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PROGRAM OF STUDIES IN NON-FORMAL EDUCATION

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Michigan State University

Field Application Phase

A Report To AID/TAB

AID/CM/ta-C-73-22

April 21, 1975

Cole S. Brembeck

Richard O. Niehoff

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## I. Introduction

The Michigan State University Program of Studies in Non-Formal Education has been characterized by two mutually reinforcing thrusts: (1) knowledge building and dissemination and (2) country applications. Knowledge building and dissemination received prime emphasis during the initial phase of the Program. Currently, country applications command our main attention, and this topic is the central subject of this report.

The two matters are so closely intertwined, however, that to limit this report to field applications alone would give a narrow and distorted view of the actual development of the project. More critically, it would neglect the vital relationship in NFE development between research and action, knowledge building and experience. Simplistically, one might think of the two phases of the Program as that of, first, generating knowledge in an intellectual setting, and, second, applying it in the field. Actually, the research phase of the Program was made possible only because most of the faculty members involved were already experienced in international education broadly perceived, and because they then engaged themselves in further field work focused quite specifically on the research tasks at hand. The result, we feel, is a series of studies which intellectually conceptualize the real world of NFE, its condition, developmental needs and future promise.

Similarly, our current attention to field applications continues to generate new ideas which need to be formulated into useful propositions and researchable hypotheses. The knowledge building phase, therefore,

proceeds apace, nourished by constant reality testing and experience. The outcome, we hope, is producing both better field work and knowledge in NFE areas where both are greatly needed.

The two matters are linked in still other ways. The field work of our teams frequently becomes the substance of our continuing seminars on NFE. In these sessions the problems encountered in the field get examined in an atmosphere of critical intellectual inquiry. Again, the research publications give guidance to field work and are in demand both among our own faculty and many others who work in the field of NFE. Finally, the prospect of combining meaningful intellectual formulations with tough and challenging field problems attracts good minds to the Program, saves NFE from gimmickry, and places its study and practice where it ought to be, alongside that of formal education.

In closing this Introduction permit me to say a brief word about three other characteristics of the Program of Studies in Non-Formal Education, characteristics which to us have proven crucial. First, the Program could not have developed without a broad base in faculty interest reaching across a number of academic areas, including agriculture, rural development, economics, labor and industrial relations, human ecology, public administration, area studies, and, of course, education. The practice of non-formal education in the developing world cuts across many sectors. It must be studied and worked at in this comprehensive way.

Second, the Program has steadily resisted being "anti-school." Both our research work and experience would seem to support this posture. What is most crucially needed now is not a de-emphasis on schooling, but an enlargement of our view of education policy which seeks to use

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all of a nation's educational resources, both formal and non-formal, to meet developmental needs. In brief, instead of equating education policy and practice with schooling alone, as we have tended to do in the past, we need to equate it with learning needs, wherever they are, and with whatever educational tools may be usefully employed.

The third additional characteristic of the Program has been our desire to help create a usable communication network among all persons interested in non-formal education. This need for mutual reinforcement and learning appears to be one of the most critical in this newly rediscovered, old mode of education. Learning networks pervade formal education. This is not the case among those who work in NFE.

Toward this end we have conducted a number of activities aimed at people who can profitably learn from one another's experiences. An international conference was held on campus a year ago. Other meetings on special topics are planned. We are working with Brazilians on an international conference on NFE in 1976. In-country meetings are frequent. Continuing seminars on NFE are conducted on campus. Finally, we have established a Non-formal Education Information Services Center to provide useful information to those who desire it. Requests for information are running at a high rate.

We do not know, of course, exactly how the multiplier effect is working, but there are signs of increased awareness of both the potentialities and the pitfalls in non-formal education.

We turn now to the field phase of the Program and list, in outline form, some concerns which emerge in the act of developing NFE projects and programs.

## II. Some Concerns Related to the Development of NFE Field Projects

### A. Selected questions of importance:

1. Where does the educational function to be performed appropriately fit? In formal education? Non-formal education? What types of sponsoring organizations or institutions are best able to perform the particular educational function?
2. Does the project extend education to populations excluded from formal education?
3. Does the project expand the range and improve the quality of education by utilizing existing structures?
4. Does the project extend the diversity of educational opportunity?
5. Does the project provide fertile ground for vital experimentation and evaluation?
6. Does the project address itself to problems of basic human needs and decency, in matters like food and nutrition, employment, health and housing?
7. Does the project fit into a comprehensive development plan within the nation?

### B. NFE Project Development in relation to formal education

1. System dimensions: Formal schooling constitutes a system; NFE usually does not.
2. Scale dimensions: Formal schooling is operated on a massive scale; NFE, with some notable exceptions, is not.
3. Political dimensions: Formal education usually commands political power; NFE, for the most part, does not.
4. Each of these dimensions has implications for the development of non-formal education programs.

C. Some Unusual Opportunities in Planning and Evaluating NFE Projects

1. Planning

- a. In formal education planning there is an imposed design.
- b. In NFE planning there is the possibility of an emergent design.

2. Evaluation

- a. Formal education evaluation usually aims at the client.
- b. Non-formal evaluation can focus on project improvement.

D. Some Promising Project Material

1. Projects aimed at improving the capacity of formal education to carry NFE tasks.
2. NFE inventories, followed by appropriate analysis, planning and programming.
3. The development of learning networks among NFE leaders, rather than administrative "coordination" and "control."
4. Training.
5. The development of existing NFE structures of promise.

III. Country Consultations and Technical Assistance

One purpose of the knowledge-generation phase of the Program was to build within the faculty a response capability in the field of non-formal education. That capability has been called upon frequently by AID/W, country missions and host governments. The following are brief descriptions of field activities of this type.

You will note that NFE work of a variety of types has been carried on in ten countries.

BOLIVIA

September 16-17, 1975, Ted Ward travelled to Bolivia to consult with the Mission in La Paz regarding the design and planning of two evaluations to be conducted on on-going rural projects of NFE in that country. USAID/Bolivia is attempting to assess the impact of these programs in the impoverished rural areas.

Two additional requests for consultant assistance have been received in 1975: (1) for a community school specialist to advise on adding a community school dimension to a substantial rural primary education development project; and (2) for a community development specialist (with multiple disciplinary talents) to provide a descriptive evaluation of a community development project which has been in existence for about ten years. The special emphasis will be on training facilities. Melvin Buschman, Assistant Director of Continuing Education, and Manfred Thullen, Community Resource Development, will spend a period of about three weeks in Bolivia in late May and early June making this evaluation study.

BRAZIL

Since the beginning of our first NFE contract we have had extensive involvement with Brazil. Dr. John Hunter, Professor of Economics and Director of the Latin American Studies Center, provided most of the initial contacts. Later, our NFE contract sponsored a year-long study of SENAI and other industrial training programs conducted by Michael Lukomski. His report is in press and will be available shortly.

In September, 1974, Cole Brembeck and Ted Ward carried out a series of field-work assignments in Brazil. They conducted a workshop dealing with problems of planning, scope, concept, and evaluation for

the DESU (Department of Suppletive Education) staff. They also helped to plan a training program for Brazilians from the national and state levels of DESU. (The training program itself is described elsewhere in this report.) Brembeck's and Ward's work in Brazil also included a lecture-discussion on adult and continuing education at the State University of Guanabara (Rio) and a training workshop for the research group of the SENAI Office in São Paulo. They worked with the Faculty of Education of the Federal University of Bahia to assist in the development of a graduate research and academic program in non-formal education.

#### COLOMBIA

In September-October, 1974, William Herzog, Communication Arts and Assistant Executive Director, Midwest University Consortium (MUCIA), was invited to Colombia to assist the Human Resources Office in AID to evaluate NFE programs in that country--with special emphasis on those programs dealing with rural media and communications. The purpose of the assessment was to provide AID with program development guidelines for non-formal education projects.

#### JAMAICA

In 1973 and 1974, Michigan State was asked to send representatives to participate in studies related to non-formal education. In 1973, Professor Russell Kleis, specialist in adult education, worked with a team assembled by AID and the World Bank in making a survey of the education sector with considerable attention being given to non-formal education as an alternative form of developing human resources. A

report of their findings was published and this report served as a base for follow-up work the next year. In 1974, Franklin Bobbitt, specialist in agricultural education, was asked to participate with a second team. Bobbitt's main responsibility was to work with the Ministry of Education in studying ways which would help to improve agricultural education in Jamaica. The recommendations made by the two teams constituted the basis for a loan request from the Jamaican Government to USAID.

#### ETHIOPIA

Michigan State University has been involved in working with Ethiopians and the AID Mission in NFE since 1972. The work began with the contributions of Professors Richard Niehoff and Bernard Wilder who wrote a series of papers which have been used as a basis for planning new NFE activities in that country. A larger paper, Ethiopia, A Country Study, is one of the Team Reports written under the original NFE Contract.

In February-March, 1974, John Hanson of the African Studies Center, participated in a NFE workshop held in Addis Ababa. The workshop proposed that there be established, on a pilot basis, a number of rural learning centers which are referred to as "non-formal education community practicum training centers." Professor Niehoff was asked to develop a policy paper which summarized the several components of the national plan and proposed a series of actions to implement the pilot program. In November-December, 1974, Niehoff and Robert Branson, Florida State University, returned to Ethiopia to work with the Ministry of Education and to provide

proceed with activities or programs in this area. Consequently a need continues to exist for fast response capability from institutions such as MSU where people are available who have the experience and breadth of understanding to meet the needs of Missions and LDCs in this KPA.

Linkages with many institutions and ministries of education in the LDCs are at an early phase and require considerable strengthening if they are to affect local policies and plans with regard to nonformal education. There is continuing need for a resource base that can act quickly to sustain the momentum gained in the past two and a half years.

It is proposed, therefore, that the present project be extended for a period of two years, with additional funding in FY 76 and FY 77. Thereafter, services requested by individual missions would be funded out of country program funds by means of task orders placed against a basic ordering agreement. Activities of a worldwide nature, such as the clearinghouse and the extension of the knowledge base would, if deemed necessary, be funded through task orders with TAB support.

## II. SERVICES TO DATE:

### A. Country Consultations and Technical Assistance

<u>Country</u>	<u>Consultant/Team</u>	<u>Dates</u>	<u>Man Months</u>	<u>Purpose</u>	
Indonesia	Cole Brembeck	7/6-22/74	.48	General Survey of NFE Plans and Programs	
	Dave Evans	7/4-22/74	.61		
	Nat Colletta	7/4-8/2/74	1.06		
	Cole Brembeck	1/19-26/75	.26	Facilitate work on program proposal	
	Arlen Etling	1/11-30/75	.61		
	Dave Evans	11/9-24/74	.50		
	Ted Ward	3/12-20/75	.29	Assist in conducting workshop on NFE for Indonesian leaders	
	Joe Levine	3/12-20/75	.29		
	Ben Bohnhorst	11/14-30/75	.57	Assist mission and LDC in planning implementation of national NFE program	
	Ted Ward	11/14-31/75	.57		
	Peru	Keith Goldhammer	7/28-8/3/74	.23	Consultation on development of NFE
		Ben Bohnhorst	7/29-8/29/74	1.00	
Kenneth Neff		7/29-8/24/74	.87		
Kenneth Neff		12/2-21/74	.61	Conduct NFE subsector assessment	
Michael Borus		12/7-22/74	.52		
James Fritz		12/2-21/74	.61		
Kenneth Neff	6/28-7/14/75	.55	Assist in development of project design		

