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SEMI-ANNUAL REPORT
October 1, 1974 - March 31, 1975

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 investigate 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 seminars and workshops on NFE both domestically and overseas, (2) provide technical team visits in response to requests from AID/Washington and Missions, (3) periodically convene the advisory/consultant staff at Michigan State University, and (4) continue to develop expertise among scholars and practitioners in NFE methods and applications.

Goals for the period (10/1/74 - 3/13/75)

The objectives of the period were to:

1. Continue the development of the knowledge base at Michigan State University
2. Continue to respond to requests for support from the field
3. Hold a series of seminars on campus to report on NFE activities
4. Produce a new supplementary series of publications on NFE
5. Expand the work of the Information Center
6. Conduct a seven-week workshop for a group of educators from Brazil to assist in training them for expanded NFE activities in that country
7. Extend the present contract to June, 1975 and negotiate a new contract FY76

Significant activities

1. The Non-Formal Education Needs of Women and Families in Economic and Social Development. Beatrice Paolucci and Margaret Bubloz.

The objectives of this research are four-fold: (1) To develop a family ecosystem framework as a basis for assessing family non-formal education needs; (2) To assess needs of families and women in selected areas of the world as a basis for determining appropriate NFE learning systems; (3) To plan effective and economical country programs to meet identified needs; and (4) To develop appropriate accountability measures to determine the effect of non-formal learning systems on social and economic development.

Work on this project began in January, 1975, with Beatrice Paolucci and Margaret Bubolz, of the College of Human Ecology, providing leadership. Together with their research associates they have made considerable progress. A preliminary model has been formulated which describes and analyzes the inter-relationships between the family system and the economic and social systems, from both the natural physical and biological dimensions and the social and man-built dimensions of values, institutions, norms, cultural patterns and technology. The essential role of the family in meeting societal goals, and the particular responsibilities and contributions of women in these interactions have been defined.

Data are currently being gathered from the United States to illustrate the relationships in the model and to test the feasibility of the model for research and learning needs of women and families and for developing effective non-formal education programs. In addition, data from selected SE Asia countries are being compiled. Preliminary papers related to national development goals, the role of non-formal education for women and families and its significance in development, and the structure and function of families in societies undergoing change have been developed. Contacts are being established with foreign scholars who have an interest in this research topic. An international conference is being planned for next year.

2. Integrated Rural Development Through Non-Formal Education. Betru Gebregziabher

The central purpose of this research, under the general supervision of Richard Niehoff, is to examine the vital role non-formal education plays as an instrument of planned change aimed at bringing about comprehensive and integrated development in rural areas of developing countries. The research is premised on the assumption that the active involvement and participation of the rural people (particularly those in the small income bracket), considered to be a salient feature of a meaningful development effort, is best achieved through non-formal education. The investigation of selected rural development projects employing non-formal education and involving significant participation of their clientele was adopted as a strategy for this research. Consequently, the following inquiries were undertaken or are underway.

- a) The experiences of the United States Civilian Conservation Corps, a labour intensive public works program, putting millions of unemployed young men to work on conservation of natural resources during the great depression (1933-1942), were examined in an attempt to highlight some of its most desirable lessons which could fruitfully be applied to the mobilization of badly needed public works programs in developing countries. This segment of the study was documented in two reports.
- b) Collective actions such as farm-settlement and farmers' cooperatives are widely perceived as the most desirable means toward promoting participation of small farmers in rural development ventures. Selected cases from different parts of the world are being examined in an attempt to analyze some of the most useful lessons their experiences could suggest. After compiling a comprehensive bibliography of selected items on the subject, a few cases were identified for their unique patterns of organization and operation. Included are: Ujamaa (villages) in Tanzania; Kibbutz in Israel; Commune in China; Cooperatives in (Comilla) Bangladesh, and similar comprehensive projects. Investigation on some of these development enterprises is now underway. A trip to the Cooperative Training Center at the University of Wisconsin is planned for the purpose of examining unpublished file materials on various cooperatives.

3. A Study of Non-Formal Education For Women. Naseem Hoque

Between October, 1975, and January, 1975, Naseem Hoque conducted a study of non-formal education activities as they affect the education of women in the Dacca area of Bangladesh. The work was developed in two stages. The first involved determining the sample and preparing three sets of questionnaires. In the second phase the researcher visited individuals within organizations and agencies and had the questionnaires filled out. Five organizations were selected for detailed study. The data are being analyzed and a first draft of the report is to be finished by the end of the present academic term.

