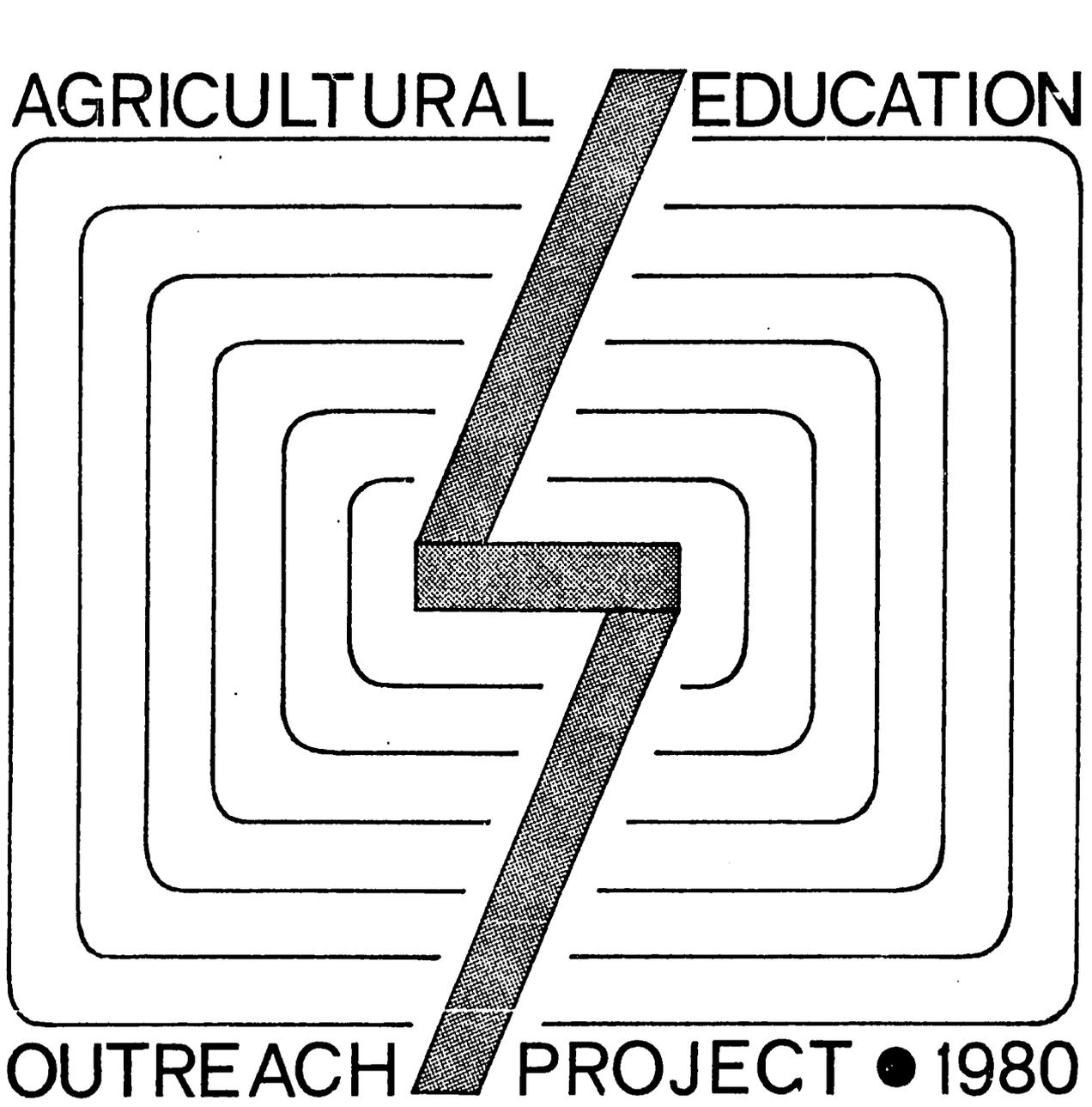


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Project Paper

492-0331
PD-AAG-734



Philippines

PROJECT PAPER

AGRICULTURAL EDUCATION OUTREACH PROJECT (AEOP)

TABLE OF CONTENTS

Page No.

Abbreviations Used in AEOP Project Paper

PP Face Sheet

PID Face Sheet

I. Introduction	1
II. Description of the Project	3
A. Background	3
B. Detailed Description	3
III. Project Specific Analyses	12
A. Economic Feasibility	12
B. Social Soundness	14
C. Technical Analysis	15
D. Administrative Arrangement	16
E. Environmental Concerns	23
F. Women in Development	23
IV. Financial Analysis and Plan	23
A. Financial Plan and Project Budget	23
B. Budget Analysis of the Implementing Agency	24
V. Implementation Plan	30
A. Plan	32
B. Procurement Arrangements	32
VI. Evaluation Plan	32
A. Monitoring	33
VII. Conditions, Covenants and Negotiating Status	34
A. Conditions Precedent	34
B. Covenants	

Annexes

Abbreviations Used in AEOP Project Paper

A A C	Aklan Agricultural College
ACAP	Association of Colleges of Agriculture in the Philippines
B A Ex	Bureau of Agricultural Extension
B P I	Bureau of Plant Industry
C L S U	Central Luzon State University
C M U	Central Mindanao University
C S A C	Camarines Sur Agricultural College
D S A C	Don Severino Agricultural College
I R R I	International Rice Research Institute
M A	Ministry of Agriculture
M E C	Ministry of Education and Culture
MLGCD	Ministry of Local Government and Community Development
N C P C	National Crop Protection Center
N E D A	National Economic and Development Authority
N F A C	National Food and Agriculture Council
P A C	Pampanga Agricultural College
P C A R R	Philippine Council for Agriculture and Resources Research
P M O	Project Management Office
P N A C	Palawan National Agricultural College
U P L B	University of the Philippines at Los Banos
U S A I D	United States Agency for International Development
ViSCA	Visayan State College of Agriculture
WLAC	Western Luzon Agricultural College

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT PAPER FACESHEET		1. TRANSACTION CODE <div style="border: 1px solid black; display: inline-block; padding: 2px;">A</div> A ADD C CHANGE D DELETE	PP 2. DOCUMENT CODE <div style="border: 1px solid black; display: inline-block; padding: 2px;">3</div>
3. COUNTRY/ENTITY Philippines		4. DOCUMENT REVISION NUMBER <div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto;"></div>	
5. PROJECT NUMBER (7 digits) <div style="border: 1px solid black; display: inline-block; padding: 2px;">492-0331</div>	6. BUREAU/OFFICE A. SYMBOL Asia B. CODE <div style="border: 1px solid black; display: inline-block; padding: 2px;">04</div>	7. PROJECT TITLE (Maximum 40 characters) <div style="border: 1px solid black; display: inline-block; padding: 2px;">Agricultural Education Outreach</div>	
8. ESTIMATED FY OF PROJECT COMPLETION FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">83</div>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">79</div> B. QUARTER <div style="border: 1px solid black; display: inline-block; padding: 2px;">4</div> C. FINAL FY <div style="border: 1px solid black; display: inline-block; padding: 2px;">81</div> (Enter 1, 2, 3 or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -						
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	-	-	-	-	-	-
IGRANT:	(474)	(126)	(600)	(1692)	(808)	(2500)
(LOAN)	(-)	(-)	(-)	(-)	(-)	(-)
OTHER U.S. 1. PL-480	-	-	-	-	4000	4000
2.	-	-	-	-	-	-
HOST COUNTRY	-	2666	2666	-	7467	7467
OTHER DONOR(S)	-	-	-	-	-	-
TOTALS	474	2892	3267	1692	12275	13967

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>79</u>		H. 2ND FY <u>80</u>		K. 3RD FY <u>81</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	600	610	- -	600	-	400	-	1500	-
(2) -	-	-	-	-	-	-	-	-	-
(3) -	-	-	-	-	-	-	-	-	-
(4) -	-	-	-	-	-	-	-	-	-
TOTALS				600	-	400	-	1500	-

A. APPROPRIATION	N. 4TH FY <u>82</u>		O. 5TH FY <u>83</u>		LIFE OF PROJECT		12. IN-DEPTH EVAL. UATION SCHEDULED <div style="border: 1px solid black; display: inline-block; padding: 2px;">MM YY 06 81</div>
	P. GRANT	Q. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1)	-	-	-	-	2500	-	
(2)	-	-	-	-	-	-	
(3)	-	-	-	-	-	-	
(4)	-	-	-	-	-	-	
TOTALS					2500	-	

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

2

 1 = NO
2 = YES

14. ORIGINATING OFFICE CLEARANCE SIGNATURE Dennis P. Barrett TITLE Acting Director	15. DATE DOCUMENT RECEIVED - IN AID/W. OR FOR AID/W. DOCUMENTS. DATE OF DISTRIBUTION <div style="border: 1px solid black; display: inline-block; padding: 2px;">MM DD YY 08 27 79</div>
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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET <i>To Be Completed By Originating Office</i>	TRANSACTION CODE <input checked="" type="checkbox"/> A Add <input type="checkbox"/> C Change <input type="checkbox"/> D Delete	PID 2 DOCUMENT CODE 1
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3 COUNTRY/ENTITY	4 DOCUMENT REVISION NUMBER	7 PROJECT TITLE (Maximum 40 characters) Agricultural Education Outreach
5. PROJECT NUMBER (7 digits) 492-0331	6 BUREAU OFFICE A Symbol ASIA B Code 04	

8 PROPOSED NEXT DOCUMENT 2 PRP 3 PP A 3 B DATE 12 78	10 ESTIMATED COSTS (5000 or equivalent \$) 7.50 FUNDING SOURCE a AID Appropriated 1,700 b OTHER 1 1 2 2 c First Country 4,700 d Other Country TOTAL 6,400
--	--

9 ESTIMATED FY OF AUTHORIZATION/OBLIGATION a INITIAL FY 810 b FINAL FY 812	
--	--

11 PROPOSED BUDGET AND APPROPRIATED FUNDS (\$000)							
A APPROPRIATION	B PRIMARY PURPOSE CODE	C PRIMARY TECH CODE		E FUND FY		LIFE OF PROJECT	
		C Grant	D Loan	F Grant	G Loan	H Grant	I Loan
(1) EH	B 600	B 610		700		1,700	
(2)							
(3)							
(4)							
TOTAL				700		1,700	

12 SECONDARY TECHNICAL CODES (Maximum six codes of three positions each)
 B 245

13 SPECIAL CONCERNS CODES (Maximum six codes of four positions each)						14 SECONDARY PURPOSE CODE
BR	DEL	EQTY	INTR	PART	TNG	B 200

15 PROJECT GOAL (Maximum 240 characters)
 Increase income and welfare of small farm families.

16 PROJECT PURPOSE (Maximum 480 characters)
 Increase number of small farmers and other rural workers using adapted low-cost technologies; increase number of trained public and private technicians serving agriculture sector; and increase participation in self-government at the lowest levels.

17 PLANNING RESOURCE REQUIREMENTS (Staff months)

18 ORIGINATING OFFICE CLEARANCE
 Signature: Lane E. Holdcroft
 Title: Assistant Director for Agricultural Development
 Date Signed: _____

19 Date Document Received in AID File or for AID W Documents: Date of Distribution

Western Luzon Agricultural College

Pampanga Agricultural College

Don Severino Agricultural College

Camarines Sur Agricultural College

Aklan Agricultural College

Palawan National Agricultural College

Central Mindanao University

Map of the PHILIPPINES

LEGEND

- National Capital
- ▲ Capital of Province

POPULATION KEY

- Over 100,000
- 50,000 to 100,000
- 25,000 to 50,000
- 15,000 to 25,000
- 10,000 to 15,000
- 5,000 to 10,000
- Under 5,000

C E L E B E S S E A

I. Introduction

The Agricultural Education Outreach Project (AEOP) is a four-year (1979-83) activity which will cost \$13,967,000 (53% GRP) including a \$2,500,000 AID grant and PL 480 of \$4,000,000. The project will address basic rural problems identified in both the current Philippine Development Plan and the USAID-CDSS, and will reach these problems through the medium of seven small agricultural colleges (all of which double as high schools): four in Luzon, and one each in Mindanao, Palawan, and Panay. Two conditions precedent must be satisfied before funds can be released. Implementation will be accomplished through the Ministry of Education and Culture (MEC).

Increased agricultural productivity depends in large part upon the successful adoption of innovations by small farmers. This is in turn influenced by the quality of agricultural extension services on the one hand and farmers' awareness of these and ability to use them on the other. It is believed by most knowledgeable observers that small agricultural colleges can play a vital role in promoting both of these conditions, if properly strengthened.

This project seeks to influence the rural well-being of small farmers by upgrading the ability of seven small colleges to sensitize rural populations to opportunities open to them: farmers, women, rural youth and of course students. It is important to realize the entire student bodies of these schools derive from the barrios and who for the most part return to rural lives and vocations upon graduation. Better trained, more aware students will have a direct impact upon their families, farms, the rural institutions employing them, friends and peer group: the school can therefore provide direct link between change agents and the rural public.

The central focus of the project is upon training students rather than direct rural involvement and, as such, does not impinge upon other direct extension activities. The students will in time, however, strengthen these systems as they enter employment. The project will supplement on-going GRP extension systems by assisting rural people to articulate problems and how to make better use of what services are available to them.

The project outputs include improved instruction and support for adaptive research and other rural development activities.

Specifically, the project will provide infrastructure (laboratories and library buildings, classrooms and dormitories), equipment (library books, laboratory equipment, training aids) and better skilled teachers (faculty will receive educational and other special training). A scholarship fund will be provided each school to assist impoverished students: the fund will be used as a loan enabling schools to extend the scholarships indefinitely. These, together with project-supported continuing education capability (mainly buildings) and increased capacity to undertake adaptive trials (from technological packages developed elsewhere) and demonstrations, will enable the seven colleges to engage in much more substantial community programs than formerly. And, a successful project, will provide a mechanism whereby certain outputs from other donor-supported projects can be more rapidly replicated over the nation.

Training methods are at least as important as material. Schools will be required to involve senior students in practical studies and projects in barrios under faculty supervision. With project guidance, each school will prepare a program of practical internship so that some 30-40 senior students annually at each school will be able to be involved with the social science laboratory activities. Not only will these be of practical use to the students, they will provide an additional link between school and community.

Together with college and high school student and rural persons taking advantage of project-supported training, total beneficiaries during the life of the project should number 50,000. A stream of benefits will continue to flow during the working life of the buildings, equipment, and trained staff; a period of up to 20 years overall and perhaps 30 years for the buildings.

Funding of the proejct is as follows:

First Year	-	USAID Grant (FY 79)	\$ 600,000
		PL 480	-
		GRP	2,666,000
Life of Project	-	USAID Grant	\$ 2,500,000
		PL 480	4,000,000
		Host Country	<u>7,467,000</u>
Total Value of Project			\$13,967,000

The seven agricultural colleges are:

<u>College</u>	<u>Town/Province</u>	<u>Region</u>
Aklan Agricultural College (AAC)	Banga, Aklan	VI
Camarines Sur Agricultural College (CSAC)	Pili, Camarines Sur	V
Central Mindanao University (CMU)	Musuan, Bukidnon	X
Don Severino Agricultural College (DSAC)	Indang, Cavite	IV
Palawan National Agricultural College (PNAC)	Aborlan, Palawan	IV
Pampanga Agricultural College (PAC)	Magalang, Pampanga	III
Western Luzon Agricultural College (WLAC)	San Marcelino, Zambales	III

No fundamental problems or issues appear to exist: the project seems clearly within the USAID assistance strategy to support small farm households as directly as possible. There is strong potential for replicability by GRP and other small colleges which, if implemented, would establish an outreach capability through academic institutions over much of the country.

Within the Mission, a question has been raised regarding the relatively modest amount of U.S. funding (\$2,500,000) for a new initiative and the amount of USAID staff time necessary to support implementation.

II. Description of the Project

A. Background

The five-year Philippine Development Plan (1978-82) represents a concerted attack on the problems underlying poverty, unemployment, and social injustice. The plan directs its attention to the poorest group in society, seeking to reduce or even eliminate illiteracy, expanding employment opportunities and introducing the institutional changes necessary to share the fruits more equitably. The MEC has responded with the organization of the Office of Non-Formal Education headed by a Deputy Minister. On the other hand, state colleges and universities have been directed to maximize their instruction, research, and extension activities to help the rural poor.

Presidential Decree No. 6-A has declared that the policy of government is to reorient the educational system towards accelerated economic growth and social development. Through Letters of Instruction Nos. 559 and 660, state colleges and universities are urged to focus their efforts to transfer to the community, scientific and technical knowledge relevant to those communities.

This emphasis on the part of the GRP parallels the basic strategy found in the current USAID-CDSS for the Philippines. USAID has selected as areas of major concern: a) broadening the base of local participation in development; b) increasing farm production; and c) supporting measures to upgrade overall well-being on the part of the population. Rural institutions including colleges can play a leading role toward these goals through the creation of a more informed rural public. Of particular importance will be the presence in rural families of college-educated persons and educated women, produced by rural colleges, who are likely to have a more than proportionate role in changing attitudes and increasing receptivity to new ideas. A better educated rural population will help to increase the absorptive capacity of the population with respect to development-promoting investments. Better prepared rural colleges can play a pivotal role both as leaders and forums in the acceptance and spread of ideas and techniques. Together, people and schools can become an important foundation towards a more modern rural political structure based on response to needs rather than the traditional patron system.

Scholarships, now largely unavailable to students in small schools, are an effective tack in a society where the young are required to contribute to family income. Granting their multi-faceted importance, rural colleges can be no better than the teachers and teaching facilities available to them. The seven, and they are typical, lack any teaching resources above the most meager. None possesses the most minimum library or laboratory. Their faculties are either many years out of school themselves or unacquainted with much knowledge needed to make teaching relevant to present and future needs.

This project seeks to address basic problems in rural college education: lack of facilities, weak programs, inadequate outreach capabilities. It will focus upon seven of the 25 or so small agricultural schools providing them with scholarships, improved teaching capability and experimenting with pragmatic training approaches. Further, the schools will be capable of participating in local trials and demonstrations of farm technologies developed elsewhere. Finally, the schools will be able to expand existing and initiate new adult and other continuing education programs.

B. Detailed Description

The four-year project will strengthen seven small agricultural colleges; four in Luzon and one each in Panay, Palawan, and Mindanao. The GRP will provide 53% of the nearly \$14,000,000, which will mainly go to construction of buildings. \$4,000,000 of the total will be derived from PL 480 funds and will be used for construction. AID will provide a grant of \$2,500,000 for library books, basic laboratory equipment, retrained faculty and seed money for scholarship funds. Finally, a Peace Corps input of six volunteer teachers is expected.

1. Goal

The long-term goal of the project is to improve the quality of rural life which includes the ability to earn income and take advantage of opportunities in education, health, better nutrition, employment, etc. The linkage between this goal and the project is the flow of better-educated people into rural institutions, including farms and rural families. These persons will, in time, staff the institutions in their home communities as teachers, extension agents, cooperative staff, agribusiness men, progressive farmers, etc.

2. Purpose

The purpose of the project is four-fold: first, upgrade the capabilities of colleges to train students on a formal basis^{1/}

^{1/} Although the central thrust of this project is directed at the college(s) all are organically linked with a high school and these adjuncts will benefit directly from the commonly shared staffs, libraries, and other facilities. Thus, the high school population is included among the beneficiaries.

Second, provide continuing education to small farmers, adults, rural women, etc. Third, improve the ability of these institutions to effectively reach and serve the communities in which they are located. Fourth, increase the capacity of the agricultural colleges to engage in adaptive and applied research, conduct trials, demonstrations, and similar related activities.

3. End-of-Project Status

By the end of the project, seven strengthened schools will be serving their communities. An estimated 34,000 secondary and college students will have been exposed to some degree to the improved training capability within their respective schools, of whom two-thirds will be college students. Some 2,000 college graduates will have had much of their college careers subject to the improved conditions. And 1,500 will have been exposed to the rural internship plan. Further 15,000 rural persons, youth, adults, farmers, women will have participated in or another community development or adult training activities supported by the colleges and the project. The seven colleges will have initiated nearly 300 demonstration field tests utilizing research tested at the national level, under local conditions. Finally, the seven colleges will be in a position, over the coming 20 years of providing a better education to nearly 100,000 students plus many thousands of rural persons. The scholarship fund could support the education upwards of 12,000 children of poor rural families.

The seven project colleges, selected by the Minister of Education and Culture, are:

<u>College</u>	<u>Town/Province</u>	<u>Region</u>	<u>Size</u>	
			<u>Secondary</u>	<u>College</u>
Aklan Agricultural College (AAC)	Banga, Aklan	VI	1,000	1,100
Camarines Sur Agricultural College	Pili, Camarines Sur	V	1,000	1,550
Central Mindanao University (CMU)	Musuan, Bukidnon	X	1,000	3,800
Don Severino Agricultural College (DSAC)	Indang, Cavite	IV	800	1,000
Palawan National Agricultural College (PNAC)	Aborlan, Palawan	IV	1,000	1,250

Pampanga Agricultural College (PAC)	Magalang, Pampanga	III	800	1,000
Western Luzon Agricultural College (WLAC)	San Marcelino, Zambales	III	1,000	450
		Total	6,600	10,150

These colleges were selected on the basis of their: a) rural location and socio-economic conditions of the population; b) history of active community service and existing extension programs; c) need for institutional development and capability to reach and service the poor rural people; and d) willingness to undertake the project.

4. Outputs

By the end of the project, it is expected the seven rural-based agricultural colleges will have:

- a. A better trained faculty - Faculty/Staff competencies will be improved by: (i) granting scholarships for M.S. degrees at UPLB, CLSU, other suitable schools to 25 faculty members; (ii) providing specialized training in third countries strong in research and development/extension programs to 26 faculty/staff directly involved in the project; and (iii) organizing seminar-workshops by disciplines and interest area for 135 faculty/staff members.

The quality of the present faculties varies a good deal. In some of the schools, it is not only of lower than desirable quality but limited in number as well. The project will provide, on a selective basis, Peace Corps teachers who will be used to replace faculty released for training. The project will expose faculty to developments in their various disciplines and the new library materials through a series of subject and problem focused workshops and seminars. Selected persons will be sent in for degree and non-degree training.

- b. Upgraded training materials by: (i) improvement of the library with the acquisition of 30,000 volumes of books (or 4,000 plus per school) and at least three years subscription to ten periodicals on agriculture and allied fields at a cost of \$500,000; (ii) providing adequate laboratory equipment and other teaching materials worth \$459,000 (allowing each college to attain the minimum GRP standards).*

*These costs do not include 25% added in the project for contingency and inflation.

None of the schools possesses more than a third of the basic laboratory equipment deemed as minimum by MEC: some have less than a fifth. Libraries are typically small and the average age of books is high. Much of the materials are completely out of date. Training equipment generally is inadequate—both in selection and quantity.

- c. Expanded facilities: School facilities extended by constructing 14 buildings costing \$7,060,000 or an average cost of \$500,000 per building (six multi-purpose training centers, four library buildings, two student dormitories, and two classrooms). Plans for these buildings have been prepared by the Department of Works and will be constructed by the schools by contractors.*
- d. Established scholarship fund: Loan funds with a total capitalization of \$350,000 will be established at the seven colleges to support almost 4,000 students from poor rural families. (It will be made a condition precedent that the schools produce a plan to operate the fund including identification of students and repayment.)*
- e. Expanded research and outreach capacity: Off-campus social demonstration laboratories for the practical training of students will be established in the rural areas. Possibly some 42 of these social laboratories will be established up to six by each of the seven colleges, at an average of two laboratories per year during the four-year life of the project. It is anticipated, however, that thereafter project colleges will continue with the program whereby year after year more demonstration laboratories will be established.

5. Linkages

The unifying thread within the project is the capacity to educate: the chosen medium—the small agricultural colleges; the product—faculty, enrolled students, non-formal training of communities through seminars and workshops. This project will direct its efforts towards the improvement of the teaching capability, so that one aspect of rural education is institutionally stronger, capable of reaching and teaching for many years beyond the formal end of the project. The center of community training will be the Farmer Training Center, which will be built and/or equipped, at each of the seven colleges. These training centers will be multi-purpose and will be utilized for the training of: a) students preparatory to their internships; b) technicians and trainers; c) small farmers, rural women, youth, and other segments of the rural population under continuing or adult education programs supported or initiated by the schools themselves.

The project will build centers where these facilities are not presently available. They will contain lecture and demonstration rooms, audio-visual facilities and accommodation for 50-60 participants. It is expected that

buildings will be utilized by non-college groups as well, making the school an important center in local life.

Every semester, a group of about 35 students per school who are in their senior year(s) with practicum requirements (B.S. Community Development, B.S. Development Communication, B.S. Agriculture Education, B.S. Agriculture Extension, B.S. Agriculture Economics, B.S. Agri-Business, B.S. Agriculture (major in animal/crop science), B.S. Food Technology/Home Economics, Social Science students and other students taking similar courses or with allied subjects relevant to rural development) will be fielded in a pre-determined barangay which will become a demonstration laboratory. With the guidance of a team of instructors/facilitators (who will be assigned full-time in these demonstration laboratories in the rural areas), the students will be divided into several groups depending on their areas of specialization such as: crop science, animal science, social science, food technology and home making, health and sanitation, physical education, village technology, etc. These students, together with the poor rural inhabitants and subject to faculty supervision, will work out a plan of action for a development activity which might address individuals, farms, a particular crop or cropping system, and/or a complete barrio. Finally, they will implement their plans under the guidance and/or supervision of the team of instructors/facilitators and with the concurrence and cooperation of the host barrio.

The team of instructors/facilitators (to be assigned at the demonstration laboratories to guide students in their practicum activities) will be composed of five persons from five disciplines (depending upon circumstances): plant science, animal science, social science, cottage industries or a similar income generating skill. One of the five members of the team will act as chairman.

Resource persons from the colleges or other extension agencies or even private persons with relevant expertise will be called upon as necessary to assist the students. Alternatively, students may be able to be placed as interns with the various outreach agencies.

Training of small farmers, rural women, out-of-school youth, and other poor rural inhabitants will start in these centers. Among other things, they will be given orientation on the project and the possible benefits that would accrue to them as its consequence. They will be trained by the staff of the college with the assistance of the students on citizenship, leadership, cooperation, health and sanitation, nutrition and family planning, home and community living, on various income generating support-skills activities (small scale industries/cottage industries), and in the management of their own affairs through the formal of rural institutions.

Rural women will be instructed in both areas traditional to them (food preparation, processing and preservation while at the same time being trained in home and community living, health and sanitation, nutrition, family planning) and farming practices including farm management.

Out-of-school youth will be given instruction to encourage them to take vocational training or, if promising, encourage to go back to school under aegis of the Student Scholarship and Loan Fund program of the project.

Other poor rural inhabitants interested in certain of the above activities or knowledge will be given similar instruction by the students under the guidance and direction of the team of instructors/facilitators assigned to them.

In all of the above, the farm training centers on-campus will provide the ultimate back-up and continuity.

A parallel and related but distinct activity to be supported by the project will be the involvement by the college in adaptive research and local field trials and demonstrations. It is hoped the National Food and Agriculture Council (NFAC) representative on the technical advisory board will play a leading role linking promising technology developed at Central Luzon State University (CLSU), Visayas State College of Agriculture (ViSCA), University of the Philippines at Los Banos (UPLB), and elsewhere with the project colleges and the results of these trials with extension.

Adaptive research will be undertaken in cooperation with Philippine Council for Agriculture and Resources Research (PCARR), NFAC, and other GRP agencies. Research priorities will draw upon the body of technical knowledge coming into being at UPLB, CLSU, and similar institutions as a consequence, in part, of other USAID activities. Ideally, the seven colleges will be able to play an important future role in the dissemination of technological packages.

6. Location of Activities

The seven agricultural colleges selected by the MEC to participate in the project are located in the rural communities and servicing the low income farm families.

- a. Aklan Agricultural College is in Banga, Aklan (Region VI). The college was established as Capiz Farm School in 1918 and converted into the Banga Rural High School in 1925. In 1960 (Republic Act No. 3439), the school was converted into Aklan Agricultural College.
- b. Camarines Sur Agricultural College is located at Pili, Camarines Sur (Region V). It was established in June 1918 as a provincial farm school then called the Camarines Agricultural School, offering courses exclusively for boys in the intermediate level. On June 15, 1954 (Republic Act No. 1089), the school was converted into the Camarines Sur National Agricultural School. In 1960, by virtue of the General Appropriations Act for that year, the school was renamed Camarines Sur National Agricultural School and on September 18, 1973, the Office of the President of Philippines approved the change in the name of the institution to Camarines Sur Agricultural College.

