completed:
Project design: 1971-72 Funded: 1972
Project demonstration: to 1976 from 1974
Final evaluation complete: 1976 (an earlier project CSC)

HOST AGENCY: Pen Mas (Division of Comm & Adult Education)
OTHER AGENCY LINKAGES:
Pop/f.p.: Not pop ed project BKKBN (fam. pl. org) BPP (Planning organization of Min. of Education)
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed: Established Communications Service Center for Family Life Planning.

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)		baseline surveys at 5 sites plus control sites ongoing formative eval. related to behavioral objectives of program.		
TRAINED PERSONNEL		Pre-tests (at 5 sites) site-visits, feedback loop, post-test at end of 6 mos instruction		
Key program planners/administrators		10 trainers	30	
Trainers/supervisors		15 "instructors"	45	
Teachers		8 from NPE Project	16	
Others (specify)		Develop of materials pkgs.	Revision based on data & feedback collected.	
MATERIALS PRODUCED (type and #)				
Learner-level	1212 sets of 104 materials			
Teacher-level	Orientation Wkshps for trainers	feedback/planning training of instructors	planning workshop to decide who should utilize mats. in expanded phase	
Other (AV, etc.)	2 Materials Workshops			
WORKSHOPS and SEMINARS (for whom?)	91	48		
EDUCATION PARTICIPANTS #	World Education consultant			
CLASSES ORGANIZED (#)	10 at 5 sites.	5 sites, no more than 2 or 3 to a site	to be decided later	
ADULT LEARNERS PARTICIPATING (#)	100-200	100-150		
DISSEMINATION OF FINDINGS Where? By what means? Audience?		Periodic reports to Pen Mas and BPP.		
CONCEPTS DISSEMINATED How? material/discussion/radio/etc.		Mats packages, discussions. Pen Mas Comm. workers		

IRAN
Country

Raw List # 25

Date: March 25, 1974 By: MZ
PROJECT TITLE: REGIONAL RESEARCH & TRAINING

POPULATION: 31,187,000
GROWTH RATE: 3%
ILLITERACY: 77%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: _____ Funded:
Project demonstration: from _____ to _____
Final evaluation complete: _____

HOST AGENCY: Int'l Institute for Ad. Lit. Mk
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED				
How? materials/discussion/reading, etc.				

MALAYSIA
Country

Raw List # 47

PROJECT TITLE: _____

Date: March 25, 1974 By: MZ

POPULATION: 11,253,000
GROWTH RATE: 2.8%
ILLITERACY: 57%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: _____ Funded:
Project demonstration: from _____ to _____
Final evaluation complete:

HOST AGENCY: MTUC (Malaysian Trade Conference)
OTHER AGENCY LINKAGES:
Pop/f.p.:
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
POP/FP CONCEPTS DISSEMINATED How? media/discussion/radio				

PROJECT TITLE: IMPROVING THE QUALITY OF FAMILY LIFE
IN SELECTED FELDA SCHEMES
HOST AGENCY: Federal Land Development Authority (FELDA)
Address: Jalan Maktab (off Jalan Gurney)
Kuala Lumpur, West Malaysia
204511
Tel. no. 204511
DIRECTOR: Rosman Masim



AMOUNT OF AID
Cumulative: -----
Current Budget: We only provide technical assistance;
no direct cash.
DATE OF PROJECT: Fiscal Year 1973 (in second year)

AIM OF PROJECT: To improve the quality of settler's lives by concentrating on aspects of life planning such as education, nutrition, family planning and health and environmental sanitation, etc.

ORGANIZATION OF PROJECT: Each scheme is divided into 20 blocks and each block will hold two (men and women meet separately) peer-mediated discussion groups each month. The groups use specifically prepared self-instructional materials that cover specific topics related to agriculture, community development, home economics and education. Family life planning materials have been integrated into each of these 4 curriculum areas.

STAFFING ARRANGEMENTS AND TRAINING:

- 1) The elected block leaders become settlement discussion leaders. They were given special training by the Central FELDA training staff. (No outside instruction)
- 2) Before that, central staff and field assistants on scheme were also trained.

RESEARCH AND EVALUATION:

- 1) RFP Study conducted by a Malaysian evaluation consultant in 10 schemes before two were selected for the initial pilot - one of "operation" and one for "control".
- 2) Feedback - there is a short evaluation card at end of each discussion. Cards are tabulated and results forwarded to central office.

LIST OF KEY PERSONS (in addition to project coordinator - see above)
Alladin Hashim, Deputy Director
Abdul Ghani, Director, Settler Development Division
Dr. M. P. Singh, FAO Agricultural Advisor to FELDA

AID CONTACT

No AID mission in Malaysia. Our US Government contact is through Economic Attache.
(orris Crawford recently departed and I don't yet know name of his successor)

MALAYSIA

Country

Raw List # 50

Date: March 26, 1974 By: Margot Zimmer

PROJECT TITLE: IMPROVING THE QUALITY OF FAMILY LIFE

POPULATION: 11,253,000
GROWTH RATE: 2.8%
ILLITERACY: 57%
OTHER:

PROJECT SCHEDULE:

Country survey completed:
Project design: 1972
Project demonstration: to 6/74 from 1/74
Final evaluation complete: June-July '74 & then revision prior to second half of program.

HOST AGENCY: Fed. Land Development Auth:
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed: Peer Mediated Learning.

New organizational structures/policies developed: Self-instructional materials with settlement discussion leaders (lay people) in charge.

OUTPUTS

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
	Evaluation studies made prior to selection of pilot & control schemes.	baseline surveys, eval. at end of each lesson, feedback from on site personnel	same	same
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors	10	7	14	28
Teachers				
SDL	40			
MATERIALS PRODUCED (type and #)		settlement disc leaders 40	80	160
Learner-level		← loose-leaf self instructional materials handed out for each session—SDL group diff materials.		to be revised & enough copies per each participant
Teacher-level				
Other (AV, etc.)		450 copies produced		
WORKSHOPS and SEMINARS				
For whom?)	Central staff, trainers & SCLs	FELDA staff/ SDLs		
SDC participants #				
Others/resource/observers	60	60		160
GROUPS ORGANIZED (#)				
Discussion groups)		40	80	160
ADULT LEARNERS PARTICIPATING (#)				
		up to 800	1600	3200
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?		eval. forum at end of each lesson—goes to training officer on each site & then to central office's eval. unit.		
CONCEPTS DISSEMINATED				
How? materials/discussion/radio/etc.		through self-instructional materials, health services, & health services		

PROJECT TITLE: ADULT EDUCATION AND FAMILY
PLANNING (WORKSHOP)

MALAYSIA
INTER-GOVERNMENTAL COORDINATING COMMITTEE
FOLLOW-UP.

HOST AGENCY: Inter-Governmental Coordinating Committee, South-East Asian Regional
Address: Majestic Hotel Cooperative in Family Planning and Population
(P. O. Box 550) Planning.

Tel. No. 88047

DIRECTOR L. S. Sodhy

AMOUNT OF WE \$ input 3,000 HOST AGENCY \$ input 13,000

Cumulative:

Current Budget: 5,000 for follow-up activities in FY.75

DATE OF PROJECT: Workshop held from December 17-21st, 1973



PROJECT PURPOSE: To identify alternative delivering systems for the nonformal education of adults and to integrate family planning education into them.

ORGANIZATION OF PROJECT: Representatives from the 9 Inter-Governmental Coordinating Committee countries were represented at the Workshop. By April '74 each team should send to IGCC a plan of action for implementing some of the workshop's recommendations.

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION: This summer World Education and Inter-Governmental Coordinating Committee staff will visit participants in their respective countries to determine just what activities have actually been undertaken (or proposed, or whatever) to integrate adult education and family planning as a result of the workshop. Following this, a written report will be prepared and published.

KEY PERSONS: Dr. L. S. Sodhy
Mr. Yap Tat Leong

MALAYSIA
Country

Raw List # 47

Date: March 25, 1974 By: MZ

PROJECT TITLE: ADULT EDUCATION & FAMILY PLANNING

POPULATION: 11,253,000
GROWTH RATE: 2.8%
ILLITERACY: 57%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Workshop design: 1972-73 Funded: 1973
Workshop: from Dec. 17 to 21, 1973
Final evaluation complete:

HOST AGENCY: Inter-Governmental Coord
OTHER AGENCY LINKAGES: **Comm**
Pop/f.p.: ECAFE, UNESCO,
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)	Representatives from 9 IGCC member countries, 1 from Ministry of Education, 1 Min of Health & sometimes 1 from an alternative delivery system.			
LDC participants #	24			
Others/resource/observers	WE consultant, observers from FAO, ECAFE, etc.			
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS		Published report on workshop and follow-up activities.		
Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED				
How? materials/discussion/adio/etc.				

PROJECT TITLE:

MINISTRY

MINISTRY OF
RURAL ECONOMIC
(Proposed)

DEVELOPMENT

HOST AGENCY: MRED (MINISTRY OF RURAL ECONOMIC DEVELOPMENT)
Address: Bank Negara Bldg., (4th floor), Kuala Lumpur

Tel. No. 203377

DIRECTOR Abas Rashid

AMOUNT OF WE S input only technical HOST AGENCY S input
Cumulative: assistance

Current Budget:

DATE OF PROJECT: Planning to begin in June, 1974



PROJECT PURPOSE:

To train 3,000 Village Development Committees (each has 10 selected members)

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING:

Must await results of planning sessions.

RESEARCH AND EVALUATION:

A World Education consultant led two small workshops on evaluation last summer, and that led to their interest in our assisting them in this Village Development Committee endeavour.

KEY PERSONS: Abas Rashid

AID CONTACT: No AID office in Malaysia

Date: March 25, 1974 By: MZ

MALAYSIA
Country

Raw List # 47

PROJECT TITLE: _____

POPULATION: 11,253,000
GROWTH RATE: 2.8%
ILLITERACY: 57%
OTHER:

PROJECT SCHEDULE:
Country survey completed: 1973
Project design: June '74 Funded:
Project demonstration: from 74 to _____
Final evaluation complete:

HOST AGENCY: MRED (Ministry of Rural Economic Development)
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

To early to provide further information.

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/demonstration/radio/etc.				

NEPAL
Country

Raw List # 17

Date: April 2, 1974 By: David Berquist
PROJECT TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE
PLANNING

POPULATION: 11,636,000
GROWTH RATE: 2.2%
ILLITERACY: 91%
OTHER:

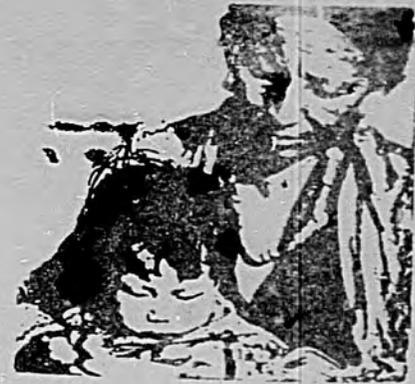
PROJECT SCHEDULE:
Country survey completed: 1973
Project design: Feb '74 Funded:
Project demonstration: from 9/1/74 to 6/30/76
Final evaluation complete: 6/30/76

HOST AGENCY: Ad. Ed, Div, of Ministry of Ed.
OTHER AGENCY LINKAGES: Ministry of Health
Pop/f.p.: Nepal Womens Org.
Family Planning Association
OTHER DONOR AGENCIES: AID

Innovative methods/materials employed: to be designed by project staff with help of materials consultant.
New organizational structures/policies developed: to enhance and organize project. No new organizational structures. Policies: development of an integrated program.

OUTPUTS

	Prior to 7/1/74 (include dates)	OUTPUT INDICATORS		
		fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)		Pre-test, periodic tests to determine attitude change.	Post-test &	
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors		3	3	
Teachers		5	5	
Others (specify)		50	50	
MATERIALS PRODUCED (type and #)		3 writers/10 interviewers	3 writers/10 interviewers	
Learner-level				
Teacher-level		loose-leaf 1,000	→	
Other (AV, etc.)		teachers manual 50	→	
WORKSHOPS and SEMINARS (for whom?)		50 posters/50 flip charts	→	
LDC participants #		Teacher Training (5)	5 small Regional Wkshops/Evaluation	
Others/resource/observers		Training Interviewers	Training Wkshop/Supervisors	
CLASSES ORGANIZED (#)		260 (5x50 +10)	1 Final Evaluation Wkshop/	
			110-115	
ADULT LEARNERS PARTICIPATING (#)		50	50	
DISSEMINATION OF FINDINGS		1,000	1,000	
Where? By what means? Audience?		Project Reports Published	→	
op/FP CONCEPTS DISSEMINATED				
How? materials/discussion/radio/etc.		Integrated in lesson materials, photographs, and discussions.		



PROJECT TITLE: Functional Education for Family Life Planning

HOST AGENCY: Adult Education Division of Ministry of Education
Address: His Majestys Government of Nepal
Keisar Mahal, Kathmandu, Nepal
Tel. No.

