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Summary of Plan for Utilization  
Grant - Florida State University

Florida State University is now into the last year of the 211d institutional development grant it received from the Agency for International Development. The funds have been used to enhance FSU's capability in educational technology and instructional systems design and have been particularly directed to strengthening the Center for Educational Technology (CET). CET has grown and expanded its range of activities, especially those related to the problems of developing countries. FSU has had, in addition to CET, several other organizations on campus contributing to the University's own programs through the application of educational research and technology. These included the Office of Evaluation Services, the Instructional Media Center, the Center for Educational Development, the Library Learning Resources Center and the Instructional Television Program. In July of this year all of these activities and CET were organizationally consolidated to form the new Instructional Systems Development Institute (ISDI). The new Institute will be directed by the former director of CET, Dr. Robert M. Morgan, and is administratively responsible to the Vice President for Educational Services. This move raises the level of educational technology at FSU, substantially increases the level of state funding and generally reflects the high regard with which it is held by the FSU faculty and administration. Moreover, the breadth and depth of support by FSU for developing countries has been significantly increased and can be more flexibly utilized.

By requesting a Utilization Grant from AID, FSU is re-confirming its commitment to working with developing countries, and expressing its intention

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to build close working relationships with the least developed of these countries--the RLDCs.

### Plan of Work

The broad priority for Florida State University for the AID 211d Utilization Grant for the next two years will be to assist selected RLDCs in the selection and use of low-cost technologies and other available resources in seeking partial solutions to their most pressing social, economic and educational needs. The techniques of systems analysis, appropriately modified, will be employed to help the leadership of these RLDCs in the identification of their most urgent problems, and in the analysis of the most effective deployment of locally available resources which will be responsive to these problems.

FSU/CET will concentrate new 211d grant resources on introducing and using the Systems Approach to educational planning in RLDCs in an effort to advance existing analytic and planning theory by applying it in areas and under conditions where it has not been tested. The RLDCs represent areas where the demand for cost/effectiveness is great, where the constraints on time and resources are severe, and where the generation of new knowledge can be an important addition to the science of development.

The approach will be adapted to planning and implementing living skills training programs for rural development in selected LDCs and RLDCs, concentrating on the areas of agricultural productivity and nutrition, health services, water resources management, cooperatives, marketing, and community development skills. These programs will be designed to meet needs and match resources at various levels of the rural sector: the village worker, the rural technician, the teacher, the community, regional and national planner.

Past experience with this approach suggests that considerable savings in money, time and facilities, may be realized as well as increases in productivity and individual satisfaction. RLDCs could thus develop and test low-cost educational technologies in order to mobilize intermediate systems of educational technology which might include: (1) radio and simple audio-visual materials; (2) peer-tutoring; (3) mastery-learning approaches to instruction.

An additional and related focus would be on human motivation. Developmental research and evaluation of the use of educational technologies in the area of motivation is needed. FSU will work with host country specialists to develop, test and evaluate techniques to motivate people in a rural society to help themselves, to make decisions, to act independently, and to overcome resistance to change and modernization. FSU will seek to generate new knowledge on the transfer of attitudes from current motivation techniques, such as the "animation" strategy, to the rate, retention, or gain in learning skills, and acceptance of innovations linked to rural development. Special emphasis will be placed on the integration of minority groups into national, political, economic and social systems.

From the point of view of FSU, the existing 211d grant has achieved its purpose. Our resources in the Center for Educational Technology as well as our competence in providing technical assistance to developing nations, particularly the LDCs, have reached a significant level of sophistication. We are now ready to use the knowledge and experience gained in the past four years in response to the recognized needs of the RLDCs.

