

AGENCY FOR INTERNATIONAL DEVELOPMENT  
 WASHINGTON, D. C. 20523  
**BIBLIOGRAPHIC INPUT SHEET**

FOR AID USE ONLY

**Batch 59**

|                           |              |           |
|---------------------------|--------------|-----------|
| 1. SUBJECT CLASSIFICATION | A. PRIMARY   | TEMPORARY |
|                           | B. SECONDARY |           |

2. TITLE AND SUBTITLE  
 Non-formal education for the developing world; annual report, 1975/1976

3. AUTHOR(S)  
 (101) Mass. Univ. Center for International Education

|                          |                            |                      |
|--------------------------|----------------------------|----------------------|
| 4. DOCUMENT DATE<br>1976 | 5. NUMBER OF PAGES<br>49p. | 6. ARC NUMBER<br>ARC |
|--------------------------|----------------------------|----------------------|

7. REFERENCE ORGANIZATION NAME AND ADDRESS  
 Mass.

8. SUPPLEMENTARY NOTES (Sponsoring Organization, Publishers, Availability)  
 (Research summary)

9. ABSTRACT  
 (EDUCATION R&D)

**PROJECT:** The 211 (d) grant is to increase the capability of the University of Massachusetts to assist developing countries with collaborative nonformal education programs, particularly in rural areas. These programs include the promotion of skills and knowledge in facilitator and leadership training, in family health and nutrition, in literacy and numeracy, and in community and cooperative organizations.

**DATES:** June 1974-June 1979

**DEVELOPMENT:** This second annual report describes the problem, the purpose and objectives of the grant, the accomplishments to date, the impact of these activities in achieving their purpose, other resources for these activities, and utilization of institutional response capabilities in developmental programs. There is a plan of work and anticipated expenditures for the following year. Accomplishments of the second year included the initiation of site-related activities in Ghana, development of courses relating to aspects of Nonformal Education, convening a conference on "Developing Human Resources in the Rural Third World: NFE and Integrated Approaches, development of background papers and a course on women and development, and preparations for expanding the NFE site program to two additional areas.

|   |                       |
|---|-----------------------|
| 10. CONTROL NUMBER<br><b>PN-AAD-599</b> | 11. PRICE OF DOCUMENT |
|---|-----------------------|

|                 |   |
|-----------------|---|
| 12. DESCRIPTORS | 13. PROJECT NUMBER                          |
|                 | 14. CONTRACT NUMBER<br>AID/ta-G-1112 211(d) |
|                 | 15. TYPE OF DOCUMENT                        |

PV-ADD-577

AID 5-3-1112 21(0)

mass.

# ANNUAL REPORT

1975/76

UMASS

AMHERST

01002

## NONFORMAL EDUCATION PROGRAM

CENTER FOR INTERNATIONAL EDUCATION

211d ANNUAL REPORT

Date Due: July 30th, 1976

Date: July 30th, 1976

Grant Title: GRANT TO THE CENTER FOR INTERNATIONAL EDUCATION  
OF THE UNIVERSITY OF MASSACHUSETTS TO STRENGTHEN  
AND DEVELOP ITS COMPETENCE IN NONFORMAL EDUCATION  
FOR THE DEVELOPING WORLD

Grantee: University of Massachusetts  
Amherst, Massachusetts

Grant Program Directors: David R. Evans/David Kinsey

AID Sponsoring Technical Office: Technical Assistance Bureau

Statistical Summary:

Period of Grant: June, 1974 to June, 1979

Amount of Grant: \$750,000

Expenditures for  
Report Year: \$201,875

Accumulated: \$335,155

Anticipated for  
Next Year: \$185,820

TABLE OF CONTENTS

|      |   |    |
|------|---|----|
| I.   | Narrative Summary   | 1  |
| II.  | Detailed Report   | 2  |
|      | A. General Background and Description of Problem  | 2  |
|      | B. Purpose of the Grant   | 6  |
|      | C. Objectives of the Grant  | 7  |
|      | 1. Objectives Restated  | 7  |
|      | 2. Review of Objectives   | 10 |
|      | 3. Review of Critical Assumptions   | 11 |
| III. | Accomplishments   | 14 |
| IV.  | Impact of Grant-Supported Activities in Achieving Grant Purpose   | 19 |
|      | A. Grant Purpose: End-of-Project Indicators   | 19 |
|      | B. Grant Management   | 22 |
|      | C. U.S. Domestic Grant-Related Activities   | 22 |
| V.   | Other Resources for Grant-Related Activities  | 24 |
|      | A. University of Massachusetts  | 24 |
|      | B. Grant and Contracts  | 24 |
| VI.  | Utilization of Institutional Response Capabilities in Development Programs  | 25 |
|      | A. Utilization of Grant-Supported Capabilities  | 25 |
|      | B. 1. Number and Listing of Graduate Students from Third World Countries Now Studying at (or Graduated from) the Center for International Education during the Existence of the Nonformal Education Program | 25 |
|      | 2. Interns Under 211(d) Grant at the Center for International Education   | 25 |
|      | 3. Number of Visitors or On-Campus Consultation   | 25 |
|      | 4. Use of Grant Products  | 26 |
|      | 5. Significant Roles Played by the Center Graduates in Development  | 27 |

|       |  |    |
|-------|--|----|
| C.    | Domestic and International Linkages  | 29 |
| D.    | Plans for Utilization of Institutional Response Capacities on Solution of LDC Problems | 29 |
| 1.    | Utilization for Next Grant Year  | 29 |
| 2.    | Utilization for Remainder of Grant Term and After Grant Expiration                     | 29 |
| VII.  | Plan of Work for Academic Year 1975-76 and Anticipated Expenditures                    | 30 |
| VIII. | Involvement of Minority Personnel and Women  | 36 |
|       | Table I  |    |
|       | Distribution of 211(d) Grant Funds and Contributions from Other Sources of Funding     | 38 |
|       | Table II - A   |    |
|       | 211(d) Expenditure Report Actual and Projected Summary                                 | 39 |
|       | Table II - B   |    |
|       | 211(d) Expenditure Report Reporting Year Detail  | 40 |
|       | Table III - A  |    |
|       | Requests for Assistance Received During Reporting Year - A. Requests Fulfilled         | 43 |
|       | Table III - B  |    |
|       | Requests for Assistance Received During Reporting Year - B. Requests Not Fulfilled     | 45 |
|       | Annex I  |    |
|       | Statement on Planned NFE Publications  | 46 |

## I. NARRATIVE SUMMARY

The second year of the 211(d) Grant at the University of Massachusetts has encompassed the following:

1. The initiation of site-related activities in Ghana.
2. Development of courses relating to aspects of Nonformal Education.
3. Convening a conference on "Developing Human Resources in the Rural Third World: NFE and Integrated Approaches."
4. Development of background papers and a course on "Women and Development."
5. Preparations for expanding the NFE site program to two additional areas.

Work which continues from the first grant year includes the following:

1. Development of collaborative models and plans for work with institutions in LDC's.
2. Internship program for short-term learning activities at the Center and for Center Associates in the field.
3. Research activity in formative evaluation in field settings, indigenous learning activities appropriate for use in NFE programs, assessing NFE materials from the programs.
4. NFE curriculum development including simulation games and radio software.
5. Resource Center expansion, with a contract from UNESCO to supply IERS with documents in NFE, and publication of documents in the field of NFE.
6. Expansion of Center's linkage network with institutions in LDC's.

The purpose of the grant, to increase the capability of the University to assist developing countries with collaborative NFE programs, is being accomplished in three general areas:

1. Through degree and non-degree programs at the Center for LDC nationals who will serve in their own countries in NFE programs and for Americans who intend to work in international program areas.
2. Through the expansion of linkages with institutions in LDC's and selected site programs.
3. Through research and curriculum/materials development in the field of NFE.

## II. DETAILED REPORT

### A. General Background and Description of Problem

Nonformal education (NFE) represents a range of alternatives or supplements to schooling which, in and of itself, often fails to meet either local needs or national educational requirements. There are three broad reasons why NFE is a needed alternative to formal schooling. First, schooling is capital-intensive and represents a heavy financial burden for poor countries. Expensive physical plants, teacher-training academies, universities, and associated personnel are required to support a traditional national schooling structure. NFE provides a less expensive option for serving a variety of educational needs.

Second, schooling typically involves long time delays between learning and its socio-economic application, as well as substantive gaps between what is learned and what is needed for development. All too often formal schooling is oriented to the selection and nurturing of a national elite rather than the broad educational needs of a nation's youth. By its own nature, NFE usually has to be more directly geared to perceived needs and short-term utility.

Third, schooling is not often available to adults or the needs of specific development programs. Those who have not received a formal education by a certain age have often been forgotten by national education planners. These adults, sometimes of vital importance to the success of local or national development programs, have therefore little access to relevant skills and information. NFE has the flexibility to serve the adult population and specific development program needs.

Nonformal education programs are organized learning activities which take place outside the formal school system. As a Center member has written, NFE optimally "takes its curricula from the people. Its certificates are the increased effectiveness of the people in their daily work; its diplomas their

greater ability to improve their lives. Such an educational system must therefore take account of how people organize to solve their problems, for often people working together may solve problems that none can solve alone. Its success is not measured in terms of grades or graduates, but in how quickly the people are able to use the knowledge and skills they learn to improve their lives and those of their neighbors."

To be effective and realize the potential of its mission, NFE requires skills and methods that are different from those typically employed in formal education. For instance, there is a need for planning that is collaborative, participatory and geared to perceived educational needs and opportunities for use of what is learned by the population; for personnel that can be imaginative and responsive to the interests or needs of voluntary learners; for program methods and learning techniques that are both inexpensive and effective with unschooled youths and adults; and for learning materials that are adapted to the abilities and needs of NFE participants. The transfer of traditional practices to NFE is the prevailing tendency, but results in an inhibiting constraint to the achievement of effective NFE programs. Needed are new perspectives, procedures, methods and materials that take into consideration both the limitations and unique opportunities that are characteristic of the settings of NFE programs.