DIRECTOR Krishna Pant, Undersecretary for Adult Education

AMOUNT OF WE \$ input 44,313
Cumulative:
Current Budget:

HOST AGENCY \$ input

DATE OF PROJECT: September 1, 1974 to June 30, 1976

PROJECT PURPOSE: To develop test and evaluate an adult nonformal functional education program which will eventually be implemented throughout the kindom of Nepal.

ORGANIZATION OF PROJECT: World Education will provide consultants necessary to design the evaluation prodedure, curriculum, and the training and teaching methodologies. Project activities will be coordinated by a full time staff of Napali officials.

STAFF ARRANGEMENTS AND TRAINING: The central staff will consist of a coordinator, a research/evaluator, a secretary and five field supervisors.

RESEARCH AND EVALUATION: All project activities will be designed as a result of preliminary surveys and evaluation will be an ongoing prcess throughout the pilot activity.

KEY PERSONS: Mr. Thakur Mansakya, Joint Secretary for Technical Education
Mr. Bal Gopal K.C., Under Secretary Ministry of Finance, Foreign Aid Division

Nepal
Country

Raw List # 17

Date: March 25, 1974 By: David Berquist
PROJECT TITLE: INNOVATIVE EDUCATION FOR PRELITERATE RURAL WOMEN

POPULATION: 11,636,000
GROWTH RATE:
ILLITERACY: 91%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: Funded:
Project demonstration: to 6/77 from 6/74
Final evaluation complete:

HOST AGENCY: Nepal Women's Organization
OTHER AGENCY LINKAGES:
Pop/f.p.:
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS (Where? By what means? Audience?)				
Pop/FP CONCEPTS DISSEMINATED (How? materials/discussion/radio/etc.)				

PROJECT TITLE: Innovative Education for
Pre-literate Rural Women
HOST AGENCY: Nepal Women's Organization
Address: 16/53 Ram Saha Path, Kathmandu, Nepal

Tel. No. 11404

DIRECTOR: Mrs. Punya Prabha Devi Dhungana
AMOUNT OF WE \$ input \$42,000 HOST AGENCY \$ input \$14,000
Cumulative: over three years
Current Budget:

DATE OF PROJECT: June 1974-June 1977

PROJECT PURPOSE: To provide innovative education for rural women to increase women's motivation and involvement, to contribute to building of convictions that lead to action in family planning and other areas, and to demonstrate ways of increasing the multiplier effect of small local initiatives.

ORGANIZATION OF PROJECT:

PHASE I: Planning of program and educational strategies, program refinement and development, evaluation and dissemination

Phase II: Expansion of Training and activities

Phase III: Project Activities

STAFF ARRANGEMENTS AND TRAINING:

International staff: project technical advisor, program officer, secretary, process-analyst specialist, a/v - research associate, short-term consultants

National staff: Director, field supervisor, a/v specialist, secretary, accountant/clerk, short-term monitors, field testers, participant observers

Training: in-service training through seminars, study trips, workshops

RESEARCH AND EVALUATION:

Feedback loop set up during Phase I Program Refinement stage.

Special orientation and/or training of research and evaluation staff prior to baseline studies and in subsequent evaluation phases.

Continuing process analysis, revision, and testing

KEY PERSONS:

Mrs. Kamal Rana, past president of NWO, member of parliament

AID CONTACT

Philippines
Country

Raw List # 10

Date: March 26, 1974 By: MZ

PROJECT TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLAN

POPULATION: 40,078,000 (63% rural)
GROWTH RATE: 3.4%
LITERACY: 28%
OTHER: Strong gov't policy — 50 agencies in f.p. ed & clinical assistance

PROJECT SCHEDULE:
Country survey completed: 1970
Project design: 1970 Funded: 1971
Project demonstration: to June '74 from J.
Final evaluation complete; following termination of project in 1974.

HOST AGENCY: PRRM +
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed: Lead sentence approach—small group discussions.
New organizational structures/policies developed: Population Education Boards (PEB) in each barrio who organized classes, hired teachers & recruited students. IANE—group of provincial leaders who sponsored classes.

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
	If we were to continue sponsoring some aspect of project, it might be entitled "Institution Building Family & Community Life Education."			
TRAINED PERSONNEL				
Key program planners/administrators	10			
Trainers/supervisors	200			
Teachers	95			
Others (specify)	125 barrio level/ 180 "leaders"			
MATERIALS PRODUCED (type and #)	Primers — 4,000 copies			
Learner-level	Training manuals — 2,300			
Teacher-level	Teachers " — 1,020			
Other (AV, etc.)	• filmstrips			
WORKSHOPS and SEMINARS (for whom?)	35 workshops given for 491 teachers			
LDC participants	barrio level workers (PEBs) extension workers, IANE members, etc.			
Others/resource/observers				
CLASSES ORGANIZED (#)	130			
ADULT LEARNERS PARTICIPATING (#)	2,300			
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?	Foldout series			
POP/FP CONCEPTS DISSEMINATED				
How? materials/discussion/radio/etc.	Classes, PEBs, IANE, discussion groups.			

PROJECT TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE
PLANNING
HOST AGENCY: Philippines Rural Reconstruction Movement
Address: 978 Romualdez Street
Paco, Manila
Tel. no. 48 4945
DIRECTOR: Antonio Santiago
AMOUNT OF AID
Cumulative: \$44, 650 (incl. current FY74)
Current Budget: \$10,000
DATE OF PROJECT: Fiscal Year 1971 (in fourth year)



AIM OF PROJECT: To introduce population and family planning education concepts into PRRI's literacy education classes.

ORGANIZATION OF PROJECT:

- 1) New primers prepared and picture plus lead sentence approach used to involve participants in discussion.
- 2) Lead sentence becomes focal point for each class and deals with some particular aspect of their daily lives.
- 3) Community leaders involved in organization and operation of classes.
- 4) Key words are numbered as are corresponding items in accompanying picture. This association of word and picture helps adults acquire literacy skills more quickly.

STAFFING ARRANGEMENTS AND TRAINING: Teachers are recruited by Population Education Board members in each barrio. Both are trained by central staff personnel. In addition, there are special training programs for the municipal leaders (Cordcons) and provincial leaders (LANE) who have agreed to raise money for and sponsor f.ed. classes.

RESEARCH AND EVALUATION: Initially, KAP study conducted prior to developing new materials. PRRI has proposed 3-pronged research and evaluation project to study learning and behavioral changes as a result of having attended classes, to study the factors in the success of the Population Education Boards as barrio level administrators of functional education programs and to explore methods of expanding their coverage; but thus far, this proposal lacks funding. At present, they evaluate literacy and mathematical skill acquisitions (before and after program). Teachers also provide feedback through use of individual progress forms.

LIST OF KEY PERSONS

Antonio Santiago, Project Director
Connie Madayag, Deputy Project Director
Rene Tayag, Artist/Illustrator, in charge of audio visuals

AID CONTACT

Charles Terry, head of Population Office at AID, Manila

92 Bu

PHILIPPINES
Country

Raw List # 10

PROJECT TITLE: POPULATION RESPONSIBLE PARENTHOOD EDUCATION

10, 1974 By: MZ

POPULATION: 40,078,000
GROWTH RATE: 3.4%
ILLITERACY: 28%
OTHER:

PROJECT SCHEDULE:
Country survey completed: 1970
Project design: 1971 Funded: '71-'73
Project demonstration: from 7/71 to 7/73
Final evaluation complete:

HOST AGENCY: Ad. Ed. Div, Bureau of Public Education
OTHER AGENCY LINKAGES: Schc
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed: 20 teachers/supervisors trained in use of manual developed & then each teacher held an "echo" /training seminar for 20-25 teachers.
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers	20			
Others (specify)	440			
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level	Teacher's manual 500			
Other (AV, etc.)	copies produced			
WORKSHOPS and SEMINARS (for whom?)	Produced a teacher's manual			
LDC participants #	Revised & improved teacher's manual			
Others/resource/observers	55			
CLASSES ORGANIZED (#)	500			
ADULT LEARNERS PARTICIPATING (#)	8,000			
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.	Lectures, classes, village health workers, etc.			

Since last summer we have had no direct involvement with the project. Manual continues to be used for special population/responsible parenthood classes & also the material intergrated into other nonformal adult education classes. It is expected that at least 1,000 classes will use these materials over this time period. Students are tested & evaluations made by supervisors too.

PROJECT TITLE: POPULATION/RESPONSIBLE PARENTHOOD EDUCATION

HOST AGENCY: Department of Adult & Comm. Education, Bureau of Public Schools
Address: Manila, Philippines (Now called Dept. of Education & Culture)

Tel. No. 9 95 26 5

DIRECTOR Attny C. Venal, Chief, Adult Education Division

AMOUNT OF WE \$ input 10,760

HOST AGENCY \$ input

Cumulative: 10,760

Current Budget:

DATE OF PROJECT: 1st workshop: June 7 - July 12, 1971
 2nd workshop: Jan. 8 - Feb. 3, 1973

PROJECT PURPOSE:

to improve teaching materials for use in Population/responsible parenthood classes for use in nonformal classes in the Philippines. Also, to improve teaching methodologies.

ORGANIZATION OF PROJECT:

World Education sent consultants to help them organize there workshops. Later, WE consultants served as a resource person and helped conduct the training sessions.

STAFF ARRANGEMENTS AND TRAINING: The 20 participants to the second workshop were trained in the use of the manual developed. Then each held a weeks "echo" training seminar for 20-25 teachers.

RESEARCH AND EVALUATION:

KEY PERSONS: Attny Venal, BPS, Manila
 Mrs. E. Juan, BPS, Manila



PROJECT TITLE: FAMILY LIFE EDUCATION WORKSHOP (FLEW) (NEW II)

US - FPOP

HOST AGENCY:

Address: P. O. Box 1279

Tel. No. 49 9771

DIRECTOR Art Carlos, I.E. & C Director, FPOP

AMOUNT OF WE \$ input 4,000 HOST AGENCY \$ input Staff and Clerical support
Cumulative: (on 2 Workshops) Printing of publications

Current Budget: None

DATE OF PROJECT: 2 Workshops: May 10-20, 1972
Aug. 8-10, 1973

PROJECT PURPOSE: (1) To enhance cooperation among various private and governmental agencies in the field of Family Life Planning;
(2) to write objectives for integration of Family Life Education into one existing alternative delivery system and then later develop a plan of action for such a program.

ORGANIZATION OF PROJECT:

The secretariat (a group of 7 participants who actually organized and ran the workshop.) has responsibility for implementing follow-up activity. Some of their plans:
To form a family life education association; to issue a newsletter and to develop some prototype family life education materials that can be easily adapted by interested agencies.

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS:) Art Carlos, (Family Planning Organization of the Philippines)
) Navarro (Responsible Parenthood Council)
on Secretariat) Magda Duhenia (National Population Education Project)
) Pelsa Sanchez, (Maternal and Child Health Institute)
) Dante Lusica, Manila YOUTH

AID CONTACT

PHILIPPINES
Country

Raw List # 10

PROJECT TITLE: FAMILY LIFE EDUCATION WORKSHOP (FLEW)
FLEW I

POPULATION: 40,078,000
GROWTH RATE: 3.4%
ILLITERACY: 28%
OTHER:

PROJECT SCHEDULE:
Country survey completed: 1970
Project design: Funded: 72 & '73
Project demonstration: from _____ to _____
Final evaluation complete: workshop reports submitted 1972, 1974

HOST AGENCY: FPDP
OTHER AGENCY LINKAGES:
Pop/f.p.:
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #	70 participants from 18-20 gov't & private organizations			
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?	2 workshop reports published			
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.	FLEW Secretariat continued mtg. after workshop.			

THAILAND

PROJECT TITLE: SECRETARIAT
HOST AGENCY: Division of Adult Education
address: Ministry of Education
Bangkok, Thailand
Tel. no. 822858, 822868
DIRECTOR: Mrs. Vanli Prasart tong-Osoth
AMOUNT OF AID
Cumulative: \$19,160 (including FY 74)
Current budget: \$10,050
DATE OF PROJECT: Fiscal Year 1973 (in second year)



AIM OF PROJECT: To establish a Secretariat to be the working arm of the National Commission on Adult Education which was created to formulate policy and plan, evaluate and analyze all adult education programs.

ORGANIZATION OF PROJECT: Secretariat works as an information center and acts as coordinator between the committee and other agencies; it has organized and run two seminars on nonformal education for high level personnel from various ministries and private organizations all of whom are involved in adult education in some way.

STAFFING ARRANGEMENTS AND TRAINING: Makes use of adult education division staff members, specifically the coordination section under Mrs. Vanli.

