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PROJECT: The purpose of the five-year nonformal education (NFE) grant of 1974 was to increase the capability of the University of Massachusetts to assist developing countries with collaborative NFE programs.

DATES: June 1974-June 1979

DEVELOPMENTS: This third year annual report describes the objectives of the grant, accomplishments to date, impact of grant activities in achieving their purpose, other resources, and utilization of institutional response capabilities in development programs. Project goals are being accomplished in three general areas; through degree and non-degree programs for nationals of other countries who will serve in their own countries in nonformal education programs and for Americans who intend to work in international program areas; through maintaining linkages with institutions interested in nonformal education and by expanding experimental nonformal education site programs; through research, evaluation, training and curriculum development in the field of non-formal education, and the dissemination of associated publications. This report includes a plan of work and a discussion of the involvement of minority personnel and women. "As a result of this grant, faculty, graduate students and associates of the University will be able to offer expertise in nonformal education theory and practice in the areas of training, research, materials development, and delivery system; and will maintain a network of human and material resources involving domestic, LDC and international institutions."

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# ANNUAL REPORT

1976/77

UMASS  
AMHERST  
01003

NONFORMAL EDUCATION PROGRAM

CENTER FOR INTERNATIONAL EDUCATION

211d ANNUAL REPORT

Date Due: July 30, 1977

Date: July 8, 1977

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

AJD 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: \$173,936

Accumulated: \$509,091

Anticipated for  
Next Year: \$148,309

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## . NARRATIVE SUMMARY

The third year of the Nonformal Education (NFE) Grant at the Center for International Education, University of Massachusetts, has included the following activities:

1. Continued development of the NFE program in the eastern region of Ghana.
2. Convening a conference on "Collaborative Program Development" in April with resulting papers to be published soon.
3. Development of a course on training with emphasis on nonformal education, and a consequent increase in the Center's training capability.
4. Conclusion of a contract with UNESCO to supply documents in nonformal education.
5. Initiation of a second AID grant to develop nonformal education programs in two sites, one in Asia, the other in Latin America.
6. Increasing the program's domestic capabilities in nonformal education, creating a more effective base for research, evaluation, and training in nonformal education for Center members.
7. Continued development of the Publications and Resource Center sectors of the Nonformal Education Program.
8. Supplying AID and other international agencies with consultants in the field of nonformal education.

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 nondegree programs at the University of Massachusetts for nationals of other countries who will serve in their own countries in nonformal education programs and for Americans who intend to work in international program areas.
2. Through maintaining linkages with institutions in the U.S. and overseas interested in nonformal education and by expanding our experimental nonformal education site programs.
3. Through research, evaluation, training and curriculum development in the field of nonformal education and the dissemination of associated publications.

## 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 the 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 un-schooled 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 either be 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 was held. These resulted in the creation of four task forces which operated through the fall semester. The four task forces, Training, Research and Development, Site Development, and Linkage, planned and developed much of the initial work of the NFE program.

Recently, NFE programs have been consolidated to emphasize accountability. A staff member from each area reports NFE program activity through the Program Planning and Review Committee, which meets monthly to coordinate such activity. This group, chaired by the NFE Program Director, has representatives from the five program areas. These are Research and Evaluation, Training, Materials Development, Site Programs and Administrative Support.

This, then, is 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 LDC's.
- 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 BS 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 UMass 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 LDC's 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 UMass 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 UMass, and (b) a disseminator to interested clientele of technical notes, materials and training reports developed by the Center. An extensive NFE library at UMass 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 NFF 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 UMass/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 develop jointly 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

Among the objectives listed above, during 1976/77 an increased emphasis was placed on the first and second objectives compared with the previous year. The previous level of activity in regard to objectives three, four and five was more or less maintained. There was also considerable attention given to the implicit objective of developing the Ghana site and selecting a site in Thailand under the additional two-site grant.

The augmented emphasis in regard to the first area was partially due to the need to undertake a faculty search and selection process to replace one of the full-time NFE faculty members. It was also represented by strengthening the planning and accountability procedures within the program, and by attracting more involvement of affiliated faculty members at the School of Education. In the latter case, additional faculty involvement took the form of assistance with course offerings and program development, notably in respect to activities in the Asian and Latin American areas.

Increased implementation of the second objective was made possible by the development and use of a model "training techniques for NFE" course by two NFE program faculty members during the spring. This emphasis will continue into the next reporting period as the new faculty training specialist extends this model for use in Ghana and at UMass.

None of the basic objectives of the grant have been modified. As indicated last year, the "collaborative and field-based" aspect of objective three poses the most difficulty in regard to satisfactory achievement. There has been rewarding progress in the area of clarifying the components and approach of collaborative research and program development, and important steps have been taken in applying collaborative and field-based approaches to domestic NFE research and program/materials development. To date this has been more problematic in regard to overseas field-site activities, where the demands of development have so far limited wide efforts for collaborative Research and Development activities. We intend to maintain this as a concern in

the next year even though this may well be the aspect of the grant that is most difficult to accomplish.

### 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 LDC's and USAID.  
b) Willingness of LDC's and USAID to use outputs.  
c) The outputs are achievable and will lead to substantial achievement of purpose.
- 2) a) UMass with the USAID advisory committee can develop feasible field programs.  
b) Willingness of LDC's 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 UMass.

Experience to date continues to indicate 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.

The assumption under 2 was largely confirmed during the past year. The Ghana site has developed into a series of active field programs with various types of Ghanaian and AID support. It still remains to be seen, however, if institutional support from the Ghanaian and AID sides will be forthcoming to a sufficient degree to permit further pro-

gram involvement beyond the middle of next year. Site development in Asia and Latin America has been supported by an additional AID grant, and with strong ministerial encouragement in Thailand the first of two additional field sites in NFE has been established there.

The aspect of assumption 3 that refers to relating NFE capabilities to the domestic needs of UMass has also been further substantiated this year. Courses on NFE and related skills have provided a service for other university students and personnel beyond the immediate clientele of the program. Training and Research and Development activities have been carried out with local NFE programs, providing both a service to domestic programs and valuable field experience for our own personnel. Recent examples of this include the collaborative use of photovoice techniques, adult literacy efforts, and in-service training of U.S. personnel in regional NFE programs.

The only major assumption that is still somewhat precarious is that aspect of assumption 3 dealing with the professional viability of NFE as a field for faculty. The specific indicator of the viability of this assumption mentioned in the past would be the establishment of a state-supported faculty position in this field within the University. This still has not been achieved, and this next year will be a critical testing period of this assumption. Without this development, or significant new grant support, the program faces the prospect of losing its two full-time NFE faculty in the foreseeable future.

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/UMass Liaison group identifies priorities and supplies guidance.  
b) Capability of LDC's 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 problems 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 Nonformal 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 once. While these have still 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.  
b) Indications so far show that LDC's and USAID have provided participants for training, and in some cases partial financing.
3. a) Access to the Ghana site has been established, and AID sup-

port has been helpful. The same is true in regard to the site in Thailand.

- b) In regard to Ghana, this has been partially represented by a field study carried on at the site on indigenous nonformal vocational education. Otherwise the demands for concentration of program, service and training activities have been so pressing as to take priority over additional Research and Development activity.
4. a) Confirmation in regard to Ghana and Thailand; remains to be established in the Latin America area.
- b) One meeting of the Liaison Committee has taken place this year, and the committee has received information about the Center's activities in regard to site development. Another meeting will presumably occur in the fall.
- c) Much of the professional work at the Center is being accomplished by Third World personnel. A Ghanaian member of the site team spent a month at the Center in training and assisted in developing the site program, and he has returned to continue working with the site team.
5. The assumed demand for linkages has clearly been established, as indicated in previous reports.

III. ACCOMPLISHMENTS (Cont.)

OBJECTIVE/OUTPUT #3	TARGETS/MAGNITUDES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211d	non-211d	211d	non-211d
Institutional capability 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> <ol style="list-style-type: none"> <li>1. Formative evaluation techniques adapted to NFE program and materials development.</li> <li>2. Learning technologies for NFE that are inexpensive and practical.</li> <li>3. Study of promising NFE program alternatives.</li> <li>4. Study of issues and variables relevant to NFE.</li> </ol> <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-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>a. Conference on Collaborative Program Development; ten papers from conference, several being revised for publication; paper on issues in participatory research; publication on responsive educational planning.</p> <p>b. 1. Collection of sample techniques for formative evaluation in NFE programs; partial draft of field manual on evaluation for NFE.</p> <p>2. New domestically developed and tested housing game and photonovellas for NFE programs; technical note on collaborative development of photonovella; publications on learner-centered training (Thai-based); use of "fan bus" for community education.</p> <p>3-4. Three completed dissertations based on field studies in Africa NFE programs; draft studies on Ghanaian and other philosophies of NFE, indigenous vocational learning in Ghana, nonformal science education, etc.; annotated bibliography on women and development in Latin America.</p> <p>c. Evaluation of AID participant training in Yemen Arab Republic; analysis of University of Zaire rural extension program, etc.</p> <p>d. Field site operating in Ghana; selected and established in Thailand.</p>	72,160	29,973*	164,229	51,959

\*University Overhead and salaries: \$9,973; outside grants and contributions: \$20,000.

III. ACCOMPLISHMENTS (Cont.)

OBJECTIVES/OUTPUTS #5	TARGETS/MAGNITUDES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR 211d	non-211d	CUMULATIVE 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. Consultations with Prairie View ASM (a 211d institution) and other domestic institutions on aspects of NFE development; continued information exchange with over 20 institutions in Latin America, Africa and Asia; visits of site personnel to UMass.</p> <p>b. Occasional contacts with EHR institutions (e.g., Prairie View).</p>	27,433	26,395*	106,836	48,291

\*University overhead and salaries: \$6,395; outside grants and contributions: \$20,000.

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: -training aids -components for materials development -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 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 required.</p> <p>f. That such publications will contribute to the development of the field of NFE.</p>	<p>a. Development of participatory process and testing of its use domestically for fotonovellas and other pictorial methods. Production of four domestic fotonovellas for Spanish-American community.</p> <p>b. Report on Ghana site. Publication with German Adult Education association of document of methods for use of Cultural groups in villages.</p> <p>c. Development of housing simulation game. Development of processes for cultural groups and use of those methods in Ghana.</p> <p>d. Expansion of resource center, provision of NFE materials in IERS/UNESCO Center in Geneva. Access provided to wide range of foreign visitors, and members of center writing on NFE. List of acquisitions periodically available. Collection of in-house papers on NFE-related topics.</p> <p>e. Complete revision and publication of Center document listing all personnel, their competencies, and services which center offers in NFE and adult education areas.</p> <p>f. Publication of parts of series on NFE: Full-length Study series, Training Notes, Issues in Nonformal Education, Participatory Process in Materials Development.</p>	22,823	26,025*	84,553	47,921

\*University Overhead and salaries: \$6,025; outside grants and contributions: \$20,600.