<u>Country</u>	<u>Consultant/Team</u>	<u>Dates</u>	<u>Man Months</u>	<u>Purpose</u>
Brazil	Cole Brembeck	8/31-9/18/74	.63	Workshop in coop. with Dept. of Suppletive Ed.
	Ted Ward	8/31-9/21/74	.73	
	Ted Ward	9/14-29/75	.53	Evaluation of NFE programs and Inter. NFE Conference
Colombia	William Herzog	9/27-10/27/74	1.00	Evaluation of NFE Programs
	Ben Bohnhorst	8/29-8/31/74	.10	
	Kenneth Neff	8/30-31/74	.06	
	Keith Goldhammer	8/4-6/74	.10	
Ethiopia	Richard Niehoff	11/23-12/15/74	.74	Advice to MinEd on setting up NFE pilot centers
	Robert Branson	11/29-12/15/74	.50	
Paraguay	Melvin Buschman	11/9-12/3/74	.83	Assist in development of project proposal
	James Fritz	11/9-12/3/74	.83	
	Kenneth Neff	11/25-12/1/74	.70	
	Ted Ward	9/7-13/74	.23	
Nicaragua	Linda Nelson	12/7-12/22/74	.52	Assist Mission in estab- lishing guidelines for survey NFE activities in rural areas.
	Linda Nelson	5/20-30/75	.39	Recommendation on implement- ation of INVIERNO (Inst. for Campesino Welfare)
Pakistan	Richard Niehoff*	7/1-8/30/75	2.00	Assist development rural ed. and discussions on NFE and prep. for NFE Workshop
Lesotho	Frank Bobbitt	10/30-11/30/75	1.00	Assist in reviewing and evaluating employment producing NFE programs
Bolivia	Ted Ward	9/15-16/75	.06	Evaluation of Nonformal Education programs
	Melvin Buschman	5/16-6/14/75	1.00	Evaluation of SNDC in preparation of loan to GOB
	Manfred Thullen	5/16-6/14/75	1.00	
Guatemala	Ben Bohnhorst	1/18-25/75	.23	Donor Conference on Basic Village Ed. Proj. in NFE
Thailand	Cole Brembeck	7/21-24/74	.13	Assist in preparation for conference on role of women in NFE
	Joe Levine	3/22-25/75	.13	
	Cole Brembeck Beatrice Paolucci Margaret Bubolz	5/23-31/75 5/23-6/1/75 5/23-6/1/75	.29 .32 .32	Participate in conference on role of women in NFE

\* Mission funded

<u>Country</u>	<u>Consultant/Team</u>	<u>Dates</u>	<u>Man Months</u>	<u>Purpose</u>
Philippines	Mary Rainey	3/18-4/5/75	.61	Participate in UNESCO conf. on role of women in development
Total Man Months			24.60	

#### B. Research Activities\*\*

Ethiopia	Betru Begrigziahber Richard Niehoff (adv.)	1974-75		NFE as instrument of change in rural areas of LDCs
Bangladesh	Naseem Hoque	1974-75		Study of NFE affecting education of women in Dacca
Costa Rica	Frederick Waisanen	1974-75		Follow-up on earlier NFE program in rural areas
Worldwide	Beatrice Paolucci Margaret Bubolz	1975		NFE needs of women and families in ed and soc. development

#### C. Training Activities

Brazil	10 State and Central Mined Officials	10-11/74		Familiarize trainees with breadth and scope of NFE programs
Indonesia	12 Indonesian Gov't leaders	3-6/75		Seminars on planning, strategy, and methodological problems in NFE

#### D. Information and Linkage Building

Nonformal Education Information Services Center	74/75		1. Reference and reading 2. Clearinghouse 3. Linkages
International Conference on NFE	4/74		East Lansing
International Conference on NFE	1975		Assist to GOB (Brazil) for Conference to be GOB funded
Policy Manual on Nonformal Education	74/75		Nearing completion

\*\* See attachment for studies completed earlier under contract but distributed through this project by NFE Information Services Center.

### E. TA/N and TA/EHR Joint Activity

Under a subactivity of this project, Synectics Corporation is engaging in an intersectoral effort in nutrition education utilizing nonformal and mass media techniques. The activity tests the feasibility of "piggybacking" a nutrition education program on an existing NFE program and supporting the effort with mass media techniques. The sub-activity was wholly funded in FY'75 and requires no additional funds.

### III. EVALUATION OF SERVICES:

The contractor for this project has provided services with extraordinary facility to meet Mission requests for technical assistance. Detailed discussions have been carried on in each case with Regional Bureaus concerning the scope of work and possible developments stemming from the various requests. Both Regional Bureaus and Missions have been given the opportunity to judge on the qualifications of each professional participating as a member of a team. In some instances, the contractor has sought more precisely qualified personnel from institutions other than his own, and teams have been supplied according to plan. In many cases special arrangements have been made with academic schedules so that the program of developing nonformal education as a special educational resource could make the most of "targets of opportunity." This flexibility increased tremendously the Agency's capability of responding in a timely fashion to mission and LDCs needs.

To expedite arrangements and to insure the effective composition of teams, the contractor has frequently been in direct communication with Mission and ministry of education personnel. In no instance, however did this cause confusion since regional bureaus and TA/EHR were kept informed of the progress of discussions and negotiations.

In addition to providing technical assistance teams, the project has established a clearinghouse that is meeting the need for disseminating information on nonformal education on an international basis. A full-time director has been assigned responsibility for the Non-formal Education Information Services Center which carries on the following activities; building a network, publication of supplementary papers, team reports, and bibliographies, distribution of publications, initiation of information exchanges, maintenance of reference library, reference identification service, and information support to researchers in non-formal education. Approximately 40% of the institutions involved in the network are in developing countries, 50% in the United States, and the remainder in Europe, Canada, and Japan. An extensive report on the activities of the Center is available from TA/EHR.

The international conference on nonformal education was especially effective in focusing attention and developing an international consensus on the importance of nonformal education and its contribution to human resource development. Attending the conference were practitioners and theoreticians from 21 nations, 22 universities, and 26 national and international agencies. Select participants from developing countries participated in a workshop following the conference to explore significant issues and problems in greater depth.

#### IV. EXPECTED TREND

It is expected that during the next two years there will be increased emphasis in all countries, but especially in those in Africa, for assistance with planning of programs in nonformal education. Help with educational sector and subsector reviews in connection with the development of DAPs will be called for - this in order to insure an integrated effort for the extension of educational opportunities to those who must remain outside the services of the formal school system.

Special attention will be directed toward the development of non-formal education programs for hard-to-reach groups in rural areas as these groups become a part of larger development efforts. Attention must also be directed to the special needs of the urban poor. A growing need will be felt for the investigation of the role of women in development and the identification of nonformal education activities designed to enhance that role.

There will be continued necessity for putting together, on relatively short notice, technical assistance teams to assist Missions and LDCs in developing nonformal education programs. The Agency will also require help in monitoring massive, innovative nonformal education projects being developed in Southeast Asia.

#### V. ALTERNATE SOURCES

There is no other single source that has comparable capabilities on the scale that Michigan State University has for meeting Agency and Mission needs, with both ease and speed of response, in the area of nonformal education. With its long involvement in international educational development programs, MSU already possessed the professional competence upon which a program could be built for serving the needs of LDCs especially as they looked at the potential of nonformal education for accelerating human resources development. Recognition of this competency was already apparent in 1971, when the Agency selected MSU for an earlier contract to develop a knowledge base in nonformal education and assert world leadership in acquainting the LDCs with the importance of extending educational opportunity to those most in need through this channel.

#### VI. OTHER ISSUES:

In view of the constant demand of the Missions and the LDCs for services and technical expertise, there has been insufficient time for Michigan State personnel to insure an expansion of the knowledge base initiated under a previous contract. This is an area that must receive increased attention in view of the constantly growing demand for information in the area of nonformal education. It is expected that an expansion of the knowledge base will constitute one of the major outputs of the project during its extension.

VII. PROPOSED BUDGET FOR MAJOR OUTPUTS FOR REMAINDER OF FY 76  
INTERIM QUARTER, AND FY 77.

Period of April 1, 1976 to September 30, 1976 (Six months)

\$ 20,000	for	Operation of the Nonformal Education Information Services Center - director's services maintenance of network, exchange of information, reproduction, supplies, etc.
40,000	for	Expansion of the Knowledge Base on Nonformal Education - specific subject-matter areas, identification of investigators and scope of research being negotiated.
15,000	for	Publications, (Publishing and Distribution) - editing, publishing, distribution.
55,000	for	Technical Assistance Teams in Nonformal Education - provision for approximately two teams to each geographic region, includes travel, per diem, salaries, writing reports.
20,000	for	Conferences/Seminars - seminars projected for approximately six countries in various regions.
\$150,000		Total (Administrative costs are included in various items on prorated basis).

Period of October 1, 1976 to September 30, 1977 (Twelve months)

\$ 40,000	for	Operation of the Nonformal Education Information Services Center (operational breakdown similar to above).
80,000	for	Expansion of the Knowledge Base on Nonformal Education (breakdown similar to above).
30,000	for	Publications (Publishing and Distribution).
110,000	for	Technical Assistance Teams in Nonformal Education (operational breakdown similar to above).
<u>40,000</u>	for	Conferences/Seminars - Conference on role of nonformal education in rural development in addition to country seminars.
\$300,000		Total (Administrative costs included in various items on prorated basis).

## DEFINING NON-FORMAL EDUCATION

To many, a more satisfactory way to define NFE is consider it to be a "perspective" one takes when dealing with the problem of providing learning opportunities in support of development.

The perspective of NFE demands that planners take a comprehensive view of education and consider a broad range of alternatives when determining: 1) institutional sponsorship; 2) administrative arrangements; 3) instructional/learning methods and materials; 4) the appropriate objectives and the relation of the program to other activities, and 5) the appropriate client group to be served.

The operationalization of the program concepts dictated by the perspective of NFE will result in education programs that exhibit great diversity both within and among LDCs. Among the general characteristics of programs will be:

- 1) education services being provided to a wider range of groups, women, rural residents, out-of-school youths and adults;
- 2) existence of planning and implementation procedures that determine delivery modes and program objectives primarily on participant characteristics and needs and not on existing systems or preconceived notions of how education should be "delivered."
- 3) NFE program objectives are dynamic and readily change to fill varying needs;
- 4) learner participation in program planning is significant;
- 5) NFE programs in rural areas are linked to or are integral parts of larger development efforts rather than activities set apart from the day-to-day development business;
- 6) NFE programs show regional variation to meet varying needs because they are planned and implemented by decentralized units that are closer to the people whose needs they address.

MICHIGAN STATE UNIVERSITY NON-FORMAL EDUCATION  
PUBLICATION LIST

<u>Author</u>	<u>Title</u>	<u>Date</u>	<u>Printed</u>	<u>Distributed</u>
Axinn	Toward a Strategy of Inter- action in NFE	1974	1529	1131
Grandstaff	Historical Perspectives on NFE	1974	1031	1012
Hunter/Borus/Manan	Economics of NFE	1974	1548	1132
Niehoff/Wilder	NFE in Ethiopia	1974	1507	1154
Grandstaff	Alternatives in Education: A Summary View	1974	1518	1210
Kleis	Case Studies in NFE	1974	1522	1041
Neff	International Training Support for NFE	1974	1003	893
Ward/Herzog	Effective Learning in NFE	1974	1030	860
Grandstaff	NFE and an Expanded Concept tion of Development	1973	1153	913
Kleis et al	NFE: The Definitional Problem	1973	1070	877
Axinn et al	NFE and the Structure of Culture	1973	1058	904
Brembeck/Grandstaff	NFE as an Alternative to Schooling	1973	1290	910
Niehoff/Wilder	NFE in Ethiopia: Literacy Programs	1973	1028	806
Niehoff/Wilder	NFE in Ethiopia: The Modern Sector	1973	1088	755
Lukomski	Supplementary Paper #1	1975	988	621
Oxenham	Supplementary Paper #2	1975	1024	634
Mannan	Supplementary Paper #3	1975	224	180

I. PROJECT IDENTIFICATION

1 PROJECT TITLE  NON-FORMAL EDUCATION, FIELD SUPPORT		APPENDIX ATTACHED <input type="checkbox"/> YES <input type="checkbox"/> NO <i>1p</i>	
3 RECIPIENT (specify)  <input type="checkbox"/> COUNTRY _____ <input type="checkbox"/> REGIONAL _____ <input checked="" type="checkbox"/> INTERREGIONAL <u>TA Bureau</u>		2. PROJECT NO. (M.O. 1023.2) 931-11-690-996	
		4. LIFE OF PROJECT BEGINS FY <u>73</u> ENDS FY <u>76</u>	
		5. SUBMISSION <input type="checkbox"/> ORIGINAL <input checked="" type="checkbox"/> REV. NO. <u>1</u> <u>3/9/76</u> DATE CONTR./PASA NO. _____	

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

A FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMOD- ITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY (A) JOINT (B) BUDGET	
1 PRIOR THRU ACTUAL FY	697											
2. OPRN 76 FY	133											
3 BUDGET FY 77	67											
4 BUDGET +1 FY												
5. BUDGET +2 FY												
6. BUDGET +3 FY												
7 ALL SUBJ. FY												
8. GRAND TOTAL	897											

9. OTHER DONOR CONTR. BUTIONS

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

III. ORIGINATING OFFICE CLEARANCE

1 DRAFTER TA/EHR, Myron H. Vent <i>MHV</i>	TITLE Project Manager	DATE 3/9/76
2 CLEARANCE OFFICER TA/EHR, James B. Chandler <i>JBC</i>	TITLE Director, TA/EHR	DATE 3/9/76

IV. PROJECT AUTHORIZATION

1 CONDITIONS OF APPROVAL

This project extension was approved by the R&D Committee for an additional nine months funding with further funding contingent upon a joint review by Michigan State University and the Regional Bureaus. Any further extension of the project will depend upon the results of the review.

2 CLEARANCES

BUR OFF.	SIGNATURE	DATE	BUR OFF.	SIGNATURE	DATE
TA/PPU	Carl R. Fritz <i>CF</i>	3/11/76			

3 APPROVAL AAs OR OFFICE DIRECTORS

SIGNATURE Curtis Ferrar <i>Curtis Ferrar</i>	DATE 3/15/76
TITLE Assistant Administrator, AA/TA	

4. APPROVAL A/AID (See M.O. 1023.1 VI C)

SIGNATURE	DATE

ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT PAPER FACESHEET</b> TO BE COMPLETED BY ORIGINATING OFFICE	1. TRANSACTION CODE ("X" appropriate box) <input type="checkbox"/> Original <input type="checkbox"/> Change <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete	PP <hr/> DOCUMENT CODE 3
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2. COUNTRY/ENTITY Bureau of Technical Assistance	3. DOCUMENT REVISION NUMBER 15p
4. PROJECT NUMBER 931-11-690-996	5. BUREAU a. Symbol: TAB      b. Code: 6
6. ESTIMATED FY OF PROJECT COMPLETION FY 77	

7. PROJECT TITLE - SHORT (stay within brackets) <input type="checkbox"/> Non-Formal Education:Field Support	8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION a. INITIAL mo. yr. 73      b. FINAL FY 77
--	--

9. ESTIMATED TOTAL COST (COO) or equivalent, \$1 = )						
3. FUNDING SOURCE	FIRST YEAR FY thru FY76			ALL YEARS		
	b. FX	c. L/C	d. Total	e. FX	f. L/C	g. Total
AID APPROPRIATED TOTAL			830			1040
(Grant)			( 830 )			( 1040 )
(Loan)						
Other 1.						
U.S. 2.						
HOST GOVERNMENT						
OTHER DONOR(S)						
TOTALS			830			1040

10. ESTIMATE LOANS AND APPROPRIATED FUNDS (COO)										
3. Agency (AID/COO)	b. Project Code	c. Project Code	thru FY 76		FY 77		FY		ALL YEARS	
			d. Grant	e. Loan	f. Grant	g. Loan	h. Grant	i. Loan	j. Grant	k. Loan
EH	614	610	830		210					
TOTALS			830		210			0		1040

11. ESTIMATED EXPENDITURES

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

To develop (1) an awareness of the role non-formal education can play in helping to meet critical educational needs (2) an understanding of the part NFE can play in meeting national human resource priorities and goals, (3) develop a body of knowledge and expertise that will enable the LDCs to identify, plan for, and utilize NFE and articulate it into an overall education plan and strategy.

