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REPORT OF THE EVALUATION OF NONFORMAL  
EDUCATION PROJECT TRAINING MATERIALS

by

Dr. Yvonne Villanueva

Project No.: 526-0501  
Rural Nonformal Education  
Contract No.: AID/Doc-C-1311

## OBJECTIVE:

To perform an evaluation of the nonformal education project training materials.

- A. The following actions were taken in order to evaluate the content and relevance of the materials previously developed by the Projeto de Ensino Interseccional (PAE):
- 1) Revision of all evaluations carried out by the PAE team.
    - a) Sequence of products and post-test for each training session.
    - b) Retention tests, when performed.
    - c) Sequential process in which they were used.
    - d) Comparison of data of pre, post and retention tests when available.
  - 2) Revision of field surveys used to determine content areas.
  - 3) Comparison of content areas with needs expressed by competences in the district of Itá (pilot project site).
  - 4) Observation of use of the instructional materials.
- B. The following actions were taken in order to measure the capability of the training unit to develop new instructional packages:
- 1) Revision of the design process.
  - 2) Revision of script when in order to validate each instructional package.
  - 3) Individual meetings with the instructors.
  - 4) Meetings with the:
    - a) training team
    - b) material production unit
    - c) art department
    - d) the instructional materials coordinator
    - e) PAE coordinator
    - f) whenever possible, other personnel previously involved with the P.A.E. program, such as Mr. Silva, Human Resources Director of the Ministry of Justice and Labor.

## Limitations

- 1) Time limit: a more detailed observation of the materials development process could have been achieved with more time. Also, it was not possible to observe the training done by the instructors since the jornada had already started and was at a point where no materials were being used.

- 2) The time consuming effort of searching for information in the files at the P.A.E. office. As a result of this evaluation a formal request was made by the P.A.E. team to secure the services of a secretary with filing experience to re-organize the filing system. Also, an in-service training course in filing will be offered for the secretaries of the S.N.P.P.
- 3) The PAE team has not offered training courses twice in the same compañía. This means that the impact that the instructional materials have when used for a second time in the same place, can not be explored.

These are the major constraints, among others that will be mentioned later on.

#### The P.A.E. Project

The project of Programa de Adiestramiento Extraescolar (PAE) presently functions within the Servicio Nacional de Promoción Profesional (SNPP). During the last two years, the PAE received financial support from AID. This fiscal year, 1978-79, the SNPP is supplying the necessary funds. The SNPP is charged with all the professional and technical training outside of the regular formal system, through in-service training programs, mobile units and other specific training actions.

The stated objective of the PAE project is to establish the capability of the SNPP to conduct training programs oriented to rural illiterate and semi-literate adults who presently have limited access to training opportunities.

Within this context four content areas have been identified and instructional packages developed for each. Those areas are:

- Home Management
- Livestock and Poultry
- Basic Agriculture
- Small Farm Improvement and Management

For those four areas, a total of twenty nine (29) instructional packages have been developed. The packages consist of a pamphlet, the flipchart, which explain in more detail the technique being taught, and in some instances, a simulation game. A list of the materials follows:

#### Home Management

- 1) Fumigation against home plagues.
- 2) Cottage industries: breads, cookies and cakes.
- 3) Nutritional meals
- 4) Building a rustic stove
- 5) Building a cabinet
- 6) Making a mattress

Livestock and Poultry

- 7) External parasites of dairy cattle
- 8) Oral vaccine for internal parasites in dairy cattle
- 9) Preparation and application of external vaccines (injection)
- 10) Vaccination for pigs
- 11) Vaccination for poultry
- 12) Internal and external parasites of pigs
- 13) Internal and external parasites of poultry
- 14) Low cost feed for dairy cattle
- 15) Food rations for poultry
- 16) Food rations for pigs

Small Farm Improvement and Management

- 17) Commercial vegetable gardens
- 18) Home vegetable garden
- 19) Control of production costs
- 20) Control of general costs
- 21) Designing a work plan
- 22) Plot farming

