

Academy for  
Educational  
Development



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Technical and Vocational Education

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- Studies in Facilitating Learning (1977-83), which combines the development of specialized seminars, the production of film and videotape documentaries, and the preparation of specific analytical studies in an effort to better understand and promote the application of communication technology to development.
- The Mass Media and Health Practices Project (1978-83), which is developing a model public education campaign and social marketing methodology for the prevention and treatment of infant diarrhea in isolated rural areas of Honduras and The Gambia.
- Agricultural Education Development Program (1979-86), which is expanding Sri Lanka's capacity to train agricultural professionals, specifically by increasing the number of graduates in agricultural sciences.
- The Radio Language Arts Project (1979-84), is developing a system that uses classroom radio to teach English in primary schools in Kenya.
- Education Communication Development Program (1980-84) in Indonesia, through which the Academy is providing planning, evaluation, and diffusion assistance to strengthen the Ministry of Education's nationwide Center for Technology for Education and Culture.
- The Rural II Project (1980-83) in Bolivia, which is strengthening the teacher-training capacity of the Ministry of Education.

In addition to these ongoing projects, the Academy has made important contributions to the understanding of educational change through now completed programs like the Basic Village Education Project in Guatemala, the evaluation of educational television in El Salvador, and the Educational Administrative Reform Project in Bolivia. These projects have expanded the Academy's early concern with the improvement of classroom instruction to emphasize programs providing out-of-school education in health, agriculture, nutrition, technical education, and basic learning skills. Several recent programs have brought Middle Eastern filmmakers and Latin American communication planners to the U.S. and have stressed the role of visitor exchange and cultural understanding as an important new element in the Academy's overall program.

In reviewing its past work, the Academy is encouraged to find that many of the programs which were successful as experiments are becoming accepted patterns for educational improvement around the world.

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## A Perspective on Service

# Academy for Educational Development, Inc. International Division

The Academy for Educational Development, Inc., is a nonprofit service organization that is active in many areas of education. The Academy's primary goal is to assist planners, decision-makers, and practicing educators in bridging the gap between theoretical solutions and practical problems. Since 1961, the Academy has been a leader in designing and implementing effective new educational programs. These programs have emphasized the use of communication technology in development, improved education management and facilities planning, and the promotion of international understanding through visitor exchange and applied research. Each of the programs draws upon the Academy's experience in project planning, personnel management, training, and evaluation.

The International Division is one of five divisions of the Academy; the others are the Management Division, the Division on Aging, Educational Facilities Laboratory, and Special Programs. Through these divisions, the Academy has worked with some 167 colleges and universities in 22 states as well as in 75 countries of the world. It has grown from 65 professional employees in 1972 to over 100 today, and now manages over seven million dollars annually in project funds.

The special concern of the International Division is the contribution which education can make to international development and mutual understanding. Much of the division's activity is focused on collaborative assistance to governments of the Third World. This assistance includes both large-scale operational projects and short-term consultations. The latter provides specific services ranging in scope from education sector analyses to the design of specialized audiovisual materials.

The International Division presently manages nine long-term operational projects, including:

- The Clearinghouse on Development Communication (1972-83), which serves a community of 6,000 communication professionals in 75 countries with timely analysis and diffusion of information on communications for development in agriculture, health, nutrition, and education.
- The Rural Satellite Program (1980-85), which seeks to develop major new applications of satellite technology to rural development.
- Rural Water-Borne Disease Control (1980-85), which is strengthening the educational capacity of the Ministry of Health in Swaziland to combat water-borne diseases, particularly schistosomiasis.

The Academy's years of experience conducting projects in the developing world have qualified it to recognize existing technical and vocational educational resources, to assess training needs, and to conduct training programs. In the following technical and vocational projects conducted by the Academy, the focus is on training developing country nationals for responsible management and operation of projects.

