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ASIA FIELD SITE REPORT
OF
CENTER FOR INTERNATIONAL EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS
FOR 1977-78 PERIOD

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11

TABLE OF CONTENTS

I. INTRODUCTION ----- Page 1

II. PROGRESS ON THE GOALS ----- Page 2

III. PROJECTED ACTIVITIES ----- Page 10

IV. APPENDICES 1 - 9 ----- Page 13

111

ASIA FIELD SITE

I. INTRODUCTION

In the earlier 1976 - 77 Annual Report for the Two-Site Grant, details of the Site Selection for an Asian site are outlined (goals and objectives; field activities; U.S. activities; problems encountered). This is followed with descriptions of Site Negotiations; Implementation; and Projected Activities. The reader is referred to the Two-Site Annual Report, October, 1977, especially pages 1 - 12.

As described in that Report, the exploration, selection and negotiation phases required many months of intensive work. Detailed plans for the four major objectives were not feasible at the time of the original proposal. This process required six months longer than had been anticipated. However, two major grant goals were being implemented from the very beginning: field tests of the collaborative model, and training opportunities for Center members.

During the first months covered by this second Report (Sept. 1977 - Sept. 1978), implementation of field testing of NFE approaches and workshops at the Site was slow to develop. As is fully described in several Center for International Education (CIE) publications, there was a major problem of timing. At issue was how quickly our grant objectives could be carried out, and how quickly the Thailand Adult Education Divisions long-range plans could get far enough along to provide enough opportunities to fully use CIE competencies in NFE. (see Appendix 1, 2, 3 Report of Activities, by Suzanne Kindervatter, Jan. 1978; Collaborative Programs in International Education: An Analysis and Appraisal by John Bing, chapters VI and VII, Feb. 1979; and Collaborative Programming in Nonformal Education, by Gail von Hahmann, 1978.)

It was clear that the original plan to achieve the goals of the Asia Site in two years was not realistic. By Sept. 1978, all of the grant goals were being worked on in a productive manner, but only three had come near to fruition: testing the collaborative model; holding NFE workshops for U.S. agencies; and holding workshops at CIE. The other three goals (field testing NFE approaches; training opportunities; and workshops at the Site) were at mid-stage with mounting momentum and development, but several months from completion.

II. PROGRESS ON THE GOALS

In this section, the six objectives will be discussed in terms of levels of progress towards their completion.

1. Field test aspects of the collaborative model and issue technical notes on their implementation.

As mentioned in the introduction, the goal on aspects of the collaborative model has received the thought and cooperative efforts of many staff members, both at AED and CIE. It is apparent that the conceptual and value issues, and the complexities of real situations, provided a rich ground for both CIE and Asia field research. The bibliographies in Bing's and in Von Hahmann's publications indicate that several additional articles and monographs by CIE personnel on Collaboration were written prior to these more recent products.

It is important to emphasize that this goal is a part of a ten year exploration by the CIE; and much of this has been given

major support and impetus from AID's interest in this objective. It is apparent that within the overall goal of enhancing the NFE competencies of CIE personnel, there has been significant increases in the theoretical construction of collaboration models, in their implementation, and in the continual further development of the models through field testing. The Asia site experience has been one of these significant, documented field test situations.

2. Devise and field test a number of techniques, methods, and training programs in nonformal education to be implemented jointly or under the aegis of the sponsoring local agencies.

The goal to "devise and field test a number of NFE approaches" is closely related to the Training Opportunities goals. Again the most significant products related to this goal are Kindervatter's Materials Production/Training Report, her Training Model, and Somtrakool's Reports (op.cit.). The CIE has intentionally held off mass publication of these efforts until further field testing is completed (see proposed activities for 1978-9 in this Report). The potential importance of these training products is reflected in this written comment by Sunthorn Sunanchai, AED's Director, dated May, 1978:

... The Division is pleased with the continued impact of Suzanne Kindervatter's contribution. The youth leadership training model she helped to develop and test has attracted considerable attention. Most recently, we were approached by the Girl's Guide Association of Thailand for information about this training model and requested to help train their staff in its use. Equally important, elements of this model have given our staff some ideas as to how we might go about revising our vocational course curriculum in order to make them more reflective of our broader khit-pen goals. It is in this latter area that we hope UMass will concentrate its assistance for the remainder of the project.

It is now clear that this goal of devising NFE approaches and field testing them requires further work at the site. The products coming out of the 1977-8 site activities were developed under extraordinary conditions of logistical and organizational problems, as documented in notes from the field and in the various Reports and studies referred to in previous paragraphs. A site visit to AED in the fall of 1978, by David Evans, CIE Director, resulted in specific plans for 1978-9 aimed at furthering this goal. The proposed activity plans for 1978-9 lists these concrete plans.