Basic Agriculture

- 23) Soil preservation - terrace farming
- 24) Organic gardening
- 25) Control of early plagues in cotton
- 26) Chemical fertilizers
- 27) Cotton farming
- 28) Soil preparation for hot beds
- 29) Ant control

There are also eight simulation games:

Home Management

- 1) A healthy child, dealing with preventive medicine and nutritional foods.  
(El niño sano)
- 2) El Fogón (The rustic stove) with steps for building a rustic stove
- 3) La Fiambrera (The kitchen closet) with steps for building a closet.
- 4) A card game with nutritional foods information.

Basic Agriculture and Livestock and Poultry

- 5) La Memoria, in two different versions. This is a matching cards game.

Basic Agriculture

- 6) La Siembra del Algodón (cotton farming) emphasizing proper pesticide and plague control techniques.

Small Farm Improvement

- 7) Un Mes en tu Vida (A month in your life) steps for better planning of resources.
- 8) El Mercado, which is an adaptation of El Juego de la Vida. This simulation has not been widely used.

A grand total of 1,145 participants and 95 auxiliares have been trained from 1976 to 1978.

The breakdown by sex and auxiliares follows:

Livestock and Poultry

<u>Compañia</u>	<u>Male</u>	<u>Female</u>	<u>Auxiliares</u>
Caaguazú (test)	5	5	- (1)
Potrero Poi	13	32	-
Peguañho	20	43	6
Arrua-í	37	13	7
Itá Potrero	24	49	8
Las Piedras	34	19	7
Caaguazú	19	42	6
Aveiro (2)	- 3 <sup>1</sup> total M-F	-	4

Basic Agriculture

<u>Compañia</u>	<u>Male</u>	<u>Female</u>	<u>Auxiliares</u>
Caaguazú (test)	11	-	-
Potrero Poi	10	-	-
Peguañhó	22	-	2
Arrua-í	21	1	2
Itá Potrero	18	2	2
Las Piedras	30	-	2
Caaguazú	30	-	2
Aveiro (2)	- 23 total M-F	-	1

- (1) During the test in Caaguazú and the first training done in Potrero Poi no auxiliares were used. This concept was first tested in Peguañhó and has been used ever since.

Home Management

<u>Compañía</u>	<u>Male</u>	<u>Female</u>	<u>Auxiliares</u>
Caaguazú (test)	-	9	-
Potrero Poi		19	-
Peguajhó		43	3
Arrua-í		52	8
Itá Potrero		60	7
Las Piedras		91	9
Caaguazú		57	6
Aveiro (2) Total 96 (M and F)		-	4

Small Farms Improvement

<u>Compañía</u>	<u>Male</u>	<u>Female</u>	<u>Auxiliares</u>
Caaguazú (test)	11	-	-
Potrero Poi	3	6	-
Peguajhó	2	8	-
Arrua-í	8	14	2
Itá Potrero	16	6	2
Las Piedras	22	7	1
Caaguazú	7	23	3
Aveiro (2) Total 27 - M - F		-	2

(2) The male-female break down is not available.

The available data indicates that women are participating more specially in the areas of home management and small livestock and poultry. This is probably due to the men being absent from home during the coffee and sugar cane harvests. The possible relationship between agricultural cycles and the programming of training should be explored elsewhere.

The PAE project has only functioned in the Itá region, a primarily agricultural region, as a pilot project. During the course of the 1979 year, the project will visit eight more compañías and will use three of those to test new instructional packages. Hopefully, the project will be extended nationwide in the future.

The country side regions visited during the evaluation (Itá and Arrua-í) showed very friendly people, eagerly waiting for the PAE instructors. The training session is carried out in a mixture of Spanish and Guaraní. The instructors repeated the information in both languages and the campesinos asked questions in both. It was obvious that some had difficulty in reading the simple messages of the flipchart but were observed repeating to themselves what the instructor said. The evaluator was extremely impressed by the quick adaptation of the campesinos to the role of auxiliares. The ones observed were very relaxed in their roles of new teachers and handled the instructional materials with ease and confidence.

