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QUARTERLY REPORT
July 1, 1971 - September 30, 1971

Michigan State University
Agency for International Development
Non-formal Education Contract

Historical background

Since this is the first quarterly report under this contract, a brief statement of events leading up to the signing of the contract may be in order. Since World War II, Michigan State University has been actively involved in a number of research and technical assistance projects overseas. While several colleges have been engaged in this work, the Colleges of Education and Agriculture have probably had the most experience in working with educational development in the developing countries. Many of these projects conducted in cooperation with ministries of education and agriculture focused on formal school settings. A few projects, however, depended for their success on non-formal education. The Comilla Project in Bangladesh is an example.

Through the years it has become apparent that some very interesting and effective teaching has been going on outside of the formal schools. It was equally apparent that not much was known about this kind of "non-formal education" and perhaps here was an area that deserved more research and academic attention. During the Summer of 1970, representatives from Michigan State, i.e., Ralph Smuckler, Dean of International Programs, and Cole Brembeck, Director of the Institute for International Education in Education, met with John Hilliard and Steen McCall of the Office of Education and Human Resources, Bureau for Technical Assistance, AID. Both parties had given thought to how to get a handle on "non-formal education" and AID had already considered approaching some institution to conduct studies. In their discussions they talked about the

need to know more about the convertibility of training materials and textbooks from one culture to another. Another area of interest was centered on the problem of how people have been learning what they need to know in traditional societies without having formal schools available to them. A third area was the contribution of non-governmental organizations in the provision of training and learning experiences. These considerations provided the base for going to professors at Michigan State to determine what interest there was to become involved in a study of non-formal education. During the Fall and Winter, 1970-1971, a series of meetings and seminars was held. From a nucleus of a half dozen people the group grew to almost thirty faculty members and graduate students from five different colleges. Areas of interest were identified and preliminary investigations were begun. While this work was taking place, further meetings were held in Washington and East Lansing with officials from AID to hammer out details of a work plan. A series of documents was developed, and these became the Statement of Work in the Non-formal Education Contract. A proposed budget was prepared. The contract was signed on June 23, 1971.

General goals and Objectives

The broad goals and objectives of this project are described in Attachment A to the Contract. A primary goal of the project is to provide the LDCs with a systematic base of knowledge on non-formal education in response to their growing needs for such authoritative information. Such a knowledge base should contribute to educational planning, assist in the rational choice among various human resource strategies, and provide options to the donor community and the LDCs. In addition, it is planned that the studies will provide more knowledge about non-formal education, produce planning guides, provide new insights, and develop alternative strategies which would be useful in future efforts in non-formal education. To achieve these goals the Statement of Work spells out the "Study Subjects" which provide direction for the work. These include: Historical

Perspectives, Categories and Strategies, Country Comparisons, Learning Effectiveness, Economic Factors, Case Study Surveys, Model Feasibility, Administrative Alternatives, and Participant Training Programs.

Goals for the Quarter (7/1/71 - 9/30/71)

The objectives for the period were:

1. To identify team leaders for each of the Study Subjects and to develop interdisciplinary teams for each area
2. To develop a work plan and schedule for the next academic year
3. To plan a research program for the duration of the contract
4. To assign administrative responsibilities for the project
5. To identify consultants and invite them to the campus for assistance on the project
6. To continue with the compilation of a bibliography on non-formal education
7. To collect materials and establish a library of non-formal education literature
8. To begin writing preliminary monographs dealing with historical perspectives and summaries of research activities conducted by scholars from Michigan State University in the area of non-formal education.

Contract Personnel

Members of the contract staff (7/1/71 - 9/30/71)

Marvin Grandstaff = $\frac{1}{2}$ Summer Session

Nat Colletta = $\frac{1}{2}$ Summer Session

John Dettoni = $\frac{1}{2}$ Summer Session

Cole Brembeck, Project Director, $\frac{1}{2}$ -time starting 9/1/71

Ted Ward = $\frac{1}{4}$ -time starting 9/1/71

Marvin Grandstaff = $\frac{1}{4}$ -time starting 9/1/71

The following were appointed as research fellows 9/15/71

Stephen Brown

Nat Colletta

James Covert

John Dettoni

Fernand Goudreault

Sang Kang

Lois McKinney

Bernard Wilder

In addition, eighteen faculty members and graduate students participated in seminars, the preparation of papers, or planning activities at no cost to the contract.

Significant activities

1. A primary activity was to identify team leaders for the Study Subjects outlined in the Statement of Work:

Historical Perspectives - Marvin Grandstaff, Associate Professor, College of Education

Categories and Strategies - George Axinn, Professor, Agricultural Economics

Country Comparisons - Richard Niehoff, Professor, College of Education

Learning Effectiveness - Ted Ward, Professor, College of Education

Economic Factors - John Hunter, Professor, Department of Economics

Case Study Surveys - (To be determined)

Model Feasibility - Fred Waisanen, Professor, Department of Sociology

Administrative Alternatives - (To be determined)

Participant Training - (To be determined)

2. Research and publications:

Work was continued on the compilation of bibliographies of non-formal education materials. This has been underway for several months and a published list is planned early in the next quarter.

Work was begun on a study of historical perspectives in non-formal education. A paper will be presented to the non-formal seminar group early next quarter.

A paper, "The Strategic Uses of Formal and Non-formal Education" is being prepared for conferences to be held in Korea and Malaysia. Another paper dealing with learning and instruction is also being written.

3. Proposed projects:

Several projects are being formulated by the various study groups. Two of

these are underway:

"Analysis of Delivery Systems in Literacy/Adult Education Projects". This project intends to look at available reports in the area of adult literacy programs, descriptive and quantitative, and to synthesize the various experiences.

A second proposed project would center on a survey of existing case studies in non-formal education and suggest new studies which would provide some essential information about country comparisons.

4. Consultants:

The first of the outside consultants for the NFE project came to the campus on September 22nd. Dr. Arch Callaway, Institute for Commonwealth Studies, Oxford University, met separately with the team leaders and conducted a day-long seminar with the total NFE group. Dr. Callaway, a native New Zealander, did his undergraduate work there, completed the Ph.D. at Harvard University in the field of Economics. Before joining the Institute at Oxford last year, he spent eleven years in Africa, five of them in the M.I.T.'s Center for International Affairs Program in economic development, based at the University of Ife, Ibadan. Dr. Callaway's research interests and writing are concerned with problems of unemployment and education.

5. Work and time schedules:

Those teams ready to begin work were assigned research associates to aid their projects. Team leaders were asked to supply a work schedule and to specify when various stages of their work would be completed.

6. Plan for the total research effort:

Although it is difficult to anticipate the total activities in the project, preliminary efforts were made to see how individual activities might be orchestrated so that all projects are aimed at some common end. It is assumed that during the present year, after most of the projects have been identified and are underway,

the end product will be more evident and the process can be better organized.

Plans for the next quarter

The work plans being employed by our investigators are necessarily diverse, since each line of inquiry is somewhat different. The following comments refer to the plan we have for developing the program as a whole.

Seminars in non-formal education:

We shall continue to use these bi-monthly meetings to communicate with faculty members and graduate students interested in non-formal education. The agendas consist of reports from persons having studies in progress and in the presentations of outside consultants.

Field studies:

We shall begin identifying the studies which will require field work. We assume that the major thrust will come in the Spring and Summer of 1972.

The working group:

This group consists of faculty members who are undertaking specific studies. We plan to have these people meet together about once a week to interact on projects underway. We anticipate that these meetings will encourage more interdisciplinary work on projects and keep the members up-to-date on the various studies.