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WORLD EDUCATION  
INSTITUTIONAL DEVELOPMENT GRANT  
PROGRESS REPORT  
October 1, 1977 to September 30, 1979

November 13, 1979

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A.

## INTRODUCTION

Although World Education was not assured of the approval of the Institutional Development Grant (IDG) until March 30, 1978, it had been receiving funds on an ad hoc basis from the Office of Private and Voluntary Cooperation (PVC), beginning October 1, 1977. Because of this, the Office of Private and Voluntary Cooperation and World Education have considered the IDG as a three-year grant, beginning October 1, 1977. (The IDG agreement started on April 1, 1978 and terminates on September 30, 1980.)

This document is the first progress report prepared under the grant agreement. It describes the activities carried out by World Education for the period October 1, 1977 through September 30, 1979.

B.

SPECIFIC OBJECTIVES

In accepting the IDG, World Education set about to accomplish the following objectives:

- "1. To maintain a central core staff to carry out the functions of Third country (lesser-developed countries: LDC) training of indigenous staffs in the methods of nonformal adult education;
2. to conduct country analysis for the purpose of identifying potential projects;
3. to plan collaboratively with third-country institutions in the development of project designs;
4. to contribute selectively to projects which need innovative solutions;
5. to monitor evaluations and insure feedback and appropriate action to projects;
6. to engage in long-term internal planning;
7. to publish results of work in the nonformal education field; and
8. to maintain professional communications with individuals and organizations relating to non-formal education programs."\*

World Education also agreed to "plan and budget in advance, to broaden our support base in the private and inter-governmental sectors, and to decrease our dependence on AID."\*\*

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\* Grant Agreement

\*\* Proposal from World Education

C.

IMPLEMENTATION

1. "To maintain a central core staff . . . to train indigenous staffs . . ."

During the past two years, World Education has been able to maintain its core staff for implementing the IDG objectives (see Attachments 1 and 2, organizational structure, 11/77 and 10/79). The following illustrates the changes that have occurred in the composition of the core program staff.

<u>Project development/management</u>	<u>10/77</u>	<u>10/79</u>
Regional Representative - Africa	1	1
Regional Representative - Asia	1	1
Regional Representative - Latin America	0.75	1
Associate for Project Development, Program Assistant	0	0.75
Secretary	1.5	0
	<u>2</u>	<u>2</u>
	6.25	5.75

<u>Technical specialists</u>		
Director, Research and Development (TSU)	1	1
Training Specialist	1	1.5
Evaluation Specialist	1	0.5
Program Assistant	1	1
	<u>4</u>	<u>4</u>

<u>Publications and resource center</u>		
Director for publications	0.9	1
Manager, Resource Center	1	1
Assistants	2.5	3.3
	<u>4.4</u>	<u>5.3</u>

The number of people in the financial and administrative unit remained constant during the two year period. However, within the next month, World Education will hire a full-time personnel and office manager. Previously, some of the functions of this position (50%) had been performed by the program assistant in the project development/management section

alone. In effect, this position represents an increase of only a half-time position.

Training. During the first two years of the IDG, World Education core staff and consultants carried out a combined total of 23 training workshops for 437 participants in 11 countries. The workshops focused on providing program planners and field staff with skills in techniques for assessing needs of community groups, identifying and capitalizing on local resources and services, designing programs, developing materials, facilitating group learning and planning and carrying out evaluations of programs. Most of these workshops (12) were for staff of programs where World Education is providing long-term technical assistance; four were regional field-operational seminars for participants from a variety of countries and agencies within the region: one in Africa and one in Asia -- each focused on training of trainers as potential consultants in group facilitation skills; one in Africa was to train staff of World Education - assisted programs in sample program evaluation techniques; and one in Latin America provided training in techniques for participatory needs assessment and materials development skills to the community health and nutrition workers from Mexico, Guatemala and Honduras. (See Chart, pages 8-12)

## 2. "To conduct country analysis . . . to identify . . . projects"

During the reporting period, regional directors have completed or are in the process of completing a total of 17 country and host agency analyses; excluded from these figures are activities related to projects that were underway prior to the IDC.

Before engaging in active project development with a host agency, regional directors first assess the feasibility of carrying out a project in a given country with a particular agency in light of a variety of factors: the political, social and economic situation in the country; the government's policies toward development and the involvement of outside agencies in development activities; the experience and capacity of the host agency requesting assistance; the availability of local resources (technical skills, financial support, service agencies to provide back-up during the project and ongoing support as outside support is phased out); the viability of the specific kinds of project ideas proposed by the local agencies; other international and national agencies working in related areas; and World Education's capability to respond to the project's specific technical requirements.

In determining the feasibility of particular projects regional directors engage in a series of activities. These include discussions with representatives from international agencies working in the particular country, review of literature and any articles with data relevant to the current situation and programs, and on-site visits to the country, often more than one. During these visits the directors usually meet with US AID personnel, representatives from a variety of ministries, staff members from different nongovernmental agencies, local representatives from other PVO's and international agencies. In addition, when possible, they visit communities that are potential sites for project activities. Regional directors

document the activities and results of these field visits, together with their follow-up recommendations in their trip reports.

The central office program staff then discuss the information generated in the country analysis and recommend to the regional director a strategy for follow-up action. (See pages 8 to 12 for a breakdown of country analyses undertaken and follow-up activities)

3. "To plan collaboratively . . . in project design . . ."

As a result of the country analyses activities undertaken during the two-year period, core staff have developed 15 proposals for new program activities, the majority of which are for long-term (3-5 year) technical assistance to country-specific programs. Of these, nine to date have been funded, and four are pending approval.

In addition, during the IDG, World Education central staff responded to three requests for proposals from USAID Washington. It was awarded contracts for two of these: one was an Indefinite Quantity Contract for technical assistance in program design and evaluation in formal and non-formal education and one was as a sub-contractor to provide the technical assistance in training and curriculum in a nationwide nonformal education program for women in Morocco.

In the case of the project proposals developed from the country analysis activities, each one underwent World Education's procedure of a technical, financial, and management review by staff. These reviews serve to insure that the programs designed meet World Education's project criteria. Attachment # 3 lists these criteria. (See pages 8 to 12 for detailed breakdown of project's proposal developed and funded.)

4. "To contribute . . . to . . . innovative solutions . . ."

In developing project activities, World Education staff seek to adapt techniques and strategies which have proven successful in other programs to new situations, thereby building on earlier learnings. During the two years of the IDG some specific attempts have been made to apply and adapt what we have learned from the "Research on Nonformal Education for Pre-literate Adults Project" (NFE project) to two national programs focusing on different development sectors.

The first is the Training of Illiterate Midwives Project in Colombia with the Ministry of Health and the other is the Nonformal Education Training Program for women with the Ministry of Youth and Sports in Morocco.

In the Colombia project, the problem was to devise an efficient but effective methodology for training illiterate midwives new health care and child delivery practices without requiring them to become literate. The materials and teaching methodology tested in the NFE project served as a sound basis for developing the training strategy.

In Morocco the problem is to revamp the entire program of the Foyers Feminines in order to better suit the educational and vocational needs of rural Moroccan women, as one means for more fully integrating them into the national labor force. In this case the participatory needs assessments techniques and the development of successful income-generating activities in the NFE project assisted World Education staff to devise a plan for undertaking an assessment of the needs of rural Moroccan women as an initial step in redesigning the Foyers Feminines program.

In addition to applying learning to problems on a large-scale, World Education staff have also been able to resolve problems on specific projects based on practices that have worked in other programs. The following are selected examples of problems that arise in projects and solutions devised to resolve them.

Africa: In Ghana, inflation affected the entire country, including our project. In an attempt to meet the changing situation, we sent two consultants -- one to look into income-generating activities, and one to help design inexpensive materials using locally available resources. These alternatives helped the project become less dependent on hard-to-find imported supplies.

In Sudan major difficulties arose from misunderstandings of the scope of the original project and from a personnel problem. Two consultants helped us to reevaluate the program: One did a major needs assessment and feasibility study and the other helped to implement necessary changes in the project. A new World Education project representative in Sudan is carrying out the revised project activities.

Asia: After the final evaluation of the original "Hill Tribes" project in Thailand, we found that some of the initial goals of the project had not been accomplished. One of the causes was an unforeseen problem in recruitment of trainers. The Hill Tribes are an ethnically diverse group of people who live in Northern Thailand. The facilitators chosen for participatory training in remote areas were predominantly low-land Thais. Because of the cultural and ethnic differences, they were unable to accomplish their original goals. The trainers who did succeed were of similar ethnic backgrounds to the Hill Tribes people. World Education is therefore developing a new phase of the "Hill Tribes" project to explore ways to select more effective trainers.

Latin America: Two major problems emerged in the first phase of the Integrated Rural Project -- Education, Health and Family Planning in Honduras. Initially, we had no instrument for measuring changes in attitudes and practice in matters of family planning, sanitation and education. We helped design a system of interviews and the recording of observations which is now being successfully implemented. A second problem was posed by a lack of coordination at the community level among field workers from the local collaborating agencies in education, health and family planning activities. A step towards closer collaboration

was taken when we suggested that field workers for the three agencies be trained together at the beginning of the second phase of the project. In addition, we devised a log for keeping simple monthly group records in order to detect any coordination difficulties that may arise.

COUNTRY ANALYSES, PROJECT DEVELOPMENT AND WORKSHOPS

Country Analysis	# of visits	Agencies Visited	Proj. yes	Pos. no	Status	Funder	# of work-shops	Topic	# of Participants
Barbados	7	Family Planning Association		x	Proposal written; "Caribbean Women in Development"; Funded; Time Frame: October 1978-1981	AID/Women in Development/Carnegie	2	Training Evaluation	31 15
		Ministry of Health		X					
		Women & Development Unit/ University of West Indies	X						
Colombia	5	Catholic Relief Services		X					
		CEHPPODES (Center for Promoting Development Projects)		X					
		Desarrollo Juvenil	X		Proposal Being Developed				
		Family Planning International Assistance	X		Proposal Being Developed				
		Federation for Community Youth Development		X					
		FEPEC-CEDEN		X					
		FUNDAEC	X		Proposal Being Developed				
		FUNOF (Foundation for Family Guidance)		X					
		Ministerio de Salud	X		Proposal written; "The Training of Illiterate Midwives in Colombia"; Funded; Time Frame: 1980-1984	UNFPA			
		OCIT (Office for Inter-Institutional Cooperation)	X		Proposal Being Developed				
		Pathfinder	X		Proposal Being Developed				
		Planeacion Nacional	X		Proposal Being Developed				
		Profamilia		X					
		Save the Children	X		Proposal written; "The Training & Development of Village Women"; Funded; Time Frame: Jan. 1979-1981	PACT/Save the Children	2		Evaluation Training Training
UNFPA	X		See Inter-regional Project under Latin America Region.		1				
Vision Mundial Nacional	X		Proposal Being Developed						