The NFE program was established with 211(d) grant support to address this problem and to serve such needs in the field of NFE. The following is a brief summary of the initial events and analysis that led to the design of the grant.

The structure of the NFE Center was originally outlined in a series of planning meetings of faculty and graduate students held for the purpose of writing the Grant Document. The planning structure included a Center for Nonformal Education connected with the International Education program at

the University of Massachusetts, a series of task forces to meet grant objectives in a flexible framework, and a Policy Advisory Committee (now called the Steering Committee) which advises on both policy and operations. The planning process was governed by a set of operational premises and assumptions:

- (a) a belief that skills and knowledge are learned as much through direct immersion in actual problem situations as through academic treatment of subjects, and that theory and practice are interdependent and must be provided in equal amounts;
- (b) a commitment to the direct and continuous participation by people who are representative of the population and countries for which education is being planned; and
- (c) a conviction that all ideas and techniques must be either derived from field situations or face early reality testing in settings for which they are intended.

During the initial grant period of summer, 1974, a series of planning meetings were held. These resulted in the creation of four task forces which operated through the fall semester.

- 1) Training--The Training Task Force developed an internal training document and plans for training students and interns coming to the Center to acquire skills in specific areas of NFE.
- 2) Research and Development--This task force planned, designed and implemented the NFE Resource Center and designed research tasks some of which were carried out in the spring and summer periods. Priority research areas included materials development, community development training (using the facilitator model) and evaluation of NFE program design. An initial phasing problem was created by the need to base research activities on field-generated concerns; research in certain areas sometimes had to wait for the site development process and therefore during this period the focus was on the development of the Center itself - such as the creation and operation of the Resource Center.
- 3) Site Development--This task force concentrated on determining criteria for site exploration and development and on the basis of selecting those most promising potential sites based on information in reports supplied by Center travelers and by the Linkage Task Force.

- 4) Linkage--The purpose of the Linkage Task Force was to identify, develop information about, and communicate with institutions in third-world countries primarily, and in the United States secondarily, working in NFE development programs. The information gathered was useful in preliminary site investigation and in putting together a list of potential linkage organizations.

During the spring of 1975, the NFE Program was divided into five groups, coordinated by three staff members. There were the Training, and Research and Development groups and three Regional groups. The activities of the Site Selection and Linkage Task Forces were incorporated under the new Africa, Asia and Latin America regional groups. These regional groups were made responsible for the planning, designing and implementing of all activities in their respective regions. They were to work in concert with the Training and Research and Development groups.

This, then, became the basic structure for implementing the purpose of the Grant.

### B. Purpose of the Grant\*

The basic purpose of the 211(d) Grant to the University of Massachusetts is to increase the capability of the University to assist developing countries with collaborative nonformal education programs, particularly in rural areas.

Such programs will include the promotion of skills and knowledge in facilitator and leadership training, family health and nutrition, literacy and numeracy, community and cooperative organizations, and other relevant areas.

As a result of this grant, faculty, graduate students and associates of the University of Massachusetts will be able to offer expertise in nonformal education theory and practice in the areas of training, research, materials development, and delivery systems, and will maintain a network of human and material resources involving domestic, LDC and international institutions.

### End of Project Indicators

- 1) Nonformal Education Program (NEP) at the University of Massachusetts is a recognized center of excellence in the United States for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education.
- 2) Significant collaborative involvement in NFE activities in the LDCs.
- 3) The NEP represents a "permanent" and valued activity in the Center for International Education and the School of Education at the University of Massachusetts.
- 4) Provision for continued financial support exists.

---

\*The following (B & C below) incorporate changes made following the Eighteen-Month Review.

C. Objectives of the Grant

1. Objectives Restated (Numbering follows original Grant Agreement)

At the end of the five-year grant period, the University will have developed its capability to:

- 1) Offer professional advice on nonformal education needs assessment and project design, implementation and evaluation. Advisors will include faculty, advanced doctoral candidates, LDC personnel, graduates and field affiliates in the larger network coordinated by the University.

It is intended that:

By the fall, 1974, one Center Director (1/2 time) and two experienced professionals (full time) will be hired. By the fall of 1975 it is intended that a third full-time professional be added to the Center staff. Their areas of expertise will include social science knowledge, conceptual and analytical skills and experience relevant to nonformal education. Each year an average of ten Center Associates will be available to participate in research, evaluation and training activities under the guidance of senior staff. These associates will be LDC and US part-time staff who are either degree or non-degree candidates.

A Center associate training program for NFE practitioners and consultants (which may include graduate students) will be developed in four stages:

- a) entry skills assessment
- b) skills attainment at the University
- c) field experience, and
- d) leadership development for NFE

An affiliated group of people will be directly available to the Center as consultants and field program participants. This group, to be comprised of people trained at U/Mass and elsewhere, will be formed as a result of linkages established as a part of the grant.

- 2) Provide training options for LDC, AID and other personnel involved in nonformal education. Training will include the planning, design, implementation and evaluation of existing and innovative activities.

It is intended that:

Workshops and other training model options in specific NFE skills will be presented for various clientele. These will range in length from brief workshops to more extended programs. During the first two years of the grant, two workshop models will be designed and tested; thereafter other models will be perfected.

A process for extensive and intensive training of NFE practitioners, both LDC and US nationals, will be developed and tested. This

process will take place in three six-month phases:

- a) the identification of competencies required for practitioners;
- b) the identification of types of clientele and training situations; and
- c) the development of training methodologies suitable for various types of clientele.

A course proposal will be designed for NFE practitioners from LDCs and donor agencies. This course will emphasize the design of NFE programs and materials for use in rural areas. These training designs will be available for testing and comment by other institutions and agencies. In order to maximize collaboration with LDC personnel, the Center will provide for a reciprocity of learning, research and development by establishing an NFE internship through which degree and nondegree candidates will be placed in field situations as well as in the Center for training, research and mutual learning.

- 3) Engage in collaborative field-based research and development activities and conduct evaluations of projects and programs.

It is intended that:

Research activities will be based on field-articulated concerns. A task force will be formed within the first year to determine research areas and priorities, beginning with a systematic survey and analysis of the state of the art.

Problems to be addressed will include those such as:

- a) the creation and implementation of appropriate evaluation strategies and techniques for NFE;
- b) a diagnosis of rural populations not in school and their educational needs;
- c) identification of existing inexpensive and practical NFE techniques which would be effectively disseminated;
- d) identification of major types of NFE programs and their components;
- e) an analysis of the impact of NFE programs on income distribution;
- f) indigenous non-Western learning programs in various cultures;
- g) educational approaches used successfully in rural development programs;
- h) a comparative analysis of village simulation games, and
- i) case studies of research and evaluation efforts, including obstacles imposed by field conditions, successful quasi-experimental designs, and innovative strategies.

- 4) Develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in the development of nonformal education activities.

It is intended that:

Materials, techniques and programs will be tested in field sites. These will include literacy and numeracy methods, simulation games, films, drama formats, and so on, in the

areas of health, nutrition, cooperatives, conscientization, agriculture and others appropriate to particular field sites. Materials will be experimented with in meeting particular needs, and revised for use in multiple cases with common requirements. For example, a simulation game designed to teach nutrition fundamentals might be produced in both a generalized format and in formats suitable for particular field sites.

It is intended that:

A resource center at U/Mass will be available to LDC and donor agencies. It will serve as (a) a referral service to materials and human resources identified as useful to linkages established by U/Mass, and (b) a disseminator to interested clientele of technical notes, materials and training reports developed by the Center. An extensive NFE library at U/Mass will not be maintained; rather, efforts will be concentrated on making useful materials available to those who need them.

It is intended that:

A description of the model, including the rationale, essential components and variables of the organizational structure will be provided as an example of collaborative management strategies for potential use by other institutions.

- 5) Participate in a world-wide network of institutional linkages (LDC, US, multi-lateral and other) involved in generating, perfecting, implementing and studying nonformal education activities.

The network will provide for an information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities.

Research and other activities will be conducted to the extent possible in cooperation with AID network of grant and contractual institutions and LDC governments. The U/Mass/AID liaison group will be a source of suggestions of institutions for potential liaison activities and specific ideas on the type of cooperation to be pursued.

Given the pervasive nature of education problems in LDC's and recognizing that AID wishes to encourage and assist its contractors and grantees to jointly develop research priorities and methodologies, to conduct joint research, cooperate in field activities, workshops, participate in joint teams, to conduct reviews, assessments, project planning and generally to engage in collaborative approaches to solving development problems, to maximize the import of U.S. knowledge and expertise on the many problems facing the developing countries, therefore within the next 12 months will participate in a meeting of contractors and grantees to explore and develop ways to operationalize certain of the specific activities noted above.

## 2. Review of Objectives

As indicated in the last annual report, during 1974/75 the phasing of developmental activities required that a primary emphasis be placed on the first objective (listed above) in order to create the structure and necessary professional appointments required to carry out the other planned activities. Since this was basically accomplished in that period, during 1975/76 less emphasis had to be placed on this objective relative to the others. In 1976/77 it is anticipated that some renewed attention will have to be given to this sector insofar as some turnover in personnel will require a new faculty search.

Compared to the earlier period, more relative attention was given in 1975/76 to the critical area of site selection and development. The intention of the third objective of carrying on "collaborative field-based research" and particularly the proviso in the Grant Agreement (p. 17) that Research and Development activities "will be based directly on concerns articulated by those involved in the field-site...programs," depends in a large measure upon a prior establishment of a site. The same is true of the fourth objective on materials and techniques insofar as they are to be "tested in field sites." After the selection of Ghana as the site in late 1975, two Center members spent the spring in Ghana on development activities with concomitant support from the Center. Due to factors such as logistical problems and delays in the process of collaborative program development with the Peoples' Education Association, there was not an opportunity within this reporting period to emphasize objectives three and four in the field site per se. The occasion for applying and testing this component of "collaborative and field-based" procedures should occur in the next reporting period, assuming a satisfactory development of the site program under the new coordinator.

The basic objectives of the grant were not modified as a result of the analysis surrounding the 18-month review. There are indications that objectives one, two and four are the most amenable to accomplishment, and the "collaborative and field-based" aspects of objective three will be the most difficult to achieve. Despite this difficulty, however, and the greater ease of implementing research and development activities that are not collaborative or directly derived from expressed field site needs, we feel that this principle should be retained and that we should continue to strive to achieve it in a reasonable proportion of our research and development and materials development activities.

### 3. Review of Critical Assumptions

Assumptions related to project purpose are (as numbered in the Grant Document):

- 1) a) Demand for the type of capability developed exists in the LDCs and USAID.
- b) Willingness of LDCs and USAID to use outputs.
- c) The outputs are achievable and will lead to substantial achievement of purpose.
- 2) a) U/Mass with the USAID advisory committee can develop feasible field programs.
- b) Willingness of LDCs and USAID to use outputs.
- 3) NFE is a professionally viable field for faculty, and it can be related successfully to the domestic needs of U/Mass.

The experience to date suggests that there is a substantial demand for such NFE capabilities in the field. Indicators include the response to specialized training programs and conferences, requests for planning and evaluation assistance, inquiries about publications and materials developed at the Center, and Third World applications to the internship and degree programs.

Other than this, the assumptions under 1 and 2 require further confirmation. It remains to be seen if conditions in Ghana will allow an effective and longer-term program involvement there; and in this reporting period initial site selection and development activities in Asia encountered some difficulties with AID approval and support procedures. (Some of these problems were outside the control of both U/Mass and AID.)

An indication of the validity of the third assumption regarding NFE as a professional field for faculty would be hard money, or core budget, support of a faculty appointment in this specialty within the University. In this respect the third assumption remains to be confirmed. There are, however, numerous cases of Center members successfully applying NFE capabilities to domestic programs. Those include contracted activities that have used a mobile dramatic troop, educational games, unobtrusive evaluation methods - all techniques developed or adapted by the Center - with domestic NFE programs.

Assumptions related to project objectives are listed below (as numbered in the Logical Framework):

1. High-caliber professionals available to be hired for core staff and Center associates.
2. a) AID/U/Mass Liaison group identifies priorities and supplies guidance.  
b) Capability of LDCs and USAID to provide participants and finance for training.
3. a) Access to suitable field sites including effective response time from USAID.  
b) Possibility of designing experimentally valid and feasible evaluation/research procedures for use in LDC sites.
4. a) Access to field sites available.  
b) Functioning liaison group to aid in site selection and problem identification.  
c) Effective participation by host nationals.

5. Demand for, and willingness on the part of others to participate in, a network of institutional linkages. Provision of support from LDC, USAID, and other institutions to facilitate these exchanges.

Comments on these assumptions appear below (numbers refer to the above list).

1. This assumption has proven out. The grant has allowed the Non-formal Education program to tap a number of talented faculty and students with impressive and broad experience in the third-world and in developmental education programs. The geographic base of expertise of the Center's staff is extremely broad, and faculty were chosen in part on their past experience with out-of-school education programs.
2. a) The Liaison Committee has met twice. While to date these have been largely informational sessions, there is an intent to provide more focus on issues and upcoming development tasks where mutual advice can have more formative value. The 18 Month Review was especially useful for such clarification and feedback purposes.  
b) Indications so far show that LDCs and USAID have provided participants for training, and in some cases partial financing.
3. a) Access to the Ghana site has been partially established and in this case AID response time has been helpful. Future AID response to Center requests for site development travel will depend on better communication with appropriate AID officials in Washington and the field.  
b) This remains to be tested following the focus and consolidation of activities in the Ghana site.
4. a) Initial confirmation in Ghana; remains to be tested elsewhere.  
b) Two meetings of the Liaison Committee have taken place, and the committee has received information about the Center's activities in the site development area. Another meeting is scheduled for this fall.  
c) Much of the professional work at the Center is being accomplished by Third World faculty and students. Two Ghanaian NFE leaders spent a month at the Center helping to plan site activities, and have continued their support since returning to Ghana.
5. The assumed demand for linkages has clearly been established, as indicated in last year's report.

III. ACCOMPLISHMENTS

| OBJECTIVES/OUTPUTS #1  | TARGETS/MAGNITUDE   | MEANS OF VERIFICATION   | CRITICAL ASSUMPTIONS   | ACCOMPLISHMENTS*   | TOTAL EXPENDITURES (est.) |          |            |          |
|--|---|---|--|--|---------------------------|----------|------------|----------|
|  |   |   |  |  | REPORTING YEAR            |          | CUMULATIVE |          |
|  |   |   |  |  | 211d                      | non-211d | 211d       | non-211d |
| <p>Institutional capability (I.C.) to advise in NFE needs assessment and project design, implementation and evaluation.</p> <p>This objective relates to the capability of the Center to provide services for a clientele consisting of institutions in third-world countries and the United States in the areas of consulting and implementation of other areas of project expertise.</p> | <p>a. Professional staff of Center consisting of Center Dir., Administrator, 3 faculty, Regional Coordinator.</p> <p>b. An average of ten Center Associates working throughout the academic year in specified areas of program development.</p> <p>c. An Associate Training Program developed/staffed by faculty, associates, and LDC nationals with the following characteristics:<br/>                     -A partial list of NFE competencies identified for testing/evaluation and revision.<br/>                     -Alternative training models identified for testing.<br/>                     -Practical plan for full implementation of Center training programs by end of second year.</p> <p>d. Affiliated group of at least ten consultants and participants identified and listed.</p> | <p>a. University personnel records.</p> <p>b. University and program records.</p> <p>c. Program documents and measurements of demand for Center Staff.</p> <p>d. Center records; also records of specific task allocations.</p> | <p>a. High-caliber professionals and Center associates available to be hired for core staff and Center associates.</p> | <p>a. Full faculty/staff hiring requirements maintained.</p> <p>b. Full Associate hiring requirements maintained.</p> <p>c. Target partially met through course development. Development of integrated curricula for training remains to be accomplished.</p> <p>d. List of Center consultants -participants exceeds target figure.</p> <p>*Cumulative data can be obtained from Section IV, 1st Grant Year Annual Report (for all parts of this section.)</p> | 16,289                    | 10,896   | 39,689     | 21,896   |

III. ACCOMPLISHMENTS (Cont)

| OBJECTIVE/OUTPUT #2  | TARGETS/MAGNITUDE  | MEANS OF VERIFICATION  | CRITICAL ASSUMPTIONS   | ACCOMPLISHMENTS   | TOTAL EXPENDITURES (est.) |          |            |          |
|--|--|--|--|---|---------------------------|----------|------------|----------|
|  |  |  |  |   | REPORTING YEAR            |          | CUMULATIVE |          |
|  |  |  |  |   | 211d                      | non-211d | 211d       | non-211d |
| Institutional capability to provide training options for LDC, USAID and other personnel. | <p>a. Development and testing of a second model for workshops for LDC participants.</p> <p>b. Identification of types of clientele and training situations appropriate to Center objectives and guidelines will be made. Work on specific methodologies will be concurrent.</p> <p>c. Development of an inventory of training options available or to be made available to LDC educators and AID and other donor agency personnel by the Center, such training to be made available at UMass or at other sites.</p> <p>d. Development of training program plans for UMass and site staff and other cooperating personnel.</p> <p>e. Implementation and evaluation of an internship (non-degree) program for NFE practitioners.</p> | <p>a. Records of second workshop model including participants, type, number, with evaluation.</p> <p>b. Inventory, matrix and final list available.</p> <p>c. Existence of list and distribution of same.</p> <p>d. Training, planning document and associated information.</p> <p>e. University and Center records.</p> | <p>a. Participants and funding available for training.</p> <p>b. Interest in training by potential clientele.</p> <p>c. Same as (b).</p> <p>d. Availability of and funding for onsite and associated staff.</p> <p>e. Interest of non-degree candidates in potential internships. Alternative funding available.</p> | <p>a. A second workshop model developed, but not tested due to unavailability of funding.</p> <p>b. List not complete; training document to be published will focus on training methodologies.</p> <p>c. A publication entitled "Opportunities in NFE" was distributed by the Center through AID this year.</p> <p>d. A training program for site related staff was developed and partially implemented over the past year.</p> <p>e. The internship program commenced this year with a total of five participants funded by the program.</p> | 38,364                    | 10,896   | 62,464     | 21,396   |

III. ACCOMPLISHMENTS (Cont)

| OBJECTIVE/OUTPUT #3  | TARGET/MAGNITUDES  | MEANS OF VERIFICATION   | CRITICAL ASSUMPTIONS   | ACCOMPLISHMENTS   | TOTAL EXPENDITURES (est.) |          |            |          |
|--|--|---|--|---|---------------------------|----------|------------|----------|
|  |  |   |  |   | REPORTING YEAR            |          | CUMULATIVE |          |
|  |  |   |  |   | 211d                      | non-211d | 211d       | non-211d |
| <p>Institutional capability to engage in collaborative, field-based research and development activities and to conduct evaluations of projects and programs.</p> | <p>a. Creation and testing of evaluation strategies and techniques for NFE.</p> <p>1. Development of needs assessment techniques that are adapted to NFE in general, and the learning needs of rural populations in particular.</p> <p>2. Development of formative evaluation techniques that can be used with NFE materials for program techniques, and will provide data of correctional value in pre-testing or early operational stages.</p> <p>b. Investigation of inexpensive and practical learning technologies for NFE, designing and testing in:</p> <p>1. Games and simulations.</p> <p>2. Other aids and methods (e.g., slides, tapes, radio, puppetry, etc.)</p> <p>c. Study of promising NFE program alternatives.</p> <p>1. Analyses of overall models of NFE programs, and assessments of their advantages, preconditions and constraints as viable alternatives.</p> <p>2. Identification and assessment of specific program approaches and techniques that have promise in dealing with common needs or problems in NFE.</p> <p>d. Examination of variables relevant to NFE programs.</p> <p>1. Analysis of indigenous learning with reference to its program development.</p> | <p>a-d. Research papers developed from listed activities.</p> <p>e. Reports of UMass site developers and Regional Task Force.</p> | <p>a-d. Various institutions involved have interests in joint research activities; field-site development possible.</p> <p>e. Interest in the development of a joint field site by LDCs; effective response time from USAID.</p> | <p>a. Draft guidelines for pre-design planning of NFE formative evaluation, and preliminary collection of alternative techniques; three papers on participatory evaluation considerations or methods based on field experiences.</p> <p>b. Series of new and domestically tested games/simulations/phonovella; draft guidelines for developing games and workshops; article on NFE technology.</p> <p>c. Analysis and evaluation of Senegal NFE program design (response to field visit and request).</p> <p>d. Paper on values in NFE planning; published article on cognition in Africa.</p> <p>e. Ghana selected as site; development team in field.</p> | 67,669                    | 10,896   | 92,069     | 11,896   |

III. ACCOMPLISHMENTS (Cont)

| OBJECTIVES/OUTPUTS #4   | TARGET/MAGNITUDE   | MEANS OF VERIFICATION  | CRITICAL ASSUMPTIONS   | ACCOMPLISHMENTS   | TOTAL EXPENDITURES (est.) |          |            |          |
|---|--|--|--|---|---------------------------|----------|------------|----------|
|   |  |  |  |   | REPORTING YEAR            |          | CUMULATIVE |          |
|   |  |  |  |   | 211d                      | non-211d | 211d       | non-211d |
| Institutional capability to develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in NFE activities. | <p>a. Materials, techniques and program development surveyed for potential use in NFE sites.</p> <p>b. Identification of field site needs for materials, techniques and methods in NFE.</p> <p>c. Production of materials to be used experimentally in meeting particular needs.</p> <p>d. Resource Center at UMass continues to be available to LDC and donor agencies. A small collection of books, pamphlets, articles, slides, slide-tapes and other materials will continue to be collected for use as:<br/>                     -training aids<br/>                     -components for materials development<br/>                     -basic research materials.</p> <p>e. A list of materials and human resources (e.g., Center affiliates) will be continued and revised.</p> <p>f. A series of publications by the NFE Center will be initiated.</p> | <p>a. Copies of research reports.</p> <p>b. Instruments or research paper on techniques of field site needs assessment.</p> <p>c. Copies of developed materials.</p> <p>d. Examination of Resource Center and access lists.</p> <p>e. Availability of a list of resources.</p> <p>f. Publications list and copies of publications.</p> | <p>a. That such research will contribute to the development of the field of NFE.</p> <p>b. That field site will be in operation.</p> <p>c. That there will be a demand and funding for Center workshops.</p> <p>d. That there will be a demand for Resource Center services.</p> <p>e. That such resources will continue to be available and requested.</p> <p>f. That such publications will contribute to the development of the field of NFE.</p> | <p>a. Articles on NFE technology.</p> <p>b. Reports on site needs in Ghana.</p> <p>c. Series of educational materials developed and tested in domestic NFE programs, conferences, etc.; draft manuals or guidelines on collaborative materials development.</p> <p>d. Further development of Resource Center and provision of services internationally and locally.</p> <p>e. Booklet on Center human resources; annotated bibliography of training documents developed.</p> <p>f. Publication Committee publication of items under headings of: dissertations, issue papers, technical notes, and discussion papers.</p> | 25,730                    | 10,896   | 61,730     | 21,896   |

III. ACCOMPLISHMENTS (Cont)

| OBJECTIVES/OUTPUTS #5   | TARGETS/MAGNITUDES   | MEANS OF VERIFICATION   | CRITICAL ASSUMPTIONS  | ACCOMPLISHMENTS   | TOTAL EXPENDITURES (est.) |          |            |          |
|---|--|---|---|---|---------------------------|----------|------------|----------|
|   |  |   |   |   | REPORTING YEAR            |          | CUMULATIVE |          |
|   |  |   |   |   | 211d                      | non-211d | 211d       | non-211d |
| World-wide network of linkages (LDC, US multi-lateral and other institutions) involved in generating, perfecting, implementing and studying developmental education activities. | <p>a. Continued information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities.</p> <p>b. Development of cooperative relations through participation in an EHR network of grant and contract institutions and LDC governments to conduct joint research, cooperate in research field sites, workshops, and other activities as agreed upon to be suggested by the AID/UMass Liaison Group including collaborative approaches to solving development problems. Such research and other activities will be reviewed by the Center in terms of Guidelines and other pertinent criteria.</p> | Reports, records and other documentation ensuing from such exchanges, inventory list. | <p>a. Demand for, and willingness on the part of others to participate in a network of institutional linkages. Provision of support from LDC, USAID and other institutions to facilitate these exchanges.</p> <p>b. Network of EHR linkages established and UMass role defined.</p> | <p>a. Contract with UNESCO to serve as information source on NFE materials, books, pamphlets; Continued information exchange with over 20 institutions in LA, Africa and Asia; visits to and from these institutions; internship program continues (Six interns at UMass).</p> <p>b. Occasional contacts with individuals in EHR institutions; conference attendance at (and from) one or two of these institutions by staff.</p> | 53,823                    | 10,896   | 79,203     | 21,896   |

#### IV. IMPACT OF GRANT-SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

This section is divided into three parts. The first deals with grant purpose end-of-project indicators; the second with Grant Management; and the third with U.S. domestic grant-related activities.

##### A. Grant Purpose: End-of-Project Indicators

- a. "Nonformal Education Program is a recognized center of excellence in the U.S. for expertise, training, evaluation and information on the development of instructional and pedagogical techniques for nonformal education."

Over the past year, Center staff and associates have been called upon to provide advisory and consulting services in a number of areas:

- 1) Roshan Billimoria has continued to assist the Nordenfjord World University in Denmark with plans to develop a branch of the United Nations World University.
- 2) David Evans served as a consultant to the Columbia branch of Save-the-Children as did Fredi Munger.
- 3) Elvyn Jones served as a resource consultant to a group of twenty American teachers studying adult education in India.
- 4) David Kinsey and Suzi Kindervatter served on an AID consultant team in Tunisia to study potential NFE programs for women.
- 5) David Kinsey and Robin Masee went to Senegal at the invitation of Enseignement Moyen Pratique to discuss an evaluation of that organizations activities.
- 6) Ishmael Moletsane served on an AID-sponsored team to study NFE programs in Lesotho, Botswana and Swaziland.
- 7) M. Kalim Qamar made a trip to Pakistan to provide consulting services to the People's Open University and World Education's joint project on rural development programs.
- 8) Nana Seshibe delivered a paper on NFE in Nigeria at a conference sponsored by the Nigerian Adult Education Council.

Three conferences were also held under the aegis of the Center. "Developing Human Resources in the Rural Third World: Nonformal Education and Integrated

Approaches," held in May, was sponsored by the Nonformal Education Program (under the leadership of Kalim Qamar) and was designed to identify and convene those in the Five-College Area\* interested in this field.

A second conference on "Quality in Instructional Radio," was held recently under an AID Grant directed by James Theroux. The conference brought together an international group of practitioners in the field of educational radio.

The third conference (a series of Workshops for Latin American Educators) held during the later part of June, 1975, developed a proposal for breaking down communication barriers and established permanent communications through skills and activities within the five Latin American countries participating.

b. "Significant collaborative involvement in NFE activities in the LDCs."

1) Implementing Activities

Implementing activities in this area focussed on the NFE program in Ghana with the People's Education Association (PEA) and its parent organization, the Institute of Adult Education at the University of Ghana at Legon. Five interns from LDCs visited the Center for periods of up to five months. Each had an individualized program and each gave presentations to Center members on aspects of NFE in their own countries. Mr. Kwame Oduro, who visited the Center under the auspices of this program, is head of the PEA for the Eastern Region in Ghana, and participated in planning regarding NFE in Ghana, including a discussion of collaborative models.

---

\*University of Massachusetts, Smith College, Mt. Holyoke College, Amherst College, and Hampshire College.

## 2) Planning and Development Activities

During spring of 1976, planning for two additional NFE sites (the first in Asia, the second in Latin America) proceeded under the direction of the regional group staff. Plans have now been completed for the phased development of two sites, one in Asia during the coming year, the second in Latin America commencing fall, 1977. These sites, contingent upon the availability of additional grant funds, have been planned and will receive much of their support through capabilities developed under the 211(d) grant.

- c. "The NFE Program represents a permanent and valued activity in the Center for International Education and the School of Education at the University of Massachusetts."

The Director's salary is almost fully funded by the University. Support for the NFE program in the context of University and departmental space allocation and through School administrative staff is strong. It remains to be seen whether NFE will develop sufficient strength as an academic field to provide for a permanent base for the program after the termination of the grant. On the other hand, effects of the program will continue in any event; current offshoots already exist independently of the grant. These include certain domestic activities and the work of those students, American and LDC nationals alike, who are using their training in NFE in institutions and field situations both here and abroad.

- d. "Provision for continued financial support exists."

The University has underwritten all overhead costs for the program over the past two years. A recent contract from UNESCO is supporting work for the Resource Center. Support for specific aspects of the program, including site development and funding for internships, is currently being sought.

## B. Grant Management

The five major organizational units with the NFE program are the three regional groups (for Asia, Africa and Latin America) and the Research and Training areas. The regional groups are operational units charged with the development and maintenance of sites and linkages with institutions in LDC's. The Research and Training areas are concerned with providing planning for and conceptualization of specific projects and activities. They are also involved in assisting in the implementation of certain projects.

The Resource Center Coordinator has over the past year assumed expanded responsibility for:

- 1) The continued acquisition and publication of materials (books, pamphlets, dissertations, etc.) relating to NFE.
- 2) Linkages with other information systems, such as UNESCO, on the same subject area.
- 3) Materials development and training in the use of nonformal education materials.

The grant is gradually being restructured to emphasize accountability for program objectives.

## C. U.S. Domestic Grant-Related Activities

U.S. domestic grant-related activities continue to increase directly the Center's capability in nonformal education by providing convenient opportunities for training center staff and interns in materials development and training, while developing and field-testing materials and designs for later adaptation to third-world field needs.

A simulation/games project developed as a spin-off from the "Fun Bus" project of the summer of '75. This project received a grant from the UMass

Bicentennial Committee to develop simulation/games in cooperation with community organizations, for the purpose of educating particular segments of the community about issues that affect them.