- c. Central Mindanao University is in Musuan (formerly the sitio of Maramag), Bukidnon (Region X). The University started as a rural high school in 1927 at Managok, Malaybalay, Bukidnon. It was converted into Bukidnon National Agricultural School in 1937. The school was razed to the ground during the Second World War and was reopened in 1946 at its present site in Musuan, Maramag, Bukidnon. On June 21, 1952, by virtue of Republic Act No. 807, the school was converted into the Mindanao Agricultural College. On June 19, 1965, Republic Act No. 4492, elevated its status to the present Central Mindanao University.
- d. Don Severino Agricultural College is located at Indang, Cavite (Region IV). It was established as Indang Intermediate School in 1906 offering elementary agriculture in addition to the 3'R's. In 1915 it was changed to Indang Farm School with emphasis on vocational agriculture for boys and domestic science for girls. In 1923 the school was changed to Indang Rural High School and the girls were admitted to classes above the intermediate level. On June 18, 1964, by virtue of Republic Act No. 3917, the school became Don Severino Agricultural College in honor of Don Severino de las Alas, a former Secretary of Interior during the Presidency of General Emilio Aguinaldo.
- e. Palawan National Agricultural College is at Aborlan, Palawan (Region IV). It was established as a Farm School in 1910. In 1917 primary, intermediate, and secondary grades were offered. In 1930 the school became the Aborlan Agricultural High School with a four-year secondary curriculum. On June 22, 1963, Republic Act No. 3648 was passed converting it into the Palawan National Agricultural College.
- f. Pampanga Agricultural College is at Magalang, Pampanga (Region III). Established during the Spanish Regime, it became idle sometime in 1898 because of the Philippine Revolution against Spain. In 1921 the school offered a curriculum oriented towards agriculture for both intermediate and high school levels. In June 1938 with the approval of Commonwealth Act No. 313, it was converted into the Pampanga National Agricultural School. On June 19, 1965, with the passage of Republic Act No. 4576, the school was changed to Pampanga Agricultural College. However, it is only since September 9, 1974 that the school operated as a state college.
- g. Western Luzon Agricultural College is located at San Marcelino, Zambales. First established as Zambales Rural High School on December 3, 1927 by virtue of Commonwealth Act No. 3377. During the Japanese Occupation of the Philippines, the school was made a wartime garrison. The school resumed operation in 1946 at the compound of the San Marcelino Elementary School. In 1961, it became Zambales National Agricultural School. By virtue of Republic Act No. 1947, the school became Western Luzon Junior Agricultural College but it was only in 1947 when it operated as a state college. Now it is styled Western Luzon Agricultural College by virtue of Presidential Decree 1437 issued on June 10, 1977.

6. Project Inputs

The cost of implementing the project for four years (1979-83) is estimated at \$13,967,000 including allowances for contingency and inflation. Table 1 shows the "Estimated Project Cost by Project Component, Annual Dollar Values" while Table 2 shows the "Estimated Project Cost, Annual Dollar Equivalent by Source of Funds."

- a. GRP Contribution: The reimbursable GRP Administrative and Budgetary Support for the project for three years are as follows:

	<u>Pesos</u>	<u>Dollar Equivalent</u>
GRP Administrative and Budgetary Support (including MEC and Project Management Office (PMO) administrative costs) to be included as additional Operations Expenditures of the seven project colleges for three years starting 1980)	12,120,000	(1,616,000)
Capital Improvements of \$2,320,000 included in Appropriations Act 1979 (part of this amount is already released to project colleges for the Capital Outlays; the buildings being constructed out of the said allocation is expected to be ready in 1980 plus additional appropriations for the three non-chartered colleges)	30,450,000	(4,060,000)
Rehabilitation of U.S. Excess Property	750,000	(100,000)
SUB-TOTAL	43,320,000	(5,776,000)
Escalation	5,377,500	(717,000)
Contingency	7,297,500	(973,000)
TOTAL	55,995,000	(7,467,000)

The annual peso counterpart budgetary requirements of the GRP for the implementation of the project for four years (1979-83) are found in Table I-15, Annex I.

- b. AID Grant. Table I-2, Annex I shows the components of the \$2,500,000 USAID Grant Contribution while Table I-13, Annex I shows the allocation of total project funds by project colleges.

- c. PL 480.
- d. Peace Corps. USAID working with Peace Corps/Manila will make the necessary arrangements to obtain up to six additional volunteers who will work on campus of project colleges as teachers who will possibly substitute for the regular faculty members undergoing scholarship training for M.S. degrees. Whatever be the final number of Peace Corps Volunteers to work with the project, the corresponding cost shall be treated as additive.

III. Project Specific Analyses

A. Economic Feasibility

It is comparatively simple to identify the primary and secondary beneficiaries and the types of benefits which are likely to follow from a successful implementation of this project. Quantification of their value to the Philippine economy is another matter.

The primary beneficiaries include the faculty members given M.S. level training, faculty members given short-term training in countries in the Southeast Asia and faculty members who will attend seminars and workshops during the four-year life of project. Moreover, nearly 4,000 students from poor families (having less than 3 hectares of land) are expected to avail themselves of the scholarship fund. To the extent schools operating the revolving scholarship fund are able to recoup loans,^{1/} additional students will receive scholarships in the years following the formal end of the project. As a consequence of improved faculty teaching, equipment and libraries, almost 35,000 students will, in some degree, receive a better secondary and college experience during the project's life and that again five-years thereafter. Finally, certain number of small farmers, rural women, out-of-school youth, and other persons will have some exposure to adult training courses undertaken by the schools as a consequence of the project's four-year life: a preliminary estimate is 15,000.

Institutions will benefit from the project as well. An argument can be advanced that institutions will be able to reach a large number of persons as secondary beneficiaries. The secondary beneficiaries include the employers of the more skilled graduates (cooperatives, agricultural credit banks, extension, etc.) and the farm families which have graduates amongst their family members, often as heads of family. The families of students can also be counted as indirect beneficiaries for they will benefit from the extra income and whatever other benefits can be derived from the presence of a more educated person in their midst. Rural society as a whole, in the rather large areas surrounding the colleges, will benefit in some immeasurable but important degree as the colleges begin to play a greater role in their lives.

^{1/} The experience in debit servicing in the Philippines is mixed.

In addition to the beneficiaries, it is also possible to identify the type of benefits which include extra income, higher productivity, reduced costs in production and other operations, and increased receptivity to new ideas. However, quantification is exceedingly difficult due to the many strong assumptions which must be made. It can be argued that students having a greater degree of exposure to real situations as a part of their formal training, and a better education overall, are capable of both higher levels of work and of better quality that would otherwise be the case. Ample evidence exists elsewhere arguing for high returns to investment in human capital, returns which continue through the entire lives of the beneficiaries. These factors suggest a high and positive IRR exists within this project.

A strong argument also can be made on grounds of cost effectiveness. The question must be answered: What is the cheapest way to provide rural areas with more and better trained persons destined for employment with rural institutions and farms, from which areas' trainees themselves derive, in many cases from the more depressed classes? Four general approaches suggest themselves:

1. Focus upon the existing large agricultural colleges: CLSU, UPLB, VISCA, etc.;
2. Focus upon some of the many small agricultural colleges;
3. Some combination of 1 and 2;
4. Direct training of beneficiary groups without using the college as an institutional intermediary.

The four approaches should be judged subject to the following criteria:

1. Cost per student trained;
2. Number of poor families directly reached;
3. Project replicability;
4. Long-term post project impact and spread.

To some degree, AID options have been narrowed by IBRD support now being directed at some of the major agricultural universities. In the face of this, AID's real options in rural education are the last three, nevertheless it is useful to consider how the related project compares were the options fully open.

On a cost effectiveness basis, it is clear the marginal cost per student would be low were one to add on to an established large institution — there would be many more resources to combine with the AID investment. Further, concentration of effort would economize on Philippine and donor resources. The large schools can mount, in principle, rather broad outreach activities. Small schools, on the

other hand, are able to reach a client body not readily accessible to the otherwise more efficient larger ones.

Large schools now offer full scholarships to students from poor background, however, even full scholarships do not cover all of the costs, so that youth from poor families find it difficult to attend classes far from home. The small college project is taking educational opportunity out to where the poor are, such that distinct equity-related advantages are obtained offsetting the higher cost per student. Although large schools have the technical capability to effect activities far from their home campus, in practice they do not. CLSU, for example, concentrates within a 15-hectare radius of its home campus. There are practical constraints circumscribing the length of reach, cost of transport being one. In this light, because there are so many of them, smaller schools become an efficient agent to link basic work carried on at research stations and large agricultural colleges, enabling a variety of practical adaptive and demonstration actions to be taken under varied conditions. Like the large schools, the small schools autonomously seek active roles in their rural neighborhoods and can provide continuing local leadership otherwise unavailable. The project will encourage this propensity.

In sum, by supporting the small schools, we are magnifying many times over, admittedly with a weaker tool, what the large schools attempt in their immediate neighborhoods.

An alternative to formal education are highly focused training schemes, targeted upon one or more rural groups. There could indeed have a greater individual impact but their per unit and implementation costs would be high and many of the other desirable efforts, continuity for one, would be lost.

A vital criteria is replicability. To the extent, the concepts provided by this project are successful, 15 other colleges could imitate them at very low cost. Success may well encourage the GRP to make investments in college plant now not being made—in particular in libraries and laboratories.

In practice, the donor community is undertaking a combination approach—both large and small colleges are getting attention. However, AID is the only donor proposing a major initiative with the small colleges. This strategy seems justified; rural higher education is the most overall cost-effective approach to regional and individual equity.

B. Social Soundness^{1/}

The key to skills transfer and knowledge dissemination lies as much with its packaging and its media as it does with its substance. The

^{1/} See Annex H, Social Soundness Analysis for further details.

basis for using the rural agricultural colleges as the medium is that as part of the social life of the communities within their influence areas, they will be better able to influence acceptance of new information and skills.

Agricultural colleges, both chartered and unchartered, were the backbone of community services before the creation of the Bureau of Agricultural Extension (BAEx), under the Ministry of Agriculture (MA). Farmers within the area of influence of such schools are often consulted on problems of crops, livestock, farm management, and community development. The project will strengthen this relationship by serving as a link between extension service agencies of health, nutrition, family planning, agriculture related activities, and the rural beneficiaries. As a link, the project schools will use the students, who will be in direct contact with the rural residence, to monitor the resident's perceived problems and needs resulting in a shared process of identifying, testing and adaptation of agreed upon "solutions" to remedy problems or correct errors, as the case may be.

The project colleges are relatively small and are firmly established in their locations. These schools serve small farms and are oriented to their particular communities. Many of them evolved from farm schools. All of them offer secondary level education. The traditional bias toward strictly academic training has been offset increasingly in recent years to provide more community services. This point is emphasized to illustrate that project institutions are established parts of the communities they serve, and have evolved over time as a logical service focal point for farm families. They have already demonstrated outreach capabilities to provide services by the fact that farmers go to the project institutions for assistance in many aspects relevant to their everyday life. The fact that rural resident beneficiaries look to the project institutions for advice/assistance is a positive factor in using colleges as motivational vehicles. The institutions will become the alma mater of a large share of the educated in areas around the schools. More than half of the present graduates of the project schools obtain work within a year from graduation. A large number also go back to their communities including the extension service-oriented agencies. The faculty, who will be the recipients of upgraded academic qualifications, are apparently committed proven by the fact that they not only accepted the assignment but also the low faculty turn over rate.

C. Technical Analysis

Although the project, through its investment in college-training capabilities, will reach a wide spectrum of rural people, it will concentrate on the training of college level students of agriculture who will eventually enter into vocations which service rural communities. The central 'idea' which the project will initiate is the establishment of a senior student internship using the medium of social science demonstration laboratories sited in rural areas. The term laboratory is not meant to imply a physical plant, it is rather a controlled or

studied situation into which the intern is injected to work under the direction of faculty and research staff at the colleges. The 'laboratories' will provide students an opportunity to apply classroom concepts under real conditions in a variety of disciplines including rural development, animal science, social science, health and nutrition, plant science and agronomy, etc.

The colleges possess the historical capability in most cases to undertake this approach; however, the project will greatly enhance their ability to engage in experimental educational approaches. The particular laboratory design will likely conform to local considerations and these cannot be predetermined in the absence of very detailed information upgrading the circumstances in each area. The project will require, however, as a condition precedent each school submit its social science laboratory implementation plan—in detail with justification. These will be cleared by the implementing agencies—MEC and USAID—and we shall ensure these initiatives are realistic and conform to AID objectives and guidelines.

D. Administrative Arrangement

The MEC acting through the Bureau of Higher Education is the implementing body of the Agricultural Education Outreach Project.

1. Advisory Board

An Advisory Board will be established to assist the MEC in the formulation of policies towards the realization of the project objectives and interpretation of the guidelines laid down by the Project Paper towards implementation. The Project Director will solicit the views of the Board in particular before making decision on program content in the light of the particular points of view of the organization they represent and make recommendations. The Advisory Board will be composed of one representative each of MEC, MOB, NFAC, NEDA, ACAP, and USAID. In addition, the colleges will be represented by one person selected by them. The Board will meet regularly once every three months and whenever a member calls for a special meeting.

2. Chairman of the Advisory Board

The Minister of Education and Culture or his duly authorized representative shall act as the Chairman of the Advisory Board. He shall serve on a part-time basis performing the following functions:

- a. Presides over meetings of the Advisory Board;
- b. Acts for the MEC on policy issues affecting the project with the advice of the Advisory Board;
- c. Oversees the project for the MEC; and
- d. Such other functions as are necessary in the interest of the project.

3. Project Director

The management of the Agricultural Education Outreach Project is placed under the Bureau of Higher Education. Consequently, the Director of Higher Education shall act as the Project Director. He shall be responsible to the Minister of Education and Culture with regards the management of the project. He shall be assisted by a Project Manager, an Assistant Project Manager and a Technical, Secretarial Staff. A Project Management Office (PMO) shall be established (on the compound of the MEC, if space is available) to house the PMO staff. The Project Director shall serve on a part-time basis with the following functions:

- a. He will be responsible for the overall management of the project;
- b. He will be the link between and/or among the MEC, the agricultural colleges, and the other offices involved in the project;
- c. He will be responsible for the proper coordination of all agencies and personnel involved in the project;
- d. He will be responsible for the project records: fiscal, supply, personnel, and others;
- e. He will be responsible for the allocation and disbursement of funds for the operation of the PMO and the Advisory Board and he will ensure the colleges on meeting deadlines in submitting reports to MOB;
- f. He will act as the Monitoring Body and Clearing House for the project on the Project Management level;
- g. He will be the head of the PMO and will provide technical and secretarial services to the Advisory Board; and
- h. Such other duties as assigned him by the Minister of Education and Culture in the interest of the project.

4. Project Manager

The Project Manager will be appointed by the Minister of Education and Culture from among the senior staff of the participant agricultural colleges. He will render full-time service. He will be assisted by an Assistant Project Manager who will render part-time service. The duties of the Project Manager are to manage the project on a day-to-day basis, ensuring the general directives of the USAID, MEC, Project Director are implemented:

- a. He will represent the Project Director in the management of the project;
- b. He is responsible for the implementation of the project in coordination with the Project Implementation Officers of the individual agricultural colleges;
- c. He consolidates all program staff work activities and/or budgetary requirements of the agricultural colleges for the information/action of the Project Director and the Minister of Education and Culture.

- d. He reviews all programs/projects of the agricultural colleges in connection with the Agricultural Education Outreach Project that may not be consistent with already approved activities and submit the same for review and/or approval by the Project Director and/or the Minister of Education and Culture;
- e. He will be the Chairman of the Technical/Secretarial Staff which will support the operation of the PMO;
- f. He will assist the Project Director in coordinating the activities of the consultants of the project; and
- g. Performs other duties that may be assigned him by the Project Director and the Minister of Education and Culture in the interest of the project.

5. Technical/Secretarial Staff

There shall be a Technical/Secretarial Staff which shall provide technical and administrative support to the Project Director and Project Manager. The members of the Staff shall be appointed by the Minister of Education and Culture on a contractual basis. The composition of the Staff and their corresponding rates are as follows:

- Three (3) - Executive Secretaries at ₱1,500/month salary each (one to be assigned with the Minister of Education and Culture, one with the Project Director, and one with the Project Manager)
- Three (3) - Educational Researchers at ₱1,000/month salary each
- One (1) - Illustrator at ₱1,000/month salary
- One (1) - Chief Accountant/Bookkeeper at ₱1,500/month salary
- Two (2) - Stenographers at ₱800/month salary each (one with Project Director and one with Project Manager)
- Two (2) - Accounting Clerks at ₱600/month salary each
- Two (2) - Clerk-typists at ₱500/month salary each
- Two (2) - Drivers/Office equipment operators/messengers at ₱600/month salary each

6. Project Implementation Officer

There shall be seven PIO's, one for each agricultural college. The President/Superintendent of the agricultural college, or his designated representative, will act as the Project Implementation Officer at the college level.

He shall render part-time service to the project with the following duties:

- a. Responsible for the implementation of the project at particular college;
- b. Prepares the budgetary requirements of the project and submits same for review by the Project Director for consolidation and/or inclusion in the MEC-AEOP Budget;
- c. Allocates funds for each of the component activities of the project under such conditions as are stipulated in the Project Paper and/or guidelines approved by the Project Director or Minister of Education and Culture;
- d. Appoints/assigns personnel for the project at the particular college;
- e. Prepares any program change and submit same for approval by the Minister of Education and Culture through the Project Director; and
- f. Performs such other duties necessary in carrying out the objectives of the project at the institutional level.

7. Assistant Project Implementation Officer

The Project Implementation Officer shall be assisted by an Assistant Project Implementation Officer who will render full-time or part-time service depending on the appointment/designation extended him by the Project Implementation Officer. His duties are:

- a. He shall assist the Project Implementation Officer in the implementation of the project at the particular college;
- b. Acts as the Director of the on-campus training center and as such, take charge of the scheduling of training programs;
- c. Coordinates the activities of Ad-Hoc Committees to be assigned in relation to the project, such as:
 - (i) Library development committee
 - (ii) Instruction/laboratory equipment committee
 - (iii) Faculty/staff improvement
 - (iiii) Student scholarship and loan fund
 - (iiiii) Physical facilities upgrading
- d. He coordinates with those in-charge of college programs/projects which are to support the outreach program of the project;

- e. He supervises the activities of the Instructors/Facilitators and coordinates on campus training programs and the conduct of off-campus demonstration laboratories;
- f. He provides administrative support including use of vehicles and equipment necessary for the implementation of the project in cooperation and/or coordination with other college officials concerned;
- g. Performs such other duties as are necessary that the President/Superintendent of the College or PIO may assign him in the interest of the project.

8. Instructors/Facilitators

The Team of Instructors/Facilitators shall link on-campus theory to off-campus practice. Their functions are:

- a. Act as critic teachers/supervisors of students undergoing field practice at the demonstration laboratories, in coordination with the students' advisors;
- b. Act as the link between the college, the rural people, and other outreach agencies through the demonstration laboratories established as venues for practicum activities of students;
- c. Provide the continuity of the outreach program to the rural inhabitants either through the participation of the students or on their own as a team of change agents in the service areas of project colleges.

The following is the Organization Chart of the Agricultural Education Outreach Project both for the Management Level and the Institutional Level (Charts 1 and 2).

ORGANIZATION CHART
 AGRICULTURAL EDUCATION OUTREACH PROJECT
 PROJECT MANAGEMENT LEVEL

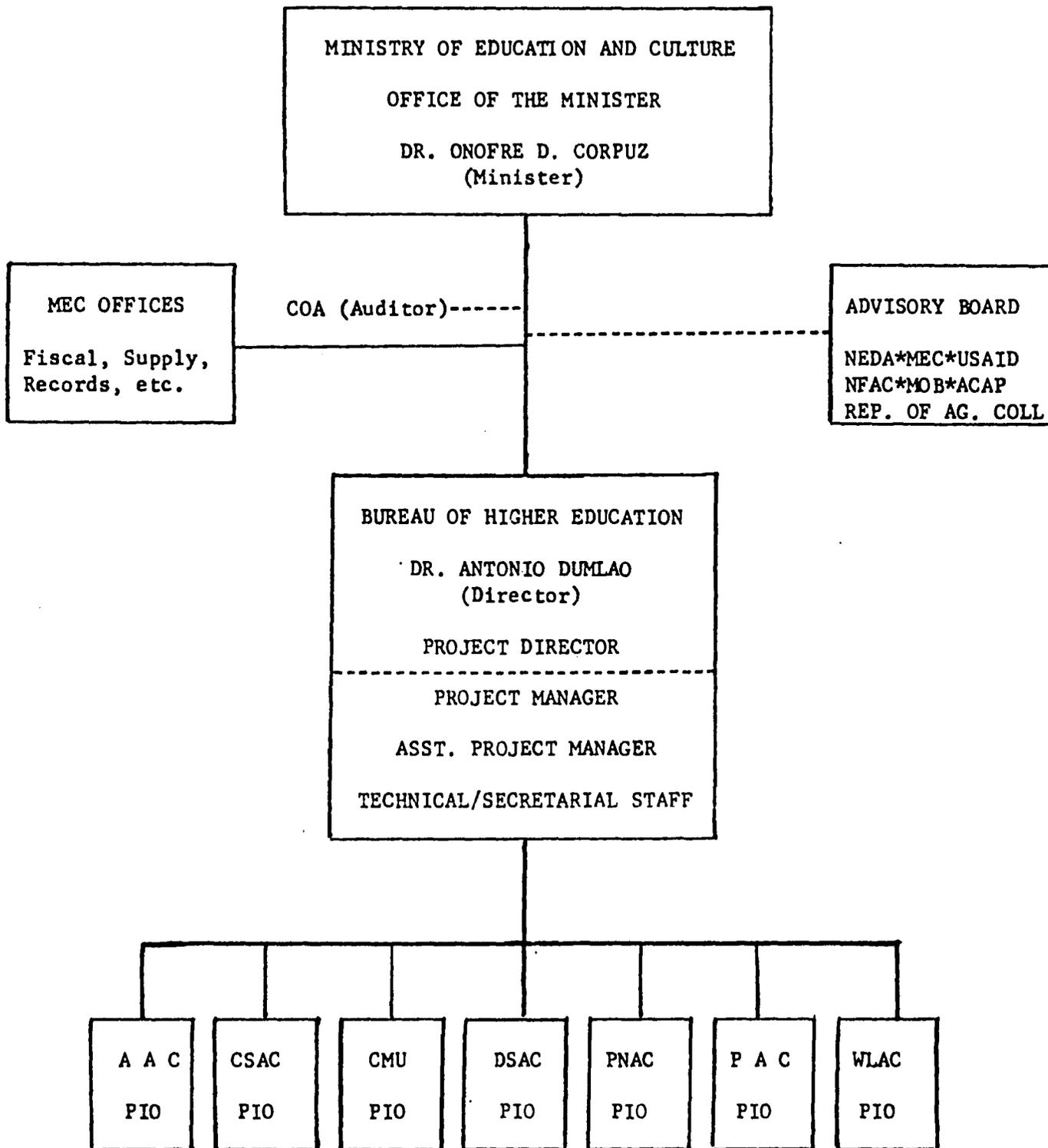
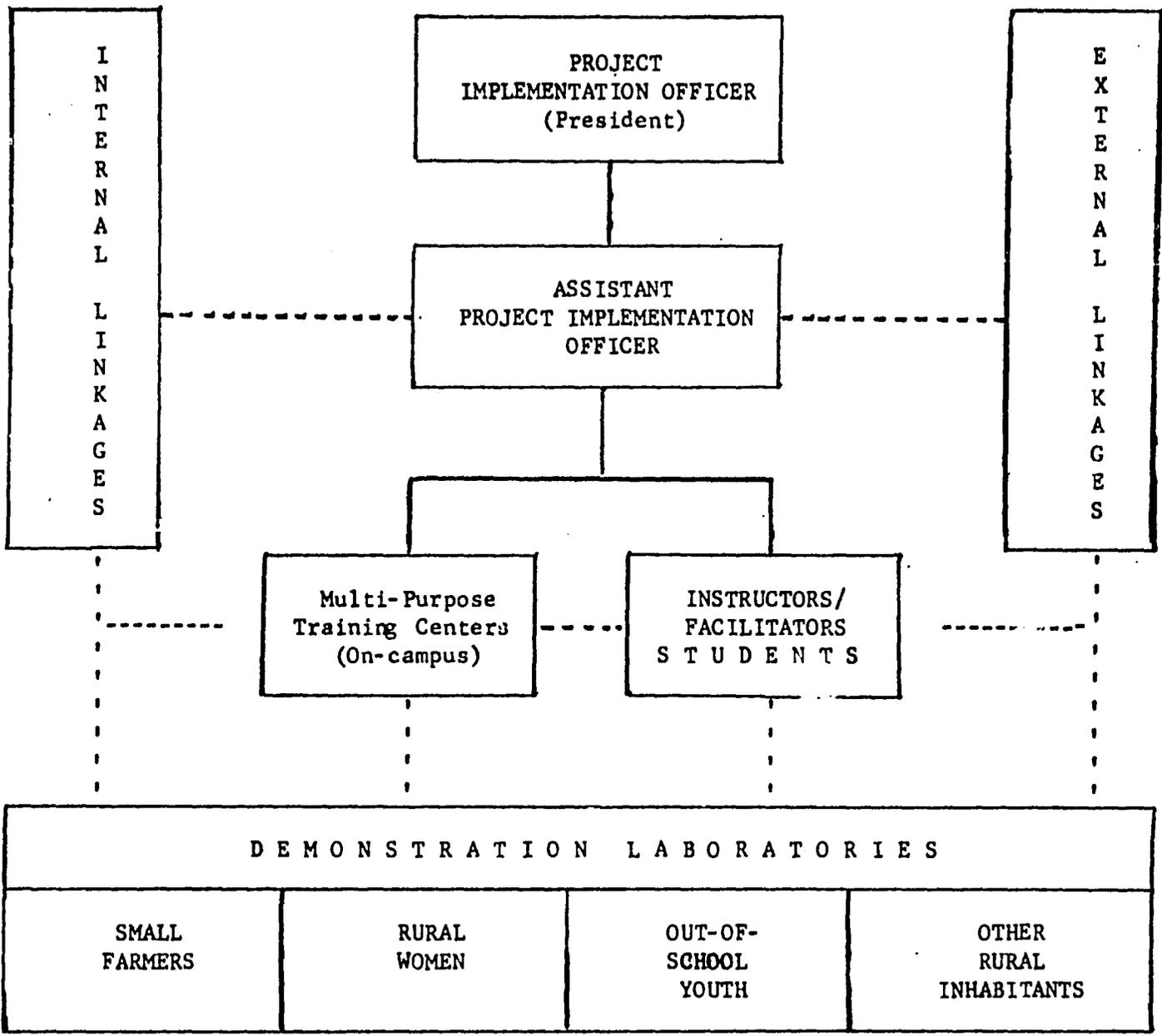


CHART 2

PROJECT IMPLEMENTATION LEVEL



E. Environmental Concerns^{1/}

The Agricultural Education Outreach Project's environmental examination has been approved by the Mission Director with a negative determination. No element of the project is of itself harmful to health or the environment. Indeed, the argument can be advanced that better educated people will be more sensitive to environmental issues. Together with the increased capabilities for research and environmental "awareness" within the schools, it can be asserted that on margin the project will have a positive impact.

F. Women in Development

Philippine women play an unusually important role in rural life certainly in comparison with that common in developing countries. This importance is reflected in the 40-50% overall participation in the student bodies of the seven (7) participating colleges. It is the intention of the project planners and of the college implementing officers to ensure that women play a proportionate role in all training opportunities including internships in the barrios afforded by the project. These internships will be of particular importance inasmuch as the practical training should improve participant opportunities for subsequent employment. These jobs, which are expected to be in rural areas, would include administrative positions in cooperatives, rural banks, extension, other government outreach activities, and so on. It seems reasonable to expect women to improve both professionally over time as a consequence of the improved quality of training and competitively in the job market.