BEST AVAILABLE DOCUMENT

COUNTRY ANALYSES, PROJECT DEVELOPMENT AND WORKSHOPS

Country	# of visits	Agencies Visited	Proj.	Pos.	Status	Funder	# of work-shops	Topic	# of Pa-ticipan
			yes	no					
Costa Rica	2	ADC (Costa Rican Demographic Association)		X	Proposal Being Developed		1	Evaluation	25
		CEDAL (Center for Demographic Studies in Latin America)		X					
		CIACOP (Interamerican Training Center for Population Communicators)	X						
		CIC (Center for Research and Training)		X					
		COF (Center for Family Guidance)	X						
		Family Planning Association	X						
		FOV (Federation of Voluntary Organizations)	X						
		Ministry of Culture, Youth and Sports	X						
		Planning Assistance		X					
PROCIUM (Professionals in the Humanities)	X		Proposal written; "Workshop Ideas for the Training of Educators"; Funded; October 1979	UNFPA					
Tabacalera Costarricense (Costa Rican Tobacco Co.)	-	-	Potential Funder						
Ecuador	3	APROFE (Family Planning Association of Ecuador)	X		Proposal Being Developed				
		CIESPAL (International Social Communications Center for Latin America)		X					
		Ministry of Education-Office of Adult Education		X					
		Ministry of Health		X					
		-Office of Family Health (MW)		X					
		-Office of Family Health	X		Proposal written; "NFE Extension Training"; Submitted for Funding	UNFPA			
-Office of Health Education		X							
-Office of Community Development		X							
Tabacalera Andina	-	-	Funder						

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COUNTRY ANALYSES, PROJECT DEVELOPMENT AND WORKSHOPS

Country	# of visits	Agencies Visited	Proj.	Pos.	Status	Funder	# of work-shops	Topic	# of Participants
			yes	no					
Grenada	2	Grenada Planned Parenthood Association	X		Proposal Written; "Training for Out-of-School Youth in Rural Grenada"; Submitted 22/5/79; Time Frame: 1980-1982	USAID			
Guatemala	2	Meals for Millions Office of Health and Nutrition Save the Children	X X X		See Inter-regional Project under Latin America Region				
Honduras	5	Honduras Family Planning Association Meals for Millions Ministry of Health Save the Children		X	See Inter-regional Project under Latin America Region		3	2 Training Evaluation	30 20
Mexico	3	CORA (Centro de Orientacion para Adolescents) Family Planning Association Save the Children	X  X		Proposal Written; "Training Adolescents"; Submitted.  See Inter-regional Project under Latin America Region	Pathfinder			
Panama	1	Panamanian Family Planning Association	X		Proposal Being Developed				
Latin American Region		Metropolitan Hospital-NYC Sex Education Congress Children's Television Workshop Save the Children & Meals for Millions	X X X X		Proposal Written; "Training Latin American Mid-wives Funded." Proposal Written and Submitted for funding Proposal Written; "Evaluation of the Health Minutes Project." Submitted July 1979. Rejected. Proposal Developed; Training Program for Nutrition Education"; Time Frame: Oct. 1979-Feb. 1982. First Workshop held.	Metropolitan Hospital Packards Foundation & Pop. C. Xerox PACT/AID	2   1	Training   Training	2   2

BEST AVAILABLE DOCUMENT

COUNTRY ANALYSES, PROJECT DEVELOPMENT AND WORKSHOPS

Country	# of visits	Agencies Visited	Proj. Pos.		Status	Funder	# of work-shops	Topic	# of Participants
			yes	no					
Egypt	0	Coptic Orthodox Church	X		Proposal Being Developed				
Ethiopia	3	Department of Education Ethiopian Women's Association UNICEF	X X X		Project Implemented 1973. Negotiating funding of Ethiopia/Life terminated by USAID under Hinkenlooper Amendment 1979.	USAID UNICEF			
Ghana	5	Department of Agriculture Department of Education Department of Social Welfare & Community Development UNESCO UNICEF		X  X  X X	Project Implemented; "Community Development Staff Training for Human Resource Development in Rural Ghana." January 1978-January 1981.	USAID	3	Training Materials Development Evaluation	15 24 16
Kenya	7	Afrolit Department of Agriculture Institute for Advanced Studies National Christian Council of Kenya Pathfinder Fund UNICEF		X X X  X X	Project Implemented; "Research on Innovative Non-formal Education." Also interest in extending similar project to two new sites. 1975-1980.	USAID	5	2Reg. Training Reg. Evaluation AHEA Training NFE Training	44 22 20 15
Liberia	1	Department of Agriculture Department of Community Development Department of Health Federation for Youth Partnership for Productivity YMCA & YWCA		X X X X  X	Proposal Written and Ready to Be Submitted	PACT			
Morocco	0	Ministry of Culture, Youth and Sports	X		Proposal Written with New TransCentury Foundation; "Nonformal Education for Women in Morocco"; Funded. Time Frame: January 1980-1983.	USAID			
Sudan	4	Ahfad University College for Women	X		Project Implemented 12/77; "Extension Education Training for Human Resource Development; Time Frame: Nov. 1977-June 1981		1	Training & Con. Training	50

BEST AVAILABLE DOCUMENT

COUNTRY ANALYSES, PROJECT DEVELOPMENT AND WORKSHOPS

Country	# of visits	Agencies Visited	Proj.	Pos.	Status	Funder	# of work-shops	Topic	# of Participants
			yes	no					
Sudan (cont.)		Department of Agriculture		X					
		Department of Education		X					
		Department of Health		X					
		F.A.O.		X					
		International Labor Organization		X					
India	3	Council for Social Development	X		Information Exchange. Potential in far future.				
		Directorate of Adult Education	X						
		YACA	X						
Indonesia	4	Directorate General of Non-formal Education, Youth and Sports	X		Implemented September 1977. To Run through Aug 1981 Proposal Being Developed from Jayagiri Model	USAID	1	Regional Training	2
		Ministry of Education & Culture	X						
		BPKB Jayagiri	X						
		Kelonjeruk Urban NFE Center	X						
Nepal	3	Centre for Educational Research/National Education Committee	X		"Integrated Nonformal Education to Promote Rural Development in Nepal" Implemented October 1977 thru September 1980. "Distribution of Educational Opportunities in Rural Nepal in Collaboration with CERID."	USAID	1	Training	19
		Ministry of Finance		X					
		Ministry of Education	X						
Philippines	5	Philippines Rural Reconstruction Movement	X		"Integrated Nonformal Education for Rural Development in Central Luzon, Philippines." Implemented September 1978 thru Aug. 1980. "Research on Innovative Nonformal Education" (See Kenya)	PACT USAID			
		IRRM							
Thailand	4	Ford Foundation	X		Feasibility Study Team funded to examine possible Center to assist in resettlement for Indochinese Refugees. "Technical Assistance Services for NFE Development SubProject." Implemented. December 1976 - 1979. "Integrated Nonformal Education to Promote Development Among Hill Tribes in Northern Thailand." Implemented October 1976. Grant ends 1980. "Hill Area Planning Grant with Dept. of NFE: Hill Areas Education Project." Submitted.	Ford World Bank USAID USAID			
		Department of Nonformal Education/Ministry of Education	X						
		Thai Rural Reconstruction Movement	X						
		UNICEF	X						

BEST AVAILABLE DOCUMENT

5. "To monitor evaluations and insure feedback . . ."

An integral part of the work of World Education is the assessment of the effectiveness of methodologies used in programs and the impact of programs on the lives of participants. Attempts are made to build in feedback systems into project activities. In addition, World Education's technical staff assumes a major responsibility for assisting in the analysis of successful and unsuccessful practices in specific projects; thus things learned from one program can be adapted to activities in other projects where applicable.

For the first year of the IDG, this analysis was carried out by technical staff on a project-by-project basis with regional directors and field advisors where feasible. However, it became increasingly apparent that a more systematic organizational procedure for generating, collecting, analysing and evaluating data across projects was necessary in order to draw conclusions about the effectiveness of different approaches and methodologies being used in project activities.

To this end, in March of 1979, the technical services unit began a process for defining and developing an organizational evaluation system. The system will focus on generating information from programs to answer the questions deemed most important by funders, World Education staff, host agency staff and program participants. The first major step in developing the system was to bring together central office program staff and as many World Education field advisors as possible to participate in a two-day workshop. The purpose of the workshop was three fold: to clarify and agree on what evaluation means from World Education's point of view; to define the major issues and evaluation questions World Education staff believe are important; to delineate the parameters of the kind of information that is both possible and acceptable to gathering, including techniques for doing so. Prior to the workshop, a consultant reviewed the existing system for generating information and interviewed World Education program staff. Upon completion of the workshop a report was circulated (See Attachment 6 ) and the technical services unit began to develop a workplan for designing, testing and refining a comprehensive evaluation system. This plan was completed in October 1979. (See Attachment 7) We anticipate that the new system should be in operation, after testing and revision, by October 1980.

6. "To engage in long-term . . . planning."

a. Program planning and budgeting process. Before the preparation of the annual budget in the spring, each program staff member develops three-year work plans: by month in the first year, by quarter in the second, and bi-annually in the third. Each of these is accompanied by a statement outlining the strategy and objectives for the three-year period. Based on these, program staff prepare individual budgets that feed into the organizational budget. Before approval by the Executive Committee and full Board, the program workplans and organizational budget are reviewed, respectively, by the trustee Program and Finance committees (standing committees of the Board). (See Exhibit 1)

b. Plan of action. In June 1979, we developed a Plan of Action to better integrate program and financial planning. The first paragraph of the Plan of Action clarifies the specific objectives:

"Our concern for both high quality projects and for financial stability is integrated in this plan of action. It delineates the steps we will take during the next fiscal year to ensure that World Education will be able to support, at a minimum, its current level of operation when the Institutional Development Grant (IDG) from AID terminates on September 30, 1980. The plan also demonstrates that by FY'82 World Education will be supporting itself almost completely from funds generated from program activities."

The Plan of Action is reviewed quarterly by staff and a joint trustee committee made up of members of the program and finance committees. It is anticipated that the Plan of Action will become a mechanism for continually adding a new quarter so that we are always planning for the next twelve months.

c. Strategies planning. During the next year or so, World Education would like to initiate a process for developing a strategy for the 1980's. We need to refine the framework that will guide the choices we make in the next decade.

Although we do not yet have all the resources (time, staff, money) we need to initiate a process for strategic planning, it would involve staff and trustees in a thorough examination, discussion, and resolution of issues related to the context in which we will be operating; our program goals and objectives, our opportunities for funding, and our structure. (See Attachment 8 , "Developing World Education's Strategy for the 1980's," 11/2/79.)

d. Organizational development. During the spring of 1977, World Education undertook a major assessment of its organizational structure and internal operations with the assistance of an organizational development

consultant. The organizational structure that resulted from this assessment is contained in the chart of the organizational structure for 10/77. (Attachment 1 ) The significant characteristics of the new structure, effective April 1, 1977, were that it provided:

- more managerial support for the organization by creating two director-level positions (Director of Programs and Director of Finance and Administration) and
- a more effective structure for integrating our program functions.

After two-and-a-half years' experience with this structure, we recently decided that a unitary structure is more appropriate to our current needs than the binary structure. We are heavily weighted toward program activities; financial and administrative services--essential for effective planning, monitoring, servicing, and reporting of program activities--need to be more closely integrated into program than has been true in the past. Consequently, effective October 15, 1979, we modified the responsibilities of certain staff members and created the position of Executive Vice President.