Project staff collaborated with interested personnel in five different organizations from legal advocacy organizations to student groups, to identify the problem of greatest concern to each group and design a game to address that problem. The project produced four games and a design for structuring a collaborative process for developing simulation games.

One of the games, a bilingual game for teaching strategies to use in dealing with rental housing problems, has attracted so much attention from community agencies and educational programs domestically that the Center is planning to publish it. A description of the game was also taken to Ghana by Kwame Oduro of the Institute of Adult Education as a prototype for a game to teach rural Ghanaians about the functions of government agencies.

Other domestic activities included the development of a Fotonovela by the New England Farmworkers for their adult education program, which was suggested and facilitated by two graduate students from the Center who wanted some practical, "hands-on" experience in developing materials.

It is becoming increasingly apparent that domestic NFE activities are integral to the development of institutional capabilities of the Center in the international sphere.

## V. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

Other sources of funds that have been used to support grant-related activities are either contracts and grants received by the Center or are derived from the general support role the University of Massachusetts performs as the base for the Nonformal Education Center. These non-Grant sources of funds are as follows:

### A. University of Massachusetts

The academic year salary of the Principal Investigator (a member of the Graduate Faculty) is paid by the University. There are other non-Grant faculty both in the Center and in other departments who are closely associated with the activities of the Grant. Their salaries are also paid by the University. The University pays for other Grant activities by way of overhead costs. These overhead costs amount to about \$40,000 annually. Salary contributions by the University are approximately \$20,000 per year.

### B. Grants and Contracts

1) The Center received a small grant (under \$5,000) to produce simulation games as a follow-up to last year's grant from the Massachusetts Foundation for Humanities and Public Policy. This year's grant was from the UMass Massachusetts Bicentennial Commission and allowed for the development and testing of four simulation games for nearby cities and towns, including one for low-income people in Springfield.

2) A contract was received from UNESCO to provide information on NFE materials (books, pamphlets and other media) to the documentation center of the Bureau of International Education. In return the Center is linked with the Bureau's information system. This contract enhances the capability of the NFE program's Resource Center under the terms of the 211(d) grant document.

VI. UTILIZATION OF INSTITUTIONAL RESPONSE  
CAPABILITIES IN DEVELOPMENT PROGRAMS

A. Utilization of Grant-Supported Capabilities

For information on this area refer to:

1. Table III (A and B)
2. Section III (above)
3. Section B.3 (below)

B.1. Number and Listing of Graduate Students from Third World Countries Now Studying at (or Graduated from) the Center for International Education during the Existence of the Nonformal Education Program

|                               |              |
|-------------------------------|--------------|
| Abdullahi, Ramatu             | Nigeria      |
| Abbas, Afaf                   | Iraq         |
| Barriga, Patricio             | Ecuador      |
| Billimoria, Roshan            | India        |
| Chhodak, Tenzing              | Tibet        |
| Dube, Kotscho L.*             | Zimbabwe     |
| Khalil Khalil*                | Palestine    |
| Khan, M. Azam                 | Pakistan     |
| Moletsane, Ishmael            | Lesotho      |
| Montsi, Mercy                 | Lesotho      |
| Nair, Vasudevan               | Malaysia     |
| Oluoch, Gilbert               | Kenya        |
| Rothkegel (Gomez de), Adriana | Chile        |
| Rothkegel (Ortuzar), Edgardo  | Chile        |
| Saidi, Radja bin              | Zaire        |
| Seshibe, Nana                 | South Africa |
| Silva, Juan Jose              | Chile        |
| Govreen, Shmuel*              | Israel       |
| Tjitendero, Mose P.*          | Namibia      |
| Villanueva, Yvonne            | Venezuela    |

Total Number: 19

2. Interns Under 211(d) Grant at the Center for International Education

|                       |            |
|-----------------------|------------|
| Ahmed, Rahat          | Bangladesh |
| Dehghan, Darius       | Iran       |
| Dehnadi, Sirious      | Iran       |
| Maldonado, Eduardo    | Ecuador    |
| Oduro, Kwame          | Ghana      |
| Tetty, Emmanuel       | Ghana      |
| Thisyamondal, Patrada | Thailand   |

Total Number: 7

3. Number of Visitors or On-Campus Consultation: 21

\*Graduated

#### 4. Use of Grant Products

##### a) Research

- 1) Article, "A Review of Research on Cognition in Africa", published by Journal of African Studies.
- 2) Article, "Nonformal Education: What is the State of Our Knowledge", for the Academy for Educational Development.
- 3) Article, "Technology in Nonformal Education: A Critical Appraisal", to be published by the Comparative Education Review.
- 4) Documentation, on innovations in education in the Third World, especially in NFE, provided to UNESCO through a contract with the Center.
- 5) Publications, of research on specific areas related to NFE (eleven documents) issued by the Center.

##### b) Training

- 1) Workshop on the facilitator model in NFE programs, held in Ghana.
- 2) Internship program, provided to five participants (from Ghana, Ecuador, Bangladesh, Thailand). Each program individualized for specific learning needs of participants.
- 3) Courses developed for UMass degree students in the field of NFE.

##### c) Conferences

- 1) Held at the Center for International Education
  - a) "Developing Human Resources in the Rural Third World: Nonformal Education and Integrated Approaches" - May 7-8, 1976.
  - b) Seminar on "Quality in Instructional Radio," June 3-5, 1976.
- 2) Papers given by Center members included a number of presentations at the "Developing Human Resources" conference above and Nana Seshibe's presentation at a conference sponsored by the Adult Education Council in Nigeria on "Nonformal Education and Third-World Development".

##### d) Related Activities: Domestic Area

- 1) Testing of unobtrusive evaluation techniques with U.S. outdoor NFE program for high school students, including evaluation report.
- 2) Development of four NFE simulation games through a grant from the Commonwealth of Massachusetts Bicentennial Commission. One of these, produced for low-income housing occupants in Springfield, Massachusetts, is to be published by the Center.

### 5. Significant Roles Played by Center Graduates in Development

The roster of Center graduates includes a cadre of prominently employed persons both in the United States and in institutions that deal with development in the developing countries. The source of their strengths lies in their backgrounds before enrolling at the Center and also in the nature of the program of studies and personal interaction that occur in the Center. Most of the following graduates of the Center have completed their requirements for the Doctorate Degree or are in the last stages of their degree programs with the University. We have included the names of those Center members working in educational programs in the United States as well as those working outside this country, but we have not included names of Center members who received their degrees before the initiation of 211 (d) funds.

|                   |   |
|-------------------|---|
| Rahat Ahmed       | Former NFE Program intern; works for the Bangladesh Rural Advancement Committee (BRAC).   |
| Kotsho Dube       | Recently received doctorate; planning to leave shortly for Africa.  |
| Shmuel H. Govreen | Returning to Israel to work in the area of Community Development.   |
| Jonathan Gunter   | Recent Center Graduate, currently NFE Media Specialist with the Academy for Educational Development.  |
| John Hatch        | Recently completed doctorate; prior to coming to the Center, served for three years with the Peace Corps in Tanzania; now consultant to Phelps-Stokes fund.                                 |
| Khalil Khalil     | Works with firm in Boston developing programs in Algeria.   |
| Ruth S. Njiiri    | Has worked as Personal Secretary to President Kenyatta of Kenya. Founder of children's library in Nairobi; now working as Director of International Programs for Phelps-Stokes in New York. |
| Kwame Oduro       | Completed visiting professorship at U/Mass (under NFE sponsorship); returned to Institute of Adult Education, Ghana.  |

William A. Smith

Former Peace Corps volunteer in Columbia, has served as Administrator for the Center's NFE Program in Ecuador; currently on the staff of the Academy for Educational Development in Bolivia.

Emmanuel Tettey

Completed internship at U/Mass; returned to Radio Ghana.

C. Domestic and International Linkages

See Sections III and IV.

D. Plans for Utilization of Institutional Response Capacities for Solution of LDC Problems

1. Utilization for Next Grant Year

See Section VII, Objectives/Outputs.

2. Utilization for Remainder of Grant Term and After Grant Expiration

The following are general areas which are and will be available for the utilization of grant capabilities:

1) Center Graduate Programs

The Center plans to continue to admit about ten graduate students each year; about half of these will be citizens of third-world countries who will be returning to those countries and working in the field of education. All will have wide exposure to NFE theory, methods and techniques both through Center courses and through program development activities.

2) Center Internship Program

This program, which had five participants in its first year of operation, will continue during the remainder of the grant. It is open to LDC practitioners in the field of NFE, and generally allows for a two-to-five month stay at the Center. The future size of this program will depend upon alternate sources of funding.

3) Continuation of Site/Linkage\* Development

We anticipate an increase in site development and linkage programs over the next three years. Expansion to sites in Asia and /or Latin America is expected.

4) Research, Training and Materials Development Activity

These will continue over the remainder of the grant period. The Ghana site is utilizing concepts and techniques developed over the first two years

---

\* See Annual Report 1974-75, p. 33, for explanation of these terms.

of the grant; the Resource Center's capacity in the materials development area is expanding; and research is currently directed toward its applicability for field utilization.

5) Consulting Capabilities

Center members will continue to consult with LDC agencies and international organizations in the field of NFE.

Discussion regarding plans for utilization of institutional response after the termination of the Grant (three years hence) must be considered somewhat speculative at this time. It is quite possible, however, that the response capacity will be maintained in the following areas:

- a) Maintenance of a cadre of professionals to continue linkage functions at the Center through continuation of a lower level of 211(d) Grant funding, increased university support, and funding from other grants and contracts.
- b) Maintenance of the Resource Center and its functions, including materials development.
- c) Continuing of courses and programs in NFE, especially for LDC nationals studying at the Center.