RESEARCH AND EVALUATION: None

LIST OF KEY PERSONS

Mrs. Vanli
Ed Clark - World Education representative in Thailand
Dr. Kowit Verapipatana - Chief, Adult Education Division

AID CONTACTS

Scott Harland - Education Officer, USOM
Frank Commander - Adult Education Division

CONSULTANTS

Jack Mezirow - Program Development, Workshop Design

THAILAND

Country

Raw List # 9

PROJECT TITLE: SECRETARIAT

Date: March 26, 1974 By: Margot Zimmer

POPULATION: 39,043,000
GROWTH RATE: 3,3%
LITERACY: 33%
OTHER:

PROJECT SCHEDULE:
Country survey completed: 1970-71
Project design: 1972 Funded: 1973
Project demonstration: to 1976 from 1973
Final evaluation complete:

HOST AGENCY: Adult Education Division
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES: Colombo Plan

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
		Survey of pop/ed/non-formal activities		By '77—all should have been by RTG
TRAINED PERSONNEL Key program planners/administrators Trainers/supervisors Teachers Others (specify)				
MATERIALS PRODUCED (type and #) Learner-level Teacher-level Other (AV, etc.)		Supplementary Pop Ed mat'ls, #s depend on survey results. No No		
WORKSHOPS and SEMINARS (for whom?) LDC participants # Others/resource/observers	Sponsored 2 high level workshops for Nat'l Commission Ad. Ed. 58 from various ministries & private organizations 61 participants, 16 observers	Exec. Common Pop Ed & Nation'l Common N-Formal Education. 40-50	Seminar on human resources & pop. education 50	
CLASSES ORGANIZED (#)		6-10	6-10	
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?	Published workshops reports.	published reports for all organizations involved in Pop Ed & nonformal educa.	same	same
POP/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.		workshop reports, news-letters	same	same

THAILAND

PROJECT TITLE: FUNCTIONAL LITERACY AND FAMILY LIFE PLANNING
HOST AGENCY: Division of Adult Education
Address: Ministry of Education
Bangkok, Thailand
Tel. no. 822 858, 822368
Ed Clark's home: #71234
DIRECTOR: Dr. Kowit Vorapipatana
AMOUNT OF AID
Cumulative: \$72,845 (incl. FY74)
Current Budget: \$24, 910
DATE OF PROJECT: Fiscal Year 1971 (in fourth year)



AIM OF PROJECT: Functional Education and Family Life Planning course stresses areas of study which are applicable to the needs and problems of the people, such as improved agricultural practices, maternal and child care, family planning and nutrition.

ORGANIZATION OF PROJECT: May '71, first twenty experimental classes begun in Educational Region 8 in North. Each year, number of classes has expanded and materials revised to reflect different problems and living styles in different parts of country. In 1973, 28 classes for 5,600 students were held in six educational regions. Program uses cards and looseleaf binders rather than books or primers.

STAFFING ARRANGEMENTS AND TRAINING: Originally only elementary school teachers were used. Training programs in value of discussion technique and philosophy behind FL & FLP program held. Now you leaders also being trained for us as F.L. teachers. Follow-up meetings held for teachers and supervisors during course period and again after classes finished.

RESEARCH AND EVALUATION:

- 1) KAP studies done prior to introduction of FL classes;
- 2) Reading and writing skills - plus attitude changes tested at completion of course;
- 3) WE/Ford consultant spent summer of '73 in Thailand working with central staff to upgrade their evaluation capabilities.

LIST OF KEY PERSONS

Dr. Kowit Vorapipatana - Chief, Adult Education Division
Ed Clark - World Education representative in Thailand
Somchart Ubolchart - Administrative Assistant to Ed Clark

THAILAND
Country

Raw List # 9

Date: March 26, 1974 By: Margot Zimmer
PROJECT TITLE: FUNCTIONAL LITERACY & FAMILY LIFE PLANNING

POPULATION: 39,043,000
GROWTH RATE: 3.3%
ILLITERACY: 32%
OTHER: Official policy supports family planning (1970). Inter-Ministry Coordinating Committee for family planning.

PROJECT SCHEDULE:
Country survey completed: 1970
Project design: 1971 Funded: 1971
Project demonstration: to 1976 from 1971
Final evaluation complete: 1976

HOST AGENCY: Adult Education Division,
OTHER AGENCY LINKAGES: TRRM
Pop/f.p.: PPAT, Planned Parenthood Assoc Thailand
OTHER DONOR AGENCIES:

Innovative methods/materials employed: Problem solving technique focusing on 73 separate concepts for problems. Use loose-leaf binders & New organizational structures/policies developed: Classes break into small groups for discussion. / a picture used to introduce text o

OUTPUTS

	OUTPUT INDICATORS*			
	Prior to 7/1/74 (include dates) baseline survey in all project sites	fy 1975 baseline surveys pre & post-tests for attitude chgs, teacher needs asses. survey	fy 1976 feedback loop	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators	90	40-50		
Trainers/supervisors	195 (conducted 337 class)	30	30	
Teachers		250 (55 new teachers)	400 (150 new)	
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level	10M Thai 10M Math 10M/21,000 (revised)	5M (revised)	based on results of feedback, some unit text revised each yr.	
Teacher-level	1M (revised) 500 original	-	-	
Other (AV, etc.) films etc in TO	73M wall charts	3M (revised)		
WORKSHOPS and SEMINARS (for whom?)	10	Trainers Workshop 30 7 teacher/training	Trainers/ 30 11 teacher/training	
LDC participants #	403 teachers (some attended more than once)	250		
Others/resource/observers	84 + administrators			
CLASSES ORGANIZED (#)	337 in 5 regions	244 (new)	400 (new)	
ADULT LEARNERS PARTICIPATING (#)	6,760	5,590	8,000	
DISSEMINATION OF FINDINGS Where? By what means? Audience?	Projects 2 REPORTS	Thaifold-out Evaluation Workshop		
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.	Materials, discussion groups, Newspaper Reading Center.	Text—20% refers to f.p. & Pop Ed group discussion, resource personnel from clinics.		

* more if to

TURKEY

PROJECT TITLE: FUNCTIONAL EDUCATION FOR
FAMILY LIFE PLANNING
HOST AGENCY: Ministry of Education
Address: Bakanliklar
Ankara, Turkey
Tel. no. -----
DIRECTOR: Mehmet Irmak
AMOUNT OF AID
Cumulative: \$77,500
Current Budget: -----
DATE OF PROJECT: April 1971 to February 1973



AIM OF PROJECT: To help people understand that the achievement of a balance between family commitments and resources is not only possible, but lies in their own hands and that government agencies exist to help them achieve it; to help people attain a high enough level of literacy to reach out for better standards of family and community life.

ORGANIZATION OF PROJECT: Project uses problem-drama approach centering on situations in village, family and community life. Open ended episodes are presented in varied forms - stories, letters, dramatic dialogues. Discussion takes place after problem-drama has been read. During discussion, an attempt is made to solve particular problems. Literacy exercises are based on content of problem-drama.

STAFFING ARRANGEMENTS AND TRAINING: Project officials are employees of Adult Education Division of Ministry of Education working with the project on a part-time basis. Teachers are elementary school teachers trained by central staff personnel with aid of consultants.

RESEARCH AND EVALUATION: Three stages of evaluation were included in program design:
1) preliminary survey prior to developing materials or methods to determine existing attitudes toward health, economics and family planning as well as the kind of classes villagers wanted.
2) Midway evaluation to elicit information on how classes were being taught, student attendance and attitudes of participants and coordinators toward the project.
3) Final evaluation to determine level of reading, writing and arithmetic skills as well as attitudes and understanding of content material.

LIST OF KEY PERSONS

John Oxenham, Project Advisor
Halil Dere, Project Coordinator
Bayram Boyrak, Project Director
Sahip Tugral, Project Officer
Rifat Honcilar, Project Officer

AID CONTACT

Charles Gurney,
Head of Population
AID, Ankara

TURKEY
CountryRaw List # 23PROJECT TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNINGPOPULATION: 36,768,000GROWTH RATE: 2.6%LITERACY: 44.5%GOAL: Population to reach 54.5% by 1987.

PROJECT SCHEDULE:

Country survey completed: 1970-71Project design: 1973 Funded: Not yetProject demonstration: to 7/74 from 6/79Final evaluation complete: 1979HOST AGENCY: Adult Ed. Div., Ministry of Education

OTHER AGENCY LINKAGES:

Pop/f.p.: Ministry of Health, Ministry of Agriculture

OTHER DONOR AGENCIES:

Innovative methods/materials employed: Problem drama, story-telling technique, group discussions, (affective approach).New organizational structures/policies developed: Six separate curricula for diff. vocational and interest groups—f.p. materials included to each.

INPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
	Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Final evaluation carried out	baseline survey	
FINED PERSONNEL by program planners/administrators trainers/supervisors teachers others (specify)		staff training 27 pre-class training for teachers "in-service" for teachers		
	80	36-45		
	144			
MATERIALS PRODUCED (type and #) learner-level teacher-level other (AV, etc.)	8 curricula/90,000 individ. lesson	6 curricula/220 lessons 1 guide AV materials, supp. mat.		
WORKSHOPS and SEMINARS (for whom?) DOC participants # trainers/resource/observers	planning, materials/evaluation workshops	For curric writers teachers 36/45 all Turkish		
ASSES ORGANIZED (#)		36-45	48	54-60
TOTAL LEARNERS PARTICIPATING (#)		700-750	950-1,000	1,100-1,200
SEMINATION OF FINDINGS where? By what means? Audience?		feedback loop by administrators, analysis of tests through problem dramas &		
FP CONCEPTS DISSEMINATED how? materials/discussion/radio/etc.		classroom disc., also assisted by C.D. workers—public health officials.		

TURKEY (2)
(Proposed)

PROJECT TITLE: FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

HOST AGENCY: Adult Education Division, Ministry of Education
Address : Bakanliklar
Ankara

Tel. No.

Director : Mehmet Irmak

Amount of WE \$ input: 450,365 HOST AGENCY \$ input 330,045
Cumulative: over 5 years
Current Budget: For FY '75 - \$165,440

DATE OF PROJECT: To begin July 1, 1974

PROJECT PURPOSE: To provide basic programs in applied learning for various groups of illiterate or under schools adults. The program pattern will employ an integrated approach that will aim to ensure the application of learning and everyday life and to accomplish mutual reinforcement between the interests of the learner and those of national development.

ORGANIZATION OF PROJECT: As in pilot activity in one carefully chosen province. Materials from 1971-73 project will be revised to parallel the story telling discussion approach of the 1st project, and learning approach will be developed. Comparison of cost-effectiveness will determine which approach or combination of approaches will be selected for standard application throughout Turkey. Programs in 6 different areas will be developed in each of the 2 approaches, anticipate reaching 700-750 learners (36 groups) in first year.

STAFF ARRANGEMENTS AND TRAINING: A special staff will be assigned to the Functional Education and Family Life Planning program. They will receive training in philosophy, methods and rational behind Functional Education program. Specialists will also be recruited for the project. Outside consultants will assist in training writers and key personnel in revising and expanding materials previously developed. Teacher training will be conducted by the project trainer assisted by consultants. After training, teachers will recruit learners (up to 20) for their classes.

RESEARCH AND EVALUATION: Pre-tests and post-tests and results analyzed. In addition, periodic tests given to monitor and evaluate learner progress. All activities will be thoroughly evaluated and at end of five years pilot project, the program will be ready for nationwide application by the Adult Education Division of the Ministry of Education.

KEY PERSONS: Don't know yet, as project not yet begun.

AID CONTACT: Charles Gurney
Head of Population Office
AID/Ankara

Latin America

COLOMBIA

PROJECT TITLE: RESPONSIBLE PARENTHOOD EDUCATION
HOST AGENCY: Accion Cultural Popular (ACPO)
Address: (Cable 20 No. 9-45) Apdo Aereo 7170
Bogota DE, Colombia
Tel. no. 42-05-43
DIRECTOR: Dr. Hernando Bernal

AMOUNT OF AID

Cumulative: \$142,037
Current Budget: same as above (18 months)
DATE OF PROJECT: July 1, 1973 to December 30, 1974



AIM OF PROJECT

To incorporate responsible parenthood education into nonformal rural education program of ACPO's radiophonics schools.

ORGANIZATION OF PROJECT

Project began with analysis of existing materials used by ACPO to determine their appropriateness and effectiveness. Baseline survey of target population being made to determine vocabulary currently being used, attitudes toward family life, etc. Analysis of teaching personnel will also be made to determine their attitudes toward similar issues.

In December and January, a summer course on Family Life Planning is being conducted by the radiophonics school.

STAFFING ARRANGEMENT AND TRAINING

ACPO already has well-developed training centers for its field personnel. Newly designed materials will be presented to them at their regular sessions.

RESEARCH AND EVALUATION

Baseline survey will be followed by designing and testing new educational materials and methodology. Some of this work will be done on the field with the use of new ACPO mobile units, then tested in pilot area. Head of project is also head of ACPO's Evaluation Center. Evaluation will be conducted on an on-going basis as well as final activity determining effectiveness of new material. Results will then feedback into whole organization which will readjust its methodology and materials accordingly.

