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SEMI-ANNUAL REPORT
October 1, 1975 - March 31, 1976

MICHIGAN STATE UNIVERSITY
Agency for International Development
Non-Formal Education Contract
AID/CM/ta-C-73-22

Goals and Objectives

The major goals and objectives of this project are described in Article 1 - Statement of Work - in 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 LDC's 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 (10/1/75 - 3/31/76)

The objectives for the period were to:

1. Assist in preparing a technical assistance field contract in Indonesia
2. Assist in preparing a technical assistance field contract in Peru.
3. Negotiate an extension of the Contract which expires on March 31, 1976.
4. Continue the publication series and publish the NFE handbook.
5. Continue the expansion of the Information Center and NFE network.
6. Prepare consultants for work with AID and government officials in Lesotho.
7. Respond to other requests made for our services by AID/Washington and/or the Missions.

I Indonesia Visit

November 16 - 27, 1975, Ted Ward and Ben Bohnhorst travelled to Indonesia to consult with leaders there on a proposed AID/sponsored project between MSU and the BP3K, which is an office of the Ministry of Education concerned with research and development. The project aims at the development of a replicable Indonesian Community Learning System Model, with the overall goal of improving the quality of life in villages and rural areas.

It is planned that they will organize locally based "task forces" in two pilot village settings. These task forces will be made up of locally indigenous personnel and local representatives of governmental service agencies from several related ministries, including especially representatives of PENMAS, which is the operational branch of the Ministry of Education having to do with adult and community education programs. The target populations for the community learning model will be out-of-school youth ages 10-24. The procedure of the task forces will be to assess village needs and village resources and facilitate the generation of functional relations between the two. The objective will be to create initiatives on the part of elements in the villages. The function of BP3K and PENMAS will be to provide external technical advice and support and to expedite contacts and flows between identified village requirements and available external resources in the form of material supplies and institutional resources (e.g., technical advice and help available from nearby teacher training institutes, called IKIP's). MSU's roll will be to provide technical assistance in the form of a full time resident advisor to BP3K and short-term consultants as needed, plus participant training opportunities at MSU for selected Indonesian participants. The two village sites for the project are in West Java and in South Sulawesi, both of which sites Ward and Bohnhorst visited in November and met with the task forces already forming there. The main point of the discussion in South Sulawesi was on how the task force could become learners, with the village itself as teacher, teaching the task force about ways the task force could help the village develop itself.

2. Consultation in Preparation for Technical Assistance in Indonesia

The TAB contract encourages the contractor to assist missions and nationals in the preparation of materials and documentations leading toward long-term technical assistance in NFE. This work in the case of Indonesia started nearly two years ago and continued into the period of this report. This work consisted of consultant visits with Mission officials and Indonesians in Jakarta and work with AID/Washington officials. During the period Dr. Brembeck spent a consultant period in Indonesia and Dr. Hall was invited to campus for discussions.

During the period MSU was invited by AID to undertake a three year contract of technical assistance of the type described in the previous contract. At first it was anticipated that the role of resident advisor would be assumed by Dr. Ben Bohnhorst. When developing health problems made that impossible, Dr. Joseph Levine was nominated and accepted for the position.

3. Peru

There has been very little progress in our efforts to help the MOE in Peru prepare for technical assistance in NFE. Year-end turnovers in Ministry of Education personnel appear to have produced policy changes and the Ministry and USAID/Lima have thus far been unable to clarify the situation enough to come up with a feasible project description acceptable to both parties. Dr. Kenneth Neff visited Lima in December, 1975, in an effort to engage in productive project planning with the

MOE and USAID/Lima. Documentation resulting from that trip is now being used by USAID/Lima in their negotiations with the MOE.

4. Lesotho

In November, 1975, Dr. Frank Bobbitt, Michigan State University and Dr. Robert Smith, Northern Illinois University, went to Lesotho to assist in conducting an "Action Study of Incomes-Oriented Non-Formal Education and Training". They were joined by two consultants provided by USAID, a consultant from Botswana and a cross-section of national experts from government, education and rural development. The visit was spent accumulating impressions of occupational and living needs of the rural people in Lesotho and developing a plan that would provide non-formal incomes-oriented training to meet these needs. The team developed three schemes that might be used independently or separately to meet these needs. One was the development of Community Training and Employment Associations patterned after the Botswana Brigades. Another approach was the development of community skill centers. The third approach was to utilize existing women's organizations to promote home and small scale production training.