VII. PLAN OF WORK FOR ACADEMIC YEAR 1976-77  
AND ANTICIPATED EXPENDITURES\*

| OBJECTIVES/OUTPUTS #1  | TARGETS/MAGNITUDES   | PLANNED ACTIVITIES   | MEANS OF VERIFICATION  | CRITICAL ASSUMPTIONS   | EXPENDITURES (est.) |          |            |          |
|--|--|--|--|--|---------------------|----------|------------|----------|
|  |  |  |  |  | REPORTING YEAR      |          | CUMULATIVE |          |
|  |  |  |  |  | 211d                | non-211d | 211d       | non-211d |
| Institutional Capacity (I.C.) to advise in NFE needs assessment and project design, implementation and evaluation.   | <p>a. Professional staff of Center consisting of Center Director, Administrator, 3 faculty (or professional staff) and Resource Center Coordinator.</p> <p>b. An average of ten Center Associates working throughout the academic year in specified areas of program development.</p> <p>c. An NFE Program developed/staffed by faculty, associates, and LDC nationals with the following characteristics:</p> <ul style="list-style-type: none"> <li>-A list of NFE competencies identified for testing/evaluation and revision.</li> <li>-Alternative training models identified for testing.</li> <li>-Courses developed and implemented in identified NFE areas.</li> </ul> <p>d. Affiliated group of at least ten consultants and participants identified and listed.</p> | <p>a. Conducting any required personnel procedures to insure maintenance of competent NFE staff.</p> <p>b. Relating individual associate work descriptions to grant objectives. Plan objectives, criteria, and job descriptions for granting or regrating assistantship for Center associates.</p> <p>c. Completion of training program plans for internal/external review; information to appropriate LDC and international agencies on training/consulting capabilities.</p> <p>d. Communicating with affiliates through newsletter and other means; assignment of specific responsibilities to affiliates relating to grant objectives on the basis of client requests.</p> | <p>a. University personnel records.</p> <p>b. University and program records.</p> <p>c. Program documents; list of competencies.</p> <p>d. Newsletter production and list; records of specific task allocations.</p> | <p>a-c. High caliber professionals and Center associates available to be hired for core staff and Center associates.</p> <p>d. Demand for services in LDCs exists.</p> | 15,120              | 10,896   | 54,809     | 32,792   |
| <p>*This work plan is subject to revision during fall planning period.<br/>*Includes University overhead and salary contributions. Anticipated future grants and contracts not included.</p> |  |  |  |  |                     |          |            |          |

VII. PLAN OF WORK (CONT)

| OBJECTIVES/OUTPUTS #2  | TARGETS/MAGNITUDES  | PLANNED ACTIVITIES   | MEANS OF VERIFICATION   | CRITICAL ASSUMPTIONS   | EXPENDITURES (est.) |          |            |          |
|--|---|--|---|--|---------------------|----------|------------|----------|
|  |   |  |   |  | REPORTING YEAR      |          | CUMULATIVE |          |
|  |   |  |   |  | 211d                | non-211d | 211d       | non-211d |
| Institutional Capacity to provide training options for LDC, USAID and other personnel. | <p>a. Identification of types of clientele and training situations appropriate to Center objectives and guidelines will be made. Work on specific methodologies will be concurrent.</p> <p>b. Continuation and evaluation of an internship (non-degree) program for NFE practitioners (two to five participants).</p> <p>c. Production of documentation on training techniques and models in NFE.</p> | <p>a. The training and research staffs will determine the most appropriate Center clientele and situations by:</p> <ol style="list-style-type: none"> <li>1. Developing an inventory of possibilities in these areas.</li> <li>2. Matrixing these possibilities between Center strengths and resources, on the one hand, and the potential effectiveness of such training on the other.</li> <li>3. Determining that the consequences of such training falls within areas outlined in the guidelines and other relevant Center documents.</li> </ol> <p>b. Staff will be assigned to continued implementation and evaluation of an internship program.</p> <ol style="list-style-type: none"> <li>1. Special training and courses will be developed for interns.</li> <li>2. Specific Center associates will be assigned to the interns.</li> <li>3. Reciprocal learning will take place through interns designing learning situations for other Center members.</li> </ol> <p>c. Assignment of Center Associate to edit/rewrite existing materials.</p> | <p>a. Inventory, matrix and final list available.</p> <p>b. List of participants.</p> <p>c. Published document.</p> | <p>a. Interest in training by potential clientele.</p> <p>b. Interest of non-degree candidates in potential internships; availability of outside funding for internships.</p> <p>c. Sufficient research has been undertaken.</p> | 37,620              | 10,896   | 100,084    | 32,792   |

VII. PLAN OF WORK (Cont)

| OBJECTIVES/OUTPUTS #3   | TARGETS/MAGNITUDES  | PLANNED ACTIVITIES   | MEANS OF VERIFICATION   | CRITICAL ASSUMPTIONS   | EXPENDITURES (est.) |          |            |          |
|---|---|--|---|--|---------------------|----------|------------|----------|
|   |   |  |   |  | REPORT YEAR         |          | CUMULATIVE |          |
|   |   |  |   |  | 211d                | non-211d | 211d       | non-211d |
| Institutional Capacity to engage in collaborative, field-based research and development activities and to conduct evaluations of projects and programs. | <p>a. Develop collaborative model(s) for program and R&amp;D development in NFE.</p> <p>b. Carry out R&amp;D studies (collaboratively and field-based whenever possible) in the following areas.</p> <p>1. Formative evaluation techniques adapted to NFE program and materials development.</p> <p>2. Learning technologies for NFE that are inexpensive and practical.</p> <p>3. Study of promising NFE program alternatives.</p> <p>4. Study of issues and variables relevant to NFE.</p> <p>c. Conduct evaluations of NFE programs and components.</p> <p>d. Establish field site(s) where collaborative R&amp;D activities are possible.</p> | <p>a. Studies on issues, considerations and approaches to collaborative program R&amp;D development in NFE.</p> <p>b. Field manual(s) on options for organizing formative evaluation for program/materials development; an analysis of existing evaluation and information systems for NFE planning</p> <p>-Development of games and other technologies related to field needs.</p> <p>-Assessment of sample NFE program approaches(e.g., Animation Rurale).</p> <p>-Studies on values and indigenous learning patterns relevant to NFE planning.</p> <p>c. Respond to opportunities to provide evaluation services or training in field site and elsewhere.</p> <p>d. Development of field site (Ghana) and options for collaborative R&amp;D activity there (also domestic and Asia option).</p> | <p>a-b. Report on studies and guides/manuals.</p> <p>c. Reports on services provided with copies of documents.</p> <p>d. Existence of site program and evidence of R&amp;D activity (with collaborative component).</p> | <p>a-d. Various institutions involved have interests in joint research activities; field-site development possible.</p> <p>e. Interest in the development of a joint field site by LDCs; effective response time from USAID.</p> | 80,040              | 10,896   | 172,109    | 32,792   |

VII. PLAN OF WORK (Cont)

| OBJECTIVES/OUTPUTS #4   | TARGET/MAGNITUDES   | PLANNED ACTIVITIES  | MEANS OF VERIFICATION  | CRITICAL ASSUMPTIONS   | EXPENDITURES (est.) |          |            |          |
|---|---|---|--|--|---------------------|----------|------------|----------|
|   |   |   |  |  | REPORTING YEAR      |          | CUMULATIVE |          |
|   |   |   |  |  | 211d                | non-211d | 211d       | non-211d |
| Institutional Capacity to develop materials, techniques, methodologies, generalizations, data bases and descriptions of processes used in NFE activities. | <p>a. Materials, techniques and program development surveyed for potential use in NFE sites.</p> <p>b. Identification of field site needs for materials, techniques and methods in NFE.</p> <p>c. Production of materials to be used experimentally in meeting particular needs.</p> <p>d. Resource Center at UMass continues to be available to LDC and donor agencies. A small collection of books, pamphlets, articles, slides, slide-tapes and other materials will continue to be collected for use as:<br/>                     -training aids<br/>                     -components for materials development<br/>                     -basic research materials</p> <p>e. A list of materials and human resources (e.g., Center affiliates) will be continued and revised.</p> <p>f. A series of publications by the NFE Center will be initiated.</p> | <p>a. Survey of methods and materials used in past Center or other programs, with analysis and assessment of utility in field site(s).</p> <p>b. Field assessment of needs for techniques/materials development with recommendations in Ghana site (and Asia).</p> <p>c. Development of materials to meet specific Center, domestic and foreign site needs; to be field-tested and evaluated.</p> <p>d. Resource Center staff will:<br/>                     -provide training in use of Center and components to associates and visitors.<br/>                     -provide assistance to staff engaged in materials development<br/>                     -select and acquire relevant books, pamphlets, slides, etc.<br/>                     -provide documents to IERS/Geneva.</p> <p>e. Updated list of Center human resources; comprehensive annotated list of Center material resources.</p> <p>f. Publication Committee will extend series of publications.</p> | <p>a. Copies of survey/assessment reports.</p> <p>b. Reports on field needs.</p> <p>c. Copies of developed materials.</p> <p>d. Examination of Resource Center; availability of trained staff; lists of documents provided.</p> <p>e. Resource listings.</p> <p>f. Publication lists and copies.</p> | <p>a. That such research will contribute to the development of the field of NFE.</p> <p>b. That field site will be in operation.</p> <p>c. That there will be a demand and funding for Center workshops.</p> <p>d. That there will be a demand for Resource Center services.</p> <p>e. That such resources will continue to be available and requested.</p> <p>f. That such publications will contribute to the development of the field of NFE.</p> | 21,420              | 10,892   | 83,150     | 32,792   |

VII. PLAN OF WORK (Cont)

| OBJECTIVES/OUTPUTS #5   | TARGETS/MAGNITUDES   | PLANNED ACTIVITIES   | MEANS OF VERIFICATION  | CRITICAL ASSUMPTIONS   | EXPENDITURES (est.) |          |            |          |
|---|--|--|--|--|---------------------|----------|------------|----------|
|   |  |  |  |  | REPORTING YEAR      |          | CUMULATIVE |          |
|   |  |  |  |  | 211d                | non-211d | 211d       | non-211d |
| World-wide network of linkages (LDC, US, Multi-lateral and other institutions) involved in generating perfecting, implementing and studying developmental education activities. | <p>a. Continued information exchange with domestic institutions, donor agencies and LDC institutions and agencies involved in NFE activities; continued work with UNESCO Documentation Project.</p> <p>b. Development of cooperative relations through participation in an EHR network of grant and contract institutions and LDC governments to conduct joint research, cooperate in research field sites, workshops, and other activities as agreed upon to be suggested by the AID/UMass Liaison Group including collaborative approaches to solving development problems. Such research and other activities will be reviewed by the Center in terms of Guidelines and other pertinent criteria.</p> | <p>a. Regional Task Force Group (Asia, Africa, and Latin America) will continue to exchange information with current contacts and will develop additional areas. Regional Group Coordinator will develop an inventory of linkage communications, showing type, nature, purpose and result (if any) of communication. Also Resource Center Coordinator will continue to provide UNESCO with updated resource lists on monthly basis.</p> <p>b. Attendance at appropriate workshops and conferences.</p> | <p>a. Reports, records, and other documentation ensuing from such exchanges, inventory list; materials provided to UNESCO.</p> <p>b. Attendance at EHR-sponsored meetings.</p> | <p>a. Demand for, and willingness on the part of others to participate in a network of institutional linkages. Provision of support from LDC, USAID and other institutions to facilitate these exchanges.</p> <p>b. Network of EHR linkages established and UMass role defined; information about conferences and meetings provided to Center.</p> | 31,620              | 10,896   | 110,823    | 32,792   |

## VIII. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

In accordance with Center guidelines and University policy, the Center has developed procedures to ensure that women and other minorities are represented in the program. In its own Affirmative Action Statement the Center has stated that:

The key to successful diversity in admission is aggressive recruiting. The Center is committed to maintaining a strong component of non-Americans as well as a representative spread across the various American groups.\*

The following were engaged in grant-related activities over the past year:

|                      |   |
|----------------------|---|
| Bonnie Cain          | Worked with the NFE Program's travelling educational project which used theater and puppetry to facilitate community consciousness raising. Was the Acting Campus Coordinator this past spring for the Center for International Education's Nonformal Education in Ecuador Project. |
| Carla Clason         | Currently working in Iran with the International Institute for Adult Literacy Methods.  |
| Susan Carpenter      | Co-Convenor for a Center course, Humanism in International Development.   |
| Carol Martin         | Member of the Site Exploration Team in Africa. Served as one of the presentators for the Workshop on NFE Facilitator Leadership held last fall in Winneba, Ghana. In Africa this past summer leading a group of American educators.   |
| Elvyn Jones          | In Africa this summer leading a group of American educators under the auspices of a Center program.   |
| Suzanne Kindervatter | As an active member of the Asia Group helped to develop a proposal for an Asian nonformal education site. Was co-convenor of Center course, "Women in Developing Countries: Education Needs and Nonformal Possibilities."   |

---

\* Center for International Education Document on "Current Status and Long-Term Goals."

|                |   |
|----------------|---|
| Robin Masee    | Part of a survey team that visited Senegal last fall under the Direction of <u>Enseignement Moyen Pratique</u> . At their request a critical analysis of their documents was undertaken.  |
| Jeanne Moulton | Currently working in Paris as a consultant for UNESCO.  |
| Valerie Ickis  | Part of a team sent to Ecuador by AID to do an evaluation of the Nonformal Education in Ecuador project.  |
| Fred Munger    | As an active member of the NFE Publications Committee she has the responsibility of overseeing the publishing of the NFE Newsletter and the editing of various other Center documents.  |
| Jan Smith      | Serves as the Coordinator of the NFE Resource Center. Through her work with the Bicentennial Project, the Springfield Housing Project and other interested Center members has increased the simulation and gaming capabilities of the Center. |

As outlined above, Center members have made an effort to develop courses and programming geared to the issues of women and development. We expect efforts in this area will expand.

The Center in its recruiting and hiring procedures follows Affirmative Action/Equal Opportunity Policies under general guidelines adhered to by all subdivisions of the University of Massachusetts.

TABLE I

DISTRIBUTION OF 211(d) GRANT FUNDS AND CONTRIBUTIONS FROM OTHER SOURCES OF FUNDING

Reporting Period 7/1/75 to 6/30/76

| GRANT OBJECTIVES OUTPUTS   | 211(d) EXPENDITURES |                  |                     |                           | NON 211(d) FUNDING AMOUNT |
|--|---------------------|------------------|---------------------|---------------------------|---------------------------|
|  | PERIOD UNDER REVIEW | CUMULATIVE TOTAL | PROJECTED NEXT YEAR | PROJECTED TO END OF GRANT |                           |
| 1. Institutional capability to advise in NFE needs assessment.                     | 16,289              | 39,689           | 15,120              | 130,000                   | 10,896                    |
| 2. Institutional capability to provide training options.                           | 38,364              | 62,464           | 37,620              | 133,000                   | 10,896                    |
| 3. Institutional capability for collaborative field-based research and development | 67,669              | 92,069           | 80,040              | 181,000                   | 10,896                    |
| 4. Institutional capability for materials collection and development               | 25,730              | 61,730           | 21,420              | 141,000                   | 10,896                    |
| 5. World-wide network of institutional linkages (U.S. and abroad).                 | 53,823              | 79,203           | 31,620              | 165,000                   | 10,896                    |
| <b>TOTALS</b>  | <b>201,875</b>      | <b>335,155</b>   | <b>185,820</b>      | <b>750,000</b>            | <b>54,480</b>             |

TABLE II - A

211(d) Expenditure Report  
ACTUAL AND PROJECTED SUMMARY

Under Institutional Grant #AID/ta G 112

Reporting Period - 7/1/75 to 6/30/76

|                            | EXPENDITURES<br>TO DATE |                     | PROJECTED<br>EXPENDITURES |         |         | TOTAL*  |
|----------------------------|-------------------------|---------------------|---------------------------|---------|---------|---------|
|                            | REPORTING<br>PERIOD     | CUMULATIVE<br>TOTAL | Y E A R                   |         |         |         |
|                            |                         |                     | 3                         | 4       | 5       |         |
| 1. Salaries and Allowances | 105,110                 | 148,550             | 104,700                   | 48,120  | 42,380  | 343,750 |
| 2. Stipends                | 49,200                  | 99,475              | 40,000                    | 48,700  | 39,825  | 228,000 |
| 3. Library                 | 725                     | 1,575               | 1,000                     | 725     | 500     | 3,800   |
| 4. Research                | 9,540                   | 21,165              | 9,120                     | 8,100   | 6,615   | 45,000  |
| 5. Travel                  | 23,325                  | 41,625              | 17,000                    | 10,000  | 6,125   | 74,750  |
| 6. Equipment and Supplies  | 2,400                   | 5,925               | 5,000                     | 2,000   | 1,075   | 14,000  |
| 7. Publications            | 475                     | 1,690               | 1,000                     | 510     | 500     | 3,700   |
| 8. Other Direct Costs      | 11,100                  | 15,150              | 8,000                     | 7,850   | 6,000   | 37,000  |
| TOTALS                     | 201,875                 | 335,155             | 185,820                   | 126,005 | 103,020 | 750,000 |

\*Line-Item totals revised 7/1/76

TABLE II - B

## 211(d) Expenditure Report

Reporting Year Detail  
Under Institutional Grant #AID/ta G-1112

Reporting Period 7/1/75 to 6/30/76

## I. A. Salaries

|          |                |        |        |
|----------|----------------|--------|--------|
| Academic | David R. Evans | (25%)  | 1,000  |
|          | M. Kalim Qamar | (100%) | 17,500 |
|          | David Kinsey   | (100%) | 21,000 |
|          | Felix McGowan  | (100%) | 14,500 |

|          |  |       |       |
|----------|--|-------|-------|
| B. Other |  | (75%) | 4,850 |
|----------|--|-------|-------|

|          |                |        |       |
|----------|----------------|--------|-------|
| Clerical | Administrative |        |       |
|          | Secretary      | (100%) | 9,850 |
|          | Other Clerical | (50%)  | 5,000 |

|                    |                          |       |        |
|--------------------|--------------------------|-------|--------|
| Professional Staff | Grant Manager            | (75%) | 14,500 |
|                    | Other Professional Staff | (75%) | 10,100 |

|                    |                       |  |       |
|--------------------|-----------------------|--|-------|
| C. Fringe Benefits | Covering 80% of staff |  | 3,275 |
|                    | Post Differential     |  | 1,200 |

## II. Student Support

|                 |  |  |       |
|-----------------|--|--|-------|
| Susan Carpenter |  |  |       |
| United States   |  |  | 1,000 |

|               |  |  |     |
|---------------|--|--|-----|
| Alan Hurwitz  |  |  |     |
| United States |  |  | 600 |

|                |  |  |       |
|----------------|--|--|-------|
| Vasudeven Nair |  |  |       |
| Malaysia       |  |  | 5,000 |

|               |  |  |       |
|---------------|--|--|-------|
| John Comings  |  |  |       |
| United States |  |  | 1,225 |

|                      |  |  |       |
|----------------------|--|--|-------|
| Suzanne Kindervatter |  |  |       |
| United States        |  |  | 2,000 |

|               |  |  |       |
|---------------|--|--|-------|
| James Mangan  |  |  |       |
| United States |  |  | 3,000 |

|                   |  |  |     |
|-------------------|--|--|-----|
| Ishmael Moletsane |  |  |     |
| Lesotho           |  |  | 450 |

|                 |  |  |     |
|-----------------|--|--|-----|
| Radja bin Saidi |  |  |     |
| Zaire           |  |  | 275 |

|                                     |       |
|-------------------------------------|-------|
| Shmuel Govreen<br>Israel            | 600   |
| Kotsho Dube<br>Rhodesia             | 3,500 |
| Robert Russell<br>United States     | 4,080 |
| Mercy Montsi<br>Lesotho             | 275   |
| Fredi Munger<br>United States       | 2,000 |
| Roshan Billimoria<br>India          | 2,000 |
| Tenzing Chhodak<br>Tibet            | 4,600 |
| Stephen McLaughlin<br>United States | 2,900 |
| Robin Masee<br>United States        | 3,500 |
| Carol Martin<br>United States       | 2,300 |
| Edgardo Rothkegel<br>Chile          | 500   |
| Adriana Rothkegel<br>Chile          | 5,000 |
| Herb Bryan<br>United States         | 400   |
| Brenda Turner<br>United States      | 300   |
| Afaf Abbas<br>Iran                  | 800   |
| Gilbert Oluoch<br>Kenya             | 600   |
| Deborah Golub<br>United States      | 600   |
| Al Peakes<br>United States          | 900   |
| Carla Clason<br>Guatemala           | 400   |

