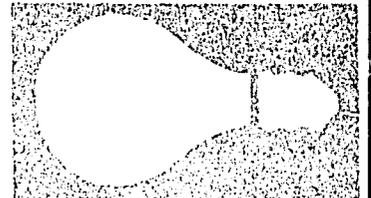
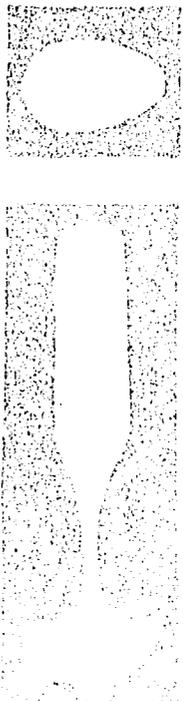
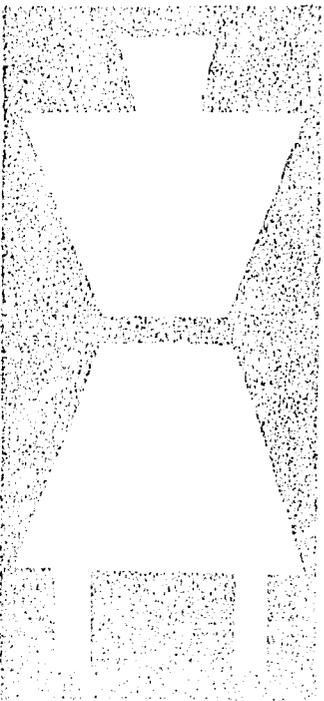


# ANNUAL REPORT

1978 / 79



UMASS  
AMHERST  
01003

## NONFORMAL EDUCATION PROGRAM

CENTER FOR INTERNATIONAL EDUCATION



PDAAAP 048

211d ANNUAL REPORT

Date Due: July 30, 1979

Date: July 30, 1979

Grant Title: GRANT TO THE CENTER FOR INTERNATIONAL EDUCATION  
OF THE UNIVERSITY OF MASSACHUSETTS TO STRENGTHEN  
AND DEVELOP ITS COMPETENCE IN NONFORMAL EDUCATION  
FOR THE DEVELOPING WORLD

Grantee: University of Massachusetts 1789  
Amherst, Massachusetts

179-S

Grant Program Directors: David R. Evans/David Kinsey

AID Sponsoring Technical Office: Technical Assistance Bureau

Statistical Summary:

Period of Grant: June, 1974 to December, 1979

Amount of Grant: \$798,070\*

Expenditures for  
Report Year: \$124,331

Accumulated: \$768,745

Anticipated for  
Next Year: \$ 29,325

\*Includes inflation supplement.

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## I. NARRATIVE SUMMARY

During the fifth year of the Nonformal Education (NFE) Grant at the Center for International Education, University of Massachusetts, the following activities occurred:

1. Initiation of a contract with the People's Education Association of Ghana, to recommence activities in NFE first begun under this 211 (d) Grant.
2. Start-up of a contract with the Government of Indonesia to assist in the development of NFE at the central and district levels. A section of this project included training 18 M.Ed. candidates from Indonesia at the Center.
3. Continuation of the Center's involvement in NFE projects in Thailand and Guatemala through the Two-Site Grant.
4. Continuation of the Center's intern program in NFE for nondegree students from outside the United States.
5. The holding of a three-day, Tenth-Year Center Conference on a variety of subjects, including the role of nonformal education in development.
6. The convening, in joint sponsorship with Springfield College, of the New England Regional Meeting of the Comparative and International Education Society.
7. The inauguration of a guest-speaker program to bring to the Center and University community prominent leaders in the area of NFE by the Center.
8. Continued development of research and publications in the area of NFE by the Center.
9. An evaluation of the Center and its various programs through the research and evaluation capability generated by the 211(d) Grant.

The purpose of the grant, to increase the capability of the University to assist developing countries with collaborative NFE programs, was accomplished in three general areas:

1. Through degree and nondegree programs at the University of Massachusetts for nationals of other countries who will serve in their own countries in nonformal education programs

and for Americans who intend to work in international program areas.

2. Through maintaining linkages with institutions in the U.S. and overseas interested in nonformal education and by expanding our experimental nonformal education site programs.
3. Through research, evaluation, training, and curriculum development in the field of nonformal education and the dissemination of associated publications.

## II. DETAILED REPORT

### A. General Background and Description of Problem

Nonformal Education (NFE) represents a range of supplements or alternatives to formal schooling which, in and of itself, often fails to meet local needs or national educational requirements. There are three broad reasons why NFE is needed as a complement or alternative to schooling. First, schooling is capital-intensive and represents a heavy financial burden for poor countries. Expensive physical plants, teacher-training academies, universities, and associated personnel are required to support a traditional national schooling structure. NFE provides a less expensive option for serving a variety of educational needs.

Second, schooling typically involves long time delays between learning and its socio-economic application, as well as substantive gaps between what is learned and what is needed for development. All too often formal schooling is oriented to the selection and nurturing of a national elite rather than the broad educational needs of a nation's youth. By its own nature, NFE usually has to be more directly geared to perceived needs and short-term utility.

Third, schooling is not often available to adults or the needs of specific development programs. Those who have not received a formal education by a certain age have often been forgotten by national education planners. These adults, sometimes of vital importance to the success of local or national development programs, have therefore little

access to relevant skills and information. NFE has the flexibility to serve the adult population and specific development program needs.

Nonformal education programs are organized learning activities which take place outside the formal school system. As a Center member has written, NFE optimally "takes its curricula from the people. Its certificates are the increased effectiveness of the people in their daily work; its diplomas their greater ability to improve their lives. Such an educational system must therefore take account of how people organize to solve their problems, for often people working together may solve problems that none can solve alone. Its success is not measured in terms of grades or graduates but in how quickly the people are able to use the knowledge and skills they learn to improve their lives and those of their neighbors."

To be effective and realize the potential of its mission, NFE requires skills and methods that are different from those typically employed in formal education. For instance, there is a need for planning that is collaborative, participatory and geared to perceived educational needs and opportunities for the use and learning of the population; for personnel that can be imaginative and responsive to the interests or needs of voluntary learners; for program methods and learning techniques that are both inexpensive and effective with unschooled youths and adults; and for learning materials that are adapted to the abilities and needs of NFE participants. The prevailing tendency is to transfer traditional practices to NFE, but this typically serves to inhibit the effectiveness of NFE programs. Needed

are new perspectives, procedures, methods and materials that take into consideration both the limitations and unique opportunities that are characteristic of the settings of NFE programs.

The NFE program was established with 211(d) grant support to address this problem and to serve such needs in the field of NFE. The following is a brief summary of the initial events and analyses that led to the design of the grant.

The structure of the NFE Center was originally outlined in a series of planning meetings of faculty and graduate students held for the purpose of writing the Grant Document. The planning structure included a Center for Nonformal Education connected with the International Education program at the University of Massachusetts, a series of task forces to meet grant objectives in a flexible framework and a Policy Advisory Committee (later called the Steering Committee) which advised on both policy and operations. The planning process was governed by a set of operational premises and assumptions:

- (a) a belief that skills and knowledge are learned as much through direct immersion in actual problem situations as through academic treatment of subjects, and that theory and practice are interdependent and must be provided in equal amounts;
- (b) a commitment to the direct and continuous participation by people who are representative of the population and countries for which education is being planned; and

- (c) a conviction that all ideas and techniques must either be derived from field situations or face early reality testing in settings for which they are intended.