3. Offers training opportunities at the sites and at the Center for International Education for Center members and cooperating institution staff.

A third goal of this grant, offering training opportunities at the sites and at CIE, has had mixed success up to the present. Yet important and necessary ground work has been accomplished, which will help insure that proposed future activities will bring this goal to completion.

The original work at the Thai site in the area of training was carried out by Suzanne Kindervatter from CIE, with the assistance of Kla Somtrakool from the AED staff. Full documentation of her work is presented in her Jan. 1978 Report of Activities: An Expert in Materials Production/Training (see appendix 1) and her Youth Training Program Manual (see appendix 4). Also of interest are her field reports which contain the daily notes on ideas, frustrations, human relations, and accomplishments. It is evident from her reports and her recent dissertation

(Nonformal Education As An Empowering Process: with Case Studies from Indonesia and Thailand, see appendix 5) that she not only provided training, but also received increased training competencies in NFE for her own personal development.

Further documentation of Kindervatter's and Kla's training activities in Thailand are contained in two documents that were produced by AED in Thailand. These are in the Thai language, since they are intended for continued use throughout the 27 Provincial, 4 Regional, and Bangkok Centers. Their English equivalent titles are: The Report of the Seminar of Training for the Trainers of the Village Youth Program, Sawanghaniwat Smut Prakarn, April 1978 (see appendix 6); and The Evaluation of the Village Youth Training Program in Five Provinces, Sept. 1977 (see appendix 7). These were authored by Kla Somtrakool. Kindervatter has prepared a description of this training exploration of NFE approaches in chapter 4 of her dissertation.

Training opportunities at the University of Massachusetts are of two general categories. The first is through graduate level seminars and assistantship experiences of CIE graduate students, and of faculty. A major training experience was gained by Fredi Munger, who served as U.S. based Asia Site Coordinator for the first year of the grant. Somprasong Withayagiat continues in that position up to the present. The NFE competencies gained can be best described as those relevant to staff development, and to organizational development in NFE. Their responsibilities have included maintaining constant

contact with the Thai field site and with U.S. members of the Asia Group at CIE (see below for discussion of this grant goal, i.e., Support Site Activities). It was planned in the grant proposal that some training activities at CIE would be facilitated through preparation of support materials for the Thai field site needs. This aspect of training at CIE will be most active in the 1978-9 academic year.

A second category of training at CIE is that for AED staff who are studying NFE at the University of Mass. In Feb. 1978, Somprasong Withayagiat was accepted as a full-time doctoral student, majoring in NFE. He will be in residence for two years. His course of study is designed around the tasks, competencies and responsibilities related to the leadership role he had and will expand upon at Thailand's AED. His dissertation topic is focused on interagency collaboration among Thai government agencies who are concerned with village community development and education. Also during the 1977-8 year, he and the CIE based Asia Group carried out extensive planning, correspondence and negotiations regarding training of two additional doctoral students at CIE, 1978-80; one from Thailand and one from Sri Lanka, both preparing for future leadership training for NFE at their home institutions.

4. Assist in the coordination of workshops for other interested parties on site.

Another field site activity is included in the goal "assist in the coordination of workshops for other interested parties on site." In late November 1977, AED hosted the annual conference of Asian and South Pacific Bureau of Adult Education. About fifty

participants from East and Southeast Asia attended the conference in Thailand. Both the planning and operation of the conference was assisted by CIE staff. The meeting attempted to create a link between the Thai "Khit-pen" philosophy and developmental activities in other parts of Asia.

In August a UMass field staff member attended a SEAMEO conference on Nonformal Education held in Chiangmai, Thailand. Following that, CIE has corresponded with the SEAMEO in order to establish possible collaborative programming in NFE. Meanwhile, the CIE and SEAMEO are processing a plan for ten workshops in the near future.

While it was possible to provide some help in supporting activities related to this goal, the financial and time limitations of this grant made it difficult to do much beyond providing seed money, offering advice, establishing contacts, and suggesting content for the cross-national workshops. There is documentation available on the organization and implementation of these workshops at Thailand's Adult Education Division's main Bangkok office. It is our estimate that our contribution has been supportive, but not central, to these sessions. It will be the task of the final report for this grant to look at this goal from both the Asian and Latin American experiences, to see whether the goal was largely unrealistic or whether some long-term foundations were established for future cross-national NFE efforts.

5. Hold at least two workshops at the Center for U.S. agencies and institutions interested in aspects of nonformal education.

It is appropriate to discuss the goal of holding at least two workshops at the Center for U.S. agencies and institutions interested in aspects of nonformal education as part of the above discussion of the Collaboration Model goal. This goal has now been reached, with one workshop described in the 1976-7 Report, and the second workshop completed during April, 1978. The eleven papers prepared, presented and discussed for the first workshop of April, 1977, and the nine for the April, 1978 session, are listed in the monographs by Von Hahmann, op.cit. This monograph clearly reflects the impact of these workshops on the present stage of conceptualization and implementation by CIE personnel.