We anticipate that this structural re-alignment will have the following effects (See Attachment 2):

- strengthen the integration of programmatic, financial, and administrative activities;
- dedicate increased organizational effort to long-range planning and policy development;
- increase the ability of the organization to obtain and use unrestricted and non-AID funds; and
- strengthen the relationship between Board and staff, especially in the areas of funds development, public relations, and human resource development for the organization.

During the past two-and-a-half years the following procedures have been established to ensure the efficient and effective operation of World Education:

- weekly management team meetings (now President and Executive Vice President; before, President, Director of Programs, and Director of Finance).
- Director of Program's(Executive Vice-President's) briefing sessions with each program Unit Director (now monthly; before, weekly).
- regional team meetings for each region (3-4 times per year).
- individual staff assessments in October and April; salary review in April.
- monthly meetings of the staff personnel committee (three staff members are elected to the committee at the beginning of each fiscal year).

7. "To publish results of work . . . ."

World Education's Publications and Documentation Unit has flourished during the period under review. Expenditures for the unit declined slightly in FY'78 (down to \$76,000 from \$81,000) but rose significantly in FY'79 to \$125,000. Distribution for REPORTS Magazine has risen steadily from 6,000 in 1977 to 8,000 in September 1979; and income from sales of publications and audio visuals has almost doubled. (See Attachments 3 and 4)

Every project proposal is scrutinized to see that sufficient time and budget is included for accurate documentation of the activities and process that takes place. These documents provide the raw material for World Education publications. The following publications, (copies of most of which accompany this report as Exhibits) have been produced since April 1977:

TRAINING MATERIALS	<u>#printed</u>
<u>AIM: A Creative Approach to Teaching Adults.</u> A step-by-step guide to creating learning materials that are based on the ABE student's own life experiences. Includes sample photo-stories. 58 pp. June 1977. ISBN 0-914262-09-2.	1,500
<u>Challenge: A Process Training Model on Learner-Centered Education,</u> by Fredrica Teer with Carman Hunter. A process training model developed for use in staff training of youth workers. 100 pp. August 1979. (An accompanying slide-tape show is also available. See AUDIO-VISUALS.) ISBN 0-914262-10-6	1,100
<u>Demystifying Evaluation,</u> by Noreen Clark and James McCaffery. A step-by-step guide to training staff in assessment of community-based programs through the use of a field-operational seminar. 69 pp. January 1979. ISBN 0-914262-11-4.	3,300
<u>Facilitator Skills Training Kit,</u> by John Pettit. A set of exercises developed by participants in a 3-day workshop for trainers of trainers in Indonesia. 52 pp. June 1978. ISBN 0-914262-12-2	300
<u>From the Field: Tested Participatory Activities for Trainers,</u> compiled by Catherine D. Crone and Carman St. John Hunter. Describes 50 field-tested training activities as developed and used by trainers on assignment for World Education. c. 120 pp. To be published in fall 1979. ISBN 0-914262-19-X	4,000
<u>Indonesia Consultant Training Workshop Report,</u> by John Pettit. A report of a workshop held in Lembang in July 1978. October 1978.	300

OCCASIONAL PAPERS	<u># printed</u>
<u>Asia Regional Workshop: Lembang, Indonesia</u> , by John Pettit. A report on a facilitator skills training workshop. 60 pp. August 1978. ISBN 0-914262-13-0	250
<u>Tototo Midpoint Evaluation</u> , by Noreen Clark and O. Gakuru.	300
<u>Evaluation of Tototo-Kilemba and PRRM-SAM at Midpoint</u> , by Noreen Clark, O. Gakuru, and Pedro Acierto. An assessment of the nonformal education project co-sponsored by World Education, the National Christian Council of Kenya, and the Philippine Rural Reconstruction Movement. 81 pp. July 1979.	500
<u>Integrated Nonformal Education to Promote Development Among Hill Tribes in Northern Thailand</u> , by Sean Tate. Case study of a nonformal education project of the Adult Education Division of the Ministry of Education of Thailand, carried out with World Education's technical assistance. 45 pp. November 1978.	150
<u>Evaluation of Ethiopia Project</u> , by John Pettit. c. 185 pp.	300

#### MAGAZINE

REPORTS Magazine, covering program developments and current issues in the field of nonformal education for adults.

REPORTS Magazine (all 24 pages)

April 1977		
#14 Population pressures in India and elsewhere	7,500*	+
#15 Evaluation of nonformal education programs	12,000	+
#16 Training for integrated participatory learning	9,500*	
#17 The United States as a developing country	12,000	
#18 The Year of the Child	9,000*	+
#19 Appropriate technology. Who decides what is appropriate?	10,000	
#20 Developing learning materials based on learners' needs	10,000	

\* UNFPA funding  
+ Out of print

#### MONOGRAPHS

Functional Education for Individual, Community and National Development Series:

MONOGRAPHS (Continued)

# printed

Perspectives on Nonformal Adult Learning, by Lyra Srinivasan. This monograph, used as a text in many graduate courses in adult education, is a review of theory and practice which is "accessible to the lay person and acceptable to the expert." 122 pp. March 1977. Reprinted September 1979. ISBN 0-914262-04-1. Library of Congress #76-52678. 9,000

Education for Development and the Rural Woman, Vol. 1, by Noreen Clark. The first in a series of three volumes is a review of theory and principles with emphasis on Kenya and the Philippines. 66 pp. January 1979. ISBN 0-914262-06-8. 4,000

IN SPANISH

Educacion Mundial. A brochure describing the work of World Education. 300

Check list. A 4-page folder listing the technical services available through World Education. 300

Ideas para Seminarios (for testing purposes) 50

Ideas para Seminarios de Capacitacion de Educadores en Planificacion Familiar, Desarrollo Agricola, Nutricion, Salud, y Desarrollo Comunitario. Version adaptada para America Latina. Basada en la publicacion original Workshop Ideas for Family Planning Education por la Dra. Lyra Srinivasan. c. 100 pags. Mayo 1979. ISBN 0-914262-18-1. 2,000

AUDIO-VISUALS

BANGLADESH: Functional Education and Community Leadership. 15 minutes. 94 slides, cassette. How could an agency like BRAC best foster a process of development and change? How could it overcome the people's resistance to change? A description of the Bangladesh Rural Advancement Committee's methods and philosophies answers these and many more questions. Produced by Communications Development Service. 1977.

CHALLENGE! An Introduction to Learner-Centered Education. 12 minutes. 130 slides, cassette. Shows techniques used in training staff of the New York State Division for Youth so that they would all recognize themselves as part of a total learning environment. Includes a 100-page training manual. 1978.

AUDIO-VISUALS (Continued)

# printed

THE LEARNING GROUP: An Indonesian Approach to Community Education. 18 minutes. 126 slides, cassette. How Indonesia's Directorate for Community Education is addressing its country's needs by working with established village groups and traditions. 1979.

SKILLS FOR URBAN LIVING: A Training Process. 12 minutes. 80 slides, cassette. Illustrates the use of such techniques as videotape to develop problem-solving, planning, and pre-employment skills in disadvantaged young people. 1978.

ANNUAL REPORTS

1976-1977	"Development is a Two-Way Road" 16 pp.	3,000
1977-1978	"What in the World is World Education?" 8 pp.	2,500
1978-1979	"A Stewardship Report" 24 pp.	2,000

FUND-RAISING AND PUBLIC RELATIONS

4 Issues of Welthy Fisher Centennial Newsletter (four page newsletter to donors to the Welthy Fisher Fund)		
World Education Newsletter - to all donors and several groups of potential donors		2,500
Publications and A-V lists (two a year, about 2-4,000 copies each)		
Press releases		
Promotional Brochures and enclosures for Welthy Fisher Centennial Campaign including fact sheet: "What is World Education and What Does It Do?" plus "The Welthy Fisher Fund of World Education."		15,000

MISCELLANY

Quarterly Activity Report- April 1977 - September 30, 1977 c. 32 pp.		150
Quarterly Activity Report - September 1978 - March 1978 c. 32 pp.		150
Quarterly Activity Report- April 1978 - September 1978 c. 32 pp.		150

Project Digest: Summary of current projects, October 1979. 17 pp.

200

World Education "Check List"

Adult Illiteracy in the United States: A Report to the Ford Foundation, by Carman St. John Hunter with David Harman. While researching this study, prepared by World Education at the request of the Ford Foundation, the authors discovered that as many as 50 to 60 million U.S. adults may be functionally illiterate. Hunter and Harman identify and define adult illiteracy, evaluate the programs and services currently available, and recommend a national educational policy that will seek out and give support to community-based initiatives. New York: McGraw-Hill, 1979. ISBN 0-07-031380-6. Order from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020. (\$10.95). (5,000 copies originally. Now in second printing)

8. "To maintain professional communications . . ."

In addition to a steady exchange of information between regional directors and individuals and organizations contacted on their trips into the field, the Resource Center of World Education provides a constant interchange of materials throughout the world.

From 1975 to 1978, under the DPG, the Resource Center accomplished the following:

1. Provided information, materials, and research and reference services not only to World Education staff, colleagues, and consultants, but to representatives and field practitioners from a host of domestic and international organizations.
2. Loaned and exchanged materials produced in developing countries and difficult to obtain from the original source.
3. Maintained contacts with other adult education clearing-houses and documentation centers, fostering regional linkages and networks through its distribution system.
4. Collected extensive files on U.S. private voluntary organizations, international development agencies, intergovernmental agencies, and other donor agencies.

5. Kept central office and field program staff abreast of nonformal education and other development issues by circulating to them relevant data.
6. Built up a mailing list of over 7,000 professionals and field workers associated with nonformal education in 149 countries around the world. About two-thirds of them are from developing countries.
7. Distributed the quarterly magazine Reports, as well as monographs, technical papers, case studies, and other materials.
8. Designed a system for acquiring, cataloguing, housing, and disseminating the acquisitions in its collection. The books, periodicals, bibliographies, manuals, manuscripts, workshop reports, audio visuals, and other materials (over 12,000) are filed under the various categories of adult and nonformal education.

Building from this firm foundation, the Resource Center has been able to carry out and improve its operations. Since April of 1978, approximately 3,000 new publications have been received. These publications cover the areas of communications/media, evaluation, health, nutrition, literacy, program administration, population and family planning, women in development, intermediate technology, training, environmental education, visual perception, community development and nonformal education approaches.

Until October 1977, a weekly annotated list of publications received was distributed internally and to interested persons in the field. Since then, a new method of announcing publications has been instituted: each item received is recorded on index cards. Those who request materials on a particular subject are sent a photocopied list of relevant cards.

The Manager of the Resource Center keeps in regular touch with field staff and also provides a thorough orientation to consultants who are sent to work on field projects. Many students and outside domestic and international organizations also use the Center.

At the moment, there are about 8,000 individuals on World Education's mailing list for publications. Approximately 50% of the current list are persons from Third World countries. (See Attachment )

7. "To plan and budget in advance, to broaden private and intergovernmental support. . ."