During the initial grant period of summer, 1974, there were a series of planning meetings. These resulted in the creation of four task forces which operated through the fall semester. The four task forces, Training, Research and Development, Site Development, and Linkage, planned and developed much of the initial work of the NFE program.

Subsequently, the NFE programs were consolidated and organized so as to emphasize accountability. Thus a staff member from each program area reported on sectoral activities and plans through the Program Planning and Review Committee. This group, meeting bi-monthly to coordinate NFE activities, was chaired by the NFE Program Director and had representatives from the five program areas. These are Research and Evaluation, Training, Materials Development, Site Programs and Administrative Support.

During the final year of the five-year grant period these functions have been subsumed within the activities of the Executive Committee of the Center. This shift was undertaken in order to integrate planning in the nonformal education area with other Center planning and enhance the coordination between nonformal and formal educational activities in the post-grant period.

This, then, is the basic structure for implementing the purpose of the Grant.

B. Purpose of the Grant\*

The basic purpose of the 211(d) Grant to the University of Massachusetts has been to increase the capability of the University to assist developing countries with collaborative nonformal education programs, particularly in rural areas.

Such programs include the promotion of skills and knowledge in facilitator and leadership training, family health and nutrition, literacy and numeracy, community and cooperative organizations, and other relevant areas.

As a result of this grant, faculty, graduate students and associates of the University of Massachusetts are able to offer expertise in nonformal education theory and practice in the areas of training, research, materials development, and delivery systems; and have maintained a network of human and material resources involving domestic, LDC and international institutions.

End of Project Indicators

- 1) Nonformal Education Program (NEP) at the University of Massachusetts is a recognized center of excellence in the United States for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education.
- 2) Significant collaborative involvement in NFE activities in the LDCs.
- 3) The NEP represents a "permanent" and valued activity in the Center for International Education and the School of Education at the University of Massachusetts.
- 4) Provision for continued financial support exists.

\*The following (B & C below) incorporate changes made following the Eighteen-Month Review.

C. Objectives of the Grant

1. Objectives Restated (Numbering follows original Grant Agreement)

At the end of the five-year grant period, the University will have developed its capability to:

- 1) Offer professional advice on nonformal education needs assessment and project design, implementation and evaluation. Advisors will include faculty, advanced doctoral candidates, LDC personnel, graduates and field affiliates in the larger network coordinated by the University.

It is intended that:

By the fall, 1974, one Center Director (1/2 time) and two experienced professionals (full time) will be hired. By the fall of 1975 it is intended that a third full-time professional be added to the Center staff. Their areas of expertise will include social science knowledge conceptual and analytical skills and experience relevant to nonformal education. Each year an average of ten Center Associates will be available to participate in research, evaluation and training activities under the guidance of senior staff. These associates will be LDC and US part-time staff who are either degree or non-degree candidates.

A Center associate training program for NFE practitioners and consultants (which may include graduate students) will be developed in four stages:

- a) entry skills assessment;
- b) skills attainment at the University;
- c) field experience; and
- d) leadership development for NFE.

An affiliated group of people will be directly available to the Center as consultants and field program participants. This group, to be comprised of people trained at UMass and elsewhere, will be formed as a result of linkages established as part of the grant.

- 2) Provide training options for LDC, AID and other personnel involved in nonformal education. Training will include the planning, design, implementation and evaluation of existing and innovative activities.

It is intended that:

Workshops and other training model options in specific NFE skills will be presented for various clientele. These will range in length from brief workshops to more extended programs. During the first two years of the grant, two workshop models will be designed and tested; thereafter other models will be perfected.

A process for extensive and intensive training of NFE practitioners, both LDC and US nationals, will be developed and tested. This process will take place in three six-month phases:

- a) the identification of competencies required for practitioners;
- b) the identification of types of clientele and training situations; and
- c) the development of training methodologies suitable for various types of clientele.

A course proposal will be designed for NFE practitioners from LDC's and donor agencies. This course will emphasize the design of NFE programs and materials for use in rural areas. These training designs will be available for testing and comment by other institutions and agencies. In order to maximize collaboration with LDC personnel, the Center will provide for a reciprocity of learning, research and development by establishing an NFE internship through which degree and nondegree candidates will be placed in field situations as well as in the Center for training, research and mutual learning.

- 3) Engage in collaborative field-based research and development activities and conduct evaluations of projects and programs.

It is intended that:

Research activities will be based on field-articulated concerns. A task force will be formed within the first year to determine research areas and priorities, beginning with a systematic survey and analysis of the state of the art. Problems to be addressed will include those such as:

- a) the creation and implementation of appropriate evaluation strategies and techniques for NFE;
- b) a diagnosis of rural populations not in school and their educational needs;

- c) identification of existing inexpensive and practical NFE techniques which would be effectively disseminated;
  - d) identification of major types of NFE programs and their components;
  - e) an analysis of the impact of NFE programs on income distribution;
  - f) indigenous non-western learning programs in various cultures;
  - g) educational approaches used successfully in rural development programs;
  - h) a comparative analysis of village simulation games; and
  - i) case studies of research and evaluation efforts, including obstacles imposed by field conditions, successful quasi-experimental designs, and innovative strategies.
- 4) Develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in the development of nonformal education activities.

It is intended that:

Materials, techniques and programs will be tested in field sites. These will include literacy and numeracy methods, simulation games, films, drama formats, and so on, in the areas of health, nutrition, cooperatives, conscientization, agriculture and others appropriate to particular field sites. Materials will be experimented with in meeting particular needs, and revised for use in multiple cases with common requirements. For example, a simulation game designed to teach nutrition fundamentals might be produced in both a generalized format and in formats suitable for particular field sites.

It is intended that:

A resource center at UMass will be available to LDC and donor agencies. It will serve as (a) a referral service to materials and human resources identified as useful to linkages established by UMass, and (b) a disseminator to interested clientele of technical notes, materials and training reports developed by the Center. An extensive NFE library at UMass will not be maintained; rather, efforts will be concentrated on making useful materials available to those who need them.

It is intended that:

A description of the model, including the rationale, essential components and variables of the organizational structure will be provided as an example of collaborative management strategies for potential use by other institutions.

- 5) Participate in a world-wide network of institutional linkages (LDC, US, multi-lateral and other) involved in generating, perfecting, implementing and studying nonformal education activities.

The network will provide for an information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities.

Research and other activities will be conducted to the extent possible in cooperation with AID network of grant and contractual institutions and LDC governments. The UMass/AID liaison group will be a source of suggestions of institutions for potential liaison activities and specific ideas on the type of cooperation to be pursued.

Given the pervasive nature of education problems in LDCs and recognizing that AID wishes to encourage and assist its contractors and grantees to jointly develop research priorities and methodologies, to conduct joint research, cooperate in field activities, workshops, participate in joint teams, to conduct reviews, assessments, project planning and generally to engage in collaborative approaches to solving development problems, to maximize the impact of U.S. knowledge and expertise on the many problems facing the developing countries, therefore within the next 12 months will participate in a meeting of contractors and grantees to explore and develop ways to operationalize certain of the specific activities noted above.

## 2. Review of Objectives

During 1978/79, the relative increase in emphasis on the first and second objectives exhibited in the previous two years was continued, and the prior level of activity in regard to objectives three, four and five was essentially maintained. Considerable attention again was given to the implicit objective of combining service, training and R & D in selected

field sites: following the conclusion of the site activities in Ghana, a new phase of service activities was undertaken with the PEA, and the sites in Guatemala and Thailand continued to develop.