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 or professional staff, 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 Associate Training Program developed/staffed by faculty, associates, and LDC nationals with the following characteristics:                      -A partial list of NFE competencies identified for testing/evaluation and revision.                      -Alternative training models identified for testing.                      -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-d. High-caliber professionals and Center associates available to be hired for core staff and Center associates; sufficient funding available to support full complement of staff.</p>	<p>a. Full faculty/staff hiring requirements maintained.</p> <p>b. An average of seven Associates working throughout the academic year.</p> <p>c. NFE Program development has continued:                      -Alternative training models have been identified through a graduate course on training.                      -NFE courses have continued to be developed and taught by staff.                      -List of NFE competencies not completed at this time.</p> <p>d. List of Center consultants -participants exceeds target figure.</p>	14,181	25,335**	53,870	47,231

\*Cumulative data can be obtained from Section IV, 1st and 2nd Grant Year Annual Reports (for all parts of this section).

\*\*University Overhead and Salaries: \$5,335; outside grants and contributions: \$20,000.

III. ACCOMPLISHMENTS

OBJECTIVES/OUTPUTS #2	TARGETS/MAGNITUDE	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	ACCOMPLISHMENTS	TOTAL EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211d	non-211d	211d	non-211d
<p>Institutional capacity to provide training options for LDC, USAID, and other personnel.</p>	<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.</p> <p>c. Production of documentation on training techniques and models in NFE.</p>	<p>a. Documents, published and unpublished, developed as a result of Center workshop and training programs.</p> <p>b. List of participants.</p> <p>c. Published documents.</p>	<p>a. Interest in training by potential clientele;</p> <p>Interest and increased expertise in training by Center personnel.</p> <p>b. Interest of non-degree candidates in potential internships; availability of outside funding for internships.</p> <p>c. Sufficient research and program experience has been undertaken.</p>	<p>a. Center personnel involved in Training Design Seminar designed and implemented training programs for the following clientele:</p> <ol style="list-style-type: none"> <li>Center members, Canadian international program developers, and USAID representative: Workshop in collaborative program development.</li> <li>Center personnel and others from UMass community: Workshop on development of program site in Thailand.</li> <li>American secondary school teachers: Workshop on cross-cultural preparation for teachers' research/study visit to the Caribbean.</li> <li>Program staff of the Community College of Vermont: Workshop on improving college outreach plans and activities.</li> <li>Massachusetts primary and secondary school teachers and administrators: Workshop on assessing their needs in efforts to internationalize American school curriculum.</li> </ol> <p>b. Videll Quist, PEA project staff member in Ghana, visited CIE for six weeks of preparation in training design and implementation. As part of his program he designed and</p>	37,339	27,187*	99,803	49,083

implemented a two-hour simulation exercise with members of the Training Design Seminar. He also drafted designs for training workshops and materials in Ghana.

c. One Training Note ("Learner-Centered Training for Learner-Centered Programs") published, two more undergoing final editing for publication.

\*University Overhead and salaries: \$7,187; outside grants and contributions: \$20,000

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

This section is divided into three parts. The first deals with grant purpose and 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:

##### A Center member provided:

- 1) assistance to the Women's Center at the University of Massachusetts on the role of women in African development.
- 2) a Center faculty member was a visiting fellow at the International Institute for Education Planning (I.I.E.P.) in Paris in the area of rural nonformal education; also served on a USIA-sponsored tour of Trinidad, the Bahamas, Barbados, and Guyana to give presentations on alternatives to formal education; also served as a consultant to an I.I.E.P. program in Kenya in assessing learning needs for Rural Populations; served as a consultant to the International Institute for Adult Literacy Methods in Teheran, Iran to produce a monograph on the use of simulation and games in literacy training; and with another Center member served as a consultant to the Overseas Liaison Committee of the American Council on Education.
- 3) a Center fellow served as a consultant over the summer of 1976 to Save the Children in Latin America for the training of NFE project personnel.
- 4) a Center member served as a consultant for the development of an AID project proposal for the University of Zaire's rural extension program in Africa, as well as for selected UNESCO rural and basic education projects in Paris.

- 5) a Center staff member served as a speaker to the International Careers Training Program of the Experiment in International Living in Brattleboro, Vermont, on the subject of nonformal education planning and international aid.
- 6) another Center member served as a consultant to student groups on the campuses of Hampshire College, Smith College, Mt. Holyoke College and the University of Massachusetts on the subject of issues in South Africa.
- 7) various Center members provided consultation to a representative of Prairie View A&M University on the subject of Nonformal Education in Ghana.
- 8) the Center Annual Retreat was the occasion for a series of discussions with educational leaders from Indonesia last October.
- 9) several visitors from Ghana were welcomed to the Center under its site internship program.
- 10) a Center faculty member and research associate attended a meeting on participatory research methods at the International Council for Adult Education in Toronto.
- 11) a Center faculty member served as a consultant to evaluate and make recommendations on the AID participant training program in the Yemen Arab Republic, as well as serving as a standby consultant for the AID Near East Bureau.
- 12) the staff of the NFE Resource Center provided information to the International Institute for Educational Planning (UNESCO) in the area of information sources on nonformal education.
- 13) staff and students provided training assistance to the Community College of Vermont in nonformal education/outreach skills through a course-connected training exercise.
- 14) a faculty member was a consultant for a Phelps-Stokes Fund conference on education for human development in the U.S.

Two conferences were held under the sponsorship of the Center. One, co-sponsored with Springfield College, was a regional Comparative and International Education Society Conference on the subject of education and development.

The second focussed on the identification of factors which describe the stages and limits of collaborative program development. Selected papers from this conference are to be published.

- 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. Two interns from Ghana visited the Center for periods of up to six weeks. Each had an individualized program and each gave presentations to Center members on aspects of NFE in Ghana. One of these visitors is currently a staff member with the NFE program there. In addition, site activities began at the Asia site location in Thailand.