Two recent specific examples provide insight on how the developing concepts about collaboration have influenced implementation of NFE. The companion site project of the present grant (in Latin America) has benefited from the Asia site experience, the two workshops on collaboration, and the whole span of our ten years' experience. A discussion of the Latin American implementation of the collaborative model is included in the second part of this Report.

A major collaborative effort is now underway between the CIE and the Indonesian government, with the Direktorat Pendidikan Masyarakat (PENMAS). This is a 2.7 million dollar contract through the World Bank. It is probable that CIE's years of experience and research on nonformal education, coupled with strong field-oriented NFE skill competencies, helps explain why this contract

was made with CIE. The impetus of the present USAID Two-Site grant, including the two goals discussed here, is perhaps an "unobtrusive" measure of the furtherance of these goals, through both the Asia and the Latin America site experiences.

6. Hold workshops at the Center through the academic year.

The final objective of "Workshops at CIE throughout the academic year" has been implemented largely through weekly meetings of the Asia Group. This group is composed of CIE graduate students from the U.S. and other countries. It is lead by the Asia Site Coordinator with the support of the Principal Investigator of the Asia Site Grant. This group has tried to apply the principles of the collaborative model in their decision-making procedures. The group serves as a significant advisory body to the principal investigators of the grant. Thus the members are in close contact with the details of the field site and CIE site activities. During the 1977-8 year, eight members have been consistently involved in the weekly workshops. It is difficult to separate the activities and learnings coming from this objective in isolation from the discussion about the other five goals. Evidence of the impact of involvement in this goal is the fact that four members will be going for assignment to the AED field site in 1978-9; six will be completing their dissertations, with topics directly related to specific issues about NFE in Asian nations.

III. PROJECTED ACTIVITIES

A. Field Activities

1. Collaborative arrangements have been agreed upon by CIE and AED to have CIE members assigned to work in Thailand. They will be focusing especially on NFE training, materials, organization, and evaluation goals. The training will be organized at the national level, the participants will be selected from the AED Central, NFE Regional Center, Provincial Lifelong Education Center and other NFE-related organizations such as Educational Supervisory Unit. The main purpose of the training is to train key personnel to be trainers in the following NFE topics:
 - a. Oct 1 - Dec 1 (1978) planning for Central and Regional Training Workshops on "Person-Centered Participatory Learning Process." Mary Fe Collantes will work in collaboration with AED staff.
 - b. February 1979. Central and Regional Training Workshops and development of models. "Person-Centered Participatory Learning Process " for the personnel from AED Central Office and NFE Regional Center. Mary Fe Collantes will organize the workshop collaboratively with AED staff (see appendix 8)
 - c. March 15 - June 15, 1979. Central, Regional and Provincial Training and Evaluation Workshops and further field testing of modules "Program Planning" which included Needs Assessment, Planning, Operation, Evaluation. Julio Ramirez de Arellano will plan and implement

collaboratively with AED staff.

- d. June 15 - Sept. 15, 1979. Central and Regional Workshops on "Organizational Development" which emphasizes Human Organizations, Administration, Supervision, Participatory Mechanism. Janis Droegkamp will plan and implement this project with AED staff.
2. A Meeting will take place in late January 1979 between the Director of AED and CIE in Bangkok. The agreement will be made in order to complete the site goals. (see appendix 9)
3. A small sum of money from CIE will be available for development work on NFE training modules in connection with the February 1979 workshops, and completion of Module I.
4. Specific products in NFE training are expected in the form of three modules: (a) Module I - Communication: human relations, group work, participatory training. (b) Module II - Needs assessment, planning, operations, evaluation; (c) Module III - human organizations, administration, supervision, participatory mechanisms.
5. If funds are available, CIE will try to provide field testing support for development of Modules II and III.
6. Plans will be made for a possible cross-national workshop on NFE, in Asia (to include Thailand and Indonesia) at a forthcoming annual meeting of the Society for International Development, August, 1979, in Colombo, Sri Lanka.
7. A Principal Investigator of the grant, Horace Reed, will be going as a consultant to World Bank for AED for ten weeks during May through July to work in staff development, community education, and nonformal education.