- Seminar on Self-Paced Competency-Based Training Techniques for the Government of Singapore - 1981 and 1982

The seminar's purpose was to acquaint professional trainers, employers, and training directors with self-paced competency-based training techniques. The Academy, through its contract with the Government of Singapore, provided training experts who presented the seminar and demonstrated the training equipment and software packages. Based upon the occupational skills identified, the Academy contacted U.S. hardware and software manufacturers and suppliers and made arrangements for the transport of the equipment and training packages to Singapore.

The seminar combined hands-on experience with the hardware and software with formal discussions and workshops on topics such as sources of materials, alternative delivery systems, production components, and cost/benefit analysis. The seminar was attended by 250 participants. Each participant received a resources handbook that included a schedule of activities, an outline of topics, relevant reading materials on competency-based training, and lists of equipment and training suppliers in the United States. Also, each participant was provided a specially designed module describing competency-based training.

- Seminar on Education/Training Technology for the Arab Gulf States

In 1979, the Academy conducted an education/training technology seminar in Bahrain for representatives of the Arab Gulf states. While simple technologies may be most appropriate for Bahrain itself, many of the other Gulf states appear to have the resources necessary to adopt more sophisticated and powerful technologies such as the video- and computer-based systems which are becoming increasingly popular in the U.S. with developments of microprocessor technologies and video-disc systems.

The Academy staff, with assistance from several of the consultants, the National Audiovisual Association, the American Society for Training and Development, and the Association for Educational Technology and Communication, identified many designers and producers of mediated skills training programs. These included in-house groups in large organizations, "software houses" who develop programs for a particular client's needs, and firms that develop programs "on spec" to market commercially to entire an industry.

It became apparent early in this phase that finding a full range of hardware with appropriate technical skills software was difficult. Little software about topics germane to the seminar has been produced for the newer and more sophisticated types of delivery systems; for other topics much software exists but only in conventional formats such as slidetape. It was decided to concentrate initially on identifying a range of appropriate training software. In the course of searching for these materials, many

contacts were asked about other delivery systems, which led ultimately to identifying Multi-Media Video Systems, Inc., in Santa Clara, California, and the Sandy Corporation in Detroit. Multi-Media Video has specialized in adapting and programming the Apple II microcomputer for the Arab world, and Sandy is a major training contractor for General Motors, helping GM introduce videodisc playback equipment for sales and technical training in its dealerships.

A seminar format was developed which provided for (a) lectures and discussion on the software concepts underpinning educational technology, that is, instructional systems design, (b) an exhibit providing hands-on experience with instructional hardware and software, and (c) work groups on topics of interest to the audience. Considerable care was taken in identifying technicians to present aspects of instructional systems design, assist with the exhibit, and run the work groups. It was deemed necessary to find people who had considerable experience in practical settings such as industry, the military, and civilian government. It was also felt important to have representation of the officers or membership of some of the key U.S. organizations in audiovisual media, instructional development, and training. This led to wide consultations with such organizations as the National Audiovisual Association, a trade association; the American Society for Training and Development, a professional association of training directors and trainers; the Association of Educational Technology and Communication, a professional association for educational technologists; and the National Society for Performance and Instruction, a professional group concerned with performance-based instruction.

● Resources for Short-Term Skills Training for the Sahel

In 1977 the Academy, under contract to AID, conducted a training study to:

- \* assess examples of short-term skills training programs (particularly American and Sahelian) where these may apply to priority development categories established by the Club du Sahel
- \* identify institutional and individual resources for training Sahelians in such techniques and programs
- \* propose next steps and strategies for wide introduction of such training techniques and programs in various sectors of the Sahel

The study was limited to training programs and methodologies in sectors that related to the priority development sectors of the Sahel, broadly summarized in the following categories:

- \* Agriculture and Rural Development
- \* Health and Nutrition
- \* Technical and Vocational Training
- \* Project Management

Basically, the purpose of the study was to determine whether training approaches and resources in the U.S. could help strengthen Sahelian capabilities for skills training, particularly for the mid-professional down to the grassroots, farm family level.