- 2) Planning and Development Activities

During spring of 1977, planning for the Latin America site proceeded under the direction of the regional group staff.

The Ghana site collaborative processes are complex and contingency planning in this area is a high priority among NFE staff.

- 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 independent 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 three years. A recent grant from AID is supporting two additional NFE sites in Asia and Latin America. According to our original fiscal plans, support for various aspects of the NFE program must be forthcoming from the University or outside funding sources during the fourth grant year or significant reductions in staffing and support services will be required during the fifth year of the program.

#### B. Grant Management

There has been considerable evolution within the administrative structure of the NFE Program as the focus of activities has shifted from planning to implementation. The earlier seminal task forces, charged with the development of concepts and ideas, as well as with

initial contacts with organizations abroad, have given way to program areas which emphasize accountability. These areas (or sectors)--research and evaluation, training, materials development, site development, and administrative support, are represented by coordinators who meet together to constitute the Program Planning and Review Committee (PPRC). The Committee, headed by the NFE Program Director David Kinsey, is charged with coordinating all Center NFE Programs and developing and reviewing work plans.

The Steering Committee is concerned primarily with administrative issues, policy questions having been shifted to the PPRC. The structure of the grant has been reorganized in this way to emphasize program development, implementation and support.

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

Center associates were involved in a variety of nonformal education activities in the U.S. during the 1976-77 academic year. Some of these focused on the design and implementation of short-term training programs; others dealt with materials development and evaluation. Projects in training and materials development were undertaken as part of course work, as required by other program responsibilities or as paid assistantships. Representative domestic nonformal education activities include:

- 1) An intensive, one-day workshop for staff of the Community College of Vermont on the subject of outreach. Four Center associates designed, implemented and evaluated this workshop as part of their course of study in the Training De-

sign Seminar. The subject of the workshop dealt with community needs assessment, a range of possible outreach activities, evaluation of current community college efforts in this area and outreach planning. Since the workshop, and directly related to its success, representatives from the Community College of Vermont have visited the Center to explore possibilities for continued cooperation and mutual learning.

- 2) A workshop for U.S. secondary school teachers in preparation for a summer research and materials development trip to the Carribean. Teachers in the program plan to include learning and materials from their trip in internationalizing American school curriculum. The workshop dealt with a range of cultures in the Carribean and the preparation of participants for positive cultural interaction in both the urban and rural sites they will visit.
- 3) Planning by a group of Center associates for a course to be offered in Fall '77 dealing with the role of women in development and particularly the design of educational materials appropriate for women. Potential course participants have agreed to complete specific background research over the summer months and to create, as a part of the course, prototype educational materials.
- 4) Continued, expanded development of adult education materials for the New England Farmworkers. Center associates have produced several fotonovelas for use in literacy classes and have worked with adult education staff in assisting them to learn all aspects of design, layout, photography, etc., of the fotonovela process so that they can now produce their own materials.

Activities like those described above not only provide opportunities for CIE members to practice and refine NFE skills, but also make concrete contributions to a range of domestic and international programs.

V. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

Other sources of funds that have been used to support grant-related activities are contracts and grants received by the Center and general support funding provided by the University of Massachusetts as the institutional 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) A contract was concluded with UNESCO this year which provided information on NFE materials (books, pamphlets and other media) to the documentation center of the Bureau of International Education. In return the Center has been linked with the Bureau's information system. This contract has enhanced the capability of the NFE program's Resource Center under the terms of the 211(d) grant document.

2) A three-year grant was received this year from AID to support the development of two NFE sites in Asia and Latin America. This grant will increase the utilization of capabilities developed under the 211(d) grant.

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	India (Tibet)
Dube, Kotsho L.*	Zimbabwe
Gordon, Gloria	Trinidad
Khalil Khalil*	Palestine
Khan, M. Azam	Pakistan
Kokuhirwa, Hilda	Tanzania
Letsie, Mahlehli Andrew	Lesotho
Moletsane, Ishmael	Lesotho
Montsi, Mercy	Lesotho
Nair, Vasudevan	Malaysia
Oluoch, Gilbert*	Kenya
Rakubutu, Mosia C.	Lesotho
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
Sunanchai, Sunthorn	Thailand
Total Number: 26	

2. Interns who have studied under the 211(d) Grant at the Center for  
for International Education

Ahmed, Rahat - Bangladesh	Dehghan, Darious - Iran
Dehnadi, Sirious - Iran	Maldonado, Eduardo - Ecuador
Oduro, Kwame - Ghana	Tetty, Emmanuel - Ghana
Thisyamondal, Patrada - Thailand	Quist, Vidal - Ghana
Total Number: 4	

3. Number of Visitors or On-Campus Consultation: 28

\*Graduated

4. Use of Grant Products

a) Research

1) Outside Publications (Selected)

- a. "Problems in Planning Out-of-School and Non-formal Education," Paris: IIEP (forthcoming).
- b. "Responsive Educational Planning: Myth or Reality?" Paris: IIEP (Jan., 1977).
- c. "A New Concept for Broadcaster Training," Educational Broadcasting International (Dec., 1976).
- d. "Quality in Instructional Radio," Public Telecommunications Review (Dec., 1976).

2) Center Publications of research on specific areas related to NFE (five new documents).

3) Documentation on innovations in education in the third world, especially in NFE, provided to UNESCO through a contract with the Center.

4) Dissertations completed on NFE

- a. "Beyond the Non-formal Fashion: Towards Educational Revolution in Tanzania" (1977).
- b. "Animation Rurale: Education for Rural Development" (1977).
- c. "Nonformal Education and the Development of Self-Reliance: Third World Experiences and Implications for Urban African-Americans" (1977).

5) Unpublished comprehensive examination and other papers by Center members based on research on NFE (approximately two dozen titles).

b) Training

1) Workshops in connection with the site in Ghana on leadership and learning techniques.

2) Internships and short-term training sessions at Center (two interns from Ghana site and numerous visitors and delegations).

- 3) Courses developed for University of Massachusetts degree students in the field of NFE.

c) Conferences

- 1) Held at Center for International Education: "Collaborative Program Development." April 22-23, 1977.
- 2) Presentations by Center members elsewhere include two Comparative and International Education Society conferences (New Orleans and Springfield, Massachusetts); conference on Participatory Research (Toronto); conference on NFE (Michigan State).

d) Related Activities: Domestic Area

- 1) Development and testing of unobtrusive evaluation techniques in local NFE programs as a part of the field work component of a course on "Planning and Evaluation for NFE."
- 2) Design and testing of collaborative approach for photo-novella materials development with Spanish-speaking farm workers.
- 3) Design and field-testing of NFE workshop models as a part of a course on "Training Techniques for NFE" with NFE programs in Massachusetts and Vermont.

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	Now with the Department of Political Science, Morehouse College, Atlanta, Georgia.
Arlen Etling	Currently he is teaching at the University of Arizona, Tucson, where he has been developing a Competency-Based Educational Program for Extension Agents.
Shmuel H. Govreen	Has returned to Israel to work in the area of Community Development.
Jonathan Gunter	Currently NFE Media Specialist with the Academy for Educational Development, Washington.
John Hatch	John is the Director of Teacher Fellowships with the Woodrow Wilson Foundation in New Jersey.
Khalil Khalil	Khalil is working with Educational Development Corporation, Newton, Massachusetts, coordinating the curriculum

development efforts for a new college of electrical and electronic engineering in Algeria.

- Ruth 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 the Institute of Adult Education, Ghana.
- Gilbert Oluoch  
After completing his degree, he returned to his post as Director of the Kenya Institute of Education. Recently he chaired the Kenya delegation to the UNESCO General Conference held in Nairobi.
- William A. Smith  
Former Peace Corps volunteer in Colombia, 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 the University of Massachusetts; returned to Radio Ghana.
- Sunthorn Sunanchai  
Presently the Director of the Adult Education Division, Ministry of Education, Thailand. He is the author of many articles and co-editor of many books on formal as well as nonformal education in Thailand.
- Mose P. Tjitendero  
Mose is currently a senior lecturer at the United Nations Institute for Namibia in Lusaka, Zambia.

C. Domestic and International Linkages

See Sections III and IV.

D. Plans for Utilization of Institutional Response Capacities for Solution of IDC 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 Program

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. Participants in this program over the next two years will require non-grant funding.

3) Continuation of Site/Linkage\* Development

We anticipate an increase in site development and linkage programs

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

over the next three years. In addition to the Ghana site, selection and establishment of a site in Thailand has been completed. The development of a third site in Latin America is expected to occur in the coming year.

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 three years 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 (two years hence) must be considered somewhat speculative at this time. It is our intent that the response capacity 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 is currently being sought.
- b) Maintenance of the Resource Center and its functions.
- c) Continuation of courses and programs in NFE, especially for LDC nationals studying at the Center.

VII. PLAN OF WORK

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. Center staff consisting of Center Director, Administrator, two faculty and other professional staff as required.</p> <p>b. An average of five Center Associates working during the academic year in specified areas of program development.</p> <p>c. An NFE program consisting of courses, curricula, a body of literature, and alternative field experiences.</p> <p>d. Affiliated group of at least ten consultants and participants identified and listed.</p>	<p>a. Conducting personnel procedures to insure maintenance of competent NFE staff.</p> <p>b. Relating work descriptions to grant objectives; planning criteria; job descriptions for granting assistantships to Center associates.</p> <p>c. Development in each of the specified areas.</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 request.</p>	<p>a. University personnel records.</p> <p>b. University and Program Records.</p> <p>c. Course lists, publication list, and other program records.</p> <p>d. Newsletter production and list; records of task allocations.</p>	<p>a-c. High-caliber professionals and Center associates available to be hired for core staff and Center associates. Sufficient funding available to support full staff complement.</p> <p>d. Demand for services in LDCs exists.</p>	15,120	20,210*	68,990	67,441

\*University Overhead and salaries: \$5,410; outside grants and contributions: \$14,800.

VII. PLAN OF WORK

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. Increase skills of CIE members in training design, implementation and evaluation.</p> <p>b. Expand types of clientele and training situations appropriate to NFE objectives.</p> <p>c. Continuation of an internship program for NFE practitioners.</p> <p>d. Production of documentation on training techniques and models in NFE.</p>	<p>a. Offer course in training implementation Fall '77 and course in training design Spring '77. Both courses include supervised individual/group training projects.</p> <p>b. Through training courses and other projects, explore additional training in non-formal education possibilities.</p> <p>c. Intern programs will include special training. Where possible, interns will design learning situations for other NFE members.</p> <p>d. Publication of at least two "Training Notes" each semester.</p>	<p>a. Course listing and participant evaluations.</p> <p>b. Variety of individual and group training projects completed, reports of such projects.</p> <p>c. Participant list, individual participant program outline and evaluation, participant-designed learning and training materials.</p> <p>d. Published documents.</p>	<p>a. CIE members sufficiently interested in both courses to justify course offering/implementation.</p> <p>b. Interest in training by a variety of potential clients.</p> <p>c. Interest of non-degree candidates in potential internships; availability of outside funding for internships.</p> <p>d. Time and resources available for writing and editing "Training Notes".</p>	34,052	21,724*	133,855	70,807

\*University Overhead and salaries: \$6,924; outside grants and contributions: \$14,800.