The additional emphasis on objectives one and two was reflected in several types of activities. These included a broadened network of university faculty associated with NFE program activities and improved linkages with other courses in the School of Education to supplement Center courses; new courses on the basic literature of NFE, curriculum development for adult and nonformal education, and evaluation for adult and nonformal education; and a greater variety of workshops and conferences on related issues and skill areas. The major Indonesia contract to help with the development of NFE, carried out in Indonesia and at UMass, has provided an important additional impetus to these developments.

None of the basic objectives of the grant have been modified. As noted in earlier reports, the "collaborative and field-based" aspect of objective three has been the most problematic. Significant progress has been made in the area of collaborative program development in the field and an understanding of related issues as processed through conferences and research studies. There has been less progress in carrying out collaborative research activities in the field, though several research activities have clearly had some collaborative aspects.

### 3. Review of Critical Assumptions

Assumptions related to project purpose are (as numbered in the Grant Document):

- 1) a) Demand for the type of capability developed exists in the LDCs and USAID.  
b) Willingness of LDCs and USAID to use outputs.  
c) The outputs are achievable and will lead to substantial achievement of the purpose.
- 2) a) UMass with the USAID advisory committee can develop feasible field programs.  
b) Willingness of LDCs and USAID to use outputs.
- 3) NFE is a professionally viable field for faculty, and it can be related successfully to the domestic needs of UMass.

Experience to date continues to support the assumption that there is a substantial demand for such NFE capabilities in the field.

Indicators include the response to specialized training programs and conferences, requests for planning and evaluation assistance, inquiries about publications and materials developed at the Center, and third world applications to the internship and degree programs. Further, the assumption that feasible field programs can be developed is borne out by a number of events: the PEA request for continued UMass assistance in Ghana under their own AID grant; the support in the Thailand and Guatemala sites for continued involvement under the AID two-site grant; and the recent contract with Indonesia to use a World Bank loan to develop NFE activities there.

The aspect of assumption 3 that refers to relating NFE capabilities to the domestic needs of UMass has continued to be substantiated this

year. Courses on NFE and related skills have provided a service for other university students and personnel beyond the immediate clientele of the program. Training and Research and Development activities have been carried out with local NFE programs, providing both a service to domestic programs and valuable field experience for our own personnel. The School of Education has encouraged and supported the consolidation of NFE activities at the Center as an on-going component of its program.

Assumptions related to project objectives are listed below (as numbered in the Logical Framework):

1. High-caliber professionals available to be hired for core staff and Center associates.
2. a) AID/UMass Liaison Group identifies priorities and supplies guidance.  
b) Capability of LDCs and USAID to provide participants and finance for training.
3. a) Access to suitable field sites including effective response time from USAID.  
b) Possibility of designing experimentally valid and feasible evaluation/research procedures for use in LDC sites.
4. a) Access to field sites available.  
b) Functioning liaison group to aid in site selection and problem identification.  
c) Effective participation by host nationals.
5. Demand for and willingness on the part of others to participate in a network of institutional linkages. Provision of support from LDC, USAID, and other institutions to facilitate these exchanges.

Comments on these assumptions appear below (numbers refer to the above list).

1. This assumption has proven out. The grant has allowed the Nonformal Education Program to tap a number of talented faculty and students with impressive and broad experience in the third world and in developmental education programs. The geographic base of expertise of the Center's staff is extremely broad, and faculty were chosen in part on their past experience with out-of-school education programs.
2.
  - a) The Liaison Committee has not met in the past two years, though some of these functions have been provided through individual consultations in various sectors of AID.
  - b) Indications so far show that LDCs and USAID have provided participants for training, and in some cases, partial or major financing.
3.
  - a) Access to field site activity in Ghana, Thailand, and Guatemala was obtained with suitable help from AID.
  - b) Several evaluation/research activities related to the sites have been carried out by Center members as dissertation topics. Otherwise the demands for concentration of program, service, and training activities have been so pressing as to take priority over additional Research and Development activity.
4.
  - a) Confirmation in regard to Ghana, Thailand, and Guatemala.
  - b) Not continued this year (see above).
  - c) Much of the professional work at the Center is being accomplished by third world personnel. Host nationals from Ghana and Thailand have participated both at UMass and in the field programs.
5. The assumed demand for linkages has clearly been established, as indicated in previous reports.

III. ACCOMPLISHMENTS

OBJECTIVES/OUTPUTS #1	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211 d	non-211d	211 d	non-211d
<p>Institutional capacity (I.C.) to advise in NFE needs assessment and project design, implementation, and evaluation.</p> <p>This objective relates to the capability of the Center to provide services for a clientele consisting of institutions in third world countries and the United States in the areas of consulting and implementation of other areas of project expertise.</p>	<p>a. Center staff consisting of Center Director, Administrator, two faculty and other professional staff as required.</p> <p>b. An average of five Center Associates working during the academic year in specified areas of program development.</p> <p>c. An NFE program consisting of courses, curricula, a body of literature, and alternative field experiences.</p> <p>d. Affiliated group of at least ten consultants and participants identified and listed.</p>	<p>a. University personnel records.</p> <p>b. University and program records.</p> <p>c. Program documents and Center course listing.</p> <p>d. Center records; also records of specific task allocations.</p>	<p>a-d. High-caliber professionals and Center associates to be hired for core staff and Center associates; sufficient funding available to support full complement of staff.</p>	<p>a. Full faculty/staff hiring requirements maintained. University funding of one grant faculty position.</p> <p>b. An average of 12 Center Associates working during the academic year (full assistantships).</p> <p>c. A curriculum for graduate students and interns in NFE exists but needs some further development.</p> <p>d. List of Center consultants in excess of target figure; conference held in June of Center Associates.</p>	17,406	34,975	82,957	55,676

III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #5	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211 d	non-211d	211 d	non-211d
World-wide network of linkages (LDC, US multi-lateral and other institutions) involved in generating, perfecting, implementing and studying developmental education activities.	<p>a. Continued information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities. Work with numerous local development agencies in connection with NFE sites in Ghana, Thailand, and Latin America.</p> <p>b. Development of cooperative relations through participation in an EHR network of grant and contract institutions and LDC governments to conduct joint research, cooperate in research field sites, workshops, and other activities as agreed upon to be suggested by the AID/UMass Liason Group including collaborative approaches to solving development problems. Such research and other activities will be reviewed by the Center in terms of Guidelines and other pertinent criteria.</p>	Reports, records, and other documentation ensuing from such exchanges, inventory list.	<p>a. Demand for and willingness on the part of others to participate in a network of institutional linkages. Provision of support from LDC, USAID, and other institutions to facilitate these exchanges.</p> <p>b. Network of EHR linkages established and UMass role defined.</p>	<p>a. Continued active involvement with NFE activities in Ghana, Guatemala, Thailand. Start up of major new services in NFE in Indonesia. Initial discussions on adult education NFE for Swaziland.</p> <p>Active document exchange with 40 plus institutions in NFE, adult education, literacy around the world. Creation of special mailing list of 1300 addresses of such institutions, and mailing of complete NFE documents list to each to promote availability of NFE materials from CIE. Continued regular contact with all major institutions in world doing NFE by personal contact, letter, phone and exchange of people. Continued increase in demand for visits, training programs for interns, masters candidates, materials, etc.</p> <p>b. Regular contact with US universities and agencies doing NFE adult education work for AID. Includes visits of trainees, exchanges of documents, responding to numerous requests for consultants and assistance personnel needed under various contracts, etc. Attendance at all major NFE related conferences sponsored by US/AID and other major donor agencies.</p>	31,093	149,703	79,785	62,500

