

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

FOR AID USE ONLY

Batch 63

1. SUBJECT CLASSIFICATION	A. PRIMARY	TEMPORARY
	B. SECONDARY	

2. TITLE AND SUBTITLE  
Non-formal education, field support; semi-annual report, Sept. 1973-March, 1974

3. AUTHOR(S)  
(101) Mich. State Univ. College of Education

4. DOCUMENT DATE 1974	5. NUMBER OF PAGES 12p.	6. ARC NUMBER ARC
--------------------------	----------------------------	----------------------

7. REFERENCE ORGANIZATION NAME AND ADDRESS  
Mich. State

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

9. ABSTRACT  
(EDUCATION R&D)

10. CONTROL NUMBER PN-AAD-963	11. PRICE OF DOCUMENT
12. DESCRIPTORS	13. PROJECT NUMBER
	14. CONTRACT NUMBER AID/CM/ta-C-73-22 GTS
	15. TYPE OF DOCUMENT

SEMI-ANNUAL REPORT  
September 1, 1973 - March 31, 1974

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

Goals and objectives

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

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

Goals for the period (9/1/73 - 3/31/74)

The objectives of the period were to:

1. continue to develop the knowledge base at Michigan State University.
2. make visits to selected locations in Africa and Latin America to work with on-going or projected non-formal education projects.
3. negotiate new contract for extending overseas field work.
4. review the work of the contract, October 24, 1973.
5. organize an invitational/international on-campus conference and workshop scheduled for April.

Significant activities

1. Visits to Latin America;

- a. During the period, two members of the MSU non-formal education team, Dr. Kenneth Neff and Dr. Ted Ward, made trips to four countries in Latin America: Paraguay, Brazil, Peru, and Ecuador. Both went to Asuncion to Meet with officials in USAID and the Government of Paraguay. A primary question discussed was how they might obtain some systematic support of non-formal education programs. It is apparent that something needs to be done to extend educational opportunities in view of the fact that the present formal systems simply cannot provide for the current needs and demands of the Paraguayan people. The GOP now allocates approximately 17 per cent of its total national budget to finance an educational system that enrolls about 22 per cent of the total population. Failures and drop-outs are high. Out of 1000 pupils who enroll in grade one, 220 graduate from grade six and only 14 graduate from the secondary cycle. In 1971, approximately 22 per cent of Paraguay's primary education was spent on students repeating their year of studies in the primary schools. Investment in new facilities has not produced proportionate increases in educational opportunities. Paraguay increased the number of primary schools by 20 per cent from 1965 to 1971 but was able to increase first grade enrollment by only 6 per cent during the same period. An obvious question arises in the face of any substantial new commitment to universal education: - Is any expansion of the present models of education economically feasible? Thus, the current interest in seeking out alternative forms of educational investment coincides with a growing awareness and needs within the nation. Above all, there is a need to come up with less costly ways to provide some sort of effective learning opportunities for greater numbers of people.

Give the above situation, USAID/Paraguay requested AID/W TAB assistance in planning and designing a non-formal education project and in conducting related exploratory studies. Ward's and Neff's presence in Asuncion was in response to that request.

During their visit with key officials in the USAID Mission and the GOP a three phase plan was developed: Phase I: Identification and communication, i.e., survey of resources and programs, to hold conferences or workshops, and to develop a task force to draw up a proposal for a pilot project. Phase II: Pilot Projects: to include development, staff training, operation and evaluation. Phase III: Reconstruction of Education Objectives and Reallocation of Resources. This would involve costs benefit analyses of alternatives, re-examination of school and non-school objectives, and the re-alignment of functions and resources. It was soon learned that the GOP was already engaged in making a survey and the groundwork was being laid for Phases II and III.

The emphasis of the above-mentioned phases and plans is obviously not designed to "build more and better schools," but rather on the meeting of human needs, especially in the rural areas, on the basis of relatively short exposures to highly focused learning experiences. It was determined that the most important question was: - what are the learnings that can be provided quickly and effectively that will make important differences in the lives of those on whom the school does not have an important effect? This constraint suggests three target groups - actually all three are subdivisions of that population of many thousands for whom the school has no great value: (1) out-of-school youth (employed youth who have no schooling, (2) school drop-outs and push-outs (especially primary school drop-outs) and (3) unschooled (and underschooled) adults.

It was also obvious that any new program should emphasize functional skills, not abstract learning tasks.

As an agricultural nation, Paraguay faces the twin problems of agricultural improvement and the effective utilization of the manpower surpluses that result from agricultural improvement. Certainly, whatever is done in non-formal education should address one or the other of these problems - or both. Basic to both needs is that minimal comprehension of technological development: the concept of cause-effect relationship. Certainly this rudiment of science and technology ought to be considered as a basic element in non-formal education programs.

Conversations with key persons in Asuncion prompt another note of caution. Just as non-formal delivery systems should not attempt to replicate all of the learning that occurs in school, so too should they not attempt to employ formal in-school teaching methods. Some of the schools described to Neff and Ward were attempting to replicate "in-school type" learning to an out-of-school environment. It is indeed unfortunate, but teachers trained to perform in highly formalized schools seldom make good non-formal educators.

