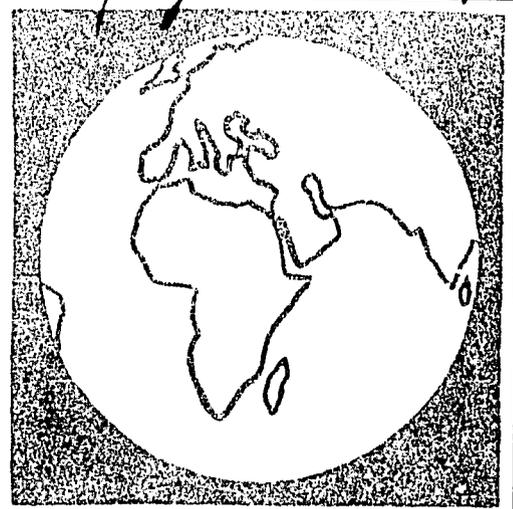
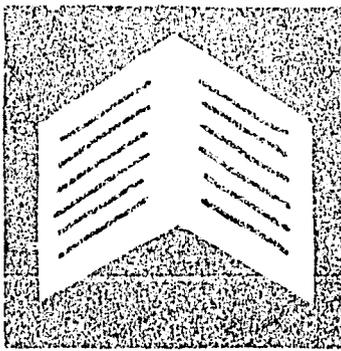
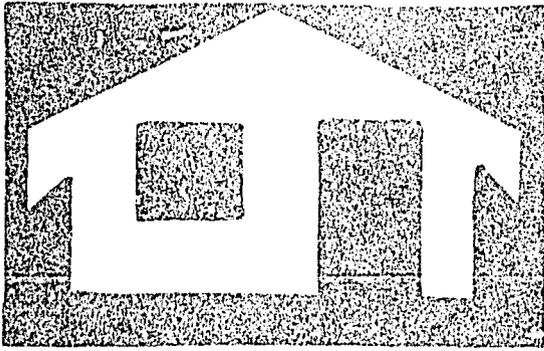


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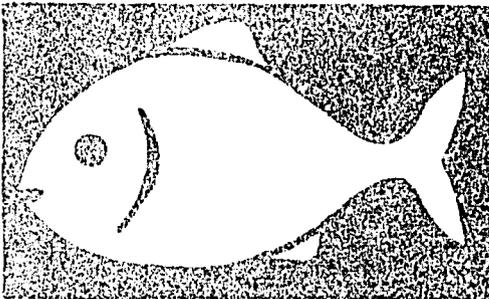
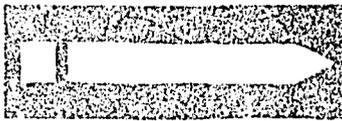
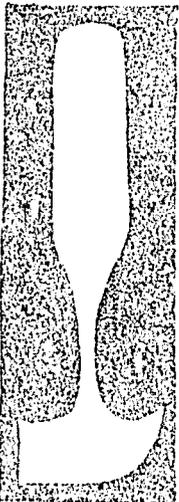
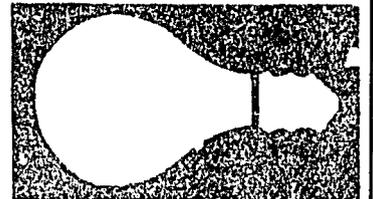
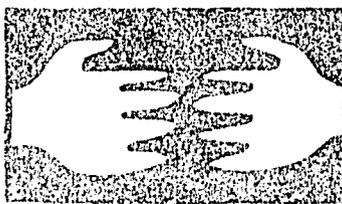
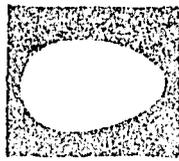
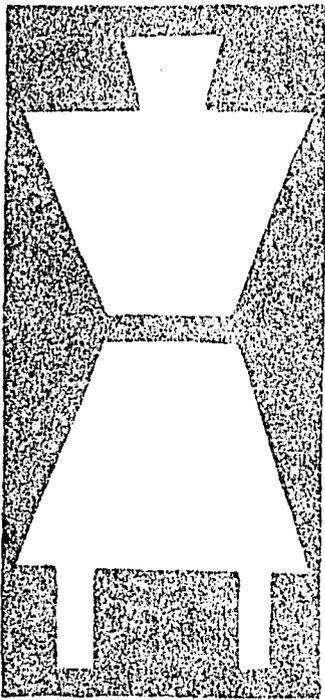
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SUMMARY REPORT

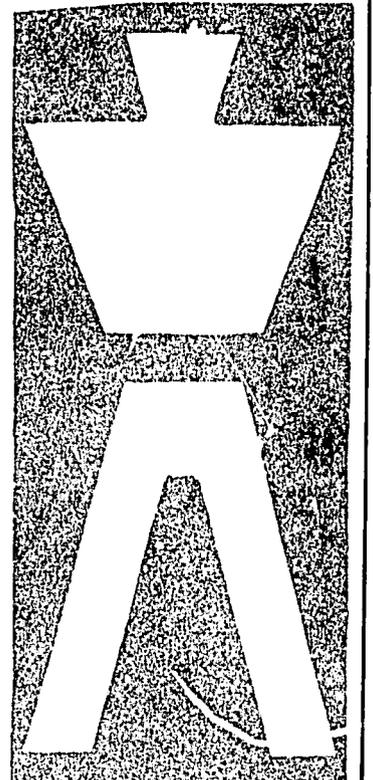
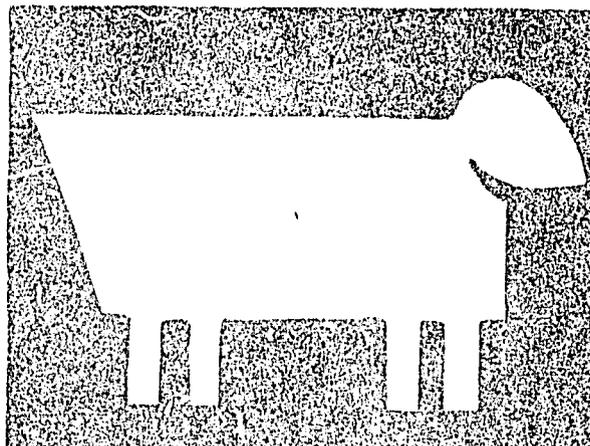
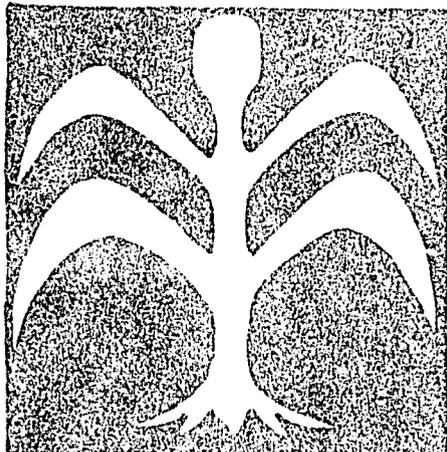
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NONFORMAL EDUCATION PROGRAM

CENTER FOR INTERNATIONAL EDUCATION



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SUMMARY REPORT

FOUR YEAR REVIEW

Center for International Education
University of Massachusetts
Amherst, Massachusetts

May 1978

SUMMARY REPORT
FOUR YEAR REVIEW

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SUMMARY REPORT

FOUR YEAR REVIEW

Center for International Education
University of Massachusetts

I. INTRODUCTION

On May 31st, 1974, the Center for International Education was awarded a five year grant in the amount of \$750,000 for the purpose of strengthening and developing its competence in nonformal education for the developing world. The original grant proposal called for the development of three field sites as an integral part of the process of building institutional capacity. Two of the sites were not included in the final grant, but were subsequently funded under a separate specific purposes grant. All of these activities were undertaken as part of the ongoing program of training, research and provision of services to field projects within the Center for International Education.

A. Purpose of Document

This document and the associated appendices are intended to provide a summary of the full range of activities undertaken during the first four years of the 211d grant. In order to keep the document to a reasonable length, relatively little narration has been included and it should be looked upon as a guide to a much wider body of information and documentation.

During the visit of the Review Team, the document should assist in organizing the flow of the oral presentation and discussion as well as serve as a reference for the full range of project activities.

B. Format of Document

In order to facilitate discussion, the organization of this report is drawn directly from the grant document and the logical framework. Six major sections of the report (III-VIII) each begin with the summary statement taken from the logical framework, followed by a number of subsections. These subsections are derived from the grant document and from the activities of the past four years. As is to be expected, some of the activities originally envisioned as part of the grant were subsequently found to be impractical or of low priority, and a number of new activities have emerged as the field of nonformal education changes and evolves. Each section concludes with some general analytic comments whose focus is to link past activities with future trends, both during the final year of the grant and in subsequent years.

The report concludes with a general summary of planned and potential activities during the final grant year. It also reflects likely continuing activities supported by the university and other donor agencies. A proposal for future utilization of activities is contained in separate documents. The attached appendices contain some of the more important supplementary materials to assist in understanding the scope of activities during the past four years.