III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #3	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211 d	non-211d	211 d	non-211d
<p>Institutional capability to engage in collaborative, field-based research and development activities and to conduct evaluations of projects and programs.</p>	<p>a. Develop collaborative model(s) for program and R&amp;D development in NFE.</p> <p>b. Carry out R&amp;D studies (collaboratively and field-based whenever possible) in the following areas:</p> <ol style="list-style-type: none"> <li>1. Formative evaluation techniques adapted to NFE program and materials development.</li> <li>2. Learning technologies for NFE that are inexpensive and practical.</li> <li>3. Study of promising NFE program alternatives.</li> <li>4. Study of issues and variables relevant to NFE.</li> </ol> <p>c. Conduct evaluations of NFE programs and components.</p> <p>d. Establish field site(s) where collaborative R&amp;D activities are possible.</p>	<p>a-b. Report on studies and guides/manuals.</p> <p>c. Reports on services provided with copies of documents.</p> <p>d. Existence of site program and evidence of R&amp;D activity (with collaborative component).</p>	<p>a-d. Various institutions involved have interests in joint research activities; field-site development possible.</p>	<p>a. Two dissertations on collaborative program development and participatory materials development; published analysis of collab. prog. dev. in Ghana site; publication on collab. prog. dev.; publication on participatory research; conference on voluntarism and collaboration.</p> <p>b. 1. Conference paper on participatory evaluation for NFE (published abstract); collection of optional eval. techniques adapted to NFE; draft of training modules for NFE eval.; eval. field manual for NFE prepared for publication.</p> <p>2. One technical manual and a set of training materials published; two technical manuals prepared for publication.</p> <p>3-4. Two publications on sample NFE programs; four additional dissertations and sixteen comprehensive papers on NFE programs and issues.</p> <p>c. Evaluation designs for NFE in Indonesia; assessment of eval. design for Arabic version of Sesame St.; numerous training sessions or workshops on eval. issues and techniques for NFE field personnel.</p>	22,380	45,000	246,474	78,340
					<p>d. Extended Ghana NFE involvement through AID grants for cultural group development and PEA assistance; continued development of Guatemala and Thailand site activities; Indonesian NFE project.</p>			

III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #4	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211 d	non-211d	211 d	non-211d
Institutional capability to develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in NFE activities.	<p>a. Continued analysis of new materials and approaches for use in NFE sites. Emphasis on Asian and Latin American sites.</p> <p>b. Identification of field site needs for materials, techniques and methods in NFE.</p> <p>c. Production of materials to be used experimentally in meeting particular needs.</p> <p>d. Resource Center at UMass continues to be available to LDC and donor agencies. A small collection of books, pamphlets, articles, slides, slide-tapes and other materials will continue to be collected for use as:                      -training aids                      -components for materials development                      -basic research materials</p> <p>e. A list of materials and human resources (e.g. Center affiliates) will be continued and revised.</p> <p>f. A series of publications by the NFE Center will be initiated.</p>	<p>a. Sample materials and documents about their use, evaluation reports where available.</p> <p>b. Reports on field sites.</p> <p>c. Copies of developed materials.</p> <p>d. Examination of Resource Center; availability of of trained staff; lists of documents provided.</p> <p>e. Resource listings.</p> <p>f. Publication lists and copies.</p>	<p>a. That such research will contribute to the development of the field of NFE.</p> <p>b. That field sites will be in operation.</p> <p>c. That there will be a demand and funding for Center workshops.</p> <p>d. That there will be a demand for Resource Center services.</p> <p>e. That such resources will continue to be available and required.</p> <p>f. That such publications will contribute to the development of the field of NFE.</p>	<p>a. Continued improvement of basic course on materials development, including evaluation methods. Production of manual on "Learning to Listen" (Vella) on adult education methods. Production of pamphlet on "Poster Design" (Caban, ed.). Final revision of Monograph on Games and Simulations for Publications by IIALN (Evans). Continued training of specialists in materials development and their placement in field positions.</p> <p>b.-c. Production and testing of prototype games and drama for use in health education in Guatemala. Manual drafted on use of games in Spanish, being field tested in Guatemala. Production, testing, implementation of three training modules for Adult Education staff in Thailand on human relations in learning groups, planning and evaluation in NFE, and organizational development. Planning for summary document on Thailand site experience. Spread ofotonovella techniques to domestic health education, Ghana, Indonesia by Center members.</p> <p>d. Continued development and management of resource center. Approx. 250 titles added during the year. Serves as active resource for students, interns, and trainees at the center for NFE. Will be continued after grant expires.</p>	33,569	141,966	91,468	67,475
<p>Continues to respond to requests for documents, etc.</p> <p>e. Center brochure, and lengthy Center document revised and republished by summer of 1979. Also revised version of Women at the Center and continued active support of Women in Development activities.</p> <p>f. See publications list in Annex. Center has reviewed its entire list in NFE, dropped several out-of-date items, revised where needed, and replenished stock so that entire list is now in print and available.</p>								

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III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #2	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					2011_d	non-2011d	2011_d	non-2011d
Institutional capacity to provide training options for LDC, USAID, and other personnel.	<p>a. Increase skills of CIE members in training design, implementation and evaluation.</p> <p>b. Expand types of clientele and training situations appropriate to NFE objectives.</p> <p>c. Continuation of an internship program for NFE practitioners.</p> <p>d. Production of documentation on training techniques and models in NFE.</p>	<p>a. Course listings and participant evaluations.</p> <p>b. Training designs and projects completed through courses, contracts, and consultant assignments.</p> <p>c. Intern program participant list, program outline and materials, and evaluation.</p> <p>d. Published documents and availability of consolidated training models, manuals and materials.</p>	<p>a. CIE members sufficiently interested to enroll in and complete both courses.</p> <p>b. Interest in training by a variety of potential clients.</p> <p>c. Interest of nondegree candidates in potential internships; availability of outside funding for internships.</p> <p>d. Time and resources available for document consolidation as well as writing and editing of "Training Notes."</p>	<p>a. CIE members enrolled in training design course (13) completed draft training programs for the following clientele:</p> <ol style="list-style-type: none"> <li>1. Training for curriculum developers in nonformal education/functional literacy.</li> <li>2. Training for nonformal education fieldworkers in Indonesia.</li> <li>3. Design of a cross-cultural awareness simulation game for Peace Corps trainees.</li> <li>4. Workshop for administrators of black colleges in the United States.</li> <li>5. Design of a training program in planning and evaluation for nonformal education programmers in Thailand.</li> <li>6. Training for administrators of nonformal education programs for rural youth.</li> </ol> <p>h.j. Workshop on facilitating community volunteer groups for the Western Massachusetts Health Planning Council.</p> <ol style="list-style-type: none"> <li>2. Ten-week orientation and training program for 18 Indonesian H.Ed. candidates in nonformal education.</li> <li>3. Conference on volunteerism sponsored jointly by CIE and Springfield College.</li> <li>4. Two month training program for eight Indonesian regional program managers for PENIAS nonformal education project.</li> <li>5. Design of a field training manual for rural health workers in Nepal.</li> </ol>	19,893	40,000	147,645	67,409

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#### IV. IMPACT OF GRANT-SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

This section is divided into three parts. The first deals with grant purpose and end-of-product indicators; the second with grant management; and the third with U.S. domestic grant-related activities.

Because this report covers the virtual termination of the five-year 211(d) grant to the University of Massachusetts,\* considerable attention should be paid to these indicators at this time. The Agency for International Development has allocated considerable funds to this program; faculty, staff, and graduate students at the University of Massachusetts have contributed their time, knowledge, and experience to this effort; and various agency staff and community members in countries in Asia, Africa, and Latin America have risked their time and money on various forms of collaboration with this program. Yet it is probable that the entire effort, as well as the larger 211(d) program itself, will end with no more than a perfunctory report through a distribution system unlikely to affect decision-making. Although many of the parts of the program have been closely examined in research and administrative reports, many of the policy assumptions considered so important five years ago threaten to lie unexamined. That a more thorough retrospective examination of these policy assumptions has not been made is a matter of concern, although not surprise, and the responsibility can be fairly and widely shared.