LIST OF KEY PERSONS

Msr. Jose Joaquin Salcedo, Director General, ACPO
Dr. Hernando Bernal, Chief, Evaluation Division
Dr. Luis Alejandro Galas, Chief, Cultural Development
Dr. Jose Restrepo, Director, World Education Project

FIELD CONTACT:

Mr. Fair, Chief
Population Office

COSTA RICA

PROJECT TITLE: COSTA RICA: TEXTBOOKS
HOST AGENCY: CELTA (Center for Adult Texts)
Address: Dep't. of Adult Education
Dep't. de Educacion de Adultos (4º piso)
Ministerio de Educacion Publica
San Jose, Costa Rica
Tel. no. 25-16-66
DIRECTOR: Prof. José Maria Campos



AMOUNT OF AID
Cumulative: \$54,000
Current Budget: \$18,000

DATE OF PROJECT: December 1, 1971 to June 30, 1974

AIM OF PROJECT: To develop and put into use, through the Dep't. of Adult Education 4 texts, and 3 teacher's guides containing units on family life, sex education, family planning, preparation for marriage, parenthood responsibility, reproduction and other pertinent topics.

ORGANIZATION OF PROJECT: Project will include:

- 1) development of texts and teacher's guides
- 2) teacher training on the developed material and methodology
- 3) a small, pre-pilot project to test evaluation techniques
- 4) a pilot project testing the developed material

The project is now in its third year. Teacher training seminar scheduled in February; pilot classes in March.

STAFFING ARRANGEMENTS AND TRAINING: Several seminars held throughout the project. One included group dynamics training for teachers and staff. Small evaluation seminar was held in December reviewing problems faced in short, pre-pilot classes. Larger seminar in February will prepare teachers for use of new materials.

RESEARCH AND EVALUATION: An evaluation consultant, Dr. John Hanitchak, has worked closely with the CELTA team to develop effective evaluation techniques to be used at forthcoming pilot project. Twelve centers will be selected for pilot project, half rural and half urban, to determine effectiveness of materials and methodology developed. Evaluation will be on-going, and involve closely all participants in project--organizers, facilitators, and learners.

LIST OF KEY PERSONS

Jose Maria Campos, Director of CELTA
Luis Carlos Diaz
Gerardo Sanchez
Victor Morgan, Head of the Costa Rican Geographic Association

AID CONTACT
Mr. McIahon

Date: March, 1974 By: MG

COSTA RICA
Country

Raw List # 83

PROJECT TITLE: COSTA RICAN TEXTBOOKS

POPULATION: 1,810,000
GROWTH RATE: 2.7%
ILLITERACY: 16%
OTHER: Adult education department responsible for teaching family life education, sex ed, family planning, etc. f.p. official

PROJECT SCHEDULE:
Country survey completed: summer 1970
Project design: fall 1971 Funded: Dec. 1971
Project demonstration: from 11/74 to 12/71
Final evaluation complete:

HOST AGENCY: CELTA (Center for Adult Te
OTHER AGENCY LINKAGES: Costa Rican
Pop f.p.: Demographic Association

OTHER DONOR AGENCIES:

Innovative methods/materials employed: 2 textbooks + 2 teacher training manuals developed.
New organizational structures/policies developed: textbook center for adults developed by project new policy giving adult ed. dept. responsibility for family life education, sex education, family planning education, etc.

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators		1 director		
Trainers/supervisors	65			
Teachers				
Others (specify)		2 materials developers		
MATERIALS PRODUCED (type and #)				
Learner-level	Textbook I 10,000	Textbook II 10,000		
Teacher-level	Teachers manual 500	Teachers manual 500		
Other (AV, etc.)	Posters			
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #	3 Teacher training pilot project (test of materials)			
Others/resource/observers				
CLASSES ORGANIZED (#)				
	pilot project testing of materials in 12 centers 1/2 rural 1/2 urban 6 classes			
ADULT LEARNERS PARTICIPATING (#)				
	60 adult learners	50 to test out experimental (materials)		
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.				

PROJECT TITLE:

HOST AGENCY: National Department of Population, Ministry of Public Health
Address: Santa Prisca 540
Quito, Ecuador

Tel. No.

DIRECTOR Dr. Hugo Corral

AMOUNT OF WE \$ input

Cumulative:

Current Budget:

HOST AGENCY \$ input

DATE OF PROJECT:

PROJECT PURPOSE:

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS: Dr. Hugo Corral
Dra. Odette Alarcon, c/o National Population Dept.
(Dr. Galo Pozo), CEMA, Centro de Motivacion y Asesoría

EQUADOR
Country

Raw List # 43

PROJECT TITLE: _____

Date: March 20 4 By: MLG

POPULATION: 6,402,000
GROWTH RATE: 3.4%
ILLITERACY: 32%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: _____ Funded:
Project demonstration: to _____ from _____
Final evaluation complete:

HOST AGENCY: Nat'l Dept of Pop, Ministry of
OTHER AGENCY LINKAGES: Public He
Pop/f.p.:

OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED				
How? materials/discussion/radio/etc.				

HONDURAS (Proposed)

PROJECT TITLE: Functional Education & Responsible Parenthood

HOST AGENCY: Dept. of Adult Education, Ministry of Public Education

Address: Tegucigalpa, Honduras

tel. No. 22 13 81

DIRECTOR to be selected

AMOUNT OF WE \$ input 90,681.

Cumulative: 90,681.00

Current Budget:

HOST AGENCY \$ input

Staff

local transport

office facilities

classroom space

administration



DATE OF PROJECT: 24 months

PROJECT PURPOSE: Training of instructors, development of materials holding of functional education classes and evaluation of whole project with further expansion in order to (1) provide literacy component of family planning content (2) change attitudes through educational process.

ORGANIZATION OF PROJECT: Ten promotores (instructors) will go for weekend sessions to 10 different villages for a period of about 6 weeks; then classes & materials will be evaluated, revised and they go to 10 new sites. This will be repeated 4 times altogether with evaluation & revision of materials and final evaluation seminar.

STAFF ARRANGEMENTS AND TRAINING: 5 one-week training and evaluation seminars for promotores where materials will be developed and methodologies discussed.

RESEARCH AND EVALUATION: A full time researcher/evaluator is planned for . Periodic evaluation and revision of materials & methods will be held at village level. To determine effectiveness of instructional methods and materials.

KEY PERSONS: Prof. Manuel Marzanas
Sr. Alejandro Flores, Exec. Director, Honduran Family Planning Association
Tel. 22-32-25
pto. postal 625
Tegucigalpa, Honduras

HONDURAS

Country

Row List # 53

PROJECT TITLE: FUNCTIONAL LITERACY & RESPONSIBLE PARENTHOOD

March 26,

by: Mariam C.

POPULATION: 2,843,000

GROWTH RATE: 3.4%

LITERACY: 52% - 80%

OTHER: No official f.p. policy but services provided. Low budget for adult ed. (10% of total ed). Nervous about birth control.

PROJECT SCHEDULE:

Country survey completed: 1970

Project design: Feb. 1974 Funded:

Project demonstration: to 6/77 from 6/74

Final evaluation complete: 5/77

HOST AGENCY: Honduran F.P. Assoc, Dept. of Ad. E

OTHER AGENCY LINKAGES: Ministry of Education

Pop/f.p.: Hond. F.P. Assoc. ANACH, FESITRANH

OTHER DONOR AGENCIES:

Active methods/materials employed: situation spec. materials to be developed.

New organizational structures/policies developed: New advisory board will include representatives of adult education dept. of Ministry of Education the Family Planning Association, and two campesino union organizations,

INPUTS

OUTPUT INDICATORS

Project analysis and evaluation procedures SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
	Evaluation completed 3/72	Baseline survey & eval. materials testing built into program on continuous basis		
TRAINED PERSONNEL				
Key program planners/administrators		1 coordinator	same	
Trainers/supervisors		1 research/eval. specialist	same	
Teachers				
Others (specify)		10 promoter teachers	same	
MATERIALS PRODUCED (type and #)				
Farmer-level		80 flipcharts	80 flipcharts	
Teacher-level		20,000 reg. sheets		
Other (AV, etc.)		2,500 brochures	7,500 brochures	
WORKSHOPS and SEMINARS				
For whom?		\$750 exper'l, materials	\$750 exper'l mat.	
DOC participants #		1 Evaluation	1 mid project	
Others/resource/observers		1 mat/devel/training	1 eval of project	
		1 readjustment	1 seminar	
		15	15	
		3	2	
CASSES ORGANIZED (#)		20 in 20 diff. villages with follow-up	20 classes in 20 diff. villages	
MULTI LEARNERS PARTICIPATING (#)		600	600	
DISSEMINATION OF FINDINGS				
Where? By what means? Audience?			expansion of prog. same method to campesinos	
FP CONCEPTS DISSEMINATED				
How? materials/discussion/radio/etc.		materials discussion	materials discussion	

JAMAICA (proposed)

PROJECT TITLE:

HOST AGENCY: Social Development Commission
Address: 74 1/2 Hanover St.
Kingston, Jamaica
Tei. No.

National Literacy Board
P.O. Box 750
Kingston 5, Jamaica
938-1095

DIRECTOR
AMOUNT OF WE \$ input
Cumulative:
Current Budget:

HOST AGENCY \$ input

DATE OF PROJECT:

PROJECT PURPOSE:

ORGANIZATION OF PROJECT:

STAFF ARRANGEMENTS AND TRAINING:

RESEARCH AND EVALUATION:

KEY PERSONS: Mr. Alvin Gardner, Social Development Commission
Mrs. Joyce Robinson, National Literacy Board



JAMAICA
Country

Raw List # 86

Date: March 10, 1974 By: MG
PROJECT TITLE: _____

POPULATION: 1,928,000
GROWTH RATE: 2.4%
ILLITERACY: 18%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: _____ Funded:
Project demonstration: from _____ to _____
Final evaluation complete:

Social Devel. Commission
HOST AGENCY: National Literacy Board
OTHER AGENCY LINKAGES:
Pop/f.p.: _____
OTHER DONOR AGENCIES:

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

OUTPUT INDICATORS

	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)				
TRAINED PERSONNEL				
Key program planners/administrators				
Trainers/supervisors				
Teachers				
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level				
Teacher-level				
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #				
Others/resource/observers				
CLASSES ORGANIZED (#)				
ADULT LEARNERS PARTICIPATING (#)				
DISSEMINATION OF FINDINGS Where? By what means? Audience?				
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.				

North America

USA
Country

Raw List # _____

Date: April 1, 1974 By: GI

PROJECT TITLE: AIM: AN EXEMPLARY PROGRAM FROM INTERNATIONAL EXPERIENCE

POPULATION: 203,000,000
GROWTH RATE: 0.6%
ILLITERACY: 1%
OTHER:

PROJECT SCHEDULE:
Country survey completed:
Project design: 1/5/73 Funded: 5/15/73
Project demonstration: from 3/74 to 6/75
Final evaluation complete:

HOST AGENCY: USOE
OTHER AGENCY LINKAGES:
Pop/f.p.:

OTHER DONOR AGENCIES: Noyes Foundation

Innovative methods/materials employed:
New organizational structures/policies developed:

OUTPUTS

	OUTPUT INDICATORS			
	Prior to 7/1/74 (include dates)	fy 1975	fy 1976	fy 1977
Project analysis and evaluation procedures (SPECIFY baseline survey, pre-test, post-test, attitude change, etc.)	Student interviews 7-10/73 Pre-test 2/74 Post-test 6/74, 8/74, 11/74	Student interviews 6-10/74 Pre-test 9/74 & 1/75 Post-test 12/74, 6/75		
TRAINED PERSONNEL				
Key program planners/administrators		5		
Trainers/supervisors	3	5		
Teachers	7	35		
Others (specify)				
MATERIALS PRODUCED (type and #)				
Learner-level	60 stories w/supporting materials (300 c.c.)	300 stories w/supporting materials (250 c.c. each)		
Teacher-level	Teacher guides	Training manual/teachers guides		
Other (AV, etc.)				
WORKSHOPS and SEMINARS (for whom?)				
LDC participants #	Teacher Training 6	Teacher Training		
Others/resource/observers	10 participants each workshop	15-25 each workshop		
	Program planning 1/10 participants			
CLASSES ORGANIZED (#)	8	35		
ADULT LEARNERS PARTICIPATING (#)	100	500		
DISSEMINATION OF FINDINGS Where? By what means? Audience?	Annual Report Conference	Materials samples Presentation } Title III		
Pop/FP CONCEPTS DISSEMINATED How? materials/discussion/radio/etc.				

