

QUARTERLY REPORT - April 1 - June 30, 1992  
AID BIDEN-PELL DEVELOPMENT EDUCATION GRANT  
PDC-0230-g-00-1059-00  
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I. Introduction

During the period for which this report is being submitted, two major changes have taken place: 1) the Project Director moved out of the Women's Resource & Research Center and into International Programs; 2) two Development Educators left WSU and two others replaced them and began their training. Each of these will be discussed in the appropriate places below.

Information is set forth in accordance with the Objectives of the project, as specified in the original proposal.

Objective A - Establish a Pool of Resources - People and Information - to Enable Development Educators to Work in Communities

Campus and off-campus resources continue to be identified. Extension faculty in the three counties of implementation have agreed to work on the project, providing participants with orientation workshops, materials on the counties, and assistance in identifying constituent groups with which to work during the coming year. Material resources obtained by other campus units have been donated to the project and constitute in kind or matching expenditures. Our resource library continues to grow with the addition of materials obtained from other Biden-Pell grantees, from governmental sources, and from other campus units.

As noted in our Annual Report, one Development Educator left the project, and indeed left WSU (Sailesh Jha). Unfortunately, after the annual review, I learned another participant was leaving WSU (Mardell Gunn). After advertising the positions in the school newspaper and the weekly newspaper for faculty, as well as personally contacting key faculty on campus, the Project received 13 telephone inquiries and 7 applications. The project faculty and remaining Development Educators screened the applications and ranked them on a five-point scale of desirability. As a result, two new Development Educators were hired: Kristan Larson and Teresa Tsushima.

Ms. Larson will receive her M.Sc. in Agronomy at the end of spring 1993. She has expertise in China, has organized and led many FFA activities, has an undergraduate degree in agricultural education, and relates extremely well with farming groups. Ms. Tsushima is a graduate student in development economics, specializing in trade and development. She has extensive experience in Japan and South Asia, and has taught in many adult education settings. Because of Washington's emphasis on Pacific Rim countries, we feel the contributions that will be made by these two new Development Educators will be regarded very highly in communities.

### **Objective B - Provide Training/Orientation for Development Educators**

The training curriculum implemented during the first nine months of the project was again implemented for the two new Development Educators. In addition to reading and videotape viewing assignments, weekly seminars/discussions are being held on each curriculum topic, and all Project members participate. During these weekly meetings, discussion of project activities are also taking place in order that all participants are kept informed.

An additional training session for Development Educators is planned for August 19 when Lorna Butler, Extension Anthropologist, will provide a session on "Participatory Learning Models in Communities." On August 21, Extension faculty in Kittitas County will present an orientation to the county workshop in order that we familiarize ourselves with the people, problems and issues of the county.

An added activity that will take place on August 20 is the team's attendance at the Yakima Showcase, an agricultural show put on by growers and commodity organizations for the benefit of foreign buyers. A series of seminars will be presented that day, and project members will have the opportunity to interact with both growers and foreign buyers. The type of hands-on training is the cornerstone of our participatory approach in implementing this project.

### **Principal Objective C - Provide Parameters of Training in Initial Community Forums**

At the outset of the reporting period, some 260 organizations were contacted through letter explaining the intent and purpose of our project. The letter included a return information form if the leader of the organization wished to know more. The intent was to supply additional information in writing, followed up by a telephone call (if an interest form was returned), and after further explanations, a visit with either the group or the representative of the group. During this visit, it was envisioned that a type of "Learning Needs Assessment" would take place in which we would ascertain the specific areas the group wanted us to plan for in our educational program.

Unfortunately, we received only 8 responses to our initial outreach attempt. We decided a more direct approach was needed, and sought specific advice from county Extension faculty. In turn, they provided us with the names of specific individuals and organizations to contact. Subsequent telephone calls to these and others yielded greater interest.

As a result, Mike Mtika and I went to Franklin and Kittitas Counties to meet with members of these groups. They include: Vegetable Growers of Washington; the Mayor of Kittitas; the Kittitas County League of Women Voters; and faculty, chairpersons and deans of Central Washington University. In Whitman County, Mike met with the President of the League of Women Voters and the President of the Home Economics Association, as well as with Randy Sues, a wheat farmer in Steptoe who is a participant in the NAWG Development Education Project. During our forthcoming visit to Franklin and Kittitas, we will meet with member of the Ag-Forestry Fellowship Program; the Superintendent, Principal and several teachers at

Kittitas High School; the same at Cle Elum High School; and with Extension faculty in Benton-Franklin counties as they, as a group, have asked us to provide them a program. We are also exploring the possibility of extending our activities in the Pullman High School and to the Pullman Middle School, since our program last spring in the high school was very well received.

Our information letter also went to various educational organizations in Moscow, Idaho, since they had been invited to workshops during the entire first year of the Project. As a result, the Curriculum Director for the Moscow School District has asked us to provide a "Global Awareness Workshop" for her Curriculum Committee, and later to provide teacher training. She is new to the district and her highest priority is to internationalize the social studies curriculum in the district.

We have found that the initial letter sent to organizations did create interest, but that we must contact groups individually either on the telephone or in person. Accordingly, our present mode of operation is to call individuals directly, and explain the project on the telephone or at a subsequent group meeting. After members have had a chance to discuss what we have to offer, we set a date for a return visit during which time we conduct the actual Learning Needs Assessment and set the date for the educational program to be delivered.

## II. Workplan/Budget Variances

A serious deficiency in project support was experienced while the Project Director was housed at the Women's Resource & Research Center (WRRC). Accordingly, as of June the Project Director was transferred to International Programs, where there is high interest in supporting this project and facilitating its success. Hence, in subsequent detailed budget reports, AID will note the termination of participation by Coil and Manke, and the addition of others.

To demonstrate the support of International Programs for this project, the Director made \$3,200 available to the Project to hire an assistant for the Project Director for the Summer and Fall Semesters. Jane Barga, a Development Educator, will spend part of her time in Development Educator activities and part assisting me in project administration.

Over the reporting period, I undertook a complete financial review of all project activities and found that many matching items had not been reported. While the enclosed "Financial Status Report" reflects less than the match intended, the next report will indicate an overmatch. The issue is one of meeting deadlines for the submission of supporting documentation.

