

PD-AG-720  
86270

**University of Massachusetts, Amherst  
Center for International Education  
University Development Linkages Project  
Cooperative Agreement No. DAN-5063-A-00-1108-00**

**ANNUAL ACTIVITY REPORT  
Oct 1, 1992 - Sept 30, 1993**

**1. Description of past year's activities for each objective:** The Literacy Linkage Program is divided into three goals. For the first two years, each goal has included two objectives for planning and implementation of activities.

**GOAL 1: COLLABORATIVE LINKAGE BETWEEN CIE/UMASS AND CERID/TU**

**Objective 1: Collaborative Management**

1) We established a working relationship Dr. Pradhan, the new director of CERID, by inviting him to UMass in December to meet with the PI, Project Coordinator and staff at UMass. He and Dr. Kinsey attended the USAID Sustainability Conference in Dallas where they presented our strategy for sustainability. 2) Joan Dixon went to Nepal during February and March. She met with the Advisory Panel to present the concepts for the Correspondence Course and worked with Surya Bahadur and Dr. Pradhan to plan future activities and deal with day-to-day management of the project. 3) The Third Year Workplan was developed throughout the third quarter starting with an outline made by J. Dixon and S.B. Shrestha, continuing with a comprehensive draft developed in Massachusetts and carried to Nepal by Sumon Tuladhar for final discussion and input. 4) During her time in Nepal, Sumon met with the Advisory Panel at the office of the Vice-Chancellor, T.U. and discussed the establishment of a resource center and the organization of training on several levels. Sumon also carried out an evaluation of the LLP activities to date and discussed issues of communication and program management with the LLP team at CERID.

**Objective 2: Needs, Interests, Resource (NIR) Assessment**

Project staff at CERID expanded the NIR Assessment to classify the information according to three different levels of personnel - 1) policy makers and planners, 2) district supervisors and trainers, 3) facilitators and village NFE workers. They also updated the inventory of the organizations in Nepal which do nonformal education. The document describes programs and activities of 65 organizations. Additional information was also collected to identify evolving needs, interests and resources as they relate to the Correspondence Course Collaboration with UMass.

**GOAL 2: INCREASE INTERNATIONAL AND COMMUNITY DEVELOPMENT PERSPECTIVE OF UMASS**

**Objective 3: Increase UMass Interest & Involvement**

This year we worked on developing collaborative projects in the following areas. 1) **Special Education:** We have had several contacts with the UMass School of Education Special Ed program and they are becoming more interested in international applications of their work. The faculty developed a concept paper for a community-based program to train mothers and other primary caregivers to address the needs of disabled children in Nepal. The connections with the BPEP (Basic Primary Education Program) and DANIDA are evolving slowly due to the complexity of introducing special education into the Nepal education system. 2) **Correspondence Course:** We have had a few

11

of meetings with the Division of Continuing Education. They are working with us to develop a support structure for our correspondence course modules which would make it possible to offer credit from either UMass or Tribhuvan University. DCE staff have shared examples of creative ways to organize educational programs that can serve the community independently of formal degree programs. **3) Other:** People from University Without Walls have provided ideas for developing self-learning modules for the correspondence course. The director of the Center for Organizational and Community Development shared information on cross-cultural project management issues. **4) Long-range internationalization strategies:** Linkage staff at UMass participated in the Center for International Education's 25th Reunion where alumni along with current faculty and students discussed strategies for working within the University to improve its international and community development involvement. LLP staff are participating on CIE's 5-year plan task force to incorporate a new strategy for internationalization through collaboration with other parts of the university.

#### **Objective 4: Collaborative Projects**

**1) Family Literacy:** CERID staff assisted Save the Children in workshops and start-up of the Family Literacy Pilot Project. UMass staff are working with Family Literacy Programs for ethnic minorities in Massachusetts and collecting information that will be useful in Nepal. Keshab Thapaliya spent the summer in Gorkha working with the project and doing research. CERID and Save the Children hosted a seminar on Family Literacy in August to share project to date. **2) UNESCO Collaborations:** Proposals were submitted, but not funded for an impact assessment of program structure and literacy retention. **3) Special Education:** In looking for resources outside UMass, we connected with William Langner, USDOE Adult and Vocational Education, who is organizing the First International Congress on Adult Education and Adults with Disabilities for June 1994. We hope to work with DANIDA to fund participants from Nepal to attend this event with us. **4) Prison Literacy:** A participant at the Thailand Literacy Training Course who works for a Nepali NGO (Tulsi Mehar Unesco Club) is organizing 57 literacy programs in Nepali prisons during the coming year with UNICEF. We collected information and resources from Massachusetts prison literacy programs as well as the USDOE Adult Education Clearinghouse. We have started to look for funding for an exchange visit and possible project.