As a consequence of this project, specific training programs can be mounted on behalf of rural women through the farmer training centers and, possibly, as part of the village development projects initiated by colleges as part of their student development training program. It is the intention of the planners that this training affords women an opportunity not only to improve their traditional skills but to achieve competence in new ones as well. Of particular note in this connection, is farm management in the widest sense.

The project has little doubt women will enjoy full and proportionate benefits from the project and that this is ensured by the sincere intentions of the implementing agencies.

IV. Financial Analysis and Plan

A. Financial Plan and Project Budget

A tabular summary of the estimated project cost and its proposed budget is presented in Tables 1 through 4. More detailed cost estimates are included in the Annex.

^{1/} See Annex : Environmental Checklist

Of the \$14 million total project cost, the AID grant of \$2.5 million will cover about 18% and will be used mostly to pay for direct foreign exchange costs (69% of the grant). Imported books and periodicals will require about \$500,000; and \$459,000 will be required for imported equipment to be used as teaching aids in laboratories and classrooms and vehicles to transport faculty and students to demonstration barangays. Another \$125,000 is slotted for participant training abroad and \$144,000 for domestic and foreign technical assistance. On the local currency side of the cost ledger, \$350,000 of the grant money is earmarked for a student scholarship and loan fund and \$143,000 for the domestic training of college instructors in agricultural extension-related fields. The remaining 28% of grant funds (\$704,000) covers the expected cost escalation and contingency requirements.

Some \$4.0 million from PL-480 Title I generation of local currency will be used to supplement GRP budgetary appropriations for the construction of improved libraries, classrooms, multi-purpose training centers, student dormitories and other such facilities required to upgrade the seven targeted agricultural colleges. Actually, only \$3.0 million was planned, or approximately \$430,000 per campus, but the cost escalation and contingency factors add another 33%.

GRP budgetary resources are planned to provide the peso equivalent of \$7.5 million, 54% of total project cost. Most of the GRP funds, \$4.1 million or about \$580,000 per college, will be used for the construction of improved and expanded physical facilities on these badly neglected college campuses, together with the PL-480 funds mentioned above. About \$1.6 million, or 12% of total project costs, will cover project management expenses. Another sizeable lump sum, \$1.7 million, or 23% of the planned GRP budgetary contribution, is reserved to cover cost escalation and contingencies.

A 15% cost escalation factor, compounded annually, was applied to imported equipment costs, 10% to all other costs. The standard 15% contingency fund was added.

B. Budget Analysis of the Implementing Agency

The Project Management Office will be located in the Office of the Minister of Education and Culture. Annual local currency budget counterpart requirements are presented in Annex I, Table I-15, and amount to \$2.9 (P22.0) million in 1980 and \$5.5 (P41.6) million in 1981. The total estimated 1980 budget for MEC is \$448.2 (P3661.9) million, of which the proposed 1980 budget for this project would comprise only about 0.6% and the proposed 1981 project budget would comprise about 1.1% of the regular funds expected to be controlled and disbursed by that office, following GRP fiscal procedures and subject to national regulations and audit. The Mission believes adequate procedures and sufficient capability for handling the magnitude of this project's flow of funds do exist in and have been demonstrated by the implementing agency.

Table 1
 Estimated Project Cost by Project Component, Annual Dollar Values
 Agricultural Education Outreach Project
 (1000 Dollars)^{1/}

<u>Project Component</u>	<u>1979^{2/}</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Project Total</u>
<u>Staff Training</u>		<u>118</u>	<u>93</u>	<u>56</u>	<u>267</u>
M.S. Degrees		16	51	40	107
Participant Training		86	34	5	125
Workshops/Seminars		16	9	11	36
<u>Commodities</u>		<u>476</u>	<u>483</u>	<u>150</u>	<u>1109</u>
Books and Periodicals		150	250	100	500
Teaching & Lab Equipment and Vehicles		276	183		459
Excess Property Rehabilitation or Offshore Procurement		50	50	50	150
<u>Student Scholarship and Loan Fund</u>		<u>50</u>	<u>150</u>	<u>150</u>	<u>350</u>
<u>Construction</u>	<u>2320</u>	<u>1500</u>	<u>3240</u>		<u>7060</u>
<u>Technical Assistance</u>		<u>80</u>	<u>34</u>	<u>30</u>	<u>144</u>
<u>Project Management</u>		<u>647</u>	<u>485</u>	<u>510</u>	<u>1641</u>
Personnel		248	248	248	745
Ops. & Maint.:Mgt.		69	66	66	200
Ops. & Maint.: Colleges		290	171	171	631
Equipment & Vehicle Evaluation		40		25	40 25
<u>SUB-TOTAL</u>	<u>2320</u>	<u>2871</u>	<u>4485</u>	<u>896</u>	<u>10571</u>
Cost Escalation ^{3/}		301	963	297	1561
15% Contingency	<u>347</u>	<u>483</u>	<u>825</u>	<u>179</u>	<u>1934</u>
<u>TOTAL</u>	<u>2667</u>	<u>3655</u>	<u>6272</u>	<u>1372</u>	<u>13967</u>

Note: Items may not add exactly to totals due to rounding.

^{1/} Converted from peso figures in Table I-1 at ₱7.5 = US\$1.00.

^{2/} Authorized in 1979 GRP Budget in anticipation of this project.

^{3/} 15% compounded annually for imported equipment, 10% compounded annually for all other costs.

Table 2
 Estimated Project Cost
 Annual Dollar Equivalent by Source of Funds
 Agricultural Education Outreach Project
 (1000 Dollars)^{1/}

<u>Year</u>	<u>AID Grant</u>			<u>Host Country</u>		<u>Project Total</u>
	<u>Foreign Exchange</u>	<u>Local Currency</u>	<u>AID Total</u>	<u>PL 480 LC Generation</u>	<u>GRP Budget</u>	
1979					2320 ^{2/}	2320
1980	592	132	724	1500	647	2871
1981	501	209	710	1500	2275	4485
1982	160	201	361		535	896
CONSTANT PRICE TOTAL	<u>1253</u>	<u>543</u>	<u>1796</u>	<u>3000</u>	<u>5776</u>	<u>10571</u>
Cost Escalation ^{3/}	254	124	378	465	717	1561
15% Contingency	<u>226</u>	<u>100</u>	<u>326</u>	<u>535</u>	<u>973</u>	<u>1834</u>
PROJECT TOTAL	<u>1733</u>	<u>767</u>	<u>2500</u>	<u>4000</u>	<u>7467</u>	<u>13967</u>
			(17.9%)	(28.6%)	(53.5%)	(100.0%)

Note: Items may not add exactly to totals due to rounding.

^{1/} Converted from peso figures in Table I-2 at ₱7.5 = US\$1.00.

^{2/} Authorized in 1979 GRP Budget in anticipation of this project.

^{3/} 15% compounded annually for imported equipment, 10% compounded annually for all other costs.

Table 3
 Estimated Project Cost by Component and Source of Funds
 (Financial Plan, Dollar Equivalent)
 Agricultural Education Outreach Project
 (1000 Dollars)^{1/}

<u>Project Component</u>	<u>AID Grant</u>			<u>Host Country</u>		<u>Project Total</u>
	<u>Foreign Exchange</u>	<u>Local Currency</u>	<u>AID Total</u>	<u>PL-480 LC Generation</u>	<u>GRP Budget</u>	
<u>Staff Training</u>	<u>125</u>	<u>142</u>	<u>267</u>			<u>267</u>
M.S. Degrees		107	107			107
Participant Training	125		125			125
Workshops/Seminars		36	36			36
<u>Commodities</u>	<u>959</u>	<u>50</u>	<u>1009</u>		<u>100</u>	<u>1109</u>
Books & Periodicals	500		500			500
Teaching & Lab Equipment & Vehicles	459		459			459
Excess Property Rehab. or Offshore Procurement		50	50		100	150
<u>Student Scholarship & Loan Fund</u>		<u>350</u>	<u>350</u>			<u>350</u>
<u>Construction</u>				<u>3000</u>	<u>4060^{2/}</u>	<u>7060</u>
<u>Technical Assistance</u>	<u>144</u>		<u>144</u>			<u>144</u>
<u>Project Management</u>	<u>25</u>		<u>25</u>		<u>1616</u>	<u>1641</u>
Personnel					745	745
Ops. & Maint. - Mgt.					200	200
Ops. & Maint. - Colleges					631	631
Equipment & Vehicle					40	40
Evaluation	25		25			25
<u>SUB-TOTAL</u>	<u>1253</u>	<u>543</u>	<u>1796</u>	<u>3000</u>	<u>5776</u>	<u>10571</u>
Cost Escalation ^{3/}	254	124	378	465	717	1561
15% Contingency	<u>226</u>	<u>100</u>	<u>326</u>	<u>535</u>	<u>973^{4/}</u>	<u>1834</u>
<u>TOTAL</u>	<u>1733</u>	<u>767</u>	<u>2500</u>	<u>4000</u>	<u>7467^{5/}</u>	<u>13967</u>

Note: Items may not add exactly to totals due to rounding.

^{1/} Converted from peso figures in Table I-2 at ₱7.5 = US\$1.00.

^{2/} Includes \$2,320,000 authorized in 1979 GRP Budget in anticipation of this project.

^{3/} 15% compounded annually for imported equipment, 10% compounded annually for all other costs.

^{4/} Includes \$580,000 authorized in 1979 GRP Budget.

^{5/} Includes \$2,900,000 authorized in 1979 GRP Budget in anticipation of this project.

Table 4
 Cost of Project Outputs by Source of Input Funds
 Agricultural Education Outreach Project
 (1000 Dollars)

<u>Project Outputs</u>	<u>Magnitude of Outputs (units)</u>	<u>Total Cost of Output (\$1000)</u>	<u>U.S.</u>	<u>Host Country</u>	
			<u>AID Grant</u>	<u>PL 480 - LC Gene- rations</u>	<u>GRP Budget</u>
<u>Upgraded teaching/staff capacity</u>		<u>267</u>	<u>267</u>		
Faculty given M.S. training	25	107	107		
Faculty/staff trained in third countries	26	125	125		
Faculty/Staff attended seminar/workshop	140	36	36		
<u>Upgraded training systems</u>		<u>1109</u>	<u>1009</u>		<u>100</u>
Library books/periodicals procured (including 3 year subscription to 10 periodicals)	30000	500	500		
Laboratory equipment pur- chased (including 300 pcs sampling tin cans)	366	52.5	52.5		
Teaching equipment and vehicles acquired	92	406.5	406.5		
Excess property rehab/pro- cured (including 700 steel beds & 700 mattresses)	1528	150	50		100
<u>Extended school facilities</u>		<u>7060</u>		<u>3000</u>	<u>4060</u>
Buildings constructed under PL-480 funds	12			3000	
Buildings constructed under GRP Capital Outlay	14				4060
<u>Established scholarship/loan fund</u>		<u>350</u>	<u>350</u>		
Students granted scholarships/ loans	3955	350	350		
<u>Other outputs^{1/}</u>					
Demonstration laboratories established off campus	42				
Demonstration/field trials made	294				
Senior students trained	1470				
Small farmers trained	3360				
Rural women trained	3360				
Out of school youth trained	3360				
Other poor rural inhabitants trained	3360				
Extension workers/technicians trained	1050				

^{1/} No direct allocation of costs to these outputs is practical.

Table 4 (Cont.)

<u>Project Outputs</u>	<u>Magnitude of Outputs (units)</u>	<u>Total Cost of Output (\$000)</u>	<u>U.S.</u>	<u>Host Country</u>	
			<u>AID Grant</u>	<u>PL480 - LC Gene- rations</u>	<u>GRP Budget</u>
<u>Technical Assistance</u>					
Technical Consultants provided	7	<u>144</u>	<u>144</u>		
<u>Project Management</u>					
Personnel		<u>745</u>			<u>745</u>
Ops. & Maint. - Management		200			200
Ops. & Maint. - Colleges		631			631
Equipment & Vehicle		40			40
Evaluation		<u>25</u>	<u>25</u>		
SUB-TOTAL		<u>10571</u>	<u>1796</u>	<u>3000</u>	<u>5776</u>
Cost Escalation		1561	378	465	717
15% Contingency		<u>1834</u>	<u>326</u>	<u>535</u>	<u>973</u>
T O T A L		<u>13967</u>	<u>2500</u>	<u>4000</u>	<u>7467</u>

V. Implementation Plan

A. Plan

Only a very general project-life implementation plan can be prepared prior to a detailed review of the needs and circumstances at each college. A condition precedent will be to require each college and the implementing GRP body to provide annual and life of project work plans. Nevertheless, a plan embodying the logical scheduling of inputs can be prepared and appears below (it assumes the project will begin in January 1980):

<u>Activities</u>	<u>Month</u>	<u>Year</u>
1. Budget development and review, and negotiations for release	Jan-Mar	1, 2, 3
2. Organization of the Advisory Board	January	1
Organization and staffing of the Project Management Office	Jan-Mar	1
Organization and staffing of the Project Implementation Office	Jan-Mar	1
Creation of ad hoc committees for:		
- faculty development)		
- library development)		
- physical facilities upgrading)	January	1
- equipment acquisition)		
- student scholarship/loan fund)		
3. Seminar, workshop to formulate project policy guidelines	Jan-Feb	1
Providing specialized training to 26 faculty/staff directly involved in the project	Apr-June	1, 2, 3
Organizing seminar-workshop along areas of interest relevant to the project for 140 faculty/staff members	Apr-May	1, 2, 3
Granting of scholarships for M.S. degree to 25 faculty members	Apr-May	1, 2
Scholarship training for M.S. degree of 25 faculty members	Jun-Dec Jan-Dec	1 2 & 3
4. Acquisition of library books and subscription to periodicals on agriculture and allied fields	Mar-May	1, 2, 3

Purchase of instructional materials and laboratory equipment and vehicles	Mar-May	1, 2, 3
5. Physical facilities construction (multi-purpose training center, library, classrooms, student dormitories, etc.)	Mar-Dec Jan-Dec	1 2 & 3
6. Establishment of student scholarship and loan fund	Jan-Mar	1
Operation of student scholarship and loan fund	Jun-Dec Jan-Dec	1 2 & 3
7. Selection and survey of barangays to be used as demonstration laboratories	May, Oct Apr, Oct May, Oct	1 2 3
Planning of activities and preparation of training materials	Apr-May) Sept-Oct)	1, 2, 3
Planning and organization of demonstration laboratories	May-Dec Jan-Dec	1 2 & 3
In-campus training of:		
- student outreach agents	Jun-Jul) Nov-Dec)	1, 2, 3
- small farmers	Mar-Apr) Aug-Sept)	1, 2, 3
- rural women	Apr-May) Sept-Oct)	1, 2, 3
- out-of-school youth	May-June) Oct-Nov)	1, 2, 3
- other rural inhabitants	Jun-Jul) Nov-Dec)	1, 2, 3
Planning of production of outreach materials like animal breeding	Mar-Dec Jan-Dec	1 2 & 3
Production and distribution of materials for the outreach program of students	Apr-Jun	1, 2, 3
Training/fielding of students as outreach agents in the demonstration laboratories	Jul-Oct Dec-Mar Jul-Oct Dec-Mar Dec	1 1 & 2 2 2 & 3 3

On-the-job training of farmers and students	Jul-Oct	1
	Dec-Mar	1 & 2
	Jul-Oct	2
	Dec-Mar	2 & 3
	Dec	3
8. Monitoring and documentation	Oct	1
	Mar, Oct	2 & 3
9. Evaluation of student activities	Nov	1
	Mar, Oct	2 & 3
Research and evaluation at the institutional level	December	1, 2, 3
Mid-term evaluation	June	2
End-of-project evaluation	December	3
10. Policy formulation	December	3

B. Procurement Arrangements

1. Commodities

The AID Grant will finance about \$1,042,000 in commodities comprised of books and periodicals (\$500,000), teaching and laboratory equipment and vehicles (\$59,000) and U.S. excess property (\$83,000). Books, periodicals, vehicles and equipment will be procured using standard AID procedures either through a procurement agent or directly by the GRP under Handbook 11 procedures. Excess property will be acquired through the Mission's excess property office.

2. Technical Assistance

The AID direct contracting mode will be used to finance technical assistance for the project. We do not propose using host country contracts because of the expected short term nature of the Technical Assistance.

VI. Evaluation Plan

Involving, as it does, seven colleges of varying degrees of administrative competence scattered across the entire island chain, and engaged in a multiplicity of activities of timing determined by the peculiarities of individual circumstance, this project will require a very sensitive monitoring system. This, in turn, argues for a more systematic than normal evaluation plan. The project will be subjected to an internal evaluation at the end of the first and third year, and will be the responsibility of the USAID project officer with selected assistance. At the end of the second year and mixed internal-external evaluation

will be undertaken which will have as its purpose a very critical review of progress to date. A final end-of-project evaluation is also scheduled to be done by either a joint GRP/USAID or independent group.

A detailed monitoring plan will be required to satisfy part of the condition precedent. This plan must be in sufficient detail to enable project management to account for progress and input expenditure on a monthly basis. A monthly report of problems will be submitted to the USAID project officer and on general situation report will be submitted quarterly by the project director to the USAID.

A. Monitoring

Project evaluation is an important tool in determining the efficiency, effectiveness and project activity in project implementation. Three levels of evaluation will be undertaken during the life of the project: continuous monitoring, a mid-term evaluation at the end of two years and a final report on project evaluation.

This evaluation will be guided by AID Evaluation Handbook and an original report on "Project Evaluation Summary" (PES) format. ---

The purposes of the evaluation will be to:

1. Evaluate progress toward attainment of project objectives and confirmation that targeted outputs are being achieved within the planned time frame.
2. Identify and analyze problem areas or constraints which may inhibit attainment of project objectives.
3. Assess corrective action needed to help overcome such problems.
4. Assess, to the degree feasible, the overall social and economic impact of the project in targeted beneficiaries.
5. Recommend possible modifications in objectives, approaches, design, organization, management, and operations of the project.
6. Provide decision makers with information and analysis useful for future project and policy planning.

Project monitoring will be a responsibility of the implementing agency. It is expected that the agency will report on a monthly basis, as necessary, to MEC, USAID, and other appropriate GRP agencies with quarterly progress reports. It is noted elsewhere that the preparation of detailed implementation plan will be a condition precedent for the implementing agency to obtain funds. Part of this implementing plan must include a detailed monitoring schedule.

In addition to the quarterly reports, major evaluations are scheduled as follows:

<u>Activities</u>	<u>Year</u>
Project starts	January 1980
Mid project evaluation by USAID and in-country or expatriate contractor or both	January 1982
End-of-project review by either a joint GRP/USAID or independent evaluators (expatriate/in-country)	November/December 1983

VII. Conditions, Covenants and Negotiating Status

A. Conditions Precedent (CP's)

In addition to the conventional terms and conditions precedent to the release of grant funds, the grant agreement should provide that:

1. The project director will provide an annual work plan which will include all of the remaining project. This plan must include two levels of activity. First, those actions which the project director is directly responsible and involve project wide activities; arrangements for training, screening and selection of participants (criteria to be mutually agreed with the donor), organization of workshops and seminars and many other activities which require central direction. Second, the implementation plan by the individual colleges. This must include:
 - a. operation of the student scholarship fund with criteria for selection screening mechanism and loan recovery system;
 - b. an annual community outreach program utilizing farmer training centers to be constructed under the project as well as faculty, students, laboratories, etc. In particular, extra activities made possible by the project must be noted;
 - c. the implementation plan in-campus for the project, including assignment of full and/or part time staff, office space, secretarial support, transport, and so on;
 - d. plan for implementation of the student rural internship scheme;
 - e. plan to utilize and operate or maintain commodities provided under the project including books, equipment, vehicles, etc.;
 - f. a detailed construction plan for all buildings to be built including cost and specifications; and

- g. utilization of Peace Corps personnel to replace staff sent for training.
2. The project director will submit an annual monitoring plan which will include all of the remaining project. This plan will allow for monthly reports of slippage and quarterly review of the project progress to date and a quarterly projection of funds available to finance the elements of the project.
3. A plan for the annual evaluation including identification of progress measures and provision for necessary base line data.

B. Covenants

The project has been under consideration for four years and the GRP has included it in the 1979 budget. The project agreement will be signed by the end of August. Implementation will be effected through the MEC with the project officer reporting directly to the Office of the Minister of Education and Culture. PL-480 will be used (\$4,000,000) and a small Peace Corps groups included as teachers.

LIST OF ANNEXES

- A. - APAC PID Approval
- B - Mission Director's Section 611(e) Certification
- C - PID
- D - Request for Assistance
- E - Project Checklist
- F - Project Design Logical Framework Summary
- G - Institutional Profiles of Seven Participating Agricultural Colleges
- H - Social Soundness Analysis
- I - Statistical Tables

ANNEX A

APAC PID Approval

UNCLASSIFIED

STATE 274041

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TO AMEMBASSY MANILA PRIORITY 1396

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UNCLAS STATE 274041

AIDAC

E.O. 111652 N/A

SUBJECT: AGRICULTURAL EDUCATION OUTREACH PID
(492-0331)

REF: STATE 273243

1. WHILE APAC HAS APPROVED SUBJECT PID, GIVEN
ANTICIPATED FUNDING IN FY 80 IT WILL BE CONSIDERED
AS SHELF PROJECT ONLY AND WILL THEREFORE NOT BE
INCLUDED IN FY 80 CP.

2. MISSION MAY THEREFORE WISH CONSIDER DEFERRING
PREPARATION PP. VANCE
BT

29 OCT 78
TOR: 0034
CN: 04482
ACTION: AID
12

INFO CRU
14/WS

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USAID/C&R

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STATE 274041

BEST AVAILABLE DOCUMENT

ANNEX B

Mission Director's Section 611(e) Certification

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
Manila, Philippines

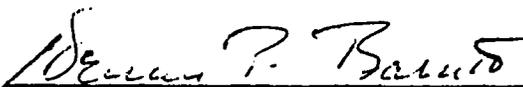
Ramon Magsaysay Center
1680 Roxas Boulevard

Telephone: 59-80-11

Mission Director's Certification

I, Dennis P. Barrett, the Principal Officer of the Agency for International Development in the Philippines, having taken into account, inter alia, the maintenance and utilization of the Projects in the Philippines previously financed or assisted by the United States, do hereby certify that, in my judgment, the Philippines has both the financial capacity and the human resources capability to effectively implement and execute the proposed Agricultural Education Outreach Project.

This judgment is based upon the project description and analyses as presented in the Agricultural Education Outreach Project Paper and is subject to the conditions imposed therein.



Acting USAID Mission Director

August 27, 1979

Date

ANNEX C

PID

PROJECT IDENTIFICATION DOCUMENT

RURAL EDUCATION OUTREACH

I. PROJECT DESCRIPTION

A. Summary of the Problem

The Green Revolution has not sufficiently improved the lives of poor farmers and poor rural inhabitants, and in some circumstances may have contributed to further widening the gap between the rich and the poor farmers through secondary problems. Only those farmers who can afford the necessary agricultural inputs can take advantage of the new high yielding varieties. In short, access to cheaper technologies suited to the needs of the rural poor are required. An added complication is that agriculture is a location-specific science; crops and methods vary throughout the country. Technologies developed in one region of the country often cannot be adopted in another area. This precludes many small farmers from taking advantage of new technologies since they simply cannot afford to risk their limited resources on technologies that might be unsuitable for their locality.

B. Solution to the Problem

In response to the lack of adapted, low-cost technologies problem, this project proposes to:

1. increase the number of small farmers (and other rural inhabitants) using and benefitting from adapted, low-cost technologies;
2. increase the number of trained public and private institution personnel serving these small farmers; and
3. increase participation in self-government at the lowest levels.

The outputs expected to effect that project purpose are:

1. localized research, adaptation, and provision of low-cost technologies to rural inhabitants;
2. trained farmers, women, out-of-school youth and other rural inhabitants in the use of new technologies;
3. short-term and degree training programs for lower and middle level public and private managers/technicians who service small farmers;
4. area coordination bodies established under the aegis of agricultural colleges to encourage working linkages among agencies serving the agriculture sector at the lowest levels;
5. strengthened lower level institutions for self-government (Barangay Council, cooperatives, etc.); and
6. level of skills of agricultural instructors upgraded through in-country training.

This project will focus on provincial/small agricultural colleges with strong associations with rural communities as opposed to current World Bank support which is directed at regional universities and funneled through the Educational Project Implementation Task Force (EDPITAF).

Please see attached logframe for more detailed description of the causal relationship among inputs, outputs, purpose and goal.

C. Beneficiaries

The target beneficiaries will be small farmers, women, out-of-school youth, lower and middle level technicians and managers serving the agriculture sector, and other rural inhabitants. The agricultural colleges of the country have been identified as the most appropriate and effective vehicle for reaching these beneficiaries. Succinctly, the agricultural colleges "are there" serving the beneficiaries at the lowest levels. Furthermore, the colleges are operating (albeit with limited resources); they have a concentration of relevant technical resources; they have a wealth of experience in reaching the poor through extension activities; and most important, the poor strongly identify with these colleges. They view these colleges as centers where their daughters and sons can get an education and enhance their employment opportunities; where mothers can get training in home economics and other subjects; where fathers can consult with the faculty regarding plant and animal diseases, and receive training in new technologies for which college credits may be granted.^{1/} Recipients of training, including those who obtain undergraduate degrees, will predominantly remain in the provinces working in the small scale agriculture sub-sector.

Clearly the rural people who participate in the activities of the agricultural colleges are the poorest of the poor, and they include a very high portion of women. For example in a recent survey of 892 students at the Don Severino Agricultural College in Cavite province, which is indicative of these types of colleges, the following significant characteristics of the student body were noted:

- more than 60% were female;
- 90% were from rural areas surrounding the college;
- 81% of female and 68% of male students were from rural barangays;
- 55% of the males and 58% of the females indicated that their parents strongly encouraged them to attend college;
- 55% of the males and 65% of the females indicated that their fathers were farmers, and 73% of the males and 76% of the females indicated that their mothers were housekeepers;

^{1/} There is one case on Palawan Island where a 51 year-old farmer, after having sent his son and daughter to study at the Palawan National Agricultural College, decided it was his turn to get a bachelors degree in agriculture. The farmer is currently earning credits at one of the 10 college extension centers in a work-study program. These centers are scattered throughout the island, giving rural poor the opportunity to learn new techniques at a location near their barangays and at the same time earn credits toward a college degree. The project will draw heavily on the Palawan Model. Some have called the Palawan Model a dynamic and "revolutionary" approach to rural education.

- 75% of both males and females indicated that their families farmed less than 3 hectares of land; with 29% of the males and 25% of the females indicating that their families had less than one hectare; and
- 50% of the males and 56% of the females indicated that their family income per annum was less than 3, 000 pesos (\$400. 00).

The beneficiaries to be reached during the life of this 3-year project are as follows:

Types of Beneficiaries (over 3 years in 6 colleges)

<u>Type</u>	<u>Number</u>
<u>Direct Beneficiaries</u>	
- Farmers trained in use of adapted technologies and	20, 000
- Women trained in (1) the use of new technologies and home education (health, sanitation, family planning, etc.) and (2) as farm managers to facilitate upward mobility in local agri-business enterprises	9, 000
- Out-of-school youth receiving training in skills which are marketable within the college's geographic coverage area	5, 000
- Students of families earning less than ₱3, 000 per annum receiving undergraduate degrees in agriculture	18, 000
- Students of families earning ₱3, 000 to ₱6, 000 per annum receiving undergraduate degrees in agriculture	10, 000
- Other rural inhabitants receiving training in farm support skills (marketing, distribution, agriculture inputs, etc.)	<u>5, 000</u>
Sub-total	67, 000

The bulk of direct beneficiaries will benefit through increased knowledge which will increase and facilitate their ability to increase their incomes. Both formal and non-formal education in these institutions will be directed at priority learning needs of the rural majority. The problem of maintaining and improving quality education resulting from expanding services will be addressed through teacher training and the use of various types of communication media not currently used or ineffectively being used. The line between agricultural extension and non-formal education in agriculture is obviously hard to draw and will be more effectively addressed in the PP.

