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FINAL REPORT  
LRC-BCES GRANT PROJECT  
(AID/1a-G-1169)

Submitted to AID/Washington  
LAC Regional Office by San Jose  
State University

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## INTRODUCTION

This report takes the place of Quarterly report Number 11, is the final report of the LRC-BCES project and completes phase four of the grant agreement:

grantee will prepare and disseminate a report summarizing and evaluating the processes and products related to the LRC-BCES concept, to provide additional guidelines for future planning for countries and educational entities undertaking community education efforts for their poor majority. (Attachment A of the grant agreement, page 2.)

## SUMMARY OF THE PROJECT

The LRC-BCES Project comes to a successful end after some thirty months of rather concentrated research and development activity.

Essentially, the project had three overriding goals or objectives:

I. The Grantee will coordinate the efforts of its Far West Center for Community School Development and its Instructional Technology Department to develop a conceptual model of a Learning Resources Center-Based Community Education System (LRC-BCES) and train Latin American educators from appropriate countries in the adaptation of facets of this model designed to provide significant learning experiences for members of their poor majority.

II. Using already existing capabilities, the Grantee will define and describe an ideal LRCBCES model suitable for adaptation to a variety of

Latin American settings. Activities leading to this include the following:

1. Development of techniques for assessing community learning needs;
2. Development of techniques for determining the readiness of a specific community to undertake an LRC-BCES, or to extend present efforts;
3. Describing, validating and refining a variety of process strategies for implementing LRC-BCES's;
4. Investigation of the economic feasibility of the LRC concept, including benefits and impact, probable costs and methods of financing LRC-BCES's;
5. Analysis and development of realistic organizational and instructional technology needed to implement an LRC-BCES in a particular site;
6. Testing the applicability of "Fault Tree Analysis" technique as a formative evaluation tool in determining appropriateness of the LRC concepts in application;
7. Studying and preparing recommendations about other problems involved in implementing LRC-BCES's in Latin American communities especially where the concept is unknown.
8. Orient educational teams of education planners (from selected local sites) to the potentials of LRC-BCES's and train these teams to collect, analyze and interpret needed information as well as to conceptually manage, implement and apply facets of the model to the country-specific circumstances. Activities included under that rubric include:

- a. Developing and analyzing plans for implementing adaptation of LRC-BCES's, prepared by participants as a part of their training program;
- b. As appropriate, providing field assistance to one or two country teams who are implementing projects in community education and are desirous of adapting the LRC-BCES model to ongoing activities.

III. The project will be executed in four phases; some of which, such as Phase One and Two will be occurring simultaneously.

Phase One:

Grantee and LDC practitioners will build a conceptual framework to develop, adapt and evaluate LRC-BCES's.

Phase Two:

Grantee will provide the training (through workshops) for site teams from six Latin American nations.

Phase Three:

Grantee will provide technical assistance to site teams operating in the field as desired and appropriate.

Phase Four:

Grantee will prepare and disseminate a report summarizing and evaluating the processes and products related to the LRC-BCES concept, to provide additional guidelines for future planning for countries and educational entities undertaking community education efforts for their poor majority. (Grant Agreement, Attachment A, pp 1 and 2.)

in addition, the grantee was asked to prepare

at least two methodological working documents, including a description and analysis of the conceptual model of a generalized LRC-BCES, and an analysis of its Economic feasibility for adaptation in Latin American settings.

Table I illustrates how these objectives have been reached and, where appropriate, clarifies points of discussion.

#### PROCESS AND PRODUCT EVALUATION

Throughout the duration of the project and at the January Workshop in particular, the LRC-BCES Model has been carefully evaluated and critically analyzed. Of significant importance in this area was the Comprehensive Analysis Statement prepared by each participating team at the January Workshop. In this statement, teams were asked literally to analyze and evaluate the Model in light of their specific country's development needs and its applicability there of. They did this and did it well. The Model proved to be relevant and suitable for adaptation in each of the countries.

The process for working through the LRC-BCES Model - The January Workshop - proved to be an effective instrument for training Latin American educators and planners in the fundamentals of planning, adapting, implementing and evaluating such a system. (See Formative and Summative Evaluation Statements of the Participants reported in the 10th Quarterly Report.)