Of special importance was a review of the Peace Corps training experience. Like so many other training operations in the U.S., little information about that experience has been collated, analyzed, and published.

In general, the study indicates that the American experience in short-term skills training is clearly defined by the development of a systematic approach to training, involving careful determination of training objectives based on job needs, the detailed analysis of the tasks required to train, the identification of previous experiences and skills already possessed, and the design of a step-by-step training program that minimizes didactic instruction and maximizes immediate practice of new information and skill. Attention to the questions of creating a relevant and motivating learning environment and organized follow-up field support after training are part of the Peace Corps adaptation of this systematic approach. Flexibility lies in the kinds of specific training methodologies employed for specific kinds of trainees and in the ability to adjust a training program when new needs or special circumstances arise. Properly implemented, this training approach maximizes trainee interest, reduces chances for failure, and makes it possible for nonprofessionals to run such programs. The approach is more easily linked to national and regional development plans than are conventional training programs.

The training resources available to provide this kind of approach are not so well developed and available as the wide range of American content resources. Nevertheless, potentially rich training resources, particularly for the training of trainers, lies in American industry and labor groups; in predominantly black colleges and universities with social, environmental, and agricultural concerns somewhat similar to those of the Sahel; and in other American nonprofit organizations and training institutions. Of special interest is the possibility of developing Peace Corps volunteers into trainers of trainers so that a large scale input of resources might produce, at an early point, the effective "critical mass" of trainers needed to achieve the training goals necessary to support the development changes projected for the Sahel.

In addition, the study looked at the questions of mass communications and skills training, an area of much promise but little demonstration. Radio (or television) plus local group sessions and visual demonstrations seem to be practical approaches. Radio can also provide follow-up support for newly acquired skills. A media-based model should be particularly useful for the training and support of agricultural, extension, and health workers.

Intensive language training programs of the Peace Corps are discussed in relation to the growing need to return to local language for development action. The study also gave special consideration to the questions involved in the training of women and the need for more participation of women in designing and conducting training programs for women.

#### ● Skills Training - Egypt

In 1979, specialists from the Academy in vocational training and facilities design reviewed plans for two vocational training centers in Egypt. The centers, to be operated by different local agencies, would train vehicle maintenance workers for the country's transportation sector which is in critical need of skills workers.

The feasibility study, conducted by the Academy team, focused on three main areas: curriculum, training, and equipment. Following their assessments, the Academy team made recommendations for instructional courses, a training program for the centers' teachers and administrators in the new curricula, and the upgrading of equipment specifications.

- Skills Training - Jordan

Similar to its work in Egypt designing a skills training project, the Academy in 1979 conducted an analysis of the plans for a vocational center to train skilled technicians in Jordan. Specialists from the Academy in the fields of facilities and equipment reviewed the center's design criteria and equipment specifications. Several activities were conducted to determine (1) the appropriate workshop equipment, (2) equipment specifications, (3) equipment installation and maintenance requirements, and (4) equipment quantity. In addition, the team reviewed the center's design criteria to determine possible problems in physical layout and suggest modifications.

- Vocational Education - Egypt

Egypt, like many nations, is faced with a severe--and rapidly growing--workforce shortage. Skilled workers are in high demand but in short supply as a result of attractive wages in other Middle Eastern countries and scarce, often inadequate, in-country skills training programs. Few trade schools exist which train workers in technical or specialized industry skills, and those that do are criticized for being inadequate and unable to keep pace with the labor needs of the industrial and governmental sectors.

In 1979, the Government of Egypt launched a major step to address its labor market problems. Specialists from the Academy conducted a major review of the vocational education system, focusing their study on the Ministry of Interior's vocational programs which train large numbers of people in work-related skills. The team's study made several recommendations for long-range improvements which would strengthen vocational education by assimilating all training programs under the leadership of one national organization and upgrading courses, training programs, and vocational equipment within the system.