VII. PLAN OF WORK (Cont.)

OBJECTIVES/OUTPUTS #3	TARGETS/MAGNITUDES	PLANNED ACTIVITIES	MEANS OF VERIFICATION	CRITICAL ASSUMPTIONS	EXPENDITURES (est.)			
					REPORTING YEAR		CUMULATIVE	
					211d	non-211d	211d	non-211d
<p>Institutional Capacity to engage in collaborative, field-based research and development activities and to conduct evaluations of projects and programs.</p>	<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> <ol style="list-style-type: none"> <li>1. Formative evaluation techniques adapted to NFE program and materials development.</li> <li>2. Learning technologies for NFE that are inexpensive and practical.</li> <li>3. Study of promising NFE program alternatives.</li> <li>4. Study of issues and variables relevant to NFE</li> </ol> <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 and publications on issues, considerations and approaches to collaborative program planning, development and research in NFE.</p> <p>b. 1. Issue paper on evaluation for NFE; field manual(s) on organization of evaluation for NFE; article on formative evaluation of media for NFE; design and testing of formative evaluation techniques.</p> <p>2. Development of games, materials, training techniques and other technologies related to field needs.</p> <p>3. Assessment of sample NFE program approaches.</p> <p>4. Studies on indigenous learning patterns and other variables relevant to NFE planning.</p> <p>c. Respond to opportunities to provide evaluation services or training in field sites and elsewhere.</p> <p>d. Development of field sites (Ghana, Thailand) and options for collaborative R&amp;D activity there (also domestic and Latin American options).</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 interest 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>	70,437	24,635*	234,666	76,594

\*University overhead and salaries: \$9,835; outside grants and contributions: \$14,800.

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. Continued analysis of new materials and approaches for use in NFE sites. Emphasis on Asian and Latin 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:</p> <ul style="list-style-type: none"> <li>-training aids</li> <li>-components for materials development</li> <li>-basic research materials</li> </ul> <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. Continued collection of materials and methods from all locations of potential NFE application. Relevant ideas sent to field sites for consideration.</p> <p>b. Field adaptation of methods and creation of new ones, with focus on Asia and Latin America.</p> <p>c. Ongoing development of materials for domestic as well as foreign sites, not restricted to grant sites. Field testing as opportunity available.</p> <p>d. Resource Center staff will:</p> <ul style="list-style-type: none"> <li>-provide training in use of Center and components to associates and visitors</li> <li>-provide assistance to staff engaged in materials development</li> <li>-select and acquire relevant books, pamphlets, slides, etc.</li> </ul> <p>e. Continued monitoring of the range of human and material resources of CIE in response to demands from AID missions and other agencies for assistance.</p> <p>f. Addition of new publications to series related to NFE. Includes seeking papers written by authors outside of UMass.</p>	<p>a. Sample materials, and documents about their use, evaluation reports where available.</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 for 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>	17,620	20,410*	102,173	68,331

\*University overhead and salaries: \$5,610; outside grants and contributions: \$14,800

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; work with numerous local development agencies in connection with NFE sites in Ghana, Thailand, and Latin America.</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 site development activities as outlined.</p> <p>b. Attendance at appropriate workshops and conferences.</p>	<p>a. Reports, records and other documentation ensuing from such exchanges, inventory list, site and related documentation.</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; continued site development in all locations.</p> <p>b. Network of EHR linkages established and UMass role defined; information about conferences and meetings provided to Center.</p>	12,600	20,008*	119,236	68,299

\*University overhead and salaries: \$5,208; outside grants and contributions: \$14,800.

### 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:

Linda Abrams

Serves as the Training Coordinator of the Nonformal Education Program. In this capacity she has run training sessions for Community College of Vermont participants.

Bonnie Cain

Worked with the NFE Program's traveling education project which used theater and puppetry to facilitate community consciousness raising. For the New England Farm Workers Council out of Springfield, has developed literacy materials (fotonovela) using photographs as a support to the script.

Kathleen Cash

Is the CIE's Undergraduate Program's Coordinator (Education for a Changing World).

Carla Clason

Is currently working in Iran with the International Institute for Adult Literacy Methods.

Gloria Gordon

In charge of coordinating the internships of the Center's undergraduate exchange programs.

**Elvyn Jones**

Will be departing shortly to begin an internship in Ghana for the site program there. While there one of her main duties will be the supervision of village facilitators.

**Suzanne Kindervatter**

Serving in Thailand as a resource person at the present time; assuming the role of administrator in the future, under the Asian segment of the NFE 2-Site Program.

**Jeanne Moulton**

For the past two years she has been a part-time consultant to UNESCO. She represented the Center in Zaire this past year as a nonformal education specialist assisting CIDEP in the preparation of design for their staff development project.

**Fredi Munger**

Recently, Fredi has been a training consultant for Save the Children Federation/Colombia. She is currently the Coordinator for the Asian Site segment of the NFE program in Thailand.

**Janice Smith**

Jan has served the Center for the past two years as Director of the Nonformal Education Resource Center. She served as Director of the Fun Bus Games Project and is currently serving as Administrator of the Center's Nonformal Education Site in the Eastern Region of Ghana.