The Process

The first step in the process of creating an instructional package is a survey to determine the needs of the compaÑias, as expressed by the campesinos. After the results are tabulated a work plan (Plan instructional) is designed.

Plan Instructional

Jornada \_\_\_\_\_

Compañia \_\_\_\_\_

Fecha \_\_\_\_\_

Instructor \_\_\_\_\_

Diagnóstico	Objetivos	Estrategias	Implementación	Evaluación
-				
-				
-				

This plan instructional presents the results of the survey and the specific instructional package designed to answer those needs. It also gives the objectives, how to accomplish them, the implementation and evaluation format.

The second page of the plan instruccional spells out the specific objective steps to be taken, how it will be accomplished, the audiovisual materials, tools and time needed. The date and observation columns specify, length of time needed to accomplish the training and precautions or specific things to take into account.

Hoja 2

Conducta Previa	Objetivo Pasos	Estrategia	Ayudas Audio Visuales	Herramientas y Materiales	Tiempo	Fecha	Obs.

The third component of the plan instructional is the plan de medios audiovisuales (audiovisual needs). This plan is the first step in the actual design of the folleto or afiche (pamphlet or poster) needed to present an specific content to the campesino.

Plan de Medios Audiovisuales

Material \_\_\_\_\_ Area \_\_\_\_\_  
Instructor \_\_\_\_\_ Fecha \_\_\_\_\_

Página-Lámina \_\_\_\_\_ Descripción del Dibujo \_\_\_\_\_  
Cuadro \_\_\_\_\_

The plan is then submitted to the graphic materials section of the SNPP. In the art office an artist will design a sketch following the instructions given. In most cases, the trainer and artist work together until a "sample proof" has been completed. The instructor, accompanied by members of the art section will visit the countryside and request feedback from the campesinos of a different compañía; one that has not been visited by the PAE project.

After the suggestions have been incorporated and the material redesigned, it is printed and used. While the training is in session, the materials are being evaluated. This is accomplished by:

- 1) The specific observations of the campesinos in training
- 2) Visits of members of the art office who sit in and observe the reactions to the color, lettering and pictures.
- 3) The trainers themselves.

After there is a team meeting an all suggestions are discussed, discarded or incorporated, the instructor submits a form to the materials production unit (análisis de materiales instruccionales).

Análisis de materiales instruccionales

Material \_\_\_\_\_ Area \_\_\_\_\_  
Instructor \_\_\_\_\_ Fecha \_\_\_\_\_  
Personas consultadas \_\_\_\_\_

Cuadros o \_\_\_\_\_  
láminas \_\_\_\_\_ Comentarios \_\_\_\_\_

In this form, the material, area, instructor and date are given. A special item requests the information related to people consulted in the analysis. Specific requests for changes are made, giving page or frame number.

In this way, each component of the instructional package is designed, tested, redesigned, used, analyzed, and finally considered validated. Each training session implies an evaluation of the package being used. The process is a continuous one, incorporating the trainers, the art team and the campesinos.

#### General observations regarding the process

Without question, the campesinos are an extremely important component of the program. Their needs, as expressed by the survey are being met by the content areas. At the same time, they have a high degree of input in the design and final version of the materials. The evaluator followed through the validation process for each instructional package. The files kept by the graphic materials division (art department) made the task very interesting and pleasant, since they are very organized and well kept. It was very encouraging to see how specific criticisms had been corrected in the next version. This shows the soundness of the process used and the excellent team work used. The instructional packages are good and can be adapted to other areas, as long as the same level of effort and time is put into the process of validation. Some specific recommendations follow which were discussed with the trainers and art team.

#### Recommendations

1) Since the trainers had some difficulty in identifying the latest version of a particular content area, it is suggested that a coding-identifying system be designed to make identification easier. This could be done by the printing of either numbers or letters in the materials. For example: Home Management could be A; the making of a mattress a number A 1 and the different versions, sequentially of that pamphlet, A I a, b, c, etc. This kind of system, with an updated master list, would make the validated version easily identifiable and would eliminate the problem of wrong materials being sent to the trainers.

2) All instructional packages should be checked for grammatical mistakes. Since the target population is illiterate and semi-literate, the materials have to be in very simple language. But that does not mean excluding articles, accents and capital letters from the text.

3) An artist should be permanently assigned to travel to the countryside and familiarize himself or herself with the very common objects in use before any material is finally validated. Some drawings showed a great deal of imagination but not enough realism.

The drawings should portray objects that are in use in the countryside. Also, care should be taken that a commercialized image of a product is not presented as what the campesino will have when finished baking a cake or building a kitchen closet.

4) In the areas of Basic Agriculture and Livestock and Poultry a very determined effort has to be made to include very clear precautionary instructions for the handling of chemicals. In some cases written instructions are given not to touch a chemical when the drawing shows a hand holding some powder.

5) Though a survey was made to identify the type of letters preferred by the campesinos of Itá, it is the generalized opinion of both the art department and the trainers that all materials should be changed to simple printing. It is endorsed here. Printing is very clear and easy to read and the majority of the campesinos have difficulty understanding script. This is in conflict with the results of the survey (see Braun's Technical Report # 9, November 1977).

6) An effort should be made to improve the quality of the color printing. The examples seen in two or three colors were of poor quality. The colors were not distinct and clear enough and made objects hard to identify. Color tends to make the materials more effective because of the visual impact they have. So, every effort should be made to reconcile the higher cost, the use of color and the level of experience of the art team. Meanwhile it is better to use a good black and white material than a poor color one.

7) The pamphlet should be designed not only as support materials for the trainers. Content areas such as Home Management and Basic Agriculture should include all possible steps so as to serve as reference guides. When, in the opinion of the trainer, the information should not be used by a person that has not undergone the training, the materials should say so. When applicable, more than one option should be presented, specifically when dealing with building materials, chemicals or ingredients.

8) The materials for each area should include administration and planning information. As of now, the Small Farm Management and Improvement area is having great difficulty in presenting such concepts as a work plan without a practical example. This area should be integrated into the other three.

9) The materials production office has a great deal of excellent photographs taken to help in the drawing of the materials. The possible use of those photographs should be explored. They could serve as evaluation tools, promotional materials and specific examples of how something is done. Eventually, with the right equipment which the PAE or SNPP does not have, they could form the basis for a fotonovela type of pamphlet. Photographs can be very effective when used in training.

10) Finally, an effort should be made to try to reconcile the known social, economic and sanitary needs of the campesinos, as stated in official surveys, with the immediate needs expressed by the campesinos themselves. The ideal effort should be coordinated in all areas with

specific contents that would attack the problem in several fronts rather than just providing a temporary solution.

In general, the contents of the instructional packages are well designed and relevant to the campesino's needs. The area of Basic Agriculture is presenting a great deal of technical information that the campesinos, even though experienced, did not have. The area of Livestock and Poultry, through the vaccination program is proving to be a blessing in many instances when the "plaga", very common, breaks out. All of the areas are timely, the information well presented and the technique for evaluating the materials a sound one. The instructors or trainers know their field of expertise very well and are very effective in the presentation of the information. They are also very open to criticisms and eager to learn more as are all of the art and graphics team members.

#### The training process

Parallel to the design of the instructional plan and materials, other very important activities take place. Once the specific campesino is selected and the survey made, the FAP team sets up a meeting with the local authorities and leaders of the community. The leaders are identified by the same campesinos surveyed previously. This insures the cooperation of the community.

The next step is a publicity campaign using loudspeakers, posters, etc. To reinforce that, a door to door visiting schedule is followed. The training sessions are explained along with the purposes and goals of the project. Specific dates and places for registration are given.

The registration process is very simple. Each instructor will admit only between ten to fifteen people for the first phase of training done by the instructor himself or herself. A second phase will be carried out by the auxiliaries under the supervision of the trainer. The trainer requests name, address, sex and occupation of the interested campesino. A meeting place for each area of training is selected by the campesinos in that course and the next day, the training is begun.

The first step in the training course is the pre-test or test de entrada. This is designed to determine the knowledge of the campesino in the specific area of instruction. Each participant is interviewed separately and the answers recorded by the trainer. The process between promotion and inscription usually takes around eight days. The training and practical applications take around ten, since each participant will build, use or plant using the technique being taught. After all have completed the prácticas, a test de salida (post test) is given. This measures the amount learned and is exactly the same as the entrance or pre test.

### The selection of auxiliaries

During the first phase training, the instructors begin to identify possible auxiliaries for the next session. It is required that they know how to read and write, speak Guaraní and have some kind of leadership role within the group. For five days, the people will be trained in the use of flipcharts, directing the simulation games, use of question-answer techniques, administering the pre and post tests, etc.

Just as with any training, the potential auxiliaries are given a pre-test and post-test, this time related to the techniques being taught. The ones with the most ability are assigned that role; the others are assigned to promotion, home visits and registrations for the second phase. The only difference between the first and second phase is that the auxiliaries are the trainers and the trainers observers. Without question, the auxiliaries are an asset to the program.

### The results

The whole training process, from enquesta to end of second phase takes around forty five days. It should be mentioned here that the loss of equipment by theft is low considering that each area can have as many as fifty participants per trainer.

The PAE team carries out a retention of knowledge test in each cooperative after two to three months of the training and again after six months. Ideally, the same pre and post test is used. Nevertheless, this has not been the case. Even though the sequence of these tests has been carried out in every one of the cooperatives, the statistical validity of the results is questionable. There are three main reasons:

- 1) The evaluation expert advising the pilot project neglected or overlooked the need to specify a very clear formula or process for the team to follow. In some instances, the sample for the retention test is 20%, in others 25%. To further complicate the results, when comparisons were made, no explanations were given as to whether the retention test results were being compared with post test results of the first or second phase or an average of both.

As a result, once the technical advisor left the PAE, each instructor used a different criteria, i.e. some first phase, some second phase.

- 2) A second problem comes from a seemingly lack of understanding between the technical advisor and the coordinator. Their difference of opinions seemed to have reflected in a lack of clear instructions to the team, thus causing confusion as to what should be done.

3) The third factor is that the trainers, in their zeal to correct mistakes, changed some of the tests half through the training. In some cases, the questions of the pre-test, post-test and retention test are not the same. Nevertheless the results shown are good and two examples are given here.

Area: Management and Improvement of Small Farms

Content area: Planning a home garden

Compañía: Casaguzá

Question	First Phase		Second Phase		Retention
	Pre	Post	Pre	Post	
1	1.3	4.5	1.5	4.2	3.0
2	1.2	4.0	0.9	3.8	3.4
3	0.4	1.7	0.4	2.0	1.4
4	1.0	2.0	1.0	2.0	3.6
5	0.2	2.8	0.6	3.0	0.9
6	1.0	3.8	1.4	3.7	0.4
7	1.2	5.3	2.6	5.4	1.7
8	0.2	1.9	0.8	1.9	N/A

Source: PAE Instructor's Report  
Miss Angela Gonzalez

In general, the percentages remain high after two months. It is also interesting to notice that the second phase participants score higher than the first phase participants in the entrance test. When questioned about this, the instructor explained that the pamphlets are "passed around" in the company and most of the second phase participants know some of the content "by heart."

Area: Management and Improvement of the Small Farm

Content area: Plant cultivation

Compañía: Las Piedras

Question	First Phase		Second Phase		Retention
	Pre	Post	Pre	Post	
1	0.07	2.0	0.13	2.0	1.3
2	0.06	4.0	0.2	4.0	3.5
3	0.1	3.0	0.06	2.9	2.2
4	0	5.9	0	5.9	3.8
5	0.1	2.0	0.06	1.9	1.2
6	0.2	2.0	0.1	1.9	1.3
7	0	2.0	0	1.9	1.0

Source: PAE Instructor's Report  
Mr. Hugo Arruabarrena

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Again, the percentages are high after two months.