- Skills Training - Syria

One of the most comprehensive projects undertaken by the Academy in the area of skills training was the design of curricula for three trade schools in Syria which would provide training in air conditioning, building construction and surveying, chemical technologies, control systems and transducers, mechanical power and materials handling, and laboratory technicians. The project represented a major commitment of resources by the Syrian government.

A six-member team was selected by the Academy. Each member of the team was an expert in one of the curriculum areas, and each was responsible for developing the instructional courses, training programs, and equipment specifications within their area of expertise. The team's work was concluded in 1977.

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The Academy has also undertaken the following vocational education and basic skills training activities.

- Prepared a report for USAID/Jordan which identified vocational training concepts suitable for application in Jordan; and explored with Jordanian training specialists methods for encouraging greater participation of women in the labor force.
- Developed a long-range master plan for an extensive technical training complex in Iran; and began implementing training for operational and management personnel for transportation systems.
- Prepared a plan with RTAC Center and Monterrey Institute of Technology in Mexico for the production of vocational/agricultural instructional materials.
- Prepared a study of vocational skills training program in Morocco.
- Planned and designed vocational training programs in Paraguay; prepared technical analysis for primary education improvement loan emphasizing technical training, community education, school maintenance, and materials preparation.
- Conducted feasibility study of job skills training program in Peru; studied ways to reach adult learners with basic education program relating to literacy and job skills.
- Conducted self-paced competency-based skills training seminar in Singapore.
- Prepared a plan to establish a national manpower office in Yemen.

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#### ACADEMY STAFF SPECIALISTS

In addition to the numerous specialists in its consultant bank, the Academy has at least six full-time vocational education and basic skills training experts on its staff.

- Peter Boynton

Peter Boynton has over 16 years of experience in planning, administering, and evaluating international development projects, programs, and policies. He has worked throughout the world on development activities, with a strong emphasis in the sectors of education and human resource development, providing support and technical assistance to all phases of project development.

Mr. Boynton has extensive experience in organizing and conducting conferences and seminars on a variety of topics, with a particular emphasis on skills training and project management. He served for over five years as an education advisor with the Agency for International Development in Colombia. His responsibilities included analysis of the Colombian formal and nonformal

education systems, program planning and budgeting, project design and negotiations, drafting of project proposals, program monitoring and evaluation, technical assistance in contract management, coordination of technical advisors, facilitation of educational equipment procurement, and provision of technical assistance to Colombian agencies on project development and management problems. Prior to his Colombia assignment, Mr. Boynton was a Peace Corps volunteer in Ceara and Sao Paulo, Brazil, and a program assistant with TransCentury in Brazil in planning rural development and health extension activities and identifying management problems in project development.

Mr. Boynton's training experience includes the following:

- AID Project Implementation Course Development: In his capacity as director, Mr. Boynton supervised and conducted an assessment of the training needs in project implementation for AID field officers. An initial course design was prepared for AID's Training and Development Division to meet these identified needs.
- Educational Training Technology Seminar for the Persian Gulf States: Under the competent administration of Mr. Boynton, the Academy conducted a one-week training seminar in Bahrain for high-level representatives of the Persian Gulf states. The seminar was designed to introduce to these representatives new concepts in instructional technologies as applied to their home countries' skills training needs.
- AID Indonesia Educational Communications Project: As home office coordinator, Mr. Boynton is responsible for the overall administration and development of a comprehensive five-year project to provide technical consultation, training, and procurement assistance to the Indonesian Center for Communication Technology for Education and Culture. His specific activities include the overall technical management of AID contract recruitment and fielding of long- and short-term staff, procurement of television, film, and audiovisual equipment, and the management of a training subcontract with the University of Southern California.

Mr. Boynton received his M.A. in philosophy and social sciences and has completed special training through the Department of State's Foreign Service Institute and AID's International Development Intern Training Program. He is fluent in Portuguese and Spanish.

- William Garvey

William Garvey, who holds an M.A. in public administration from Harvard University, is currently a full-time employee of the Academy and project director for its Agricultural Education Project in Sri Lanka. Before coming to the Academy, he served as agricultural development officer for USAID/Port-au-Prince, Haiti. In that capacity, he directed the technical agricultural office consisting of eight officers and support staff, and had responsibility for major program efforts in coffee marketing and production, integrated agricultural development, and community development.

As agricultural specialist with the Peace Corps, Washington, he was responsible for technical program design and training support for field programs. As agricultural programs officer, he was responsible for consultation on Peace Corps programs in Africa and Latin America in training, recruiting, and program design.

From 1974 to 1977, as food and agriculture officer for USAID/Kinshasa, Zaire, he was responsible for projects in development planning and maize production and research. He also directed the design of an integrated agricultural project.

As agricultural project officer for USAID/Niamey, Niger, he was responsible for the Sahel Grain Marketing Project in Niger and Upper Volta. As team leader for the U.S. Department of Agriculture group detailed to AID, he oversaw designs of a grain marketing and production program in the OMUS (Organization for the Development of the Senegal River Basin) region of Mauritania and Senegal.

Mr. Garvey was an associate professor of agricultural extension for the University of Maryland Agricultural Extension Service from 1951 to 1963.

- Allan Kulakow

Educated in the U.S. and abroad, Mr. Kulakow was formerly on the faculty of the School of Languages, Foreign Service Institute; director of language training, Peace Corps; and assistant director of public affairs, Environmental Protection Agency. For several years he worked in the field of mass communications and citizen participation.

Some other highlights of his background are as follows:

- Consultation and researcher, Charles F. Kettering Foundation. Wrote book on interactive media, uses of media for citizen involvement in community affairs for education and social services. Communication consultant for urban affairs program.
- Assistant Director, Special Assistant to the Director, Office of Public Affairs, Environmental Protection Agency. Responsible for planning and implementation of special programs for community environmental information, environmental education for schools, broadcast media; advise director on community relations development of media materials for public information programs, liaison with environmental programs; responsible for special projects for the Office of Public Affairs; advise office of International Affairs on public information programs; liaison with other government agencies.
- Director, Division of Communication Resources, Center for Research and Education, Estes Park, Colorado, and Director, Washington, D.C. office. Responsible for the creation and development of programs and resources in cross-cultural communication training, including programs in international relations, community relations, human relations; training and consultation for international business, education and service interests; language training and literacy; innovation in

educational curricula, educational and cultural programs in the audio-visual and mass media and in the performing arts.

- U.S. Peace Corps, Director, Division of Language Training. Programs for some 10,000 staff and trainees annually, 175 languages; related research. Responsible for the development and implementation of Peace Corps language training policy, and direction of some 2,000 supervisors and teachers, training programs conducted over 100 universities and other training institutions throughout the U.S. and the 159 countries in which the Peace Corps serves. Annual budget approximately \$15,000,000. This program has resulted in the introduction of new and more effective intensive language training techniques in the U.S. and overseas, and important changes in language curricula in several American universities as well as in many Peace Corps countries.
- Stephen T Martin

Mr. Martin holds an M.A. in mass communication from Texas Tech University. His studies have emphasized media's application to the teaching and learning process.

Mr. Martin is currently the director of the Clearinghouse on Development Communication under an AID/ST/ED contract. His duties entail administering the Clearinghouse contract and accumulating, analyzing, and disseminating state-of-the-art reviews of media's application to development projects in AID. He coordinates and evaluates training programs in "Communication Technology for Development," to be presented to USAID officers. In addition, he plans and produces instructional materials for AID and for conferences, seminars, and workshops in the developing world. At present, he is also preparing a system to transfer 10,000 communication documents and a mailing list of 5,000 information network members to a computer.