5. Knowledge-building Activities

The knowledge-building component is a continuation and expansion of the concern of the University for systematically adding to professional understanding of the realities and potentialities of non-formal education. Whereas in the past our knowledge-building activities have been largely integral with the service activities we have performed, there is now the need to detach certain of these activities in order to pursue in more detail certain key questions.

A current study of the knowledge needs of the MSU team of NFE specialists is serving as a main guidance mechanism for the proposed activities. Five sectors represent particular known needs in reference to the overall understanding of learning effectiveness, costs for various levels of effectiveness and social worth of the various combination of NFE operations.

Each sector is coordinated by a faculty member with demonstrated competencies in inquiry methodologies and experience in NFE.

The staff assistance for each sector comes from combinations of other faculty and graduate research assistants (typically two such participants per sector, averaging $\frac{1}{4}$ time). Data-gathering costs, data processing costs, supporting secretarial services and publication/printing services will comprise the other major elements in the budget for the knowledge-building activities.

In our preliminary plan for the 1976-77 knowledge-building activities, we identified six sectors for particular focus.

- Sector I: Instructional Components and Systems for NFE
- Sector II: Relationship Between Work and Learning
- Sector III: Ecological Assessment of Contributions of NFE
to Socio-Economic Conditions
- Sector IV: Community Communication Linkages
- Sector V: Educational Components of Rural Development Programs
- Sector VI: Determining Costs and Benefits of Formal and
Non-Formal Education in Developing Countries

These six sectors were (and are) seen as important areas of potentially useful knowledge for effective NFE consultation and planning. Adjustments (e.g., Prof. Levine, Coordinator of Sector I, became The Chief of Party in the NFE Project in Indonesia) and the shift in fiscal planning and budget reduction for the knowledge-building component.

6. Educational Alternatives in National Development

One of the items in the Plan of Work in this contract called for the writing of a handbook on non-formal education. During the past couple of years there has been considerable discussion (and controversy) as to the form it should take. Through the efforts of Professors Harry Case and Richard Niehoff, the handbook has been published and distributed to all of the individuals and institutions in the NFE network. It is organized around the principal questions that a policymaker or planner needs to consider in studying and acting under the non-formal education component in educational plans and policy. It provides a framework for NFE as a method for helping getting at some of the world's educational problems. It explores the available alternatives for educating people and provides guidance with respect to selecting appropriate educational modes and building effective programs. Copies are available by writing to the NFE Information Center in the College of Education at Michigan State University.

7. Post-doctoral Studies

During the past two years a number of people have requested permission to come to Michigan State University and work with people connected with our NFE project. We have provided some logistical support for these people, e.g., desk space, secretarial assistance, library privileges and encouraged them to participate in our seminars and other similar activities. During the past six months Dr. James Covert, Assistant Professor Memorial University of Newfoundland, St. John's, Newfoundland, Jim completed several papers on non-formal education and presented one at the annual meetings of the Comparative and International Education Society.

8. Information Center

The Non-Formal Education Information Center during the months of October 31, 1975, through March 31, 1976, both initiated and continued a series of activities aimed at building a systematic knowledge base in non-formal education.

First, the distribution of exchange materials was carried out. A summary of the distribution of materials during this period is found in Chart A. Several new items received a positive reception. Topical Acquisitions Lists on three subjects were mailed to groups of librarians in the network as well as persons known to have special interest in these