It is expected that representatives from the Government of Paraguay and AID/Paraguay will attend the NFE conference and workshop scheduled for East Lansing in April. Further discussions will be held at the time to consider the feasibility of moving ahead with definite plans.

- b. Professor Neff also stopped in Lima, Peru, following his visit to Paraguay. This was at the request of the AID Mission/Lima and a follow-up of previous visits made to Peru by Dr. Ted Ward. The purpose of Neff's visit was to identify, cultivate and instigate a set of contacts with the Government of Peru that could lead to support for their intensified focus on NFE. A major outcome of these meetings was the decision to have Dr. Cesar Picon,

Director General, Educacion Basica Laboral y Calificacion (Ministry of Education) make a visit to the campus of Michigan State University to pursue discussions about future cooperation. Dr. Picon came to East Lansing March 6 - 8. His primary concern is in non-formal education programs for adult audiences although he has a general interest in non-formal education as an alternative to formal schooling.

During his visit a wide variety of topics were discussed and an attempt was made to cover Dr. Picon's special interests: (1) learn what MSU research has produced concerning application of non-formal education in other countries; particularly in the Peoples' Republic of China and other socialists/communist countries; (2) concepts and procedures for the strategic and tactical planning of NFE programs as a part of an overall education development program; (3) explore the training resources of MSU and to understand better the types of training programs needed to mount and support effective NFE delivery systems; (4) become more familiar with the concepts of group learning; and (5) explore materials and media design and preparation resources at rather basic levels.

It is important that US/AID Peru strongly supported his visit and expects that they can stimulate the Peruvian Ministry of Education to launch a well-conceived non-formal education program in that country. The Mission plans to fund three senior staff members from Dr. Picon's office to attend the Michigan State Non-Formal Education Conference and Workshop scheduled for late April- early May.

c. Professor Ted Ward, Department of Secondary Education and Curriculum, responded to a request from USAID/Brasilia/Rio to participate in the designing and implementation programs with FASE, a community development organization sponsoring widely scattered self-help operations. The focus

of Ward's activity was to establish a comprehensive program of formulative evaluation, particularly emphasizing the ways and means to develop reliable generalizations about the successful and unsuccessful activities carried out by FASE in the field. The intention, in addition to the primary service to FASE, was to provide a field-tested and refined model for the systematic evaluation of complex programs in NFE.

- d. Professor Ward also visited Paraguay (see statement earlier in this report) and Ecuador. In Ecuador, Ward was asked by USAID/Quito to make an on-site analysis of the state of development of the University of Massachusetts' project in that country. Ward's report, written on-site, identifies and discusses seven key issues pertaining to the Massachusetts' NFE project and describes six viable ways to proceed with contracting for an evaluation. The visit was not designed to be an evaluation per se but rather a consultation service to AID/Quito with respect to getting the sort of evaluation that would best further the goals of the Mission.

Ward found that the project had introduced a series of highly creative activities in new materials and procedures for NFE in Ecuador. The project is especially interesting because of the pioneering nature of the key activity: using instructional games and simulations for conscientization experiences and as the major instructional vehicles for rudimentary learnings for adult and out-of-school youth among mestizo and mestizo-Indian peasant populations.

A detailed account of his work and findings has been presented to USAID/Quito.

## 2. Field Work in Ethiopia

Michigan State has been involved in working with the Ethiopians and the AID Mission since 1972. Beginning with the work of Professors Richard Niehoff and Bernard Wilder, several MSU people have worked with the NFE program there. Niehoff and Wilder have put together a series of papers

which have appeared in the MSU Discussion Series and have prepared a larger paper, Ethiopia: A Country Study, which is one of the final reports for the first MSU NFE contract.

During the past six months, two Michigan State people have worked on site on non-formal educational activities. One, Olu Awe, was in Nigeria for about one year and returned to campus in December, 1973. Awe investigated the patterns and processes of selected non-formal education activities in rural area of Western Nigeria. The results of his findings are described in detail in the Quarterly Reports of the first, knowledge-base, contract. In February-March, 1974, Professor John Hanson, Department of Secondary Education and Curriculum, was in Ethiopia to participate in a NFE conference held in Addis Ababa. Billed as a "planning conference" - actually, it was a workshop/seminar which went well beyond the planning stages. In addition to spending time at the conference, Hanson visited the H.S.I.U. to discuss with members of the administration and teaching staff the perceived concerns and progress in respect to the MUCIA/H.S.I.U. contract.

The workshop has proposed that there be established, on a pilot basis, a number of rural learning centers which they refer to as "non-formal education/community practicum training centers". The work of establishing the centers has been divided into five stages. The first stage consisted of an introductory meeting in which background planning was done for the centers. In the second stage, a number of Ethiopians did field work which included the identification of tentative sites for the centers. The current stage is the laying of plans for specific implementation of the centers. Actual implementation will follow the fourth stage and, finally, an evaluation program will be developed. Michigan State University has been asked to send participants in the fourth and fifth stages. Professor Richard Niehoff will represent the University and will go to Ethiopia in May, 1974.