PROJECT TITLE: AFI: AN EXEMPLARY PROGRAM FOR INTERNATIONAL EXPERIENCE
HOST AGENCY: USOE/DHEW
Address: (Additional Assistance - Moyes Foundation, NYC)
(Cooperating ABE Programs)
Adult Education Center
East Orange, New Jersey
Trenton Adult Learning Center
Trenton, New Jersey
Human Resources Development Center
Tuskegee Institute, Alabama 36088



DIRECTOR:
AMOUNT OF AID
Cumulative: \$87,923
Current Budget: \$87,923 (USOE)
\$10,000 (Moyes)

DATE OF PROJECT: May 15, 1973 to May 15, 1974
(USOE grant expected again at that time)
April, 1974 (Moyes)

AIM OF PROJECT: To develop materials in adult basic education for use in Title III ABE programs based on World Education experience in Thailand and Turkey.

ORGANIZATION OF PROJECT: Project began with election of two sites - one urban (New Jersey) and one rural (Alabama). Field studies were conducted on each site. S.J. data was analyzed and a curriculum developed; generative themes and problem areas were identified to serve as a basis for writing and reading texts and "copy" skills.

STAFFING ARRANGEMENTS AND TRAINING: Demonstration classes will be held in ABE centers in East Orange and Trenton, New Jersey using regular teachers from their centers. Extensive and continuing teacher orientation effort will be carried out.

RESEARCH AND EVALUATION: The field survey procedure materials development is based on their design and criteria identified and from interviews with students from the target population. Evaluation will be based on classroom observation during the demonstration period and testing to determine learning gains.

LIST OF KEY PERSONS:
Dr. Smith, Director of Continuing Education, East Orange, N.J.
Dorolana Field, Coordinator ABE
Robert Graham, Director, Trenton ABE
Charles Dittell, Counselor, Trenton ABE

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WORLD EDUCATION
INTERAGENCY LINKAGES

Part I. United Nations System

ORGANIZATION		TYPE OF LINKAGE		
Name	Location	Information	Planning	Funding
Food and Agriculture Organization FAO/Planning for Better Family Living	Rome, Italy Nairobi, Kenya	x x	x x	
International Labor Organization (ILO) ILO Regional Office-Asia (Malaysian Seminar)	Geneva, Switzerland Bangkok, Thailand	x x	x	x
Economic and Social Council (ECOSOC)	New York, N.Y.	x		
Economic Commission for Asia and Far East (ECAFE)	Bangkok, Thailand	x	x	
Office of Public Information (OPI)	New York, N.Y.	x		
United Nations Development Program (UNDP)	New York, N.Y.	x		
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Paris, France	x	x	
Work-Oriented Adult Literacy Pilot Project (WOALPP)	Esfahan, Iran	x	x	
Government of Indonesia - UNESCO Conference	Lembang, Indonesia	x	x	
International Conference on Adult Education	Tokyo, Japan	x	x	x
Regional Center for Functional Literacy in Rural Areas for the Arab States (ASFEC)	Menoufia, Egypt	x		
Regional Center for Functional Literacy for Latin America (CREFAL)	Patzcuaro, Mexico	x		
United Nations Fund for Population Activities (UNFPA)	New York, N.Y.	x	x	
United Nations Children's Fund (UNICEF)	New York, N.Y.	x		
World Bank	Washington, D.C.	x		
World Health Organization (WHO)	Geneva, Switzerland	x		

WORLD EDUCATION
INTERAGENCY LINKAGES

Part II. Partnership Organizations

ORGANIZATION		TYPE OF LINKAGE		
Name	Location	Information	Planning	Funding
Adult Education Association (AEA)	Washington, D.C.	x	x	
American Council of Voluntary Agencies for Foreign Service - Technical Assistance Information Clearinghouse (ACVAFS - TAICH)	New York, N.Y.	x		
American Federation of Labor/Congress of Industrial Organizations (AFL/CIO) - International	Washington, D.C.	x	x	
American Freedom from Hunger Foundation	Washington, D.C.	x		x
American Home Economics Association (AHEA)	Washington, D.C.	x	x	
Asia Foundation	San Francisco, California	x	x	
Canadian International Development Agency (CIDA)	Ottawa, Canada	x	x	
Community Development Foundation (CDF)	Norwalk, Connecticut	x	x	
East West Communications Institute	Honolulu, Hawaii	x	x	x
Family Planning International Assistance (FPIA)	New York, N.Y.	x	x	
Ford Foundation	New York, N.Y. Dacca, Bangladesh Bangkok, Thailand Nairobi, Kenya	x x x x	x x x x	x
Inter-American Literacy Foundation (IALF)	Washington, D.C.	x	x	
Intergovernmental Coordinating Committee (IGCC)	Kuala Lumpur, Malaysia	x	x	x

Part II. Partnership Organizations (continued)

ORGANIZATION		TYPE OF LINKAGE		
Name	Location	Information	Planning	Funding
Intermedia	New York, N.Y.	x	x	
International Cooperative Alliance	London, England	x		
International Council for Educational Development (ICED)	New York, N.Y.	x		
International Council on Social Welfare	Nairobi, Kenya	x	x	
International Council of Voluntary Agencies (ICVA)	Geneva, Switzerland	x	x	
International Planned Parenthood Federation (IPPF)	London, England	x	x	
	Nairobi, Kenya	x	x	
	Singapore		x	
	Tegucigalpa, Honduras	x	x	x
	San Jose, Costa Rica	x	x	x
	Manila, Philippines	x	x	x
Laubach Literacy	Syracuse, New York	x		
Methodist Board of World Missions	New York, N.Y.	x	x	x
Pathfinder Fund	Boston, Massachusetts	x	x	x
Population Council	New York, N.Y.	x	x	
	Tehran, Iran	x	x	
	Tunis, Tunisia	x		
Population Council of India	New Delhi, India	x	x	x
Population Reference Bureau	Washington, D.C.	x		
Swedish International Development Authority (SIDA)	Stockholm, Sweden	x		

Part II. Partnership Organizations (continued)

ORGANIZATION		TYPE OF LINKAGE		
Name	Location	Information	Planning	Funding
U.S. Agency for International Development (USAID)	Washington, D.C.	x	x	x
USAID/Turkey	Ankara, Turkey	x	x	x
USAID/Ethiopia	Addis Ababa, Ethiopia	x	x	x
USAID/Colombia	Bogota, Colombia	x	x	x
U.S. State Department, Advisory Committee on Voluntary Foreign Aid	Washington, D.C.	x		
United States Department of Health, Education and Welfare (HEW)	Washington, D.C.	x	x	x
World Assembly of Youth (WAY)	Brussels, Belgium	x		
World Literacy of Canada	Toronto, Canada	x	x	
World Neighbors	Oklahoma City, Oklahoma	x	x	

WORLD EDUCATION
INTERAGENCY LINKAGES

Part III. Cooperating Agencies and Organizations

AREA	COUNTRY	AGENCY NAME	LOCATION
<u>Asia</u>	Afghanistan	Ministry of Education	Kabul
	Bangladesh	Ministry of Rural Development and Cooperatives	Dacca
	India	*The India Literacy Board	Lucknow
		*Literacy House	Lucknow
		*Literacy House	Hyderabad
		*Council for Social Development	New Delhi
	Indonesia	*Directorate of Community and Adult Education (Pen Mas)	Jakarta
		Ministry of Education and Culture	Jakarta
		*Office of Educational Development (BPP), Department of Education and Culture	Jakarta
		Family Life Planning Project of the Department of Internal Affairs in Central Java (PKK)	Jakarta
Iran	National Family Planning Coordinating Body (BKKBN)	Jakarta	
	Ministry of Health, Government of Iran	Tehran	
Japan	International Institute for Adult Literacy Methods	Tehran	
	Japanese Organization for International Cooperation in Family Planning	Tokyo	
Malaysia	*Federal Land Development Authority (FELDA)	Kuala Lumpur	
	*Malaysian Trade Union Congress (MTUC)	Kuala Lumpur	
	*Inter-governmental Coordinating Committee (IGCC), Southeast Asia Regional Cooperation in Family and Population	Kuala Lumpur	
	*Ministry of Rural Economic Development	Kuala Lumpur	

*indicates joint project with World Education

Cooperating Agencies and Organizations (continued)

AREA	COUNTRY	AGENCY NAME	LOCATION
<u>Asia (cont.)</u>	Nepal	Division of Adult Education, Ministry of Education Nepal Women's Organization New ERA	Kathmandu Kathmandu Kathmandu
	Philippines	*Bureau of Public Schools, Adult and Community Education *Philippines Rural Reconstruction Movement (PRRM); *Family Planning Organization of the Philippines (FPOP)	Manila Quezon City & Nueva Ecija Manila
	Thailand	*Division of Adult Education, Department of Elementary and Adult Education, Ministry of Education Development Support Communications Service, UNDP/UNICEF	Bangkok Bangkok
	Turkey	Development Foundation of Turkey *General Directorate of Adult Education, Ministry of Education *Ministry of Health *Ministry of Agriculture	Ankara Ankara Ankara Ankara
<u>Latin America</u>	Colombia	University of Caldas, Colombian Agriculture Institute Profamilia *Accion Cultural Popula (ACPO)	Manizales Bogota Bogota
	Costa Rica	*Costa Rica Demographic Association *Department of Adult Education, Ministry of Education	San Jose San Jose
	Ecuador	*Department of Adult Education, Ministry of Education *Center for Motivation and Training *Center for Family Education Family Planning Association *Ecuadorian Cooperative Institute Ecuadorian Volunteer Service	Quito Quito Quito Quayaquil Quito Quito

Cooperating Agencies and Organization (continued)

AREA	COUNTRY	AGENCY NAME	LOCATION
<u>Latin America</u> (continued)	Honduras	*National Association of Campesinos (ANACH) *Honduran Family Planning Association *Department of Adult Education, Ministry of Education	San Pedro Sula Tegucigalpa Tegucigalpa
	Jamaica	*University of West Indies, Extramural Department *Preventive Medicine Department, University of West Indies *Social Development Commission, Ministry of Youth and Community Development Family Planning Board *National Literacy Board	Kingston Kingston Kingston Kingston Kingston
<u>Africa</u>	Ethiopia	Economic Commission for Africa Family Guidance Association *Ethiopian Women's Welfare Association Haile Selassie I. University	Addis Ababa Addis Ababa Addis Ababa Addis Ababa
	Ghana	*Department of Social Welfare and Community Development *National Family Planning Program	Accra Accra
	Kenya	*Family Planning Association of Kenya *International Council on Social Welfare, Africa Region Institute of Adult Studies, University of Nairobi Kenya Council of Social Services	Nairobi Nairobi Nairobi Nairobi
	Tunisia	Ministry of Social Affairs Family Planning Institute	Tunis Tunis
	Uganda	Institute of Adult Education, Makerere University Family Planning Association of Uganda National Council of Social Services for Uganda	Kampala Kampala Kampala

Cooperating Agencies and Organizations (continued)

AREA	COUNTRY	AGENCY NAME	LOCATION
<u>Africa (cont.)</u>	Zambia	Department of Social Welfare Zambian Food and Nutrition Commission Family Planning and Welfare Association of Zambia	Lusaka Lusaka Lusaka
	Tanzania	Institute of Adult Education, Ministry of Education National Council of Social and Welfare Services Family Planning Association of Tanzania	Dar es Salaam Dar es Salaam Dar es Salaam
	Botswana	University of Botswana, Lesotho, and Swaziland	Francistown, Gaborone
<u>North America</u>	United States	*Adult Education Center *Adult Basic Education Learning Center *Human Resources Development Center, Tuskegee Institute	East Orange, N.J. Trenton, N.J. Tuskegee, Alabama



A PROJECT PROPOSAL
designed by the
Adult Education Division
of the
Ministry of Education,
Government of Turkey
in cooperation with
World Education

FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING IN TURKEY



world
education

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CHAMBER

FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING IN TURKEY

I Project Proposal Summary

II BACKGROUND Pages

A. Description of First Phase 1 - 3

From July 1971 through February 1973 World Education assisted the General Directorate of Adult Education in developing a new approach to adult nonformal education. The materials and methods developed were original and unique, and served to stimulate attitude and behavior changes in the learners.

B. Lessons Learned 3 - 4

From the results of the 1971-73 project it was clear that the field level activities had been successful but that administrative difficulties had restricted continued progress.

III A PROPOSAL FOR A NEW PROJECT IN FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

A. Rationale 5 - 6

The Third Five Year Development Plan states that in order to solve Turkey's social and economic problems, there is a need to develop an effective non-formal adult education program. This project will help to create such a program and will provide the General Directorate of Adult Education with the full time professional capacity needed to sustain these activities.

B. Objectives 7

The long term objective of the project is to contribute to the mitigation of specified socio-economic problems by having those problems first considered in learning situations and later tackled in the circumstances of daily life with the assistance of government extension agents.

C. Project Implementation 7 - 9

This project is planned to be a five-year pilot program capitalizing on the experience of the 1971-73 project. With pilot activities in one representative province, it will expand and revise the curriculum developed previously while maintaining an experimental approach to the development of a methodology that can be applied nationwide.