4. Expanded Food and Nutrition Program. Masuma Downie

The objective of the study was to examine one specific program operated by an Extension Office in one Michigan County. The program is called The Expanded Food and Nutrition Education Program (EFNEP). It was discovered that participants in this program also have access to a variety of other types of non-formal education programs in the county. Data concerning their utilization of these programs was also collected by interviewing the participants and personnel at the Extension Office, and by analyzing the nutritional records of the homemakers.

Data compiled to date suggest the following tentative conclusions:

- a) very slight improvements in consumption patterns of homemakers were noticed;
- b) efforts to improve nutrition of the family are circumscribed by other overriding family concerns and needs;
- c) the availability and

use of other non-formal education programs is vital; d) nutrition information cannot be offered as a self-enclosed activity; e) the aides who work with the family have to cope with the total needs of the family; f) non-formal education programs must be cognizant of the social and cultural plurality of their participants; and g) recognition of a local need for a non-formal education program is not sufficient: it requires support from both public or private agencies.

5. Colombia

In September-October, 1974, William Herzog, Communication Arts and Assistant Executive Director, Midwest University Consortium (MUCIA), was invited to Colombia to assist the Human Resources Office in AID to evaluate NFE programs in that country--with special emphasis on those programs dealing with rural media and communications. The purpose of the assessment was to provide AID with program development guidelines for non-formal education projects.

6. Ethiopia

Michigan State University has been involved in working with the Ethiopians and the AID Mission in non-formal education since 1972. Following a sector survey, in which Richard Niehoff and Bernard Wilder participated, a country study was put together and published. Subsequent activities included a series of seminar/workshops in which it was proposed that there be established, on a pilot basis, a number of rural learning centers to be called "non-formal education community practicum training centers". Professor Niehoff was asked to develop a policy paper which summarized the several components of the national plan and proposed a series of actions to implement the pilot program.

In November-December, 1974, Niehoff and Robert Branson, Florida State University, returned to Ethiopia to work with the Ministry of Education and to provide them with advice and suggestions on setting up the six pilot centers. They also assisted with involving several other ministries in the non-formal education program.

7. Nicaragua

December 9-21, 1974, Linda Nelson, Chairman, Department of Family Ecology, was in Nicaragua to assist the AID Mission in establishing guidelines for a survey of non-formal education activities in rural Nicaragua. Working through AID/Managua, visits were arranged with officials in various ministries to determine what activities and programs were in existence. Leadership patterns were noted and discussions were held to ascertain how new programs could be initiated and existing programs revitalized. Because of the possibility that the Michigan State University College of Human Ecology might be involved, some specific plans were discussed regarding the reorganization of research and extension activities to provide

more realistic development in the poorest sectors of the rural areas. Follow-up work on this project will take place when Dr. Nelson returns to Nicaragua in May.

8. Pakistan

Richard Niehoff has been involved in a series of non-formal education activities in Pakistan. He was first invited by the Government of Pakistan to meet with a group of officials to discuss ways in which non-formal education might contribute to rural development and to the open university. After these meetings and consultation with officials in the Ministry of Education it was decided that a national workshop should be held to look further into how NFE might be used in Pakistan. During the past several months a number of Pakistanis have been making studies and writing position papers in areas such as family planning, health and nutrition, rural development, and literacy. These papers will provide the substance for the workshop discussions.

9. Paraguay

In October, 1973, Drs. Ted Ward and Kenneth Neff were requested to go to Paraguay to assist USAID/Paraguay in planning and designing a non-formal education project and help with conducting related exploratory studies.

Early in November, 1974, an MSU two-man team visited Paraguay at the request of the AID Mission in order to assist in the drafting of a project proposal in the NFE sector. Dr. Mel Buschman and James Fritz, Research Associate and a former Peace Corpsman in Paraguay, collaborated with key members of the Mission staff to produce a program outline. These two were joined by Dr. Kenneth Neff during the final week of their consultancy to facilitate final drafting procedures.

The program proposal has been submitted to AID/Washington and is now at an advanced review stage. Fritz and Dr. Norbert Holz, Education Officer in Asuncion, have been invited to appear before the review board to provide additional details concerning the proposed program.

10. Peru

In the Fall of 1973, Dr. Kenneth Neff responded to a request from the AID Mission in Peru to identify, cultivate and initiate a set of contacts with the Government of Peru which could lead to support of an intensified focus on non-formal education. This was, in part, a follow-up of visits made previously by Ted Ward.