<u>Type</u>	<u>Number</u>
Secondary (Spin off from above beneficiaries)	
-Trained farmers pass on information to friends and relatives (i.e. like a model farmer training program)	200, 000
- Trained women pass on information to other women	150, 000
- Out-of-school youth discuss techniques learned with friends and associates	25, 000
- Students pass on ideas and information to family, other relatives and friends (one student x 5 friends x 5 family members x 15 relatives = 28, 000 x 25)	700, 000
- Other rural inhabitants discuss training with family, other relatives and friends (5,000 x 25)	<u>125, 000</u>
Sub-total	<u>1, 200, 000</u>
TOTAL BENEFICIARIES	<u>1, 267, 000</u>

D. Administration of Project:

There are currently 18 small agricultural colleges in the Philippines. Up to six colleges will be selected to participate in this project to demonstrate approaches, technologies and techniques which may be replicated in the other agricultural colleges of the country. The 6 colleges selected must meet the following criteria:

1. on the basis of survey data, demonstrate the institution's ability to reach the target beneficiaries;
2. have a history of serving the poor in the area through active training and extension programs; and
3. express a willingness to commit substantial material and human resources for the implementation of this project.

The overall coordinating body for this project will be the Association of Agricultural Colleges of the Philippines (ACAP) in the Department of Education and Culture. In an attempt to review and synthesize what does and what does not work in extending adapted technologies to rural poor, ACAP will coordinate closely with the National Food and Agriculture Council (NFAC), the Philippine Council for Agricultural Resources Research (PCARR), the Bureau of Agricultural Extension (BAEx), the National Crop Protection Center (NCPC), the Department of Local Government and Community Development's Bureau of Cooperative Development (BCOD), the International Rice Research Institute (IRRI), and the GOP Coordinator for the AID-financed Integrated Agricultural Production and Marketing Project. The ACAP will also coordinate, as appropriate.

with the national service programs for government employees and students: the Rural Service Corps (RSC) and the Youth Civic Action Program (YCAP), respectively.

Through close coordination with other nation building agencies, ACAP technical committees will review and analyze technologies generated by GOP institutions and determine if these technologies can be further tested and adapted by an agricultural college for use in a specific area(s). Once technologies have been adapted, work will begin between colleges and other GOP agency personnel to conduct demonstrations and training programs on the adapted technologies. The college will serve as the overall coordinating body for adapting and extending technologies.^{2/}

In extending adapted low-cost technologies, the project will draw heavily on the Palawan National Agricultural College (PNAC) model - where rural inhabitants receive training and instruction at PNAC-sponsored centers scattered throughout the region. In some cases trainees can receive college credits for their work. One of the preconditions that PNAC has for establishing the centers is that the beneficiaries must construct a building (usually of local thatch material) with their own funds, time, and labor. This participation will demonstrate their interest in receiving training on new technologies. In a number of instances, these centers have spurred the creation or initiation of other development activities in the community. For example, at one center in Palawan Province, the thatched hut was subsequently replaced by a permanent building; then a generator was donated by the Department of Agriculture and night classes started; a cooperative consumers store was started; and a cooperative piggery unit followed shortly thereafter. Although education serves as the entry point, clearly these centers have tremendous potential for precipitating many other activities outside the realm of agriculture production, such as community solidarity and increased interest in self-government and civic affairs. Thus, the project shall contribute indirectly to human rights improvement.

E. Components of the Project

1. College-Sponsored Training Centers - The colleges will organize outreach centers within their areas of influence to train farmers, women, out-of-school youth and other rural inhabitants in the use of low-cost technologies adapted to that region. These centers will be constructed by the beneficiaries on their own time and at their own expense. The colleges will provide instructors and extension personnel. Students will be required to work at one of the centers as a part of their training experience.
2. Library Development - Most of the textbooks in the colleges are old (published in the 1930s and 40s) and inadequate in number. Some of these colleges have less than 3,000 books in their libraries. According to college educators, a minimum of 5,000 to 8,000 volumes is necessary if research and training functions are to be adequately carried out. It is proposed that a uniform collection of

^{2/} This approach is currently being tested at the Pampanga Agricultural College (PAC) and appears to be quite successful. Under the current arrangement, the President of PAC serves as an area coordinator. All other GOP field personnel in the area fall under his general supervision.

reference publications and textbooks be identified and procured. The ACAP will take the lead in preparing a list to include all relevant host country publications. The Asia Foundation and other voluntary agencies, which have traditionally been involved in acquiring surplus U.S. books, may be consulted and possibly asked by the GOP. to provide assistance to the colleges.

3. Staff Development - Many college instructors hold only a bachelors degree, and desperately need additional training to adequately meet their teaching and research responsibilities. However, even though this is a pressing need, the overall operations of each college will be jeopardized if too many faculty members are away for training at any given time. Each college will not be allowed more than two (2) masters degree participants per year. Also, these masters programs will be completed in 24 months or less. It is not expected that all faculty training requirements will be met during the 3-year duration of this project. Nevertheless, all colleges will be expected to analyze their training requirements and develop a training plan. Most, if not all, degree training will be in-country. Some specialized short-term, non-degree training may be financed in third countries and in the U.S. (The World Bank may be encouraged to finance at least a portion of the in-country degree training costs through its education loans to the Philippine government).
4. Technical Assistance - It is anticipated that most of the technical expertise needed to implement this project is available in-country. However, when U.S. technical consultants are needed, it is proposed that these consultants not be high priced senior technicians but rather young men and women or retired people with "young attitudes". It is anticipated that Peace Corps Volunteers might provide some of the outside technical assistance required and USAID will be coordinating with Peace Corps/Manila in this regard. It is expected that a U.S. State system of small agricultural colleges (such as the California System) may provide the balance of technicians not provided by the Peace Corps or Senior Executive Corps.^{3/} All consultants would be recruited from institutions that stress technical and vocational agriculture. All U.S. technicians will reside on the college campus and in the same housing available to Filipino faculty members. This approach is within the spirit of the Title XII legislation in that it will demonstrate the dedication of a U.S. institution's personnel to development and adherence to the principle of the universality of knowledge.

3/ Discussions with senior administrative officers of the California Polytechnic Institute indicated that qualified personnel could be available for \$24, 000 per annum if recruiting was done through the junior agricultural colleges in the California system. Agricultural colleges in Micronesia, Guam and Hawaii may also be considered. The reasoning behind this is that the colleges in California, Micronesia, Guam and Hawaii are more likely to be relevant to the Philippines and also the lower travel costs between the West Coast and Pacific Islands and the Philippines would result in project savings.

5. Commodities and Equipment - Commodities and equipment may be made available under the U.S. Excess Property Program (SITUS). However, rehabilitation costs will be borne by GOP agencies. The colleges will identify their equipment needs in terms of items needed in direct support of this project, which might include basic scientific and laboratory equipment and veterinary equipment.
6. Physical Construction - Most of the agricultural colleges of the country have very poor facilities. Some of the colleges do not even have the necessary basic campus physical facilities. It is proposed that this project include a Title III component to finance the construction of low-cost classrooms, dormitories and libraries to supplement host country financed capital improvements. The World Bank may also be encouraged to provide support for physical construction.
7. Scholarship and Loan Fund - It is proposed that a revolving scholarship and loan fund be established to assist those identified as the most needy students and trainees, particularly women. ACAP will actively solicit contributions for this loan fund from Philippine and foreign businesses and bilateral donor agencies. The Fund will be very similar to the one established by Xavier University in Cagayan de Oro where the Chairman of the Fund actively solicits contributions and support.

F. Alternatives to the Project

It would be possible to formulate alternatives to this project; however, they would be much more expensive and with less direct impact. Such alternatives could involve BAEX, PCARR, BPI, NCPC, and NFAC. All of these institutions have extension education capabilities of varying degrees. However, none of these institutions, individually or collectively, have the necessary resources or the staff in place at the "Grass-roots" level to adapt new technologies to a particular region and to train large numbers of farmers in the use of the adaptive technologies. For example, no institution other than the agricultural colleges, could, within 48 hours initiate the following activities:

1. Bring together the technical expertise needed in a particular area to analyze and diagnose an outbreak of a plant or animal disease and launch a program to control it;
2. Organize a technical workshop for barangay leaders; and
3. Provide technical expertise tailored to a specific farmer's request.

II. RELATIONSHIP TO GOP PRIORITIES AND USAID STRATEGY

A. Relationship to Priorities

With few exceptions, Philippine institutions have not been able to effectively extend their services down to the level of the small farmer. It has been stated that in many cropping regions there is minimum cooperation among agencies to secure unified, cooperative action in support of individual farmers. Organization of such teamwork for principal export and food crops (other than rice) is just getting underway.

These institutions have little capacity to deal with the individual farmer and his problem of securing optimum returns from his land and labor resources or to deal with the ramifications of cropping systems. This project will strengthen the capacity of agricultural colleges to coordinate regional activities designed to optimize returns on small farms through field trials and demonstrations followed by extension efforts.

B. Relationship to GOP Priorities

In September 1977, the Five-Year Philippine Development Plan for 1978-82 was approved by the President and published by the National Economic and Development Authority (NEDA). The plan embodies a concerted attack on the problems of poverty, unemployment, and social injustice. Philippine Government development plans are being formulated to launch a direct and purposeful attack against poverty by "focusing on the poorest of our society, planning to meet their basic nutritional needs, reducing if not entirely eliminating illiteracy, expanding employment opportunities, sharing the fruits of development equitably, and introducing the requisite institutional changes".^{4/}

The primary theme running through the new Five-Year Plan (1978-82) is "countryside" development. In support of countryside development policies, the President has issued two Letters of Instructions (LOI); LOI 559 stating that the Government will make every effort to mobilize resources to improve the lives of the poorest of the people in the barangays, and LOI 606 giving state colleges and universities the mandate to "transfer their expertise, scientific, and technological knowledge to the barangays so they will benefit from this reservoir of expertise and knowledge".

C. USAID Strategy

This project is consistent with U.S. assistance strategy as spelled out in the FY 1979 ABS and in the FY 79 CP, which is to achieve agricultural development objectives by demonstrating and implementing selected policy and program approaches, and technologies that benefit small farmers.

This project falls squarely within AID's New Directions Policy. Furthermore, the project serves as an integrating force of the USAID's overall development strategy for the Philippines in that it maximizes the benefits derived from other USAID financed projects. For example, it is anticipated that virtually all USAID funded agricultural projects will provide relevant, continuous information needed by the agricultural colleges in adapting and extending low cost technologies. Technical outputs from the following USAID agricultural projects will be available to small agricultural colleges: Integrated Agricultural Production and Marketing (1977-81), Crop Protection (1977-79), Aquaculture Production (1974-78), Freshwater Fisheries Development (1979-81), and Agro-Forestation (1979-82).

^{4/} National Economic and Development Authority Five-Year Philippine Development Plan, 1978-1982, Government of the Republic of the Philippines, Manila, September 1977, p. xxx.

III. DISCUSSION OF AID POLICY ISSUES

There appear to be no major AID policy issues related to this project. This project was largely conceptualized by Filipino specialists in ACAP, NEDA, and NFAC in consultation with the staff of a number of agricultural colleges and USAID. There appears to be a swell support for this project among many GOP government agencies. The two significant outstanding issues are: (1) how the extension activities of the colleges and other GOP agencies should interrelate, and (2) what portions of the project may be financed by other donors, such as the World Bank, in particular funding of in-country advanced MS training. These issues will be fully addressed in the Project Paper (PP).

The absorptive capacity to utilize the resources of this project clearly exists. No new administrative structures need to be organized. The manpower needed to implement this project is available and highly motivated. There appear to be no technical constraints and the project will favorably impact on the environment (see attached Initial Environmental Examination).

IV. ESTIMATED PROJECT COST

A. AID

	<u>Amount In U.S. Dollars</u>	
	<u>Dollar Costs</u>	<u>LC Costs</u>
1. Establishment of Student Scholarship and Loan Fund		350,000
2. Cost of 30,000 textbooks, including shipping from U.S. and 10 major periodicals (3 years subscription)	500,000	
3. Training cost of 2 MS degrees per college per year (UPLB) for 3 years and specialized training in U.S.	50,000	50,000
4. Cost of U.S. consultants @ \$24,000/year (average of 1 consultant/college) for 3 years (18 PY) plus minimal logistical support	600,000	
5. Instructional materials/educational equipment for farmer training (visual aids, tape recorders, movie projectors, mimeograph machines, etc.)	110,000	
6. Other support equipment (vehicles, seed testing equipment, soil testing equipment, etc.)	40,000	
	<u>\$1,300,000</u>	<u>\$ 400,000</u>
Sub-total	<u>\$1,700,000</u>	

B. AID OTHER

1. Physical Construction Costs: libraries, dormitories and classroom buildings - ₱22,000,000 (Title III)	\$3,000,000
2. Estimated value of U.S. excess property to be used for project support	\$1,000,000 (non-add)

B. GOP

Amount (₱7.50 = \$1.00)

1. <u>GOP Administrative Support</u> and Coordinating Costs, including Department of Education and Culture	₱4,000,000	(\$550,000)
2. <u>Agricultural Colleges</u>		
(a) Budgetary Costs (additive)		
(i) Operational	15,000,000	(\$2,000,000)
(ii) Capital Improvement	15,000,000	(2,000,000)
(b) Rehab Cost (Excess Property)	1,000,000	(150,000)
	₱35,000,000	
	(\$ 4,700,000)	

The cost-benefit ratio for this project is expected to be ₱1.00 to ₱4.01. The computed internal rate of return is 44%^{5/}

V. PROJECT PREPARATION STRATEGY

The technical expertise needed to draft the PP is available in-country. A draft PP can be completed by late FY 1978 or early FY 1979. It is expected that the following technical resources will be made available for the development of the PP:

GOP

DEC	- Agriculture Education Specialist	1 p/m
DA	- Agriculture Economist	1 p/m
BAE	- Agriculture Extension Specialist	1 p/m
NFAC	- Agriculture Extension Specialist	1 p/m

USAID

AD	- Agriculture Economist	1 p/m
HRD	- Education Advisor	0.5 p/m
OC	- Financial Analyst	1 p/m
PO	- Assistant Program Officer	0.5 p/m

^{5/} These figures are based on a recent Cost-Benefit analysis of the Palawan National Agricultural College Model done by Mr. Serafin D. Talisayan in "Social Benefit-Cost Analysis of the Palawan National Agricultural College", August 1977. These Cost-Benefit ratios will be evaluated in the PP.

Initial Environmental Examination

Project Location : Republic of the Philippines

Project Title : Rural Education Outreach,

Funding (Fiscal Year and Amount) : FY 1980 \$1,100,000

FY 1981 450,000

FY 1982 150,000

Total \$ 1.7 Million

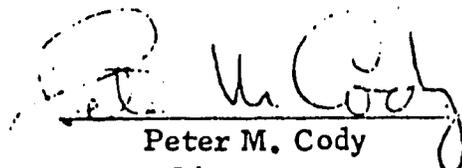
Life of Project : 3 Years

IEE Prepared by : Kenneth W. Eubanks, AD/AD, Manila

Date : April 5, 1978

Environmental Action Recommended : Negative Determination

Concurrence :


Peter M. Cody
Director

Date: April 12, 1978

Threshold Decision by Assistant Administrator:

Approval/disapproval of negative determination recommended on this page of IEE.

Approved : _____

Disapproved : _____

Date: _____

Initial Environmental Examination
Rural Education Outreach

I. Examination of Nature, Scope, and Magnitude of Environmental Impact

A. Description of the Project

The Green Revolution has not sufficiently improved the lives of poor farmers. The HYV technologies are relatively expensive. Also, technologies developed in one region of the country often cannot be automatically applied in another area. Therefore, there is an urgent need to conduct research on low-cost technologies suited to the needs of the rural poor and to adapt these technologies to different regions of the country.

In response to the lack of adapted, low-cost technologies problem, this project proposes to: (1) increase the number of small farmers (and other rural inhabitants) using and benefiting from adapted, low-cost technologies; (2) increase the number of trained public and private institution personnel serving these small farmers; and (3) increase participation in self-government at the lowest levels.

AID assistance will be in the form of financial assistance to: (1) establish a Student Scholarship and Loan Fund, (2) purchase textbooks and periodicals, (3) provide minimal MS training at UPLB and specialized training in the U.S., (4) obtain U.S. technical consultants, and (5) purchase commodities such as instructional materials/educational equipment, as well as other support equipment during the three year life of the project.

B. Identification of Evaluation of Environmental Impacts

The nature of this project is such that it is not expected to adversely impact on the nation's environment. Much of the project relates to the development and upgrading of human resources to help the Government of the Republic of the Philippines, through its educational institutions, increase the income and welfare of small farmers and other members of the rural community,

Part of the research and training activities of the campuses will deal with the safe use of pesticides, fertilizers, and other agricultural chemicals. Proper management practices in the use of these chemicals in tropical conditions is an important objective. An essential part of the training of farm technicians, farm managers, and farmers will be on the safe use of agricultural chemicals in terms of application, residues, and environmental contamination.

See attached Impact Identification and Evaluation Form for specific comments.

II. Recommendation for Environmental Action

Recommendation for a threshold decision that the project will not have a significant effect on the environment, and therefore a negative determination is appropriate.

IMPACT IDENTIFICATION AND EVALUATION FORM

<u>Impact Areas and Sub-areas .</u>	<u>Impact Identification and Evaluation*</u>
A. LAND USE	
1. Changing the character of the land through:	
a. Increasing the population -----	N
b. Extracting natural resources -----	N
c. Land clearing -----	N
d. Chancing soil character -----	N
2. Altering natural defenses -----	N
3. Foreclosing important uses -----	N
4. Jeopardizing man or his works -----	N
5. Other factors	
_____	_____
_____	_____
B. WATER QUALITY	
1. Physical state of water -----	N
2. Chemical and biological states -----	N
3. Ecological balance -----	N
4. Other factors	
_____	_____
_____	_____
C. ATMOSPHERIC	
1. Air additives -----	L
2. Air pollution -----	N
3. Noise pollution -----	N
4. Other factors	
_____	_____
_____	_____

* N - No environmental impact
L - Little environmental impact
M - Moderate environmental impact

H - High environmental impact
U - Unknown environmental impact

IMPACT IDENTIFICATION AND EVALUATION FORM

D. NATURAL RESOURCES

- | | |
|--|---|
| 1. Diversion, altered use of water ----- | N |
| 2. Irreversible, inefficient commitments ----- | N |
| 3. Other factors | |

E. CULTURAL

- | | |
|--|---|
| 1. Altering physical symbols ----- | N |
| 2. Dilution of cultural traditions ----- | N |
| 3. Other factors | |

F. SOCIO-ECONOMIC

- | | |
|--|---|
| 1. Changes in economic/employment patterns --- | L |
| 2. Changes in population ----- | N |
| 3. Changes in cultural patterns ----- | N |
| 4. Other factors | |

G. HEALTH

- | | |
|---|---|
| 1. Changing a natural environment ----- | N |
| 2. Eliminating an ecosystem element ----- | N |
| 3. Other factors | |

G. GENERAL

- | | |
|---------------------------------|---|
| 1. International impacts ----- | N |
| 2. Controversial Impacts ----- | N |
| 3. Larger program impacts ----- | N |
| 4. Other factors | |

III. Discussion of Impacts

Environmental consequences could result from two sources as a result of this project. The first is the use of pesticides and other agricultural chemicals in experimental and demonstration activities on various campus and other farms. Potential results to the environment from these activities are negligible because the amounts used will be extremely small and will be under the supervision of the college staff members who are well trained in the safe use and disposal of these chemicals. The second environmental consideration relates to the impact the project may have on the increased but controlled use of pesticides, fertilizers and other agricultural chemicals by farmers or government agencies. The ultimate impact should be beneficial even though it is possible that activities of the campuses may ultimately result in the use of greater quantities of pesticides, fertilizers, chemicals, etc. than at present.

B. 2 Chemical and Biological Status - Pesticide , fertilizer and other agricultural chemical residues in water, silt, etc. at the bottom of bodies of water may be found as a result of agricultural chemicals use to increase production and crop protection. Minimal regulations now exist on the kind and extent of agricultural chemicals used in relation to the potential for contamination of water. The proposed activities at the campuses will help identify water contamination problems and help determine which agricultural chemicals are involved and how to eliminate or reduce them. Thus the potential impact here is positive, through reducing current or preventing future contaminating agricultural practices.

C. 1 Air Additives - The use of agricultural chemicals, particularly pesticides applied as sprays or dusts always entail the possibility of drift. The task of the college staffs will be to help determine such drift, the potential for harmful impacts and methods to prevent or reduce these impacts to farmers through training. The overall impact of this project should be to reduce such problems.

F. Socio-Economic Changes - The potential impact of project activities on employment may be both positive and/or negative. New or modified agricultural chemical management technology may be labor intensive, thus creating new jobs. On the other hand, effective and economical use of herbicides may be found which will eliminate the need for expensive hand weeding. The total socio-economic impact depends on a number of unknown factors thus cannot be accurately predicted. However, similar activities in other countries have resulted in improved productivity of farmers and the reduction of crop losses.

**PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK**

Life of Project:
From FY 68 to FY 71
Total U.S. Funding
Date Prepared: April 13, 1970

Project Title & Number: RURAL EDUCATION OUTREACH

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																																																						
<p>Program or Sector Goal: (A-1) The broader objective to which this project contributes: (A-1)</p> <p>Increase income and welfare (to include increased self-respect and community solidarity) of small farmers and other members of the rural community.</p>	<p>Measures of Goal Achievement: (A-2)</p> <ol style="list-style-type: none"> Income of poor families in six target areas increased by 25% by 1962; 35% by 1963; 40% by 1964; and 45% by 1965. Borngoy Committee become active, viable people-oriented institutional mechanism in six target areas by 1962. Each Borngoy in 6 target areas will have at least one viable cooperative arrangement by 1962. 	<p>(A-3)</p> <ol style="list-style-type: none"> Sample surveys conducted by colleges. Social surveys and periodic MACB reports on local government. Periodic reports of Bureau of Comptroller. 	<p>Assumptions for achieving goal targets: (A-4)</p> <p>Stable weather</p> <p>Social stability</p>																																																																						
<p>Direct Purpose: (B-1)</p> <p>Increase (1) the number of small farmers and other disadvantaged groups using adapted low-cost, income-producing technologies, (2) the number of trained public and private technicians serving the agriculture sector at the lowest levels, and (3) participation in self-government.</p>	<p>Conditions that will indicate purpose has been achieved: End-of-Project status: (B-2)</p> <ol style="list-style-type: none"> 40% increase in number of small farmers and other target groups to impact and assist income-producing technologies in 1962. Six agriculture colleges providing well-trained workforce needed in public and private institutions in the impact areas by 1962, about 2,500 annually. Borngoy organizations in 6 impact areas are active and targeted to needs of community; about 3,000 Borngoy by 1962. 	<p>(B-3)</p> <ol style="list-style-type: none"> Field surveys. National Census reports, labor and employment reports. Reports compiled by Association of Borngoy. 	<p>Assumptions for achieving purpose: (B-4)</p> <ol style="list-style-type: none"> Colleges can obtain high quality personnel. USP financial support to colleges and supporting institutions provided to them. 																																																																						
<p>Project Outputs: (C-1)</p> <ol style="list-style-type: none"> Localized research, adaptation and extension of low-cost technologies to rural inhabitants. Trained farmers, women, out-of-school youth and other rural inhabitants. Short-term and degree training programs for public and private lower and middle level managers and technicians to service small farmers. Area coordination bodies established under aegis of agricultural colleges to encourage working linkage among agencies represented at lowest levels which services the agricultural sector. Strengthened lower level institutions for self-government (Borngoy Councils, Committees, etc.) 	<p>Magnitude of Outputs: (C-2)</p> <ol style="list-style-type: none"> Each Agriculture College has developed on loan (from 3 low-cost farming system alternatives for poor in their respective areas). 10,000 rural inhabitants trained by 1962; 6,000 farmers; 2,000 women; 1,000 out-of-school youth; and 1,000 others. 10,000 mid-level managers (about 3,500 annually) technicians receive short-term training and 10,000 persons complete degree training by 1962 (about 6,000 total annually). Area coordination mechanisms established in each impact area 1960. 3,000 Borngoy strengthened by 1962. 30 staff members complete graduate level training by 1962. <p>(Cont. of Project Outputs: (C-1))</p> <ol style="list-style-type: none"> Upgraded college staff through in-service training. 	<p>(C-3)</p> <ol style="list-style-type: none"> Periodic progress reports Training reports Graduation records Minutes of meetings of coordinating body MACB reports on Borngoy 	<p>Assumptions for achieving outputs: (C-4)</p> <p>Strong support from supporting GOP agencies.</p>																																																																						
<p>Project Inputs: (D-1)</p> <p>AID</p> <p>Training Committees Technical Assistance Title III Support</p> <p>USP</p> <p>Technical Assistance Training Budgetary Support Physical Facilities</p>	<p>Implementation Target (Type and Quantity) (D-2)</p> <table border="1"> <thead> <tr> <th></th> <th>1970</th> <th>1971</th> <th>1972</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td colspan="5">AID (D Grant)</td> </tr> <tr> <td>Tech. Assist.</td> <td>200</td> <td>200</td> <td>200</td> <td>600</td> </tr> <tr> <td>Staff/Faculty Training</td> <td>50</td> <td>50</td> <td>-</td> <td>100</td> </tr> <tr> <td>Committees</td> <td>400</td> <td>250</td> <td>-</td> <td>650</td> </tr> <tr> <td>Scholarship Fund</td> <td>50</td> <td>150</td> <td>150</td> <td>350</td> </tr> <tr> <td>AID Sub-Total</td> <td>700</td> <td>650</td> <td>350</td> <td>1,700</td> </tr> <tr> <td colspan="5">USP (S)</td> </tr> <tr> <td>Admin & Budget Support</td> <td>1,500</td> <td>1,500</td> <td>1,500</td> <td>4,500</td> </tr> <tr> <td>Travel Cost</td> <td>50</td> <td>50</td> <td>50</td> <td>150</td> </tr> <tr> <td>USP Sub-Total</td> <td>1,550</td> <td>1,550</td> <td>1,550</td> <td>4,650</td> </tr> <tr> <td colspan="5">PL-480</td> </tr> <tr> <td>Sub-Total</td> <td>1,650</td> <td>1,650</td> <td>1,650</td> <td>4,950</td> </tr> <tr> <td>Yearly Sub-Total</td> <td>3,250</td> <td>3,200</td> <td>3,200</td> <td></td> </tr> </tbody> </table>		1970	1971	1972	TOTAL	AID (D Grant)					Tech. Assist.	200	200	200	600	Staff/Faculty Training	50	50	-	100	Committees	400	250	-	650	Scholarship Fund	50	150	150	350	AID Sub-Total	700	650	350	1,700	USP (S)					Admin & Budget Support	1,500	1,500	1,500	4,500	Travel Cost	50	50	50	150	USP Sub-Total	1,550	1,550	1,550	4,650	PL-480					Sub-Total	1,650	1,650	1,650	4,950	Yearly Sub-Total	3,250	3,200	3,200		<p>(D-3)</p> <p>Financial records</p> <p>Periodic progress reports</p>	<p>Assumptions for providing inputs: (D-4)</p> <p>Mechanism for Title III financing will be operation by the project implementer.</p>
	1970	1971	1972	TOTAL																																																																					
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ANNEX D

Request for Assistance



REPUBLIKA NG PILIPINAS
 REPUBLIC OF THE PHILIPPINES
 KAGAWARAN NG EDUKASYON AT KULTURA
 DEPARTMENT OF EDUCATION AND CULTURE

MAYNILA
 MARCH 4 14 PM '79

USAID/C & R

TANGGAPAN NG KALIHIM
 OFFICE OF THE SECRETARY

March 16, 1979

Mr. Peter M. Cody
 Director
 U S A I D
 Ramon Magsaysay Center
 1680 Roxas Boulevard
 M a n i l a

Dear Sir:

During the meeting last February 22, 1979, the United State Agency for International Development (USAID), National Economic Development Authority (NEDA), Ministry of Education and Culture (MEC) and Association of Colleges of Agriculture in the Philippines (ACAP) representatives discussed the USAID PID on Agriculture Education Outreach with the main objective of selecting six (6) agricultural institutions to participate in the project. In this connection, it is a pleasure to inform your office that the following agricultural institutions have been selected, namely:

1. Don Severino Agricultural College (DSAC)
at Indang, Cavite
2. Pampanga Agricultural College (PAC)
at Magalang, Pampanga
3. Western Luzon Agricultural College (WLAC)
at San Marcelino, Zambales
4. Palawan National Agricultural College (PNAC)
at Aborlan, Palawan
5. Aklan Agricultural College (AAC) at
Banga, Aklan
6. Central Mindanao University (CMU) at
Musuan, Bukidnon

The Association of Colleges of Agriculture in the Philippines (ACAP) will coordinate and implement the project

Dear Sir p 2

through the Bureau of Higher Education of the Ministry of Education. ACAP will prepare the project paper which will be submitted to USAID on or before March 30, 1979.