B. CIE Activities in U.S.

1. Continued study by Somprasong Withayagiat on his doctoral program; dissertation topic will be on interagency collaboration of NFE in Thailand. Completion by December 31, 1979.
2. Continued study by Kla Somtrakool on his doctoral program; dissertation topic will be on lifelong NFE in Thailand. Completion by June 1980. (Grant support only to December 31, 1979.)
3. Continued study by Jaya Gajanayake on her doctoral program; dissertation topic will be on development of a NFE curriculum for the national higher education system of Sri Lanka.
4. A packet of NFE publications will be selected, and 30 of these will be sent to Thailand as basic reference materials in training for AED's Provincial Centers. Five more inclusive packets will be sent to the Regional and Bangkok Centers.
5. The Asia Group will review the drafts of the three Modules as they are constructed and field tested. It is expected that the final published Modules will be sponsored by the collaborative efforts of personnel in the field and in U.S.
6. The Asia Group will continue regular meetings to prepare staff for assignment in the field; and to help in the decision making connected with implementation of the grant.
7. The final task will be full documentation of grant activities, to be presented in a final Report.

Report of Activities: As Expert in Materials Production/Training
(An overview of a 25-page document) by Suzanne Kindervatter.

She began to work with AED in the areas of materials production and training development. Activities during working in Thailand included:

1. Provincial Center Youth Development Program.

Working with AED in the development of a new model of training for village level youth leaders. The model emphasized experiential learning, and a methodology in which the trainers acted as problem-positors and facilitators of extensive participation. The model was used in five different Provincial Centers, revised at a subsequent workshop, and then made available to staff in other Provincial Centers. Currently training programs of staff are helping to spread the model throughout the nation. Aspects of the model have also attracted the attention of other Ministries engaged in youth work, and at least one of them has adapted the approach for use in their training.

2. Training Adult Education Teachers for High School Equivalency Adult Education.

Collaborated in the development of a new training model for teachers being trained to teach adults in afternoon and evening classes.

The new program included a stronger emphasis on behavior change and making more specific the ideas embodied in the Thai NFE "Khid pen" philosophy which guides the work of AED.

APPENDIX 2

John Bing's dissertation "Collaborative Programs in International Education: An Analysis and Appraisal."

His dissertation is concerned with the collaboration concept and the collaboration programs between the Center for International Education and Ghana, Ecuador and Thailand. Also he recommends the development of collaborative programs in International Education. His dissertation table of contents is on the following pages.

TABLE OF CONTENTS

	Page
DEDICATION	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vi
LIST OF TABLES	xi
CHAPTER	
I. INTRODUCTION	1
What are Collaborative Programs?	1
Significance of the Study	3
Design of the Study.	5
Assumptions	6
Limitations and Concluding Comments	6
II. AID: THE LONG PERSPECTIVE	9
The Early Period (to 1939)	10
Foreign Aid and the Politics of Power (1939-1969)	24
The Diversification of Power: Foreign Aid and Interdependence (1970-1978)	44
III. THEORETICAL ISSUES RELATING TO THE CONCEPT OF INTERDEPENDENCE	69
Cooperation and Conflict	72
The Nature of Interdependence	87
Conclusions	100
IV. COLLABORATIVE PROGRAMS AT THE CENTER FOR INTERNATIONAL EDUCATION	107
Issues in Collaborative Program Development	109
The Center for International Education.	111

V. THE GHANA NONFORMAL EDUCATION PROGRAM: A CASE STUDY IN COLLABORATIVE PROGRAM DEVELOPMENT. . . 129

Approach and Structure. 129

Nonformal Education in Ghana 131

VI. CENTER FOR INTERNATIONAL EDUCATION PROGRAMS: ECUADOR AND THAILAND 201

The Nonformal Education Project in Ecuador 202

Nonformal Education in Thailand: The Role of the Center. 214

VII. COLLABORATIVE PROGRAMS: ANALYSIS AND RECOMMENDATIONS. 227

Defining Collaborative Programs 227

Analysis of Collaboration in Three Projects 233

Recommendations Regarding the Development of Collaborative Programs in International Education 244

Future Directions in International Education Programs. 247

BIBLIOGRAPHY 252

Collaborative Programming in Nonformal Education (An overview of a 70-page monograph) by Gail von Hahmann.

The author tries to propose the idea of collaboration in education, particularly nonformal education and emphasizes the participatory process of human-beings. The table of contents and partial bibliography follows.

18

TABLE OF CONTENTS

PREFACE.	vii
CHAPTER I: Origins of Collaborative Programming.	1
CHAPTER II: Collaboration as a Process	15
CHAPTER III: Characteristics of Collaborative Programming	19
CHAPTER IV: Training for Collaborative Program Staff	29
CHAPTER V: Stages in Collaborative Programming	37
A Continuing Inquiry	53
FIGURES.	55
APPENDICES.	65
BIBLIOGRAPHY	73

UNPUBLISHED PAPERS, continued

The following papers were prepared for a workshop on collaborative program development sponsored by the Center for International Education, University of Massachusetts, April 22-23, 1977.

1. Barndt, