

ANNUAL REPORT

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UMASS
AMHERST
01003

NONFORMAL EDUCATION PROGRAM

CENTER FOR INTERNATIONAL EDUCATION

211d ANNUAL REPORT

Date Due: July 30, 1978

Date: July 7, 1978

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
Amherst, Massachusetts

Grant Program Directors: David R. Evans/David Kinsey

AID Sponsoring Technical Office: Technical Assistance Bureau

Statistical Summary:

Period of Grant: June, 1974 to June, 1979

Amount of Grant: \$798,070 *

Expenditures for
Report Year: \$135,323

Accumulated: \$644,414

Anticipated for
Next Year: \$153,656

* Includes inflation supplement.

TABLE OF CONTENTS

I.	Narrative Summary	1
II.	Detailed Report	2
	A. General Background and Description of Problem	2
	B. Purpose of Grant	6
	C. Objectives of the Grant	7
	1. Objectives Restated	7
	2. Review of Objectives	10
	3. Review of Critical Assumptions	12
III.	Accomplishments	15
IV.	Impact of Grant-Supported Activities in Achieving Grant Purpose	20
	A. Grant Purpose: End-of-Project Indicators	20
	B. Grant Management	24
	C. U.S. Domestic Grant-Related Activities	24
V.	Other Resources for Grant-Related Activities	26
	A. University of Massachusetts	26
	B. Grants and Contracts	26
VI.	Utilization of Institutional Response Capabilities in Development Programs	28
	A. Utilization of Grant-Supported Capabilities	28
	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	28
	2. Interns who have Studied under the 211(d) Grant at the Center for Inter- national Education	29
	3. Number of Visitors or On-Campus Consultations	29
	4. Use of Grant Products	30
	5. Significant Roles Played by Center Graduates in Development	32

11

	C. Domestic and International Linkages	34
	D. Plans for Utilization of Institutional Response Capacities for Solution of LDC Problems	34
	1. Utilization for Next Grant Year	34
	2. Utilization for Remainder of Grant Term and After Grant Expiration	34
VII.	Plan of Work	36
VIII.	Involvement of Minority Personnel and Women	41
	Table I Distribution of 211(d) Grant Funds and Contributions from Other Sources of Funding	43
	Table II-A 211(d) Expenditure Report Actual and Projected Summary	44
	Table II-B 211(d) Expenditure Report Reporting Year Detail	45
	Table III-A Requests for Assistance Received During Report Period - Requests Fulfilled	47
	Table III-B Requests for Assistance Received During Reporting Period - Request Not Fulfilled	50
	Annex I Statement on Nonformal Education Publications	51

111

I. NARRATIVE SUMMARY

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

1. Conclusion of the NFE program in the Eastern Region of Ghana.
2. The convening of a second conference on Collaborative Program Development.
3. Continuation of the Center's involvement in NFE programs in Thailand, and initiation of NFE activities in Guatemala.
4. Continued development of research and publications in the area of NFE by the Center.
5. Development of a NFE contract with the Government of Indonesia.
6. The provision of a state-supported faculty position to the Center for International Education for the support of NFE program and academic activities.
7. Continuation of the Center's intern program in NFE for non-degree students from outside the United States.
8. Continued development of aspects of the Center's program concentration on Women in Development.
9. Continued expansion of the capabilities of the NFE Resource Center.

The purpose of the grant, to increase the capability of the University to assist developing countries with collaborative NFE programs, is being 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 analysis 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 reports on sectoral activities and plans through the Program Planning and Review Committee. This group, which meets bi-monthly to coordinate NFE activities, is chaired by the NFE Program Director and has representatives from the five program areas. These are Research and Evaluation, Training, Materials Development, Site Programs and Administrative Support.

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 LDC's.
- 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 ($\frac{1}{2}$ 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 LDC's and recognizing that AID wishes to encourage and assist its contractors and grantees to develop jointly 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 import 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 1977/78 the relative increase in emphasis on the first and second objectives exhibited in the previous year was continued, and the prior level of activity in regard to objectives three, four and five was essentially maintained. There was also considerable attention given to the implicit objective of field site activities, with the conclusion of site activities in Ghana and the establishment of field site activi-

ties in Thailand and Guatemala under the supplementary two-site grant.

The increased emphasis on objective one focussed on the association of other faculty members with the program to supplement the three NFE professionals on the staff, and going beyond the normal provision of professional services in the sites and on consultancies to NFE programs, to undertaking a major assistance commitment to NFE in Indonesia under a separate contract. In regard to the second objective, the increased emphasis was reflected in the addition of courses in the area of training and project management over and above the existing course offerings in the NFE area.

None of the basic objectives of the grant have been modified. As indicated last year, the "collaborative and field-based" aspect of objective three poses the most difficulty in regard to satisfactory achievement. There has been rewarding progress in the area of clarifying the components and approach of collaborative research and program development through a second working conference on this theme, and important steps have been taken in applying collaborative and field-based approaches to domestic NFE research and program/materials development. To date this has been more problematic in regard to overseas field-site activities, where the demands of development have so far limited wide efforts for collaborative Research and Development activities. We intend to maintain this as a concern in the next year even though this may well be the aspect of

the grant that is most difficult to accomplish.

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 LDC's and USAID.
- b) Willingness of LDC's and USAID to use outputs.
- c) The outputs are achievable and will lead to substantial achievement of purpose.
- 2) a) UMass with the USAID advisory committee can develop feasible field programs.
- b) Willingness of LDC's 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 born out by a number of events: the conclusion of the Ghana field program together with AID-supported spin-offs such as the cultural group project and the prospective additional support to the PEA; the field programs begun in Thailand and Guatemala 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 recent decision of the School of Education to support one NFE faculty position with state money represents an important step in the direction of making NFE a more professionally viable field.

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 LDC's 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 problems 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 year, and needs review as a planning mechanism.
 - b) Indications so far show that LDC's 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) In regard to Ghana, this has been partially represented by a field study carried on at the site on indigenous nonformal vocational education. 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	Jan-211d	211 d	Jan-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 six 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>	11,681	20,701	65,551	67,932

*Cumulative data can be obtained from Section IV, 1st, 2nd, and 3rd Grant Year Annual Reports (for all parts of this Section.

*University overhead and salaries: \$7,033; Outside grants and contracts: \$13,663.

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III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #2	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS*	TOTAL INDIVIDUALS SERVED			
					REPAIRING	REPAIRING	REPAIRING	REPAIRING
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. Courses offered and implemented: Training Implementation Fall '77 and Training Design Spring '78.</p> <p>b. Variety of individual and group training projects completed.</p> <p>c. Individual participant program.</p> <p>d. Published documents.</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 non-degree candidates in potential internships.</p> <p>d. Time and resources available.</p>	<p>a. CIE members enrolled in both courses (20) designed training programs for the following clientele:</p> <ol style="list-style-type: none"> 1. Facilitator Training for NFE Training Techniques for use in Thailand. 2. Facilitating the Participation of Women in Development-workshop for international program development managers. 3. Training program for the foreign national Mission employees, USAID, Nepal. 4. A Strategy of Training and Development for East Africa. 5. Training Model for NFE Apostolates in the Philippines. 6. Montessori Education Workshop for student teachers. 7. Workshop-Introduction to Curriculum Development for Master's in Teaching Candidates <p>b.1. Village development facilitator training workshop implemented in Ghana, Fall 77.</p> <ol style="list-style-type: none"> 2. The Collaborative Program Development Workshop, Spring 78. 3. Introduction to Training Design Workshop for Community Public Health MA Degree candidates, Spring 78. 4. Programming for Women in Development Workshop for AID and other personnel in Latin America to be held in Costa Rica, July, 78. 5. Nonformal Education Technical Assistance to PEMAS, 57 person fellowship training in NFE to begin July, 78. 	27,949	27,409	127,752	76,492
				<p>6. Presentation on Women in Development to the American Association of University Women, Spring 78.</p> <p>c. Two interns from the Philippines completed their programs, one for 9 months, the other for 6 months, in nonformal education training, curriculum, evaluation, and management.</p> <p>d. Publication of "Collaboration in Materials Development" by Arlen Ething, Training Note #1.</p>				

*University overhead and salaries: \$9,319; Outside grants and contracts: \$18,050.

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&D development in NFE.</p> <p>b. Carry out R&D studies (collaboratively and field-based whenever possible) in the following areas:</p> <ol style="list-style-type: none"> 1. Formative evaluation techniques adapted to NFE program and materials development. 2. Learning technologies for NFE that are inexpensive and practical. 3. Study of promising NFE program alternatives. 4. Study of issues and variables relevant to NFE. <p>c. Conduct evaluations of NFE programs and components.</p> <p>d. Establish field site(s) where collaborative R&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&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. Report on 1st Conference on Collaborative Program Development; 2nd Conference & report; publication on collaboration in materials development; analysis of collaborative program development experience in Ghana (site report).</p> <p>b. 1. Three publications on evaluation in NFE; complete draft of field manual on evaluation for NFE; expanded collection of adapted methodologies; paper on formative evaluation and action research.</p> <p>2. Three publications on learning and techniques in NFE; drafts for field manuals on use of visual aids and folk materials in NFE, etc.</p> <p>3-4. Five completed theses on NFE; eighteen comprehensive papers on aspects of NFE.</p> <p>c. Collaborative evaluation at Ghana site program; collaborative evaluation and development of AID/Eaire NFE project proposal; numerous training sessions for field personnel, including action research and evaluation methodologies as content.</p> <p>d. Conclusion of Ghana field site, with cultural group extension and proposed AID grant extension; operation of sites in Thailand and Guatemala; proposal and award of contract to assist Indonesian NFE.</p>	59,865	33,340	224,094	55,295

*University overhead and salaries: \$11,336; Outside grants and contracts: \$22,004.

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III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #4	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS*	TOTAL EXPENDITURES \$,000			
					REPORTING YEAR		CUMULATIVE	
					2011 d	2009-2012	2011 d	2009-2012
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. Creation of several courses in materials development skills for Center members. Production of manual entitled "Visual Aids in Non-formal Education" (Vella). Production of Draft Final Report on NFE Programs in Ghana. Article on "Games and Simulation in Literacy Training" (Evans).</p> <p>b. On-site materials development in Thailand and Guatemala.</p> <p>c. Continued development of Etonovella materials for domestic use (Gomings). Creation of various materials on Women in Development (Abrams et. al.).</p> <p>d. Resource Center now comprises: 1200 titles of published books and documents; 1000 papers; 65 games/simulations; audiovisual software and hardware; periodicals and newsletters. In addition, the Resource Center manages an active exchange relationship with some thirty other development agencies around the world.</p> <p>e. Center document, revised and republished lists of all services available in NFE area. A second document, "Women at the Center," published this year, lists Women in Development programs available from the Center.</p> <p>f. See publication list (Annex to this Report).</p>	23,844	23,993	108,357	76,765
<p>*University overhead and salaries: \$8,158; Outside grants and contracts: \$15,835.</p>								

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III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #5	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS*	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211-2	211-3	211-2	211-3
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. Continual work with the People's Education Association of Ghana on the development of NFE programs, and with the responsible agencies in Guatemala and Thailand on site development. Consultation with the Government of Indonesia on initiation of an NFE program there.</p> <p>b. Serendipitous contact with EHR institutions (e.g. Prairie View, Michigan State University)</p>	11,984	17,285	118,620	65,576

*University overhead and salaries: \$5,877; Outside grants and contracts: \$11,408.

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-project indicators; the second with grant management; and the third with U.S. domestic grant-related activities.

A. Grant Purpose: End-of-Project 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."

Over the past year, Center staff and associates have been called upon to provide advisory and consulting services in a number of areas:

Center members have provided:

- 1) consultant services to the USAID/Zaire Mission in the area of Collaborative Program Development.
- 2) training for People's Education Association staff in Ghana.
- 3) administration of an African Studies Program for American students in Kenya.
- 4) consultant services for a Panel on Basic Human Needs at the National Women's Conference in Houston, Texas.
- 5) a paper on "Analysis of Materials Available on the Role of Women in Development in Latin America."
- 6) training for Nepali staff of USAID/Nepal.
- 7) development of a citizen-participation project to produce fotonovela for Health Department of the State of New York.
- 8) materials, through the Resource Center, for library of functional literacy and appropriate technology materials for the Peace Corps in Gambia.

- 9) consultant services to Savannah State College (Georgia) to help strengthen the international component of the college.
- 10) delegate to UNESCO Conference on Literacy Materials in Spain.

A list of forty such examples is to be found in Table III. A., below.

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

1) Implementing Activities

The Center's Nonformal Education Program in Ghana was phased out, as scheduled, in December, and a follow-up project to develop the capacity of the People's Education Association (PEA) in Ghana to implement NFE programs is currently awaiting approval by AID. This project would be funded directly through the PEA.

The Center's Latin American NFE program in Guatemala has begun, and negotiations to continue the Center's association with NFE programs in Thailand are underway with the Ministry of Education in Bangkok.

2) Planning and Development Activities

A major, four-year contract with the Ministry of Education of the Government of Indonesia to develop district-level NFE programs and to provide graduate-level training is expected to be initiated in Fall, 1978. This contract was made possible through the NFE capabilities developed at the Center by the 211(d) grant.

In addition, the internship program in NFE will continue this fall with the arrival of three Swaziland nationals for training under

the auspices of Food and Agricultural Organization of the United Nations. Training of third-world graduate students through regular degree programs at the Center will also continue.

- 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."

Concrete evidence of the adoption of the NFE program by the School and University came this year when the Director of the Division of Educational Policy, Research and Administration and the Dean of the School of Education authorized a 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. Part of the salary of another NFE faculty member was also subsidized by the School.

In addition, the Director's salary continues to be almost fully funded by the University.

- 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, perhaps, is funding for graduate students. The Center receives only about 20% 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.

Although the need for this type of funding is constant for all graduate students, it is particularly acute for foreign students, who require such funding (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.

A second area of concern is in funding for Center faculty. Although the University of Massachusetts has agreed to support an additional faculty member at the Center, at least one (and possibly two) remains unsupported past the fifth year of the grant. The loss of a faculty member would seriously curtail the training and research capabilities of the program.

The third area of concern is in administrative support. The University remains unable, in this time of fiscal difficulties for both private and public higher education, to provide much support in this area.

A utilization Grant Concept Paper has been submitted to AID to seek continued support for these areas through utilization of grant capacities subsequent to the termination of the 211(d) grant.

B. Grant Management

There has been considerable evolution within the administrative structure of the NFE Program as the focus of activities has shifted from planning to implementation. The earlier seminal task forces, charged with the development of concepts and ideas, as well as with initial contacts with organizations abroad, have given way to program areas which emphasize accountability. These areas (or sectors)--research and evaluation, training, materials development, site development, and administrative support, are represented by coordinators who meet together to constitute the Program Planning and Review Committee (PPRC). The Committee, headed by the NFE Program Director David Kinsey, is charged with coordinating all Center NFE Programs and developing and reviewing work plans.

The Steering Committee has been phased out as policy questions have given way to issues of program implementation.

C. U.S. Domestic Grant-Related Activities

The "Accomplishments" section (above) refers briefly to some of the variety of domestic nonformal education activities conducted by Center members over the past year. In some cases these activities

were directly sponsored by outside agencies; in other instances they involved CIE courses and assistantships. A few representative domestic NFE activities are summarized below:

- 1) A half-day workshop, "Introduction to Training Design" for Masters Degree candidates in community public health at the UMass School of Public Health. Virtually all of the twenty students expressed a strong interest in continuing training of this kind and in strengthening their program's ties to the Center.
- 2) The design and production of a community development fotonovella, "A Working Neighborhood" in Troy, New York. The fotonovella was produced participatively with community members and has received widespread distribution and publicity in the Troy area.
- 3) The collaborative faculty/student development of a graduate-level course "Educational Design for Women Worldwide," offered at the Center in the fall semester, 1977. Results of the course included a visit by CIE women to a variety of public and private development agencies in Washington, D.C., and the production of a brochure, "Women at the Center."
- 4) Several Center women made a presentation to the local affiliate of the American Association of University Women, dealing with their studies on women in development.
- 5) The Second Collaborative Program Development Workshop was sponsored by CIE in April, 1978. Center members and interested outsiders contributed case studies for discussion and identified key issues and recommendations for collaboration.

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 Center. These non-grant sources of funds are as follows:

A. University of Massachusetts

This 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 will be approximately \$50,000 per year by Fall, 1978.

B. Grants and Contracts

- 1) A four-year contract with the Ministry of Education of the

Government of Indonesia is expected to be initiated this 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 assist collaboratively 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 second year. Under this grant, NFE activities are planned or developing in Thailand and Guatemala.

VI. 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
Barriga, Patricio	Ecuador
Billimoria, Roshan	India
Chhodak, Tenzing	India (Tibet)
Collantes, Mary Fe	Philippines
Dube, Kotscho L.*	Zimbabwe
Gordon, Gloria	Trinidad
Govreen, Shmuel*	Israel
Key, James	Mexico
Khalil Khalil*	Palestine
Khan, M. Azam*	Pakistan
Koech, Michael (Kip)	Kenya
Kokuhirwa, Hilda	Tanzania
Letsie, Mahlehi Andrew	Lesotho
Matsela, Zacharia	Lesotho
Moletsane, Ishmael*	Lesotho
Momanyi, Joel	Kenya
Montsi, Mercy	Lesotho
Mulato, Ellen	South Africa
Mugiri, Ephantus	Kenya
Nair, Vasudevan*	Malaysia
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
Sunanchai, Sunthorn	Thailand
Tjitendero, Mose P.*	Namibia
Villanueva, Yvonne*	Venezuela
Withayagiat, Somprasong	Thailand

Total Number: 34

*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
Dehghan, Darious	Iran
Maldonado, Eduardo	Ecuador
Tetty, Emmanuel	Ghana
Quist, Vidal	Ghana
Wilson, Mary James	Philippines

Total Number: 10

3. Number of Visitors or On-Campus Consultations: 30

4. Use of Grant Products

a) Research

1) Outside Publications (selected)

- a. "Games and Simulations in Literacy Training," Teheran, Iran: International Institute for Adult Literacy Methods. (forthcoming).
- b. "Cultural Conventions of Pictorial Representation: Iconic Literacy and Education," Educational Communication and Technology (accepted February, 1978, in press).
- c. "A Case Study of Nonformal Education Research in Nepal," Contributions to Asian Studies XII, 83-92 (forthcoming, summer, 1978).
- d. Evaluation Strategies for Improving Educational Radio Programmes. Paris: Unesco (in press).
- e. "Reaching Mass Audiences with Educational Broadcasting," Prospects. June, 1977.

2) Center Publications (selected recent titles)

- a. Evaluation in Nonformal Education: The Need for Practitioner Evaluation. Issue Paper #3 (1978).
- b. Collaboration in Materials Development. Training Note #2 (1978).
- c. Effective Educational Radio: An Approach to Evaluating Programs (1978).
- d. A Memo to Developers (of cultural groups) (1978).

3) Documentation on NFE provided by Resource Center to numerous institutions and individuals.

4) Dissertations completed on NFE

- a. "Agricultural and Educational Development in Rural Ghana" (1978).
- b. "Recasting Gandhian Basic Education in the Light of Non-formal Education" (1978).

- c. "Radio for Rural Education in Developing Countries: A Critical Review of Strategies" (1977).
- d. "Complementary Functions of Formal/Nonformal Education as Another Means to Achieving National Goals: A Case Study of Lesotho" (1977).

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

- 5) Unpublished comprehensive examination and other papers by Center members based on research on NFE (18 titles in 1977/78).
- 6) Other

Summary Report: Nonformal Education Program, Center for International Education, 1974/78.

b) Training

- 1) Workshops in connection with overseas sites, with other programs overseas, for domestic U.S. programs, etc. (approximately 30 workshops given by Center members).
- 2) Internships and short-term training sessions at Center (two interns from the Philippines; training for numerous visitors and delegations).
- 3) Courses developed for University of Massachusetts degree students in the field of NFE (including two new offerings on training and project management).

c. Conferences

- 1) "Collaborative Program Development," Second Conference, held at Center for International Education, April 17-18, 1978.
- 2) "Future of International Education," Tenth Year Seminar of CIE, held at Ludlow, Vt., May 15-18, 1978.
- 3) Numerous conferences attended by Center members in U.S. and abroad (approximately 10, with presentations).

5. Significant Roles Played by Center Graduates in Development

The roster of Center graduates includes a cadre of prominently employed persons both in the United States and in institutions that deal with development in the developing countries. The source of their strengths lies in their backgrounds before enrolling at the Center and also in the nature of the program of studies and personal interaction that occur in the Center. Most of the following graduates of the Center have completed their requirements for the Doctorate Degree or are in the last stages of their degree programs with the University. We have included the names of those Center members working in educational programs in the United States as well as those working outside this country, but we have not included names of Center members who received their degrees before the initiation of 211(d) funds.

Rahat Ahmed	Former NFE Program intern; works for the Bangladesh Rural Advancement Committee (BRAC).
Kotsho Dube	Now with the Department of Political Science, Morehouse College, Atlanta, Georgia.
Arlen Etling	Currently he is teaching at the University of Arizona, Tucson, where he has been developing a Competency-Based Educational Program for Extension Agents.
Shmuel H. Govreen	Has returned to Israel to work in the area of Community Development.
Jonathan Gunter	Currently NFE Media Specialist with the Academy for Educational Development, Washington.
John Hatch	John is the Director of Teacher Fellowships with the Woodrow Wilson Foundation in New Jersey.
Khalil Khalil	Currently working with the Saudi Arabian Education Mission out of Houston, Texas.
Ruth Njiiri	Ruth is now Director of International Programs for Phelps-Stokes in New York.
Kwame Oduro	Completed visiting professorship at UMass (under NFE sponsorship); returned to the Institute of Adult Education, Ghana.

- Gilbert Oluoch
After completing his degree, he returned to his post as Director of the Kenya Institute of Education. Recently he chaired the Kenya delegation to the UNESCO General Conference held in Nairobi.
- William A. Smith
Has served as Administrator for the Center's NFE Program in Ecuador; served on the staff of the Academy for Educational Development in Bolivia, now on their Washington, D.C., staff.
- Emmanuel Tettey
Completed internship at UMass; has returned to Radio Ghana.
- Sunthorn Sunanchai
Presently the Director of the Adult Education Division, Ministry of Education, Thailand. He is the author of many articles and co-editor of many books on formal as well as nonformal education in Thailand.
- Mose P. Tjitendero
Mose is currently a senior lecturer at the United Nations Institute for Namibia in Lusaka, Zambia.
- Ishmael Moletsane
After completing his degree, Ishmael returned to Lesotho where he has a teacher training position with the National Teacher Training College.
- Vasudevan Nair
Served as Coordinator for the CIE 2-Site NFE Program in Thailand.
- Juan Jose Silva
Juan currently works with the Center's 2-Site NFE Program in Guatemala where he is doing research on collaborative approaches in the areas of materials development and training.
- Arthur Gillette
Arthur's dissertation was on nonformal education in Tanzania. He is currently a Program Officer with UNESCO's Youth Division in Paris.
- Alberto Ochoa
Alberto is currently working in San Diego at the Institute for Cultural Pluralism directing a government program for school districts in Southern California which has been found in non-compliance with the language section of the Civil Rights Act.
- Yvonne Villanueva
Yvonne completed her dissertation in the area of sexual stereotyping in educational materials. She is active in several organizations concerned with women's development both in Latin America and the United States.

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

See Section VII, Objectives/Outputs.

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 during the remainder of the grant. It is open to LDC practitioners in the field of NFE, and generally allows for a two-to-five month stay at the Center. Participants in this program over the next year will require non-grant funding.

c) Continuation of Site/Linkage* Development

We anticipate a continuation in site and linkage programs

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

over the next two years in the Thailand and Guatemala sites. Some follow-up activity in relation to the Ghana site is also a possibility. Much effort will be devoted to work on the new four-year contract to assist Indonesia in NFE.

d) Research, Training and Materials Development Activity

These will continue over the remainder of the grant period. Concepts and techniques developed over the first four years of 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 regarding plans for utilization of institutional response after the termination of the Grant (one year hence) is in process. It is our intent that the response capacity be maintained in the following areas:

1. Maintenance of a cadre of professionals to continue linkage functions at the Center through continuation of a lower level of 211(d) Grant funding. 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

OBJECTIVES/OUTPUTS #1	TARGETS/MAGNITUDE	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	TOTAL EXPENDITURES (1971)			
					PERSONNEL	OPERATING	TRAVEL	TOTAL
Institutional capacity (I.C.) to advise in NFE needs assessment and project design, implementation, and evaluation.	<p>a. Center staff consisting of Center Director, Administrator, two faculty and other professional staff as required.</p> <p>b. An average of ten 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 twenty consultants and field program participants identified and listed.</p>	<p>a. Conducting personnel procedures to insure maintenance of competent NFE staff.</p> <p>b. Relating work descriptions to grant objectives; planning criteria; job descriptions; granting assistantships to Center associates.</p> <p>c. Continued development in each of the specified areas.</p> <p>d. Communicating with affiliates through newsletters and other means; assignment of specific responsibilities to affiliates relating to grant objectives on the basis of client requests.</p>	<p>a. University personnel records.</p> <p>b. University and Program Records.</p> <p>c. Course lists, publication list, and other program records.</p> <p>d. Newsletter production and list; records of task allocations.</p>	<p>a-c. High-caliber professionals and Center associates available to be hired for core staff and Center associates.</p> <p>Sufficient funding available to support full staff complement.</p> <p>d. Demand for services in LDCs exists.</p>	36,976	116,406	102,527	153,847

*University overhead and salaries: \$13,510; Outside grants and contracts: \$102,596.

36

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VII. PLAN OF WORK (Cont.)

OBJECTIVES/OUTPUTS #2	TARGETS/MAGNITUDE	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	TOTAL EXPENDITURES (000)			
					REPORTING YEAR		TOTAL	
					1978	1979*	1978	1979*
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. Offer courses in training during the academic year 73-79.</p> <p>b. Through training courses, contracts and consultant opportunities, explore additional training in nonformal education possibilities.</p> <p>c. Intern program will include 38 non-degree students from Indonesia and 3 from Swaziland.</p> <p>d. Consolidation of training documents. Publication of at least two more "Training Notes."</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 in course(s) to justify offering.</p> <p>b. Interest in training by a variety of potential clients.</p> <p>c. Interest of non-degree 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>	29,163	92,154*	156,915	162,961

*University overhead and salaries: \$10,695; Outside grants and contracts: \$81,459.

VII. PLAN OF WORK (Cont.)

OBJECTIVES/OUTPUTS #3	TARGETS/MAGNITUDE	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					1974	1975	1974	1975
Institutional Capacity to engage in collaborative, field-based research and development activities and to conduct evaluations of projects and programs.	<p>a. Develop collaborative model(s) for program and R&D development in NFE.</p> <p>b. Carry out R&D studies (collaboratively and field-based whenever possible) in the following areas:</p> <ol style="list-style-type: none"> 1. Formative evaluation techniques adapted to NFE program and materials development. 2. Learning technologies for NFE that are inexpensive and practical. 3. Study of promising NFE program alternatives. 4. Study of issues and variables relevant to NFE. <p>c. Conduct evaluations of NFE programs and components.</p> <p>d. Establish field site(s) where collaborative R&D activities are possible.</p>	<p>a. Studies and publications on issues, considerations and approaches to collaborative program planning, development and research in NFE.</p> <p>b. 1. Extension and refinement of formative evaluation options for NFE practitioners; development and testing of alternative training modules for NFE evaluation; revision of field manual for NFE evaluation for publication.</p> <p>2. Development of educational materials and techniques for NFE related to field needs.</p> <p>3. Assessment of sample NFE and community development programs or approaches.</p> <p>4. Studies on indigenous learning systems and other variables relevant to NFE planning.</p> <p>c. Respond to opportunities to provide evaluation services or training in field sites and elsewhere.</p> <p>d. Continued development of field sites in Guatemala and Thailand; Indonesia project.</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&D activity (with collaborative component).</p>	<p>a-d. Various institutions involved have interests in joint research activities; field-site development possible.</p> <p>e. Interest in the development of a joint field site by LDCs; effective response time from USAID.</p>	47,917	150,357*	252,583	226,951

*University overhead and salaries: \$17,451; Outside grants and contracts: \$132,906.

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58

VII. PLAN OF WORK (Cont.)

OBJECTIVES/OUTPUTS #4	TARGETS/MAGNITUDE	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	TOTAL EXPENDITURES (Cont.)			
					REPORTING YEAR		CUMULATIVE	
					211 J	01-211J	211 J	01-211J
Institutional Capacity to develop materials, techniques, methodologies, generalizations, data bases, and descriptions of processes used in NFE activities.	<p>a. Summary analyses of materials and approaches for use in NFE programs.</p> <p>b. Production of materials to be used experimentally in meeting particular needs.</p> <p>c. 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>d. A list of materials and human resources (e.g., Center affiliates) will be continued and revised.</p> <p>e. A series of publications by the NFE Center will be continued.</p>	<p>a. Evaluation/analysis of materials production in NFE. Production of several major reports.</p> <p>b. Ongoing development of materials for domestic as well as foreign sites, not restricted to grant sites. Field testing as opportunity available.</p> <p>c. Resource Center staff will: -provide training in use of Center and components to associates and visitors -provide assistance to staff engaged in materials development. -select and acquire relevant books, pamphlets, slides, etc. -decision on use and support of Resource Center after 211 d grant expires.</p> <p>d. Continued monitoring of the range of human and material resources of CIE in response to demands from AID missions and other agencies for assistance.</p> <p>e. Addition of new publications to series related to NFE. Includes seeking papers written by authors outside of UMass.</p>	<p>a. Production of summary findings in materials development.</p> <p>b. Copies of developed materials.</p> <p>c. Examination of Resource Center; availability of trained staff; lists of documents provided.</p> <p>d. Resource listings.</p> <p>e. Publication lists and copies.</p>	<p>a. That such research will contribute to the development of the field of NFE.</p> <p>b. That there is a demand for and funding for these materials.</p> <p>c. That there will be a demand for Resource Center services.</p> <p>d. That such resources will continue to be available and requested.</p> <p>e. That such publications will contribute to the development of the field of NFE.</p>	25,239	77,604*	49,083	154,198

*University overhead and salaries: \$9,007; Outside grants and contracts: \$68,597.

VII. PLAN OF WORK (Cont.)

OBJECTIVES/OUTPUTS #5	TARGETS/MAGNITUDE	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	TOTAL EXPENDITURES			
					REPORTING PERIOD	ESTIMATED	ACTUAL	TOTAL
World-wide network of linkages (LDC, Multi-lateral and other institutions) involved in generating, perfecting, implementing, and studying developmental education.	<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 programs in Thailand, Latin America, and Indonesia.</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 agreed upon to be suggested by AID, 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>	<p>a. Regional Task Force Group (Asia, Africa, and Latin America) will continue to exchange information with current contacts; an inventory of linkage communications, showing type, nature, purpose and result (if any) of communication will be maintained; also program of development activities as outlined.</p> <p>b. Attendance at appropriate conferences and workshops.</p>	<p>a. Reports, records, and other documentation ensuing from such exchanges, inventory list, site and related documentation.</p> <p>b. Attendance at EHR-sponsored meetings.</p>	<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; continued program development.</p> <p>b. Network of EHR linkages established and UMass role defined; information about conferences and meetings provided to Center.</p>	14,364	48,502*	132,556	116,801

*University overhead and salaries: \$5,629; Outside grants and contracts: \$42,873.

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170

VIII. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

In accordance with Center guidelines and University policy, the Center has developed procedures to ensure that women and other minorities are represented in the program. In its own Affirmative Action Statement the Center has stated that:

The key to successful diversity in admission is aggressive recruiting. The Center is committed to maintaining a strong component of non-Americans as well as a representative spread across the various American groups.

The following were engaged in grant-related activities over the past year:

Linda Abrams	Serves as the Training Coordinator of the Nonformal Education Program. Linda was a panelist and consultant on the World Plan of Action, Basic Human Needs and Women panel at the National Women Conference sponsored by WID/AID in Houston, Texas.
Kathleen Cash Manjula Salomon Beverly Gartin	Are the Center for International Education's Undergraduate Program Coordinators (Education for a Changing World).
Gloria Gordon	Gloria is in charge of coordinating the internships of the Center's undergraduate exchange programs.
Elvyn Jones	Served her internship in Ghana for the site program there. While there one of her main duties was the supervision of village facilitators.
Suzanne Kindervatter	Served in Thailand as administrator of the Asian segment of the NFE 2-Site Program.

TABLE I
 DISTRIBUTION OF 211(d) GRANT FUNDS AND CONTRIBUTIONS FROM OTHER SOURCES OF FUNDING
 Reporting Period - 6/1/77 to 5/30/78

GRANT OBJECTIVES OUTPUTS	211(d) EXPENDITURES				NON-211(d) FUNDING AMOUNT
	PERIOD UNDER REVIEW	CUMULATIVE TOTAL	PROJECTED NEXT YEAR*	PROJECTED TO END OF GRANT*	
1. Institutional capability to advise in NFE needs assessment.	11,681	65,551	36,976	102,527	20,701
2. Institutional capability to provide training options.	27,949	127,752	29,163	156,915	27,409
3. Institutional capability for collaborative field-based research and development.	59,865	224,094	47,914	272,008	33,340
4. Institutional capability for materials collection and development.	23,844	108,397	25,239	133,636	23,993
5. World-wide network of institutional linkages (U.S. and abroad).	11,984	118,620	14,364	132,984	17,285
TOTALS	135,323	644,414	153,656	798,070	122,728

*Includes inflation supplement (\$48,070).

TABLE II - A

211(d) Expenditure Report
ACTUAL AND PROJECTED SUMMARY

Under Institutional Grant #AID/ta G1112

Reporting Period - 6/1/77 to 5/30/78

	EXPENDITURES TO DATE		PROJECTED EXPENDITURES	TOTAL*
	REPORTING PERIOD	CUMULATIVE TOTAL	Y E A R 5*	
1. Salaries and Allowances	91,456	345,257	80,906	426,163
2. Stipends	27,318	168,408	50,000	218,408
3. Library	543	2,976	500	3,476
4. Research	1,177	23,954	6,500	30,454
5. Travel	6,583	62,298	1,750	64,048
6. Equipment and Supplies	778	10,678	1,000	11,678
7. Publications	216	2,226	1,000	3,226
8. Other Direct Costs	7,252	28,617	12,000	40,617
TOTALS	135,323	644,414	153,656	\$798,070

*Includes inflation supplement - \$48,070

TABLE - B

211(d) Expenditure Report
Reporting Year Detail
Under Institutional Grant #AID/ta G-1112
Reporting Period 6/1/77 to 5/30/78

I. A. Salaries			
Academic	David R. Evans	(25%)	\$ 1,000
	Linda Abrams	(100%)	14,271
	David Kinsey	(100%)	15,127
B. Other			
Clerical	Administrative:		
	Secretary	(100%)	11,233
	Other Clerical	(50%)	1,750
Professional Staff	Grant Manager	(100%)	16,143
	Site Administration	(100%)	18,032
	Other Professional	(75%)	8,161
C. Fringe Benefits			
	Covering 80% of staff		3,444
	Post Differential		2,295
II. Student Support			
	Julio Ramirez		
	Chile		2,512
	Deborah Golub		
	United States		500
	Hilda Kokuhirwa		
	Tanzania		3,061
	Gail Von Hahmann		
	United States		235
	Joel Momanyi		
	Kenya		225
	Robert Russell		
	United States		1,982
	Valerie Ickis		
	United States		500
	Roshan Billimoria		
	India		1,998
	Tenzing Chhodak		
	India		1,000