During the period under review, World Education has made several significant improvements in financial management.

a. Technical support costs. By the termination of the DPG (extended without funds to November 1978), we were building the quality control and documentation costs for new projects into their respective budgets.

b. Indirect cost rate. By June 1979, we had renegotiated with the AID contract office our indirect cost rate from 54% of direct salaries to 36% of total direct costs excluding sub grants. This new formula allows us to realize more real costs from our grants and contracts.

c. Cash flow. Our unrestricted fund balance in FY'79 was \$94,493, as opposed to \$47,529 in FY'78.

d. Training. We have had access to financial consultants and financial workshops through the MSG of NewTranscentury Foundation. In addition, we are retaining a financial planning consultant for six months: 10/79 - 3/80, 2 days/month.

e. AID ratio. The percentage of AID funds to total revenue in FY'78 was 78%; in FY'79, 71% (for details, see audit statements for FYs'78 and '79).

f. Publications. For the last two years we have obtained funding for the preparation, publication, and distribution of one issue of our professional magazine, Reports, from non-AID sources.

In addition, we have made considerable progress toward increasing our support from private and intergovernmental sources.

a. Private income. This figure has increased from \$165,000 in FY'78 to \$305,394 in FY'79.

b. Corporations. From one \$1,000 contribution in 1976, we currently receive \$30,000 from corporations in restricted and unrestricted gifts.

c. Capital drive. A cash and deferred giving campaign begun September 18, 1978 yielded over \$300,000 in the first year. The interest from this fund is for the unrestricted use of World Education.

d. Board of trustees. For FY'80, the trustees have initiated a new tripartite approach to fundraising, consisting of a Human Resource Development Committee (which is the former Nominating Committee with expanded responsibilities to identify new constituencies), the Funds Development Committee with new leadership, and a new Public Relations Committee. On each of these committees there are specialists serving in pro bono capacities. In addition, we have recruited two corporate executives whose specific functions are to help identify corporate donations.

e. Staff development. The staff member responsible for fundraising is enrolled in a graduate program in fundraising management.

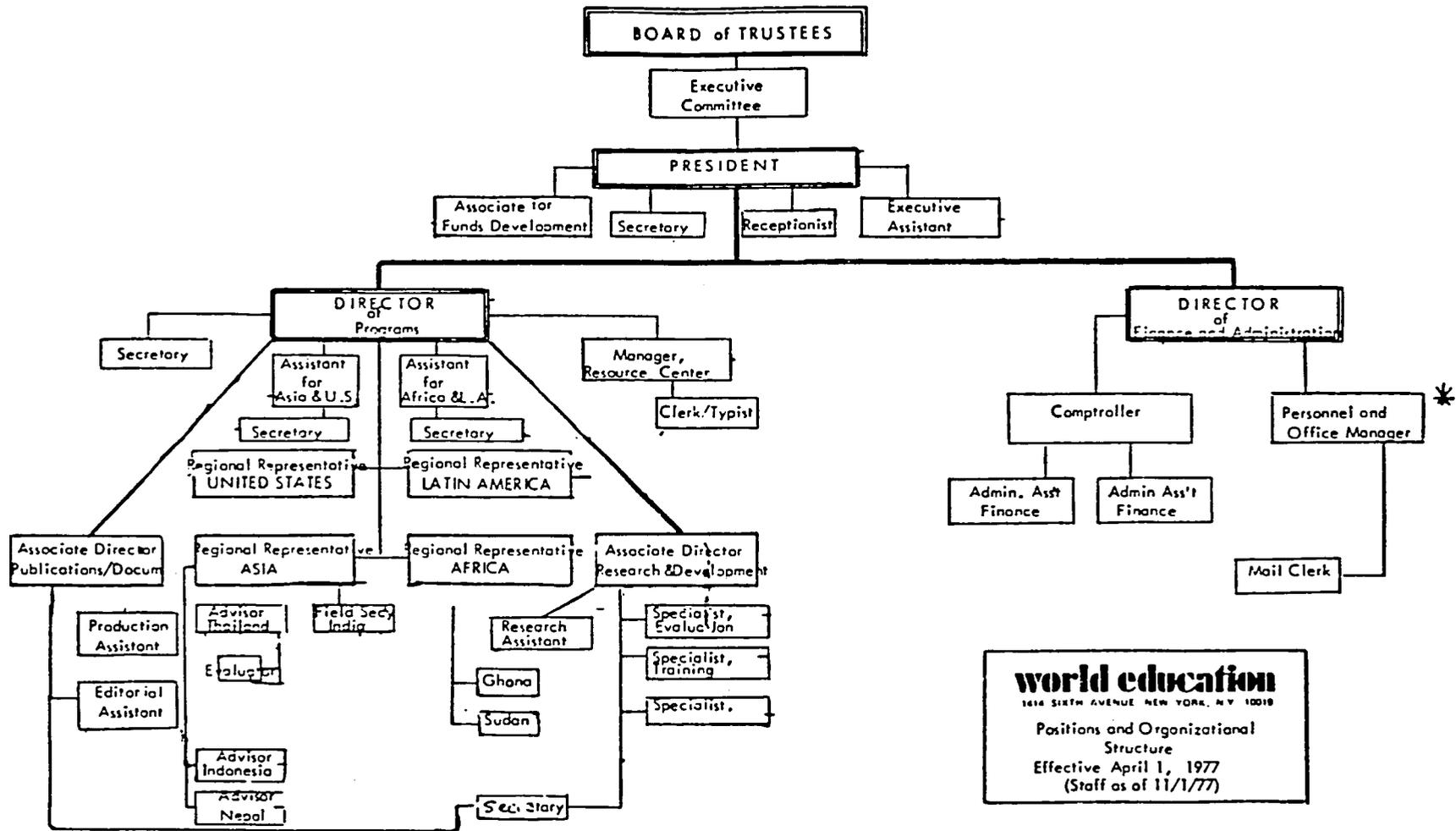
f. Promotional material. We have a new fundraising publication, a newsletter that is designed specifically for donors and is sent to them twice a year. The first issue appeared in November 1979.

g. Donor list management. We have consolidated all of our donor lists into one McBee system and have leased a Mag Card II for more cost effective management of individualized solicitation letters to various groups within our constituency.

h. Impact of outputs. Representation at conferences, new institutional relationships, and collaboration have had an impact on the financial objectives of the IDG. For example, they have resulted in approximately 50 requests for technical assistance, four projects funded by PACT (in addition to Supportive Activities grants), and an increase in nonAID project funding from \$173,518 in FY'78 to \$235,446 in FY'79.

## LIST OF ATTACHMENTS

1. World Education Organizational Chart - 11/77
2. World Education Organizational Chart - 10/79
3. Project Criteria
4. Reports Magazine Distribution Chart
5. Income from Sales of Audio-visuals and Publications Chart
6. Report of the Staff Evaluation Workshop
7. Work Plan for the Design and Implementation of an Evaluation System for World Education
8. Developing World Education's Strategy for the 1980's

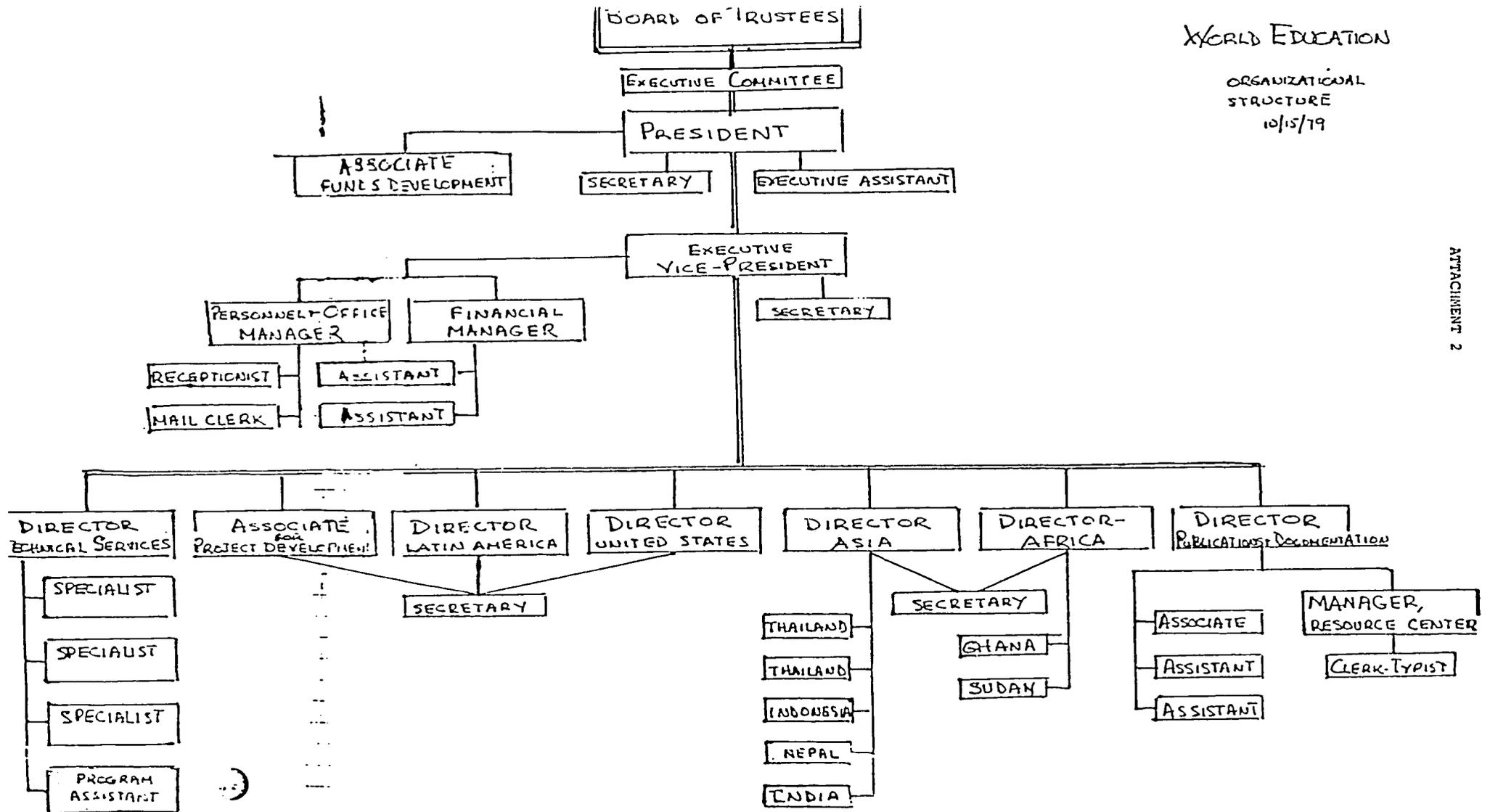


**world education**  
 1614 SIXTH AVENUE NEW YORK, N.Y. 10019  
 Positions and Organizational  
 Structure  
 Effective April 1, 1977  
 (Staff as of 11/1/77)

(\* NEVER FILLED)