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\*A minimum level of close-out administrative, research and publishing activities continue through December, 1979, under a letter of authorization from AID.

In fact, there is a wider problem than that cited above which is implied rather than stated in the end-of-project indicators. One of the fundamental purposes of the 211(d) grants was to develop U.S. institutions of higher education to increase their capabilities to serve third world countries and international development agencies in a particular field--in the case of the University of Massachusetts, in the field of nonformal education. However, in a recent meeting of University of Massachusetts staff with staff of a Regional Division of AID called for the purpose of outlining those areas of capabilities which had been developed through the 211(d) grant, it became apparent that the Regional Staff were not prepared to consider utilizing the capability thus attained--rather the capability was seen as injurious or at least competitive to other institutions that had not developed such competitive capability. At the very least, AID has no method for utilizing the capabilities developed under the grant. This is not an atypical bureaucratic problem--the development of a capacity that is never fully utilized--and is not a grave difficulty for the University itself, insofar as much of the capability developed under the grant is being utilized in contracts made directly with third world government and private institutions. However, one wonders if there may not be some need for training in techniques in rural development and nonformal education and community development within AID itself which could be met by the capabilities which AID helped develop. Put another way, is it cost-effective for AID to pay for the development of a capability but not participate in its utilization?

A. Grant Purpose: End-of-Product Indicators

- a. "Nonformal Education Program is a recognized center of excellence in the U.S. for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education."

The Center for International Education, through resources provided under this grant, has from the inception of the grant preferred to seek legitimization of its programs through collaborative efforts with organizations, agencies, and communities in third world countries. As a consequence of this decision, it is probable that the reputation of the Center has become more firmly established outside the United States than it has within. Evidence for this assertion is found in the Center's projects themselves; few academic organizations within this country have developed the geographic range of operating projects that the Center has. The recent signing of development contracts for NFE projects in Ghana and Indonesia also attests to the reputation and influence of the Center and its programs. Further evidence may be found in the very high quality of third world and U.S. graduate students in residence at the Center and the achievements of Center graduates in projects in their own countries. While many American institutions of higher education have been reducing their participation in overseas projects, the Center's efforts have been increasing. Specific projects are now underway in Ghana, Indonesia, Guatemala and Thailand. Smaller internship programs exist or are being developed with other countries.

b. "Significant collaborative involvement in NFE activities in the LDCs."

Much of the Center's research and development activities in collaborative program development are summed up in two works: Gail von Hahmann's Collaborative Programming for Nonformal Education and John W. Bing's "Collaborative Programs in International Education: An Analysis and Appraisal." Both are available from the Center; taken together they give a detailed history of the efforts of the past five years in identifying, developing, implementing, and evaluating the concept of collaboration in international programs. Collaborative programs have been defined as "those in which two or more groups agree to contribute resources, work together toward common, mutually agreed-upon objectives, share appropriate rewards among each of the parties, and work out reasonable guarantees of mutual compliance." One of the early goals of the grant was to test whether or not this concept of mutuality could be added to traditional technical assistance programs. The answer appears to be that it can be, but only under a specific set of conditions, one of which involves the larger political climate (or international regime) which governs the overall tone of the relationship. Beyond this, a climate of trust must be laboriously constructed, and overt and specific details of program development jointly agreed upon. Research undertaken by Center members has determined that such programs are much more likely to occur under conditions of economic interdependence and are henceforth likely to occur increasingly in the near and mid future.

Each of the Center's programs developed under the grant has attempted, with varying degrees of success, to implant and develop the idea of collaboration. To the extent that the potential for collaborative programs between organizations in the United States and third world countries is increasing, these programs may serve as guideposts for such future programs.

- c. "The NFE program represents a permanent and valued activity in the Center for International Education and the School of Education at the University of Massachusetts."

The period of this grant has coincided with the beginning of a general decline in the financial health of American institutions of higher education. The University of Massachusetts has not been an exception, having to deal with a succession of level-funded budgets in a period of rapid inflation. Yet despite this trend and the political difficulties encountered in supporting international rather than domestic programs, the School of Education and the University of Massachusetts have provided the basic underpinnings of support for the NFE Program. Last year the Dean of the School of Education authorized a new state-funded faculty position in Nonformal Education at the Center. In concert with other developments, this step effectively institutionalizes the Nonformal Education Program at the University of Massachusetts.

d. "Provision for continued financial support exists."

The University, through the steps mentioned above, has assured that a base for the continuation of NFE programs now exists.

However, there are certain areas currently funded by the grant for which outside support must continue to be sought in order for the Center to continue the utilization of capacity developed over the five years of the grant.

Most crucial is funding for graduate students. The Center now receives only about 10% of its graduate stipends from state sources. The remainder has come, and must continue to be sought for the foreseeable future, from outside funding sources.

A particularly crucial problem concerns those students who have begun their course of study at the Center under funding provided through this grant. Their course of study is threatened with interruption with the ending of the grant. A proposal for funding these particular students has been submitted to AID.

Although the need for funding is constant for all graduate students, it is especially acute for foreign students, who require stipends (or evidence of other funds) for a U.S. visa and whose work opportunities here are restricted.

Without such funding the Center would lose much of its capacity to carry out the kinds of collaborative projects that we believe are essential to healthy international programs. Further, insofar as the training of graduate students is itself an indicator of utilization,

this area as well would be severely curtailed following a loss of stipend funding.\*

With the loss of grant funding, certain faculty and administrative support staff positions directly concerned with the support of research and training in the area of NFE have been or will be eliminated. In the future, such research and training will have to be directly tied to outside contract funding.

B. Grant Management

There was considerable evolution within the administrative structure of the NFE program as the focus of activities shifted from planning to implementation to close-out. The earlier seminal task forces, charged with the development of concepts and ideas, as well as with initial contacts with organizations abroad, gave way to program areas which emphasized accountability. The various program areas were coordinated through a Program Planning and Review Committee (PPRC). The management system developed through this committee was eventually applied to the field sites as well. During the close-out phase of the grant, emphasis shifted to the development of reports and research studies on the various projects undertaken over the life of the grant.

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\* AID approval for such stipend funding has just been received for a three year period.

C. U.S. Domestic Grant-Related Activities

The charts of the previous section indicate some of the recent CIE activities whose focus has been U.S. programs and client groups. In addition to those activities which were specifically directed at domestic concerns, there were some activities associated with international programs that had significant effects on groups within the U.S. Examples of both types of activities are given below.

- 1) A full day workshop for staff of the Western Massachusetts Health Planning Council on working with community advisory groups. These groups are voluntary and work with the Council in planning health facilities and services. The workshop dealt with various styles of group leadership, their potential costs and benefits, and built upon the range of experience of Council staff.
- 2) A full day workshop on the subject of "Voluntarism," co-sponsored by CIE and Springfield College. Participants included representatives from 4-H, Girl Scouts, Dedicated Elderly Volunteers, Action, and other volunteer groups. Presentations and discussions considered such issues as recruiting and organizing volunteers, how to make volunteerism an opportunity rather than an exploitation, and a consideration of different incentives for various volunteer groups.
- 3) A three-day seminar for current and graduated CIE members in honor of the Center's 10th anniversary. Participants included Center members working in other countries and throughout the United States. Topics included a reconsideration of the goals and programs of the Center itself, as well as the sharing of information about national and international nonformal education programs in which CIE members are now involved.
- 4) As part of the Indonesia nonformal education project, 18 M.Ed. candidates arrived at UMass in November, 1978. For the next six weeks, these participants, faculty of teacher-training institutions in Indonesia, lived with Amherst area families. Families had participated in an orientation workshop before the Indonesian participants arrived. The object of the home stays was to live in western Massachusetts, and to encourage Amherst area community involvement in the Indonesian program.