### **GOAL 3: INCREASE CAPACITY OF CERID TO PROVIDE TRAINING AND TECHNICAL ASSISTANCE IN THE FIELD OF LITERACY AND DEVELOPMENT**

#### **Objective 5: CERID Staff Development**

This objective includes two levels of staff development - one for CERID personnel and one for literacy providers (NGO, INGO, GO) **1) CERID Personnel:** These are training opportunities to increase the knowledge of literacy and non-formal education among CERID staff. a) Dr. Pradhan, new director of CERID, received an overview of our approach to adult literacy and visited several adult literacy programs in western Massachusetts. b) CERID was a co-host and two people participated in a UNESCO Sub-Regional Workshop on the ATLP Curriculum Development and Training in Nepal from October 12-25. c) Surya Bahadur attended the second half of the International Literacy Training Course in Thailand to observe the logistical strategies for organizing a similar course in Nepal for next year. d) Manoj Silwal, Research Assistant (CERID) participated in a training on community development organized by Innovative Forum, April 22-30, 1993. e) Om Man Shrestha, Research Assistant (CERID) participated in a Training Program organized by World Education/Nepal, April 28 -May 7, 1993. f) Linkage Project personnel at CERID participated in coordination meetings organized by UNICEF-Nepal. g) Surya Bahadur attended a UNESCO workshop in Thailand on Continuing Education (the follow-up to Literacy Programs) during August

**2) Literacy Providers:** These are workshops offered by CERID to staff from Literacy Provider Organizations. People from these organizations participate on program committees formed by CERID to accomplish the activities of the project. a) CERID conducted a five day workshop on grassroots level planning and material development in December 20-24. 27 people from 21 agencies attended. Working Committees were formed from the participants at the workshop to work on LLP curriculum and materials. b) Grassroots Level Planning Workshop, March 3-5: Joan, Surya Bahadur and Bidya Nath Koirala facilitated the workshop for 28 participants from 23 organizations. The workshop provided an opportunity for participants to learn about each other's programs and to discuss strategies for working together to provide leadership in literacy education and grassroots planning for Nepal. c) International Literacy Training Course, Thailand, March 1 - 27, 1993: Five literacy practitioners were funded by the Literacy Linkage Program and five more were funded by DANIDA, UNICEF, PACT and Care, Intl. to attend the International Literacy Training Course in Thailand jointly sponsored by Literacy Support Initiative-UMass, World Education, and Sirindhorn Institute. Five participants came from local Nepali NGOs, one from the Ministry of Education, and four from international NGOs. d) A Talk Program was organized on April 19, hosting 23 persons from 18 organizations that provide literacy education. The guest speakers were the graduates of the International Literacy Training Course organized by the Center for International Education, UMass and Sirindhorn Institute in Thailand. The speakers highlighted their experiences in the training course and gave recommendations for planning future training activities. e) A five half-day workshop was held at CERID Hall at the end of September on Materials Development: Several working groups were formed to develop motivational materials.

#### **Objective 6: CERID Organizational Development**

1) **Resource Center:** A moderate resource center has been established at CERID and various types of materials have been collected. 2) **Correspondence Course:** Joan facilitated a half-day seminar on March 10, to share ideas and strategies for the proposed course and to get feedback from practitioners who would be potential participants in the course. LLP Staff at UMass developed four complete self-learning modules for the proposed Correspondence on Whole Language Theory, Gender Perspectives, Local Newsletters and Oral History. Sumon Tuladhar took them to Nepal for a pre-test. 3) **Literacy Providers Network:** A ten-member ad-hoc committee was formed to work on networking activities. They drafted a set of rules and by-laws for the networking process. The committee members contacted several related persons and met several times to complete the draft. A half-day seminar was organized on June 24, 1993 where the draft proposal prepared by the committee was presented. 15 people from 12 organizations participated in the seminar. They took an active part in improving and finalizing the proposed rules and by-laws. They are now in the process of circulating the proposed plan and conducting networking activities.