WORLD EDUCATION

ORGANIZATIONAL  
STRUCTURE  
10/15/79



ATTACHMENT 2

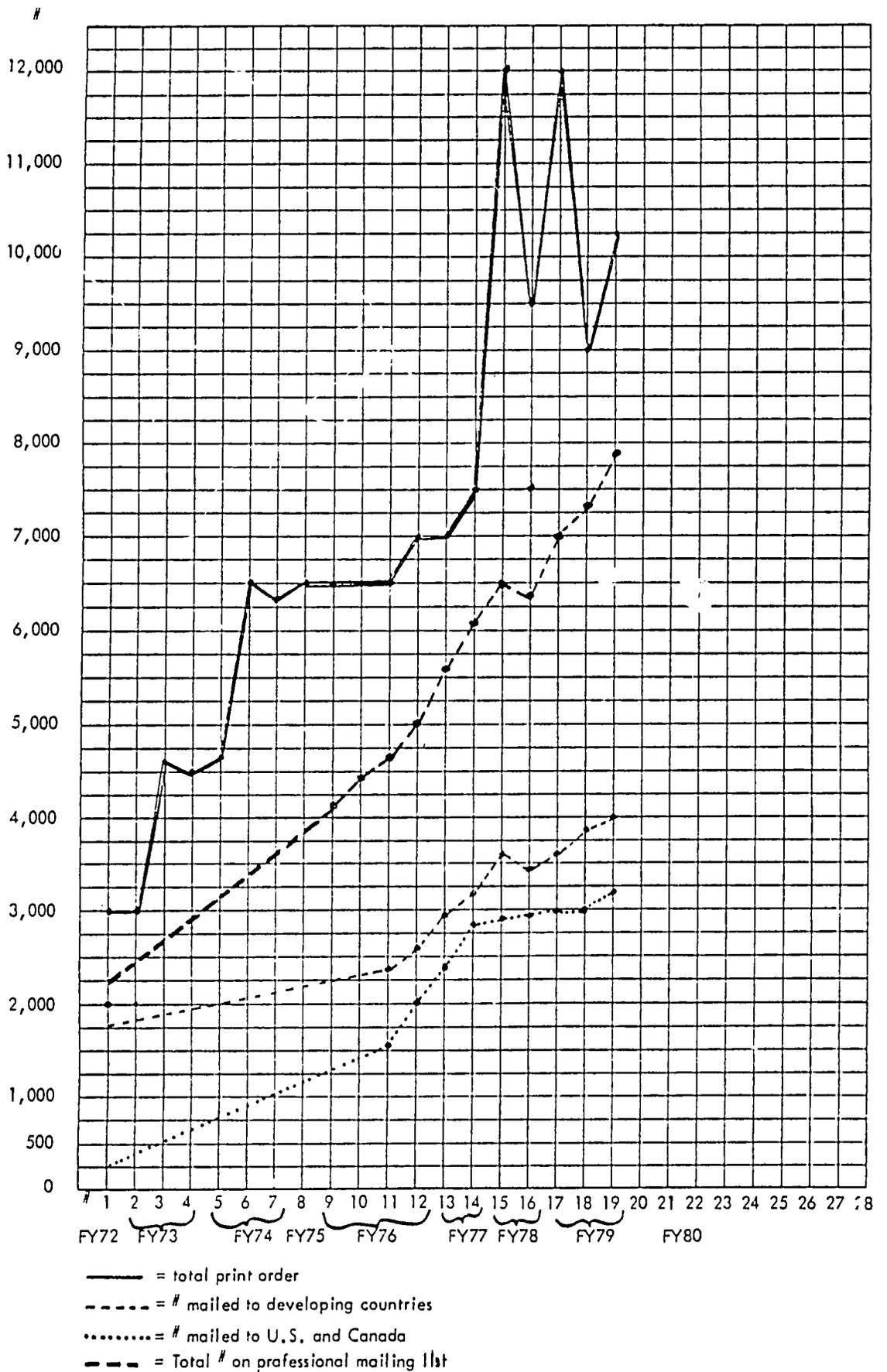
GENERAL CRITERIA FOR PROJECT SELECTION

1. Project fits WE goals:  
Project primarily focuses on testing an innovative approach (delivery system, instructional methodology, needs assessment techniques, evaluation strategy, etc.) or tests a tried approach in new cultural context. It improves our knowledge base in the field of nonformal education.
2. Project conforms to regional strategy.
3. Project demands are compatible with WE management capabilities.
4. The needs (problems) addressed by the project are documented by social, economic, educational indicators, demographic data, etc. e.g. literacy level, fertility rate, urban-rural spread, etc.  
Note:  
? Priority is given to projects focusing on poorest segments of the population, especially in rural areas.
5. A local host agency assumes primary responsibility for the project. The agency meets the criteria outlined for selection of host agency.
6. Project supplements, complements and is integrated with the appropriate services and development activities of local and international agencies in the project area.
7. Project proposal includes plans and resources for careful program design, needs assessment, materials development and training, ongoing as well as final evaluation, documentation and dissemination activities.
8. Multiplier potential of the project is commensurate with the amount of local and external resources being put into the project. Transferability of the learning is evident.
9. Prior to implementation of project, concrete plans exist for continuation and expansion of project activity after WE period is phased out.
10. Specific criteria for World Education's exit exists in project proposal.
11. Potential success of project outweighs the risk factors.

**BEST AVAILABLE DOCUMENT**

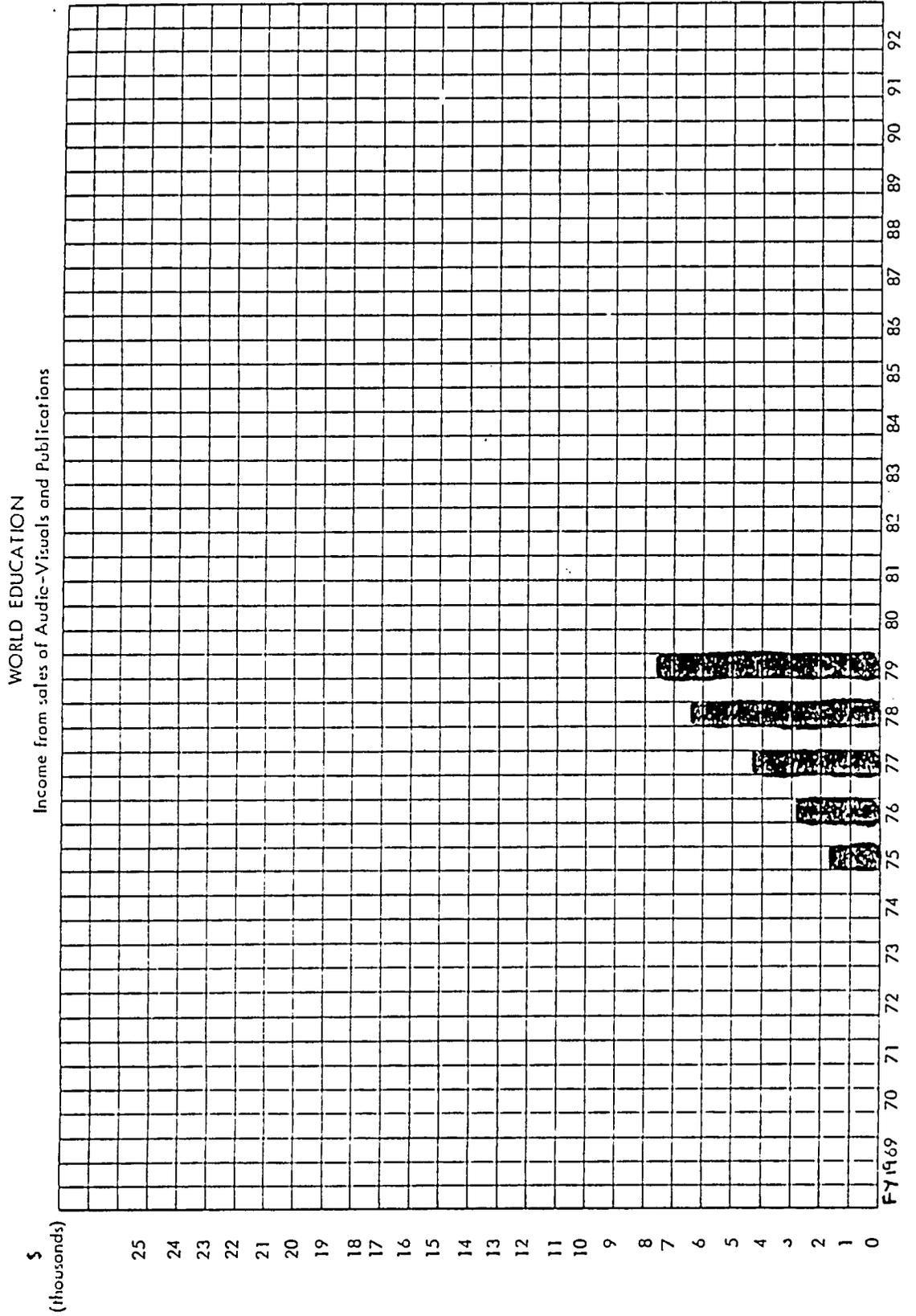
# BEST AVAILABLE DOCUMENT ATTACHMENT 4

## REPORTS MAGAZINE - DISTRIBUTION



# BEST AVAILABLE DOCUMENT

● = ACTUAL  
□ = PROTECTED



## REPORT ON THE STAFF EVALUATION WORKSHOP

JUNE 18/19, 1979

This report addresses two issues related to our work together in mid-June. First, we will consider how we, as a group, moved toward the objective of establishing a useful evaluation system for World Education. Second, we will review what decisions we made, that is, we will summarize the ideas put forward and agreements reached.

## MOVING TOWARD AN EVALUATION SCHEME

Once the administrative decision was made to explore the feasibility of establishing a World Education evaluation system, the best first step seemed clear. Each staff member\* was asked by Jasperdean to discuss privately his or her view of the idea with Noreen. There was a high degree of congruity that emerged in discussion among staff members on four items in particular: (1) An evaluation system should be established. (2) It should be simple, (3) focus on the most important questions World Education seeks to answer, and (4) be accessible to everyone on staff. World Education's role as facilitator of learning within the nonformal education community was also alluded to by staff in these preliminary discussions. The dimensions of this role are described in the following section, and this description was agreed upon as a base to build from in the workshop.

From these initial discussions with staff, six objectives for the workshop were derived. Each objective was mentioned by two or more staff members as fundamental to an effective World Education evaluation system and to World Education in carrying out its facilitative role:

1. identifying the kind of changes World Education seeks to bring about
2. identifying the characteristics of the processes World Education currently espouses to bring about change
3. enumerating the evaluation questions World Education believes are most important
4. identifying the reasons why these questions are considered most important
5. enumerating criteria World Education uses to design project evaluations

\* Unfortunately, due to travel schedules three field staff and one central staff member were not interviewed.

6. defining the meaning of various commonly used evaluation terms, that is, using accurate definitions.

It was apparent from initial discussions that World Education as an organization, that is, staff members as a group, would need to reach agreements regarding these six items and develop their level of confidence to discuss and explain the six factors as they relate to World Education activities. However, these objectives per se were not discussed and agreed upon by the groups during the workshops.

At the workshop, primarily through group tasks and open discussion, staff members clarified, analyzed, and reached consensus on the content related to some of these objectives. Many points of agreement were achieved. Through this process the staff appears to have experienced significant movement toward the two workshop goals:

First, a framework has been created for a World Education evaluation system, which is discussed in the next section. Second, the level of confidence of staff members to describe and define World Education's approach to evaluation appears to have increased significantly over the two days.

