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Michigan State University
Agency for International Development
Non-formal Education Contract
AID/CM/ta-C-73-22

Goals and objectives

The broad goals and objectives of this project are described in Article I - Statement of Work - of the Contract. Broadly stated, the objectives are to: (1) continue to develop the role of non-formal education in making education more cost effective, (2) increase, in the LDCs, an understanding of the contribution NFE can make in human resource development, and (3) strengthen the LDCs' ability to identify, plan for and utilize NFE in an overall education strategy.

The specific objectives call for the Contractor to: (1) conduct two workshops on NFE at overseas locations, (2) provide technical team visits in response to requests from AID/Washington and Missions, (3) periodically convene the advisory/consultant staff, and (4) continue to develop expertise among scholars and practitioners in NFE methods and applications.

Goals for the period 3/1/73 - 8/31/73

The objectives of the period were to:

1. meet with Regional Education Officers and other officials in AID to determine specific locations where actual or potential interest in non-formal education exists;
2. send cables to all missions describing available consultation, possible technical assistance projects, and Michigan State University's willingness to co-sponsor seminars/workshops;
3. identify two overseas sites where workshops/seminars could be held;
4. arrange preliminary visits to the selected site(s) in order to (a) coordinate with the local AID Missions and host country sponsoring agency or agencies, (b) arrange for local inputs, (c) identify the appropriate participants in the workshops and their appropriate role(s) and, (d) arrange other logistics.
5. continue to work with the development of the knowledge base on campus.

Significant activities

1. During the past six months a number of meetings have been held in Washington involving personnel from AID/W, AID/overseas missions, and Michigan State University. The purpose of these meetings was to take steps toward identifying the locations where MSU would conduct two workshops as described in the contract. It was decided that TAB would send airgrams to each of the Missions and to make contact with each of the Regional Bureaus to get their recommendations and suggestions as to the best locations and the form which these workshops should take. The airgrams announced that consultants from MSU are available to: (a) participate in seminars, conferences, and workshops with personnel in Missions or LDCs; (b) assist host countries with sector reviews or surveys of non-formal education programs; (c) assist with the development of methods by which host countries might study, plan for, design and evaluate non-formal education programs or conduct exploratory studies on promising approaches to non-formal education, and (d) consult on specific non-formal education programs, such as adult education, pre-school education, technical job-related non-formal education.

By August, 1973, replies to the Circular Airgram A-536 numbered almost twenty. Those expressing interest in field support from Michigan State were: Seameo (the Southeast Asia Ministers of Education Organization), Bolivia, Brazil, Ecuador, El Salvador, Ethiopia, Indonesia, Korea, Nigeria, Pakistan, Paraguay, Peru, Thailand, Turkey, Laos and the Republic of Zaire. During the first six months of the contract representatives from MSU have responded by providing field assistance at four locations and plans for large scale workshops to be held in the next six months are underway.

2. The first request for assistance from the Michigan State University non-formal education group came from Jamaica via the Latin American Bureau. Mr. William Miller, Office of Development Resources, Bureau for Latin America, served as Chairman of

the group. Michigan State University's representation was Professor Russell Kleis, Department of Administration and Higher Education, and leader of a NFE study team concerned with Case Study Surveys. The group spent about six weeks in Jamaica working with host country nationals during which time they made an education sector analysis. Professor Kleis was the non-formal education consultant.

The project was unique in that it brought together US/AID and the World Bank as sponsors of the study and the Organization of American States and the Canadian International Development Agency as collaborators. The total team included a representative from the World Bank, three AID persons, a Jamaican-based representative of CIDA, and Professor Kleis.

The team undertook a comprehensive analysis of both the formal and non-formal educational systems of Jamaica. A report, to be distributed soon, includes recommendations generally viewed by the Jamaican Ministry of Education as a blueprint for a decade of development of the national educational system. The report was developed cooperatively by the team and counterparts from the Ministry of Education with inputs from all the sponsors and collaborating agencies. Recommendations are of three broad types: (1) those concerned with the formal education subsystem, (2) those concerned with the non-formal subsystem and, (3) linkages between the formal and non-formal components of the total system.

3. A second area of work has been Ethiopia. During the Spring of 1972, Professors Richard Niehoff and Bernard Wilder spent six weeks in that country making a study of non-formal education activities. While they were there, they were asked to become involved in an education sector review which was underway. Niehoff and Wilder were able to benefit from papers and reports which had been prepared before they arrived and, subsequently, to work with many of the people who had participated in the review. Near the end of their stay in Ethiopia the two men were asked to conduct a seminar which was attended by the Director and a number

of key officials from the Ministry of Education, Haile Sellasie I University, AID, World Bank Planning Commission and other organizations actively involved in the Sector Review.

While in Ethiopia, Niehoff and Wilder conferred with the Mission Director, Mr. Ernst, Chief of the Education and Human Resources Division, Dr. Liddle, Chief of the Agriculture Division, Mr. Holcraft and several other staff members on various aspects of the AID program in Ethiopia-including possible development in NFE.