New working relationships between FSU and an RLDC would be developed in the following six phases:

I.: Intelligence Search: FSU will make a comprehensive review and analysis of the documentation available from national and international sources on development goals in the RLDCs, with emphasis on educational planning and uses of educational technology. This will include a search of the materials in international or regional organizations such as AID, ERIC, World Bank, UNESCO, FAO, WHO, ILO, IDB, OAS, SEAMEO, CIDA, Foundations, such as Ford, Rockefeller, and Carnegie, other 211d grant institutions and other selected U.S., LDC and RLDC institutions with expertise in educational planning in these areas. CET proposes a seminar at FSU which would bring together specialists from AID, the RLDCs, and U.S. institutions with a background and interest in working in education in the RLDCs. The seminar would focus on the following aspects:

1. Needed modification and potential applicability of the systems approach to educational development in the RLDCs.
2. Application and utilization of low-cost technologies to improving the formal and non-formal educational systems in the RLDCs.
3. Consideration of social, economic and cultural variables constraining or facilitating educational improvement in RLDCs.

The rationale for the seminar is the need to share knowledge and experience in an area where development needs are great and resources are limited. The return on the investment of U.S. resources may be negligible and local frustrations potentially explosive unless systematic planning and analysis is carried out before venturing into complex and sensitive situations. We will attempt to confront the theorists with the practitioners, in an effort to bring a greater degree of reality into U.S.-RLDC program planning and budgeting in education. Technical papers would be published as a result of the seminar.

II. Contact and Linkage: A series of seminars and workshops will be carried out in selected RLDCs and LDCs by FSU staff and interested government or university staff in the host country or region. The initial contact for the seminars can be made through AID, at FSU's initiative, or through a visit to the FSU campus by an LDC or RLDC representative. The seminars will be used to familiarize FSU staff with priority educational goals and problems, the level of development in a particular country, and, in turn, familiarize the host country with FSU resources, field experience, and approach to problem-solving in educational development.

III. Project Definition: FSU will assist selected host countries in defining their educational problems, raise critical questions, and identify and develop potential resources in the solution of problems. It will assist in evaluating alternative strategies and resources, and in planning for the management of a project or series of projects to meet priority needs. Training systems will be planned to carry out personnel development for the implementation of these projects. In these selected countries this process of project definition will permit an important iteration on the use of the "systems approach." The systems analytic approach has not been used in RLDCs to any extent and may need considerable modification to be maximally effective. This group of activities, while contributing directly to the selected RLDCs, would also represent a major development research effort for FSU on what has been thus far a most beneficial technology--the systems analysis approach to education.

IV. Personnel Development: The quality and relevance of training programs offered by FSU probably represents its single greatest contribution to development to date. FSU is ready to: (1) carry out these programs through degree, or short-term non-degree training on-campus; (2) collaborate

with and strengthen local institutions to develop an adapted training program in Educational Technology in the host country targeted to specific project needs and goals on a national or regional basis. As a result of this experience with training at a local institution, FSU will be in an excellent position to revise, and make more relevant its own training programs for on-campus foreign students from RLDCs.

V. Technical Support and AID Liason: With projects defined and personnel trained, FSU will provide technical assistance to the RLDCs, and LDCs as appropriate. This support can range from a sister-relationship with a local research or training institution, to short-term consultancies, seminars or workshops in the host country, or an information service to provide current research and development data in priority content areas or processes, as well as comments on new approaches in Educational Technology.

FSU will maintain continuous contact with AID priorities in program development by frequent meetings with specialists in AID/Washington. CET staff will be available to serve on AID project design teams in the field, and to assist in the evaluation of new project designs, as appropriate. FSU will send faculty and graduate students to the field to perform specialized tasks in pertinent areas.

VI. Technical and Professional Reporting: Systematic reporting will be provided to AID on a quarterly basis, linking budget expenditures to program, as well as providing summary descriptions of progress toward goals, significant events, problems, or indications of a need for changes in direction. Scholarly publication will be undertaken by CET staff as research results from the earlier phases of the work plan become available for review and analysis. FSU is committed to the systematic dissemination of tested research results to all interested organizations and institutions.