13. ORIGINATING OFFICE CLEARANCE

Signature: *Robert L. ...*  
 Acting Director, TA/EHR

14. Date Received in AID/W, or For AID/W Documents, Date of Distribution

mo. day yr. 9/16/77

UNITED STATES GOVERNMENT

# Memorandum

TO : AA/TA/Mr. Curtis Farrar

931-996

DATE: September 28, 1976

FROM : TA/PPU, *Carl R. Fritz*

SUBJECT: Extension of Project 931-11-690-996, Non-Formal Education: Field Support.

On February 17, 1976, the Research and Development Committee reviewed the proposal for an extension of this project for two additional years and a life-of-project cost of \$1,130,000. The R and DC recommended limiting the extension and funding through December 31, 1976. It also recommended that the Regional Bureaus, PPC, TA/EHR and the Michigan State University review the project again to determine the need for extending the contract.

On June 2, 1976, the Regional Bureaus, TA/EHR and MSU personnel reviewed the activities as outlined in the contract. Subsequent to the review, discussions with the Regional Bureaus indicated requests for technical assistance were anticipated from at least ten countries. It was agreed that a nine-month extension would cover the requests that might otherwise require the services of direct-hire TA/EHR personnel and provide time for transition to a basic ordering agreement.

In accordance with these discussions, TA/EHR proposes a nine-month extension through September 30, 1977, with additional funds of \$143,000 for a new total of \$210,000 in FY1977. Funds are available in the FY77 tentative OYB. I recommend that you approve a nine-month extension.

Attachments: A) Review of MSU Field Support Project  
B) PROP Facesheet

Clearances:

ASIA/TD, S. Hammond *[Signature]*  
LA/DR, J. Smith  
AFR/DS, W. Whitten *[Signature]*  
NE/TECH, D. Steinberg *[Signature]*  
PPC/DPRE, N. Cohen *[Signature]*

Approved: *[Signature]*

Disapproved: \_\_\_\_\_

Date: *Sept 29 '76*

Clearance: *[Signature]*  
TA/EHR:RWSchmeding *[Signature]* Date *9-15-76*



Review of Non-Formal Education Field Support Project  
Held on June 2, 1976

Project: Non-Formal Education Contract AID/CM/ta-C-73-22

Contractor: Michigan State University

Project Manager: Myron Vent

Discussion Highlights:

**Background:** This field support project has been used extensively by the Bureaus and USAIDs who have worked out with TA/EHR and the contractor the details of MSU's support activities. TAB is proposing an extension of the activity for nine months, through FY77, to phase over the support/planning activities to a Basic Ordering Agreement and Task Order type activity. The phase over will prevent a hiatus with the USAIDs on planned activities and provide time for a decision on how to handle the Information Center portion of this activity.

**Discussion:** The contractor presented a written report, circulated in advance of the meeting, and followed this up with an oral presentation on the expanding scope of activities carried out under the contract. This information supplemented to a considerable degree that available for the R and DC review. The contractor described the extent to which the Information Center was being called upon for publications and its growing linkages with institutions and individuals in both developing and developed countries. Various recommendations were made by AID personnel for increasing the effectiveness of the Information Center. Less specific were suggestions for expanding the knowledge base, although there was consensus on the need for expansion. MSU was receptive to the recommendations. Presumably more specific recommendations will be an outcome of the forthcoming meeting on non-formal education and the rural poor.

Subsequent to the review, discussions were held with each of the Regional Bureaus with the exception of the Bureau for the Near East. Bureau representatives indicated the likelihood of requests for technical team visits during FY 1977 from the following countries: El Salvador, Jamaica, Colombia, Dominican Republic, Pakistan, Nepal, Philippines, Ethiopia, Liberia, and Lesotho. Following these discussions the Regional Bureaus concurred in the extension of the present contract through FY 1977 with the understanding that arrangements be made for a basic ordering agreement effective upon termination of the contract.

UNITED STATES GOVERNMENT

# Memorandum

TO : Acting AA/TA, Marjorie S. Belcher

DATE: September 21, 1977

FROM : TA/PPU, John Gunning

SUBJECT: Extension of Project 931-0996, Non-Formal Education - Field Support

1. TA/EHR proposes to extend the subject project for one year, to continue the Michigan State U. information services thru FY1978. As explained in Dr. Schmeding's memo, the information services will be picked up under a new project in FY1979.
2. The one year extension has been approved by all regional bureau education officers and R&DC members.
3. Funds are available within the congressional presentation level for RDA 15 and within EHR's OYB level.
4. I recommend that you approve the one-year extension by signing the PAF Part II.



September 7, 1977

MEMORANDUM TO: AA/TA, Ms. Marjorie Belcher

THRU: TA/PPU, Robert Simpson

FROM: TA/EHR, Robert Schmeding

SUBJECT: Extension of Project 931-0996 Non-Formal  
Education - Field Support

1. The subject project has provided field services and information services since 1973 through a contract with Michigan State University.
2. The last extension of the project was authorized in September 1976 and runs thru September 30, 1977. In agreeing to that extension EHR, the R&DC and the regional bureaus agreed that after September 30, the field support services should be provided under a BOA, with individual Missions funding task orders as needed.  
  