CHART A

TITLE	AUTHOR(S)	Total Distribution		Total
		9/1975	3/31/76	
1. Toward a Strategy of Interaction in Non-Formal Education, 130 p., 1974	Axinn, George H.	1331	116	1447
2. Historical Perspectives on Non-formal Education, 180 p., 1974	Grandstaff, Marvin	1088	116	1204
3. Economics of Non-formal Education 193 p., 1974	Hunter, John M., Borus, Michael E. and Mannan, Abdul	1232	120	1352
4. Non-formal Education in Ethiopia 347 p., 1974	Niehoff, Richard O. and Wilder, Bernard D.	1154	128	1292
5. Alternatives in Education: A Summary View of Research and Analysis on the Concept of Non-formal Education, 82 p., 1974	Grandstaff, Marvin	1210	146	1356
6. Case Studies in Non-formal Education 430 p., 1974	Kleis, Russell	1141	125	1266
7. International Training Support for Non-formal Education, 34 p., 1974	Neff, Kenneth L.	893	29	922
8. Effective Learning in Non-formal Education. 371 p., 1974	Ward, Ted W. and Herzog, Wm A, et al	960	144	1104
9. NFE and an Expanded Conception of Development, 49 p., 1973	Grandstaff, Marvin	913	86	999
10. NFE: The Definitional Problem 46 p., 1973	Kleis, Russell, Lang, C., Mietus, J., Tiapula, F. Ward, Ted and Dettoni, J.	877	109	1086
11. NFE and the Structure of Culture 46 p., 1973	Axinn, George, Kieffer, Wm. and Grandstaff, Marvin	904	95	999
12. NFE as an Alternative to Schooling 51 p., 1973	Brembeck, Cole and Grandstaff, Marvin	910	119	1029

Continuation of CHART A

E	AUTHOR(S)	Total Distribution		Total
		9/19/75	3/31/76	
NFE in Ethiopia: Literacy Problems, 41 p., 1973	Niehoff, Richard and Wilder, Bernard	806	80	886
NFE in Ethiopia: The Modern Sector, 41 p., 1973	Niehoff, Richard and Wilder, Bernard	755	80	835
NFE: New Strategies for Developing and Old Resource: Conference Proceedings, 36 p., 1974	Neff, Kenneth L.		OUT OF PRINT	
Supplementary Paper No. 1: Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil 96 p., 1975	Lukomski, Michael	621	71	692
Supplementary Paper No. 2: Non-formal Education Approaches to Teaching Literacy, 16 p., 1975	Oxenham, John	634	81	715
Educational Alternatives in National Development Plans and Programs: Suggestions for Policy Makers, 1975	Case, Harry L and Niehoff, Richard O.		NEW PUBLICATION	
The NFE Exchange (newsletter)	Rainey, Mary E., Editor		NEW Newsletter	

areas. The lists include references on 1) The Economics of Non-Formal Education; 2) Bibliographies on Non-Formal Education; and 3) Non-Formal Education for Out-of-School Youth.

Two issues of The NFE Exchange were published. They contained descriptions of references in non-formal education, activities of centers related to non-formal education research, activities of persons in the NFE network, conferences and network publications. The NFE Exchange was distributed to approximately 1400 persons.

Secondly, 334 items were acquired during this six month period expanding the NFE Reference Library collection by approximately 17 percent to 2394 entries. Approximately 91% of all items in the collection were received from donors. The Reference Library has seen an increase in usage both by faculty members preparing for overseas workshops and by students. It has provided materials upon which two seminars on non-formal education enrolling a total of approximately 50 students are based.

Third, as a result of special efforts to display materials at professional meetings and to contact persons abroad identified by AID Missions overseas as well as referrals from a number of agencies and individuals, the NFE network was expanded by approximately 365 persons or 32% to 1519. One such display was at the Comparative and International Education Conference in Toronto, Canada this spring.

Fourth, the NFE Information Center has spent an increasing amount of time advising a growing number of persons through visits and by letter who wish to design information centers by building networks and providing services which focus on and facilitate development education.

Dr. Mary Rainey resigned as Director of the Information Center effective June 30, 1975. She will take on a new position as the Director of the Family Study Center at Oklahoma State University in Stillwater.

9. Wilder-Chandler Visit

December 15-16th James Chandler and Bernard Wilder were on campus to review work being done under the Contract and to lay plans for future activities. Included in the discussions were the plans for the knowledge-building research work. Richard Niehoff described the proposed conference on non-formal education and the rural development. A general session was held to review TAB contract matters. Mary Rainey discussed present and future activities of the Information Center.

10. Seminar on Non-Formal Education and the Role of Women and Families in Social and Economic Development - December 3, 1975.

Beatrice Paolucci and Margaret Bubolz, along with research associates and graduate students, have been involved in a study which centered on two main questions: 1) What are the learning needs of women and families in social and economic development and 2) How can non-formal learning services be developed to meet these needs? A manuscript has been prepared and is being reviewed for publication.