Before the sections related to the logical framework, another section of the report provides a sense of the longitudinal development of the capacity of the Center in nonformal education over the past eight years. Like the example given in section II many of the activities under the grant built on previous work by Center members in nonformal education have been applied directly in our own field sites, and are now becoming part of major, new developing projects in nonformal education.

C. Project Program Goal

The overall program or sector goal is clearly expressed in the logical framework and sets the stage for this report:

Increased capacity of the LDCs to conduct nonformal education programs that are effective, efficient and relevant to the needs of people, especially in the rural areas, for skills, knowledge and attitudes that enable them to participate in development programs and to increase their opportunities for employment and to generally improve the quality of their lives.

This statement reflects the style and the tone of Center goals. The Center has attempted to make participation and collaborative procedures key components of all its activities under this grant. The inclusion of field sites, staffed by multi-national teams, is one of the ways in which the structure of the grant reflects our commitment to the development of relevant, need-related nonformal education.

Throughout its history the Center has been involved in working out a process whose goal is to involve people in their own development. The adaptation of Freirean consciousness-raising approaches, the use of participatory processes in activities ranging from materials development to project design, and the attempt to design and implement a collaborative approach to the field sites, all of these reflect the commitment of the Center to a particular goal and style of nonformal education and of the development process in general. In reviewing the following sections, and in discussions with Center members, the review team is encouraged to help us to continue to move toward this goal.

II. INTEGRATION OF THE 211D GRANT INTO OTHER NONFORMAL EDUCATION ACTIVITIES

This section is intended to supplement the discussion of grant products and outcome of Section III-VIII. It illustrates the role of the grant in supporting the development of methods and curricula in nonformal education. Below is an outline of key dates for the Center for International Education that indicate the Center's history in NFE before the grant award:

- 1968 - The Center for International Education is created as part of the new School of Education. CIE takes responsibility for completing the program of staffing and training for an AID-sponsored school development program in Uganda.
- 1971 - CIE receives a contract to conduct research and pilot tests of NFE methods and materials in Ecuador. Contract extended through 1975 by the Government of Ecuador.
- 1974 - Center receives 211(d) Grant from AID.

As is apparent from these dates, the Ecuador Program was still operational at the time the 211(d) Grant was awarded. Many of the substantive elements of the Ecuador Project have been studied, revised, transformed, enhanced and transmitted through the capacities created and sustained by the 211(d) Grant. For one example, the concept of binational staffing was developed through the Ecuador Project (it was the first program in Ecuador to have an Ecuadorian as Chief-of-Party) and carried through the 211(d) support NFE program into the Ghana Project. The issue of multinational staffing is still a matter of study and concern at the Center.

Another example of a nonformal education technique that began with the Ecuador Project and was continued and expanded under the 211(d) Grant is that of the use of drama as a catalyst for rural development. While this use of drama certainly was not invented by Center members, its potential as an identifiable and defineable development tool in varying cultures and settings has been and is being tested by Center members.

As a part of the Ecuador program, the project staff was faced with the question of the creation of an educational delivery system for NFE techniques and materials for remote rural areas. Since it was not possible at that time for every village to have a facilitator familiar with and responsible for NFE activities, it was decided to provide techniques and activities to rural areas through a Bibliobus, a sort of traveling educational fair. Project staff and local facilitators became the bus drivers, puppeteers, gamesters, and booklenders. NFE methods used by the Bibliobus staff included empirical theater, socio-drama, puppet theater and Cabezones (paper-mache heads worn by actors). As stated in the final report of the Ecuador Project, "Theater in all its forms proved to be an exciting way of involving large number of rural people in a process of self questioning." Drama became an important technique in assisting campesinos develop a concept of potential for change and improvement.

Soon after this experimentation with the use of drama in Ecuador, Robert Russell, a Center member, obtained funding for a variation of the Bibliobus idea, which he called the Fun Bus, to test the use of drama in stimulating community awareness in hill towns in Western Massachusetts. The funding from the Massachusetts Endowment for the Humanities complemented NFE research at the Center.

The Fun Bus staff staged mini-drama clinics in rural towns, recruiting their casts from local townspeople and drawing all of the content of the dramas from local history and current local issues. Like their Ecuadorian precursor, the Fun Bus staff used puppets, socio-drama and deliberate theater. This six month program provided a working laboratory for continuing the testing of drama as an instrument of the culture and as a change agent in that culture.

When the Ghana Project began, through funding provided by the 211(d) Grant, Russell met with Emmanuel Tettey, a staff member of Radio Ghana who was visiting UMass under a Center scholarship. From that meeting a proposal was created to investigate and make use of drama as a development concept through the Ghana Project. Russell subsequently was assigned to the project and began work with local Cultural Groups, performing music, dance and drama groups which already existed in a number of towns and villages in Ghana. He was assisted in the development of his program by the People's Education Association, a private voluntary association with which the Center has been collaborating in most aspects of its NFE work in Ghana.

Through work with a number of these groups, the following has resulted:*

- 1) A number of cultural groups have adopted socio-drama as a development technique, including village-level issues in plays or skits which they present.
- 2) The Chiefs and Elders have been brought into the process wherever possible to legitimize the activities of the Cultural Groups.
- 3) Representatives of development agencies have become involved in the solution of development questions raised by the Cultural Groups.
- 4) A cultural group regional union has been formed to provide mutual support.

Following the termination of funding for the NFE program in Ghana, a local Ghanaian organization was formed and with the assistance of Mr. Russell has secured continued funding for cultural groups to work with development issues through a local AID grant.

Thus this concept has been adapted, researched, tested and further developed through varying countries, cultures and forms. It is a promising technique for awareness and participant-directed change, and its development has been supported in crucial areas by the 211(d) Grant.

*For a full discussion of the direction of this aspect of the NFE program in Ghana, see the appropriate section of the Ghana Final Report.

III. INSTITUTIONAL STRUCTURE

Institutional capacity to advise in nonformal education needs assessment and project design, implementation and evaluation.

One of the major components of institutional capacity is personnel, which is composed of different categories: faculty and the Center Associates, both on and off campus. The following sections will look at these categories, and will also analyze the growing pattern of University support of these areas as grant funding reaches an end.

A. Center Faculty

At the beginning of the grant the number of University-supported faculty at the Center was limited to the Center Director and half of the time of George Urch, who is also the Division Chairperson. With grant funds, three additional faculty members were hired during the first year of the grant: David Kinsey, Felix McGowan and Kalim Qamar. Kinsey's area of competence is in research and evaluation, and his program focus is in French-speaking Africa and the North Africa area. Felix was at the Center for several semesters and then took charge of the field site in Ghana. Kalim remained with the Center for two years, during which time he developed a number of new courses in nonformal education. When Kalim left, he was replaced by Linda Abrams, who is a training specialist.

During this period two other faculty members from the School of Education have joined the Center. Dick Ulin works with nonformal education in the areas of literacy and adult education. Robert Suzuki, whose area of specialization is multi-cultural education, helps to provide linkages between

the international focus and domestic application of nonformal education approaches, particularly for Asia-American ethnic groups.

In addition, the Center has a number of active associated faculty members who teach courses, advise Center Associates, and work on field site activities. They include:

Horace Reed	Co-Principal Investigator of the Asia site
Robert Miltz	Co-Principal Investigator of the Latin America Site
Sylvia Forman	Area of specialization is Anthropology and Latin America
Juan Caban	Media and methods in Nonformal Education specialist and Latin America specialist
Jefferson Murphy	Specialist on education in Southern Africa and refugee education issues

At the end of the fourth year of the grant, the Center was authorized to hire a faculty member on a state-funded tenure track in the area of nonformal education. David Kinsey is an applicant for that position. In addition, the university has temporarily put Linda Abrams on state money as well, although she will revert to grant funding in the fall of 1978. With new funding on other nonformal education projects from non-AID sources, it is expected that Linda Abrams will be able to remain with the Center for one or more years following the termination of the grant.

Thus, the faculty of the Center has grown significantly and the funding base for its continuation has been largely assured by the commitment of University resources. At least one other full-time faculty member is needed, particularly in the area of materials development.

B. Center Associates

These comprise people in degree training programs who are either on or off campus depending on the stage of their training. Those who complete degrees become part of the active Center network and are available in a number of capacities. There have been on the average of fifty Center associates either at the Center or in the field over the past four years. About half of these, on the average, have devoted a part of their professional work to research or to field-based activities (or both) in nonformal education. Of the total number, there has been an increasing number of third-world nationals until at this time there is a roughly equivalent number of Americans and non-Americans. This diversity has provided much of the creativity of the Center and provides the stimulus for an ongoing dialogue which reflects the major consensus of the third world today.

The Center associates come to the Center after a careful recruitment and selection process. The typical associate brings in a wealth of field experience and professional skills which become part of the resources of the learning community at the Center. As part of their ongoing professional development, which includes both conceptual, analytic training as well as further professional experiences, many of these associates undertake staff positions in either field projects or support positions in the Center. Most of the Center's efforts are staffed by their own associates, thus, providing an integration between learning and practice.

During the past four years from seven to twelve of these associates have received stipends for support during any given semester. While receiving support they undertake activities in the nonformal education program. In addition many of their comprehensive papers and dissertations

ultimately relate to nonformal education, and form part of the research efforts under the grant. When they finish their degree program, they become part of the Center network as well as whatever international or national agency they work for.

The grant has provided very valuable financial aid to associates. This is an area where university funding is very limited, and there are no signs of substantial increase of state funds available for supporting associates. Investment in support of these people has been a most productive use of the funds during the grant.

C. Affiliated Associates and Consultants

This group consists of Center members who have finished their degrees and who for the most part are employed in development-related work. Many of them are involved in nonformal education activities, either directly or indirectly--planning projects and hiring others to work in the area. This group numbers approximately seventy people who are spread out through development agencies and national educational institutions throughout the United States and the developing world.

Regular communication with this group takes place on a number of levels. The combination of a shared training experience, friendships, and shared professional concerns leads to a pattern of regular interaction between the Center and these associates, as well as between the associates themselves. Most of them do consulting work, often on tasks identified by other members of the network. They are frequent visitors to the Center where they interact with current members, often direct seminars or other sessions where they share their professional perspectives, and identify new resource people who they may wish to have assist them in the future.

Supporting this informal set of communications is a newsletter, and periodic conferences and meetings where groups of associates meet to share professional experiences in nonformal education and other areas. Many of these associates continue to write documents which are published and distributed by the Center, as well as to receive such publications for their own use. The Center is currently planning a conference for June 1978 where most of the associates will get together around a theme which in part gives emphasis to various aspects of nonformal education in development. Finally, the Center maintains an up-to-date address and telephone list of associates, and mails the list out annually, or more frequently when necessary.

Linked to this primary network of associates, is a secondary network of professional colleagues. Each of the associates has his or her own set of acquaintances. Thus, inquiries about potential consultants or resource persons reach not only Center associates but this much larger secondary network. Also included in the secondary network are the ever-increasing number of people who visit the Center, or who are familiar with the ideas and methods through the publications which are distributed world-wide.

Membership in the primary network of associates is described in detail in the Center 1977-78 document. About fifteen associates have been added since June of 1977, and are not included in that document. A more complete listing will be forthcoming after the conference in June of 1978.

COMMENTS

During the past four years, the University has undergone a period of severe financial restriction. While the situation is a little better at this point, the University remains in an essentially stagnant state in terms of finances. All faculty salaries have remained essentially frozen. Under these circumstances, the progress made in obtaining University support for a new programmatic thrust is no small accomplishment. Likewise, being able to recruit and hire good quality faculty, and graduate students is a further measure of success, under very difficult circumstances.

Without the grant, and given these severe financial restrictions, there would have been little or no development of capacity in the area of nonformal education. The grant has therefore made a very significant impact on the size and scope of the University capacity to carry on activities in nonformal education.

IV. TRAINING

Institutional capability to provide training options for LDC, USAID and other personnel.

As in other nonformal education components, the Center has adopted an integrated approach to the development of institutional capability in the area of training. Academic courses in training make use of the Center's international and domestic experience in a range of training programs; training techniques and materials created by Center members are designed for real-life application in their own or other countries. In preparing personnel in training, this approach calls for a balance of nonformal education training design and implementation skills with knowledge of specific development-related content areas (community improvement, literacy, health and nutrition, etc.) Thus, a student in a basic training design course may elect as a semester project to design a training program for rural facilitators in selected NFE techniques--this example having recently been completed by a student from Thailand.

Given this integrated approach, it is somewhat artificial to separate the training component into arbitrary subsections--it might be more useful to trace the progress of any individual or group of students, interns, or host country nationals involved in field site activities. However, for reporting purposes, subsections have been devised, with the understanding that all of them are interrelated in terms both of building institutional capacity and in the studies and work of Center members.

A. CIE/UMass Courses in Training

The following courses related to training and nonformal education have been developed during the grant period. They are a major foundation of the preparation of Center association in nonformal education.

Training Techniques for Nonformal Education - basic training design, including needs assessment, goal/objective setting, strategies, materials and scheduling, training trainers, assessment and evaluation.

Skills in Training Implementation - intensive practice in a range of training techniques, strategies for participative training, critique of training styles.

Nonformal Education Project Management - skill areas include multi-cultural personnel management, decision-making strategies, participatory planning and evaluation, project budgeting and resource management.

Materials Development for Nonformal Education - review of range of NFE materials, understanding and use of a materials development process, including developing prototypes, field testing and revision.

Developing Skills in Nonformal Education - introduction to basic works in NFE, identification of skill profiles relevant to performing different functions in NFE, analysis of one skill profile and related learning goals.

Planning and Evaluation for Nonformal Education - planning and evaluation as related to action programs, techniques for planning and evaluation in field settings, creation/adaptation of new techniques and field testing.

Education in Rural Development - role of education in rural development in the Third World, including formal and nonformal education, rural organizations and development of agriculture related skills

B. Training Workshops

A wide variety of training workshops have been conducted by Center members in the U.S. and elsewhere. The list that follows is by no means exhaustive and does not include training workshops that were a part of field site activities, which are discussed in a separate section of this report. This list is representative of the types of workshops and range of clientele involved.

NFE Methods and Technique Workshop - at CIE for Indonesian officials.

Materials Development Workshops - in Indonesia for educators

Nonformal Education Workshop - at CIE for Latin American educators

Collaborative Program Development Workshop - at CIE for Center members and other international program developers

Workshop on Development of Thailand Program Site - at CIE for Center members

Cross-Cultural Workshop - at UMass for American teachers in preparation for a research/study visit to the Caribbean

Outreach Workshop - in Vermont for the staff of the Community College of Vermont

Needs Assessment Workshop - at UMass for American teachers and administrators planning program to internationalize American school curriculum

Montessori Education Workshop - at UMass for student teachers

Introduction to Training Design Workshop - at UMass, School of Public Health, for MA candidates in Community Public Health

Second Collaborative Program Development Workshop - at CIE for Center members and other international program developers

Proposal Development Workshop - at CIE for Center members.

C. Training Designs

As part of their studies and project involvement Center members have created a variety of training designs that are intended for future use in international programs. Some of these are listed below:

NFE Program Staff Development Workshop - developed in Ghana

Facilitator Training in NFE Techniques - developed for use in Thailand

Workshop on Facilitating the Participation of Women in Development - for international program development managers

Training Program for the Foreign National Mission Employees of USAID/ Nepal - a portion of a paper for a comprehensive examination

The Integrated Approach: A Strategy of Training and Development for East Africa - a conceptual paper

Koforidua - design for a half-day simulation for use in Ghana

A Descriptive Summary of Three Nonformal Education Techniques for Possible Use in Community Development Project in the Philippines

Training Model for RGS Apostolates in the Philippines.

D. Intern Program

As a part of its grant activities, the Center provides short-term, non-degree training programs to international students in the field of nonformal education. Periods of study range from a few weeks to a semester or more. The list that follows gives the names and countries of interns who have studied under this program:

Ahmed, Rahat - Bangladesh
 Dehghan, Darious - Iran
 Dehnadi, Sirious - Iran
 Kalaw, Sister Lydia - Philippines
 Maldonado, Eduardo - Ecuador
 Oduro, Kwame - Ghana
 Quist, Vidal - Ghana
 Tetty, Emmanuel - Ghana
 Thisyamondal, Patrada - Thailand
 Wilson, Sister Mary James - Philippines

E. Training for Women in Development

The number of women in the Center has steadily increased in recent years and now over half of the Center associates are women. Their presence has resulted in an increased focus on development's effects on the lives and status of women. Women at the Center have demonstrated this interest through creating and participating in courses focusing on women in development issues, undertaking related individual research, participating in international seminars dealing with women's issues, and assuming leadership responsibilities in developing projects.

In the past year, activities in this area in the Center have gained force and focus. Some of these activities area:

Collaborative development and presentation of a graduate level course, Educational Design for Women Worldwide

Production of a brochure describing the competencies of women CIE members, "Women at the Center"

A group of Center women visited Washington, D.C., to learn about government and private agency current efforts and plans for women in development

Development of a concept paper for AID on the subject, "On-Site Training and Technical Assistance in Programming for Women in Development". A version of this concept paper has been sent to AID field missions for reaction/response.

Several Center women have been consultants to a project dealing with the uses of media in education and development programs for women in Latin America.

Center women have been consultants/participants in the following conferences or workshops:

- Consultation on the World Plan of Action, Basic Human Needs, and Women at the National Women's Conference.
- Conference on the Role of Women in Meeting Basic Food and Water Needs in Developing Countries
- Women and Development Conference sponsored by WID/AID

Several Center women made a presentation on their studies in women in development to the local affiliate of the American Association of University Women

Center women have been asked to become part of a consultant team to design and implement a four-day training program in Costa Rica for AID and host country national program personnel in Latin America on programming for women in development

Development of a proposal for the Women's Education Equity Act Program entitled, "Development of Instructor Handbook and Training for Community College Programs for Rural Women"

In addition, many Center women have selected topics related to women in development as their subjects for course papers, comprehensives and dissertations. A few of these are listed below:

"Structuring a Dialogue Seminar: The Role of a Women in the Development of Honduras", by Bonnie J. Cain.

"Women and Development in Latin America: An Annotated Bibliography", compiled by Yvonne Villanueva

"Designing Women's Programs - An Approach to Programming for Nutrition Education", by Elsie Walters

"The Role of Education in Nibilizing Women for Development in Tanzania", by Hilda Kokuhirwa

"Women, Development and Nonformal Education: A Planning Brief", by Suzanne Kindervatter.

Lists and summaries of this kind may give some indication of the types of activities undertaken by Center associates, but do not reveal the integration of various components in the preparation of personnel in nonformal education. Another example may help to serve this purpose. Two Center members who are students in current courses in training and NFE project management have collaborated in a semester project that clearly represents program integration. Combining their interests and experience in program management, training and women in development, they have drafted a design for a training workshop for program managers and developers which explores the issues involved in development's effects on women, offers information on problems and approaches, and provides instruction and practice in specific planning and management skills needed for successful programming for women in development. It is likely that their draft design will be reviewed and implemented by field personnel in the near future.

COMMENTS

It seems probably the the range and intensity of training activities at the Center will continue to increase over the next year. Courses in nonformal education will continue to be developed and refined; site activities will include significant training components; and, where appropriate, training models and materials from the past four years' experience will be further documented and published. In addition, the Center, or individuals in the Center, have been requested to become involved in new NFE activities, some of which are indicated below:

Intern Program: Three interns from Swaziland are expected to begin their ten-week program in nonformal education in September, 1978. At about the same time, several Ghanaian education officials will

make a study visit in nonformal education for two to three weeks. As a part of a contract currently being negotiated with the Government of Indonesia, approximately thirty-eight Indonesians will study nonformal education at the Center in non-degree programs of varying lengths over the next two years.

On-Site Training: The Center has received a request from World Education to assist in the design and implementation of a training workshop for Ghanaian nonformal education project managers. U.S.D.A. has expressed interest in using Center personnel in the design and implementation of a workshop for development project managers in Nigeria. The Center has been asked to become involved in the early planning stages of a program to train staff of nonformal education programs for women in Sierra Leone. Three consultants from the Center are to join a design team and implement a training workshop for programers in women in development in Latin America. Work in the contract mentioned above with the Government of Indonesia will require that the Center provide twelve specialists in nonformal education for work in Indonesia for periods of one to four years.

Proposal Development: The Center has recently submitted a proposal to AID dealing with the establishment of a program of post-secondary education for Southern African refugees. Results are still pending on the concept paper submitted to WID outlining possible training of AID and host country field personnel in programing for women in development. After initial discussions with AID Washington personnel, the Center is now hoping to receive an RFP from the Government of Morocco for an AID-sponsored project focusing on nonformal education for women.

While many of these possible activities may not become realities, it is clear that the Center for International has gained recognition as a source of training and technical assistance in nonformal education. It is equally clear that this recognition has been greatly increased through the Center's work in activities supported by the 211(d) Grant.

V. RESEARCH, DEVELOPMENT AND EVALUATION

Institutional capability to engage in collaborative, field-based research and development activities and to conduct evaluations of project and programs.

Most research and development activities were intended to take place in the context of the field sites. The sites themselves will be discussed in the next section. However, we did encounter a number of delays and difficulties in using a collaborative process to set up sites. While the delays were instructive in developing our understanding of the characteristics of collaboration, and particularly in the limits and pre-requisites of such a process, they also served to reduce some of the opportunities for research and evaluation in field settings at the sites. Research and evaluation cannot be carried on until institutional and programmatic patterns of collaboration have been mutually worked out.

A. Research

Most research efforts under the grant took the form of projects and documents carried out as part of the professional development activities of Center members. There are a large number of such documents covering a wide range of topics in nonformal education. The papers reflect a diversity of interests and backgrounds which parallels the life experiences of the authors, many of whom are citizens of third world countries. The appendix lists the titles of these documents. They range over topic areas of materials development, philosophies of development, various perspectives on participation and collaboration, training approaches, and various national and project approaches to nonformal education. This collection of papers serves as a rich working file of ideas and data which is used by all those

involved in nonformal education at the Center. The papers are on file in the Resource Center. Many of the papers have formed the basis of Center publications, more extended field studies, or publications outside of the Center.

B. Evaluation

The development of practical and relevant evaluation procedures has long been a concern of the Center. The design, use, and interpretation of simple evaluation methods has been a part of the project design and management training at the Center for all associates. A draft manual of instruments has been put together, along with suggested ways of using them in the context of nonformal education project, (Billimoria, Roshan. "A Field Guide of Evaluation Methodologies for Practitioners in Nonformal Education", 1977). A conceptual paper on evaluation of nonformal education projects is being published by the Center in the Nonformal Education Issues series, (Kinsey, David C., "Evaluation in Nonformal Education: The Need for Practitioner Evaluation", 1978). A further document is now being drafted containing approaches which are intended to be appropriate for Latin America, (Ramirez, Julio, "La Evaluacion como Proceso de Mejoramiento de un Programa en Desarrollo", 1978).

Relatively little field testing of evaluation methods has been carried out. An evaluation of the Ghana site was carried out using several different techniques. The results of that are incorporated into the Ghana Site document which is now available in working draft format. (See discussion of Ghana site in the following section.) A good deal of ongoing evaluation was done, in the form of a management process which we developed and used both in Amherst for the project as a whole, (at monthly meetings of the Program

Planning and Review Committee) and for the sites. This procedure involves a review of specific goals, of activities, of resources required, of people responsible, and of outcomes. While not a formal evaluation procedure, the use of this management process promotes regular meetings during which problems are aired in the context of specific goals and specific outcomes. Further testing and development of both this management feedback system, and other evaluation approaches will be carried out in the other sites, when it is feasible to do so.

C. Collaboration Models

Since the beginning of the grant, the intention has been to create and operate the three sites using a collaborative program development model. Beginning with the early stages of the Ghana Project, our understanding of the limits and the potential of the collaborative process began to change. For the first several years we held periodic discussions, and half-day workshops with Ghanaians and staff members at UMass on this topic. At the same time there was a growing interest in participation: in program decisions, in materials development, in evaluation. People at UMass and others involved in development work, were beginning to think and write about the ethics and the procedures of participation.

To bring these interests together, the Center sponsored a workshop in April of 1977 attended by about forty people, including a number from outside the Center. The proceedings of that conference are available in a paper which summarizes both the major conclusions and the various case studies which were presented at the workshop, (Cain, Bonnie, "Issues in Collaborative Program Development: Extrapolations from a Workshop"). In the

fall of 1977 a small working group began a series of sessions planning for a second conference which was held in April of 1978. There were a number of case studies and other documents prepared for that workshop, which was also attended by a number of interested outsiders, as well as Center members. The results of that conference are available as well, (Von Hahmann, Gail, "Collaboration in Education Programing").

In between the conferences there were many extended discussions and modifications of the approaches for use in the emerging sites in Thailand and Guatemala. Draft agreements in Thailand and in Guatemala reflected shifts in emphasis, and much more restricted initial expectations of the time required to establish truly functional collaboration. In addition David Kinsey and Jeanne Moulton have been working with CIDEP and the AID Mission in Kinshasha to carry out a fully collaborative process of program development there in a program of assistance to nonformal education. The implications of the process there were presented at a seminar in the Center and discussed at some length.

D. Full-Length Research Studies

A number of full-length research studies in nonformal education have been undertaken by Center members during the period of the grant. The following is a list of some of these studies:

Moulton, Jeanne M., Animation Rurale: Education for Rural Development, 1977.

Gillette, Arthur Lavery, Beyond the Nonformal Fashion: Towards Educational Revolution in Tanzania, 1977

Steverson, Howard, Agricultural and Educational Development in Rural Ghana, 1978.

- Etling, Arlen Wayne, Characteristics of Facilitators: The Ecuador Project and Beyond, 1975.
- Nair, Vasudevan, Recasting Gandhian Basic Education in the Light of Nonformal Education, 1978.
- Khan, Muhammad Azam, Radio for Rural Education in Developing Countries: A Critical Review of Strategies, 1977
- Murchinson, Colden, Nonformal Education and the Development of Self-Reliance, 1977
- Villanueva, Yvonne, Developing a Model for Analyzing Sex Stereotyping and Reading Skills Materials at the Primary School Level in Venezuela, 1977
- Moletsane, Ishmael, Complementary Functions of Formal/Nonformal Education as Another Means to Achieving National Goals: A Case Study of Lesotho, 1977
- Dube, Kotsho, Public Policies Development of Education in Africa with a Study on Zambia, 1976

Additional full-length research studies in nonformal education are in the process of being written. The following are some selected examples of these studies:

- Seshibe, Nana - Alternative Strategies for Southern African Refugee Education.
- Comings, John - The Participatory Development of Materials and Media for Nonformal Education.
- Mangan, James - Nonformal Community-Based Science Education: A Methodology for the Analogical Transmission of Science Concepts.
- Billimoria, Roshan - Participatory Research in Action: Travels on the Road to Local Development.
- McLaughlin, Steven - Some Implications for Nonformal Education of a Traditional Skill Training Program in West Africa.
- Russell, Robert - The Folk Arts in Development: Focus for Decisions.
- Bing, John - Collaborative Program Development: A Study.
- Kindervatter, Suzanne - Promoting Learner-Centered Approaches to Nonformal Education.
- Walker, David A., The Use of Visual Media to Stimulate Problem-Solving Skills Among Non-Literate Adults in a Traditional Society.

COMMENTS

Considerable effort has been expended on activities under this objective. However, many of the studies remain to be completed, and will have to be given a high priority during the final year of the grant. Many of the documents will require editing, and rewriting to bring them up to publishable quality. In some cases, the collaborative process will require time for having nationals in the site read drafts and add comments or make changes. For the Latin site, core documents will have to be translated as well, so they exist in both Spanish and English.

Evaluation efforts will have to be considered and implemented for Thailand and Guatemala. Case studies and other results from the sites will have to be documented and made available.

VI. SITE ACTIVITIES REPORTS

A. Africa Site: Peoples Education Association, Ghana

A thorough description of the development of the Nonformal Education Program is available in the working draft, "Ghana Site Final Report". This section will discuss specific highlights and outcomes of the program.

1. Program Content Areas:

The Ghana Program had four program foci: Village Development and Training of facilitators, Cultural Groups and Community Development, Assistance in Adult Literacy, and the Fitter's Apprentice Training Program.

a) Village Development and the Training of Facilitators

A major portion of the initial agreement reached between the Institute of Adult Education, the People's Education Association (PEA) and the Center for International Education dealt with the development of a Village Facilitator Branch Model--"Branch" here referring to local PEA Groups. Through a series of conferences, the PEA had identified a need to refocus.

"The PEA should concern itself with programmes which will improve both local and national talent and skills, not only for the few educated classes, but also the illiterate majority who form the bulk of the working adult population. These activities should... raise the living standard of the people."

Of the ten villages initially identified as potential project sites, seven implemented village development activities in conjunction, to varying degrees, with the Nonformal Education Program.

The facilitator concept originated, in part, with the Ecuador Project. It is an example of the modification and enhancement of nonformal education methods through different projects in different countries.

b) Cultural Groups and Community Development

This aspect of the program in Ghana was discussed at length in Section II of this paper. After termination of the Ghana site, the approaches used formed the basis for an AIP grant application to the AID Mission in Ghana, which is still pending. They were also incorporated in a successful application for funding by the APPLE Foundation in Ghana.

c) Assistance in Adult Literacy

Members of the NFE staff developed learner-centered literacy materials using the Ashton-Warner methods described in Ecuador Project Technical Note #5.

The method and materials were put to use in three ways:

- 1) Facilitators in the Village Development Project were trained in the use of these methods and materials (as a group),
- 2) Specific village facilitator project staff received special training in the use of learner-centered materials,
- 3) Certain PEA branches received learner-centered literacy training.

d) Fitters' Training Program

The Fitters' Training Program was developed by a staff member of the NFE Program in collaboration with the Koforidua Artisans Cooperative Society. Its purpose was, in part, to demonstrate nonformal techniques in the training of apprentice wayside fitters (automobile mechanics). It was also designed to help strengthen the local trade organization of fitters.

A training program was instituted as a result of this project. In addition, construction was begun on a new site for the wayside mechanics workshops (a project, sponsored by the local cooperative, that had been delayed for some years). Finally, the project demonstrated interinstitutional cooperation for the support and improvement of training of an important segment of the economic life of the Eastern Region. In this regard it should be noted that the German Adult Education Association, contributed funds to purchase training materials and tools for their project.

The program is continuing under funding and staffing provided by the Institute of Adult Education.

2. Some NFE Ghana-Related Outcomes

Several research studies have been or are in the process of completion. They will specifically analyze several components of the project, including the Fitters' Project, Cultural Groups, and the lessons learned from the attempt to adopt collaborative methods of interinstitutional behavior. In addition, the Final Report of this program will serve as a compendium of information concerning the development of NFE projects in Ghana. With respect to the research being conducted on specific methods of international

collaborative program development, several points should be made. The spread of such programs depends upon a favorable international climate, free of cold-war posturing and moving toward an era when there is a general belief that cooperation will lead to greater economic and political justice for all national groups. For example, the activities of intelligence agencies worldwide and specifically in Ghana have made it more difficult for a group such as the Center to appear credible. Our work alone cannot succeed unless this climate exists.

Secondly, collaborative programs are not new. What is new is the recognition of the need to systematize and define the steps that institutions and individuals must take in order to develop such programs in the presence of a favorable climate. We know now that such steps include very careful planning by both institutions in the early stages of program development as well as a significant commonality of objectives, educational or otherwise. The result, as it is currently developing, is a compendium of tools and procedures for the construction of such programs.

B. Asia Site: Ministry of Education, Thailand

In December of 1976, after careful consideration of various alternative institutions and countries as possible sites for a collaborative program in Asia, the Center sent a two person team (Horace Reed, Vasudevan Nair) to Nepal, Sri Lanka, and Thailand. The team visited nonformal education programs in the three countries, seeking one which would best meet a set of mutually compatible goals. A decision was finally made to seek a working relationship with the Adult Education Division (AED) of the Ministry of Education in Thailand.

The team stayed in Thailand, and over a period of several months jointly worked out a plan of activities, which were embodied in a working agreement. That agreement was based in part on some collaborative principles which were conceptualized in a document by Horace Reed. The document outlined five value assumptions as well as a number of implications for implementation. An agreement was agreed upon and approved by both UMass and officials of the Ministry of Education.

In June of 1977, another Center member (Suzanne Kindervatter) replaced the team, and began work with AED in the areas of materials production and training development. Activities during the following months included:

1. Provincial Center Youth Development Program

Working with AED in the development of a new model of training for village level youth leaders. The model emphasized experiential learning, and a methodology in which the trainers acted as problem-posers and facilitators of extensive participation. The model was used in five different provincial Centers, revised at a subsequent workshop, and then made available to staff in other provincial Centers. Currently training programs for provincial staff are helping to spread the model throughout the nation. Aspects of the model have also attracted the attention of other Ministries engaged in youth work, and at least one of them has adopted the approach for use in their training.

2. Training Adult Education Teachers for High School Equivalency Adult Education

Collaborated in the development of a new training model for teachers being trained to teach adults in afternoon and evening classes. The new program included a stronger emphasis on behavior change and making more specific the ideas embodied in the "knit pen" philosophy which guides the work of AED. Led to a series of seminars and final version of a manual.

In February, plans to replace the UMass field person were held up by difficulties in securing clearance from Ministry officials. Resolution of this problem is proving a challenge as delays cause shifts in the availability of suitable qualified people. Current plans are to have someone in Thailand beginning in July of 1978 to complete the final phase of the site by building on the training models already developed, and assisting in the development of suitable training materials.

During the same time one member of AED (Somprasong Withayagiat) has joined the Center as a degree candidate and another (Kla Somtrakool) has been cleared to arrive for fall of 1978. Plans have also been finalized to have a Ministry Official working in adult education in Sri Lanka (Mrs. B. Gajanayake) join the Center in the fall of 1978. All three are focusing their programs on nonformal education. These individuals join an active Asia group within the Center who provide both logistic and professional support for the field site activities. Several documents relating to the site activities have been produced by Center members including:

Chhodak, T. "A Conceptual Framework for the Internship Program."

Reed, H. "A Model for Analyzing Field Site Collaboration Efforts."

Withagayiat, S. "Nonformal Education in Thailand."

C. Latin American Site: Guatemala

The first task of the Latin American Site Group was to select a country in Latin America and identify an institution interested in forming a collaborative NFE Program in conjunction with the Center for International Education. Building upon the knowledge gained during the Center's Ecuador Project, a list of criteria for site selection was established. The Latin American site

was planned to start in September 1977, one year after the Asia Site. The Latin American Regional Group decided to start site exploration in November 1976, anticipating the inevitable delays. Based on the experience of the Latin American site, the early initiation of site exploration proved to be advisable and essential.

Numerous institutions and individuals involved in development and non-formal education in Latin America were contacted. Old ties were maintained and strengthened, and new contacts were made and relationships established. During the process of site identification, Chile, Peru, Paraguay, Bolivia, the Dominican Republic, and Guatemala were visited. Because of AID objections, site exploration could not be pursued in Chile, Paraguay and Honduras. Additional restrictions and political considerations further limited the number of countries where a project could be established.

Attention turned to Central America and specifically to Guatemala where the Center had contacts and current information. A successful exploration trip to Guatemala ensued. The conditions in Guatemala seemed to fulfill the identified preconditions necessary for establishing a collaborative project. Thus, in December, 1977 Guatemala was selected as the location for the Latin American Site.

The Field Director, Adriana Gomez de Rothkegel, arrived in Guatemala January 5, 1978. She was joined in Chimaltenango on February 11, 1978 by another member of the Site Team, Juan Jose Silva. A third Center member, Frank Bialosiewicz, who had also arrived in January in Chimaltenango to coordinate an Experiment in International Living Program, would also work on the Center's project on a part-time basis.

A UMass, a short term Latin American Coordinator, Yvonne Villanueva, was selected. She was later succeeded by Donald Ross. A Site Support Group of between eight to twelve Center members was formed and has met weekly to deal with site-related issues, policies and needs as well as other issues in nonformal education in Latin America.

1. Field Activities

The Site Team has:

- a) Developed relationships with the health practitioners community in the Department of Chimaltenango.
- b) Participated in an important orientation workshop at the Behrhorst Clinic.
- c) Selected a Guatemalan national with excellent and appropriate background to work with the UMass site personnel.
- d) Participated in and contributed to the weekly training sessions of two groups of health educators conducted by the Behrhorst Clinic.
- e) Decided to conduct rural health training under the jurisdiction of the Ministry of Public Health in the Department of Chimaltenango rather than under the auspices of the Behrhorst Clinic.
- f) Designed the initial training programs for rural health educators in the Chimaltenango area.
- g) Visited the potential participants in their villages to explain the purpose and content of the training.
- h) Begun training sessions, which are expected to become ongoing.
- i) Contacted the Movement for Rural Reconstruction in Jalapa. Talked with their members, studied their philosophy and activities, visited their field projects, collaborated on their socio-economic survey, and conducted a two-day training workshop for their personnel.
- j) Begun work on a paper on collaboration and on a training manual.

2. Joint Activities of the Site Team and the Support Group

- a) Identified potential consultants and trainers who might work at the Site.
- b) Obtained and translated materials for use at the Site.
- c) Drafted and revised a model collaborative agreement.
- d) Responded to inquiries of visitors and various institutions about the Center's collaborative activities in nonformal education in Latin America.
- e) Developed evaluation techniques and mechanisms.

3. Conclusions

The procedures, problems, and experiences of establishing a collaborative NFE field site in Latin America have been shared by the Center members at UMass and in Guatemala. Furthermore, a range of skills have been developed which are expected to be enhanced and tested as the project proceeds. The understanding and experience gained from working on this project will benefit the participants in their future endeavors. Without the existence of the Latin American Site, which required the activities cited above, the opportunities to test educational theory and techniques and to confront the tasks and pressures created by an actual project would not have been possible, and consequently, the learning experience for the Center members would have been diminished.

4. What the Center has learned from the Latin American Site so far

- a) A long lead time is required to identify and operationalize a collaborative project in Latin America.
- b) Cooperation from the funding sources is essential.
- c) A permanent local counterpart is imperative. In two instances, the Center could not proceed with a proposed collaboration with an indigenous institution because of the unavailability of the expected counterpart.
- d) Achievement of successful cooperation and collaboration between the Site Team and the home base support group requires extensive effort, careful communication, and mutual understanding.

VII. MATERIALS AND METHODOLOGIES DEVELOPMENT

Institutional capacity to develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in Non-formal Education activities.

The overseas field sites have provided the basic stimulus to develop materials and techniques for nonformal education. In both Ghana and Thailand, a variety of training techniques and appropriate support materials have been developed, tested and used. The same will be true in the future for Guatemala. During the initial phases of site development, however, it became clear that further opportunities were needed since the sites were slow in developing and were so distant that only a few people could interact effectively with a particular site. Effort was therefore expended in developing other locations, both international and domestic, that provided field settings where nonformal techniques were in demand. The domestic 'sites' included working in local New England towns, with migrant Spanish-American farmworkers, and with inner city populations in nearby cities. The NFE Grant provided only partial funding for any of these activities, with other funds coming from local or state agencies. Techniques from overseas were adapted for use locally, e.g., the Fun Bus; and techniques developed here were sources of ideas for use overseas, e.g., the participatory process for developing fotonovellas.

A. Materials Development

In addition to materials developed through the various sites two strategies have been followed, both involving the development of materials creation skills in Center members. Several courses have been developed and are now taught regularly in the development of nonformal educational materials

and in the use of such materials in field situations. As a result of these courses, almost every Center member has been exposed to the ideas, and in most cases has developed one or more pilot games, posters, or other forms of nonformal educational materials. The Resource Center maintains a collection of some sixty games, which represent a raw material file for those developing materials for a specific situation. The aim of these activities is to develop a cadre of skilled individuals who can go out and create materials for a particular project when a need arises. By their very nature, nonformal education materials are better developed on site, than distributed in finished form from a professional center.

In addition to the development of specific materials, emphasis has recently been placed on the development of simple manuals which could be used by fieldworkers to develop their own materials. The first such manual is now in final draft form and will be published by the Center in June of 1978. (Vella, J. "Visual Aids in Nonformal Education.") A second manual is now approaching completion, and will complement the first one. (Vella, J. "Use of Folk Material in Nonformal Education.") Both of these manuals draw heavily on the work of a number of Center members who have used various techniques in specific projects. Another set of manuals was developed in Thailand and is currently being used there to train village level youth leaders. Several manuals and discussion papers were also created in the Ghana Site. (See Ghana Site Report).

Recognizing the major role which gaming materials have played in the Center's field work, a substantial draft manual on games was put together in 1975. (Govreen, S. "Games for Nonformal Education.") This document has continued to serve as a reference and teaching resource. Subsequently,

another manual was written and will be published by the International Institute for Adult Literacy Methods in Tehran. (Evans, D.R. "Games and Simulation in Literacy Training.") The Institute plans to translate the manual into Arabic, French, and Spanish. Publication is set for late 1978. A series of workshops to support the use of the manual are also being considered.

B. Resource Center

A major activity under this objective has been the development of a Resource Center in nonformal education. The Resource Center has served both as an important working collection for people studying here, as well as a resource for institutions and individuals in other locations who request documents and lists of references. The staff of the Resource Center maintain an active acquisition policy, giving priority to books and materials which will be directly useful to people working in the field of nonformal education. When space and resources permit references are collected in complementary fields like literacy, adult education, women in development, community development, health and nutrition, and so forth.

The basic holdings of the Resource Center can be summarized as follows:

- 1) Published books and documents--about 1300 titles, processed and in active use.
- 2) Documents and papers--approximately 1000 filed by category and available for use in the Resource Center.
- 3) Games Collection--about 65 games, mostly created by Center members, but with 15 or 20 from other sources, including commercial examples.
- 4) Audio-visual Software--slides, cassette tapes, films; mostly of a sample nature, such as simple battery powered slide viewers. The slide collection has several thousand slides in it.
- 5) Audio-Visual Hardware--tape recorders, slide projector, micro-fiche viewer; limited to items in direct use by Center training efforts.

- 6) Periodicals and Newsletters--about 10 subscriptions to journals, and approximately 45 newsletters from organizations involved in nonformal education or other forms of educational development. (See Ramirez, J. "NFE Bibliographies: Newsletters held by the Resource Center.")

The Resource Center manages an active exchange relationship with some thirty or so other development agencies around the world. CIE publications are exchanged for documents and publications which are then added to the Resource Center collection. Requests for copies of scarce documents, lists of relevant references on particular research topics, and general requests for help in nonformal education research are received regularly and responded to within the limitations of our resources. For several years the Center had a small subcontract with the International Bureau of Education in Geneva to provide them with carefully selected lists of titles in the area of innovations in adult and nonformal education. In addition, an increasing number of scholars and practitioners come to use the Resource Center.

The Resource Center has become an integral part of the Center's capability in nonformal education. The issue of providing funding to support the Center at the end of the grant is under active consideration. We are committed to maintaining the Center here as a working part of the overall Center so that those studying nonformal education will have easy and direct access to the resources.

C. Associated Efforts in Development of Techniques

Practical settings for the development of materials and techniques have been found in a series of associated domestic projects. Several Center members worked with the Springfield Housing Authority, developing a full simulation game which dealt with rent, tenants rights, housing court procedures, and other aspects of housing for low-income families. The

game has been used in many practical settings, is available in a Spanish language version, and efforts have been made to make the game available to other interested groups in the state. The Fun Bus was described in Section II, and represents an application of the Fine Arts to Development issues, in this case in small, rural New England towns. Others used nonformal education methods to work with Spanish-American migrant workers on literacy and consciousness raising efforts through the local Farmworkers Council.

Growing out of the Ecuador Project, a series of applications have emerged for developing and using fotonovellas. Several Center members have been involved in Springfield, in Holyoke, and more recently in Troy, New York. Content has ranged from literacy support for Spanish-Americans, to basic health issues, to rat-control. Particularly important has been the emergence of a set of procedures for participatory development of the materials, using community people in all phases of materials creation. This has led to several publications (See Cain, B. and Comings, J. "The Participatory Process: Producing Photo-Literature.") and the evolution of a new approach to all materials development in nonformal education. Numerous seminars and workshops have been run at the Center describing and discussing this new approach. At least one full-length research study on the topic is now in progress.

During the period of the grant, the Center has also had a small research grant from AID in the use of radio in development. The efforts on this contract, and many associated activities have been closely linked with the grant itself. There are Center publications in this area, and again have been many seminars and short workshops run as part of the radio effort.

There continues to be strong interest in low-level media such as radio and cassette recorders as mechanisms for participatory communication in connection with other nonformal education techniques. The ultimate decision of AID not to provide any further funding for this aspect will put the Center in a difficult position in terms of maintaining resources in this area.

