

**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, 1994 - Sept 30, 1995**

1. Description of past year's activities for each objective:

OBJECTIVE 1: COLLABORATIVE LINKAGE BETWEEN CIE/UMASS AND CERID/TU

1a. *Collaboration:* This year, there has been a better level of communication and collaboration between UMass and CERID. The new director at the CERID has been providing a more supportive environment for the project. The new director's supportive outlook and Sumon Tuladhar's return to CERID have strengthened the linkage and level of consistent communication.

Major activities this year have been laying groundwork for a B.Ed. in NFE and Distance Education programs, establishment of NFE Resource Center, substantive exchanges between CIE and CERID, exploration and conceptualization of possible programs in the area of women and literacy and organization and establishment of Economic Literacy project.

1b. *Strengthen Network:* CIE sent 2 newsletters out to 200 people in more than 25 countries. The mailing list and filing system of international and national literacy providers has been completed at CIE. CIE has been successful in establishing regular correspondence with more than 200 NGOs and government contacts in about 25 countries.

Additionally, local Literacy practitioners as well as international students have been invited to participate in the bi-monthly Literacy Interest Group held at CIE.

CERID sent 2 newsletters out to national as well as international literacy providers and NGOs. CERID updated mailing information of 1,178 national as well as international organizations. The updating information of related NGOs is an on-going activity at CERID.

They have been able to direct NGOs to available resources in the country as well as provide resource and workshops themselves.

Joanie Cohen wrote a proposal for economic literacy project that was funded through a UMass Public Service Grant. It includes interdisciplinary linkages with the Center for Popular Economics, UMass, Franklin County CDC and the Literacy Project.

OBJECTIVE 2: INCREASE INTERNATIONAL AND COMMUNITY DEVELOPMENT PERSPECTIVE OF UMASS

2a. Pilot Test Distance Education: Jeetendra Joshee from the Division of Continuing

Education, UMass, conducted a Distance Education information workshop and meetings for prospective participants, NGOs and INGOs at CERID. The development of a Distance Education program has resulted in a strengthened linkages between CIE, the School of Education and the Division of Continuing Education at UMass.

Nine people from Nepal registered for the distance education pilot program, "Methods and Techniques for Adult Literacy" this year. The participants in the Nepal site have already met two times. The collective readings prepared at CIE were made available to the participants, and the course facilitators at CERID prepared their own session guides based on the UMass design.

In order to strengthen the UMass distance education site a proposal has been submitted to the Telecommunications and Information Infrastructure Assistance Program.

Hari Upadhyay, Bharat Bilas Pant, Om Man Shrestha and Manoj Silwal visited UMass and gave a presentation at CIE on the development of Resource Center at CERID and the LLP activities in Nepal.

CERID organized several talk programs and sharing sessions on Literacy and Development, Family Literacy, Women's Empowerment and other literacy related topics.

2b. *Family Literacy Action Research Network*: Joan Dixon along with Udaya Manandhar and Budhiman Shrestha (Save the Children/Nepal) presented papers at UNESCO's World Symposium on Family Literacy in Paris. The Family Literacy Module has been reviewed by experts and is being revised and edited- final publication is close. Additional funding has not yet obtained for the publication and implementation of the module. The Special Education project has not come through due to various problems at UMass and Danida.

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

3a. *NFE B.Ed. Course at TU*: The NFE course design for a three year B.Ed program has been completed. The curriculum has been submitted to the faculty of Education for implementation. CERID formed an interdisciplinary committee made up of CERID, Faculty of Education, INGO and NGO representatives to design the curriculum.

3b. *Self-Learning Modules*: The Women's Literacy Support Group Handbook for women graduates and facilitators was prepared and translated into Nepali language at CIE by Sushan Acharya. She conducted a workshop in Nepal on Women's Literacy Support Group as a Post-literacy Approach for trainers from organizations that provide literacy. CERID staff provided the logistical coordination and invited participants from various organizations.

One more module has been developed by the LLP team at CIE on using Role Play in

Adult Literacy. LSI staff is reviewing the usefulness of what have been developed, and working on developing distance education support structure to support people when they do the modules.

3c. NFE Resource Center at CERID: Om Man Shrestha and Manoj Silwal spent four weeks at CIE/UMass. The objective of their visit was to conceptualize and develop a comprehensive plan and proposal for establishing a NFE Resource Center at CERID.

Since their return a Resource Center has been established at CERID. Activities to strengthen the center are going on, and a bibliography of 83 journals have been completed. Titles cataloging 319 reference books have been completed. NFE practitioners have started visiting the Center and using the resources available.

A supplementary reading material on Child Labor was developed and published by a staff member of Child Workers in Nepal (CWIN) and CERID.

CERID collected information and pictures from Terai Region for an "Instant Illustration Book" which can be used by literacy and community development practitioners to illustrate their materials for the field. Publication of the book is very close.

3d. Workshops in Nepal: CERID sponsored a follow-up workshop for the Literacy Camp which was held in spring 1994. CERID held three Whole Language workshops in Chitwan and Kathmandu. CIE staff prepared materials and facilitated the workshop "Women's Literacy Support Groups as a Post Literacy Approach". CERID coordinated the logistics of the workshop.

CERID organized a 5 day residential workshop on Learner Generated Materials in collaboration with Save the Children/US and Save the Children/Japan in Janakpur (Eastern Nepal).