This latter point is evident in the scores on the pre- and post-workshop assessments of confidence that everyone completed. The items on these little tests were each of the six workshop objectives, and the following table illustrates how we scored.

Percent\* of Group Scoring  
N = 13

Items		Low Confidence Score (1 or 2)	Mid Score (3)	High (4 or 5)	Pre-Post Difference on High Scores (4 or 5)
W.E. Changes	Pre	8	46	46	31
	Post	8	15	77	
W.E. Process	Pre	8	23	69	-7
	Post	0	31	62	
Core Questions	Pre	46	23	31	54
	Post	8	8	85	
Reasons	Pre	31	31	39	31
	Post	8	23	70	
Criteria	Pre	31	39	31	44
	Post**	0	25	75	
Terms	Pre	0	46	54	29
	Post**	8	8	83	
objectives Averaged	Pre	21	31	45	28
	Post***	5	19	73	

Errors due to rounding.

\* Two responses missing.

\*\* Two responses on two items missing.

One sees from review of the table that there was positive (low to high) movement on all the workshop objectives. It is useful to look at the differences in confidence scores at the high end of the scale to get an idea of our movement. Item three illustrates most movement among the objectives from lower to high levels of confidence. Before the workshop only 31 percent were confident they knew the evaluation questions World Education deems most important to ask about projects. After the session, 85 percent felt a high level of confidence in their ability to do this. This is a difference of 54 percent. Next in positive movement was ability to describe criteria for designing evaluation (31 percent were highly confident before, 75 percent after). Other objectives with strong positive movement at the high confidence levels were: reasons why the core questions are important (39 percent before - 70 percent after), and changes World Education seeks to bring about (46 before - 77 after).

Indeed, for each of five objectives, from nearly one third of the group to over half, the group moved into the high confidence levels. The objective of least movement at the high confidence level was number 2, ability to describe the characteristics of the processes World Education espouses. Indeed, there was a backsliding of seven percent on this item. This negative movement was evident only at the high confidence level. There are likely some explanations for this reduction. For example, some good portion of workshop time was spent by staff in a dialogue about the participatory approach to education. Several differing views were expressed which illustrated that members either defined participatory approaches differently and/or were not clear about each others definitions. This dialogue may have led some to feel less sure about his or her ability to describe "World Education's approach" to bring about change, as some fundamental issues may have been unresolved in the view of some staff members.

When all items are averaged we see an overall positive movement of the group and 28 percent increase at the high confidence level.

In effect, these numbers give us an indication of the shift in confidence we felt and the extent to which the movement corresponded to each of the six workshop objectives. Now it is time to review the decisions and determinations which grew out of our momentum.

#### Points of Agreement About Evaluation

There emerged in initial discussions between individual staff members and Noreen a fairly clear view of the reasons why World Education's evaluation role is important. In the view of the staff members, the organization can and should act as a facilitator in the international development community. A major objective of the organization as an educational organization should be to facilitate learning among and between World Education projects as well as among and between people and agencies outside World

Education as an organization, should behave as it suggest facilitators in learning groups behave. It should assist people and projects to analyze experience, share experience with others, and revise what is done light of experience and new learnings. This is based on the notion that learning is a process; that knowledge is constantly in change and, therefore, one (person or organization) must actively and continually modify both knowledge and actions. This can occur after reflection and analysis of experience at particular points in time. This notion of learning as a process also implies that World Education does not inherently possess the definitive answers about education but is in a continuous process of discovering and refining approaches in collaboration with those conducting different kinds of learning projects. World Education's discovery occurs (or should occur) as a result of dialogue with projects, analysis of the data, sharing of experience, further practice, and so on in cyclical fashion. The current and somewhat compelling problem is making more systematic, manageable, and accessible the way in which World Education as an organization engages in dialogue, analysis, and action, both among the projects it assists and with the larger community.

In assisting agencies and organizations to carry out learning projects and programs, there are certain changes World Education envisions will occur. During the workshop staff members described these changes as, in the main, analogous to the general goals of community development. World Education's interests are not categorical. Its projects for the most part integrate several development concerns. Among the outcomes World Education staff members will accept as indicators of World Education success at both the individual and community level are the following:

- Improved health, nutrition, sanitation, and literacy levels;
- improved opportunity to earn income;
- increased self-confidence of learners;
- establishment of new community systems.

Indicators of success related to the agencies World Education assists include the following:

- Increased satisfaction of staff members with their work;
- increased self-confidence of staff to carry out their responsibilities;
- view of staff that their goals have been met ;
- use by staff of World Education materials and approaches;
- continuation of projects beyond World Education involvement;
- widespread impact of projects.

World Education staff members agreed as well that World Education hopes certain characteristics are apparent in learning programs and projects it assists. Frequently the term "participatory education" is used to describe World Education's approach. An excellent dialogue began in the workshop regarding this term and important points were expressed by several staff members:

- Participatory education as a philosophy is a value held by World Education. Some collaborating agencies may agree to try this kind of approach when it is not customary. In such cases World Education intentionally introduces the idea of participatory education to those it assists.
- Exercises and techniques which appear to be participatory can be employed in programs while real participation of learners is not intended. In this case participation is limited to superficial activities but control of goals and objectives actually remains with the teacher or "facilitator". On the other hand, didactic even pedantic teaching approaches can be employed to follow a participatory approach. In this case the learners would select the goals, objectives and choose way in which they will learn.
- One definition of participatory education as a philosophy is that opportunities are made available for learners to decide on objectives, and methods, and participatory techniques are most useful in creating that opportunity.
- Participatory education as a philosophy may not be allowed in certain countries because the intention of government is to keep people under control. In this case real participatory education may endanger learners and facilitators and/or participatory techniques may be used superficially to give the illusion of participation.
- In addition, not all development is done either by education or participation. In many instances development decisions are made by legislation, fiat, declaration, administrative order and so on. These decisions may or may not parallel development decisions, as they might be reached by those engaging in participatory education. In any case, programs based on these development decisions might well employ participatory education approaches within the parameters of their pre-determined development objective.

As there was not sufficient time to continue this dialogue, Luis was asked by Noreen to lead the group in further discussion some days hence.\*

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\* This was done on Friday, June 22nd. At the end of this discussion, Luis agreed to prepare a document analyzing participatory education.

There was general consensus among staff members, however, that certain things characterize the learning approach World Education currently espouses. In other words, if one were to observe learning as World Education hopes it occurs, one might see:

- Informal learning groups
- high level of participation by learners in dialogue and discussion
- people working together in groups
- local people (as opposed to outsiders) leading groups
- full use of available resource/extension people by groups
- indigenous learning materials used
- people using their creativity, exhibiting enthusiasm
- people considering local problems and issues
- special efforts being made to address bypassed groups (e.g. rural poor, women)
- local learners and local staff setting their own objectives, generating their own resources, or linking to available resources
- people increasing their awareness of problems and opportunities.

Staff members noted again that these characteristics are values of World Education and may not be shared in toto by all cooperating agencies. To an extent, World Education and its co-sponsors negotiate and reach agreement on what the characteristics of the learning processes will be. To an extent as well, World Education initially looks for agencies to collaborate with, or responds to requests for collaboration with agencies, that agree with these process characteristics as the ones they want to establish.

In assessing the extent to which World Education has impact on learners and the agencies it assists, and to determine the extent to which its processes operate and are effective, World Education must develop its capacity to answer several key questions. In order to answer these questions, staff determined that it is important to consider World Education's pattern of working with local communities. In other words, World Education has a particular way of collaborating and that in some ways determines both the kind of information it is necessary to collect and the way it is collected.

Primarily, with exception perhaps of specific World Education-based research projects, the organization implements programs through local agencies with the express intent of developing the capability of those agencies to design, deliver and evaluate learning. Essentially, this arrangement was defined as one in which there is a "trickle down effect" to the community learner. World Education trains agency staff to educate at the village or neighborhood level.

Working together in two groups, staff members subsequently identified the three levels of evaluation World Education must address. (The product of each group's work is appended #1.) In summary, World

Education must ask questions along three lines of inquiry:

- (1) Is World Education strengthening the capability of local agencies to carry out planning, needs assessment, training, evaluation, materials development, administration and management?
- (2) Do World Education projects have direct impact on learners and stimulate change in line with development goals?
- (3) Does the participatory approach work? How does it work? Is it an effective approach to bring about change?

For purposes of this discussion, staff members chose to define the participatory approach as respecting the views of learners, encouraging problem solving and self-initiated action, and integrating development goals. It was suggested that in order to address these three evaluation dimensions, World Education may need to select a mix of projects and programs, and may need to build-in special evaluation components for the purpose of collecting particular kinds of data.

Along these three lines of inquiry staff members saw a range of questions as important. The specific questions, and rationale for asking them generated by three groups of staff members are attached # 2. In summary at this point in time, the key World Education evaluation questions are as follows:

- Is World Education strengthening capabilities of local agencies to carry out: administration, management, planning, needs assessment, training, evaluation, materials development?
- Are projects realistic, do the above continue after World Education's departure?
- How culturally appropriate are project materials methods?
- To what extent do materials and methods generate discussion?
- Do materials and methods generate discussion of what people see as their problems?
- \* Is the participatory approach the most effective approach to bring about changes?
- \* Is the participatory approach adaptable to authoritarian societies?
- To what extent are approaches adaptable and transferable within a country, in other countries?

- Do World Education approaches stimulate change:
  - Meet development goals
  - address basic needs
  - increase learner's incomes
  - aid learners to mobilize own resources
  - change attitudes and behavior re development goals
  - enable learners to initiate collective action
  - at the village level-to wield more power?
- What is the short-term impact of World Education projects?
- What is long-term impact?
- What is cost-benefit to participants?
- What is cost-effectiveness of World Education approach?
- \* What other things have major impact on behavior changes re development goals?
- \* What is the relationship between acquiring information and behaving differently?
- To what extent are learners self-sufficient in implementing changes?
- Is collaboration among agencies working at all levels?
- Are projects grounded in community needs?
- What people are being reached?
- Are they being reached with what is relevant to them?
- What is the ability of those segments of the population that we reach to bring about change re development goals?
- How many people are being reached? (Participate in programs?)
- What conflicts arise when change is introduced by World Education projects? How are they resolved?

The items with an asterisk are questions several staff members believed to be research questions. In other words, to address these, World Education may want to undertake special projects as the questions in and of themselves may not be interesting or useful to the agencies with which World Education collaborates.

Some staff members expressed the opinion that in generating data to answer these key questions, World Education needs to negotiate with collaborating agencies to ensure that the questions most useful to them are indeed addressed. Some suggested the evaluation

component, as the rest of the design of a learning program, entails tradeoffs and resource exchange between World Education and its co-sponsors. There was optimism among most staff that an evaluation component could be built in and data collected from most projects. The extent, nature, and design of data collection approaches, of course, would be contingent on what the collaborating agency agrees to do, but it is highly likely some of the key questions can be addressed in every project.