## V. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

Other sources of funds that have been used to support grant-related activities are contracts and grants received by the Center and general support funding provided by the University of Massachusetts as the institutional base for the Nonformal Education Program. These non-grant sources of funds are as follows:

### A. University of Massachusetts

Last year, the School of Education converted a grant-funded NFE faculty position to a state-supported position, a significant step in the institutionalization of the NFE program. The School also provided partial support for a second faculty member from the NFE program.

The academic year salary of the Principal Investigator (a member of the Graduate Faculty) is paid by the University. There are other non-grant faculty both in the Center and in other departments who are closely associated with the activities of the grant. Their salaries are also paid by the University. The University pays for other grant activities by way of overhead costs. These overhead costs amount to about \$40,000 annually. Salary contributions by the University were approximately \$50,000 per year as of Fall, 1978.

B. Grants and Contracts

1) A four-year contract with the Ministry of Education of the Government of Indonesia was initiated last fall. The contract provides for two major categories of services:

- a. Provision of approximately eighteen (18) person years of technical assistance, in the form of long-term personnel to work in areas of training, materials development and evaluation in Indonesia.
- b. Training in the form of nineteen (19) Masters candidates in nonformal education, and a series of thirty-seven (37) other people coming to the United States for non-degree training in small groups for periods ranging from several weeks up to three or four months.

This contract represents a significant confirmation of the fulfillment of the original purpose of the 211(d) grant to the University of Massachusetts, "to increase the capability of the University of Massachusetts to collaboratively assist developing countries, particularly in rural areas, with development-oriented nonformal education programs."

2) The three-year grant from AID to support the development of NFE sites in Asia and Latin America is in its final year. Under this grant, NFE activities have been undertaken in Thailand and Guatemala.

IV. UTILIZATION OF INSTITUTIONAL RESPONSE  
CAPABILITIES IN DEVELOPMENT PROGRAMS

A. Utilization of Grant-Supported Capabilities

For information on this area refer to:

1. Table III (A and B)
2. Section III (above)
3. Section B.3 (below)

B.1 Number and Listing of Graduate Students from Third World Countries  
Now Studying at (or Graduated from) the Center for International  
Education during the Existence of the Nonformal Education Program

Abdullahi, Ramatu	Nigeria
Abbas, Afaf	Iraq
Arredondo, Vicente	Mexico
Barriga, Patricio*	Ecuador
Billimoria, Roshan	India
Chhodak, Tenzing	India (Tibet)
Collantes, Mary Fe	Philippines
Dehghan, Darious	Iran
Dube, Kotsho L.*	Zimbabwe
Gajanayake, Jaya	Sri Lanka
Gordon, Gloria	Trinidad
Govreen, Shmuel*	Israel
Khalil, Khalil*	Palestine
Khan, M. Azam*	Pakistan
Koech, Michael (Kip)	Kenya
Kokuhirwa, Hilda	Tanzania
Langa, Bhekokwahke	South Africa
Letsie, Mahlehi Andrew	Lesotho
Matsela, Zacharia	Lesotho
Moletsane, Ishmael*	Lesotho
Momanyi, Joel	Kenya

Montsi, Mercy*	Lesotho
Mulato, Ellen	South Africa
Mugiri, Ephantus	Kenya
Myeni, Annie	Swaziland
Nair, Vasudevan*	Malaysia
Njoko, Raphael	Nigeria
Nkomo, Mokubung	South Africa
Oluoch, Gilbert*	Kenya
Rakubutu, Mosia C.*	Lesotho
Ramirez, (de Arellano), Julio	Chile
Rothkegel, (de Gomez), Adriana	Chile
Rothkegel, (de Ortuzar), Edgardo	Chile
Saidi, Radja bin*	Zaire
Salomon, Manjula	India
Seshibe, Nana*	South Africa
Somtrakool, Kla	Thailand
Sunanchai, Sunthorn	Thailand
Tjitendero, Mose P.*	Namibia
Villanueva, Yvonne*	Venezuela
Withayagiat, Somprasong	Thailand

Total Number: 40

\*Graduated

2. Interns who have Studied under the 211(d) Grant at the Center for International Education

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

Matsebula, Lucy	Swaziland
Nkambule, Martha	Swaziland
Silaula, Francina	Swaziland
Ziyane, Ester	Swaziland

Total Number: 14

3. Number of Visitors or On-Campus Consultations: 20+

4. Use of Grant Products

a) Research

1) Outside Publications (selected)

- a. "Participatory Evaluation for Nonformal Education," in Proceedings: Lifelong Learning Research Conference, Cooperative Extension Service, University of Maryland, 1979.
- b. Planning of Nonformal Education, Paris: IIEP/Unesco (forthcoming, late 1979).
- c. Participatory Research: Research with Historic Consciousness, Participatory Research Project, Toronto, Canada, 1979.
- d. The Thy Project: Final Report. The Thy Project, Vestervig, Denmark, 1978.
- e. Curriculum Development for Basic Education Programs. German Foundation for International Development/International Institution for Adult Literacy Methods, 1978.
- f. Water and Disease: Village Health Educator Training Materials. Boston: Management Sciences for Health, 1979.
- g. "Piaget's Theory and Culture Differences. The Case for Value-Based Modes of Cognition," Human Development XXI, No. 3 (1978).

2) Center Publications (selected recent titles)

- a. Nonformal Education in Ghana (1979).
- b. Collaborative Programming for Nonformal Education. Training Note (1979).
- c. Visual Aids for Nonformal Education. Technical Note (1979)
- d. Nonformal Education as an Empowering Process: with Case Studies from Indonesia and Thailand. Dissertation Series (1979).

4) Dissertations completed on NFE

- a. "Collaborative Programs in International Education: An Analysis and Appraisal" (1979).
- b. "Community Education for Self-Reliant Development" (1978).
- c. "Participatory Development of Materials and Media for Nonformal Education" (1979).
- d. "Understanding Pictures: A Study in the Design of Appropriate Visual Materials for Education in Developing Countries" (1979).
- e. "Nonformal Education as an Empowering Process: With Case Studies from Indonesia and Thailand" (1979).
- f. "Educational Planning for South African Refugees" (1979).
- g. "Processes of Transformation: Creative Formulation During Transition" (1979).
- h. "An Emerging Problem for Educational Planners in Zaire: Unemployment Among the Educated. Causes and Tentative Solutions." (1978).

(N.B.: Nine dissertations in process related to NFE.)

- 5) Unpublished comprehensive examination and other papers by Center members based on research on NFE.
    - a. Sixteen comprehensive examination paper titles in 1978/79.
    - b. Twenty-five other papers in 1978/79.
  - 6) Other publications on Center resources
    - Women at the Center (updated publication)
    - Center 1979 (updated publication)
- b) Training
- 1) Workshops in connection with overseas sites, with other programs overseas, for domestic U.S. programs, etc. (approximately 25 workshops given by Center members).
  - 2) Internships and short-term training sessions at Center (four NFE interns from Swaziland for four months; two month training for eight Indonesian NFE managers; three week sessions for three Ghanaian NFE leaders; and numerous other shorter sessions for visitors and delegations).
  - 3) Courses developed for UMass degree students in field of NFE (including new offerings in NFE literature, evaluation for adult and NFE, curriculum development for adult and NFE).
  - 4) Indonesian M.Ed. program, which included numerous orientation and training sessions for eighteen NFE candidates beyond their regular course of study.
- c) Conferences
- 1) "Voluntarism: Exploitation or Opportunity," Conference co-sponsored by Center for International Education and Springfield College, April 20, 1979.
  - 2) "International Perspectives on Nonformal Education," New England Regional Meeting of Comparative and International Education Society, co-sponsored by Center for International Education and Springfield College, UMass, May 3, 1979.