COMMENTS

The development of materials and techniques for nonformal education is a core part of Center effort. Particular emphasis has been placed on the development of participatory approaches in both training and materials development, in line with the overall collaborative philosophy. There is increasing demand from field projects, sponsored by both AID and others, for people with the combination of participatory philosophy and the technical skills for development of materials. This is a fairly unique combination, and CIE seems to be one of the few places in the world where there is a systematic attempt to develop these skills.

VIII. DEVELOPMENT OF LINKAGES

World-wide network of institutional linkages
(LDC, US multi-lateral and other institutions)
involved in generating, perfecting, implementing
and studying development education activities.

The development of a professional network of individuals and institutions is carried out in the context of the goals of the grant. Thus networks are built around training, materials development, and research efforts. Two major components buttress the Center's network in nonformal education: the 125 members of the world-wide Center network, and the Publications activities of the Center. These two components provide the basic mechanisms for a pattern of collaboration, exchange, and dialogue with other practitioners around the world.

A. Network of Center Members

The core of the network lies in the individuals who have been at the Center, or are still here, and who are active in education and development efforts. These members currently reside in 29 countries around the world, in addition to the United States. Virtually all of those living outside the United States are directly involved in education and development, and nearly all have a component of nonformal education in their activities. They work for approximately forty different national or international development agencies (some countries have two or three Center members in residence), not counting those based in the United States. Almost every major international development agency is included. The campus group fluctuates between thirty and fifty in number, and is constantly moving back and forth between field positions and time spent at the Center.

Since the inception of the Center, and even more so during the period of the grant, active efforts have been made to make this network a functioning, active set of channels for the communication of professional issues, and the interaction between field realities with the conceptualization and research activities of the Center. Field members are encouraged to visit the Center periodically, and most offer short seminars or workshops when they come through. In turn, many of the field members seek consultants and job candidates from the Center, resulting in a constant dialogue between the needs of the development effort and the training activities of the Center. The Center is a close learning community on campus, which naturally leads to the development of personal friendship networks. These networks are encouraged and provide an additional motivation for communications among members.

A Center Newsletter for the network is published on a bi-annual basis, sometimes running as much as twenty pages or more. The newsletter contains issues of professional concern as well as more personal notes. Considerable time is devoted to maintaining an address list so members can find each other out in the field. Many Center members run unofficial regional bases for traveling Center members. Places like Dakar, Bangkok, Paris, Nairobi, Bogota, and Washington, D.C. have all been active points of contact for members. The goal is a professional community which goes far beyond the normal alumni type of activity.

In June of 1978 the Center is sponsoring a professional seminar on International Education during the last part of the Twentieth Century. A major component of that seminar will be presentations and discussions on nonformal education and its future. Other activities will deal more with

linkages between formal and nonformal education. A third part will focus on professional career development in International Education and the role of a place like CIE in preparing people for such careers. The Seminar is specifically for the world-wide Center network, and we are expecting upwards of 100 members to attend. The seminar will thus serve the dual purpose of strengthening the network while promoting a lively discussion of the basic issues in nonformal education today.

B. Center Publications

At the beginning of the grant the Center had a small informal publications effort. Supported in part by the grant, the publication and distribution of documents has since been structured in a more systematic fashion, and has grown substantially in size. The appendices contain lists of publications, forthcoming publications, publications outside the Center, and other lists of written material produced in conjunction with the grant.

The publications efforts of the Center can be briefly summarized in the categories below:

- 1) There are currently about 40 published items available from the Center, of which 23 have been published under the auspices of the grant. These include six full-length studies in nonformal education, eight issues or concept papers, and a variety of technical notes on the application of various techniques to nonformal education settings.
- 2) Center publications are distributed world-wide through a combination of sales and free copies. Third world institutions without international funding are given free copies. Although typical press runs are modest (from 200 to 600 copies) they are being distributed directly to individuals and institutions actively involved in nonformal education. AID has at least six occasions purchased bulk orders for distribution to its missions.
- 3) We have an active document exchange relationship with some 31 institutions. We send sets of our publications in return for sets of theirs. This is an important source of materials for the Resource Center, as well as providing good visibility for the efforts

of the Center. These institutions are spread evenly throughout Asia, Africa, Europe, Latin America and the United States, and include various UNESCO and other international agency documentation centers.

4) Distribution numbers on the average of 40 to 50 copies per month, including all titles. Records are kept of the recipients, and show that almost all copies go to institutions directly involved in education and development activities.

5) Copies of all documents are submitted to the Library of Congress and to ERIC for cataloguing.

As the nonformal education activities of the Center continue to grow and develop, having easy access to written sources which document past learning has become increasingly important. The Center publications are being used in courses and training activities more and more. They also provide a concrete linkage with others working in the field, who cannot visit or otherwise engage in lengthy dialogues with Center members. The effectiveness of our publications is evidenced in part by the increasing incidence of reviews in professional journals, and rapid growths in requests for the particular documents which are reviewed.

C. Other Linkages and Exchanges

The other aspects of the network are more informal, and take the form of visits, attendance at professional meetings, correspondence between interested individuals, visits by Center members to other institutions, and cooperation with other institutions in bidding on projects, or running them. These patterns of linkage are harder to document, but are very real and have been fairly extensive. A few examples are outlined below.

1) Visitors--The Center receives an average of one visitor a week, with many coming because of our reputation in nonformal education. They range from international education officials, to people wanting to use the Resource Center for their research projects.

2) Attendance at Professional Meetings--Center members are actively involved in a variety of professional societies and often attend meetings of such organizations as CIES, ASA, AERA, LASA, and so forth.

Many individuals visit other Centers of activity in NFE around the world. We actively encourage this type of exchange and use grant funds to support it.

3) Newsletters--For the first two years of the grant we published a short Newsletter on NFE at the Center. This was distributed mainly in the Five College area, but to some extent internationally. After two years, publication was stopped and those resources shifted into the then higher priority activity of making more substantive documents available to others.

4) Dialogue/cooperation with other U.S. institutions--over the period of the grant we have cooperated with other institutions on the basis of mutual interest in the context of specific projects, sometimes bidding jointly on contracts, exchanging visits, attending each others conferences, etc. Recently we have met with visitors from universities in Wisconsin, Ohio and Massachusetts wanting to study the structure of the Center, our governance, and our programs of study, as possible sources of ideas for programs being started in their universities.

COMMENTS

The Center is firmly committed to the maintenance and further development of the network established under this grant. The publications efforts are already partially self-financing, and we are seeking ways to increase their revenue generating abilities. However, we are limited by the goal of dissemination to institutions actively involved in nonformal education, and the need to subsidize publications to make them available to those who need them the most. The June seminar will be used to develop some ongoing strategies to maintain a functional set of communications among Center members in the network. Finally, AID activities which will support more interaction and cooperation among U.S. institutions working in nonformal education would be actively supported by CIE.

IX. SUMMARY

This report has provided a summary look at activities at the Center under the support of the 211d Grant in nonformal education. For more detailed discussions of specific components, or a look at the details of financing the reader is referred to the three annual reports which precede this document. There remains only a few summary comments to round out the presentation, and to look toward the future.

During the final year of the grant, and the last fifteen months of the two-site grant, emphasis will be placed on consolidating the results of our experiences. Six or more full-length studies remain to be finished; substantial training commitments remain to be fulfilled, and a transition needs to be made to link those commitments to the training activities under the Indonesian contract; the two remaining field sites will be carried to completion, with appropriate evaluation and other products being documented; and further development and documentation of evaluation methods for nonformal education will be carried out. Depending on future funding options, some restructuring of the Center may be necessary as well.

Indications of future demand have been discussed in the context of the specific areas within the report. At the moment, the demand seems to be at least as great as our capacity, and in the areas of training, and in providing resource people as consultants to nonformal education projects, may be exceeding our present capacity. The grant has enabled us to build a solid base of professional competence and a substantial network of trained resource persons. Our goal for the future is a steady gradual development of these capacities, with emphasis on improvement of quality, and relatively little increase

in size. The dual emphasis will continue to be on the integration of training and utilization so that the two support each other.

In addition, the grant has supported the development of a strong Center administration, along with the procedures, policies and personnel necessary to carry out the wide range of tasks summarized in this report. This administrative support mechanism has been highly valuable, and is crucial to any effective programming in the future. Unfortunately, there is as of now almost no state support money for this function. The termination of the 211d grant will cause some definite problems in the area. Future funding for utilization, or other project activities will be necessary to continue the current level of capacity.

Future goals for the financial support of the Center involve a continued increase in state funding for the core staff and facilities. Such a core, however, will always have to be supplemented by outside contracts and grants. Support will continue to be needed in the crucial areas of stipends for degree candidates, for which there is little prospect of state funding, particularly for international candidates. Field projects are an essential component of our training philosophy, and these too can only be provided with outside support. (See separate Concept Paper: Utilization of Capacity.) A balance of state and outside funding will continue to be necessary for the unique efforts of the Center to continue in the foreseeable future.