A Policy Group will be organized and be composed of the following:

1. National Food and Agriculture Council (NFAC)
2. National Economic Development Authority (NEDA)
3. Ministry of Education and Culture (MEC)
4. United States Agency for International Development (USAID)
5. Association of Colleges of Agriculture in the Philippines (ACAP)

The Policy Group will provide the policies for the smooth coordination and implementation of the project.

We look forward for the realization of the project which will greatly benefit the small agricultural colleges who are involved in improving the quality of life of the small farmers in their service areas.

Thank you.

Very truly yours,


JUAN L. MANUEL
Minister

ANNEX E

Project Checklist

- 5C(1) - COUNTRY CHECKLIST - Included in Agricultural Research II Project (492-0286)
- 5C(2) - PROJEC. CHECKLIST

A. GENERAL CRITERIA FOR PROJECT

1. App. Unnumbered; FAA Sec. 653(b); Sec. 671. (a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure.
 - (a) Project description not included in 1979 CP, however, a Congressional Notification will be prepared by USAID/Philippines.
 - (b) Yes.
2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
 - (a) Yes.
 - (b) Yes.
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?
 - Further recipient country legislation is not required.
4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?
 - N/A
5. FAA Sec. 611(a). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?
 - N/A
6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so, why is project not executed? Information and conclusion whether assistance will encourage regional
 - No.

development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?

7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project will encourage efforts of the country to:
- (a) increase the flow of international trade;
 - (b) foster private initiative and competition;
 - (c) encourage development and use of cooperatives, credit unions, and savings and loan associations;
 - (d) discourage monopolistic practices;
 - (3) improve technical efficiency of industry, agriculture and commerce; and
 - (f) strengthen free labor unions.
- (a) The project is not expected to encourage the flow of international trade;
- (b) N/A
- (c) As this project develops, farmer incomes and production are expected to increase thus marketing systems cooperatives, credit unions, and savings and loan associations are likely to be encouraged.
- (d) No predictable effect.
- (e) Technical efficiency of farmers and extension workers will be improved.
- (f) N/A
8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
- U.S. suppliers will benefit from the sale of commodities for the project as well as some technical advisory services.
9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure, that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.
- The GRP has already approved funding for CY 1980 in support of this project. Total funds are estimated at \$5 million. U.S. contribution is \$2 million.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?
- No.

11. ISA 14. Are any FAA funds for FY 78 being used in this project to construct, operate, maintain, or supply fuel for, any nuclear powerplant under an agreement for cooperation between the United States and any other country? No.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

About 24,000 rural youth from low-income families will directly benefit from agricultural extension training programs by improving their skills and producing agricultural commodities for home consumption and for sale in local markets.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph - e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source).

(1) (103) for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; (103A is for agricultural research, is full account taken of needs of small farmers;

Yes, the project is designed to improve agricultural extension training. 24,000 rural youth from low-income families are expected to be upgraded.

(2) (104) for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

N/A

- (3) (105) for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development; N/A
- (4) (106) for technical assistance, energy, research, reconstruction and selected development problems; if so, extent activity is: N/A
- (a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;
 - (b) to help alleviate energy problem;
 - (c) research into, and evaluation of, economic development and techniques;
 - (d) reconstruction after natural or manmade disaster;
 - (e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc. assistance;
 - (f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.
- (5) (107) by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries. N/A

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Yes. The GRP has committed itself to provide \$5 million in budgetary, construction funds and in-kind support which is approximately 68% of the total project cost.

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

No.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on: (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) other important areas of economic, political, and social development, including industry; free labor unions, cooperatives and Voluntary Agencies; transportation and communication; planning and public administration; urban development; and modernization of existing laws; or (6) integrating women into the recipient country's national economy.

The project will (1) encourage local, rural participatory self-government through the use of community activities; (2) encourage self-help by increasing food production by using low-cost technology; (3) improve availability of trained agricultural manpower; (4) extension training will improve to some degree nutrition education and planning as well as family nutrition through the consumption of high protein legumes; (5) complements existing USAID and GRP development programs; and (6) train and integrate women as part of its general orientation and implementation.

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

This project was jointly designed with representatives of the GRP and project colleges. It builds on GRP expertise, strengths, and needs. The project will utilize to the maximum extent possible host country resources. For example, most of the advanced training will be conducted in-country; technical assistance to a large extent will come from locally available technicians.

College staffs and students will be trained to develop and utilize available resources and institutions required to develop and sustain on Agricultural Education Outreach program.

g. FAA Sec. 201(b)(2)-(4) and - (8); Sec. 201(e); Sec. 211(a)(1) - (3) and - (8). Does the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

Yes. The project will help develop small agricultural colleges improve the quality of life of rural families which relates directly with the GRP's long-range goals and strategies to meet basic human needs of Filipinos. Moreover, it is consistent with the USAID's CDSS and the Congressional Mandate. The PP provides information and conclusions on project's economic and technical soundness.

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance on U.S. economy, with special reference to areas of substantial labor surplus, and extent to which U.S. commodities and assistance are furnished in a manner consistent with improving or safeguarding the U.S. balance-of-payments position.

The project will have only a slight but positive effect on the U.S. economy. A portion (approximately 50%) of the grant will be used to purchase commodities which will come from U.S. sources.

2. Development Assistance Project Criteria (Loans only)

N/A

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application of such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objective of the project and overall economic development?

e. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprises, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources?

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

3. Project Criteria Solely for Security Supporting Assistance N/A

a. FAA Sec. 531. How will this assistance support promote economic or political stability?

b. FAA Sec. 533(c)(1). Will assistance under the Southern African Special Special Requirements Fund be used for military, guerrilla, or paramilitary activities?

4. Additional Criteria for Alliance for Progress N/A

(Note: Alliance for Progress projects should add the following two items to a project checklist.)

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

5C(3) - STANDARD ITEM CHECKLIST

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed? Yes, the purchase of U.S. equipment and materials will be advertised in the Commerce Business Daily.
2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him? All commodities available through U.S. sources will purchase through U.S. suppliers.
3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed? Yes
4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? N/A
5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items? Yes, this is standard Mission policy.
6. MMA Sec. 901(b). (a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Yes

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable not competitive with private enterprise, and made available without undue interference with domestic programs? Yes

8. International Air Transport. Fair Competitive Practices Act, 1974.
- If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available? Yes

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest? N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be left on a competitive basis to maximum extent practicable? N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million? N/A

C. Other Restrictions

1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? N/A

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? N/A

3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.? N/A

4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction? N/A

5. Will arrangements preclude use of financing: N/A
 - a. FAA Sec. 114. to pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to practice sterilization?

 - b. FAA Sec. 620(g). to compensate owners for expropriated nationalized property?

- c. FAA Sec. 660. to finance police training or other law enforcement assistance, except for narcotics programs?
- d. FAA Sec. 662. for CIA activities?
- e. App. Sec. 103. to pay pensions, etc., for military personnel?
- f. App. Sec. 105. to pay U.S. assessments?
- g. App. Sec. 106. to carry out provisions of FAA Sections 209(d) and 251(h)? (transfer to multi-lateral organization for lending).
- h. App. Sec. 112. to finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields?
- i. App. Sec. 501. to be used for publicity on propaganda purposes within U.S. not authorized by Congress?

ANNEX F

Project Design Logical Framework Summary

LOGICAL FRAMEWORK*

GOAL

1. To improve the levels of living of the people of rural communities.
2. To increase farm production (animals, crops, etc.)

MEASURE OF ACHIEVEMENT

1. Farmer sensitivity to quality of life measures available to them including;
 - health
 - nutrition
 - public assistance
2. Demand for specific assistance by farmers for particular inputs, technical advice, markets, etc.
3. Farm production increased _____
Farm income increased _____

BENEFICIARIES

Long Term/Post Project

1. Poor rural inhabitants in service areas, students/faculty/staff of project colleges as well as the colleges concerned.
2. Other colleges/universities for possible replication of mechanism and strategies.
3. Small farmers and rural families who adapted low-cost Technologies, who acquired income generating skills, and other rural inhabitants to whom knowledge gained or skills acquired have been disseminated.

EVALUATION/IMPACT ANALYSIS

1. Post-project evaluation by colleges; persons/agencies supported by PCARR, etc.

*We employ the Ecuador log frame to allow greater than usual detail.

ASSUMPTIONS

Critical Conditions Independent of Project

1. Agriculture section of national plan will continue support of agricultural activities.
2. GRP continues to provide needed support.
3. IBRD extends assistance to colleges with extension programs.
4. Agri-business firms and government offices dealing with agricultural technicians and products will make use of more graduates coming from agricultural colleges.
5. Model developed in this project replicated among other agricultural colleges.

Means of Verification

1. National Plan
2. Public commitments by GRP
3. Donor programs
4. Employment patterns of firms with respect to sources of employees.
5. Follow-on projects; ACAP reports

SUB-GOAL

1. Rural institutions and farms manned by more highly qualified technical personnel.

MEASURE OF ACHIEVEMENT

1. Number of more qualified graduates employed:
 - a) on farms _____
 - b) extension _____
 - c) cooperatives _____
 - d) agri-business _____
 - e) education _____
 - f) others _____

BENEFICIARIES

Long Term/Post Project

1. Institutions, employers in general.
2. Students, their families.
3. Rural areas where they work/live.
4. Colleges, better trained staff and improved training facilities.
5. Women

PURPOSE; END OF PROJECT

1. Upgraded capacity to train students, small farmers, rural women, out-of-school youths, etc. in more productive and relevant technologies.
2. Improved ability to effectively reach and serve rural communities.
3. Increased capacity to engage in adaptive and applied research, conduct trials demonstration etc. in rural communities.

CONDITIONS - END OF PROJECT

1. a.1 1,470 students trained in demonstration laboratories
a.2 51,600 students availing of upgraded facilities.
b. 13,440 of rural inhabitants trained
3,360 small farmers
3,360 rural women
3,360 out-of-school youths
3,360 other rural inhabitants
c. 1,050 of trainers/technicians trained
2. a. 7 in-campus training centers established and equipped.
b. 42 of off-campus demonstration laboratories established.
3. a. 294 of demonstration/field trials conducted by students on adaptive low cost technologies, food preparation, processing, and preservation income-generating farm support skills/college industries, etc.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>TOTAL</u>
1. a.1	490	490	490	1,470
a.2	16,800	17,200	17,600	51,600
b.	4,480	4,480	4,480	13,440
-	1,120	1,120	1,120	3,360
-	1,120	1,120	1,120	3,360
-	1,120	1,120	1,120	3,360
-	1,120	1,120	1,120	3,360
c.	350	350	350	1,050
2. a.2	7			7
b.2	14	14	14	42
3. a.3	98	98	98	294

PROJECT BENEFICIARIES

1. Social Economic Composition of student body includes:

- _____ % small farmers (less than 3 hectares)
- _____ % landless
- _____ % fishermen
- _____ % teachers, education, extension, etc.

2. Collaborating rural institutions:

- a) barrio councils;
- b) women's organizations;
- c) community development organizations
- d) agricultural extension/outreach groups

EOPS EVALUATION

1. End of project evaluation
2. Post graduation records kept by colleges
3. Analysis of student records
4. Selected surveys during life of project conducted by colleges.

ASSUMPTIONS

Purpose/Sub-Goal

1. 90% of students find employment one year after graduation in agrarian activities
2. Improved training enables students to promote more effectively the missions of their respective activities

Means of Vertification

1. Post project follow-up by colleges
2. Post graduation records kept by colleges

OUTPUTS

1. Upgraded teaching/staff capacity
2. Upgraded training systems;
 - libraries improved
 - laboratory equipment adequate
 - teaching equipment sufficient
3. Extended school facilities:
 - buildings
4. Established scholarship and loan revolving funds at each college.
5. Established demonstration laboratories in rural communities.

MAGNITUDE OF OUTPUTS

1. 30 faculty given M.S. training.
26 faculty/staff trained in third countries.
140 faculty/staff attended seminar-workshop.
2. a. \$655,183 worth of text and reference book acquired and 3 years subscription to 10 periodicals consummated.
b. \$114,670 worth of laboratory equipment purchased
c. \$530,680 worth of teaching equipment proved.
3. 14 buildings constructed (classrooms, libraries, student dormitories)

4. 3,854 students having availed of scholarship, loan program.
5. a. 7 in-campus training centers established
b. 42 off-campus demonstration laboratories

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>TOTAL</u>
1.	7	12	5	24
	11	7		18
	70	35	35	140
2. a.	\$172,500	\$330,625	\$152,058	\$655,183
b.	31,332	55,378	27,960	114,670
c.	145,008	256,295	129,376	530,680
3.	5	5	4	14
	\$1,000,000	\$1,300,000	\$1,471,500	\$3,772,500
4.	550	1,654	1,654	3,854
5. a.	7	-	-	7
b.	14	14	14	42

IMMEDIATE BENEFICIARIES

1. 7 rural-based agricultural colleges
 - faculty/staff trained
 - library books and periodicals enriched
 - teaching equipment adequate
 - laboratory equipment sufficient
 - buildings constructed
2. a. Students enrolled and having availed of improved college facilities
- b. Student trained in off-campus demonstration laboratories
- c. Extension workers/technicians trained in in-campus training centers.
3. Students granted scholarship on loan
4. Rural communities and rural residents systematically linked with colleges because of the establishment of demonstration laboratories.

MONITORING IMPLEMENTATION

1. ACAP will provide continuous on-the-spot supervision. Colleges will send ACAP managers monthly reports. ACAP will send AID quarterly reports in addition to notifications on procurements, disbursements, etc.
2. A mid-project evaluation will take place after 18 months.

ASSUMPTIONS

Output Purpose

1. Colleges able to routinize operation of rural based on demonstration laboratories.
2. Colleges able to collaborate with other extension agencies to improve the levels of living in the rural areas.
3. Colleges able to use inputs to effectively upgrade programs teaching, etc.
4. Colleges able to draw upon technical packs and other adaptive research materials to undertake rural development activities.
5. Colleges implement expanded rural involvement programs agreed in CP.

Means of Verification

1. On-the-spot checks and mid-term evaluation
2. College work plan submitted for CP shows details of collaboration, where possible letters of agreement produced. Possibly including Regional Agriculture Offices.
3. On-the-spot checks and mid-term evaluations
4. On-the-spot checks by specialists involved in work programs submitted on CP.
5. On-the-spot checks and mid-term evaluation.

INPUTS: SOURCE

<u>SOURCES</u>	<u>FIRST YEAR</u>	<u>ALL YEARS</u>
U.S. Grant	\$ 600,000	\$ 2,171,865
PL-480 Title 1	1,000,000	3,772,500
Peace Corps*		
GRP	<u>5,466,587</u>	<u>7,484,881</u>
T O T A L-----	\$ <u>7,066,587</u>	\$ <u>13,429,246</u>

*Additive

COMPOSITION OF U.S. PROJECT INPUTS

	<u>Amount</u>	<u>Percentage</u>
<u>U.S.</u>		
Technical Assistance	\$ 90,000	(.05)
Training		
M.S. degree	106,000	
Specialized	125,000	
Seminar/workshop..	<u>36,000</u>	(.16)
Commodities		
Library	500,000	
Equipment	<u>496,000</u>	(.58)
Scholarship	350,000	(.21)
Sub-Total -----	<u>1,699,980</u>	<u>100%</u>
<u>PL 480</u>	\$ 3,000,000	
<u>GRP</u>		
Administrative and Budgetary		
Support	654,267	492,667
Rehabilitation	50,000	50,000
Capital Outlays	3,267,200	-
Extension Services	233,600	233,600
Contingency	630,760	116,440
Allowance for Inflation	<u>630,760</u>	<u>116,440</u>
Sub-Total -----	<u>5,466,587</u>	<u>1,009,147</u>
TOTAL -----	<u>7,066,587</u>	<u>3,276,050</u>
		<u>3,086,601</u>
		<u>13,429,246</u>

	<u>1980</u>	<u>1981</u>	<u>1983</u>	<u>ACTUAL TOTALS</u>
<u>U.S.</u>				
Technical Assistance	50	21	19	90,000
Training	118	93	56	267,580
Commodities	303	490	203	992,400
Scholarship	50	150	150	399,980
	<hr/>	<hr/>	<hr/>	<hr/>
Sub-Total (rounded off)	521	754	420	1,699,980
 <u>GRP</u>				
Contingency	78	126	79	283,287
Allowance for Inflation	—	91	98	188,528
	<hr/>	<hr/>	<hr/>	<hr/>
Sub-Total	599	971	605	2,171,865

SOURCES OF INPUTS

1. Management of project by ACAP and Colleges concerned.
2. Technical assistance coming from U.S. short-term consultants and Filipino short-term consultants.
3. Training: UPLB, CILSU, CMU on M.S. degrees, selected countries for short specialized training.
4. Commodities:
 - U.S. excess property
 - U.S./P.I. books and periodicals and equipment
5. Buildings:
 - PL-480 Title I Money
 - GRP Capital Outlay

IMPLEMENTATION SCHEDULE

20	July	Distributed within Mission
27	July	PRC Review
07	August	To NEDA Draft ProAg To budget with ACAP for certification PP authorization to director
03	Sept.	Back from NEDA Draft ProAg cable

05	Sept.	Cable AID/W
12	Sept.	Get allotment
15	Sept.	NEDA approves ProAg
22	Sept.	Project signed
October		PIL #1 to NEDA/CP's
		Pre-implementation actions begin
		PIO/C, PIO/T, PIO/P & other procurement documents
Early 1980		PIL #2 accepts CP's
		PIL #3 advice to GRP to begin
		Procurement actions (Handbook 11)
February-		
March 1980		Begin actual project implementation
Sept. 1981		Mid-Project evaluation

ASSUMPTIONS

Input/Output

1. ACAP designated as implementing body.
2. Colleges provide detailed plans of various outreach training programs - Development accepted by project managers and USAID as pre-condition to release project funds for colleges.
3. Colleges provide list of equipment needed.
4. ACAP provides project managers; participating colleges appoint responsible persons to implement project in-campus and off-campus.
5. Colleges able to make available participant training.
6. Colleges have adequate facilities for laboratories and equipment.
7. Short-term workshop to upgrade staffs.
8. GRP funds available.

Means of Verification

1. Host country implementing agency designation of ACAP.
2. Plans submitted to project managers and USAID.
3. Equipment list delivered to Project Managers and USAID.
4. Appoint management personnel by colleges concerned.

5. Participants nominated and cleared by current system.
6. On the ground check.
7. Workshop agreed at various colleges.
8. GRP budget available.
9. Plans

Input

1. GRP/PL 480
2. PC provides up to seven volunteers to work on campus as teachers.
3. GRP budgets \$7,484,881
4. ACAP provides management and technical support for implementation.
5. ACAP provides management/implementation plan.

Means of Verification

1. NEDA agrees to utilization of PL-480 funds
2. PC agreement
3. GRP budget
4. Agreement
5. Include GRP Memo of Understanding to ACAP Plan (NEDA, ACAP)

ANNEX G
Institutional Profiles of
Seven Participating Agricultural Colleges

Institutional Profiles
of
Seven Participating Agricultural Colleges
Agricultural Education Outreach Project

Compiled By
Association of Colleges of
Agriculture in the Philippines, Inc.

E N R O L M E N T*

INSTITUTION	Actual School Year 1978-79	1979-80	1980-81	1981-82	TOTAL
1. Aklan Agricultural College Banga, Aklan	(2,042)	2,100	2,150	2,200	6,450
2. Camarines Sur Agricultural College, Pili, Camarines Sur	(2,500)	2,550	2,650	2,750	7,950
3. Central Mindanao University Misuan, Bukidnon	(4,723)	4,800	4,900	5,000	14,700
4. Don Severino Agricultural College, Indang, Cavite	(1,743)	1,800	1,850	1,900	5,550
5. Palawan National Agricultural College, Aborlan, Palawan	(2,201)	2,250	2,300	2,350	6,900
6. Pampanga Agricultural College Magalang, Pampanga	(1,755)	1,800	1,850	1,900	5,550
7. Western Luzon Agricultural College, San Marcelino, Zambales	(1,392)	1,450	1,500	1,550	4,500
T O T A L		16,750	17,200	17,650	51,600

*Minimum estimate based on actual enrolment for School year 1978-79.

WESTERN LUZON AGRICULTURAL COLLEGE IN A NUTSHELL
(AS OF FEBRUARY 28, 1979)

A BRIEF ACCOUNT OF THE ZAMBALES NATIONAL
AGRICULTURAL SCHOOL'S ELEVATION INTO A STATE AGRI-
CULTURAL COLLEGE

The development of the Zambales National Agricultural School into a present status as WESTERN LUZON AGRICULTURAL COLLEGE may be likened to the metamorphosis of an insect, a process which is conceivably long, tedious and painstaking. The stages of its development and growth may be categorized as follows:

INITIAL STAGE - By virtue of Commonwealth Act No. 3377 of the Philippine Legislature dated December 3, 1927, this erstwhile Farm School was named Zambales Rural High School with one class each of Grade VII and First year. Its present 268.5 hectare reservation was acquired thru the efforts of Mr. Marcelo Acayan, then Industrial Arts Supervisor of Zambales who negotiated the purchase of the property for Five Thousand (P5,000.00) Pesos from Mr. Antonio Venson of Iba. The first batch of 15 pioneering students in 1933.

The school continued its operation until the outbreak of World War II when it was abandoned inasmuch as it was converted by the Japanese into a wartime garrison.

POST WAR STAGE - Temporarily relocated at the compound of the San Marcelino Elementary School, the ZRHS resumed operation in 1946. It was finally transferred to its present site, Sitio Nagbayto, in 1952. Mr. Antonio E. Piga, then the Principal, spearheaded its rapid development until it attained its national agricultural school status. The late Mr. Pedro Pamplona became

the first Superintendent of the school in 1961, but he retired from the service not long after.

During the incumbency of Mr. Roque C. Pacariem as Superintendent, the Bachelor of Science in Agriculture was offered in 1972, in addition to the 2-year post-secondary course that has been offered since 1963. In 1973, however, the BSA degree was phased out in consideration for accepting the World Bank Assistance thru the EDPITAF-DEC, under Presidential Decree No. 6-A of 1972. The 2-year post-secondary offering, the Agricultural Technician course continued.

PRESENT STAGE (1972-Present) - Mr. Pedro A. Ventura took over as Superintendent on October 1, 1972, after the transfer of Superintendent Pacariem.

Recognizing the school's potentials in meeting the agricultural manpower needs in this part of the country, Supt. Ventura initiated the conversion of the school into a State College by preparing the draft of a Decree, and requesting the support of government officials and civic-spirited citizens. The move did not prosper for some reasons. The energetic Superintendent was undaunted however. Upon discovering that there existed an approved bill authored by Ex-Congressman Enrique J. Corpus converting the Zambales Rural High School into Western Luzon Junior Agricultural College, he lost no time in taking the necessary steps towards the implementation of the approved law, Republic Act 1947. So the humble farm school which metamorphosed slowly from its rural status into a national agricultural school, finally gained its status as a state college known as the WESTERN LUZON AGRICULTURAL COLLEGE effective February 28, 1977, when the first organizational meeting of the WLJAC Board of Trustees was undertaken in the Office of the Secretary of the Education and Culture. R.A. 1947, however, had provisions inconsistent with such matters as course offering in the College level. On June 10, 1977, His Excellency The President and Prime Minister, issued Presidential Decree 1437 prescribing a uniformed and defined operation of all State College and Universities in the Philippines and in view of this "Junior" was subsequently deleted.

February 28 will be remembered annually as the Foundation Day of this College, Superintendent Ventural in recognition of his efforts was designated by the Board of Trustees as the Officer-in-Charge. He was also nominated as the first President of the College but his retirement on June 30, 1978 came before a College President could be appointed.

Dr. Ricardo A. Wagan, a Superintendent II of the Iloilo National College of Agriculture, was assigned as Superintendent and Office-in-Charge of the College effective September 1, 1978. He took over the helm of the administration from Mr. David B. Andres who was designated officer-in-charge upon Supt. Ventura's retirement. Armed with constructive leadership and dynamic personality, Dr. Wagan has given new life to the college in its bid for full scale development. The program and projects he has launched will eventually make WLAC one of the best state college in the Philippines.

A developing college, its present preoccupation is the educational preparation of the faculty and staff. Thirty-nine of its personnel are attending Saturday classes and pursuing their Master's degree. Two-staff members are now abroad in New Zealand under the Technical Cooperation of the Colombo Plan. Another laudable program laid out is a massive repair and construction of school buildings and other facilities. On the blue print are the proposed buildings for the secondary level. Programs and projects to generate funds sources have been submitted to the authorities for consideration.

SOME BASIC FACTS ABOUT WESTERN LUZON AGRICULTURAL COLLEGE:

A. Location: San Marcelino, Zambales

B. Total Area of School Reservation 268. 5 Has

1. Area of Campus 20 has.

2. Area devoted to rice:

a. Administrative projects -

lowland 7.7 has.

upland 2.5 has.

b. Supervised Farming Projects 11.0 has. (lowland)

3. Area devoted to corn 1.5 has.

4. Area devoted to sorghum 2.5 has.

5. Area devoted to horticultural crops

a. Mango Orchard 2.0 has. (288 trees)

b. Cashew Orchard 2.5 has.

c. Vegetable Area 2.15 has.

d. Alay-Tanim 30.0 has.

6. Area occupied by animal projects

a. Piggery 3.0 has.

b. Poultry 1.0 ha.

c. Large Cattle 1.0 ha.

7. Others

a. Forest Land 10.0 has.

b. Pasture Land 30.0 has.

c. Palayan ng Bayan 71.6 has.

d. Alay Tanim 5.6 has.

C. Enrollments

1. Secondary Agricultural Courses (365 Female)	1,038
2. BSC in Agriculture (79 Female)	170
3. Agricultural Education (56 Female)	67
4. Agricultural Technician (2-year course) (40 Female)	<u>117</u>
TOTAL:	1,392

D. Faculty/Staff

1. Administration	12
2. Instructors	14
3. Secondary School Teachers	37
4. Other Employees	<u>17</u>
TOTAL:	80



ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.
College, Laguna
Philippines

BRIEF HISTORY OF THE PAMPANGA AGRICULTURAL COLLEGE

The Pampanga Agricultural College has an older root than what most people believe, for although its continuous existence up to World War II started only in 1918, yet it actually was first established during the Spanish Regime. It only became idle in 1898, during the Philippine Revolution against Spain. The joint efforts of an American teacher, Kilmer O. Moe, and of Assemblyman Andres Luciano to reconstruct the buildings prompted the Bureau of Education to support the reopening of the school, with Governor Honorio Ventura aiding the project by donating some provincial money. In 1921, the school offered a curriculum oriented toward agriculture for both intermediate and high school levels.

The school was converted into a national agricultural school with the approval of Commonwealth Act No. 313, on June 1938, but it was actually organized as such only on March 24, 1954. Its name was changed to Pampanga National Agricultural School.

Approved on June 19, 1965, Republic Act. No. 4576 converted the school into a college. The school started offering a four-year course in Agriculture leading to the degree of Bachelor of Science in Agriculture with major in Animal Husbandry or Agronomy, effective with the school year 1969-1970. The official name of the school was changed to Pampanga Agricultural College, effective September 16, 1969.

The Pampanga Agricultural College started operating as a state college on September 9, 1974. Aside from the four-year technical course leading to the degree of Bachelor of Science in Agriculture, starting June, 1974, it is offering a two-year course in Agricultural Technology, Bachelor of Science in Forestry, Bachelor of Science in Inland Fishery, Bachelor of Science in Agricultural Education and Forest Ranger. On the masteral level, the Colleges is now offering Master of Arts in Teaching Elementary Agriculture and Master of Science in Agriculture.

The first President of the Pampanga Agricultural College, was Mr. Felix V. Remigio, an alumnus of this college who assumed the presidency on December 25, 1974 up to his retirement from the service on September 29, 1975. Dr. Fortunato A. Battad, the incumbent president, took over as Officer-In-Charge until his appointment as President of the College was extended by His Excellency, President and Prime Minister Ferdinand E. Marcos on April 8, 1976.



ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.
College, Laguna
Philippines

I. General Information:

1. Name of Institution: Pampanga Agricultural College
2. Location: Town Magalang, Pampanga Province Pampanga
3. Legal Status: Chartered X Private _____ BVE _____
4. Total area of Campus: 699 hectares

II. Brief history of the College. (Schedule A - write on separate sheet).

III. Aims and functions of the Institution. Write the ultimate goals and functions of this College. (Schedule B - write on separate sheet).

IV. Facilities

1. Land Resources

a. Area developed: 502 has. 75.03 %
Still undeveloped: 167 has. 24.97 %

b. Classification: Area

1. Campus and grounds	<u>7.0</u> has.
(Academic area, housing area, parade or drill grounds, athletic field, etc.)	
2. Cropping area	<u>71.0</u> has.
3. Animal Projects	<u>5.0</u> has.
4. Pasture	<u>200.0</u> has.
5. Reserve Forest	<u>150</u> has.
6. Miscellaneous Use	<u>15</u> has.
7. Uncultivated	<u>50</u> has.
8. Experiment Station	<u>3</u> has.
TOTAL -----	<u>502</u> has.

d) <u>B.S. in Inland Fisheries</u>	Enrollment	<u>7</u>	:	<u>15</u>
e) _____	Enrollment	_____	:	_____
f) _____	Enrollment	_____	:	_____
2. Other courses: 19 <u>77</u> - 19 <u>78</u>				
a) <u>Assoc. in Agri. Technology</u>	Enrollment	<u>204</u>	:	<u>176</u>
b) <u>Forest Ranger</u>	Enrollment	<u>12</u>	:	<u>8</u>
c) <u>Diploma in Fisheries</u>	Enrollment	<u>9</u>	:	<u>0</u>
d) <u>MATEA</u>	Enrollment	<u>94</u>	:	<u>21</u>
e) <u>MSA</u>	Enrollment	<u>18</u>	:	<u>12</u>

VII. Number of staff and their qualifications SY 1977 to 78

Total Number of Staff	<u>85</u>
B.S.	<u>66</u>
M.S./MA	<u>15</u>
Ph. D.	<u>4</u>
TOTAL	<u>85</u>



ASSOCIATION OF COLLEGES OF AGRICULTURE
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College, Laguna
Philippines

BRIEF HISTORY OF THE DON SEVERINO AGRICULTURAL COLLEGE

The Don Severino Agricultural College was opened as a pioneer intermediate school in 1906. It was one of the intermediate schools established in the province of Cavite during the first years of American occupation. The first teachers and a principal were Americans recruited from the United States Armed Forces. In addition to the 3R's, elementary agriculture was greatly emphasized.

Its first building was made of bamboo, nipa and other local materials. Construction materials were contributed by the people and labor was voluntary.

In 1915, a Filipino Principal was appointed. Three years later, the Indang Intermediate School was changed to Indang Farm School. Intermediate classes were maintained with emphasis on vocational agriculture for boys and domestic science for girls.

Don Severino delas Alas who was then Secretary of Interior under the late General Emilio Aguinaldo donated a sizeable area to increase the field for laboratory purposes.

The school offered the first year secondary course in vocational agriculture in 1923. In 1927, the girls were admitted to classes above the intermediate level and the name of the institution was changed to Indang Rural High School. The school graduated its first secondary agricultural class for boys in 1927, and first secondary home economics for girls in 1931.

The name of the institution was changed by Congressional Action to Don Severino National Agricultural School in 1958. The school was given its own charter and became known as Don Severino Agricultural College with a Board of Trustees as its governing under RA No. 3917 approved on June 18, 1964.



ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.
College, Laguna
Philippines

I. General Information:

- 1. Name of Institution: Don Severino Agricultural College
- 2. Location: Town Indang, Province Cavite
- 3. Legal Status: Chartered _____ Private _____ BVE _____
- 4. Total area of Campus: 52.5 hectares

II. Brief history of the College. (Schedule A - write on separate sheet).

III. Aims and functions of the Institution. Write the ultimate goals and functions of this College. (Schedule B - write on separate sheet).

IV. Facilities

1. Land Resources

- a. Area developed: 52.5 has. 100 %
- Still undeveloped: None has. 0 %

b. Classification:

	<u>Area</u>	
1. Campus and grounds	<u>8</u>	has.
(Academic area, housing area, parade or drill grounds, athletic field, etc.)	<u>2</u>	has. in Tagaytay for DSAC, IPB Res.
2. Cropping area	<u>30</u>	has.
3. Animal Projects	<u>2</u>	has.
4. Pasture	<u>8</u>	has.
5. Reserve Forest	<u>.5</u>	has.
6. Miscellaneous Use	<u>2.0</u>	has.
7. Uncultivated	<u>1.0</u>	has.
8. Experiment Station	<u>1.0</u>	has.
TOTAL -----	<u>52.5</u>	has.

2. Farm Tools and Implements: X adequate: inadequate
3. Laboratory Rooms and Equipment: X adequate: inadequate
4. Classrooms & Equipment: X adequate: inadequate
5. Buildings and other permanent features of the physical plant:

	Structure	Number
1. <u>Laboratory School Bldg.,</u>	<u>Permanent</u>	<u>9</u>
2. <u>Collegiate buildings</u>	<u>"</u>	<u>4</u>
3. <u>Convention Hall</u>	<u>"</u>	<u>1</u>
4. <u>Research</u>	<u>"</u>	<u>1</u>
5. <u>Nursery sheds & poultry & Piggery Houses</u>	<u>"</u>	<u>8</u>
6. <u>Library</u>		
1. Size of room or 30 X 12m sitting capacity: <u>130</u>	3. Number of periodicals:	
2. Number of volumes: <u>20</u>	Sc. Journals <u>16</u>	
Technical <u>20</u>	Daily newspapers <u>5</u>	
Non-Fiction <u>2,067</u>	Weekly magazines <u>7</u>	
Fiction <u>36</u>	4. Librarian: <u> </u>	
	Training <u> </u>	
	Experience <u> </u>	

V. Number of college students in agriculture only in 1978-79 2nd semester

1st Year <u>341</u>	2nd Year <u>273</u>
3rd Year <u>232</u>	4th Year <u>228</u>

Number of graduates in March or April, 1978 : 195

VI. Course Offerings:

1. Leading to B.S. degree

Majors or Areas of Specialization in 1978 to 1979 (2nd sem)*

a) <u>Animal Husbandry</u>	Enrollment <u>38</u> ;
b) <u>Agronomy</u>	Enrollment <u>193</u> ;
c) <u>Agricultural Education</u>	Enrollment <u>18</u> ;

*Fourth Year only



**ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.**
College, Laguna
Philippines

AKLAN AGRICULTURAL COLLEGE

A TOUCH OF HISTORY

The Aklan Agricultural College like a small mustard seed has grown in stature as an answer to the crying need for trained farmers to develop the rich Aklan Valley, then a part of the province of Capiiz. Accordingly, then Governor Simeon Hobo worked for the conversion of the Banga Intermediate School to a farm school in 1918. Being the only farm school in the province it was given the name of the Capiiz Farm School.

The enrolment of the farm school increased considerably and in 1928 it was converted into a secondary rural school with the name of the Banga Rural High School. A year later separate curricula for boys and girls were implemented. The boys took the Agricultural Curriculum and the girls the Home Economics Curriculum.

Sometime in 1960, then Congressman Jose B. Legaspi secured the passage and approval of H. B. No. 5374, otherwise known as Republic Act No. 3439, an act converting the Banga Rural High School in the Municipality of Banga, Province of Aklan into the Aklan Agricultural College. The law was implemented during the term of Congressman Godofredo P. Ramos in 1963.

From 1901 to 1964, the school as a secondary institution of learning was administered by the following as principals or teachers-in-charge:

- Mr. Catalino Aurelio as Principal in 1918
- Mr. Francisco del Rosario as Principal in 1919
- Mr. Camilo Zarate as Principal in 1925
- Mr. Antonio Jonson as Principal in 1928
- Mr. Pedro Montillano as Principal in 1929
- Mr. Agapito Buenaventura as Principal in 1930
- Mr. Basilio Viado as Principal in 1936
- Mr. Anastacio A. Rowan and Mr. Numeriano Cuevas alternating as teachers in-charge in 1940-1945
- Mr. Filemon Guillen as Principal designated by PCAO in 1945
- Mr. Anastacio A. Rowan as Principal in 1946
- Mr. Marcelo S. Corpuz as teacher in-charge in 1962
- Mr. Dioscoro N. Diapo as Principal in 1962

m o r e

From 1964 up to the present the Aklan Agricultural College has been administered by four superintendents:

- Mr. Rafael G. Macahilig in 1964-1967
- Mr. Alvaro R. Rabina in 1967-1972
- Mr. Tranquilino V. San Pedro in 1972-1975
- Mr. Helmar E. Aguilar as the incumbent administrator assumed office as the fourth superintendent of AAC on July 21, 1975.

AKLAN AGRICULTURAL COLLEGE
Banga, Aklan

INSTITUTIONAL PROFILE

SCHOOL: AKLAN AGRICULTURAL COLLEGE
ADDRESS: BANGA, AKLAN 5502
YEAR ESTABLISHED: 1918

Historical Background:

Formerly Capiz Farm School
Converted to Banga Rural High School in 1925
Then Aklan Agricultural College through R.A. 3439

TOTAL AREA: 63 HECTARES

ADMINISTRATORS:

PRESENT: SUPERINTENDENT FELIX M. AGUILAR

PAST:

1. Tranquilino V. San Pedro, Superintendent
October 1, 1972 to July 20, 1975
2. Alvaro R. Mabina, Superintendent
April 28, 1967 to September 30, 1972
3. Rafael G. Macahilig, Superintendent
1964 to 1967
4. Dioscoro H. Diapo, Principal In-Charge
1962 to 1963
5. Anastacio Rowan, Principal
1946 to 1962
6. Felimon Guillen, Head Related Subjects Dept.
1946
7. Basilio O. Viado, Principal
1936 to 1941
8. Acapito Buenaventura, Principal
1929 to 1936
9. Pedro Montillano, Principal
1925 to 1929
10. Francisco del Rosario, Principal
1919 to 1925
11. Catalino Aurelio, First Administrator
1918

COURSES OFFERED:

A. FORMAL EDUCATION:

1. Master of Science in Agricultural Education
2. Master of Arts in Teaching Elementary Agriculture
(L.M.T.A.)
3. Bachelor of Science in Agricultural Education
4. Bachelor of Science in Agriculture

Major in:

- a. Agronomy
- b. Animal Husbandry
- c. Ag. Engineering
- d. Ag. Education

5. Bachelor of Science in Home Technology

Major in:

- a. Food Trades
- b. Home Management

6. Agricultural Technician Curriculum
7. Agri-Business Secretarial
8. Secondary Agriculture Curriculum
9. Agricultural Homemaking

B. NON-FORMAL EDUCATION:

- | | |
|-----------------------------------|--------------------|
| 1. Vegetables & Plant Propagation | 9. Handicraft |
| 2. Poultry Production | a. Abaca |
| 3. Mushroom Production | b. Buri |
| 4. Rice Production | 10. Baling |
| 5. Rabbitry | 11. Bamboocraft |
| 6. Tailoring | 12. Cosmetology |
| 7. Dressmaking | 13. Farm Mechanics |
| 8. Chambermaid | |

TIE-UP PROGRAMS:

1. Pancy Island Consortium for Rural Agricultural Development
(PICRAD)
2. National Science Development Board (NSDB)
3. Ford Foundation
4. Asian Vegetable Research Development Center (AVRDC)
5. Foundation For Youth Development in the Philippines, Inc.
(FYDF)
6. Japan Overseas Cooperative Volunteer (JOCV)
7. United States Peace Corps Volunteers (USPCV)

ON-GOING RESEARCH:

A study of Tenant-Farmers and Land Owners Attitudes
Towards Practices in the Implementation of Agrarian Reform
Program in Western Visayas. (NSDB Sponsored)

An Evaluation of the Provincial Agricultural Develop-
ment Program of Aklan. (FICRAD Sponsored)

ON-GOING PROJECT:

Ati-Atihan Sports Center

FACULTY DEVELOPMENT PROGRAM:

1. Victor A. dela Cruz - Ph.D. Animal Nutrition, UPLB
2. Benny A. Palma - M.S. Horticulture, New Zealand
3. Minviluz V. Garcia - M.D. Sociology, Xavier University
FICRAD
4. Melia I. Rasco - M.S. Economics, UPLB FICRAD
5. Estrella G. Raz - UPIC-III Region VI, Faculty Dev. Prog. M. Ed.
6. Eufrocina Agtino - UPIC-III Region VI, Faculty Dev. Prog. M. Ed.
7. Danilo Malangan - UPIC-III Region VI, Faculty Dev. Prog. M. Ed.
8. Joyce R. Abitang - UPIC-III Region VI, Faculty Dev. Prog. M. Ed.

AGRICULTURAL PROJECTS:

1. Swine
2. Poultry
3. Cattle
4. Goat and Sheep
5. Regional Seed Production Center
6. Rice
7. Vegetables and Root Crops
8. Multiple Crop
9. Corn andorghum
10. Botanical and Reforestation
11. Students Supervised Farming Project

BUILDINGS:

	Number	No. of Classrooms
1. Science	1	6
2. Vocational Agriculture	1	6
3. Vocational Ag. Homearing	1	3
4. Related and Administration	1	3
5. Library and Humanities	1	5
6. AAG	1	6
7. Farm Shop	1	1
8. Temporary College Building	1	4
9. Amphitheater	1	-

BUILDINGS:	Number	No. of Classrooms
10. Canteen	1	1
11. Home Technology	1	3
12. Farm Machinery Shed	1	1
13. Nursery Shed	2	1
14. Night Corral Shed	1	1
15. Farm Power House	1	1
16. T & E. Cottage	18	1
17. Ladies Dormitory	1	1
18. Poultry House	6	1
19. Pigery	3	1
	44	37

TEACHERS AND EMPLOYEES:	Number
College	28
High School	29
Facilitative Staff	35
Casual	11
Total	103

FARM MACHINERY:

- One Hibbi Tractor
- One Satch Hand Tractor
- Two Willy Jeeps
- One Clubwagon
- One Pick-up

ENROLMENT - SECOND SEMESTER 1978-79

	Male	Female	Total
MAITEA	64	10	94
MS Ag. Ed.	4	4	8
B.S.A.	279	357	636
B.S.H.T.		108	108
ATC	11	22	33
Secondary	415	399	814

ENROLLMENT - SECOND SEMESTER 1978-79

Night Class	173	270	443
Non-Formal Class.	155	938	1,133
GRAND TOTAL	1,161	2,108	3,269

ON-GOING EXTENSION PROGRAMS:

1. NYDP-Out-of-School-Youth Classes (Non-Formal)

Name of Barangay

- | | |
|-----------------|--------------------|
| 1. Bacan | 9. Estancia |
| 2. Linabuan Sur | 10. Linabuan Norte |
| 3. Pagsanghan | 11. Tinigay |
| 4. Dinile | 12. Polocate |
| 5. Lapnag | 13. Feliciano |
| 6. Mangyan | 14. Sincay |
| 7. Tabayon | 15. Daja Sur |
| 8. Tilayon | 16. |

2. Demonstration Project on Multiple Cropping

1. Tabayon
2. Bacan

3. Reforestation Project
(Giant Ipil-ipil)

1. Polocate

4. Students Supervised Farming Project

Different Barangays of Danga, Dete and Kalibo, Aklan



**ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.**

College, Laguna
Philippines

Historical Background

Central Mindanao University began as a rural high school in 1927 at Managok, Bukidnon. It was converted into the Bukidnon National Agricultural School in 1937. World War II destroyed the school totally. And, it was reopened in 1946 at its new site in Musuan Bukidnon with an initial land reservation of 3,401 hectares granted to it under a presidential proclamation. It had a faculty of 12 and a student body of 453.

On June 21, 1952 the school was elevated to the status of a college by virtue of R.A. No. 807 under the name of Mindanao Agricultural College. The ensuing passage of two new bills in Congress which were known later as R.A. No. 3066 and R.A. No. 2273 authorized the college to operate a research department and a revolving fund for its agricultural projects, respectively.

Finally on June 19, 1965, R.A. No. 4498 converted the college into the present Central Mindanao University.

Location

Central Mindanao University covers the whole site of Musuan, Barrio Dologon, in the municipality of Maramag. It sits at the very heart of Mindanao. It is accessible by land from Cagayan de Oro City from the north through Sayre Highway and from the Cotabato provinces from the south through the same highway. With the construction of the Bukidnon-Davao highway via Calinan which is almost complete, direct land route to the provinces and cities of Region XI, becomes available. Within the near future, land route to the Lanao provinces and cities will be safely and comfortably possible through the Wao area.

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ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.
College, Laguna
Philippines

I. General Information:

1. Name of Institution: Central Mindanao University
2. Location: Town Musuan Province Bukidnon
3. Legal Status: Chartered X Private _____ BVE _____
4. Total area of Campus: 3,079.83 has.

II. Brief history of the College. (Schedule A - write on separate sheet).

III. Aims and functions of the Institution. Write the ultimate goals and functions of this College. (Schedule B - write on separate sheet).

IV. Facilities

1. Land Resources

- a. Area developed: 2771.85 has. _____%
- Still undeveloped: 307.98 has. _____%

b. Classification:

	<u>Area</u>
1. Campus and grounds (Academic area, housing area, parade or drill grounds, athletic field, etc.)	<u>461.97</u> has.
2. Cropping area	<u>1168</u> has.
3. Animal Projects	_____ has.
4. Pasture	<u>1016.34</u> has.
5. Reserve Forest	<u>307.98</u> has.
6. Miscellaneous Use	_____ has.
7. Uncultivated	_____ has.
8. Experiment Station	<u>123</u> has.

----- 3,077.29 has.

2. Farm Tools and Implements: ✓ adequate: _____ inadequate _____
3. Laboratory Rooms and Equipment: ✓ adequate: _____ inadequate _____
4. Classrooms & Equipment: ✓ adequate: _____ inadequate _____
5. Buildings and other permanent features of the physical plant:

	<u>Structure</u>	<u>Number</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

6. Library

- | | |
|---|---|
| <p>1. Size of room or sitting capacity: _____</p> <p>2. Number of volumes: _____</p> <p style="padding-left: 20px;">Technical _____</p> <p style="padding-left: 20px;">Non-Fiction _____</p> <p style="padding-left: 20px;">Fiction _____</p> | <p>3. Number of periodicals: _____</p> <p style="padding-left: 20px;">Sc. Journals _____</p> <p style="padding-left: 20px;">Daily newspapers _____</p> <p style="padding-left: 20px;">Weekly magazines _____</p> <p>4. Librarian: _____</p> <p style="padding-left: 20px;">Training _____</p> <p style="padding-left: 20px;">Experience _____</p> |
|---|---|

V. Number of college students in agriculture only in 197 76-3,458 :

1st Year _____ 2nd Year _____

3rd Year _____ 4th Year _____

Number of graduates in March or April, 1975-76; 92

VI. Course Offerings:

1. Leading to B.S. degree

Majors or Areas of Specialization in 1975 to 1976

a) B.S. in Agriculture Enrollment 3,458 :

b) B.S. in Forestry Enrollment 459 :

c) B.S. Agricultural Engineering Enrollment 1,128 :

d) <u>B.S. Agricultural Education</u>	<u>Enrollment</u>	<u>151</u> ;
e) <u>Home Economics.</u>	<u>Enrollment</u>	<u>214</u> ;
f) <u>Veterinary Medicine</u>	<u>Enrollment</u>	<u>52</u> ;
2. <u>Other courses: 1975 - 1976</u>		
a) <u>Graduate School</u>	<u>Enrollment</u>	<u>55</u> ;
b) <u>University High School</u>	<u>Enrollment</u>	<u>586</u> ;
c) <u>Barrio Development School</u>	<u>Enrollment</u>	<u>214</u> ;
d) <u>Elem. Lab. School</u>	<u>Enrollment</u>	<u>462</u> ;
e) _____	<u>Enrollment</u>	<u>1</u>

VII. Number of staff and their qualifications SY 1975 to 1976

Total Number of Staff	<u>240</u>
B.S.	<u>180</u>
M.S./MA	<u>53</u>
Ph. D.	<u>7</u>
TOTAL	<u>240</u>



**ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.**
College, Laguna
Philippines

BRIEF HISTORY OF THE PALAWAN NATIONAL AGRICULTURAL COLLEGE

The Palawan National Agricultural College (PNAC) is the only state supported agricultural college in the province. It is located in Aborlan (a small town) about 67 kilometers south of Puerto Princesa.

It first started as a settlement Farm School in 1910 with only 4 students, then 7. The first grade school pupils and teachers hacked out of the wilderness of Aborlan town a small clearing which was to become the 399-hectare campus of the college. In 1917 it had its intermediate course, primary and secondary grades were offered.

In 1930 the school became the Aborlan Agricultural High School with a four year secondary agricultural curriculum.

It was converted in 1960 into the Palawan National Regional Agricultural School. Three years later, on June 22, 1963, Republic Act 3648 made the school into a college, the first of its kind in Palawan.

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ASSOCIATION OF COLLEGES OF AGRICULTURE
IN THE PHILIPPINES, INC.
College, Laguna
Philippines

I. General Information:

- 1. Name of Institution: PALAWAN NATIONAL AGRICULTURAL COLLEGE
- 2. Location: Town Aborlan Province Palawan
- 3. Legal Status: Chartered Private BVE
- 4. Total area of Campus: 399 hectares

II. Brief history of the College. (Schedule A - write on separate sheet).

III. Aims and functions of the Institution. Write the ultimate goals and functions of this College. (Schedule B - write on separate sheet).

IV. Facilities

1. Land Resources

- a. Area developed: 319 has. 80 %
- Still undeveloped: 80 has. 20 %

b. Classification:	<u>Area</u>
1. Campus and grounds (Academic area, housing area, parade or drill grounds, athletic field, etc.)	_____ has.
2. Cropping area	_____ has.
3. Animal Projects	_____ has.
4. Pasture	_____ has.
5. Reserve Forest	_____ has.
6. Miscellaneous Use	_____ has.
7. Uncultivated	_____ has.
8. Experiment Station	_____ has.
TOTAL -----	_____ has.

2. Farm Tools and Implements; _____ adequate: inadequate
3. Laboratory Rooms and Equipment; _____ adequate: inadequate
4. Classrooms & Equipment; _____ adequate: inadequate
5. Buildings and other permanent features of the physical plant;

	<u>Structure</u>	<u>Number</u>
1. <u>Agronomy-Soils</u>	_____	_____
2. <u>Animal Husbandry</u>	_____	_____
3. <u>Biological Sciences</u>	_____	_____
4. <u>Physical Sciences</u>	_____	_____
5. <u>Ag. Education and Economics</u>	_____	_____

6. Library

- | | |
|---|--|
| <p>1. Size of room or sitting capacity: _____</p> <p>2. Number of volumes: <u>1,000</u></p> <p style="margin-left: 20px;">Technical _____</p> <p style="margin-left: 20px;">Non-Fiction _____</p> <p style="margin-left: 20px;">Fiction _____</p> | <p>3. Number of periodicals:</p> <p style="margin-left: 20px;">Sc. Journals _____</p> <p style="margin-left: 20px;">Daily newspapers _____</p> <p style="margin-left: 20px;">Weekly magazines _____</p> <p>4. Librarian: _____</p> <p style="margin-left: 20px;">Training _____</p> <p style="margin-left: 20px;">Experience _____</p> |
|---|--|

V. Number of college students in agriculture only in 1976-1977

Secondary <u>899</u>	Collegiate <u>477</u>
BSA....1st Year _____	2nd Year _____
3rd Year _____	4th Year _____

Number of graduates in March or April, 19____: _____

VI. Course Offerings:

1. Leading to B.S. degree

Majors or Areas of Specialization in 19 76 to 19 77

- | | | |
|--------------------|------------|--------------|
| a) <u>BSA</u> | Enrollment | <u>212</u> : |
| b) <u>BS Ag Ed</u> | Enrollment | <u>77</u> : |
| c) <u>BSHE</u> | Enrollment | <u>7</u> : |

BRIEF HISTORY OF THE CAMARINES SUR AGRICULTURAL COLLEGE
(1918-1978)

SPRAWLED over more or less seven hundred and forty hectares of rich agricultural land, the Camarines Sur Agricultural College is located in the Municipality of Pili, the capital town of the province of Camarines Sur. It is linked to various points in the archipelago by a regular flight of the Philippine Air Lines, the Naga Airport being located inside the school site and a bare 500 meters from the CSAC campus. The National Highway (Manila South Road) cuts into the school campus, and the PNR stations in the City of Naga and in the town of Pili are respectively only eleven and three kilometers from the school.

Lying almost at the heart of Bicol (Latitude $13^{\circ} 22' N$; Longitude $123^{\circ} 23' E$) the school site has an elevation of 41 meters above sea level, its area level or nearly level and has a more or less evenly distributed rainfall throughout the year. It has a clayloam type of soil belonging to the Pili soil series. Its population of about four thousand consists of students, faculty members and other school personnel and their dependents.

The CSAC was established in June, 1918, as a provincial farm school then called the Camarines Agricultural School, offering courses exclusively for boys in the intermediate level.

During the school year 1919-20 the school became National and subsequently the intermediate grades were gradually phased out to give way to the secondary curriculum and in 1925 the school was re-named as Camarines Agricultural High School. However, during the school year 1926-27 the school was reverted to its original provincial status.

The enactment into law on June 17, 1948, of R.A. 303, gave back to the institution its status as a national school. The school's fiscal support was then shifted from the provincial to the national government.

On June 15, 1954, R.A. 1089 was approved. This law converted the then Camarines Sur Agricultural High School into the Camarines Sur Regional Agricultural School of the Baybay (Leyte) National Agricultural School type. It was this law that paved the way for the college to offer the courses it now offers. In 1960, by virtue of the General Appropriation Act for that year the school was re-named Camarines Sur National Agricultural School and on September 18, 1973, the Office of the President of the Philippines approved the change in the name of the institution to CAMARINES SUR AGRICULTURAL COLLEGE.

CURRICULAR OFFERINGS

When the school opened in 1918 it offered courses in the intermediate level. There were 98 boys who enrolled in Grades V, VI, and VII. In 1923 it started to offer courses in agriculture in the secondary level, and in 1936 admitted girls for enrolment.

The two-year technical agriculture (Associate in Agriculture) course was introduced in 1956. This was to dovetail later on the four-year agriculture education curriculum (Bachelor of Science in Agricultural Education) which was opened in 1960 pursuant to BPS Circular No. 25, s. 1959 and implemented by BPS Memorandum No. 69, s. 1960. Graduates in the two-year technical agriculture course were allowed to continue as third year in the newly opened course and in 1962 the school turned out its first batch of 27 BSAEd graduates. With the opening of the BSAEd course, the offering of the two-year technical agriculture curriculum was discontinued.

In 1973, aside from the BSAEd degree, the Secretary of Education and Culture authorized the CSAC to offer the four-year technical Agriculture curriculum leading to the degree of Bachelor of Science in Agriculture (BSA).

The two-year agricultural technician course was also offered starting school year 1974-75. Aside from the above mentioned courses, the CSAC also offers the Secondary Agricultural Course, for both boys and girls.

Evening Classes for the collegiate and secondary departments were opened in 1973 and 1974, respectively, to provide opportunity for working students to avail of the services of the college.

In 1975, the college was designated by the Secretary of the then Department of Education and Culture (DEC) as an accrediting institution for the degree of Master of Arts in Teaching Elementary Agriculture (MATEA).

From its humble beginning of 98 students and four members of the staff the school gradually evolved to its present staff of 137 personnel and an enrolment of 1,930 in the secondary level, 1,250 in the collegiate level and 530 in the MATEA course as of school year 1977-78.

ADMINISTRATORS AND DATE OF THEIR TERMS

When the school opened in 1918, the staff consisted of one superintendent, one principal, one farm manager and one academic teacher. Mr. George O. Kindley, an American expert in agriculture was the first superintendent of the school, Mr. Julian Meliton, the first Principal, Mr. Doroteo Tolentino, the first farm manager and Mr. Eleazar, the academic teacher. When Mr. Tolentino retired that same year, Mr. Vicente Malaya succeeded him as Farm Manager.

In 1920, Mr. Kindley left for the United States and Mr. Meliton was transferred to the Camarines Sur High School. Mr. Meliton was succeeded by Mr. Vicente Cornelio, who did not stay long. Mr. Victor Oblifias came to administer the school as Principal up to its conversion from provincial to national in status and with the change came the promotion of Mr. Oblifias as Superintendent.