|       |                          |                                    |                    |
|-------|--------------------------|------------------------------------|--------------------|
|       | Interns                  | Eduardo Maldonado<br>Ecuador       | 900                |
|       |                          | Patrada Thisyamondal<br>Thailand   | 2,000              |
|       |                          | Rahat Ahmed<br>Bangladesh          | 1,500              |
| III.  | A.                       | Consultants                        | Four               |
|       |                          |                                    | 1,625              |
|       | B.                       | Guest Lecturers,<br>Visitors, etc. | Three              |
|       |                          |                                    | 290                |
|       | C.                       | Conference at<br>U/Mass            | Two                |
|       |                          |                                    | 1,266              |
| IV.   | Travel                   |                                    |                    |
|       | A.                       | Domestic                           | Thirty-three trips |
|       |                          |                                    | 2,343              |
|       | B.                       | Foreign                            | Nineteen trips     |
|       |                          |                                    | 20,796             |
| V.    | Equipment                |                                    | NONE               |
| VI.   | Library Acquisitions     |                                    | 675                |
| VII.  | Publications/Newsletters | Seven                              | 1,322              |
| VIII. | Other                    |                                    | 17,578             |

TABLE III - A  
 REQUESTS FOR ASSISTANCE RECEIVED DURING REPORT PERIOD 7/1/75 TO 6/30/76

A. REQUESTS FULFILLED

| DESCRIPTION OF REQUEST FOR ASSISTANCE   | WHOM DID YOU ASSIST   | WHO REQUESTED ASSISTANCE | WHO FUNDED ASSISTANCE        | SIZE OF EFFORT   |                | RESULTS OF ASSISTANCE   |
|---|---|--------------------------|------------------------------|------------------|----------------|---|
|   |   |                          |                              | DOLLARS (GRANT)  | PERSON DAYS    |   |
| 1. Request to provide nonformal educator to serve on a team visiting Botswana, Lesotho and Swaziland to prepare a document outlining framework of AID programming in rural agriculture. | Africa Region/AID   | Same                     | Triangle Research Associates | -----            | 30+            | Ishmael Moletsane, member of the Center, chosen to serve as the non-formal educator for the team. |
| 2. Request for Center member to work in Irian-Jaya examining potential of nonformal education through radio and TV.   | UNESCO  | Same                     | Same                         | -----            | approx. 5 mos. | James Mangan, Center member, chosen for the position.   |
| 3. Request for Center to provide consultants in Tunisia in the development of rural craft industries for women.   | USAID   | Same                     | Same                         | -----            | 20+            | David Kinsey and Suz. Kindervatter went as consultants.   |
| 4. Request to undertake internship program with Ghana Broadcasting Corporation.   | Institute for Adult Education (through Ghana Site)                                      | Same                     | 211(d) Grant                 | \$1,500          | -----          | Mr. Emmanuel Tettey interned at Center 4-5/76   |
| 5. Request to undertake a short-term visiting adjunct professorship with Ghana.   | Institute for Adult Education (through Ghana Site)                                      | Same                     | IAE<br>211(d) Grant          | -----<br>\$1,575 | -----<br>----- | Mr. Kwame Oduro was visiting professor for the period of time April-June 1976                     |
| 6. Request to undertake internship program with student from Thailand.  | Division of Adult Education, Ministry of Education, Thailand                            | Same                     | Ministry of Ed.<br>211(d)    | -----<br>\$2,000 | -----          | Patrada Thisvamondai interned at Center Fall 1975-Spring 1976                                     |
| 7. Request to undertake internship program with student from Bangladesh.  | Bangladesh Rural Advancement Committee  | Same                     | BRAC<br>211(d)               | -----<br>\$1,500 | -----<br>----- | Rahat Ahmed interned at Center Fall 1975-Spring 1976  |
| 8. Request to undertake internship program with student from Ecuador.   | Servicio Ecuatoriano de Voluntarios   | Same                     | SEV<br>211(d)                | -----<br>\$1,400 | -----<br>----- | Eduardo Maldonado interned at Center Fall 1975  |
| 9. Request to undertake internship program with students from Iran.   | Imperial Organization for Social Services, and the Institute of International Education | Same                     | IOSS/IEE                     | -----            | -----          | Two Iranians (Dehghan and Dehnadi) interned at Center Fall 1975 and Spring 1976                   |

A. REQUESTS FULFILLED (CONT'D)

| DESCRIPTION OF REQUEST FOR ASSISTANCE   | WHOM DID YOU ASSIST                                     | WHO REQUESTED ASSISTANCE | WHO FUNDED ASSISTANCE | SIZE OF EFFORT  |             | RESULTS OF ASSISTANCE   |
|---|---|--------------------------|-----------------------|-----------------|-------------|---|
|   |   |                          |                       | DOLLARS (Grant) | PERSON DAYS |   |
| 11. Request to submit proposal to provide out-of-country training in non-formal education at the University of Massachusetts for Bolivia.   | Academy for Educational Development                     | Same                     | Same                  | Not Specified   |             | Proposal submitted to AED in May. No response to date.  |
| 12. Request to establish/provide document reporting survey.   | UNESCO  | Same                     | Same                  | \$1,000         | - - -       | NFE Resource Center will be handling this document reporting service.   |
| 13. Requested applicants from the Nonformal Education Program for a three to nine month internship to work with Save the Children Foundation on training, research and evaluation issues. | Save the Children Foundation                            | Same                     | Same                  | \$2,000         | - - -       | Center member, Fredi Munger, chosen by Save the Children Foundation to fill this position.                          |
| 14. Request to conduct a workshop to introduce leadership concepts to community leaders and educators.  | Advanced Teachers College, Winneba, Ghana               | Same                     | Same                  | - - - -         | 15          | George Urch, Nana Seshibe, and Carol Martin directed this workshop on NFE Facilitator Leadership, August 4-8, 1975. |
| 15. Requested Center member to serve as a resource consultant to a group of twenty American teachers studying adult education in India.   | Fulbright-Hays Grant to the University of Massachusetts | Same                     | Same                  | - - - -         | 14          | Center member, Elvyn Jones, served in that capacity.  |
| 16. Requested NFE consultants to go to Senegal to evaluate program activities.  | <u>Ensignement Moyen Pratique</u>                       | Same                     | Same                  | - - - -         | 30          | David Kinser and Kevin Masee conducted the evaluation for the program.  |
| 17. Request to provide consulting service on rural development programs in Pakistan.  | People's Open University<br>World Education             | Same<br>Same             | Same                  | - - - -         | - - - -     | Kalim Umar provided consulting services for the joint project   |
| 18. Request for Center Member (Nana Seshibe) to deliver a paper on NFE in Nigeria at conference sponsored by the Nigerian Adult Education Council.  | Nigerian Adult Education Council                        | Same                     | Same                  | - - - -         | - - - -     | Nana Seshibe delivered the paper on NFE at the conference.  |

TABLE III - B

REQUESTS FOR ASSISTANCE RECEIVED DURING REPORTING PERIOD 7/1/75 TO 6/30/76

B. REQUESTS NOT FULFILLED

| DESCRIPTION OF REQUEST FOR ASSISTANCE   | WHOM DID YOU ASSIST | WHO RE-REQUESTED ASSISTANCE | WHO FUNDED ASSISTANCE | SIZE OF EFFORT |          | WHY NOT MET?   |
|---|---------------------|-----------------------------|-----------------------|----------------|----------|--|
|   |                     |                             |                       | DOLLARS        | MAN DAYS |  |
| 1. Request for applicants for 2-week consultancy in Honduras developing a proposal for NFE component in community schools, use of radio and other rural community networks. |                     | AED                         |                       | Not specified  |          | Names of applicants sent. AED never responded.                   |
| 2. Request for applicant to help with the writing of the PRP on rural development for the Cameroons.  |                     | AID                         |                       | Not specified  |          | Names of applicants sent. AID never responded.                   |
| 3. Request to undertake an internship program with Haiti.   |                     | InterAmerican Foundation    |                       | Not specified  |          | After initial contact, InterAmerican Foundation never responded. |

ANNEX ISTATEMENT ON NONFORMAL EDUCATION PUBLICATIONSA. Documents Published

During the second Grant year the following documents deemed useful to practitioners of nonformal education were published by the Center for International Education.

1. Dissertation: The Meaning of Conscientizacao: The Goal of Paulo Freire's Pedagogy, William Smith.
2. Issue Paper: "Open Broadcast Radio: Three Strategies," Jonathon Forrest Gunter and James M. Theroux.
3. Technical Notes: #10 Tabacundo  
#11 Facilitator Model  
#12 Theater and Puppets  
#13 Fotonovela
4. Discussion Papers: "A Review of Research on Cognition in Africa, Stephen McLaughlin; "Cooperative Learning Communities in Africa", David Rosen; "Toward an NFE Comprehensive Framework," Alberto Ochoa.

B. Planned Publications

The following functional categories were identified by a Publications Committee composed of students and faculty, and form the framework within which the Center will publish suitable documents and materials during the third grant year.

- A bi-monthly newsletter
- An updated list of the human resources at the Center for International Education
- Dissertations by graduate students within the NFE Center that have been judged suitable for publishing
- Technical Notes that explain for the practitioner how to use methods and techniques and materials developed by the Center
- Training Notes that focus on workshop techniques
- Issue Papers that highlight themes of interest in the field of nonformal education
- Discussion papers that raise issues more for discussion internally than for wide distribution externally (this category allows for circulation of papers of interest without demanding extensive editing and rewriting)
- Games/materials for use in domestic NFE activities and as models for Third World adaptation.