During the nine month extension MSU and EHR were to decide on the appropriate role for the information center and on a mechanism for continuing the service, if needed.
3. During the past year the use of the information services have expanded markedly. The Center is replying to an average of approximately 75 inquiries and requests each week. It has undertaken over this same period the production of a bi-weekly newsletter, NFE Exchange, which has met with a positive response from AID education officers, LDC recipients, and others. Each issue amounts to 3,800 copies, and new requests for it continue to come in.
4. For these reasons, and the further encouraging development that MSU is beginning to assist in establishing several regional information centers in LDC's, we decided during this year that we should continue to fund the information center.
5. A PID for a new FY 1979 project to support the center was favorably reviewed during this year's ABS review and funds for the project are included in increment I of TAB's FY 1979 ABS.

6. The PID states that FY 1978 will be a transition year for the Center, but a funding mechanism for this transition year has not yet been provided. Funds were not included in the FY 1978 Congressional Presentation because the future of the Center was in doubt at the time the C.P. was prepared, and because we had the mistaken impression that we could fund the operation through utilization money, or alternatively through a task order. Neither of these is really possible.
7. We now find that we have sufficient funds in our FY 1977 OYB under RDA 15 to fund the centers operation thru FY 1978. We propose to utilize these funds by extending the Field Support Project for one year and adding funding authorization of \$119,000 to cover only the information services portion of the contract. This will provide us with the necessary bridge to develop, along with TA/RUL, a new project to support this activity beginning in FY 1979. This extension has been approved by the education officers in all four regional bureaus, and TA/RUI is in contact with MSU to arrange for maximum feasible utilization of TA/RUI services.
8. I recommend that you sign the attached PAF amendment authorizing extension of project 0996 to September 30, 1978 with the addition of \$119,000.

<b>AGENCY FOR INTERNATIONAL DEVELOPMENT          PROJECT AUTHORIZATION AND REQUEST          FOR ALLOTMENT OF FUNDS PART I</b>		<b>1. TRANSACTION CODE</b> <input type="checkbox"/> A : ADD <input checked="" type="checkbox"/> C : CHANGE <input type="checkbox"/> D : DELETE		<b>PAF</b> <b>2. DOCUMENT CODE</b> 5	
<b>3. COUNTRY/ENTITY</b> TA/EHR Field Support		<b>4. DOCUMENT REVISION NUMBER</b> <input type="checkbox"/>			
<b>5. PROJECT NUMBER (7 digits)</b> <input type="checkbox"/> 931-0996 <input type="checkbox"/>		<b>6. BUREAU/OFFICE</b> A. SYMBOL: TAB B. CODE: <input type="checkbox"/> 08 <input type="checkbox"/>		<b>7. PROJECT TITLE (Maximum 40 characters)</b> <input type="checkbox"/> Non-Formal Education: Field Support <input type="checkbox"/>	
<b>8. PROJECT APPROVAL DECISION</b> <input type="checkbox"/> ACTION TAKEN A - APPROVED D - DISAPPROVED DE - DEAUTHORIZED		<b>9. EST. PERIOD OF IMPLEMENTATION</b> YRS. <input type="checkbox"/> 0 <input type="checkbox"/> 5 <input type="checkbox"/> QTRS. <input type="checkbox"/> 3 <input type="checkbox"/>			

**10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)**

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY		H. 2ND FY		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EHR	610	610		813		346			
(2)									
(3)									
(4)									
TOTALS				813		346			

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED		A. GRANT	B. LOAN
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	ENTER APPROPRIATE CODE(S) 1 = LIFE OF PROJECT 2 = INCREMENTAL LIFE OF PROJECT			
(1)					1,159				1	
(2)										
(3)										
(4)										
TOTALS					1,159					FY <input type="checkbox"/> 7 <input type="checkbox"/> 7

<b>12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)</b>			<b>13. FUNDS RESERVED FOR ALLOTMENT</b>		
A. APPROPRIATION	B. ALLOTMENT REQUEST NO. _____		TYPED NAME (Chief, SER/FM/ESD)		
	C. GRANT	D. LOAN	SIGNATURE _____		
(1)			DATE _____		
(2)					
(3)					
(4)					
TOTALS					

**14. SOURCE/ORIGIN OF GOODS AND SERVICES**   
 000   
 941   
 LOCAL   
 OTHER \_\_\_\_\_

**15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED**

This amendment adds \$119,000 to the life of project funding and extends the completion date for services from September 30, 1977 to September 30, 1978. The additional funding will provide for continuation of only the information services portion of the project.

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE			18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE		
		MM	DD	YY		MM	DD	YY

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT  
OF FUNDS

PART II

ENTITY : TA Bureau  
PROJECT : Non-Formal Education: Field Support  
PROJECT NUMBER: 931-0996

AID grant financing of \$119,000 will be provided, in addition to the \$1,040,000 already authorized under this project.

The additional funding will provide for continuation of the information services portion only of this project thru September 30, 1978, as per the attached scope of work and budget. As agreed with the Regional bureaus, technical assistance previously provided under this project will be funded as needed by the Missions under a BOA with Michigan State University.