The year 1928 brought again to the school another American superintendent, Mr. William Pickell, but for reason of illness he had to leave in 1930.

Mr. Zosimo Montemayor succeeded Mr. Pickell as administrator. He was principal of the school from 1930 to 1936. It was during this period when the first lady teacher, Miss Conchita Manuel, was employed.

Mr. Santiago Medrana followed Mr. Montemayor in 1936 and in August 1938, Mr. Camilo C. Guevara assumed the principalship until he left for Cavite in January 1942 at the outbreak of World War II. Mr. Silvestre Antonio, then superintendent of the Division of Camarines Sur took upon himself the task of looking after the school which ended in his death in the hands of the Japanese together with one of his clerks, Mr. Felix Malapo. Mr. Delfin O. Divinagracia then became in-charge of the school as acting principal from 1942-1945. In August, 1945, Mr. Concordio C. Mandac assumed office as acting principal until the return of Mr. Guevara in 1946. Mr. Guevarra retired in October, 1960. To Mr. Guevarra goes the credit for much of the improvement which were later on to become the springboard for later day development.

Upon the conversion of the school into a regional agricultural school of the Baybay (now Visayas State College of Agriculture) type in 1954, the school once again ceased to be under the division superintendent of schools for Camarines Sur. On July 19, 1955, Mr. Jose F. Luna assumed office as superintendent of the school until July 31, 1962 when Mr. Leoncio M. Meneses, then superintendent of the Roxas Memorial Agricultural School succeeded him. Mr. Meneses was superintendent from August 1, 1962 to August 11, 1967. It was during Mr. Luna's term when bigger things began to take shape for the college.

Mr. Crispin E. Cabanilla succeeded Mr. Meneses in 1967 and administered the school up to May 25, 1971 when he was detailed in the General Office. Mr. Cabanilla adopted bold measures in developing and in expanding existing school projects with the aim in view of augmenting the school's finances and at the same time making these projects more functional as laboratory facilities for the students.

As a result of Mr. Cabanilla's being detailed in the General Office, Mr. Andres M. de la Cruz, G.O. Educational Specialist, was assigned as Officer-In-Charge of the College. This was at the time when student demonstrations were at its height throughout the country and when Mr. de la Cruz was recalled to the General Office in April, 1972, Mr. Aniceto A. Binoya, incumbent Principal was assigned as Principal-In-Charge of the College.

On October 1, 1972, Mr. Alvaro R. Rabina assumed Office as Superintendent of the Camarines Sur Agricultural College. He foresaw the important role of the college in bringing prosperity and culture to the province, the region and the country. He also foresaw that higher education would necessarily play a vital role in this growth and progress, hence the necessity of strengthening and expanding its trilogy of functions which are instruction, research and extension. To him the future holds an even greater destiny and challenge.

I. General Information:

1. Name of Institution: Camarines Sur Agricultural College
2. Location: Town Pili Province Camarines Sur
3. Legal Status: Chartered _____ Public X Private _____
4. Total area of school site 740 hectares

II. Brief history of the college. (Annex A)

III. Institutional Philosophy/Objectives (Annex B)

IV. Facilities

1. Land Resources

a. Area of school site:

Executive Proclamation No. 568	-	329.7617	has.
Executive Proclamation No. 626	-	162.0288	"
Sub-Total for area covered by Pro.	-	<u>491.7905</u>	"
OCT # 697	-	54.0011	"
OCT # 872	-	30.6303	"
OCT # 1029	-	137.1505	"
OCT # 1057	-	27.0404	"
Sub-Total for area covered by title-	-	<u>248.8223</u>	"
TOTAL AREA	-	<u>740.6128</u>	"

Less area allotted for use of other agencies:

Airport - - - - -	-	36.000	has.
Philippine Army - - - - -	-	28.3635	"
Marcos Stadium - - - - -	-	7.5000	"
National Manpower & Youth Council - - - - -	-	54.0000	"
San Jose Elem. School - - -	-	1.0000	"
Provincial Motor Pool - - -	-	5.0000	"
Relocation Site - - - - -	-	4.0000	"
Eicol River Basin Development Program - - - - -	-	2.0000	"
		<u>137.8635</u>	"

NET AREA - 602.7493 Has.
 Less area covered by Proclamation Nos. 568 & 626 which is at present occupied by squatters and is under Court litigation . . . - 491.7905 has.

AREA ACTUALLY OPERATED BY CSAC 110,9588 has.

b. Utilization:

1. Main Campus & Residences, including three (3) student barrios	24.0 has.
2. Research Areas	21,718 has.
a. Banana	2,1900 has.
b. Vegetable	5,1680 "
c. Lowland Rice	4,9320 "
d. Upland (root crops, etc.)	5,9680 "
e. Orchard	2,7320 "
f. Coconut	7200 "
3. Animal Project (Poultry & Swine)	1,0000 has.
4. Orchard and Pasture	10,7408 "
5. Vegetable Seed Production Area	5.0 "
6. Rice Supervised farming	<u>48.5</u>
TOTAL	<u>110,9588</u> has.

2. Farm Tools and Implements: X adequate; inadequate

3. Laboratory Rooms and Equipment: adequate; X inadequate

4. Classrooms & Equipment: adequate; X inadequate

5. Buildings and other permanent features of the physical plant:

	<u>Structure</u>	<u>No.</u>	<u>No. of Rooms</u>
1) Laboratory Science Bldg.	Permanent	1	4
2) Humanities Bldg.	"	2	14
3) Crop Science Bldg.	"	1	6
4) Engineering Bldg.	"	1	3
5) Seed Bank Bldg.	"	1	4
6) Vocational Agriculture Bldg.	"	1	8
7) Home-making Bldg.	"	2	7
8) Farm Shop, Machine Shop, & Machine Shed	"	3	3
9) Administration Bldg.-Library	"	1	
10) Social Hall	"	1	
11) Old Adm. Bldg. (used as classrooms)	Semi-perm.	1	2
12) Practical Arts Bldg.	"	1	2
13) Hog House	"	1	
14) Poultry House	"	1	
15) Animal Shed	Temporary	1	

16) Canteen	Permanent	1	
17) Post Office/Cooperatives Complex	Semi-perm.	1	3
18) Nursery House	Temporary	1	8m.x10m.
19) Pre-fab Bldg.	Permanent	1	2
20) Ladies Dormitory	"	1	(50 bed cap.)
21) Teachers Cottages	Semi-perm.	38	

6. Library

1. Size of room or sitting capacity: <u>160</u>	3. Number of periodicals:
2. Number of volumes:	Sc. Journals <u>280 titles</u>
Technical <u>2,474</u>	Daily newspapers <u>3</u>
Non-Fiction <u>7,586</u>	Weekly magazines <u>7</u>
Fiction <u>494</u>	4. Librarian: <u>2 full time</u>
	<u>librarians</u>
	Training <u>1-BS Lib.Sc.;MA</u>
	<u>1-BS Lib.Sc. with</u>
	<u>30 units M.A.</u>
	Experience <u>1-17 yrs.</u>
	<u>1-27 yrs.</u>

V. (1) Number of college students in agriculture only in SY 1978-79:

1st Year <u>448</u>	2nd Year <u>354</u>
3rd Year <u>231</u>	4th Year <u>217</u>

(2) Number of graduates in March or April, 1979: 214

VI. Course Offerings:

1. Leading to B.S. degree

Majors or Areas of Specialization in S/Y 1978-79

a) <u>B.S. in Agricultural Education</u>	Enrollment <u>664</u>
b) <u>B.S. in Agriculture</u>	Enrollment <u>510</u>

2. Other Courses

a) <u>Master of Arts in Teaching Elem. Agriculture (Accrediting Institution)</u>	Enrol. <u>586</u>
b) <u>Agriculture Technician Course</u>	Enrollment <u>76</u>
c) <u>Secondary Agricultural Course</u>	Enrollment <u>1,899</u>

VII. Number of staff and their qualifications SY 1978-79

1. Total Number of Staff	<u>139</u>
a. Administrator	- 1
b. College Dept. Faculty	- 43
c. Secondary Dept. Faculty	- 66
d. Facilitative Staff	- 29
2. Distribution of Staff by Degrees:	
a. PhD	- 1
b. M.S. with 20 or more units in PhD	- 5
c. M.A. with 20 or more units in PhD	- 9
d. M.S.	- 3
e. M.A.	- 11
f. B.S. with 20 or more units in M.S.	- 4
g. B.S. with 20 or more units in M.A.	- 36
h. B.S.	- 50
i. B.S. undergraduate	- 17

PHILOSOPHY

The guiding philosophy of the CSAC is education for economic development and social progress. This means that the college is committed to direct its programs, resources and efforts towards the development of a critical mass of quality manpower in the region. Towards this end, the institution shall aspire to produce leaders and professionals in agriculture and homemaking who can efficiently identify development opportunities and translate them into endeavors of economic and social development. Anticipating varied opportunities, CSAC will produce graduates who can cope with the problems of a business executive, a naturalist, a scientist, a mechanic and skilled laborer so that he can adequately meet certain demands in our ever changing environment, particularly our rural areas. The college also recognizes the role that the rural women have to play and in recognition of this role, the CSAC shall provide a program that will make our rural women proficient in varied line or work related to the farm and farm home.

Pursuant to this philosophy, CSAC aims to achieve excellence in its trilogy of functions which are instruction, research and extension. To achieve this aim, the College shall continue its efforts in building linkages with other institutions and agencies in the region, in the Philippines as well as other countries.

OBJECTIVES

1. To provide formal and informal instruction relevant to the economic, social, cultural and political goals of the country.
2. To produce graduates with managerial and technical know-how to enable them not only to influence but be in the forefront of agricultural development in the region.
3. To produce graduates who will provide professional leadership in instruction, research and extension services in agriculture.
4. To produce graduates who are exposed to the world of work and in the intricacies of socio-economic development so that they may have a more realistic appraisal of their future occupation in agriculture.
5. To provide benchmark data that will redirect the instructional program of CSAC toward the production of a mass of quality manpower critically needed to backstop current regional development.
6. To conduct adaptive research that will lead to maximize the production of crops and animals identified as priority commodities in the region.
7. To strengthen research staff capabilities as well as provide a mechanism that will effectively coordinate, manage and evaluate the research program of the CSAC.
8. To strengthen the CSAC research station and its existing facilities.
9. To improve the levels of living of farm families within the region.
10. To maximize CSAC's linkages with other line agency extension programs.
11. To offer non-formal courses to the various leader sector of the farming communities.

EXAMINATION OF NATURE, SCOPE AND MAGNITUDE OF ENVIRONMENTAL IMPACT

I. Identification of Evaluation of Environmental Impacts

The nature of project is such that it is not expected to adversely impact on the nation's environment. Much of the project relates to the development and upgrading of human resources to help the Government of the Republic of the Philippines, through its educational institutions, increase the income and welfare of small farmers and other members of the rural community.

Part of the research and training activities of the campuses will deal with the safe use of pesticides, fertilizers, and other agricultural chemicals. Proper management practices in the use of these chemicals in tropical conditions is an important objective. An essential part of the training of farm technicians, farm managers, and farmers will be on the safe use of agricultural chemicals in terms of application, residues, and environmental contamination.

II. Impact Areas and Sub-areas

Impact
Identification
& Evaluation (See
legend next page)

A. Land Use

1. Changing the character of the land through:

Legend: N - No environmental impact
 L - Little environmental impact
 M - Moderate environmental impact
 H - High environmental impact
 U - Unknown environmental impact

- a. Increasing the population- - - - - N
- b. Extracting natural resources - - - - - N
- c. Land clearing - - - - - N
- d. Changing soil character - - - - - N
- 2. Altering natural defenses- - - - - N
- 3. Foreclosing important uses - - - - - N
- 4. Jeopardizing man or his works- - - - - N
- 5. Other factors

B. WATER QUALITY

- 1. Physical state of water- - - - - N
- 2. Chemical and biological states - - - - - N
- 3. Ecological balance - - - - - N
- 4. Other factors

C. ATMOSPHERIC

- 1. Air additives- - - - - L
- 2. Air pollution- - - - - N
- 3. Noise pollution- - - - - N
- 4. Other factors- -

D. NATURAL RESOURCES

- 1. Diversion, altered use of water- - - - - N
- 2. Irreversible, inefficient commitments- - N
- 3. Other factors

E. CULTURAL

- 1. Altering physical symbols- - - - - N
- 2. Dilution of cultural traditions- - - - - N
- 3. Other factors

F. SOCIO-ECONOMIC

- 1. Changes in economic/employment patterns L
- 2. Changes in population .. - - - - - N
- 3. Changes in cultural patterns - - - - - N
- 4. Other factors

G. HEALTH

- 1. Changing a natural environment- - - - N
 - 2. Eliminating ecosystem element - - - - N
 - 3. Other factors
-
-

H. GENERAL

- 1. International impacts - - - - - N
 - 2. Controversial Impacts - - - - - N
 - 3. Larger program Impacts- - - - - N
 - 4. Other factors
-
-

III. Discussion of Impacts

Environmental consequences could result from two sources as a result of this project. The first is the use of pesticides and other agricultural chemicals in experimental and demonstration activities on various campus and other farms. Potential results to the environment from these activities are negligible because the amounts used will be extremely small and will be under the supervision of the college staff members who are well trained in the safe use and disposal of these chemicals. The second environmental consideration relates to the impact the project may have on the increased but controlled use of pesticides, fertilizers and other agricultural chemicals by farmers or government agencies. The ultimate impact should be beneficial even though it is possible that activities of the campuses may ultimately result in the use of greater quantities of pesticides, fertilizers, chemicals, etc. than at present.

Chemical and Biological Status - Pesticide, fertilizer and other agricultural chemical residues in water, silt, etc. at the bottom of bodies of water may be found as a result of agricultural chemicals used to increase production and crop protection. Minimal regulations now exist on the kind and extent of agricultural

chemicals used in relation to the potential for contamination of water. The proposed activities at the campuses will help identify water contamination problems and help determine which agricultural chemicals are involved and how to eliminate or reduce them. Thus the potential impact here is positive, through reducing current or preventing future contaminating agricultural practices.

Air Additives - The use of agricultural chemicals, particularly pesticides applied as sprays or dusts always entail the possibility of drift. The task of the college staffs will be to help determine such drift, the potential for harmful impacts and methods to prevent or reduce these impacts to farmers through training. The overall impact of this project should be to reduce such problems.

Socio-Economic Changes - The potential impact of project activities on employment may be both positive and/or negative. New or modified agricultural chemical management technology may be labor intensive, thus creating new jobs. On the other hand, effective and economical use of herbicides maybe found which will eliminate the need for expensive hand-weeding. The total socio-economic impact depends on a number of unknown factors that cannot be accurately predicted. However, similar activities in other countries have resulted in improved productivity of farmers and the reduction of crop losses.

ANNEX H

Social Soundness Analysis

SOCIAL SOUNDNESS ANALYSIS

This project centers around seven (7) agricultural colleges in seven (7) discrete geographical regions throughout the Philippines. It is designed to benefit small farmers whose farms will become viable laboratories in extension-services training practicum for students of project institutions. It links therefore human resource development with food and agricultural extension services, using the project institutions to reach small farm households. These households are classified as producers of rice and corn, and fall into a family income category of ₱3,000 per year. About 75 percent of the households in the service areas cultivate less than 3 hectares. They have an average net farm income of about \$350 per year, and about one-half are operating under tenancy. In terms of amenities, these families generally live in dirt-floor shacks built of native materials, nipa, cogon or wood. Although the likelihood is that propinquity to a project college would increase the chances that electricity and water service may be available in the area, still half or more of the target population would not have availed themselves of these services due to income limitations. The low availability of health and nutrition services would be symptomatic of incomes too low to devote resources for these purposes as well as difficulty of access due to inadequate road systems. Children of these families who do well in primary school are unable to attend high school or college in the closest town because the family lacks adequate cash income. Agricultural colleges in the rural areas themselves provide the closest access to advanced educational opportunities that exist in the Philippines for this strata of rural Filipino.

Clearly, the rural people who send their children to study at these project colleges are among the very poor. This was confirmed in a recent survey^{1/} of 892 students at DSAC where the following significant characteristics of the student population were noted:

- more than 60% were female;
- 90% were from rural areas surrounding the college;
- 81% of female and 68% of male students come from rural barangays;
- 55% of the males and 65% of the females indicated that their fathers were farmers, and 73% of the males and 75% of the females indicated that their mothers were housekeepers;
- 75% of both males and females indicated that their families farmed less than three hectares of land; 20% of the males and 25% of the females indicated that their families had less than one hectare; and
- 50% of the males and 58% of the females indicated that their family income per annum was less than ₱3,000.00 (\$400), or about \$60 per capita.

The situation in DSAC is similar to that at the other six (6) project colleges. At CMU, 90.34% of the 4,723 students enrolled come from rural areas as compared to 9.66% coming from urban centers; 48.19% of the parents of students are farmers and only 10.74% are professionals, while 1.05% are executive and managerial workers. The rest of the parents are either laborers and manual workers (8.09%), or government employees and clerical workers (11.73%). So much so that only 11.79% of the students may be considered as coming from high income families and the rest (89.21%) come from poor households.

^{1/} Survey questionnaire prepared and administered by Don Severino Agricultural College, 1977.

At CSAC, 80.33% of the parents of the students are engaged in farming, 6.67% are either government employees or seasonal workers, 4.44% are laborers, 3.70% are non-farm wage earners, 3.46% are not employed, 1.15% are professionals, and 0.25% are in the administrative/executive/managerial levels of employment.

This condition is also true at WLAC. In a survey of parents of "supervised student farmers", it was found out that 65.02% were farmers; 18.98% were laborers; 9.97% were seasonal workers; 5.11% were professionals; and the rest (2.92%) were non-farm wage earners.

While at PNAC, 79.35% of parents are engaged in farming, forestry, or fishing jobs;; at PAC 39.10% are farmers and 21.56% are farm laborers; at AAC, majority of the parents of students come from poor families, 71.00% of whom are farmers or are engaged in farming as a source of livelihood.

Because of their economic condition and low access to markets and services, farmers in these service areas are often precluded from participation in such programs as MASAGANA 99, and the benefits of the new HYV introduced by BPI. because the cost of fertilizers and pesticide is not available to them. The fact that these farmers are not organized reduces the possibility of their making use of credit and capital loans. In general, farmers are only loosely bound of affinity and blood relationship to informal and formal leaders in their communities. Membership to socio-religious organizations/associations are not much help unless there is exceptionally strong/dynamic leadership. The farmers therefore have only marginal influence over local policies, and virtually none over national affairs. The organizations to which they may belong are generally single function-oriented (irrigator associations, barangay

brigades, etc.), and imposed in form upon the community from the center (such as Samahang Nayons), thereby limiting their usefulness for aggregating farmer interests. To improve access to credit facilities, agricultural inputs, and markets, the project institutions, through their students, should assist the residents in developing community-based structures which will strengthen farmer organization as an interest group.

Household heads of rural families generally emphasize the importance of education for themselves and their children. The importance which education plays as a determinant of social mobility in the Philippines cannot be underplayed. Although it would be difficult to directly attribute expenditures on education to significant changes in income distribution, it has been demonstrated that education is an important factor of intergenerational mobility.

There is also strong indication that the Filipino family recognizes the impact which education has on social status by their willingness to allocated expenditures toward educational expenses. Surveys conducted by University of the Philippines indicated that education consistently ranked second or third as an activity in which families would devote an increased share (marginal) income. The Bureau of Census reports that on an aggregate basis, education is the third largest expenditure from gross family income after food, housing, and clothing and that on the margin, it is one of the fastest growing expenditure items in the family budget.

Despite these statistics, it is often the case that children in rural areas cannot proceed beyond the fourth grade, much less attend

secondary school, because of the added fees involved. It may be reasonably asserted that the opportunity for youth to continue formal schooling in the rural areas is constrained primarily by low family incomes, and secondarily by problems of physical access.

For older out-of-school youth and working heads-of-households, education on a specific skill basis can enhance both productive opportunities as well as community status. The benefits of education are deeply ingrained in the value system of the rural Filipino, and this is a positive factor in the achievement of project goals. Association with any form of educational process, formal and non-formal, is valued. The farmer's social standing is enhanced by the certificates obtained from seminars/workshops/training sessions. In a way, he attains some status as one of the "leaders" in his community in the area of his newly acquired "expertise". On the other hand, there is risk that new skills and knowledge will set the individual apart from his peers in the community. The ethos of entrepreneurship in rural barangays is moderated by the concept of hiya, or a reticence of talk about or undertake new ideas or activities which might set the individual apart from his neighbors as an innovator. The feeling here is not that innovation is to be avoided, but rather, awareness of the likelihood of neighbors to tease the individual or gossip behind his back, particularly should he fail.

This value of hiya (which should not be confused with risk-avoidance) comes into play most frequently when the barangay confronts new technologies or services from the outside. Part of the reason for the resistance stems from ignorance of the new methods or opportunities;

part of the reason is also the insensitivity of the individual or institution transmitting new information to the barangay in not packaging it in a context used which local residents can relate. The extension worker or government official who approaches the barangay residents is perceived of as a deliverer of largesse rather than as a facilitator of development activities. This perception underscores the subject orientation of the rural barangay dwellers vis-a-vis the political system and government. Interest in public affairs and government is rooted in what government can do for the barangay rather than what barangay residents, as citizens, can meaningfully contribute to the political process. Thus, it is difficult to organize barangay associations for construction or maintenance of improvements to local infrastructure, to repay credit, to deliver social services, etc. since these things are often seen by the barangay as government's obligation to the well-being of the community. The patron-client relationship of the landlord and his tenant becomes projected upon the relationship of the citizen with his own government, and eventually, all outsiders advertising new methods and services which takes the form of appreciative acceptance. On the part of the extension worker or motivator, this attitude is mistakenly perceived as ready acceptance by rural residents of the new method is offering the community. This misperception, combined with pressure from superiors for performance indicators of how many barangays have been reached, lulls the outsider into a false sense of accomplishment. The combined results of both dynamics is to perpetuate the subject orientation of rural residents and retard interest group formation and interest articulation.

The student beneficiaries are likely to stay in rural areas following graduation because of economic and social ties. The desire and need to maintain social contact with their families and friends is a trait that is desirable for this project. The tradition of economic assistance from "job holding" members of the family is a factor that will help in maximizing the extension-services-oriented training the students will receive. Because it is cheaper to reside outside of metropolitan areas, graduates of the project schools will most likely seek and accept jobs in rural areas. Another point to emphasize is the fact that records of three (3) of the project institutions, show that from 70-90 percent of the graduates engage in agriculture related fields. Their upgraded training will result in visible improvements like better/more produce. These will serve as advertisement for the adaption of technologies. Farms managed by the graduates will be show-windows for the training of these graduates. Their know-how on extension work will help tremendously in the transfer of expertise. Their job records, holding permanent/regular jobs, can result in recommendations for change or improvement by extension service agencies regarding certain aspects where the graduates have shown a better results. School records will show figures on the nature and magnitude of accomplishment of their students and graduates. Seven institutions with records of success in this area could very easily bring about a change in methods and course content for teaching and extension service. Historical data in the institutions and barangays where students did their practicum will show why and how the project goals were achieved

One final area of consideration is the interaction between the colleges, local government units and local workers of national govern-

ment agencies. As project implementation proceeds, this must be closely monitored. Although it will vary with the area, there may be a propensity for barangay residents to use colleges, its personnel and demonstration centers set up in the barangays as channels to mobilize barangay interests to make demands upon the political system. In such a situation, it may be asked if colleges will be used as intermediaries in disputes which barangay dwellers may have with various government agencies?

Depending upon the area concerned, the answer is most likely to be yes. The reason stems from a qualitatively different approach to information transfer being tested by colleges than that conventionally used by government agencies which was discussed above. The college approach will be to assume that the family structure and community mores as they now exist are actually conducive to developmental change if proper information and skills are provided. It assumes that barangays will accept, on their own terms, new knowledge through media which are familiar to them, that is, the youth of the communities in that area. It assumes that change can be brought about with minimal conflict if it conforms to individual and community values.

This approach puts the college in the position of being indirectly an advocate of conventional community mores and values as a venue for change. To the extent that such advocacy is translated into issue-specific support for conflicts which communities may have with government workers over credit, marketing, inputs, rice prices, and so forth, the college runs the risk of compromising its position with government agencies whose resources it must coordinate to achieve maximum development impact. On the other hand, as an institution which acts as the

broker between the modernization and traditional community practices,
it could see its position as an effective intermediary diluted by petro-
secular conflicts. Its role will ^{be} not to supplant traditional channels
of information transfer from government to the barangays, but to improve
them.

ANNEX I

- Table I-1 - Estimated Project Cost by Project Component, Annual
Peso Values
- Table I-2 - Estimated Project Cost - Annual Peso Equivalent by
Funding Source and Project Component
- Table I-3 - Faculty and Staff Training Costs
- Table I-4 - Teaching and Laboratory Equipment by College
 - I-4a - List of Laboratory Equipment
- Table I-5 - Student Scholarship and Loan Fund
- Table I-6 - Technical Assistance Requirements
- Table I-7 - Estimated Project Management Costs
- Table I-8 - Project Management Personnel Costs, Policy and Management
Level
- Table I-9 - Project Management Personnel Costs, College Level
- Table I-10 - Project Management Travel Costs, Management Level
- Table I-11 - Estimated Project Management Costs for Other Services
- Table I-12 - Estimated Project Management Costs for Supplies and Materials
 - I-12a - Annual Supply Requirements for Each College
- Table I-13 - Proposed Allocation of Project Funded Inputs by College
- Table I-14 - Requisition List for U.S. Excess Property, Situs or
Offshore
- Table I-15 - GRP Annual Peso Counterpart Requirements

<u>Project Component</u>	<u>1979^{1/}</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Project Total</u>
<u>Staff Training</u>		888	698	420	2006
M.S. Degree Training		120	380	300	800
Participant Training		648	252	36	936
Workshops/Seminars		120	66	84	270
<u>Commodities</u>		<u>3575</u>	<u>3623</u>	<u>1125</u>	<u>8318</u>
Books & Periodicals		1125	1875	750	3750
Teaching & Lab Equipment & Vehicles		2070	1373		3443
Excess Property Rehab.		375	375	375	1125
<u>Student Scholarship & Loan Fund</u>		<u>375</u>	<u>1125</u>	<u>1125</u>	<u>2625</u>
<u>Construction</u>	<u>17400</u>	<u>11250</u>	<u>24300</u>		<u>52950</u>
<u>Technical Assistance</u>		<u>600</u>	<u>254</u>	<u>226</u>	<u>1080</u>
<u>Project Management</u>		<u>4850</u>	<u>3638</u>	<u>3824</u>	<u>12310</u>
Personnel		1863	1863	1863	5588
Ops. & Maint-Mgt.		514	492	493	1498
Ops. & Maint.-College		2173	1283	1280	4736
Equipment & Vehicle		300			300
Evaluation				188	188
<u>SUB-TOTAL</u>	<u>17400</u>	<u>21533</u>	<u>33638</u>	<u>6720</u>	<u>79289</u>
Cost Escalation ^{2/}	--	2257	7219	2231	11707
15% Contingency	<u>2600</u>	<u>3626</u>	<u>6186</u>	<u>1343</u>	<u>13754</u>
<u>TOTAL</u>	<u>20000</u>	<u>27416</u>	<u>47043</u>	<u>10293</u>	<u>104750</u>

1/ Authorized in 1979 GRP Budget in anticipation of this project.

2/ 15% compounded annually for imported equipment, 10% compounded annually for all other costs.

Note: Items may not add exactly to totals due to rounding.