On balance the Center has gone a long way towards meeting the grant goal of becoming an internationally known center of activities in the field of nonformal education. Perhaps better than any of the data listed in this report as an indicator of success, is the award of the PENMAS nonformal education contract to the Center. This is the first major World Bank loan

devoted to nonformal education, and the award of the technical assistance component of that effort to the Center for International Education can certainly be seen as a measure of progress. We hope that in carrying out this new contract that we can maintain our collaborative approach, and that the values embodied in our approach to nonformal education will continue to guide our future efforts.

APPENDIX A: List of Off-Campus Center Members

APPENDIX B: PUBLICATIONS AND DOCUMENTS

Documents Published Under the 211d Grant

NFE-Related Documents Published Outside
the Center

Documents Being Developed for Publication

Papers on Nonformal and Adult Education
1974-1978

APPENDIX A

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CENTER FOR INTERNATIONAL EDUCATION
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I. In-Depth Studies

Gillette, Arthur. Beyond the Nonformal Fashion: Towards Educational Revolution in Tanzania. (1977)

Moulton, Jeanne. Animation Rurale. Education for Rural Development. (1977)

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Etling, Arlen. Characteristics of Facilitators: The Ecuador Project and Beyond. (1975)

Gunter, Jonathan F. NFE-TV: Television for Nonformal Education. (1975)

II. Issue and Concept Papers

Bock, John and George Papagiannis. The Demystification of Nonformal Education. Issue Paper #1, (1976)

Evans, David R. Technology in Nonformal Education (A Critical Appraisal). Issue Paper #2, (1977)

Kinsey, David C. Evaluation in Nonformal Education: The Need for Practitioner Evaluation. Issue Paper #3, (1978)

Kindervatter, Suzanne. Learner-Centered Training for Learner-Centered Programs. Training Note #1, (1977)

Etling, Arlen. Collaboration in Materials Development. Training Note #2, (1978)

III. Technical Notes

Russell, Robert. The Fun Bus. (1977)

Cain, Bonnie and John Comings. The Participatory Process: Producing Photo-Literature. (1977)

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Cain, Bonnie. Issues in Collaborative Program Development: Extrapolations from a Workshop. (1977)

McLaughlin, Stephen. A Review of Research on Cognition in Africa. (1975)

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Ochoa, Alberto. Toward an NFE Comprehensive Framework. (1975)

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- Evans, David R. "Games and Simulations in Literacy Training." Teheran, Iran: International Institute for Adult Literacy Methods, forthcoming. approx. 200 pp.
- _____. "Problems in Planning Out-of School and Nonformal Education." Paris, France: International Institute for Educational Planning, forthcoming in series of monographs on educational planning. approx. 60 pp.
- _____. "Responsive Educational Planning: Myth or Reality?" Paris: IIEP, Occasional Paper #47, January, 1977. 50 pp.
- Mangan, James. "Cultural Conventions of Pictorial Representation: Iconic Literacy and Education." Educational Communication and Technology, (Accepted February, 1978, in press.)
- Reed, Horace B. "A Case Study of Nonformal Education Research in Nepal," Contributions to Asian Studies XII, 83-92, forthcoming summer, 1978.
- Theroux, James. "Reaching Mass Audiences with Educational Broadcasting," Prospects, June, 1977.
- _____. "Formative Evaluation in Broadcasting: Alternative Models," Educational Broadcasting International, in press.
- _____. "Evaluation Strategies for Improving Educational Radio Programmes, (Paris: UNESCO, in press).
- _____. "Radio in Adult Literacy Education," Convergence, March, 1976.

DOCUMENTS BEING DEVELOPED FOR PUBLICATION

I. Forthcoming Documents

Billimoria, Roshan. A Field Guide of Evaluation Methodologies for Practitioners in Nonformal Education. (approx. 200 pp.) Summarizes evaluation methods developed and used in nonformal education programs in the Third World.

Smith, William. The Education Game. (approx. 20 pp.) A group simulation/board game to raise consciousness concerning problems of access and achievement in an educational system.

Martin, Carol. Five Issues in Training for Nonformal Education. Training Note #3. (approx. 30 pp.) An overview of variables which need to be considered in the design and implementation of training programs in nonformal education.

Vella, Jane. Visual Aids in Nonformal Education. (approx. 50 pp.) A field guide to the production and use of inexpensive visual aids for nonformal education.

Vella, Jane. The Use of Folk Media in Nonformal Education. (approx. 50 pp.) Explores various approaches to the use of folk arts, oral tradition and other indigenous media in nonformal education.

Smith, Janice and Robert Russell. The Housing Game. A simulation board game designed for domestic use in teaching tenants their rights and responsibilities under the Massachusetts housing laws. Printed in English and Spanish.

II. Documents in Preparation

McLaughlin, Stephen. Some Duplications for Nonformal Education of a Traditional Skill Training Program in West Africa. An analysis of the skills learning process among apprentice mechanics at wayside fitter's workshops in Ghana.

Russell, Robert. The Folk Arts in Development: Focus for Decisions. Explores the potential use of village-level cultural groups to raise awareness of community problems and issues. Based on the author's field work at the Ghana site.

Tasiguano, Enrique. Guidelines for Facilitator Training. Training Note #4.

A synthesis of facilitator training experiences under the Ecuador Project.

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PAPERS ON NONFORMAL AND ADULT EDUCATION
1974-1978

B-6

- "An Empirically based Classification Scheme and Survey of Non Formal Education Programs For Rural Youth in Developing Countries: A Strategic First Step for Planners and Policy Makers" by Roshan Billimoria, 1974.
- "Indigenous Patterns of Education" by Roshan Fillimoria, 1974.
- "Curriculum Development in Non Formal Education" by Arlen Etling, 1974.
- "Training Approaches for Non Formal Education" by Arlen Etling, 1974.
- "The Acquisition of Oral and Written Language: Some Implications for Literacy Training" by Carla Clason, 1975.
- "Education and Development: Considering Some Alternatives: Non Formal and Bilingual Education" bu Carla Clason, 1975.
- "Informal and Formal Learning in West Africa", by Steve McLaughlin, 1975.
- "Paulo Freire: A New Metaphor in Education" by Vasudevan Nair, 1975.
- "Motivation and Development: A Review" by Vasudevan Nair, 1975.
- "Educational Strategies for Rural Development" by David Walker, 1975.
- "Visual Communication: An Approach to Education in Preliterate Societies", by David Walker, 1975.
- "Curriculum Development: A Call to Action" by Valerie Miller Ickis, 1976.
- "Participatory Evaluation: Theory and Practice in Non Formal Education" by Valerie Miller Ickis, 1976.
- "Nutrition Education Interventions: Feasability Issues for Non Formal Community Educators" by Carol Martin, 1976.
- "Training Considerations for Preparing Future Teachers For Facilitator Roles in Africa" by Carol Martin, 1976.
- "Traditional Folk Media and Development" by Robert Russell, 1976.
- "Psychological Factors Operating in Developmental Programs" by Julianne Gilmore, 1976.
- "A Plan for Professional Training of Educational Broadcasters in the Developing Countries," by Muhammed Azam Khan, 1976.
- "The Role of Mass Media in Education and Development in Rural Areas of the Third Wrold," by Muhammed Azam Khan, 1976.

"Indigenous Education as a Root of Modern Formal/Non Formal Education: A Case Study of Lesotho", by Ramoshebi Ishmael M Moletsane, 1976.

"Non Formal Education Strategies: The Filima of Consciousness Raising and Social Change", by Juan Jose-Urbe Silva, 1976.

"Latin America, Underdevelopment, and Educational Dilemas" by Juan Jose-Urbe Silva, 1976.

"Curriculum Development in Non Formal Education: Beyond a Rationale" by Elvyn Jones, 1977.

"Adult Education Among Afro-Americans: A Political and Economic Critique" by Elvyn Jones, 1977.

"Cultural Conventions of Pictorial Representation: Iconic Literacy and Education" by James Mangan, 1977.

"The Role of Education in Rural Area Development" by Howard Steverson, 1977.

"The Significance of Agriculture to Development" by Howard Steverson, 1977.

"Community Education for Development: A Critique and a Promise" by Jane Vella, 1978.

"Adult Education as a Factor in the Political Economic Revolution in Cuba" by Jane Vella, 1978.

"A Training Program in Non Formal Education for Village Leaders in Tanzania" by Jane Vella, 1978.

"Towards a Comprehensive Program of Community Development" by Mary Fe Collantes, 1978.

"A Training Model for Evaluation: (Including a sample community program in the Phillipines), by Mary Fe Collantes, 1978.

"The Development of an Islamic Educational Model" by Kamal Ali, 1978.

"Theology of Liberation and Education" by Edgardo Rothkegel, 1978.

"Rural Self Help" by Fredi Munger, 1977.

"Operationalizing the Participatory Process in Non Formal Education" by John Comings, 1977.

"Two Cases Studies of Participatory Materials Development" by John Comings, 1977.

"Basic Education and Its Implications for Educational Reforms for National Development in Kenya" by Ephantus Mugiri, 1978.

"Reaching Rural Women Through Radio Mass Campaigns" by Hilda Kokuhirwa, 1978.

"The Role of Education in Mobilizing Women for Development in Tanzania" by Hilda Kokuhirwa, 1978.