#### **2. Progress toward the completion of each linkage objective:**

#### **GOAL 1: COLLABORATIVE LINKAGE BETWEEN CIE/UMASS AND CERID/TU**

**Objective 1: Collaborative Management** We have established a good foundation for our working relationship, but there are still problems due to communication over time and distance. In Year 3, the UMass project coordinator and project assistant will spend at least four months working together with the team in Nepal to field test the correspondence course. This will provide an opportunity to make decisions together on a daily basis and to develop a common vision of the project to strengthen the collaborative management relationship.

**Objective 2: NIR Assessment** The baseline assessment described in the proposal is now complete. This objective will now be incorporated into the collaborative management for the remaining years of the project. CERID will continue to update information on new and existing literacy providers in Nepal to enable the steering committee to make good decisions on future project activities.

## **GOAL 2: INCREASE INTERNATIONAL AND COMMUNITY DEVELOPMENT PERSPECTIVE OF UMASS**

**Objective 3: UMass Involvement** Probably the most significant event toward achieving this goal is that the Center for International Education has decided to develop a five year plan to restructure it's role internationally, domestically and within the university. The Literacy Linkage Program is a catalyst in promoting more internationalizing linkages between CIE and the broader university. It is significant that the Center, not just a project within the Center, is now committed to explore new ways to connect with and influence the university.

**Objective 4: Collaborative Projects** This is one of the slowest of all the objectives because it involves the development of a range of relationships before projects can be designed and funding proposals written. However, it is the future and many exciting foundations are being laid in family literacy, disabilities and other areas. Many seeds have been planted that will bear the fruit to continue the linkage relationship beyond the five year funded period.

## **GOAL 3: INCREASE CAPACITY OF CERID TO PROVIDE TRAINING AND TECHNICAL ASSISTANCE IN THE FIELD OF LITERACY AND DEVELOPMENT**

**Objective 5: CERID Staff Development** Up to this point, most of the staff development has been quite generally focused. People have received an introduction to the program and issues of literacy. In turn, they have given LLP staff information concerning the content of staff development during the next three years. Beginning in Year 3, with the field test of the correspondence course modules, the staff development activities will become more focused.

**Objective 6: CERID Organizational Development** Ground has been broken and foundations laid in four areas of organizational development - a Resource Center at CERID, a Correspondence Course, a Literacy Providers Network and an International Literacy Training Course. 1) The Resource Center was established and a few publications collected at the end of Year 2. It will be expanded and systematized to serve CERID staff and literacy provider organizations during the next 3 years. 2) The Correspondence Course has been developed to the point of drafting self-learning modules and discussing options for a support system. Year 3 will make the most significant step forward as the field-test will give concrete information on how best to develop the support system. 3) The Literacy Providers Network is one of many struggling efforts to coordinate the growing, multi-faceted community of literacy in Nepal. It is a very political and fragmented environment to work in. Concrete progress has been made in the creation of an ad hoc committee and draft by-laws, but a lot of decisions and negotiations are still to come as the politics and players shift among existing network creators. 4) CERID staff have participated in an International Literacy Training Course and the LLP project coordinator has been an assistant/observer at the Thailand Course. The curriculum is in the process of being systematized by the UMass LLP Staff. Year 3 will be the next big step as CERID serves as co-host for the Training Course.

### **3. Problems or barriers affecting the progress toward achieving the linkage objectives:**

Communication is probably the biggest problem on all levels of the project. The following key connections have been identified where improvement of communication is critical:

1. between CERID and CIE: We realized that much of our correspondence focuses on logistics and details of workplans. We need to spend more time clarifying our common vision. We are both working on a correspondence course, but we are not clear how each group sees the final product.

2. within CERID: (between LLP project and other projects) Since there is no tradition of having regular staff meetings, we are recommending more information sharing meetings and open discussion of issues in CERID that are related to project communication and work. The PI and project coordinator need to take the lead in this area.