Table I-2. Estimated Project Cost
Annual Peso Equivalent by Funding Source and Project Component
Agricultural Education Outreach Project
(1000 pesos)

<u>Project Component by Funding Source</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Project Total</u>
<u>AID Grant FX:</u>					
<u>Staff Training</u>		<u>648</u>	<u>252</u>	<u>36</u>	<u>936</u>
Participant Training		648	252	36	936
<u>Commodities</u>		<u>3195</u>	<u>3248</u>	<u>750</u>	<u>7193</u>
Books & Periodicals		1125	1875	750	3750
Teaching & Lab Equipment & Vehicles		2070	1373		3443
<u>Technical Assistance</u>		<u>600</u>	<u>254</u>	<u>226</u>	<u>1080</u>
<u>Project Management (Evaluation)</u>				<u>188</u>	<u>188</u>
<u>SUB-TOTAL</u>		<u>4443</u>	<u>3754</u>	<u>1200</u>	<u>9397</u>
Cost Escalation		548	943	417	1908
15% Contingency		<u>749</u>	<u>705</u>	<u>242</u>	<u>1695</u>
TOTAL		5740	5402	1859	13000
<u>AID Grant LC:</u>					
<u>Staff Training</u>		<u>240</u>	<u>446</u>	<u>384</u>	<u>1070</u>
M.S. Degree		120	380	300	800
Workshop/Seminars		120	66	84	270
<u>Commodities</u>		<u>375</u>			<u>375</u>
Excess Property Rehab. or Offshore Procurement		375			375
<u>Student Scholarship & Loan Fund</u>		<u>375</u>	<u>1125</u>	<u>1125</u>	<u>2625</u>
<u>SUB-TOTAL</u>		<u>990</u>	<u>1571</u>	<u>1509</u>	<u>4070</u>
Cost Escalation		99	330	501	930
15% Contingency		<u>164</u>	<u>285</u>	<u>301</u>	<u>750</u>
TOTAL		1253	2186	2311	5750
<u>AID Grant Total:</u>					
<u>SUB-TOTAL</u>		<u>5433</u>	<u>5325</u>	<u>2709</u>	<u>13467</u>
Cost Escalation		647	1273	918	2838
15% Contingency		<u>913</u>	<u>990</u>	<u>543</u>	<u>2445</u>
TOTAL		6993	7588	4170	18750

Table I -2 (continued)

<u>Project Component by Funding Source</u>	<u>1979^{1/}</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Project Total</u>
<u>Host Country, PL 480:</u>					
<u>Construction</u>		<u>11250</u>	<u>11250</u>		<u>22500</u>
Cost Escalation		1125	2363		3488
15% Contingency		<u>1913</u>	<u>2099</u>		<u>4012</u>
TOTAL		14288	15712		30000
<u>Host Country, GRP Budget:</u>					
<u>Commodities</u>			<u>375</u>	<u>375</u>	<u>750</u>
Excess Property Rehab or Offshore Procurement			375	375	750
<u>Construction</u>	<u>17400</u>		<u>13050</u>		<u>30450</u>
<u>Project Management</u>		<u>4850</u>	<u>3638</u>	<u>3636</u>	<u>12122</u>
Personnel		1863	1863	1863	5588
Ops. & Maint. - Mgt.		514	492	493	1498
Ops. & Maint. - College		2173	1283	1280	4736
Equipment & Vehicle		300			300
<u>SUB-TOTAL</u>	<u>17400</u>	<u>4850</u>	<u>17063</u>	<u>4011</u>	<u>43322</u>
Cost Escalation		485	3583	1313	5381
15% Contingency	<u>2600</u>	<u>800</u>	<u>3097</u>	<u>800</u>	<u>7297</u>
TOTAL	<u>20000</u>	<u>6135</u>	<u>23743</u>	<u>6123</u>	<u>56000</u>

1/ Authorized in 1979 GRP Budget in anticipation of this project.

Table I - 3 - Faculty and Staff Training Costs
Agricultural Education Outreach Project

Program	No. of Participants				Cost (1000 Pesos)			
	1980	1981	1982	Total	1980	1981	1982	Total
<u>Faculty M.S. Programs</u> ^{1/}	<u>10</u>	<u>30</u>	<u>20</u>	<u>25</u> ^{2/}	<u>120</u>	<u>380</u>	<u>300</u>	<u>800</u>
M.S. in Extension	7	7		7	84	140		224
M.S. in Education	3	3		3	36	60		96
M.S. in Agricultural Development Communication		7	7	7		84	140	224
M.S. in Agronomy		3	3	3		36	60	96
M.S. in Animal Science		5	5	5		60	100	160
<u>Participant Training</u> ^{3/}	<u>18</u>	<u>7</u>	<u>1</u>	<u>26</u>	<u>648</u>	<u>252</u>	<u>36</u>	<u>936</u>
<u>Workshops/Seminars</u> ^{4/}	<u>60</u>	<u>33</u>	<u>42</u>	<u>135</u>	<u>120</u>	<u>66</u>	<u>84</u>	<u>270</u>
TOTAL					<u>888</u>	<u>698</u>	<u>420</u>	<u>2006</u>

1/ Includes, for each graduate student, ₱12,000/yr. for two years for tuition, fees and monthly stipends and ₱8,000 thesis support in second year.

2/ 25 students for 2 years each.

3/ Research and development/extension training in third countries at an average of ₱36,000 (U.S.\$4,800) per participant.

4/ Average cost of ₱2,000 per person.

Table I-4. Teaching & Laboratory Equipment, by College
Agricultural Education Outreach Project
(1000 U.S. Dollars)

Total No. Re- quired	Equipment	AAC	CSAC	CMU	DSAC	PNAC	PAC	WLAC	Schedule of Purchase ^{1/}		TOTAL
									1980	1981	
7	CARRYALL @\$11,000	11	11	11	11	11	11	11	77		77
7	CREWCAB PICK-UP @\$11,000	11	11	11	11	11	11	11	77		77
14	AV 5000 EXECUTIVE DIS- SOLVE SOUND/SLIDE PRES SET-UP w/2 AF-1 Slide Proj, 1 Recording and PA Microphone, 1 Hand Control, cases, AC 220V 300W 50/60 Hz @\$5000 ea	10	10	10	10	10	10	10	40	30	70
7	AUDIO VIEWER w/Proj. mechanism/screen/cas- settes, AC 220V @\$2,000	2	2	2	2	2	2	2	8	6	14
7	16mm MOVIE PROJECTOR @ \$1500	1.5	1.5	1.5	1.5	1.5	1.5	1.5	6	4.5	10.5
7	OVERHEAD PROJECTOR w/complete accessories @ \$1,000	1	1	1	1	1	1	1	4	3	7
7	PUBLIC ADDRESS SYSTEM w/microphone @ \$1500	1.5	1.5	1.5	1.5	1.5	1.5	1.5	6	4.5	10.5
7	SINGLE LENS REFLECT CAMERA 135 mm w/accessories @\$1000	1	1	1	1	1	1	1	4	3	7
7	MIMEOGRAPH MACHINE @\$2500	2.5	2.5	2.5	2.5	2.5	2.5	2.5	10	7.5	17.5
7	COPYING MACHINE (Plain paper, capable of copying from books/pamphlets) @\$4000	4	4	4	4	4	4	4	16	12	28
6	FEEDMILL @\$6000	10	10	10	10	10	10	10		60	60
6	SEED PROCESSING/STORAGE @\$2500	-	2.5	2.5	2.5	2.5	2.5		12.5		12.5
1	MAMMOTH INCUBATOR @\$1500	-	1.5	-	-	-	-	-	1.5		1.5
2	FOUR WHEEL TRACTOR @\$7000	-	7	-	-	7	-	-	14		14
SUB-TOTAL		55.5	56.5	58.0	58.0	65.0	58.0	55.5	276.0	130.5	406.5
Laboratory Equipment		<u>17.5</u>	<u>17.5</u>					<u>17.5</u>		<u>52.5</u>	<u>52.5</u>
TOTAL		73.0	74.0	58.0	58.0	65.0	58.0	73.0	276.0	183.0	459.0

Table I-4a. LIST OF LABORATORY EQUIPMENT
 Agricultural Education Outreach Project
 (In US Dollars)

NO.	LABORATORY EQUIPMENT	AAC	CSAC	WLAC	TOTAL
3-	Hygrothermograph	282	282	282	846
3-	Soil Sampler	20	20	20	60
300-	Sampling Tin Cans (100 each college; \$.58 each)	58	58	58	174
6-	ph Meter (2 each col)	1,540	1,540	1,540	4,620
6-	Lysimeter	8,625	8,625	8,625	25,875
6-	Flamephotometer	2,744	2,744	2,744	8,232
6-	Distilling Apparatus	590	590	590	1,770
6-	Water Distiller	1,404	1,404	1,404	4,212
6-	Constant Temperature Oven	1,322	1,322	1,322	3,966
6-	Beam Balance	86	86	86	258
6-	Dough Balance	345	345	345	1,035
6-	Centrifuge	124	124	124	372
6-	Compound Microscope	360	360	360	1,080
TOTAL		17,500	17,500	17,500	52,500

Table I-5 - Student Scholarship and Loan Fund
Agricultural Education Outreach Project

Type of Scholarship or Loan	<u>No. of Students</u>				<u>Estimated Cost (1000 Pesos)</u>			
	1980	1981	1982	Total	1980	1981	1982	Total
<u>College:</u>								
Full Scholarship ^{1/}	60	180	180	420	126	378	378	882
Partial Scholarship ^{2/}	160	480	480	1120	80	240	240	560
Loans ^{3/}	160	480	480	1120	80	240	240	560
<u>Secondary:</u>								
Full Scholarship ^{4/}	45	135	135	315	54	162	162	378
Loans ^{5/}	<u>140</u>	<u>420</u>	<u>420</u>	<u>980</u>	<u>35</u>	<u>105</u>	<u>105</u>	<u>245</u>
TOTAL	<u>565</u>	<u>1695</u>	<u>1695</u>	<u>3955</u>	<u>375</u>	<u>1125</u>	<u>1125</u>	<u>2625</u>
Average per College				565				375

1/ ₱2,100 per year per student

2/ ₱500 per year per student

3/ For textbooks and fees, etc., at ₱500 per year per student

4/ ₱1,200 per year per student

5/ ₱250 per year per student

Table I-6 - Technical Assistance Requirements
Agricultural Education Outreach Project

Short-term Consultancy	Man-Months				Estimated Cost ^{1/} (1000 Pesos)			
	1980	1981	1982	Total	1980	1981	1982	Total
Farm Management	3			3	135			135
Agricultural Education and Rural Development	3			3	135			135
Program Management and Monitoring	3			3	135			135
Library and Information Management	1.3	4.7		6	59	211		270
Cooperatives Management	3			3	135			135
Feedlot Management and Nutrition		1	2	3		45	90	135
Agricultural Economist			3	3			135	135
TOTAL	<u>13.3</u>	<u>5.7</u>	<u>5</u>	<u>24</u>	<u>599</u>	<u>256</u>	<u>225</u>	<u>1080</u>

^{1/} Estimated at \$6,000 per man month, at ₱7.5 per \$1.0

Table I -7. Estimated Project Management Costs
 Agricultural Education Outreach Project
 (1000 pesos)

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Total</u>
<u>Personnel</u>	<u>1863</u>	<u>1863</u>	<u>1863</u>	<u>5588</u>
Policy & Mgt.	395	395	395	1185
College	1468	1468	1468	4403
<u>Ops. & Maint. (Mgt.)</u>	<u>514</u>	<u>492</u>	<u>493</u>	<u>1498</u>
Travel	328	328	328	983
Communication	11	11	10	32
Repairs & maint.	11	12	15	38
Transportation	19	19	19	57
Other Services	60	60	60	180
Supplies	38	38	37	113
Rent	24	24	24	72
Office Structure	23			23
<u>Ops. & Maint. (College)</u>	<u>2173</u>	<u>1283</u>	<u>1280</u>	<u>4736</u>
Travel	84	84	84	252
Communications	42	42	42	126
Repairs & Maint.	75	79	79	233
Transportation	168	168	168	504
Other Services	840	420	368	1628
Supplies ^{1/}	964	490	539	1993
<u>Equipment (Mgt.)</u>	<u>300</u>			<u>300</u>
1 vehicle	130			130
3 typewriters	54			54
1 calculator	25			25
2 calculators	1			1
1 copy machine	40			40
1 mimeo machine	30			30
2 electric fans	10			10
1 airconditioner	10			10
TOTAL	<u>4850</u>	<u>3638</u>	<u>3636</u>	<u>12122</u>

^{1/} Includes food for trainees.

Table I-8 - Project Management Personnel Costs, Policy and Management Level - Agricultural Education Outreach Project (1000 Pesos)

Functional Title	No.	Monthly Honorarium or Salary	1980	1981	1982	Total
Chairman, Policy Board (MEC)	1	1.5	18.0	18.0	18.0	54.0
Members, Policy Board (NEDA AND NFAC)	2	1.0	24.0	24.0	24.0	72.0
Project Director (ACAP)	1	1.0	12.0	12.0	12.0	36.0
Project Manager	1	7.0 ^{1/}	84.0	84.0	84.0	252.0
Asst. Project Manager (ACAP)	1	.8	9.6	9.6	9.6	28.8
Project Implementation Officers	7 ^{2/}	.8	67.2	67.2	67.2	201.6
Executive Secretaries	3	1.5	54.0	54.0	54.0	162.0
Educational Researchers	3	1.0	36.0	36.0	36.0	108.0
Illustrator	1	1.0	12.0	12.0	12.0	36.0
Chief Accountant/ Bookkeeper	1	1.5	18.0	18.0	18.0	54.0
Stenographers	2	.8	19.2	19.2	19.2	57.6
Accounting Clerks	2	.6	14.4	14.4	14.4	43.2
Driver-Messengers	2	.6	14.4	14.4	14.4	43.2
Clerk-typist	2	.5	<u>12.0</u>	<u>12.0</u>	<u>12.0</u>	<u>36.0</u>
TOTAL			<u>394.8</u>	<u>394.8</u>	<u>394.8</u>	<u>1184.4</u>

1/Includes ₱2,000 reimbursable representation allowance and ₱5,000 full salary and allowances.

2/Concurrently presidents or superintendents at project colleges.

Table I - 9 - Project Management Personnel Costs, College Level
Agricultural Education Outreach Project
(Pesos)

Functional Title	Number	1980	1981	1982	Total
On-Campus Training Center:					
Assistant Project Implementation Officer with rank of Assistant Professor I at ₱13,824 p.a. salary. (In case this will be filled by designation, the incumbent shall receive an honorarium of ₱700/mo. chargeable against the allocation on the same item.)	7	96,768	96,768	96,768	290,304
Education Researcher I at ₱10,776 p.a. salary	7	75,432	75,432	75,432	226,296
Instructor (Media Educator/Translator/Librarian) at ₱10,260 p.a. salary	7	71,820	71,820	71,820	215,460
Instructor I (Draftsman/Artist Illustrator) at ₱10,260 p.a. salary	7	71,820	71,820	71,820	215,460
Clerk II (Clerk-typist) at ₱5,112 p.a. salary	7	35,784	35,784	35,784	107,352
Dormitory Manager II (Dorm Master/Cafeteria Manager) at ₱8,832 p.a. salary	7	61,824	61,824	61,824	185,472
Driver/Messenger at ₱4,632 p.a. salary	7	32,424	32,424	32,424	97,272
Audio-Visual Technician/Operator at ₱9,756 p.a. salary	7	68,292	68,292	68,292	204,875
Dietary Nutritionist II at ₱8,832 p.a. salary	7	61,824	61,824	61,824	185,472
Security Guard at ₱4,632 p.a. salary	7	32,424	32,424	32,424	97,272
Gardener/Laborer at ₱3,792 p.a. salary	7	26,544	26,544	26,544	79,632
Utility Man/Plumber at ₱3,984 p.a. salary	7	27,888	27,888	27,888	83,664
Food Service Workers at ₱150 per training (4 for each of 7 colleges; 6 trainings a semester) (1st semester)	168	25,200	25,200	25,200	75,600
- do - (2nd semester)		25,200	25,200	25,200	75,600

Table I-9 - Continued

Functional Title	Number	1980	1981	1982	Total
Auditor at ₱400/month honorarium	7	33,600	33,600	33,600	100,800
Accountant-Bookkeeper at ₱400/month honorarium	7	33,600	33,600	33,600	100,800
Supply/Property Officer at ₱400/month honorarium	7	33,600	33,600	33,600	100,800
Cashier Disbursing Officer at ₱400/month honorarium	7	33,600	33,600	33,600	100,800
Training Coordinators at ₱500 per training of an average of 2 weeks duration (6 trainings a semester per college) honorarium	42	21,000	21,000	21,000	63,000
Second semester - do -		21,000	21,000	21,000	63,000
Resource Person/Training Specialists (Animal Science, Crop Science, Food Science, Fishery, Cottage Industry, Community Development, Extension, Rural Sociology, Health/Nutrition/Sanitation/Family Planning/etc.) at ₱15.00 per hour at an average of 4 hours per training, six times a year (5 resource speakers x 6 trainings x 7 colleges x ₱15x4 hrs.)	210	12,600	12,600	12,600	37,800
Second Semester - do -		12,600	12,600	12,600	37,800
Training Staff (Off-campus, Members of the Instructor/ Facilitator team with the rank of Instructor and with specialization in Social Science, Animal Science, Crop Science, Cottage Industries, Health and Sanitation) at ₱10,260 p.a. salary	35	359,100	359,100	359,100	1,077,300
Audio-Visual Equipment Operator/Driver at ₱6,240 p.a. salary	7	43,680	43,680	43,680	131,040
Drivers/Messenger at ₱4,632 p.a. salary	7	32,424	32,424	32,424	97,272
Cost of Living Allowance of 49 Field Personnel at ₱200/month	49	117,600	117,600	117,600	352,800
TOTAL		<u>1,467,648</u>	<u>1,467,648</u>	<u>1,467,648</u>	<u>4,402,944</u>

Table I.-10- Project Management Travel Costs, Management Level
Agricultural Education Outreach Project
(Pesos)

Travel by Functional Title	1980	1981	1982	Total
1 Chairman, Policy Board for 2 visits a year to each of 7 colleges at an average transportation cost at ₱600 per travel and average per diem of ₱300 per 3 days	12,600	12,600	12,600	37,800
4 Members of Policy Board for 1 visit a year to each of the 7 colleges at an average cost of ₱600 per travel and ₱300 per diem per 3 days	25,200	25,200	25,200	75,600
1 Project Director for 2 visits a year to each of 7 colleges at an average cost of ₱600 per travel and ₱300 per diem per 3 days	12,600	12,600	12,600	37,800
1 Project Manager for 4 visits a year to each of 7 colleges at an average cost of ₱600 per travel and ₱300 per diem 3 days	25,200	25,200	25,200	75,600
1 Project Assistant Manager for 4 visits a year to each of 7 colleges at an average cost of ₱600 per travel and ₱300 per diem per 3 days	25,200	25,200	25,200	75,600
7 Project Implementation Officers for 4 trips a year to Manila at an average cost of ₱600 per travel and ₱300 per diem per 3 days	25,200	25,200	25,200	75,600
7 Assistant Project Implementation Officer for 4 trips a year to Manila at an average cost of ₱600 per travel and ₱300 per diem per 3 days	25,200	25,200	25,200	75,600
7 Consultants/Resource Persons for 2 visits to each of 7 colleges at an average cost of ₱600 per travel and ₱300 per diem per 3 days (1st sem.)	88,200	88,200	88,200	264,600
7 Consultants -do- (2nd sem.)	<u>88,200</u>	<u>88,200</u>	<u>88,200</u>	<u>264,600</u>
TOTAL	<u>327,600</u>	<u>327,600</u>	<u>327,600</u>	<u>982,800</u>

Table I -11. Estimated Project Management Costs for Other Services
Agricultural Education Outreach Project

(1000 Pesos)

	1980	1981	1982	Total
I - Three 5-man team of consultants to review existing literature on the production of swine, poultry, lowland and upland rice, coffee and cacao, food preservation, farming systems, etc. with a view to have these simplified in layman's terms for use of students undergoing practices training in the demonstration laboratories and the farmers and other rural inhabitants at P2,000 each for a period of 2 months.	30	30	30	90
II - A 3-man team of writers to simplify and express in layman's terms selected materials recommended by team of consultants after these materials are approved for the production by PMO at P3,000 each per work accomplished (5 subjects)	45	45	45	135
III - A 3-man team of writers to prepare new materials on subjects and yet covered above for use of students/farmers at P5,000 each per work accomplished	15	15	15	45
IV - A 3-man team of translators (from English to Pilipino) at P3,000 each per work finished at an average of 3 subject matter a year	27	27	27	81
V - Increase in salary rates based on Budget Circulars 292, 292-A and 305 at an average of 15% based on college personnel cost	220	220	220	660
VI - Others: advertising and publication of notices for construction of buildings, registration and insurance of vehicles, resource persons, cost of printing covers of manuals prepared, cost of binding, cost of services of other MEC officials to be involved in project, etc.	503	83	31	617
TOTAL	840	420	368	1628

Table K-12. Estimated Project Management Costs for Supplies & Materials
Agricultural Education Outreach Project
(Pesos)

	1980	1981	1982	Total
I. Food for on-campus trainees (students, small farmers, rural women, out of school youth, other rural inhabitants, extension workers, etc.) at an average of 15 days per training, 50 trainees per training, 7 groups per semester or twice a year at ₱20.00 per day per person.	210	210	210	630
II. Supplies and materials ^{1/}	490	245 ^{2/}	245 ^{2/}	980
III. Others ^{3/}	264	35	84	383
T O T A L	964	490	539	1993

^{1/} See attached supplies and materials requirement of one college for one year.

^{2/} Requirement reduced by 50% since most of the materials produced in the first year are still usable in succeeding years

^{3/} To meet other requirements of colleges like fertilizers, insecticides, planting materials, swine and chicks, etc.

Table I-2a. Annual Supply Requirements for Each College
Agricultural Education Outreach Project
(Pesos)

Qty.	Unit	Item	Unit Price	Total Cost
150	quires	Stencils - gestetner	₱ 110.00	₱ 16,500.00
200	reams	Mimeo paper - gestetner short	30.00	6,500.00
100	reams	Mimeo paper - gestetner long	35.00	3,500.00
200	tubes	Mimeo ink	45.00	9,000.00
50	bottles	Correcting fluid - red	8.50	425.00
25	bottles	Snopake	17.50	437.50
40	pcs.	Typewriter ribbon - tixo	15.00	600.00
200	pads	Ruled paper yellow	4.00	800.00
40	reams	Bond paper - short	17.50	700.00
133	pcs.	Cartolina	.80	106.40
40	bottles	Paste	3.50	140.00
100	pcs	Filing folder long	.50	50.00
100	pcs.	Filing folder short	.40	40.00
24	rolls	Masking tape	10.00	240.00
24	rolls	Scotch tape	14.00	336.00
50	boxes	Pencil	7.00	350.00
600	pcs.	Ballpen	1.00	600.00
120	pcs.	Pentel pen	2.50	300.00
8	bottles	India ink	6.00	48.00
4	boxes	Paper clips	8.00	32.00
4	boxes	Battery - medium size	42.00	168.00
50	boxes	Carbon paper - plast foil	80.00	4,000.00
4	rolls	Manila paper	50.00	200.00
200	pcs.	Brown envelope - long	.25	50.00
200	pcs.	Brown envelope - short	.20	40.00
20	reams	Onion paper - short	17.50	350.00
10	reams	Bond paper long	20.00	200.00
30	pcs.	Eraser	1.00	30.00
200	reams	Mimeo paper - groundwove short	12.00	2,400.00
300	reams	Mimeo paper - whitewove long	20.00	6,000.00
200	reams	Mimeo paper - groundwove long	15.00	3,000.00
500	reams	Mimeo paper - whitewove short	15.00	7,500.00
2	boxes	Rubber band	25.00	50.00
2	boxes	Business envelope long	50.00	100.00
500	pcs.	Stamp - 30¢	.30	150.00
100	pcs.	Stamp - 15¢	.15	15.00
100	pcs.	Stamp - ₱2.30	2.30	230.00
3	rolls	Plstic	250.00	750.00
200	pcs.	Illustration board	10.00	2,000.00
10	boxes	Paper fastener	8.50	85.00
10	boxes	Staple wire	8.00	80.00
10	tubes	Glue	1.35	13.50
6	pcs.	Scissors	40.00	240.00
				₱ <u>67,856.40</u>

Table I-13 - Proposed Allocation of Project Funded Inputs by College
Agricultural Education Outreach Project
(1000 Pesos)

Project Component	AAC	CSAC	CMU	DSAC	PNAC	PAC	WLAC	Central Project Mgt	TOTAL
<u>Foreign Exchange Costs:</u>	<u>1346</u>	<u>1353</u>	<u>1233</u>	<u>1233</u>	<u>1286</u>	<u>1233</u>	<u>1346</u>	<u>180</u>	<u>9209</u>
Participant Training ^{1/}	108	108	108	108	108	108	108	180	936
Books and Periodicals	536	536	536	536	536	536	536	-	3750
Equipment	548	555	435	435	488	435	548	-	3443
Technical Assistance	154	154	154	154	154	154	154	-	1080
<u>Local Currency Costs:</u>	<u>10127</u>	<u>10127</u>	<u>8222</u>	<u>10127</u>	<u>10129</u>	<u>8220</u>	<u>10092</u>	<u>3093</u>	<u>70137</u>
M.S. Degree Trainings ^{2/}	128	128	96	128	128	96	96	-	800
Workshops/Seminars ^{3/}	38	38	40	38	40	38	38	-	270
Excess Property Rehab	180	180	180	180	180	180	180	110	1370
Scholarship and Loan Fund	375	375	375	375	375	375	375	-	2625
Construction: GRP Budget ^{4/}	4350	4350	4350	4350	4350	4350	4350	-	30450
PL 480 ^{5/}	3750	3750	1875	3750	3750	1875	3750	-	22500
Project Management	1306	1306	1306	1306	1306	1306	1303	2983	12122
<u>SUB-TOTAL</u>	<u>11473</u>	<u>11480</u>	<u>9455</u>	<u>11360</u>	<u>11415</u>	<u>9453</u>	<u>11438</u>	<u>3273</u>	<u>79346</u>
Cost Escalation									11650
15% Contingency									<u>13754</u>
<u>TOTAL</u>									<u><u>104750</u></u>

1/ ₱36,000 each participant

2/ ₱32,000 each candidate

3/ ₱2,000 each participant

4/ CMU, DSAC, PNAC and PAC budgeted in 1979; AAC, CSAC and WLAC will be included in 1981 budget.

5/ Preliminary pending submission of detailed plans and justification.

NOTE: Items may not add to totals due to rounding.

Table I-14. Requisition List for U. S. Excess Property, Situs or Offshore
Agriculture Education Outreach Project

<u>Description</u>	<u>Number Required</u>
SCOUT - 2 each college and PMO	16
BUS, 14 PASS, 1½ Ton, four-wheel drive, 6 cyl gas engine (converted into bus from MDL M725) - 1 each	7
PICK - UP (1 each)	7
WATER TANK, TRAILER MOUNTED, JEEP TYPE (1 each)	7
TRAILER, ½ Ton, JEEP TYPE (1 each)	7
FARM TRACTOR, FOUR WHEEL TYPE (2 each)	14
BULLDOZER, D-6 CATTERPILLAR (1 each)	7
MOTORBIKES, 120 cc ENGINE (3 each)	21
WELDING MACHINE, TRAILER MOUNTED (1 each)	7
AIR COMPRESSOR, SHOP TYPE (1 each)	7
MACHINE SHOP TOOLS (1 set each)	7 sets
LATHE, METAL (1 each)	7
LATHE, WOOD (1 each)	7
BAND SAW, COMPLETE SET (1 each)	7
STEEL BEDS (100 each)	700
MATTRESSES (100 each)	700

**Table I-15. GRP Annual Peso Counterpart Requirement^{1/}
Agricultural Education Outreach Project
(1000 pesos)**

<u>Project Component</u>	<u>1979 Appropriation</u>	<u>1980 Appropriation</u>	<u>1980 PL 480</u>	<u>1981 Appropriation</u>	<u>1981 PL 480</u>	<u>1982 Appropriation</u>	<u>Project Total</u>		
							<u>Appropriation</u>	<u>PL 480</u>	<u>Total</u>
Staff Training		240		446		384	1070		1070
Commodities				375		375	750		750
Scholarship & Loan Fund		375		1125		1125	2625		2625
Construction	17400		11250	13050	11250		30450	22500	52950
Technical Assistance									
Project Management		4850		3638		3636	12122		12122
SUB-TOTAL	17400	5465	11250	18634	11250	5520	47019	22500	69519
Cost Escalation		547	1125	3913	2363	1814	6274	3488	9762
15% Contingency	2600	902	1913	3382	2099	1101	7985	4012	11997
TOTAL	20000	6914	14288	25929	15712	8434	61278	30000	91278

^{1/} Calculated from Table A-2. Includes planned GRP appropriated budget contribution, PL 480 local currency contribution, and AID grant local currency component costs, except for the AID funds allocated to Excess Property Rehabilitation. In addition to the latter, excludes AID grant funds covering foreign exchange costs.