Attachment: Scope of Work and Budget

Approved: \_\_\_\_\_

Disapproved: \_\_\_\_\_

Date: \_\_\_\_\_

Clearance:

TA/PPU. J. Gunning  
R&DC member:  
F. Moore. AFR/DP FM 9/15  
J. Dalton, NE/TECH JD 9/20  
W. Feldman, LA/DR WF 9/12  
R. Meehan, ASIA/DP RM 9/19  
E. Hogan, PPC/DPREEH 9/11

## SCOPE OF WORK

October 1, 1977 - September 30, 1978

### A. Objective

As discussed in the Non-Formal Education Information Center's Report of Progress, February 1977, demands on the Center have been rapidly expanding and are now averaging over 75 per week. The most frequent requests continue to be for the monographs and case studies prepared as part of the MSU Program of Studies in Non-Formal Education. The NFE Exchange newsletter is also of central importance, for it serves to make available the wealth of materials coming into the Information Center from world-wide sources. With its focus on pragmatic development problems, the NFE Exchange brings together materials of a fugitive nature, for the most part not otherwise accessible to NFE planners and practitioners. It has come a principal vehicle through which trends are highlighted, new ways of doing things are discussed, and practical resources are identified. An major objective of the NFE Information Center is to enrich its publication outreach in response to the expressed needs of development workers.

Another important objective of the Center is to strengthen its ability to respond quickly and meaningfully to the requests for assistance made by individual practitioners in the field. They are committed to continuing the individualized and personalized attention given to everyone who makes contact with the Center. And, more development workers are asking for more services, such as gathering resources in the areas of health and nutrition, family planning, agriculture, vocational skills and cooperatives, management, community organization, communication processes and technology. Therein rests the requirement for quality responses and quick turn-around. Good researchers and experienced peer reviewers will make it possible to provide these strengthened services.

The NFE Information Center wishes to spread its resources and to encourage the evolution of similar centers in the developing world. A major service that the Center now has the experience to provide is that of demonstrating how systematically to build and maintain an NFE information network. Assistance in this area is being increasingly requested of the NFE Information Center, which is willing and able to respond.

## B. Detailed Statement of Work

The NFE Information Center will continue its present functions:

- Building a world-wide network of planners and practitioners of non-formal education for development. (Participants in the NFE network now number approximately 2900 persons, affiliated with 650 organizations in 110 countries.)
- Disseminating information (principally via the MSU/NFE publications and the NFE Exchange newsletter) about various facets of non-formal education to persons requesting this, particularly to those serving the poor majority. (Approximately 35,000 publications have been distributed to date.)
- Collecting and managing pertinent resources (published as well as "fugitive" documents) on NFE.
- Responding, in a personal and individualized fashion, to special requests for resources related to pragmatic development concerns.
- Tending to the needs and special development interests of visitors to the Information Center.
- Provide assistance and services to national and subnational centers in LDCs who want consulting on information centers.
- The Information Center will make maximum feasible use of the Research, Utilization and Information Center of TAB for information dissemination and printing of publications.

## Budget Descriptors

### I. Personnel

Administrator: Cole S. Brembeck

Functions - Contract and program administration; advisement concerning the Center's agenda of activities; program planning and development; funding; review and evaluation; meet with visitors to the Center.

Time - 10%; 4 hrs/wk.

Director: Joan M. Claffey

Functions - Program coordination, planning and management; plan and edit NFE Exchange bimonthly newsletter; review the Center's incoming requests and prepare responses; conduct analyses of resources and development impact; prepare reports; assist visitors to the Center.

Time - 75%; 30 hrs/wk.

Assistant #1: Nancy T. Radtke

Functions - Research and writing for NFE Exchange newsletter (bimonthly, ten pages) with identification, analysis and synthesis of appropriate materials, development of resource lists, layout; assist visitors to the Center.

Time - 50%; 20 hrs/wk.

Assistant #2: Aurora Pal-Montano

Functions - Research and writing for NFE Exchange newsletter (bimonthly, ten pages) with identification, analysis and synthesis of appropriate materials, development of resource lists; assist visitors to the Center.

Time - 50%; 20 hrs/wk.

Assistant #3:

Functions - Researching indepth requests for NFE resources (personnel, organizational, print); coding approximately 50 incoming NFE documents per week; making annotations on incoming materials.

Time - 50%; 20 hrs/wk.

Assistant #4:

Functions - Make annotations on key NFE materials (4000 total items in NFE Depository); conduct research to ascertain nature of incoming requests, composition, and interests of network participants, nature of exchange contributions.

Time - 25%; 10 hrs/wk.

Assistant #5:

Functions - Assist in the editing, review, and preparation of materials for publication and world-wide dissemination; cull together fugitive documents related to topical and pragmatic development issues for editing and production.

Time - 25%; 10 hrs/wk.

Secretary: - Ellen Brandenburg

Functions - Typing of correspondence (approximately 100 letters/wk); preparation of incoming mail; maintenance of records and files (correspondence, country, person); tabulations of incoming requests and publications; general secretarial services.

Time - 100%; 36 hrs/wk.

Clerical:

Functions - Assist with typing; preparation of publications and materials for overseas mailing, filing; labeling all incoming publications and fugitive documents for NFE Library with name and address of sender.

Time - 50%; 20 hrs/wk.

NOTE: This is a conservatively-sized cadre of staff, as might be surmised from a review of the many and time-consuming functions performed by the NFE Information Center. Should the demands for services greatly expand, it would be necessary to involve (an) additional graduate assistant(s).

## II. Travel and Per Diem

To confer with AID-W personnel.

For participation in professional meetings on information and development vis a vis the rural poor.

## III. Direct Costs

### Review and Evaluation Services

To involve key resource persons world-wide in the review of materials on non-formal education, for the purpose of analyzing and synthesizing the best in a particular development field; to assist in editing materials for publication.

### Newsletter Printing

To print six (6) issues of the NFE Exchange newsletter, bi-monthly, with ten (10) pages and a run of 4000 each issue. Each of these issues will be a "special subject" publication; e.g., front-line development workers, education cum production programs, NFE/development programs for preliterate adults, integration of women in development efforts, popular participation.

### Postage and Telephone

To mail NFE publications, upon request, to development planners and practitioners throughout the world, primarily in lesser