(Six papers presented by Center members)
  - 3) Numerous conferences attended by Center members elsewhere in the U.S. and abroad (approximately 12, with presentations).

5. Significant Roles Played by Center Graduates in Development

The roster of Center graduates who are playing prominent educational roles in development, both in the U.S. and overseas, is extensive. In addition to graduates who have received their training at the Center during the period of this 211(d) grant and have taken significant positions in the field of education, there are always a number of Center members in any given year who perform such roles concurrently while working on their dissertations.

In addition to the list of graduates and their roles in development given in last year's report, the following selective examples may be noted of recent new positions taken by additional Center graduates. This supplementary list includes both graduates and near graduates, but omits numerous members working in positions related to AID 211(d) programs as well as those employed as specialists (including four long-term field positions) under the Indonesian/World Bank NFE project.

Patricio Barriga	Project director for AID-funded Academy for Educational Development project in NFE in Guatemala.
Roshan Billimoria	Staff member attached to UN for International YWCA.
Leon Clark	Staff member, Government Affairs Institute, Washington DC.
Ash Hartwell	Educational Advisor, UNDP, Uganda until 4/79, being reposted.
Susanne Kindervatter	NFE Specialist in Overseas Education Foundation of League of Women Voters, Washington DC.

Carol Martin	Faculty member, Department of Continuing Education, University of Jos, Nigeria.
Zacheria Matsela	Permanent Secretary of the Ministry of Education, Lesotho.
Ephantus Mugiri	Acting Director, Institute of Education, Nairobi, Kenya.
Gilbert Oluoch	Principal, National Science Teacher College, Nairobi, Kenya.
Robert Russell	Project director of AID-funded project in cultural groups and education, Ghana.
James Theroux	Staff member for international research, Children's Television Workshop, New York.
Yvonne Villaneuva	Career staff member in UNICEF Latin American programs.
David Walker	Project director, NFE Adult Education project with World Education, Nepal.

C. Domestic and International Linkages

See Sections III and IV.

D. Plans for Utilization of Institutional Response Capacities for Solution of LDC Problems

1. Utilization for Next Grant Year

The Program is scheduled to terminate December 31, 1979.

Only administrative and research and the publication close-out activities will occur for the seven months ending December 31st.

(See VII below.)

2. Utilization for Remainder of Grant Term and After Grant Expiration

The following are general areas which are and will be available for the utilization of grant capabilities:

a) Center Graduate Program

The Center plans to continue to admit about ten graduate students each year; about half of these will be citizens of third-world countries who will be returning to those countries and working in the field of education. All will have a wide exposure to NFE theory, methods and techniques, both through Center courses and through program development activities.

b) Center Internship Program

This program, which had five participants in its first year of operation, will continue contingent upon outside funding. It is open to LDC practitioners in the field of NFE and generally allows for a two to five month stay at the Center.

c) Continuation of Site/Linkage\* Development

We anticipate a continuation in site and linkage programs. Over the next two years there will be continued involvement in Ghana under the PEA-administered AID grant. As of now, work in the Guatemala and Thailand sites is assured through December 1979. Much effort will be devoted to work on the new four-year contract to assist Indonesia in NFE. Additional site/linkage activities in the future will depend upon new outside funding.

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\* See Annual Report 1974-75, p. 33, for explanation of these terms.

d) Research, Training and Materials Development Activity

These will continue beyond the grant period. Concepts and techniques developed under the grant are being utilized in Ghana, Thailand, Guatemala and elsewhere; the Resource Center's capacity in materials development continues to grow; numerous training services are projected in the U.S. and abroad; and research is directed toward its applicability for field utilization.

e) Consulting Capabilities

Center members will continue to consult with LDC agencies and international organizations in the field of NFE.

Discussion with AID regarding plans for their utilization of UMass capacities built up through the 211(d) grant have not so far produced a planning and support mechanism. Nevertheless it is our intent that our response capacity be maintained in the following areas:

1. Maintenance of a cadre of professionals at the Center to continue linkage functions. Evidence of increased university support and funding from other grants and contracts has recently been manifested.
2. Maintenance of the Resource Center and its functions.
3. Continuation of courses and programs in NFE, especially for LDC nationals studying at the Center.

VII. PLAN OF WORK FOR ACADEMIC YEAR 1980-81 AND ANTICIPATED EXPENDITURES

The major work of the grant has been completed with the termination of the fifth year of the grant. The termination date of the grant has, however, been extended to December 31, 1979, to allow for minor administrative, research and publications' tasks to be completed. The letter proposal extending the grant states, in part:

" . . . The extensions will allow time for completion of a number of on-going research and field activities under both grants. Publications disseminating these results can be finished and made available to AID and other development agencies . . . The short extensions requested will provide the time to bring all activities to a more satisfactory conclusion, and complete the documentation of the results. There are sufficient funds in the pipeline to carry out the tasks listed above."

#### VIII. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

In accordance with Center guidelines and University policy, the Center has procedures to ensure that women and other minorities are continually represented in the program. The Center's Affirmative Action Statement notes that "the key to successful diversity in admission is aggressive recruiting. The Center is committed to maintaining a strong component of non-American as well as a representative spread across the various American groups."

The involvement of minority members in Center programs is reflected throughout this report. An updated publication, Women at the Center, gives resumes of those able to bring expertise to the area of women and development projects. There is an on-going informal group that deals with issues in this area and a number of published and unpublished studies at the Center concerning education for women in development. In addition, women at the Center have periodically done consulting and training in this area, such as running a summer program in Costa Rica to train women from AID and private organizations in Latin America in the use of media in NFE.

TABLE I

DISTRIBUTION OF 211(d) GRANT FUNDS AND CONTRIBUTIONS FROM OTHER SOURCES OF FUNDING

Reporting Period - 6/1/78 to 5/30/79

GRANT OBJECTIVES OUTPUTS	211(d) EXPENDITURES				NON-211(d) FUNDING AMOUNT
	PERIOD UNDER REVIEW	CUMULATIVE TOTAL	PROJECTED EXTENSION	PROJECTED TO END OF GRANT	
1. Institutional capability to advise in NFE needs assessment.	17,406	82,957	4,985	87,942	34,975
2. Institutional capability to provide training options.	19,893	147,645	9,675	157,320	40,000
3. Institutional capability for collaborative field-based research and development.	22,380	246,474	2,350	248,824	45,000
4. Institutional capability for materials collection and development.	33,569	141,966	3,520	145,486	67,475
5. World-wide network of institutional linkages (U.S. and abroad).	31,083	149,703	8,795	158,498	62,500
TOTALS	124,331	768,745	29,325	798,070	249,950