The Ethiopians plan to send some participants to the April NFE conference and workshop at Michigan State.

3. Field work in Jamaica.

Dr. Franklin Bobbitt, Associate Professor, College of Education, and specialist in agricultural education, was asked to participate in a study in Jamaica held in March - April, 1974. Bobbitt's main responsibility was to work with the Jamaican Ministry of Education in studying ways which would help improve agricultural education in that country. The recommendations were the basis for a loan request from the Jamaican Government to USAID. In part too, Bobbitt's work was a follow-up on a study made a year earlier by Professor Russell Kleis, Michigan State University, who worked with a team which reviewed the entire education sector with considerable attention being given to non-formal education as an alternative form of developing human resources in Jamaica. Several problems and factors were encountered while looking at how agricultural education might be improved:

(1) Both the formal and non-formal elements of agricultural education had deteriorated in recent years. High schools in Jamaica were graduating fewer than 75 ag students per year. Few students were applying for seats in the agriculture faculties in higher education. The Cooperative Extension Service was unable to fill their vacancies with people having even minimum qualifications and they estimated that 75% of the existing staff were not qualified for the positions they were holding. Other non-formal organizations, such as the Jamaica Agricultural Society, were not functioning very effectively.

(2) Much of the tillable land is under-utilized for want of farmers and because much of the land is owned by mining companies which are holding the land for future mining operations. (3) The total agribusiness is being adversely affected because they cannot hire trained personnel.

The recommendations have been presented to USAID for their consideration.

4. Evaluation review of the Contract (MSU/AID/CM/ta-C-73-22):

On October 25, 1973, a review of our contract was held with AID officials in Washington. The objectives, purpose and progress of the contract were examined. Actual and projected work in the field, i.e., seminars, workshops

and technical assistance were outlined. (See description of field activities elsewhere in this report.)

5. Plans for an Invitational International Conference at Michigan State University:

A major undertaking for our non-formal education work will be a conference/workshop being planned for April, 1974. The conference is scheduled to be held at the Kellogg Center April 24-26; the workshop will follow from April 26- May 3. In order that we might have an in-depth exchange of ideas and experiences among the participants we plan to limit attendance to those who are specifically invited. Letters have been written to a number of known leaders in the field of non-formal education to seek their advice and suggestions as to who should be included. Cables have been sent from AID/Washington to the Missions asking for their assistance in identifying participants and helping to sponsor the meetings. Efforts are being made to invite people who approach non-formal education from a variety of points of view, such as: policy-making, planning funding research and program development. While we expect to attract experts and specialists in NFE it is anticipated that few of the participants will think of themselves in this way. Planned topics for discussion are:

NFE in Action: Firsthand Reports from People from Foreign Countries

NFE and the Development Process: Country Examples

The Economic Value of NFE

Literacy and NFE

Educational Technology: What do we know about its Use in NFE

A Festival of Films on NFE

Strategies for Developing NFE

Making Learning Effective in NFE

New Directions in NFE

Current Studies in NFE

The workshop, which will begin at the close of the conference, is designed for those participants who would like to stay on and pursue significant issues and problems in greater depth. Faculty for the workshop will consist of resource people with specializations and experiences in different aspects of non-formal education. Subject matter for the workshop will consist mainly of the problems which are of crucial concern to the participants. These problems may have been identified in the conference itself, or may arise from the participants' work and responsibilities. Only those who have attended the conference will be admitted to the workshop - and attendance will be limited to about 40 persons.

6. New Contract

During the past six month period, a proposed extension to the present contract was negotiated. This will continue the emphasis on seminars, workshops and service. Related to the seminars will be the on-campus conference/workshop mentioned above. Also built into the budget is a non-formal education participant training seminar to be offered Summer Term, 1974. For the present year efforts are being made to contact AID participants who are in the United States and are involved in graduate studies at some university. Beginning Fall Term, the seminar will be available to a larger group. The preparation of a NFE handbook is also included in the scope of work of the contract. An outline for this handbook is being prepared and a completed paper is expected by December, 1974. Michigan State University will continue to serve as a clearing house for gathering and disseminating NFE materials. Finally, we plan to continue to expand our knowledge base, develop young scholars in the field of non-formal education.

The contract was awarded tentatively before the end of the present six month period with some specific details to be settled.

Plans for the next period (4/1/74 - 9/30/74)

1. Work with the overseas seminars, workshops and technical assistance will continue. Professor Niehoff is scheduled to be in Ethiopia during the next period. We anticipate some new activities will be generated from the NFE conference/workshop scheduled for April. Some additional work is expected in Latin America and Asia.
2. The conference/workshop should be a major undertaking which will provide us with an opportunity to exchange ideas with others who have been concerned with the development of non-formal education and to assist foreign nationals who wish to develop NFE projects in their home countries.