Upon their return to the campus, Niehoff and Wilder began writing case studies of the organizations visited and programs of NFE observed, prepared several special memoranda on topics requested by the Director of the Sector Review and began work on the book length report on NFE in Ethiopia in the context of the Sector Review. The special reports requested by the Director were widely circulated in Ethiopia and made a part of the documentation for the July, 1972, Symposium. The two men who were invited to return to Ethiopia for the July Symposium as consultants to the Director. The Symposium produced the material for a summary report which was published under the title of "Education: Challenge to the Nation" which was later approved by the Council of Ministers. Numerous references are made to NFE in the report and recommendations for making NFE an integrated part of the total educational program of Ethiopia.

Correspondence continued in the ensuing months and, on May 2, 1973, Dr. Abebe Ambatchew, Director of the previously mentioned Educational Sector Review, and presently associated with the UNDP, visited Michigan State University and met with the Team Leaders of our NFE project. One purpose of the visit was to acquaint Dr. Abebe with what is being done on the campus and to discuss with him

possible involvement of the MSU in a NFE workshop tentatively scheduled in Addis Ababa for later in the year. A second purpose was to receive a first-hand report of the Ethiopian Sector Review and its implications for our work here.

Responding to the request of the Ministry of Education that the two MSU staff members involved in the Sector Review would be available for follow up activities to implement the recommendations on NFE. On May 30, 1973, a letter was sent to the Minister regarding a possible workshop to be held for that purpose. Although the dates for and other specific determinations regarding the conduct of the workshop are still under review by the Ministry of Education and the Planning Commission, reports which have been received by us-including the one referred to below, indicate that the proposed workshop is still expected to be conducted before the first of the new year.

On June 28, 1973, Dr. Ralph Smuckler, Dean, International Programs Center, MSU, visited with Ato Million Neqniq in his office in the Ministry of Education, joined by Dr. Cliff Liddle, Chief of the Education Division in the AID Mission in Addis. They discussed a proposed Ethiopian-sponsored workshop which would involve Michigan State University and, possibly, Florida State University. FSU has an interest in exploring the possible application of their work in educational technology to non-formal education development in Ethiopia. They also discussed the possibility of Richard Niehoff going to Ethiopia to assist in laying plans for the proposed workshop. Dr. Liddle agreed to communicate with AID/Washington with the idea of bringing together MSU and FSU for further discussions.

July 6, 1973, representatives from AID/Washington, Michigan State University, and Florida State University met in Washington to pursue the topic of possible cooperation with the Government of Ethiopia in developing non-formal education programs. Cole Brembeck and Richard Niehoff (MSU), Bascom Story (FSU), Samuel

Butterfield, Robert Schmeding, Clifford Block, David Sprague, Bert Newbry, Edwin Martin, Willie Whitten, and Jay Johnson (AID/W) were the participants. The purpose of the meeting was to exchange ideas on the substance and procedures involved in making a sensible response to (1) possible IEG request for assistance on follow up activities related to the recommendations of the Sector Review and, (2) the Mission's request for analytical help in making AID determinations with reference to the request. Professor Niehoff reported on developments which led up to the request that MSU conduct a 4-6 week workshop on non-formal education in Ethiopia starting in October. He also indicated that plans were underway to have a preliminary planning session in Ethiopia sometime before October. The group agreed that MSU should continue to take the lead in arranging for the preplanning and workshop sessions and coordinating with Florida State University. It was also agreed that those people participating in the preplanning and workshop meetings would provide the assistance USAID/Ethiopia is seeking in preparing their analysis of the non-formal education requirements for Washington review.

On August 23,24, 1973, Robert Morgan and Bascon Story (Florida State University) came to East Lansing to confer with Cole Brembeck, David Heenan, Kenneth Neff, Richard Niehoff and Charles Schuller (Michigan State University). The major points of discussion centered on the possible workshop which is planned in Ethiopia. Topics for discussion, participants, and the respective roles of FSU, MSU and the Government of Ethiopia in the workshop were discussed. Morgan and Story pointed out that Florida State had developed no specific proposal and would look to Michigan State to provide leadership in planning for the workshop and that they would participate whenever they might be helpful.

Two papers dealing with non-formal education in Ethiopia have been prepared by Niehoff and Wilder and were sent to the printers during August for publication.

The writing of a book length report on NFE in Ethiopia in the context of the Sector Review is 75 - 90% complete and it is expected that this will be ready for publication by November, 1973.

4. Stemming partly from a seminar sponsored jointly by SEAMES (Southeast Asia Ministers of Education Secretariat) and SEADAG (Southeast Asia Development Advisory Group), a research project was developed to survey NFE in SEAMES countries.

Dr. Brembeck participated in this seminar and has been invited to Bangkok in November to consult with Dr. Sippanondha Ketudat, Associate Director of SEAMES, and Dr. Ekavidya Na Thalang, Director of Primary Education, Ministry of Education, who has been named Project Director for the NFE survey. On the same trip, Dr. Brembeck will participate in a UNESCO conference in Manila, November 5 - 12, dealing with "The Role of the Teacher in Out-of-School Education". On November 12, he will go next to Saigon to attend a conference sponsored by INNOTECH concerning "Extending Primary Education through Non-Formal Means". He may extend his trip to include Indonesia if officials at SEAMES think it would contribute to the survey of non-formal education in that country.

5. Paraguay. On August 24, 1973, the Mission in Paraguay requested AID/W to assist in the development of a non-formal education project and indicated a desire to hold a national seminar in NFE. (Subsequent requests have come since the initial inquiry which came after September 1st. The details of this will be spelled out in the next Report but, since we now have decided to provide assistance, it seems reasonable to make mention of this at this time. We plan to send two men, Professors Ted Ward and Kenneth Neff, who will be there approximately two weeks. It is proposed that they will assist in planning and designing a NFE project and conducting related exploratory studies. The Mission also responded favorably to the idea of providing non-formal education orientation to Mission and local personnel through regional and sub-regional seminars. It is hoped that

key personnel in the Ministries of Education, Agriculture, Health and Labor will be involved.

6. Brazil. At the request of US/AID Brasilia and Rio, Professor Ted Ward, MSU, Specialist in instructional systems design and evaluation, has engaged in several activities related to non-formal education in Brazil: Engagement in series of consultation with FASE (community development organization sponsoring widely scattered self-help operations) in the designing and implementation of an evaluation program. In 1972 Ward was provided by the non-formal education contract at MSU for service as a member of the USAID/Brazil and USAID/TAB country-wide study of educational technology and non-formal education. One of the organizations engaged in non-formal education then identified as exemplary was the FASE, headquartered in Rio de Janeiro. A continuing relationship between this organization and MSU has been established, through which interaction by correspondence and through on-site consultations has resulted. The focus of the activity is the establishing of a comprehensive program of formative evaluation, particularly emphasizing the ways and means to develop reliable generalizations about the successful and unsuccessful activities carried out by FASE operations in the field. The intention, in addition to the primary service to FASE, is to provide a field tested and refined model for systematic evaluation of complex programs of non-formal education. This model is to fill or partially fill the sizeable gap between creative and intuition-based designs for non-formal education and the need to learn more systematically from experience.

At the present stage of progress in these consultations, a sample of data has been derived by the Brazilian staff from a program-wide study of successes and failures of FASE operation. In the forthcoming (October, 1973) on-site consultations, these data will be analyzed with the FASE evaluation group and two products will emerge: 1) a summary of findings, in the form of guidance and

planning materials for effective non-formal education is community development, and 2) specification for an on-going model of formative evaluation for FASE and for similar operations of non-formal education.

7. Ecuador: During September, 1973, Professor Ward was assigned to USAID/Quito for an on-site analysis of the state of development of the University of Massachusetts contract in Ecuador. This project, in which instructional games and simulations are being used in basic human resource development at the village and community level, is in its second of three planned years. The project has no evaluation component, though its parties are agreed, in principle, that evaluation is or will be appropriate at some point, and will then be carried out. Ward's report, written on-site, deals with the issue of evaluation in reference to particular needs and prospects of the University of Massachusetts non-formal education project in Ecuador. It is in a two-part form, addressed to the HRO of USAID/Quito; it identifies and discusses seven key issues pertaining to the project in its present and probably future states, and describes six different viable ways to proceed in contracting for an evaluation. The report thus is not an evaluation in any sense, but is, rather, a consultation service to USAID/Quito with respect to their getting the sort of evaluation that would best further the goals of that mission in respect to their intentions for the particular project. As such, it attempts to provide a model (or at least a sample) of the sort of consultation to USAID that will increase the likelihood of fruitful subsequent expenditures.

8. Peru: Adjunct to the consultation in Ecuador was a brief but intense series of conversations in Lima which also involved Ted Ward. The major burden of the series was to identify, cultivate, and instigate a set of contacts with the GOP that could lead to supports for their intensified focus on non-formal education. The primary consequence of the consultation was a written report prepared on-site

for the guidance of USAID/Lima in pursuing these matters. The secondary consequence was the issuing of an invitation to visit MSU and perhaps other non-formal education study centers in the U.S. (at the expense of USAID/Lima) to Dr. Caesar Picon and one or two of his key staff people. Dr. Picon is Director General of the Education Basica Laboral y Calificacion within The Ministry of Education and, as such, is seen as the key person implementing the large-scale commitment to non-formal education.

Plans for the next period (9/1/73 - 2/28/74)

1. Specific plans have been made to follow through with workshops, seminars, and consulting. Some of these have been mentioned earlier in this report:
 - (a) Ethiopia - Word is expected momentarily about the Ethiopian plans for their workshop which they anticipated for Fall, 1973. Preliminary planning has been done and consultants are available and ready for the assignment.
 - (b) South-east Asia - Cole Brembeck will consult with officials and participate in seminars slated for Manila, Saigon, Bangkok, and possibly Indonesia. This work will be done in November.
 - (c) Latin America - Professors Ward and Neff expect to assist with NFE activities in Brazil, Paraguay and Peru. This work will also be done this Fall.
2. As indicated earlier in the report, responses to airgrams have been received from about twenty AID Missions and it is assumed that additional field work will be done before the end of the Contract, either in the form of workshops or in particular technical assistance projects.