	Ephantus Mugiri Kenya	667
	Adriana Rothkegel Chile	111
	Elvyn Jones United States	3,733
	Howard Steverson United States	1,000
	Yvonne Villanueva Venezuela	194
	Jane Vella United States	2,000
	Judson Haverkamp United States	4,600
	Mary Fe Collantes Philippines	3,000
III.	A. Consultants: 2	400
	B. Guest Lecturers, Visitors, etc.: 1	150
IV.	Travel	
	A. Domestic thirteen trips	1,113
	B. Foreign two trips	5,470
V.	Equipment	778
VI.	Library Acquisitions	543
VII.	Publications: 3	216
VIII.	Other	7,879
		<hr/>
	Total monies expended during reporting period	\$135,323

TABLE III - A
 REQUESTS FOR ASSISTANCE RECEIVED DURING REPORT PERIOD 6/1/77 TO 5/30/78

A. REQUESTS FULFILLED

DESCRIPTION OF REQUEST FOR ASSISTANCE	WHOM DID YOU ASSIST	WHO FUNDED ASSISTANCE	RESULTS OF ASSISTANCE
1. Request for "annotated bibliography of media use in development projects."	Human Resources Management, Inc. Washington, D.C.	Same	Document produced.
2. Request for document entitled "Strategies for Use of Media in Development."	Human Resources Management, Inc. Washington, D.C.	Same	Document produced.
3. Request for paper on "Analysis of Materials Available on the Role of Women in Development in Latin America."	Human Resources Management, Inc. Washington, D.C.	Same	Paper produced.
4. Request for assistance in designing and seeking funding for training workshop in NFE for country staff.	Seameo/Bangkok	Same	NFE Program supplied requested assistance.
5. Supplying materials for library of functional literacy and appropriate technology materials.	Peace Corps/The Gambia	NFE	Sent appropriate NFE documents available through our publications department.
6. Request in developing training program for HCN staff of AID Mission.	USAID/Nepal	Same	John Comings developed training program for HCN staff.
7. Request for designing/conducting three-day workshop on delivery systems to transfer agricultural technology to small farmers for pilot project in Ghana.	Prairie View A&M University, Texas, through their 211(d) Grant from AID	Same	John Comings designed and conducted workshop.
8. Supply NFE Consultant on Community Education Project (accident prevention) to Massachusetts Department of Public Health.	Massachusetts Department of Public Health	Same	John Comings served as consultant to project.
9. Request for Education Resource Specialist to develop and evaluate citizen-participant project to produce a fotonovela.	State Health Department of New York	Same	Center sent Educational Resource Specialist.
10. Request for consultant to conduct a series of workshops for administrators and lecturers in the Commonwealth of Massachusetts.	Commonwealth of Massachusetts	Same	Conducted workshops designed to help introduce concept of cultural pluralism into school curriculum. Materials designed.
11. Request for consultant to conduct series of workshops for administrators to help them design materials which would strengthen the international component of the college.	Savannah State Colleges, Georgia	Same	Consultant sent. Workshops conducted during months of January, February and March, 1978.
12. Request for Director, African Studies Program for American undergraduates and graduate students.	University of Nairobi, Kenya	Same	George Urch served as Director for six weeks (July/August)
13. Request to conduct intern program for three participants from Swaziland to study nonformal education: health education, agriculture and home economics extension work.	USDA, Swaziland	FAO	Proposal submitted. Expecting interns to arrive in Amherst, September, to begin internship.
14. Request to provide orientation in nonformal education to a group of three or four Ghanaian education officials for a period of one to two weeks.	African/American Institute	Same/211(d)	Education officials expected to arrive in Amherst fall, 1978.

REQUESTS FULFILLED (Cont.)

DESCRIPTION OF REQUEST FOR ASSISTANCE	WHOM DID YOU ASSIST	WHO FUNDED ASSISTANCE	RESULTS OF ASSISTANCE
15. Request to submit proposal for supplying training specialists and conducting program for 38 Indonesians to study nonformal education in non-degree programs within the next two years. Programs will include materials development, training design, media and communications, evaluation, and management of NFE programs.	Government of Indonesia	Same	Proposal was submitted and accepted. Contract and budget in final stages of completion. Project slated to begin within next two months.
16. Request for personnel to design and implement 4-day workshop in Costa Rica in July '78 for host country personnel on programming for women on development.	Human Resources Management, Inc.	Same	Center member scheduled to design and implement workshop (Linda Abrams, Valerie Miller, Fredi Manger, Yvonne Villanueva, Hilda Kokuhirwa).
17. Request for consultant to design and implement a management workshop in Nigeria for African Project managers in August, 1978.	Development Project Management Center/USDA	Same	Linda Abrams will design and conduct workshop slated for August.
18. Request to design and implement introduction to training design workshop for MA candidates in community health at UMass, School of Public Health.	School of Public Health, UMass, Amherst, Mass.	211(d)	Linda Abrams led small training group from Center to conduct workshop.
19. Request for panelist at Consultation on the World Plan of Action, Basic Human Needs and Women at the National Women's Conference in Houston, Texas.	WID/AID	Same	Linda Abrams attended conference in November, 1977, and served as panelist.
20. Request for consultant/participant at Conference on the Role of Women in Meeting Basic Food and Water Needs in Developing Countries.	AID	Same	Hilda Kokuhirwa attended conference in Tucson, January, 1978.
21. Request for consultant/participant for conference on research and programming for women in development.	WID/AID	Same	Hilda Kokuhirwa attended conference in Washington, D.C., February 1978.
22. Request for consultant to give presentation to teachers and administrators on the International Baccalaureate Examination.	Westfield Public School Westfield, Massachusetts	Same	Manjula Salomon served as consultant during April, 1978.
23. Request to develop a concept paper on training for mission and host country personnel on programming for women in development.	AID	211(d)	Paper cabled by AID to Missions for reaction. Requests for information/assistance now arriving at WID.
24. Request for assistance by Center in offering ideas and advice on plans for AID-sponsored program on nonformal education for women in Morocco.	AID/Near East Bureau	211(d)	Center members, Nana Seshibe and Jeanne Moulton visited Washington, March 1978 to offer their assistance.
25. Request for personnel to make presentation on Center work and studies on women and development.	Local Chapter, American Assoc. of University Women	- - -	Several Center members made presentations for group.
26. Requested Center to become involved in the early planning stages of a program to train staff of several nonformal education programs for women in Sierra Leone.	Association of People for Practical Life Education in Ghana	- - -	Seeking areas and ways of becoming involved.

REQUESTS FULFILLED (Cont.)

DESCRIPTION OF REQUEST FOR ASSISTANCE	WHOM DID YOU ASSIST	WHO FUNDED ASSISTANCE	RESULTS OF ASSISTANCE
27. Request for Center assistance in nonformal education training and program development for an Accelerated Impact Grant for community development/NFE in Ghana.	People's Education Association/Ghana	---	Proposal for grant submitted by PEA to AID.
28. Request to submit proposal to AID dealing with the establishment of post-secondary education programs for Southern African refugees.	AID	---	Proposal submitted to AID (April, 1976).
29. Request to provide consultants/team members for writing project paper for adult education project.	USAID/Swaziland	Same	David Evans and Jeanne Moulton represented Center, August, 1977.
30. Request for representatives to Conference on Role of Higher Education Institutions in Africa in NFE.	Overseas Liaison Committee, Washington, D.C.	Same	David Evans and Ishmael Moletsane represented Center, April, 1977.
31. Request to send delegate to IIALM/UNESCO Conference on Literacy Manuals, Spain.	IIALM/UNESCO	Same	David Evans was delegate. Authored manual "Games and Simulations in Literacy Training".
32. Requested David Evans to be "Distinguished Visiting Scholar" for week-long series of seminars and talks at University of Guyana in Georgetown.	OLC	Same	David Evans served as Distinguished Visiting Scholar, September, 1977.
33. Request for consultant on development of planning project in decentralization and increased participation modes for education for Nepal.	IIEP/Paris	Same	David Evans served as consultant.
34. Request for 2 or 3 people for materials development for INNOTECH for Fall, 1978.	AID/RED	---	Negotiations to fill request now in process.
35. Request for consultant to work with CIDEP Project development.	AID/Kinshasa	Same	David Kinsey made consulting trips in January and February. Kinsey and Moulton made consulting trips in April and May. Moulton and Kinsey wrote working papers for project. Kinsey scheduled to return in July.
36. Request to submit NFE input into proposal for developing an extension program with nonformal education components for the University of Yaounde, Camerouns.	International Programs/UMass, Amherst	---	Paper discussing how education can be taken to rural areas to promote rural and community development sent to International Programs Department of University.
37. Request for concept paper on the development of a training and health resource center to be written by Center for the Ministry of Health in Sabah, Malaysia.	Peace Corps/Malaysia	---	Concept paper "Towards a Proposal to Develop a Training and Health Resource Center with the Health Education Service of the Malaysian Ministry of Health in Sabah" submitted, November 1977.
38. Request to conduct an outreach workshop for the staff of the Community College, Vermont.		---	Workshop conducted by Center members.

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TABLE III - B

REQUESTS FOR ASSISTANCE RECEIVED DURING REPORTING PERIOD 6/1/77 TO 5/30/78

B. REQUESTS NOT FULFILLED

DESCRIPTION OF REQUEST FOR ASSISTANCE	WHO REQUESTED ASSISTANCE	WHY NOT MET
1. Request for design and implementation of a workshop for Ghanaian NFE project managers.	World Education	Requested personnel unavailable at the time. Other Center members were considered.
2. Request for Center faculty member to do pre-feasibility study on NFE/Agriculture Project in Tunisia	AID	Faculty member unavailable at the time. Suggested other Center members. No further contact made.
3. Request for Center to become involved in Community-Based Basic Learning Package Project in the Philippines.	University of the Philippines Quezon City, Philippines	Replied that Center would be interested. To date no response from the University of the Philippines.
4. Request to conduct one-week orientation and training program for international visitors participating in a USDA training of trainers program.	USDA	Program cancelled by USDA.
5. Request to conduct language-learning training program for Saudi Arabian student developing their English language skills for entrance into regular programs at U.S. universities.	Saudi Arabian Educational Mission Houston, Texas	Program cancelled by Saudi Arabian Educational Mission.
6. Requested interested Center members to conduct cross-cultural training for staff being sent outside the United States.	General Motors	Names of interested Center members sent. No response to date.

ANNEX

STATEMENT ON NONFORMAL EDUCATION PUBLICATIONS

A. Documents Published

During the fourth 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

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

2. Issue Papers

Evans, David R. Technology in Nonformal Education. No. 2.

Kinsey, David C. Evaluation in Nonformal Education. No. 3.

3. Training Notes

Etling, Arlen W. Collaboration for Materials Development. No. 2

4. Technical Notes

Russell, Robert. A Memo to Developers.

Theroux, James M. Effective Educational Radio.

5. Women at the Center. A summary of capacities of the Center for International Education to undertake projects and support graduate student training in the area of Women in Development.

B. Planned Publications

During the fifth grant year priority will be given to documentation of the outcomes and learnings derived from projects undertaken under the 211(d) grant and related Two-Site grant. Concurrently, documents will be produced to develop and strengthen the Center's

professional network of nonformal educators through promotion of dialogue on topics of planning, evaluation, training and materials development. Titles being developed for publication in the fifth grant year include:

1. Technical Manuals

Billimoria, Poshan. A Field Guide to Evaluation Methodologies in Nonformal Education.

Vella, Jane. Visual Aids in Nonformal Education.

_____. The Use of Folk Media in Nonformal Education.

2. Dissertations

McLaughlin, Stephen. Some Implications for Nonformal Education of a Traditional Skill Training Program in West Africa.

Russell, Robert. The Folk Arts in Development: Focus for Decisions.

3. Training Notes

Martin, Carol. Five Issues in Training for Nonformal Education. No. 3.

Tasiguano, Enrique. Guidelines for Facilitator Training. No. 4.

4. Technical Notes and Miscellaneous

Smith, William. The Education Game.

Moreno, Carlos and Enrique Tasiguano. The Ecuador Project Four Years Later: A Retrospective Assessment.