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 6/1/76 to 5/30/77

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.	14,181	53,870	15,120	80,230	25,335
2. Institutional capability to provide training options.	37,339	99,803	34,052	157,233	27,187
3. Institutional capability for collaborative field-based research and development.	72,160	164,229	70,437	261,857	29,973
4. Institutional capability for materials collection and development	22,823	84,553	17,620	119,683	26,025
5. World-wide network of institutional linkages (U.S. and abroad).	27,433	106,636	12,600	130,997	26,395
<b>TOTALS</b>	<b>173,936</b>	<b>509,091</b>	<b>148,309</b>	<b>750,000</b>	<b>134,915</b>

TABLE II - A

211(d) Expenditure Report  
ACTUAL AND PROJECTED SUMMARY

Under Institutional Grant #AID/ta G1112

Reporting Period - 7/1/76 to 6/30/77

	EXPENDITURES TO DATE		PROJECTED EXPENDITURES		TOTAL*
	REPORTING PERIOD	CUMULATIVE TOTAL	Y E A R		
			4	5	
1. Salaries and Allowances	105,251	253,801	97,681	57,242	408,724
2. Stipends	41,615	141,090	25,428	21,108	187,626
3. Library	858	2,433	500	250	3,183
4. Research	1,612	22,777	1,000	500	24,277
5. Travel	14,090	55,715	11,300	1,000	68,015
6. Equipment and Supplies	3,975	9,900	3,000	2,000	14,900
7. Publications	320	2,010	500	500	3,010
8. Other Direct Costs	6,215	21,365	8,900	10,000	40,265
TOTALS	173,936	509,091	148,309	92,600	750,000

\*Line-Item totals revised 6/1/77

TABLE II - B

211(d) Expenditure Report  
Reporting Year Detail  
Under Institutional Grant #AID/ta G-1112  
Reporting Period 7/1/76 to 6/30/77

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I. A. Salaries			
Academic	David R. Evans	( 25%)	1,000
	M. Kalim Qamar		
	(to 2/1/77)	(100%)	14,070
	Linda Abrams		
	(from 2/1/77)	(100%)	6,418
	David Kinsey	(100%)	21,500
B. Other			
Clerical	Administrative:		
	Secretary	(100%)	10,538
	Other Clerial	( 50%)	5,692
Professional Staff	Grant Manager	(100%)	15,650
	Site Administration	(100%)	12,487
	Other Professional	( 75%)	12,655
C. Fringe Benefits	Covering 80% of staff		2,933
	Post Differential		2,308
II. Student Support			
	Vasudevan Nair		
	Malaysia		2,000
	John Comings		
	United States		3,334
	Hilda Kokuhirwa		
	Tanzania		389
	James Mangan		
	United States		2,000
	Ishmael Moletsane		
	Lesotho		444
	Robert Russell		
	United States		3,955
	Fredi Munger		
	United States		779
	Roshan Billimoria		
	India		3,530
	Tenzing Chhodak		
	India		2,444
	Stephen McLaughlin		
	United States		5,600

	Bonnie Cain		
	United States		2,666
	Adriana Rothkegel		
	Chile		3,777
	Elvyn Jones		
	United States		2,000
	Howard Steverson		
	United States		1,000
	Yvonne Villanueva		
	Venezuela		2,600
	Al Peakes		
	United States		410
	Judson Haverkamp		
	United States		4,000
	Sunthorn Sunanchai		
	Thailand		687
III.	A. Consultants: Six		1,767
	B. Guest lecturers, Visitors, etc.: Twelve		286
	C. Conference at U/Mass: One		70
IV.	Travel		
	A. Domestic	Twenty-five trips	4,915
	B. Foreign	Five trips	9,175
V.	Equipment		665
VI.	Library Acquisitions		858
VII.	Publications/Newsletters: Six		448
VIII.	Other		8,886
	Total monies expended during reporting period		\$173,936

TABLE III - A

REQUESTS FOR ASSISTANCE RECEIVED DURING REPORT PERIOD 7/1/76 TO 6/1/77

## 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	Days	
1. Request to submit proposal to coordinate full range of technical assistance including both foreign fellowships and specialist services.	PENMAS/Indonesia	Same	- - -	Not specified to date		Initial proposal submitted.
2. Request for possible UMass contribution for seminars for Middle Eastern Educators.	Harvard/EDC/Ford Foundation	- - -	- - -	- - -	- - -	Still in exploratory stages.
3. Request to send participant to attend planning session in December, 1976, for collaboration possibilities.	Institute of Adult Education/ University of Ibadan, Nigeria	Same	NFE Grant	\$500	3	Sent Ghana Site Administrator, Ishmael Moletsane, already on African continent, to attend session.
4. Request to send participant to Yemen/Arab Republic for training program in Education.	AID	Same	Same	Not specified		David Kinsey participated in the March/April program.
5. Request to send participants to attend November Toronto Conference on Participatory Research.	International Council for Adult Education/Toronto, Canada	Same	NFE Grant	\$400	4	Roshan Billimoria and David Kinsey represented the NFE Program at the Conference.
6. Request for assistance in securing admission to Masters Program at University for candidate from Panama.	USAID/Panama	Same	- - -	- - -	- - -	Follow-up letter/discussion submitted. Reply from Panama not yet received.
7. Request to submit proposal for a program which would assist national leaders in the development of educational policy and practice which promotes rural development on the African continent.	Phelps Stokes Foundation	Same	- - -	Not specified to date		Proposal submitted to Phelps Stokes Foundation. No reply on outcome to date.
8. Request to undertake internship program with the Kaunlaran Multi-Purpose Center, Philippines.	Kaunlaran Multi-Purpose Center, Philippines	Same	?	- - -	- - -	Sr. Lydia Kalaw, Director of the Multi-Purpose Center will be interning at the Center starting Fall, 1977.
9. Request to enter into NFE Document Exchange Project.	International Institute for Educational Planning, Geneva	Same	Same	\$1,000	3	NFE Resource Center reviewed documents submitting list of documents of interest to IIEP on a monthly basis.
10. Request for collaborative relationship with Community College of Vermont.	Community College of Vermont, Brattleboro	Same	- - -	- - -	- - -	To date training sessions have been run by NFE Training Coordinator. Discussions now going on for possible internships for graduate students with CCU in nonformal/adult education.
11. Request for French-speaking nonformal education specialist to assist in the preparation of design for CIDEP staff development project.	CIDEP-USAID/Zaire	Same	Same	Not specified		Jeanne Moulton, Center member, went to Zaire to assist them.