Prior to this position, Mr. Martin was a training specialist at the University of Texas at Austin. He was responsible for needs assessments, curriculum design, faculty hiring, administration, and evaluation of professional training programs for transportation project management, traffic safety project planning, media management, mass media production, and marketing management.

He also served as director of educational television utilization at the public television station in Dallas, Texas. In that capacity, he was responsible for assessing the instructional television needs of 33 school districts, training the district's faculty in the use of TV as a complement to the regular curriculum, and evaluating the programming appropriateness for the classroom.

As instructor in the Mass Communication Department at Texas Tech University, he was responsible for the instruction of senior-level course in campaign advertising design, and the management of a laboratory for electronic media production.

● William A. Smith

Dr. William Smith is currently vice president and associate director of the International Division of the Academy. He is also project director for the Mass Media and Health Practices Project in Honduras.

Dr. Smith holds a doctorate of education from the University of Massachusetts' Center for International Education. His principle fields are nonformal education, development communications, and rural development.

His training experience is extensive. He prepared and executed training programs for over 2,000 teachers in Latin America, stressing the use of innovative educational materials, increased learner participation, practical human relations skills, and cross-cultural sensitivity. He introduced micro-teaching laboratories to three Latin American countries and developed specialized training programs designed to prepare 200 community leaders as para-professional education administrators, emphasizing practical, participatory seminars and in-service follow-up workshops directed at motivational and skill development. From 1965 to 1970, he served as Peace Corps training director and audiovisual coordinator in Ponce, Puerto Rico, preparing volunteers for work overseas,

In Bolivia, initially as the rural development and communication advisor and later as the chief of party for the Academy's technical assistance team, Dr. Smith developed plans for radio applications in support of the educational reform at the rural district level and provided assistance to a related project supported by the World Bank (Integrated Rural Development Project-Altiplano Region) to train Bolivian personnel in media applications and materials development

Prior thereto, from 1973 to 1975, Dr. Smith provided the field leadership in the Innovative Non-Formal Education Project in Ecuador, which was started with assistance from the International Education Center at the University of Massachusetts. During his appointment as the second project director, Dr. Smith was significantly responsible for bringing about the institutionalization of the project within the Ministry of Education from its earlier pilot or experimental stage. He also developed, during his directorship, a detailed coding system for consciousness-related behavior in disadvantaged populations. This system provided the basis for formulating and evaluating appropriate message strategies for the delivery system using radio, fotonovelas and a series of new "games," which were effective in creating significant behavior change among campesino families for social action and community development activities.

● Lewis H. Thornton

Mr. Thornton has extensive management and training experience, both in the United States and the developing world, with the World Bank, AID, the academic community, and the private sector. As a consultant to the U.S. Department of Agriculture, he prepared a study of international training and educational activities in Latin America for the Office of International Cooperation and the Development/International Training Division.

Mr. Thornton has also worked under AID contracts, making recommendations for training institutions for USAID/Guatemala; designing a project management and implementation training program for USAID; and serving as chief of party for a project to reorganize the Bolivian Ministry of Education.

He has also evaluated curricula and programs for U.S. universities; designed a project management training approach using competency-based learning activities; and, as special assistant to the vice chancellor of academic affairs for the University of Wisconsin, assisted in administration of the university.

As a consultant, he assessed the feasibility of regional planning program in Bolivia, and assisted private voluntary organizations in Alabama, Connecticut, Washington, Ohio, and Jamaica in management development services. As a consultant to a private mining company in Bolivia, he prepared special studies in organization and management, salary and wage analysis, training, recruitment, and transportation projects. He has worked in Bolivia, assisting in the development of a nationwide vocational education system and in training educators in school administration. In managing two industrial education occupational skills programs, Mr. Thornton travelled and worked in Singapore.

Mr. Thornton holds a M.S. in education--with concentration in organizational change, diffusion and adoption of innovation, evaluation, and training--from Indiana University. He is fluent in Spanish.