3. between CERID and literacy providers: (government, NGOs, donors) People are experiencing isolated workshops or meetings, but don't have a sense of the continuity of a project. There are many factors which make it difficult to communicate the whole picture to literacy providers: small size of the project vis a vis the growing demand for staff development in literacy, the attitude to fairness which means a different person gets to go to a training event each time rather than one person developing skills over several training events, the assumptions about how other projects with more resources are organized, etc. Up to this point, we have been piecing the project together as we collect information. We are not able to respond immediately, but hope that once the correspondence course modules are completed that we will have a concrete service which we can clearly share with the literacy providers.

4. within CIE: (between CIE and LLP work team, between CIE and the wider University) We realize that so far, we have only built a small amount of awareness through discussion of possibilities and ideas with different groups on campus. We have a positive response from them. But we have found that the linkage becomes stronger as we are able to discuss concrete, funded opportunities rather than vague possibilities to collaborate on proposal writing.

### **4. Quantitative outputs of the linkage activities:**

Objective 2: NIR Assessment A second printing and update was made of the original NIR report because of the expanding number of literacy providers.

Objective 3: UMass Involvement 41 people from the University of Massachusetts and the Center for International Education participated in the discussion series about UMass involvement in the Linkage Project.

Objective 4: Collaborative Projects 1 project has been funded and implemented with Save the Children, Nepal: 15 participants were trained in an initial 3-day workshop in the selected village. 23 families in the village have participated in various literacy activities. A baby book has been developed and tested. 1 graduate student completed field research at the project. 38 participants from 27 organizations attended a seminar sharing progress and materials developed to date.

#### Objective 5: CERID Staff Development

1) CERID Staff: The director of CERID and 3 members of the LLP work team at CERID have participated in workshops. The project coordinator has attended 3 training seminars.

2) Literacy Provider Staff: More than 20 agencies are involved in any given workshop provided by CERID

--1st Grassroots Planning & Materials Development Workshop (3 half-days) - 27 participants from 21 agencies.

--2nd Grassroots Planning Workshop (3 days) - 28 participants from 23 organizations

--International Literacy Training Course in Thailand (4 weeks) 10 participants from 8 organizations)

--Materials Development Workshop (5 half-days) 27 participants from 22 organizations

More than 65 literacy providers have been identified and included in assessment surveys.

#### Objective 6: CERID Organizational Development

Drafts of 4 self-learning modules were written and pre-tested.

**5. Assessment of the impact of the linkage on internationalization of the recipient institution and any U.S. linkage partners:** This is a slow-moving objective due to the natural resistance to change encountered in large institutions and compounded by the financial cuts experienced by UMass which have made people think about retrenching rather than venturing out. However, during the summer of this past year, the Center for International Education celebrated its 25th Reunion with a conference aimed at re-visioning the future. A concrete commitment from that event, influenced by the UDLP project, was to reach out to other parts of the university and share our nonformal education expertise.

**6. Assessment of the impact of the linkage on strengthening each developing country linkage partner institution's capabilities to meet its societal development needs:** The Literacy Linkage Program has brought NGO people as well as staff from government literacy programs together and facilitated discussion that has helped people look at ways to be more collaborative rather than competitive. CERID has become a place where new NGOs come and ask questions. The outreach that the LLP team at CERID has done to identify and interview new literacy providers has raised visibility. Programs have started to turn to CERID with questions about how to run literacy classes. However, there are still some people who say, "What is the LLP? Things come and then they go away. You are here assessing and evaluating, but what is your goal." In a sense we are a very small project trying to reach wider than we are able to reach. There is confusion between people's expectations and what we can deliver. At this point in time, we feel as though we have planted many seeds, and raised people's awareness and desire for staff development services. We are confident that the progress of the LLP will move forward significantly during the coming year. The self-learning modules which are being developed and tested for the correspondence course are pulling together all we have learned and will form a coherent core around which we can not only build better name recognition, but also build a long-term and lasting relationship with individuals and organizations that will have far-reaching impact on the knowledge and skills of the literacy provider community.

**7. Statement satisfying the requirements of 116(b) in the Cooperative Agreement.** Please note that none of the activities described above have anything to do with agricultural commodities. Therefore, no U.S. funds have been used by this project for activities which would result in the growth or production of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.

- 6'