At one of our meetings of the PAE team, specific criteria were established for future evaluations. After some discussion, it was decided to take a 25 percent sample of the total number of people who participated in the training (by area). The results of the retention test with this sample will be compared with an average of the results for the first and second phase. At the same time, it was agreed that even though corrections should be made, all pre, post and retention tests will remain the same for each training period to assure the validity of the results.

#### Recommendations

- 1) The PAE project should have a full time evaluation person, with background + nonformal education. There are many interesting areas within the project that would benefit from evaluation. This person could also perform the task of collecting all the information and giving feedback to the team.
- 2) It is recommended that the registration form be expanded to obtain more specific information about the participants. Such things as: dependants, civil status, last grade attended etc. could provide enough information to identify characteristics of the participants. This information could be used to determine the level of schooling of the participants that is so important when designing materials. The amount of written message should decrease the lower the level of school attendance. More pictures and less words for illiterate populations. The present PAE materials have been designed with a semi literate clientele with a 5th to 6th grade level.  
  
They could be adapted for an illiterate clientele but only if its determined by a study. So far, the trainers have not had any problems with the materials but this possible conflict should be kept in mind and should be studied further.
- 3) In this part of the evaluation the lack of organization of the PAE files was most evident. Even though all the information is there, the task of finding it proved to be frustrating. The trainers knew that they had handed it in, but no one was sure of where it was. It is recommended that the administrator for the Project sets up a control system for the reports handed in. The instructors should have a receipt for all reports handed in, with a master list at the PAE office.
- 4) In the same vein, it is recommended that the secretary of the Project participates in one of the training and creation sessions, so as to be completely conversant with the goals and methodology of the Project.
- 5) There is no information about the impact of the training on the people who serve as auxiliares; how it affects their standing in the community

or their future role in other PAE training sessions. It is necessary to study this area of concern very thoroughly. So far, it has not been a problem because the Project has not been in the same compañía twice. As of the date of this report, it is happening for the first time and upon our recommendation, the instructors are trying not to use the same already trained people as auxiliares and to try to give the opportunity and experience to someone new. Nevertheless, a long range policy is needed.

6) The project personnel has been trained in a technique and its use but lacks a clear understanding of Nonformal Education philosophy and goals. It is strongly recommended that all PAE personnel undergoes an in service training on the subject. This could be done by an expert from overseas or a Paraguayan. There is a great deal of interest and willingness to learn and it is our belief that many questions and doubts about courses of action would be easier to handle if they knew more about the subject. Also, more contact is needed with other projects and a resource library on Nonformal Education should exist.

7) Finally there is a need to allow the trainers and PAE team, including the graphic materials department, some time to sit back and renew themselves by taking stock of the work done. If they have no time to evaluate their work, their creativity will slow down. Part of their yearly schedule should be spent away from training and more involved with group dynamics, materials design and in-service training.

General Comments:

The PAE project is, in our opinion, effective and a good example of what can be accomplished. The trainers are very capable, the materials development technique sound and the training very good. Nevertheless, there is a concern on the part of this evaluator as to the capability of the graphic materials unit to handle all the requirements of the SNPP and the PAE program at the same time. As of the date of this report there was a back log of validated materials that had not been reproduced due to faulty machinery and excess of work orders from all sectors of the SNPP program. This affects the effective functioning of the trainers and the morale of the PAE team. Maybe an increase of personnel in the art department coupled with very dependable equipment would help. Nevertheless, it is very important to remember that the art people who work for the kind of project PAE is require a good deal of training and creativity to present concepts in very simple ways. Without doubt, the biggest asset of the PAE team is their eagerness and willingness to learn more to improve the project.

3/6/79