In asking co-sponsors to mount an evaluation scheme staff members agreed that World Education would need to make clear the criteria it uses for developing evaluation designs. After some discussion, staff concluded the following:

- Participatory evaluation approaches (as discussed by Hall and others) might be considered a model toward which we strive. However, in practical terms this kind of evaluation is difficult to achieve. World Education might set as one of its evaluation objectives exploring ways in which participatory evaluation can realistically be carried out.
- Significance of the questions World Education seeks to answer takes precedent over the rigor (in traditional research terms) of evaluation methods. Staff members acknowledge that World Education because of its integrated approach to learning wants to address very difficult issues. To strip away the complexity of these issues to derive a hypothesis or question simple enough to apply rigorous techniques (such as strict control groups, withholding learning from those who want it to protect an experimental approach or, setting up an artificial situation for purposes of evaluation) is antithetical to World Education's notion of how the organization operates. Indeed, staff noted there are many reasons to believe that strict experimental approaches to evaluation are not only unmanageable and manipulative to learners, but ineffective in generating reliable data. These methods frequently create an artificial, unreplicable learning climate. World Education is interested in exploring significant questions in natural settings and will forgo the traditional definitions of rigorous evaluation to do so. Indeed another evaluation objective of World Education is to develop new approaches to evaluation more appropriate, useful, and reliable for community development and non-formal learning.
- In line with this, World Education is, currently, most interested in the internal validity of its evaluation approaches. That is, we want to be sure the focus of our evaluation is to determine that our project yielded the results we see among a group of learners. Currently this kind of information is more important than ensuring through evaluation designs that what works can be generalized to another population of learners. Ensuring external

validity frequently requires too much manipulation of learners and is unrealistic in the village or community setting. Indeed, several staff members pointed out that as World Education works in a variety of projects and places, if it can collect reliable and internally valid data on many of its projects this in effect addresses the question of external validity. That is, we can learn more and more about what works for certain groups and compile an extensive history of documented nonformal learning. Our generalizations then will be based on experience rather than a research design.

Staff also noted that World Education's projects have in the main been tailor-made, small projects capitalizing on situation specificity. An evaluation question of growing importance concerns economy of scale. What is lost, and what is gained when an effective small project is expanded to reach a regional or national audience. It may be necessary for World Education to focus directly on this dilemma in order to discover (1) if there is a point at which effectiveness disappears when a project escalates and (2) what kind of administrative machinery is needed to carry on an effective large scale program.

Similarly, staff acknowledged that World Education has tended to develop projects that are somewhat high risk. That is, learning programs are targeted on bypassed groups, those geographically, socially or economically isolated. The payoffs in such programs may tend to be more risky as ways to proceed are less clear, less tested, frequently less valued than ways one mounts conventional education. Given this, World Education evaluations also may be more risky and indeed data sometimes may be expected to demonstrate an approach is unsound or unsuitable. In the view of staff, however, the risk of limited payoff must be taken if World Education is to develop learning approaches and evaluation designs which are most appropriate for these groups. While some organizations focus on mounting and evaluating large scale conventional learning programs for the relatively easy to reach, World Education tackles the hard to reach, frequently through unique special pilot projects. At the same time, the groups acknowledge that for financial validity, World Education needs to move in the direction of doing more less risky and higher payoff programs. The dilemma of risk versus payoff will in these circumstances continue to be a real one for World Education.

Finally, staff concluded that although World Education has strong interest in long-term evaluation, "long-term" is actually defined by the length of a project. It would be unlikely for World Education to mount a separate longitudinal study of its projects over time. Evaluation is tied to projects and programs which are generally time-specific. In some cases, however, it may be possible for World Education to collect long-term data as its association with an agency may be of some duration e.g., Ethiopian Women's Association, or Ministry of Education in Thailand. Where possible these opportunities should be seized.

In all, staff members acknowledged that the scope, productivity, and effectiveness of a World Education evaluation system that fits the framework established in the workshop is dependent on the willingness of co-sponsoring agencies to participate in data collection. It was agreed that three tasks should be immediately undertaken to begin to put the evaluation ideas discussed over the two days into operation:

- (1) Jasperdean will convene the Unit Directors to discuss and assess how projects currently in the formation stages fit the criteria and priorities established in the workshop. Unit Directors will consider evaluation components in light of workshop determinations.
- (2) Catherine, and the Technical Services Unit, will begin to poll field staff of current projects to ascertain (a) if there are evaluation issues they would like some help on, and (b) to inquire about the kind of data they would be willing to provide or collect about their projects.
- (3) Staff members will reconvene on December 15th to assess our progress to date and, primarily to discuss the practicalities of both building in evaluation components to forthcoming projects, and, subsequently, retrieving data.

In the meantime, Luis will produce a paper to guide a continuing dialogue about participatory education as a philosophy. Noreen will work with the TSU to determine how data can be pulled from reports of previous projects and organized to be more accessible. She will also continue to work with Unit Directors to see how data from current and future projects may be retrieved and organized.

To conclude, the workshop generated an abundance of ideas and was characterized by hard work and willingness of all staff members to confront difficult and fundamental evaluation issues. It is safe to say we are off to an excellent start and have laid the conceptual ground work critical to any good evaluation.

EVALUATION PRIORITIES

GROUP 1

I. Impact on learners

- Do WE approaches stimulate change?
- Do our programs help learners meet development goals?

II. Strengthening capabilities of local agencies to plan, administer, carry out, etc.

III. Methodology - Is the process taking place?  
Are the indicators we've named as evidence of WE involvement present?

IV. Quantitative data - Numbers of learners, how many class sessions, etc.

EVALUATION PRIORITIES

GROUP 2

- 1) Is WE strengthening capability of local agencies to carry out planning, needs assessment, training, evaluation, materials development, administration and management?
- 2) Do WE approaches stimulate change?
  - Meet development goals,
  - address basic needs,
  - increase learners' incomes,
  - help learners mobilize their own resources,
  - change attitudes and behavior re: development goals
  - enable learners to initiate collective action at the village level to yield more power.
- 3) Is the participatory approach (i.e., respecting views of learners, encouraging problem solving, helping learners implement their own activities) the most effective approach to bring about change?  
or, to what extent is the participatory process used, and how is this effective? To what extent do other processes influence group activities?
- 4) What is the relationship between acquiring information and behaving differently?

Questions raised by GROUP 1 (Luis, Catherine, Jill,  
Ananthan)

(From Catherine's notes).

Q u e s t i o n s

- Is collaboration among the three agencies functioning at the community level?
- Are the group leaders using the methodology that they were trained to use with their groups, and what problems are they encountering in using it?
- Are the staff using the evaluation system we designed with them?
- What modifications have the staff made in the evaluation system and why (after we left?)
- What elements in the evaluation system in a particular project are based on experience in other WE project evaluation systems?
- How is the evaluation system of a continuing project different from the Phase I project evaluation system?
- How is the behavior and attitudes of staff and participants different in terms of agriculture, nutrition, literacy, health, etc.?
- Does change in knowledge necessarily bring changes in attitudes and practices, both in terms of staff behavior in applying new materials and ideas, and in the behavior of participants at the community level in improving the quality of their lives?

Why they are important

- The theory of the integrated approach is based on the assumption that one group doesn't have all the necessary expertise.
- In order to know if the training methods used are valid and appropriate for each culture/community.
- The system may be inappropriate or invalid, and it isn't useful if its not yielding information.
- We need to know in order to learn from our mistakes and improve our own technical assistance.
- To find out what elements are likely to be effective in different situations and to see if we're achieving our goal of interchanging our experience.
- We wish to know what improvements were necessary for a more effective system.
- To know whether we are achieving our programmatic objective of improving the quality of life for the neediest people.
- Has implications for the teaching methodologies we use in our projects, materials, and approaches.

Q u e s t i o n s

- What besides information has a substantial impact on attitudes and behaviors at the community level?
- To what extent are WE's training interventions with project staff effective in getting staff to use new techniques at the field level with community groups?
- Are our methods of teaching literacy effective?
- Is the skill of literacy a prerequisite in a learner's ability to improve the quality of his life?
- Is the project cost-effective?
- What kinds of information/skills do funders need?
- Is the project really necessary and relevant to the needs of the country?
- What is the impact in the community in terms of: changes in birth patterns, mortality, sanitation, maternal-child health, agricultural practice, nutritional status?
- Has the project been institutionalized?
- What impact has the project had on the host agency in terms of improving the capacity and quality of work of its staff, and its administrative and structural capabilities?
- Are other groups in the country using the approaches used in the project?

R a t i o n a l e

- In order to modify and improve training schemes, approaches, and plans.
- ↓
- To modify/improve our practices.
- ↓
- Indicators of success.
  - In order to design an evaluation system to get information.
- 
- Indicators of impact and of success toward development objectives.
  - Indicators of long-term effectiveness.
  - Indicators that capabilities have been transmitted to host agency.
- ↓

Q u e s t i o n s

- Is the project developing local materials?
- Is the participatory approach an effective way to achieve development? Is it the most effective way in terms of cost, speed, practicality, duration of effects?
- How many people have participated in the project over its life? How many in relation to projected target?
- Is the work schedule functioning as planned?
- Are participants' income increasing as a result of the project?
- Is the reporting system functioning?
- Are all of the activities in the project being carried out and the objectives achieved? If not, why not?
- Have there been modifications in the project's scope, and what factors influenced those changes?
- Are staff members capable of using local materials based on project experience? And to what extent are the materials and methods replicable, adaptable, and being used elsewhere.
- How well do materials convey the ideas and information they are meant to communicate?
- How culturally appropriate are materials?
- Is the project grounded in the needs of the community?

R a t i o n a l e

- Strong implications for programmatic approach, infrastructure, and need to demonstrate to others the validity of this approach.
- Indicators of how many people we reached and how good we are at planning.
- Indicators of staff's capacity for realistic planning.
- Measure of impact in terms of development goals.
- Transfer of knowledge and experience. multiplier effects, cost benefit.
- Need to know to improve future practice.

Questions raised by GROUP 2 (Russ, Jasperdean, Sue, Lonnie  
Mary-Rita)

General areas we wish to discuss:

- How to assess both our administrative level projects, in which we're primarily imparting administrative skills, and our more grassroots-level ones, in which we're serving more direct educational purposes.

Whether our training of trainers actually filters down to the village level-whether we would do better to put our resources into a permanent school (or something) in each country...

Outcomes vs. Process - Which is more important?  
Can one be effective without the other?

Getting groups involved in setting their own objectives and assessing their own success.

Evaluation Questions:

- What changes have occurred in people's daily practices that relate to development goals (eg., nutrition, sanitation, health, literacy, agriculture)? To what extent do learners become self-sufficient in bringing about these changes?
- What collective initiatives and actions are evident in project villages after WE involvement, and how does this collective action come about?  
(We want to know this because change can't come about without action and initiative, and we believe that group action is more powerful/effective/longlasting than individual action.)
- How many participants are in each project? From what segment of the population do they come, (in terms of age, sex, income level...), and what is the capacity of this segment to bring about desired changes?
- Are we working with the poorest of the poor, both urban and rural? Do those that we train and work with reach the poorest of the poor (or "neediest of the needy")?  
(That's where greatest development needs are - these are the people with fewest resources. Our funders are always interested in this.)