In July-August, 1974, Dean Keith Goldhammer, Ben Bohnhorst and Kenneth Neff went to Peru to explore the possibilities of reaching an agreement

on cooperative project between the Ministry of Education and Michigan State University for developing Peru's NFE programs. Through meetings with officials from AID and the GOP, Beginnings on a PROP document were made. Cole Brembeck stopped in Lima enroute from Brazil to carry on further discussions and to assist with details of the proposal.

In December, 1975, at the request of USAID/Lima, a three-man MSU team, consisting of Kenneth Neff, Michael Borus and James Fritz, conducted an NFE subsector assessment in support of a planned loan application.

Efforts to obtain needed information in the tense political situation prevailing at the time in Peru were frustrated and the chief contribution of the trip report probably was to highlight what we still do not know about the NFE subsector in Peru. The report does, however, organize and analyze the available data. Since the return of the consultant team progress toward reaching an agreement on a cooperative AID-sponsored NFE project has been slow, but USAID/Lima has remained optimistic that the outcome will be a workable contract agreement.

11. Indonesia

During the period July 7-21, 1974, four American consultants joined with three Indonesian officials in a team effort to conduct a general survey of non-formal education plans and programs in Indonesia. The team, after ascertaining the plans of other external donors, developed a one year plan of action leading toward a technical assistance project to get underway in September, 1974. A full-time consultant, Nat Colletta, was employed to work with BPP to assist with the activities recommended by the team.

A second team trip was made in January, 1975, and included Harold Hall and Harold Freeman of AID, David Evans and Arlen Etling, of the University of Massachusetts, and Cole Brembeck of Michigan State University. A major concern was to develop draft material for a project paper as a basis for a contract in NFE.

In March, 1975, Ted Ward and Joe Levine conducted a follow-up workshop in Jakarta for present and potential NFE leaders in Indonesia. At the same time they provided orientation for the participants who will be involved in a NFE training program at Michigan State University, Moorehead State University and The University of Massachusetts.

12. Non-Formal Education Symposium Series

During the past six months we have continued with the NFE Symposium Series. Twenty or more faculty members and graduate students usually participate.

- October 9, 1974: Ted Ward and Cole Brembeck - report on work in Latin America and Indonesia
- October 23, 1974: Suppletive Education in Brazil - a report from the participants in the Brazil training workshop
- October 30, 1974: Dean Goldhammer, Ken Neff and Ben Bohnhorst - NFE activities in Peru
- November 6, 1974: William Herzog - NFE and rural communications in Colombia
Christopher Ford - some case studies on NFE
- November 20, 1974: Richard Niehoff - NFE in Ethiopia and Pakistan
Mary Rainey - the role of women in NFE
- January 21, 1975: Satnam Mahmood - the role of NFE in meeting the learning needs of women in Pakistan
- February 4, 1975: Linda Nelson - the problems and promises of NFE in Nicaragua
- February 18, 1975: Manfred Thullen - community needs for social services in Rural Michigan
- March 4, 1975: Sister Frances O'Gorman - a case study of NFE activities in Brazil

13. A new "Supplementary Series" of publications were sent to the printer during the period. These will be available for distribution late in April or early in May.

Because of the heavy demand for the NFE Team Reports and Discussion papers, a new supply was ordered and delivery is expected in April.

14. NFE Information Services Center

The Information Services Center is performing a series of functions to support field activities and research, It serves two distinct client groups: the faculty and advanced graduate students at Michigan State University, and (2) planners, program development specialists, administrators and researchers of non-formal education programs in the United States and abroad.

To meet the information needs of faculty and students on campus, a reference reading room was organized and a lending system established. A subject matter cross-index was set up and revised to utilize categories of information requested by users. Some 930 references have been classified and another 284 documents are being processed for entry in the library.

An information exchange service responds to the needs of program development specialists and researchers in the United States and abroad. To publicize this service a brochure was prepared and a mailing list of 934 individuals and institutions, approximately 60% of whom reside outside the United States, was assembled. The mailing list has been computerized, utilizing a recently available and inexpensive reproduction process.