Unfortunately, there was neither the time nor the money available to the Project to move the Model "down" from its conceptual form to a more "field" or pragmatic form as strongly proposed by the January participants, the July, 1978 Evaluation Team and the March, 1979 Project

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**TABLE I**  
**Project Goals and Objectives**  
**Expressed by Products, Documents**  
**and Time Line-LRC-BCES**

Objectives and/or Products	Date	Manifest Documentation	Comments
I. The Grantee will coordinate the efforts of its Far West Center for Community School Development and its Instructional Technology Department to develop a conceptual model of a Learning Resources Center-Based Community Education System (LRC-BCES) and train Latin American educators from appropriate countries in the adaptation of facets of this model designed to provide significant learning experiences for members of their poor majority.	During Life-time of grant	Representative reports, activities and participation of faculty from these departments in all phases of the project.	The department of instructional technology under the chairpersonship of Harold Hailer played a significant role in the project--especially Drs. Brown, Hailer and Hunt. Dr. David Migecki from the Far West Center for Community Development participated heavily in the community assessment area. Some 14 other faculty members from all other departments also played direct or indirect roles in the project in one way or another.
II. Using already existing capabilities, the Grantee will define and describe an ideal LRC-BCES model suitable for adaptation to a variety of Latin American settings. Activities leading to this include the following:	July 1978	"From Visions to Development"	
1. Development of techniques for assessing community needs;	June, 1978	The KIVA Model, Chapter VIII of "Visions"	Reactions from the participants at the January Training Workshop were very positive toward these documents. (See "Comprehensive Analysis," Quarterly Report 10.)
2. Development of techniques for determining the readiness of a specific community to undertake an LRC-BCES, or to extend present efforts;	July, 1978	Gary Johnson's Module on working with community advisory groups	
3. Describing, validating and refining a variety of process strategies for implementing LRC-BCES;	July, 1978	"From Visions to Development" Chapter VIII	
4. Investigation of the economic feasibility of the LRC-BCES concept, including benefits and impact, probable costs and methods of financing LRC-BCES's;	March, 1978	Dr. Phillip Blair's Economic Analysis Module	Received good but not exceptional endorsement from participants.
5. Analysis and development of realistic organizational and instructional technology needed to implement an LRC-BCES in a particular site;	July, 1978 * & Jan. 1979	"Visions," Brown's Report, Materials Catalog, Activities in Technology at the January Workshop	This component of "Visions," the other reports and the lab sessions in January proved to be very valuable to the participants. (See evaluations in Quarterly Report 10.)
6. Testing the applicability of "Fault Tree Analysis" technique as a formative evaluation tool in determining appropriateness of the LRC concepts in application;	July, 1978	See Project Evaluation Summary, August, 1979.	Although FTA proved to be an effective management technique for planning, in the context of this project it simply became too demanding of time and had to be dropped after 6th quarter.

TABLE I continued

Objectives and/or Products	Date	Manifest Documentation	Comments
7. Studying and preparing recommendations about other problems involved in implementing LRCBCEs's in Latin American communities especially where the concept is unknown.	Oct., 1976	"Community Education for Community Action: A Multiframework Model"	These papers were developed sequentially, each complementing the previous one until the LRC-BCES Model unfolded in "Visions"
	June, 1977	"Learning Resources for Community Education"	
	July, 1978	"From Visions to Development"	
8. Orient educational teams of education planners (from selected local sites) to the potentials of LRCBCEs's and train these teams to collect, analyze and interpret needed information as well as to conceptually manage, implement and apply facets of the model to the country-specific circumstances. Activities included under that rubric include:	July, 1977	Concept Development Conference in Bogota	
	Jan., 1979	Training Workshop in San Jose	
a. Developing and analyzing plans for implementing adaptation of LRCBCEs's, prepared by participants as a part of their training program;	Jan., 1979	See 'Analysis', Quarterly Report 10	Paraguay and Peru have shown strong interest in implementing the LRC-BCES Model
b. As appropriate, providing field assistance to one or two country teams who are implementing projects in community education and are desirous of adopting the LRCBCEs model to ongoing activities.	March, 1977	Field Visit to Paraguay	
	Sept., 1977	Field Visit to Peru	
	June, 1978	Field Visit to Paraguay	
	Jan., 1979	Field Visit to Peru	
III. The project will be executed in four phases; some of which, such as Phase One and Two will be occurring simultaneously.			
<u>Phase One:</u>			
Grantee and LDC practitioners will build a conceptual framework, to develop, adapt and evaluate LRCBCEs's.	July, 1978	"From Visions to Development"	
<u>Phase Two:</u>			
Grantee will provide the training (through workshops) for site teams from six Latin American nations	July, 1977	Concept Development Conference in Bogota	
	Jan., 1979	Training Workshop in San Jose	

TABLE 1 continued

Objectives and/or Products	Date	Manifest Documentation	Comments
<u>Phase Three:</u>			
Grantee will provide technical assistance to site teams operating in the field as desired and appropriate.	See 8b above		
<u>Phase Four:</u>			
Grantee will prepare and disseminate a report summarizing and evaluating the processes and products related to the LRCACES concept, to provide additional guidelines for future planning for countries and educational entities undertaking community education efforts for their poor majority.	June, 1979	Final Report	
IV. The Grantee was asked to prepare at least two methodological working documents, including a description and analysis of the conceptual model of a generalized LRC-ACES, and an analysis of its Economic feasibility for adaptation in Latin American settings.	Oct., 1976	"Community Education for Community Action: A Multiframework Mega Model"	This paper was critiqued and reviewed by AID/Washington (Dr. Wilder) and members of the San Jose SJSU team and selected reviewers from the fields of community education and instructional technology at the Fall Conference at Pajaro Dunes. It formed the essential framework for the LRC-ACES Model.
	June, 1977	"Learning Resources for Community Education"	This paper was reviewed and critiqued by some 35 Latin American educators at the Bogota Conference. From this paper and the paper above, the essential ingredients of the LRC-ACES Model were developed. The final Model, "Visions", became an integrated product representing the critiques and reviews of the above papers, the recommendations made by AID/Washington and others for a more comprehensive integrated conceptual scheme.

Review team. The Model at this stage of development provides a good conceptual base for the LRC-BCES notion; builds from this base toward a suggested organizational orientation for effecting community education for community action; lays this orientation out schematically so that the Model adequately addresses the (a) needs of the poor majority program wise, (b) functionally "fits" the Latin American geopolitical organizational typology and (c) use of appropriate technology as developed through a instructional technology system.

#### GUIDELINES FOR ACTION

In the classic sense, this project has been a research and development effort. The whole notion of development, learning resource centers, community education translated into Learning Resource Center-Based Community Education Systems was researched and studied in light of its application to the poor majority of Latin America.

Out of this research was developed a major concept paper - "From Visions to Development" - which tries to describe the notion in terms of theory, program, organization and technology. This product has been carefully tested through a series of activities, the seminal activity being the January 1979 Training Workshop. Assessments and evaluations of the Model that were made by the participants themselves show that the Model is an effective instrument for bringing about new ideas and new organizational arrangements for implementing community education programs.

The logical next step (s) is to (a) demonstrate and disseminate the Model throughout the field missions, and/or (b) provide all the necessary support needed to assist individual countries that are ready

now to implement the LRC-BCES program.

To do (a) above, the Model needs to be developed to a different "presentation" level, toward a more field oriented packaged program. The SJSU team has developed the basic program and format for this and the task would be relatively simple. (See page 10 of the July, 1978 Evaluation Summary Report.) The important thing here is to "package" the Model in such a way that field level people could not only become acquainted with the concept but also learn the necessary skills for adopting and implementing the Model in their communities. The Modules, manuals and other instructional material for doing this need to be developed.

Once these Field Application Packages were completed, demonstration workshops could be scheduled in target areas and the Model and its accompanying materials successfully disseminated among the members of the critical audience.

This demonstration/dissemination phase provides the last step in the pure R & D stage. Project implementation, suggested in (b) above, is dependant upon other extrensic factors such as committment, readiness, resources, etc. Assuming that these factors are taken care of, the country will still need considerable assistance. First, the Model and all its implications for skill training must be incorporated at the national, regional and local levels. This requires training, policy analysis, program analysis, community assessment, promotion, etc. Training, or the development of people who can effectively carry out the necessary activities such as the KIVA Seminars is crucial to successful implementation. Likewise, the ability to think rather creatively and "different" about community education requires the ability to look at resources and opportunities from new perspectives. Oftentimes, this is difficult for the person who only knows one program or project.