A. REQUESTS FULFILLED (Con't) DESCRIPTION OF REQUEST FOR ASSISTANCE	WHOM DID YOU ASSIST	WHO REQUESTED ASSISTANCE	WHO FUNDED ASSISTANCE	SIZE OF EFFORT		RESULTS OF ASSISTANCE
				DOLLARS	DAYS	
12. Request for assistance in the development of a career training program for host-country staff in Nepal.	USAID/Nepal	Same	Same	Not Specified to date		John Comings, Center member, is scheduled to depart shortly for Nepal.
13. Request to develop literacy materials for use by Spanish-speaking adults in Springfield.	NE Farm Workers Council, Springfield, Massachusetts	Same	Same	Not specified		Bonnie Cain and John Comings developed a series of phonovellias for use by the New England Farm Workers Council of Springfield.
14. Request to enter collaborative program for adult education project in Sierra Leone.	German Adult Education Association, Africa-Bureau, Ghana	Same	---	---	---	Follow-up discussions held. Communications held on possibility of publication of manual.
15. Request for specialist with skills in programs for women in Third World Countries.	AID/OAS	AID	AID	Not specified		Yvonne Villanueva, Center member, travelled to Argentina as representative of the United States to OAS Conference on women and development.

TABLE III - B  
 REQUESTS FOR ASSISTANCE RECEIVED DURING REPORTING PERIOD 6/1/76 TO 6/1/77

B. REQUESTS NOT FULFILLED

DESCRIPTION OF REQUEST FOR ASSISTANCE	WHOM DID YOU ASSIST	WHO REQUESTED ASSISTANCE	WHO FUNDED ASSISTANCE	SIZE OF EFFORT		WHY NOT MET
				DOLLARS	DAYS	
1. Request to undertake training program for national and overseas staff of CARE.		CARE of New York				Initial contacts did not indicate a basis for further discussions.
2. Request to explore possibility of a leadership training program through the center on techniques for small business development, cooperative education, and farm related business development.		Chase Manhattan Bank				Sent series of Center documents - Chase Manhattan never followed up.
3. Request regarding the potential participation of CIE/UMass in the continuation of the Ministry of Education Nonformal Education program in Ecuador.		USAID Mission to Ecuador/Ministry of Education/Ecuador				Three Center members met with Director of National Planning of the Ministry of Education/Ecuador in New York. Decision made in Ecuador not to go with UMass NFE project at this time.
4. Request to send participant to attend May workshop of the Nigerian National Council for Adult Education, Nigeria, and for the Center to be co-sponsor for the 1977 NNCA Seminar.		Nigerian National Council for Adult Education				Financial constraints at this time - Will be financing and sending participant for their '77 Seminar in August where a paper will be presented.
5. Request to participate in a program of summer courses on the Caribbean.		Inter-American Institute/Puerto Rico				Not in our area of interest. Referred them to the Office of International Programs, and Continuing Education/UMass.
6. Request to submit proposal for project to assist in the development of a National Training Center for Social Development Workers in Sierra Leone.		USAID/Sierra Leone				Prospectus submitted. To date no response from USAID/Sierra Leone.

ANNEX

STATEMENT ON NONFORMAL EDUCATION PUBLICATIONS

A. Documents Published

During the third grant year the following documents deemed useful to scholars and practitioners in nonformal education were published by the Center for International Education.

1. Dissertation: Beyond the Non-formal Fashion: Towards Educational Revolution in Tanzania, Arthur L. Gillette.
2. Issue Paper: #1 The Demystification of Nonformal Education, John C. Bock and George J. Papagiannis.
3. Training Notes: #1 Learner-Centered Training for Learner-Centered Programs, Suzanne M. Kindervatter.  
#2 Five Training Issues in Non-Formal Education, Carol Martin.\*
4. Technical Notes: The Fun Bus, Robert Russell.  
The Participatory Process: Producing Photo-Literature, Bonnie J. Cain and John P. Comings.
5. Discussion Paper: Issues in Participatory Research: A Conference Report, Bonnie J. Cain.\*
6. Center for International Education 1977-78. A summary of the human and material resources of the Center for International Education.

B. Planned Publications

In view of the range of human resources currently available at the Center and in light of the Center's present involvement in nonformal education projects abroad, a Publications Committee composed of students and faculty has determined that priority should be given to publication of suitable documents and materials in the following areas during the fourth grant year.

- A bi-monthly newsletter.
- Issue Papers that highlight themes of interest in the field of nonformal education.

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\* To be published summer, 1977.

- Training Notes which discuss techniques and goals of training for nonformal education.
- Technical Notes which explain procedures for development and use of various methods, materials and technologies appropriate to nonformal education. (Notes which focus on participatory processes for research and materials development and on the use of radio in nonformal education will be highlighted in this area.)
- NFE-related dissertations by graduate students within the Center for International Education.
- Discussion papers, primarily for internal dissemination, that document and focus issues raised in graduate student research or project development activity.
- Games and materials for use in domestic NFE activities and to meet needs articulated by Center personnel engaged in site development activity overseas.