The services offered through the Center for persons off-campus include: 1) a reference exchange service which acquires and where possible forwards upon request, published and unpublished materials to persons in the field, 2) an accessions list of non-formal education materials that identifies non-formal education materials which have been and are being produced. This list will appear periodically as a publication entitled Non-Formal Education Notes. Entries will include all references received by the Information Center which address a specific NFE theme; a selected number of documents are being annotated to highlight their contributions; 3) a lending system which makes available major books, reports, papers, surveys and studies on non-formal education, and 4) a publications program.

Inquiries about NFE programs, literature research and recent developments are welcome.

15. Training Activities - Brazilians

As a part of MSU's continuing support of Brazil's NFE programs, a special training program for 10 state and central Ministry officials was conducted from 6 October to 22 November, 1974. The program was designed to familiarize the trainees with the breadth and scope of activities in NFE and to enable them better to plan, evaluate and administer NFE programs in Brazil. Presentations and materials concentrated on evaluation, planning, administrative problems, and training support. Included in the program were visits to human resource development centers, community schools, extension officer training programs, a street academy, neighborhood education programs, vocational skill training centers, the Mott Foundation, a center for senior citizens, an experiential career education center, and an adult basic education center in Appalachia. The Ministry of Education and Culture official in charge of Suppletive Education, Joaquim Vianna, joined the group during the last week of the program to facilitate summary, evaluation and future planning procedures. The program was financed by USAID/Brazilia, except for the visit of Professor Vianna which was financed under the TAB Contract.

20. During the period the Contract was extended through June 30, 1975. Funding for an additional 9 months was provided to permit the contract to exist until March 31, 1975.

21. Dr. Peter E. Tobia has been working with the NFE group at Michigan State University. Assigned as a Post-doctoral Fellow, he has been participating in seminars and conferences on NFE, reviewing the literature in the Information Center, working with the possible NFE project in Peru and assisting with the plans for the NFE training program for the Indonesians Planned for April-June, 1975.
22. Dr. Charles Adair, Florida State University, spent three months on campus working with our NFE team. A concern was to discuss elements of NFE which would be useful in programming to teach a course in Comparative Study Education. He developed a bibliography to be used at Florida State.

Plans for the next period (4/1/75 - 9/30/75)

1. Field work

- a. Bolivia - We have been asked to provide USAID with an assessment regarding, 1) the ongoing National Community Development Service (NCDS) Training Program, I.E., (a) the Community Development Training Center Program, (b) the short-term specialized community level courses, and (c) the activities of the community level assistance; and 2) provide recommendations regarding the additional needs for executing the expanded cooperative community development training program combined with some vocational training. Consultants, Manfred Thullen, Resource Development and Melvin Buschman, Continuing Education.
- b. Brazil - The Department of Suppletive Education of the Ministry of Education is planning an international conference on NFE in 1976. Michigan State University has been asked to provide consultant assistance in planning, organizing, implementing, evaluating and publicizing the conference. The beginning stages of this work will start in the coming period.
- c. Indonesia - Plans are to continue to work with the Office of Educational Development (BPP) in the development of an effective out-of-school educational system for school-age youth.

In April, Michigan State, in collaboration with the University of Massachusetts, will begin a nine-week training program for key personnel from Indonesia. Building on our experience with the Brazilians, the program was revised to include a predeparture workshop in Indonesia, conducted by Ted Ward and Joe Levine (described elsewhere in this report). A summary session will be held in East Lansing and three key officials from the Ministry of Education will participate in the program review, evaluation and future planning.

- d. Nicaragua - Linda Nelson has been asked to return to Nicaragua in May to follow-up on her work in December, 1974, and to work with the agriculture sector analysis group with special reference to non-formal educational activities.

- e. Pakistan - Richard Niehoff will be returning to Pakistan to participate in a workshop sponsored by the People's Open University in collaboration with Nation Building Ministries and USAID. This meeting is scheduled for Fall, 1975.
 - f. Peru - assist in the development of non-formal education projects for rural and urban poor who have little or no access to the regular school system.
 - g. Thailand - in August we shall participate in a conference with the Ministry of Education and the Agricultural Development Council to discuss non-formal learning needs of women and families in social and economic development (see Research by College of Human Ecology elsewhere in this report).
2. Continuation of the research studies by members of the College of Human Ecology
 3. Produce a manual on non-formal education. This publication will address itself to questions raised about NFE by planners and policy and decision-makers in the LDCs and aid giving agencies. A meeting is planned by the authors, Richard Niehoff and Harry Case with AID representatives in Washington.
 4. Publish monographs in the new Supplementary Series.
 5. Continue the expansion of the Information Center.