D. Scope of Work 10 - 11

Programs in six different areas of economic interest will be developed in each of two learning approaches. Each program will contain 220 lessons and each will be tested and evaluated in the pilot province. The target audience will be rural and urban men and women, and the programs will be designed to meet their particular needs.

E. Institutional Development 11 - 12

The project officials will recruit a sufficient number of adequately trained permanent staff members to maintain the momentum of the project and then to develop the results for nationwide application. Key staff members will be further trained in Turkey and abroad.

F. Project Advisor 12

To provide continuity during the first two years of the project, a full time foreign advisor, competent in the field of adult education, will be provided.

G. Sequence of Activities 12 - 17

Project activities are scheduled to begin in March 1974 and continue until early 1979. At that time the tested, revised, and approved program will be ready for application throughout Turkey.

IV BUDGET

The total budget for five years of activity is \$780,410. of which \$330,045. will be provided by the Government of Turkey (G.O.T.) and \$450,365. will be funded through foreign assistance.

TURKEY - FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

II BACKGROUND

A. Description of First Phase

The idea of "functional" literacy is not new to Turkey. For two decades or more Turkish planners have recognized the value of literacy in support of various aspects of daily life.

From July 1971 through February 1973 World Education assisted the General Directorate of Adult Education in developing a new approach to adult nonformal education.

What was new in this World Education-assisted project was the attempt to present the established idea of functional literacy in a fresh and more effective form, using family life planning as the central theme, highlighting the need to balance family commitments and resources, and provoking thought around alternative ways to achieve such balance.

The aim to the 20-month project in functional education and family life planning in Turkey was two-fold: to help people attain a high enough level of literacy to reach out for better standards of family and community life; and to help people understand that the achievement of balance between family commitments and resources is not only possible, but that it actually lies in their own hands and that government agencies exist to assist them to achieve it.

Specifically, the project's aims were: to produce the necessary teaching materials, instructor's and supplementary reading matter; to train the administrators and teachers needed for the pilot classes; and to evaluate the project's efforts.

The curriculum was designed according to the expressed needs of the potential learners who had specifically requested the inclusion of information on family planning in the context of a major economic activity: wheat, bean, tobacco, and corn production, sheep raising, dairy farming, vegetable growing, and home economics. Classes were given the option of selecting the course that was of most interest and use to them.

Decisions about the types of materials best suited to the Turkish adult learner were made in the light of two factors: the popularity of adult comic books and photo novellas, and the tradition of oral reading of newspapers in coffeehouses throughout the country.

Accordingly, each curriculum was developed through a series of simple, short problem-dramas centering on village, family, and community life. The main characters were the members of a typical village family and their acquaintances.

The lesson materials of the project, illustrated with line drawings, were mimeographed and given to the students one lesson at a time.

The illustrations were pictorial summaries of the problem-drama. They served also as a preparation for the written summary, which appeared in the form of captions to the illustrations. Separate sheets of literacy exercises were given to students for writing practice.

In the actual implementation of the program, class discussion focused on the problem presented in the drama and its causes (e.g. crop failure, unwanted pregnancy) the solutions tried, and the alternatives open. This gave adults the opportunity to analyze the behavior of the characters and to project their own beliefs and attitudes in the course of the discussion. It also provided a direct stimulus to critical thinking.

In order to help students move from discussion to practical action, each problem-drama was supplemented by factual information useful in resolving the problem. This practical knowledge was either built into the story itself or supplied by the instructor or a visiting extension agent. Technical support was not limited to the classroom and often extended to the homes and farms of the students.

The literacy skills of the learners increased with the use of exercises especially designed to relate to the problem being discussed in each class session. Each learner had ample opportunity to practice and improve his reading and writing.

Since the planners of this program recognized the importance of thoroughly evaluating any new activity of this kind, they included three stages of evaluation in their program design: 1) A preliminary survey prior to developing materials or methods, to determine existing attitudes toward health, economics, and family life planning and to determine the kind of classes villagers wanted (teams of workers interviewed villagers, village leaders, and extension agents during this phase); 2) Midway evaluation to elicit information on how the classes were being taught, student attendance, and attitudes of participants and coordinators toward the project; and 3) Final evaluation (at the end of the first year) to determine the level of reading, writing, and arithmetic skills as well as attitudes and understanding of content material.

During the twenty-month project there were two cycles of instruction with a total of 1292 learners in selected villages of five provinces representing varied geographical areas of the country.

The information presented to the learners was well received and quickly utilized. Although only about a quarter of the learners were women, they proved to be the most successful and receptive students especially concerning their desire for family planning information. The over-all success of the project was based on a number of factors. The materials that were developed for this project were innovative and open-ended. They caught the imagination and held the interest of students regardless of the ability of the teachers. The students enjoyed the story approach and entered into animated and substantive discussions as a result of the problem-dramas presented by the teacher.

As well as improving their literacy skills the students attained knowledge that was immediately applicable to their daily lives. Several changes in behavior patterns were noted as a result of the ideas that were assimilated in the classroom. The teachers reported that many adult learners formed village producer's cooperatives, requested visits from family planning workers, built better sanitary facilities, adopted new farming techniques, and began to apply principles of better nutrition and child care.

B. Lessons Learned

The project in Functional Education for Family Life Planning (1971 -73) yielded a number of important lessons that were taken into consideration in designing the new project. These lessons can be broken down into two major categories: educational lessons, which indicate what was learned from the project on the field level, and administrative lessons, which indicate what was learned from the development and coordination of the project activities.

I. Educational Lessons

a Drama and Discussion

The presentation of ideas through problem-dramas and discussions on problems commonly experienced in the occupations and daily life of the adult learner was successful. Not only did it interest the learners, it also stimulated them to make use of government extension services (agriculture, health, family planning, etc.) both in and out of the classroom. On the other hand this format made great demands on manpower, ingenuity, and materials, and was difficult to implement satisfactorily. The new project would attempt a less demanding and less expensive application of the underlying principles.

b Women Learners

The women students seemed to be more tenacious than the men, and were a much younger group: 60 per cent were below the age of 20. They were certainly a crucial group to reach for the presentation of health, nutrition, family planning, and child welfare information. These women were the most faithful and successful students even though they formed less than a quarter of the project classes. The new project would provide more opportunities for women to enroll and participate in project classes.

c Family Planning

There was universal interest in ensuring that every family could have children. However, there was a simultaneously strong interest in being able to control the number of children to conform with a family's resources.

The family planning information presented in class was not specific, but rather was designed to stimulate interest in using available services. In some of the project sites, family planning services were not necessarily or always available, but where they were available it was found that learners became interested in and sought out the services as a result of motivational family planning information presented in class. There is also a strong indication that the likelihood of sustaining interest in the use of services is increased when these services are supported by appropriate educational activities. Therefore, care will be taken to ensure that family planning services are readily available in the sites selected for new project activities.

d Occupational Approach

The approach to the learner through his/her livelihood or main occupation appeared to be successful in attracting and retaining his attendance, and also in helping him to learn effectively. This would be retained in the new project.

2. Administrative Lessons

a Reinforcement of Capabilities

The Ministry of National Education has recognized that if the task of providing meaningful and innovative nonformal education programs for adults is to be undertaken effectively, the professional capabilities of the General Directorate of Adult Education will need to be reinforced.

b. More Restricted pilot activities.

The Ministry has further recognized that while the General Directorate's capacity is being strengthened, experimental projects in functional education should be conducted on a smaller geographical scale than was attempted in the 1971-73 project, to facilitate management. The new project would be limited to one province carefully chosen to include as many of the general urban and rural characteristics of Turkey as possible.

c Collaboration for out-of-class application

The Ministry, in its new project, has provided for more intensive local liaison in order to ensure that classroom instruction is carried over into everyday practice.

III A PROPOSAL FOR A NEW PROJECT IN FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

A. Rationale

1) Based on the experience of the 1971-73 project, two factors were evident: the project had been successful at the field level, but necessary administrative support and coordination at the center were insufficient, thereby hindering continued progress.

Officials of the Government of Turkey, anxious to capitalize on the success of the 1971-73 project, decided to develop a new project that would overcome the administrative problems previously encountered. Planning the development of the new project naturally demanded careful reference to the problems and priorities set forth in the Third Five Year Development Plan (1973-1977).

The plan very firmly indicates disappointment in the failure of the formal education system to meet either the economic or social needs of the country. It specifically points out that formal education is not readily adaptable to a rapidly changing environment and indicates a recognition of the flexibility and importance of nonformal education.

The plan also states that nonformal education has the potential for surmounting the deficiencies of formal education and equipping people with the necessary knowledge and skill to increase their productivity and improve their daily lives. The plan goes on to say, however, that nonformal education in Turkey has been in a state of confusion and has received little serious attention; and that the General Directorate of Adult Education should be given primary responsibility for the implementation of nonformal education programs.

The plan points out that these nonformal education programs should begin to address themselves to many of Turkey's social and economic problems as one of the necessary steps toward their solution.

Therefore the following problems mentioned in the Third Five Year Development Plan were selected for consideration in this project:

a) The high rate of population growth, especially in rural areas and among the poor. The annual rate of population increase in Turkey is currently 2.6 per cent meaning that population size will reach 54.5 million in 1987 and 64.9 million in 1995. It is recognized that Turkey can ill afford such a rate of population growth and must take steps to control it.

b) The continued high rate of illiteracy, especially among women. The 1970 census indicated that 44.5 per cent of the population above six years of age is illiterate. Even more important is the fact that while the rate of illiteracy for men is 30-35 per cent, it is 65-70 per cent for women. This problem must be met and overcome by new innovative educational programs.

c) The intensification of social problems caused by rapid urbanization. The rate of urbanization has increased drastically since 1950 to the point where the population is currently 31.1 per cent urban. It is projected that the annual rate of urbanization during the next 15 years will be approximately 5.9 per cent. Therefore it is expected that by 1987 the urban population will be 62 per cent of the total and continuing to increase.

A majority of these urban settlers live in Gecekondus or squatter's housing. Any nonformal education program for Turkey will have to include a major emphasis on the problems of this group.

d) The need for rapidly increasing agricultural productivity to counter-balance rural depopulation. Key to achieving the necessary increase in agricultural productivity is the provision of a significant educational impact as well as economic measures.

e) The need to supplement health services with information and education on Mother and Child care, nutrition, environmental health, and family planning.

It is recognized by the Turkish planners that emphasis solely on the provision of health services is inadequate without an accompanying program to create awareness of problems and the availability of resources to solve them.

2) As pointed out in the Background section of this document, the 1971-73 project created in the learners a new awareness of resources and their use in such areas as food production, population, nutrition and health. Experience has shown that people in Turkey are generally not aware of the extension services available to them and therefore do not know how to use them properly and fail to call upon them when they are needed. It is clearly indicated therefore that there is a strong need for the continued development of programs that will both create an awareness of available resources and stimulate learners to utilize these resources to their fullest advantage.

3) Capacity

As has been stated, progress in the development of the 1971-73 project was hindered by insufficient administrative support and coordination by the General Directorate of Adult Education. This fact as well as the fact that the GDAE has been given new responsibilities in the formulation of nonformal education programs by the Third Five Year Development Plan indicates the necessity for the development of a full time professional capacity within the General Directorate to undertake new adult education efforts in Turkey during this decade.

B Objectives

1. Long-Term Objectives

The long-term purpose of the project will be to contribute to the mitigation of specified socio-economic problems by having those problems first considered in learning situations and later tackled in the circumstances of daily life with the assistance of government extension agencies.

2. Specific Objectives

In order to reach the long-term objective two important goals of the project are:

a) Institutional Development - As previously indicated, the General Directorate of Adult Education lacked sufficient capacity to maintain the momentum of the 1971-73 project in such areas as curriculum development, training, and evaluation.

This project will assist the General Directorate of Adult Education to develop the capacity to generate, implement, evaluate, revise, and renew educational programs that will satisfy the needs and interest of illiterate or under-schooled adults on the one hand and the development priorities of government, on the other. To ensure the development of this capacity the project will include provision for a fulltime professional staff and for their training and support.

b) Educational Achievement - This project will continue to develop by experiment and evaluation, the basic pattern of programs in applied learning for various groups of illiterate or under-schooled adults begun in the 1971-73 project. The program pattern will employ an integrated approach that will aim to ensure the application of learning to everyday life and to accomplish mutual reinforcement between the interests of the learner and those of national development.

C. Project Implementation

This project is planned to be a five-year pilot program capitalizing on the experience of the 1971-73 project. With pilot activities in one representative province, it will expand and revise the curriculum developed previously while maintaining an experimental approach to the development of a methodology that can be applied nationwide.

1. Core Content of Programs

All the curricula developed for this experimental project will consider problems that were identified by individuals interviewed during the base line survey conducted in the 1971-73 project.