11. Visit of Professors Borivoj Samolovcev and Dusan Savicevic

March 8 - 10, 1976, two professors from Yugoslavia were on campus to learn what we are doing in our NFE studies and field work. Both of these men are active in adult education programs. They were especially interested in becoming part of the NFE network and discussed the possibility of arranging some exchange programs so their students could come to Michigan State University to work with some of our people in the NFE Program.

12. International Conference and Workshop on Non-Formal Education and the Rural Poor

Planning has begun for the international conference on NFE and the rural poor to be held at the Kellogg Center, September 26 - October 3, 1976. Professor Richard Niehoff is assuming primary responsibility for arranging and staging the conference; Kenneth Neff will direct the workshop. Based on previous experience, it is anticipated that the conference will attract 75-100 participants; the workshop possibly 25-35. Prominent educators and ministry officials from developing countries will be invited along with planning officers and AID personnel abroad. Representatives from international development agencies, e.g., AID/Washington, World Bank, U.N. agencies, will be invited. People from universities where NFE programs exist and U.S. educators are expected to be in attendance. While the details of the program have not been completed, an advisory group has been meeting and some items of the conference agenda have been discussed. The focus is to be on the rural poor in developing countries in accord with current development emphases. Emphasis (but not exclusive attention) will be placed upon comprehensive, illustrative case studies of successful development-education programs which have been in operation three or more years. While primary attention will be given to program objectives and educational methodologies, it is planned to cover some topics or project which emphasize the role of women and families in the development process. The workshop will be designed for foreign nationals who can focus in on an intensive analysis of some of the cases presented at the conference and some problems articulated by the participants. Several of the key resource persons at the conference will serve as the leaders of the workshop.

An attempt is being made to attract some of the most outstanding and knowledgeable people in the field of rural development to meet with scholars and practitioners.

13. Non-formal Education and Rural Development

Dr. Marvin Grandstaff and Mr. David Pechenick have been engaged in a project to examine existing literature on rural development. A primary concern has been to determine whether important correlations exist between educational modalities (especially formal and non-formal modes) and cultural factors such as technology, social and political structures and so on. This far they have developed literature for Kenya, Tanzania, China and Pakistan. They are compiling further studies on Mexico, Cuba, India and the Scandinavian countries. They are determining the extent and sources

of case information through use of bibliographic indices, computer service banks and other sources. At present, they are defining variables, especially those that are subject to bi-polar theorization, which seem to be both in common and instrumental to case studies already collected and identified. They have started working on preliminary drafts for several of the above cases and expect publishable papers in the near future.

14. Contract Extension

The present contract was scheduled to expire on March 31, 1976. Between November and March several budgets were prepared and submitted in response to changing dates for the extension of the contract. Meetings were held in Washington and Chicago between University Officials and representatives from AID/TAB but the final budget was not accepted by March 31, so a non-funded extension was granted to run until May 31, 1976.

Plans for the next period (4/1/76 to 9/30/76)

1. We have received a request for a three-man team to work with the Ministry of Education in Afghanistan. Drs. Frank Bobbitt and Denio Caul from Michigan State University and Mr. Robert Steiner from the New Jersey Education Consortium, Inc., will be sent to Kabul. A primary concern will be to see whether non-formal education techniques might be applied for vocational training of eighth grade leavers and the rural development scheme in the Ghorband Regions of Afghanistan.
2. We have received a request from Paraguay to send two men to assist with an evaluation of a NFE project underway for the past year.
3. Three participants will conduct a seminar dealing with the use of NFE as an educational alternative in programs in that country. Kenneth Neff, William Herzog and Manfred Thullen will be the seminar leaders.
4. Efforts are being made to move along a project in Bolivia (described in previous Semi-annual Report).
5. Professor Marvin Grandstaff will attend an international conference on adult education in Dar es Salaam. In conjunction with the meetings will be tours through other parts of Tanzania and Kenya.
6. A major international conference and workshop on non-formal education and rural development will be held at Michigan State University, September 26 to October 3, 1976.
7. We plan to move ahead with the knowledge-building work with specific people and studies being identified.
8. A replacement will be hired as Director of the Information Center.
9. At least two new publications are expected to be printed during the next six-month period.