TABLE II - A

211(d) Expenditure Report  
ACTUAL AND PROJECTED SUMMARY

Under Institutional Grant #AID/ta G1112

Reporting Period - 6/1/78 to 5/30/79

	EXPENDITURES TO DATE		PROJECTED EXPENDITURES	TOTAL*
	REPORTING PERIOD	CUMULATIVE TOTAL	YEAR 5 AND EXTENSION	
1. Salaries and Allowances	69,535	414,792	7,617	422,409
2. Stipends	38,350	206,758	13,163	219,921
3. Library	1,188	4,164	338	4,502
4. Research	5,143	29,097	1,584	30,681
5. Travel	2,771	65,069	710	65,779
6. Equipment and Supplies	2,938	13,616	1,254	14,870
7. Publications	140	2,366	150	2,516
8. Other Direct Costs	4,266	32,883	4,509	37,392
	<hr/>	<hr/>	<hr/>	<hr/>
TOTALS	124,331	768,745	29,325	798,070

TABLE II - B  
211(d) Expenditure Report  
Reporting Year Detail  
Under Institutional Grant #AID/ta G-1112  
Reporting Period 6/1/78 to 5/30/79

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I. A. Salaries			
Academic	David R. Evans	(25%)	\$ 1,000
	Linda Abrams	(100%)	18,272
	David Kinsey	(50%)	2,888
B. Other			
Clerical	Administrative:		
	Secretary	(100%)	14,050
	Other Clerical	(60%)	4,595
Professional Staff	Grant Manager	(100%)	15,575
	Other Professional	(75%)	10,647
C. Fringe Benefits	Covering 80% of staff		2,508
II. Student Support			
	Julio Ramirez		\$ 3,000
	Chile		
	Bella Halsted		737
	United States		
	Hilda Kokuhirwa		2,744
	Tanzania		
	Gail Von Hahmann		3,000
	United States		
	Joel Momanyi		4,000
	Kenya		
	Suzanne Kindervatter		2,000
	United States		
	Jaya Gajanayake		2,000
	Sri Lanka		

Roshan Bilimoria India	\$ 2,000
Tenzing Chhodak India	2,889
Richard Betz United States	2,000
Ellen Mulato South Africa	1,000
Ephantus Mugiri Kenya	678
Fredi Munger United States	1,000
David Kahler United States	4,000
Janis Droegkamp United States	2,000
Nicole Gillette France	1,000
Raphael Njoko Nigeria	1,000
Judson Haverkamp United States	2,667
Annie Myeni Swaziland	635
III. A. Consultants: 1	100
B. Guest Lecturers, Visitors, etc.: 8	1,676
IV. Travel	
A. Domestic: 11	2,771
V. Equipment	2,938

VI. Library Acquisitions	\$ 1,188
VII. Publications: one	140
VIII. Other	<u>7,633</u>
Total monies expended during reporting period	<u>\$ 124,331</u>

## ANNEX A

### STATEMENT ON REQUESTS FOR ASSISTANCE IN 1978/79

Requests for assistance from international and domestic sources have increased annually during the period of the grant. An itemized list was included in last year's report, and in this fifth year the pattern was the same but with a greater volume. The volume of these requests is summarized here according to categories, with some illustrative examples given for each:

#### I. Project Management

Requests for proposals to manage projects, or components of projects, related to NFE have been received from eight sources.

Examples:

1. Request for proposal to help Indonesian national NFE program (receiving World Bank loan) with training and program development. \$2.8 million contract awarded to Center for four year period, currently being implemented in Indonesia and at UMass.
2. Request for proposal to help Ghanaian Peoples' Education Association (receiving AID grant) with NFE administration and training. \$102,000 contract awarded to Center for two year period.
3. Request for proposal to help Department of Extra-Mural Studies in Swaziland (receiving AID grant) with adult and NFE program development. Contract offered to Center and currently being negotiated.

#### II. Special Training Services

Requests for specialized training at the Center, in addition to the regular training programs of the Center and those carried out under project contracts, and outside the Center through workshops, have been received from over two dozen sources.

Examples:

1. Request for four-month training of four women NFE educators from Swaziland under FAO grant. Internship training program organized and given at Center.
2. Request for two-month training of three NFE educators from Ghana under Unesco grant and PEA. Internships organized and given at Center.
3. Request from Western Massachusetts Health Planning Council to give training for staff working with community advisory groups. Workshop given.
4. Request to give one-week workshop under Human Management Resources Inc. (with AID grant) for AID and other programmers for women in development projects in Latin America. Workshop given in Costa Rica (announced in last year's report).
5. Request to give workshop on programs and methods at the Center to Seminar for Middle Eastern educators at Harvard University. Workshop to be given August 1st.

III. Nominations for Consultancies and Positions

There have been a continuously increasing number of requests for the Center to nominate or identify candidates for short and long-term educational positions, a large number of which are in NFE. Requests this year have come from sources such as: World Education, Academy for Educational Development, Institute for Rural Reconstruction, World Bank, Ford Foundation, Unesco, FAO, USDA, Save the Children, New Transcentury, and various universities and firms doing contract work as well as several foreign governments with adult education programs.

Examples:

1. Over sixty requests to nominate personnel for short-term consultancies.
2. Over thirty requests to nominate personnel for long-term consultancies.

#### IV. Consulting

Requests for consulting assistance have been fulfilled by over 15 members currently at the Center. (In addition, a dozen or so Center graduates have been doing consulting elsewhere that utilizes training received under the 211(d) grant.)

Examples:

1. Consultant to the Ford Foundation to assess the evaluation design for the Arabic version of Sesame Street in Kuwait.
2. Consultant to AID in Tanzania to help with NFE project development in regard to women and development.
3. Consultant to AID in Paraguay on materials development for NFE.
4. Consultant to Phelps Stokes Fund for educational program and staff development in black colleges in U.S.
5. Consultant to Adult Education Division of Ministry of Education in Thailand for staff development (outside Center project).

#### V. Studies and Conference Presentations

Requests for specialized studies in NFE or conference presentations have been received by fourteen Center members.

Examples:

1. Preparation of field training manual for health workers in Nepal, requested by Health Resources Management.
2. Study on participatory evaluation for NFE requested by Department of Extension Education, University of Maryland.
3. Six papers on NFE for conference of Comparative and International Education Society, New England branch.

VI. Document Information and Exchange

Requests to the Center's Resource Center and Publications section for information and documents have continued to be numerous.

Examples:

1. Over fifty inquiries about information on documentation were answered during this report period.
2. Forty-four separate requests from institutions to exchange documents with the Center resulted in such exchanges.

ANNEX B

STATEMENT ON CENTER PUBLICATIONS ON NONFORMAL EDUCATION

I. Documents Published

During the present grant year, the Center for International Education published the following books and papers in nonformal education for dissemination to educators and practitioners in the field world-wide.

1. Dissertations

Kindervatter, Suzanne M. Nonformal Education as an Empowering Process: With Case Studies from Indonesia and Thailand.

2. Training Notes

Von Hahmann, Gail, Collaborative Programming for Nonformal Education.

3. Technical Notes

Vella, Jane K., Visual Aids for Nonformal Education.

4. Project Reports

Kinsey, David C. and John W. Bing, eds., Nonformal Education in Ghana.

II. Publications in Process

During the next six months, the following publications will be issued:

1. Dissertations

Walker, David A., Understanding Pictures: A Study in the Design of Appropriate Visual Materials for Education in Developing Countries (late 1979).

McLaughlin, Steven, Traditional Skill Training and Nonformal Education (1980)

2. Training Notes

Munger, Fredi and Janis Droegkamp, Women Centered Training: Responding to Ideas and Issues for Women in Development (1979).

3. Technical Notes

Billimoria, Roshan. A Field Guide to Evaluation Methodologies in Nonformal Education (1980).

Vella, Jane K. Learning to Listen: A Guide to Field Methodologies for Adult Educators (late 1979).

4. Project Reports

Nonformal Education in Thailand: An Experiment in Collaboration (1980).