- To what extent is there a change in the ability of villagers or those we train to mobilize resources and wield power?  
(We want to know whether we are helping to effect change, and whether changes will continue to come about after our involvement ends.)
- Are staff using the techniques and materials we've helped them develop, with a fair degree of ability and self-confidence?  
(This is one of our primary goals-certainly we spend a great deal of time training trainers. What we train them to do is to use our methods and materials, and we believe that these will lead to the development outcomes educators/developers hope for.)
- Are there conditions under which our type of training-methods and approaches - won't work?  
Under what conditions can training lead to improved skills and to development goals being met?  
(We want to be sure our training is effective - to be sure there isn't a more effective way of using our funders' valuable resources and meeting our learners' urgent needs.)
- Assuming that change brings conflict, what conflicts arose in a project, how many, and were they positive or negative?  
(We want to know whether what we're doing is more positive than disruptive.)

Questions raised by GROUP 3 (Martha, David Walker, Ann,  
Tom Drahman, Dixie, Gail)

I. Institutional Questions:

- Is WE strengthening capabilities of local agencies?
- Is the level of the project realistic - will it be carried out after WE's involvement?
- Can local staff carry out training, needs assessment, evaluation, and materials development?

II. Methodological Questions:

- To what extent do methods and materials generate discussion?
- Do they help villagers to identify their problems?
- Do they stimulate change?
- To what extent are the methods transferrable?
- Was the method used the best one to reach the desired goal?
- Is the participatory approach the most effective?
- Is it adaptable or appropriate to authoritarian societies?

III. Impact Questions:

- What is the short-term impact of the project?
- What is the long-term impact of the project?

Work Plan for the Design and Implementation of an Evaluation System  
for World Education

Beryl Levinger  
October 3, 1979

Phase I-DEFINING THE PROBLEM

1. Define users and their needs
  - a. funders
  - b. World Education staff
  - c. local agency staff
  - d. nonformal education practitioners
2. Prioritize needs and identify the level of data appropriate to each user
3. Derive working definitions for such terms as:
  - a. evaluation
  - b. participatory education
  - c. ~~local agency~~ *beneficiary population*
  - d. success/failure
4. Determine the extent to which users' needs are currently being met
  - a. review kinds of data available in files
  - b. review systems for collecting data in field
  - c. compare data collection systems for 2 or more specific projects (i.e., Ethiopia and Ghana) to determine range of problems and approaches

Proposed time frame: two months

Phase II-GENERATING ALTERNATIVE SOLUTIONS

1. Develop tentative categories of data analysis. Categories might include: country, region, source of funding, methodology, type of local agency, beneficiary population. Categories will be derived from current data and the questions raised in the June 1979 evaluation seminar. In developing these categories, input from all four levels of users will be sought.
2. Validate the tentative categories of data analysis. The validation procedure will probably involve a panel's testing of the categories for reliability and validity (usefulness in terms of the needs identified in Phase I). Validators will likely include Noreen, Catherine, regional representatives and field staff.
3. With the participation of users, develop alternative strategies and models for collecting data not currently available but deemed necessary. Proposed time frame: 1½ months

Phase III-SELECTING THE OPTIMAL SOLUTION

1. For each alternative strategy proposed in Phase II (step 3), collect data needed to determine cost-effectiveness including information related to ease of implementation, feasibility of implementation and potential usefulness to users.
2. With the participation of users, select the preferred option.  
*Proposed time frame: 1 month*

#### Phase IV-IMPLEMENTING THE SYSTEM

1. Develop whatever is needed to make the system work. Among the products that might be developed to support the system are: funding proposals for financial support; training programs; an evaluation manual; conferences; observation instruments (i.e., checklists, inventories, etc.) and media packages.
2. Pilot the system on a small scale and revise.
3. Design a strategy to evaluate the evaluation system.

Time frame: 3 months

#### Phase V-MODIFYING THE SYSTEM

1. Analyze feedback and identify problems
2. With users, suggest revisions.
3. Pilot revisions.
4. Adopt successfully piloted revisions and modify <sup>checks as</sup> where necessary.

Time frame: Beginning 6 months after completion of Phase IV and continued in an ongoing manner thereafter.

If the evaluation system is useful and reliable, we should strive to answer the following questions over time:

1. For what kinds of populations are participatory approaches most effective?
2. What factors are critical to the success or failure of participatory approaches?
3. What are the minimum prerequisites for successful application of participatory approaches?

November 2, 1979

DEVELOPING WORLD EDUCATION'S STRATEGY

FOR THE 1980s

I. INTRODUCTION

Considering the constantly changing environment in which we work, it is essential for us to enter the next decade knowing what kind of an organization we want to be.

...organizations must face the future knowing what they want to be -- strategic planning -- as well as how to get there -- long-range planning and operational decision making...

It is our thesis that strategy should provide a picture of the organization as it wants to look in the future.

Strategy is vision. It is totally directed at what the organization should be rather than how the organization will get there.

For us, strategy has a very precise meaning which we define as a framework that guides those choices that determine the nature and direction of an organization.\*

We are entering what the United Nations refers to as the second development decade; more importantly for us, World Education is entering its second decade of experience operating a world-wide program. It is appropriate for us to initiate a process for developing our own strategy for the 1980s.

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\* Benjamin B. Tregoe and John W. Zimmerman, "Strategic Thinking: Key to Corporate Survival, Management Review, February 1979.

The process for developing this strategy should involve staff and trustees in a thorough examination, discussion, and resolution of the issues. These include the total environment in which we will be operating, program goals and objectives, our opportunities for funding, and our structure. The issues we think are critical for each of these areas are identified in the sections that follow.

## II. ENVIRONMENT ISSUES

Our assumption is that our effectiveness is significantly related to our understanding of the environment in which we will be providing technical assistance. Some of the questions are:

- 1) What factors in the relationship between Third World countries and the United States/western countries will support and/or inhibit our work?
- 2) What factors in the political, social, economic situation of specific developing countries, and in the United States will support and/or inhibit our work?
- 3) What will be the development issues in the 1980s as perceived by national governments, donor agencies, development planners, and others?
- 4) What will characterize technical assistance in the 1980s? How will it be provided? By what kinds of agencies?
- 5) Will US private and voluntary organizations (PVOs) continue to play a useful role in Third World development efforts? If yes, what is that role? Is it likely to change? If it changes drastically, how can World Education respond?
- 6) Are US private and voluntary organizations a valuable resource in development efforts or are they only consuming some of the already scarce resources available for development efforts?

- 7) Is there a legitimate role for nationals from the US and other western countries in facilitating development efforts? If yes, what is it? If not, what then?

### III. PROGRAM ISSUES

Our assumption is that the kinds of program services we provide will continue to be requested/needed by our partner agencies, will demonstrate effectiveness, and will lead to improving the quality of life for low-income adults. Some of the questions are:

- 1) Should we maintain our current organizational goals and objectives? should they be refined, expanded, or changed?
- 2) Should we continue to focus on participatory non-formal education as the integrative factor in the development process?
- 3) Should we keep or alter the balance in our program activities?
- 4) What are the characteristics and strengths of our technical services now?
- 5) How will the demand and opportunities for our technical assistance and support change in the 1980s, both in developing countries and the US?
- 6) How will the activities of competing/collaborating organizations affect our opportunities for work?
- 7) What will distinguish our program services from that of other agencies?
- 8) What criteria should we use for judging whether we are being used primarily as a supplier of technical assistance or as a conduit for funding?
- 9) Should we concentrate our program services in certain development sectors (e.g., health, agriculture, etc.)? should we concentrate on certain sub-groups of disadvantaged adults (e.g., adolescents, women, rural adults)?

- 10) Should we maintain, refine, or change our project selection criteria?
- 11) Should we concentrate our program services in several countries/regions or extend our services to many countries/regions? should regional balance continue to be a program development guideline?
- 12) Should we work with a mix of public and private agencies? If yes, what is the balance? If no, what kind? How do country and/or regional differences affect these questions?
- 13) Should we primarily support small demonstration projects or national-level programs? Should there be a mix? What kind?
- 14) How can our work have impact beyond a specific project area?

#### IV. FUNDING ISSUES

Our assumption is that we will have to generate funds from a variety of sources to support our program services. Some of the questions are:

- 1) What kind of development assistance are the major donors (AID, World Bank, etc.) planning to fund in the 1980s?
- 2) What donors will fund the kinds of program services we want to provide? Are these the same donors that support us now or will we have to generate a substantial number of new donors?
- 3) How can we significantly increase our income from private sources--individuals, corporations, organizations, foundations?
- 4) Where will funding decisions be made (in the country where the activity will be implemented and/or at the donor's headquarters)?
- 5) What kind of agencies will be funded to provide technical services in developing countries and the US? How will our being a US private and voluntary organization support and/or inhibit our opportunities for funding?
- 6) Should we initiate a substantial income-generating activity that will significantly assist us in supporting ourselves, and increase the flexibility we have for undertaking certain kinds of program activities?

- 7) Should we buy our own office building? Where?
- 8) What kinds of fund-raising efforts will be needed in the 1980s?
- 9) Will we be required to lower our indirect costs? If yes, how will we do this?
- 10) To what extent should our program activities be self-supporting?

#### IV. STRUCTURAL ISSUES

Our assumption is that we must select an organizational structure that will enable us to fully exploit our program and funding opportunities. Some questions are:

- 1) What is a realistic volume of work in the 1980s? Should we maintain, expand, or decrease our current level of effort in the 1980s?
- 2) What size of operation is required for supporting, maintaining, and continuing our core functions (program, financial, administrative)?
- 3) What organizational functions should be centralized? de-centralized? What volume of work will ensure that the option we select will be cost-effective?
- 4) What kind of staff will we need to carry-out our work? Shall we attempt to build our in-house technical capability? Will we need different kinds of specialists (e.g., income-generation, nutrition, etc.)?
- 5) What are the advantages and disadvantages of remaining a private and voluntary organization? Should we have a dual structure - private and voluntary organization and non-profit? private and voluntary organization and for profit? Should we become a for-profit agency or remain a non-profit agency, but not a private and voluntary organization? Should we merge with-another agency? Should we form a coalition for implementing certain kinds of program activities?

#### VI. METHODOLOGY/TIME-TABLE/RESOURCES

Developing a clear strategy for World Education in the 1980s will require involving staff and trustees in the various phases of developing the strategy:

- 1) Refining the questions and issues that will be addressed;
- 2) collecting and analyzing data from a wide variety of informants (World Education staff, partner agency staff, donors, etc. in developing countries and the US). This could involve, for example, workshops in each of the regions;
- 3) preparing discussions papers for use by staff and trustees;
- 4) generating the options and selecting the best framework for World Education in the 1980s.

We support developing our strategy for the 1980s as soon as possible. However, if the task is to be carried out intelligently and thoroughly, we need additional staff, resources and time. Our current staff and budget are now being fully utilized to work on the priorities for this fiscal year: implementing the Plan of Action, and strengthening our financial and administrative management systems.

The President will direct the efforts to develop World Education's strategy for the 1980s. We envision the need for funds to support additional staff/consultant time, and efforts to collect data through regional workshops and in other way. Our rough estimate is that the task will cost \$150,000 - \$200,000 and require at least twelve months of carefully planned work.



Thomas B. Keehn



Jasperdean Kobes