These programs for both men and women will include literacy, family planning, family health and nutrition, numeracy, family budgeting, the improvement of family livelihood, the education of children, the principles of planning, intelligent production, intelligent consumption, and good citizenship.

2. New Steps to be Introduced and Tested

a. Applying Learning To Daily Life - This project will make a deliberate effort to reinforce class instruction in the learner's home and work environments through.

i identifying local resources and capabilities in health, family planning, agricultural, and home economics extension, before the selection of experimental project sites;

ii obtaining the cooperation of local administrators before the selection of experimental project sites;

iii training local extension workers, before opening experimental classes;

iv further promoting the use of extension workers by the experimental groups both in and out of class; and

v undertaking out-of-class reinforcement activities during any breaks in class instruction.

b. Women's enrollment - In order to increase the participation of young illiterate village women in basic education, village women with at least a primary school education will be recruited and trained as part-time "class facilitators". Their responsibilities will be to conduct class instruction and also to carry on follow-up activities in the learners' homes.

The rural experimental classes will, as far as possible, be opened in pairs one for women, one for men in order to accelerate the diffusion of ideas and information through families and communities.

c. Complete Program For Adults - The existing structure of Basic Adult Education, broken into three instructional levels and spread over three winters, is to be abandoned. Instead, the program will offer one course of 220 sessions (440 lesson hours). The course will culminate with the presentation of a primary school equivalency certificate to each learner who successfully completes the course. Each group of learners, in consultation with its instructor, will determine the duration and pace at which the course is to be covered.

d. Selection by Aptitude Testing - Selection of personnel will, as far as possible, be based on aptitude tests developed and administered by project officials. This testing procedure will help to ensure that qualified individuals will be added to the permanent staff of the General Directorate of Adult Education.

e. Two Learning Approaches - Parallel with the further development of the approach implemented during 1971-73, project administrators will design and test a second learning approach. Comparison of cost-effectiveness will determine which approach or combination of approaches will be selected for standard application throughout Turkey. The second approach will be a variation of the first and should prove to be less costly. The nature and scope of this approach will be determined by the project staff.

f. Radio and Audio-Visual Aids - An effort will be made to include the use of slides, posters, radio programs, and other audio-visual media in the lesson program in order to reinforce instruction. Administrators and teachers will be trained in the use of these aids.

g. Staff Development Period - Once the core project staff members have been recruited, they will undergo an intensive training program, both domestic and international, to ensure that they possess the professional competencies they need to implement successfully the planned project activities.

h. One Pilot Province - Since in the early stages of the project the General Directorate of Adult Education will be acquiring experience, the project activities will be limited to one province, which will be selected according to the following criteria:

- i Its literacy rate shall be lower than the national average;
- ii The primary schooling rate shall be lower than the national average;
- iii Agricultural production in the province shall be of both local and export importance;
- iv Its chief city shall have a population of 100,000 persons or more;
- v Population increase in the provinces shall be at least 5 per cent per annum.
- vi The province shall have a gecekondu (squatter's housing) problem; and
- vii The province shall have a significant amount of industry.

Furthermore, since the support of the extension services will be essential to success in reaching beyond the classroom, experimental areas and communities within the chosen province will be selected according to the following criteria:

- i a fully staffed and equipped health center including family planning services must be within five kilometers, or a regular mobile medical or paramedical service must be provided to the experimental community;
- ii for rural classes, the agricultural, veterinary or home-economics extension services must be able to meet likely demands for information and assistance;
- iii for rural classes the community should be readily accessible in all seasons by road;
- iv the population should be at least 500 in order to ensure the possibility of fully enrolled classes for men and women; and
- v the experimental communities will, as far as possible, be arranged in compact groups in order to facilitate monitoring and evaluation.

D. Scope of Work

1. Programs

Four programs for men (three rural, one urban), and two for women (one rural, one urban), will be tested in each of two learning approaches. Development of these programs will include the production of student's materials, instructor's guide, and some reinforcement materials. These programs will be designed according to the economic needs of the learners expressed in the baseline survey.

Programs in 6 different areas will be developed in each of the two approaches. Thus a total of twelve programs will be produced: one on animal husbandry; two on agriculture (specific agricultural content will be determined after the pilot villages are chosen); one on industry and services; one for the specific needs of village women; and one for the specific needs of city women.

The exact content of the programs will be determined as a result of the survey performed at the beginning of the project.

2. Learning Groups

A minimum of three learning groups per curriculum will be fully monitored and evaluated. Consequently, a minimum of 36 groups (approximately 700-750 learners) will be so treated. However, since the hope is to open pairs of men's and women's classes in the villages, 48 groups (950-1000 learners) may materialize, 24 for men and 24 for women. Additional classes may be opened by voluntary and other interested organizations, but will not be strictly monitored.

3. Timing

Since basic education classes in Turkey have customarily taken three winter sessions to complete their courses, it is expected that some of the new learning groups will wish to follow a similar pattern. Other groups, however, according to their own particular needs, may wish to complete the 220-lesson program in an altered and shortened time sequence. Thus a minimum of three years for experimental operations is anticipated. A further year to fifteen months will be needed for preparation, and finally a year for a follow-up evaluation, making a total of some five years.

The schedule will run as follows:

- Year 1 - Recruitment, training, preparation
- Year 2 - Application of program in pilot sites
- Year 3 - Application of program in pilot sites

Year 4 - Application of program in pilot sites

Year 5 - Final and follow-up evaluations

4. Target Audience

This project will reach both rural and urban men and women with programs especially designed to meet their particular needs. The rural programs for men will be agriculturally oriented as they were in the 1971-73 project. The home economics curriculum for women will be revised and expanded. The urban program will be totally new and designed to reach the ever-growing number of people living in gecekondu or squatter's housing areas. These people live in very difficult circumstances and have unique problems which could be alleviated through the application of a suitable education program.

It is expected that the Ministry of National Education will decide to use the new materials in areas outside the project sites during the third and subsequent years. The materials will quite likely be used in the five provinces that served as pilot areas for the 1971-73 project. Voluntary agencies and other organizations will also be encouraged to use the new materials in their various programs. At the end of the five year pilot project, the program will be ready for nationwide application throughout Turkey. The cost of this program expansion will be borne solely by the Ministry.

E. Institutional Development

I. Permanent Staff

As previously indicated, one of the major problems with the 1971-73 project was the lack of a sufficient number of adequately trained permanent staff members to maintain the momentum of the project and then to develop the results for nationwide application. The exact size of a core staff necessary to achieve this goal is impossible to determine accurately at this time. However, the principle proposed for its formation is that until the final required staff size is clarified by experience, activities will be undertaken partly by individuals in newly established civil service positions provided by the Government of Turkey and partly by individuals in fulltime temporary contract positions to be funded through foreign assistance.

The following specialists will be recruited for this project:

a. Two program and curriculum design specialists (civil service); b. Twelve curriculum and reinforcement material specialists (writers) (six civil service, six contract); c. Two illustrators (one civil service, one contract); d. Two graphics specialists (one civil service, one contract); e. One materials reproduction specialist (civil service); f. One specialist in training (civil service); g. Two researcher-evaluators (one civil service, one contract); h. One cost analysis specialist (part-time); (contract)

In addition to these specialist services, a supporting staff will be engaged to help produce the materials and evaluate their impact. A number of these supporting staff positions will be temporary, permitting the General Directorate of Adult Education to make the proper staff adjustments once the exact necessary staff level is determined by experience.

2. Training (Staff Development)

The 1971-73 project made clear the need not only for provision of specialist and support personnel, but also for their training. A six-week participant training component is planned during the first phase of the project. Key staff members (project director, program planners, evaluator and trainer) will visit two foreign projects—one in the United States and one in Latin America—to gain exposure to various techniques used in projects similar to their own. These same staff people will also undergo brief but intensive training in materials design, teacher training, and evaluation. In addition, consultant visits of approximately two months each to Turkey will be used to train remaining staff, particularly the writers, and to continue the professional development of key personnel on their return from overseas training. These same consultants will also assist the project personnel in revising and expanding the materials already developed.

F. Project Advisor

The project planners have agreed that the services of a foreign project advisor will be crucial to the success of the project during the first two years. The person chosen should have professional competence in the field of adult nonformal education. In the initial stages of the project he will advise on the training of staff members and will help to clarify the need for consultant services as activities progress. The advisor will also be useful to the staff in helping to define the nature and scope of the second learning approach to be developed. The presence of the advisor will help to lend and ensure continuity during the formative stage of the project.

G. Sequence of Activities

This "sequence of activities" includes primarily those activities to be undertaken as part of the first approach (revision and expansion of the 1971-73 project materials). Analogous to this will be the development of the second or experimental approach which will begin in October 1974. The description of activities is the same as for those in the first approach, so with few exceptions, they are not included in this listing. All second approach activities are included in their proper time sequence in the PERT chart attached to this proposal.

1. Staff and Office Established, Training of Staff (March-July 1974)

During the months of March and April the project office will be located and begin to function. The following staff persons will be recruited: project evaluator, head trainer, curriculum development specialist, and materials production specialists.

In May the training of these individuals will begin. The training will consist of:

a. International Training. This training phase is planned to be a six-week intensive program designed to meet the specific needs of key project staff. They will be offered a carefully supervised and guided look at innovative adult education programs in Latin America and the United States.

b. In-country Training. Foreign consultants will be sent to Turkey to continue general staff training in relation to the unique problems and characteristics to be considered in the development of this project. This training should be completed by the end of July.

2. Site Preparation, and Beginning of Materials Production (July–November, 1974)

a. Writing and revision of materials begin. Once the writers are trained, they will begin to revise the materials produce in the 1971–73 project, and they will begin to expand each curriculum from 60 lessons to 220.

b. Village and urban survey. During August and September a survey will be conducted in the villages and urban areas chosen as project sites. The purpose of this survey will be to determine the field needs, desires, and requirements of the potential participants in this project. This information will be put to immediate use by the curriculum writers and other project personnel.

c. Design of pretest, and monitoring. A pretest will be designed to evaluate the learner's attitudes toward and knowledge of subjects to be included in the program. These subjects will include family planning, literacy, health, population education, relevant economic issues, and other topics of interest expressed in the survey.

While this test is being developed the evaluation staff will design an effective means of monitoring the project classes. Consultants will be made available to assist in the formulation of a thorough and efficient monitoring system

d. Materials production. When the writers begin to complete their revisions of materials from the 1971–73 project, the graphic designers and illustrators will complete the lessons, after they are approved by project administrators, they will be reproduced and made ready to send to selected project sites.

e. Teacher selection/training. Teachers will be selected by criteria set forth as a result of knowledge gained in the 1971–73 project. These teachers will be thoroughly trained in the unique methods used in this program. The training will be conducted by the project trainer assisted by consultants. After training, teachers will recruit learners (up to 20) for their classes.

3. First Cycle Field Application and Continued Materials Production
(November 1974 - June 1975)

a. Classes begin. In December the first cycle of classes will begin. The first activity will be to administer the pretest after which the classes will begin to study one lesson per class session. The learners will decide for themselves how often they will meet and when.

b. Materials production continues. By the time classes begin 75 lessons should be revised, completed, reproduced, and in the hands of the teachers.

Production of materials will continue throughout this phase. Work will continue on the lessons using the first approach, and the staff will begin to develop the second or experimental approach.

c. Periodic tests. Project evaluators will periodically test the learners in order to monitor the progress being made. The results of these test will provide feedback to the project staff on the adequacy of the materials and teaching approach. This feedback will be used as a partial basis for making decisions concerning changes in the program.

d. In-service teacher training. During the first cycle of classes an in-service teacher training program will be implemented by the project staff. The purpose of this program will be to help the teachers overcome problems they have encountered and to offer them suggestions for improving their teaching techniques.

e. First cycle classes end. In April, which for most classes will be the end of the first cycle, a final test based on all material covered in the cycle will be administered. The results will be analyzed and compared to the results of the pretest.

f. Test Analysis complete. By the end of June the analysis of test results should be completed and recommendations for necessary program adjustments will have been made.

4. Summer Interlude (June-November 1975)

a. Seminar. All the teachers and staff members involved in the project will attend in July. The purpose of this gathering will be to take an in-depth look at the outcome of the first cycle of classes and to make further recommendations for adjustments.

b. Continued materials production. Based on the results of students tests and the teachers seminar the production staff will continue to revise, write, design, and illustrate materials so they can be reproduced for use in the second cycle of classes beginning in December, 1975.

5. Second Cycle Field Application and Continued Materials Production
(November 1975-June 1976)

- a. Classes begin. Most second cycle classes will begin in November. A pretest will be administered at the beginning of the cycle to determine retention of learning after the summer interlude.
- b. Materials production continues. Taking test results and seminar recommendations into consideration, production of materials will continue throughout this phase.
- c. Periodic tests. Periodic test will again be administered to the students to monitor and evaluate their progress
- d. In service training. Teachers will be offered training services during the second cycle of classes to increase their confidence and competence.
- e. Second cycle classes end. Classes will end in April and a final test will be administered to determine how far the students have progressed during the cycle.
- f. Test analysis complete. The test results will have been fully analyzed by the end of June. Recommendations for program changes will be made as a result of this analysis.