CERID conducted a Grassroots level Planning Workshop in Gorkha (Central Nepal) in collaboration with UNESCO/PROAP, Bangkok. The workshop focused on the Nepali version of ATLP materials developed by PROAP.

CERID has planned a NFE Workshop held in November 1995 in Nepal in collaboration with Curriculum Development Centre, Ministry of Education.

3e. Literacy Camp in Nepal: The proposed International Literacy Camp was postponed to next year. Plans were made for LGM Camp being held in February 1996.

3f. Staff Development: Om Man Shrestha and Manoj Silwal spent four weeks at CIE/UMass and visited ten literacy resource centers in Massachusetts, Philadelphia, New York and Washington D.C. In their study tour, they collected materials, ideas, about Resource Center management and development through interviews, observations and a short internship with the Western Massachusetts System for Adult Basic Education Support. Om and Manoj carried a complete plan to design the Resource Center and a comprehensive information package to write proposals for funding.

Bharat Bilas Pant and Hari Upadhyay in their one week visit to CIE learned about distance education planning, whole language and learner assessment.

Surya Bahadur Shrestha participated in a workshop on Telling Stories Using Sculpture Masks organized by UMN/Nepal.

Manoj Silwal attended a workshop on Needs of Resource Centre for the Consolidation of NFE in Nepal. The workshop was organized by Tulsi Meher Unesco club.

2. Progress toward the completion of each linkage objective:

Objective 1: Collaborative Linkage between CIE/UMASS and CERID/TU

Smooth and consistent communication has allowed to better plan the collaborative activities. Establishment of the Resource Center at CERID has been a good example of collaborative planning. CERID has maintained bottom up efforts coming from interactions with NGOs. This has benefitted CERID a lot in their program planning.

Good communication meant that CERID initiated activities are reported to CIE for input and implemented at CERID. This kind of interactive planning and implementation process has been useful for envisioning long-range linkages.

Objective 2: Increase international and community development perspective of UMass

The development of Distance Education Program have been very positive influence on our goal to have an international perspective as well as the involvement of the Division of Continuing Education and School of Education. The distance education program development has encouraged both School of Education and the Continuing Education to become more involved in the international dimension of the program. For first time the School of Education have devoted some of its resources and faculty time for bringing in international perspective beyond CIE's regular program. The Distance Education course is using the School of Education's Audio-visual lab. The efforts and involvement of different departments to administer the Distance Education course will help continue linkages formally between different departments within the UMass system and international institutions.

Objective 3: Increase Capacity of CERID to provide training and technical assistance in the field of literacy and development

The establishment of Resource Center and a database of NGO network has better equipped CERID to provide training and technical assistance to local organizations in the field of literacy and community development.

CERID has initiated and organized a series of workshops in collaboration with other NGOs and INGOs to meet the need of local literacy providers and organizations. Additionally, CERID organized a LGM Camp, and has planned for an international LGM workshop.

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

Bureaucracy takes time to get leadership at upper levels motivated, takes time to understand and to implement structural changes. Just as we are understanding these constraints and challenges and have created important collaboration, time is running out. We are concerned about future funding and are examining different

options to sustain our linkage financially beyond the initial five year period. The political situation in Nepal has also resulted in a frequent turnover in upper level leadership. We have set on sights on two follow up areas for on-going linkage possibilities that will meet the needs of both CERID and CIE.

4. Quantitative outputs of the linkage activities:

CERID does a good job of reporting how many people attended workshops from which organizations. During this report period:
4 visitors came from Nepal to CIE/Umass;
21 people from 15 organizations attended LGM workshop in Janakpur, Nepal;
22 people attended Women's Literacy Support Group as a Post-Literacy Approach workshop; (11 NGOs, 7 INGOs, 3 Govt., 1 Agriculture Development Bank)
19 people from 15 organizations attended Grassroots Level Planning Workshop in Gorkha;
16 high level personnel from 7 organizations attended Distance Education Course information meeting held in August;
15 people from 12 organizations attended the Distance Education orientation session and 7 people registered for the Distance Education course at CERID. Additionally, updated mailing information of 1,178 organizations have completed; CERID has ordered a new computer with printer for Resource Center and CIE has completed database of more than 200 literacy providers and organizations from about 25 countries.

5. Assessment of the impact of the linkage on internationalization of the recipient institution and any U.S. linkage partners:

This linkage has allowed the entire School of Education to benefit from an international perspective. Whether it has been leading a session of the Summer Institute or attending the Literacy Interest Group; the Nepal Linkage has brought together faculty and students of the School of Education who may not have worked together before.

Additionally, the collaboration of CIE with the School of Education and the Division of Continuing Education has been strengthened and faculty time, support and resources for an "international" collaboration has grown.

6. Assessment of the impact of the linkage on strengthening each developing country linkage partner institution's capabilities to meet its societal development needs:

CERID has become a known strength in the area of training and resources for practitioners. With its on-going workshops and activities, newsletter, and Resource Center CERID will be able to sustain its efforts to interact and provide resources for literacy and community development practitioners throughout the country.

Additionally, CERID's collaboration with the Faculty of Education program in designing the B.Ed program in NFE and the Distance Education has been a positive step for CERID in initiating partnerships between NGOs and the University. This project, as well as the distance education project, have the

potential for sustainability and on-going collaboration in Nepal

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 export which would compete with a similar commodity grown or produced in the United States.