6. Summer Interlude (June-November 1976)

- a. Seminar. A seminar for teachers and project staff will be held in July to investigate the experiences of the second cycle of classes and to make further recommendations for program changes.
- b. Continued materials production. The staff will continue to write and revise materials in preparation for the third cycle of classes.

7. Third Cycle of Classes (November 1976 - June 1977)

- a. Third cycle classes begin. Third cycle classes will begin with a pretest to ascertain retention of learning.
- b. Materials production continues. Writing, revision, and reproduction of materials will continue throughout this phase.
- c. Periodic test. Students will be tested periodically to determine their rates of progress in assimilating information presented in class.
- d. In service training. Training programs will be offered to teachers in order to increase their competence and help them overcome their problems.
- e. Third cycle classes end. Third cycle classes will end in April and progress during this cycle will be assessed by a final test administered to the students.

f. Test analysis complete. By the end of June all test results will have been fully analyzed and recommendations for changes in the entire first approach will have been made.

8. Summer Interlude (June-November 1977)

a. Seminar. In July a seminar will be held for all persons involved in the project. The purpose will be to discuss the complete results from the three cycles of first approach classes. Final recommendations will be made for revision, adjustment, and expansion of the program.

b. Continued materials production. First approach materials will be revised according to recommendations made at the seminar. Also supplementary materials will continue to be developed. At the same time, second approach materials will be in production.

9. Second Approach Activities (November 1977 - June 1978)

- a. Second approach/ Third Cycle Periodic Tests
- b. Materials Production Continues
- c. Second Approach/ Third Cycle Periodic Tests
- d. Second Approach/ Third Cycle In Service Training
- e. Second Approach/ Third Cycle Classes End
- f. Second Approach Test Analysis Complete

10. Final Phase (June 1978-March 1979)

a. Materials production. The materials production staff will continue to produce supplementary materials for class use and they will begin to expand the project into other subject areas.

b. Result data comparison. The complete results from both experimental approaches having been already thoroughly analyzed will be carefully compared and contrasted to determine their relative strengths and weaknesses.

c. Review Seminar. A seminar will be held to review the results of the data comparison and to analyze further the two experimental approaches. Recommendations will be made during the meeting for use of the project materials on a nationwide basis. The recommendations will indicate how the program should be expanded and which approach if not both, should continue to be used. A final report on the entire project will be written by the project officials.

d. Both approaches continue to be used. While recommendations and decisions are being made, both experimental approaches will continue to be used in classes sponsored by the General Directorate of Adult Education.

e. Final utilization Decision. The Government of Turkey will make a final decision on how they want to use the materials developed in this project. The decision will include the determination of whether they will adopt one or both of the experimental approaches for nation-wide use.

II. Program Expansion by the Government of Turkey (after March 1979)

Depending on the final utilization decision, the Government of Turkey will begin to implement the nationwide expansion of this program.

Five Year Budget

First Year Cost

I

Training

a) Overseas Training (2 months)	G. O. T.	Foreign	Total
1. Project Director	\$ 1,000	\$ 1,500	\$ 2,500
2. Program & Materials Specialists (2)	2,000	3,000	5,000
3. Evaluation Specialist	1,000	1,500	2,500
4. Materials Production Specialist	1,000	1,500	2,500
5. Training Specialist	1,000	1,500	2,500
6. Program Specialist	1,000	1,500	2,500
Total	\$ 7,000	\$ 10,500	\$ 17,500

b) In-Country Training (2 months)			
1. Project Director	\$ 42	\$ 360	\$ 402
2. Program & Materials Specialists(2)	86	720	806
3. Evaluation Specialist	42	360	402
4. Materials Production Specialist	42	360	402
5. Training Specialist	42	360	402
6. Program Specialist	42	360	402
7. Writers (12)	128	720	848
8. Artists (2)	42	240	282
9. Graphic Specialists (2)	42	240	282
10. Evaluator	42	360	402
Total	\$ 550	\$ 4,080	\$ 4,630

a) Varityper	_____	\$ 1,000	\$ 1,000
b) Typewriter (2)	_____	500	500
c) Reproduction Equipment	\$ 320	10,000	10,320
d) Paper	_____	1,430	1,430
e) Calculator	_____	500	500
f) McBee Cards		100	100
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Total	\$ 320	\$ 13,530	\$ 13,850

III Short Term Consultants

a) Trainer for Writers, Artists etc.	_____	\$ 10,000	\$ 10,000
b) Trainer for Evaluation Staff	_____	10,000	10,000
c) Consultant for Aptitude Testing	_____	6,500	6,500
d) Consultant for Accountant	_____	3,750	3,750
e) Translation Services	_____	7,750	7,750
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Total	_____	\$ 38,000	\$ 38,000

IV Project Advisor

a) Direct Cost (i.e. Salary, housing, Travel to post, transport of household effects)	\$ _____	\$ 24,700	\$ 24,700
b) Office Costs			
1- Sec/Interp. Services			
2- Travel	_____	5,000	5,000
(i) In Country	_____	1,300	1,300
(ii) Overseas (Training)	_____	1,000	1,000
3-Per Diem			
(i) In Country	_____	1,000	1,000
(ii) Overseas (Training)	_____	1,500	1,500
4. Office	\$ 1,785	_____	1,785
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Total	\$ 1,785	\$ 34,500	\$ 36,285

V Direct Support

a)	Institutional Development	G. O. T.	Foreign	Total
1.	Project Director	\$ 3,900	\$ _____	\$ 3,900
2.	Program & Materials Personnel 25	18,900	22,047	40,947
3.	Research & Evaluation Personnel (6)	4,350	13,354	17,704
4.	Communications Personnel (10)	5,550	5,939	11,489
5.	Training Personnel (1)	2,750	_____	2,750
6.	Materials Production Personnel	4,310	1,350	5,660

Total \$ 39,760 \$ 42,690 \$ 82,450

b)	Teacher's Salaries	\$ 6,589	_____	\$ 6,589
c)	Seminars	1,111	8,137	9,248
d)	Office Furniture & Minor Equip.	8,409		8,409
e)	Materials	1,093	7,858	8,951
f)	Rent	2,144	_____	2,144
g)	Telephone	1,787	_____	1,787
h)	Staff Travel	1,072	2,144	3,216
i)	Field Support (Classes)	_____	2,929	2,929
j)	Contingency	715	1,072	1,787

Total \$ 22,920 \$ 22,140 \$ 45,060

Grand Total \$72,335 \$165,440 \$237,775

V Direct Support

	G. O. T.	Foreign	Total
a) Institutional Development			
1. Project Director	\$ 3,900	\$ _____	\$ 3,900
2. Program & Materials Personnel (26)	27,900	30,232	58,132
3. Research & Evaluation Personnel (6)	4,350	14,778	19,128
4. Communications Personnel (10)	5,550	6,900	12,450
5. Training Personnel (1)	3,300		3,300
6. Materials Production Personnel (3)	4,650	\$ 1,800	6,450
Total	\$ 49,650	\$ 53,710	\$103,360
b) Teacher's Salaries	\$ 13,180	\$ _____	\$ 13,180
c) Seminars	1,111	9,682	10,793
d) Office Furniture & minor equipment	357		357
e) Materials	1,429	1,071	2,500
f) Rent	2,144	_____	2,144
g) Telephone	143		143
h) Staff Travel	1,072	2,144	3,216
i) Field Support (Classes)	_____	5,857	5,857
j) Contingency	714	1,071	1,785
Total	\$ 20,150	\$ 19,825	\$ 39,975
Grand Total	\$ 70,340	\$121,165	\$191,505

Third Year Costs

	G. O. T.	Foreign	Total
I - Training			
NIL			
II- Equipment			
Maintenance	\$ 180	\$ 360	\$ 540
III- Short Term Consultants			
One month's total costs		3,643	3,643
IV- Project Advisor			
One month's total costs		3,643	3,643
V- Direct Support			
a) Institutional Development			
1. Project Director (1)	3,900		3,900
2. Prg. & Materials Personnel (21)	27,900	11,297	39,197
3. Research & Evaluation Personnel (16)	4,350	14,779	19,129
4. Communications Personnel (10)	5,550	7,251	12,801
5. Training Personnel	3,300		3,300
6. Materials Production Personnel (3)	5,700	751	6,451
b) Teachers' Salaries	13,179		13,179
c) Seminars	1,111	9,683	10,794
d) Office Furniture & Minor equipment	357		357
e) Materials	1,071	1,429	2,500
f) Rent	2,143		2,143
g) Telephone	143		143
h) Staff Travel	1,071	2,144	3,215
i) Field Support (Classes)		5,858	5,858
j) Contingency	715	1,072	1,787
Grand Total	\$ 70,670	\$ 61,910	\$132,580

Fourth Year Costs

I- Training	G. O. T.	Foreign	Total
NIL			
II Equipment			
NIL (Maintenance only)	\$ 180	\$ 360	\$ 540
III Short Term Consultants			
One months total costs		3,643	3,643
IV Project Advisor			
One months total cost		3,643	3,643
V Direct Support			
a) Institutional Development			
1. Project Director (1)	3,900		3,900
2. Prog. & Materials Personnel (12)	24,000	6,021	30,021
3. Research & Evaluation Personnel (6)	4,350	14,779	19,129
4. Communications Personnel (10)	5,550	7,252	12,802
5. Training Personnel (1)	3,300		3,300
6. Materials Production Personnel (3)	6,450		6,450
b) Teachers' Salaries	6,608		6,608
c) Seminars	1,111	8,137	9,248
d) Office furniture & minor equipment	358		358
e) Materials	1,429	1,071	2,500
f) Rent	2,144		2,144
g) Telephone	144		144
h) Staff Travel	1,072	2,143	3,215
i) Field Support (Classes)		2,929	2,929
j) Contingency	714	1,072	1,786
Grand Total	\$ 61,310	\$ 51,050	\$112,360

Fifth Year Costs

I Training	G. O. T.	Foreign	Total
NIL			
II Equipment			
NIL (Maintenance only)	180	360	540
III Short Term Consultants			
One months total costs		3,643	3,643
IV Project Advisor			
One months total costs		3,643	3,643
V Direct Support			
a) Institutional Development			
1. Project Director (1)	3,900		3,900
2. Prog & Materials Personnel (13)	24,000	6,022	30,022
3. Research & Evaluation Personnel	4,350	16,565	20,915
4. Communication Personnel (10) (6)	6,600	4,100	10,700
5. Training Personnel (1)	3,300		3,300
6. Materials Production Personnel	6,450		6,450
b) Teachers' Salaries			
c) Seminars	1,111	11,822	12,933
d) Office Furniture & Minor Equipment	357		357
e) Materials	1,071	1,429	2,500
f) Rent	2,143		2,143
g) Telephone	143		143
h) Staff Travel	1,071	2,144	3,215
i) Field support (classes)			
j) Contingency	714	1,072	1,786
Grand Total	\$ 55,390	\$ 50,800	\$106,190

Category	Training	Equipment	Consultants	Project Advisor	Direct Support	Totals
G. O. T.	\$ 7,550	\$ 120		\$ 1,785	\$ 62,680	\$ 72,335
Foreign	14,580	11,530	\$ 18,000	14,500	64,800	117,410
Total	\$ 22,130	\$ 13,850	\$ 38,000	\$ 36,285	\$ 127,480	\$ 237,745
G. O. T.		\$ 180	\$	\$ 360	\$ 69,800	\$ 70,340
Foreign		360	14,570	32,700	73,535	121,165
Total		\$ 540	\$ 14,570	\$ 33,060	\$ 143,335	\$ 191,505
G. O. T.		\$ 180	\$	\$	\$ 70,490	\$ 70,670
Foreign		360	3,643	3,643	54,264	61,910
Total		\$ 540	\$ 3,643	\$ 3,643	\$ 124,754	\$ 132,580
G. O. T.		\$ 180	\$	\$	\$ 61,130	\$ 61,310
Foreign		360	3,643	3,643	43,404	51,050
Total		\$ 540	\$ 3,643	\$ 3,643	\$ 104,534	\$ 112,360
G. O. T.		\$ 180	\$	\$	\$ 55,210	\$ 55,390
Foreign		360	3,643	3,643	43,154	50,800
Total		\$ 540	\$ 3,643	\$ 3,643	\$ 98,364	\$ 106,190
G. O. T.	\$ 7,550	\$ 1,040		\$ 2,145	\$ 319,310	\$ 330,045
Foreign	14,580	14,970	63,400	78,120	279,187	440,257
Total	\$ 22,130	\$ 16,010	\$ 63,400	\$ 80,265	\$ 598,497	\$ 780,302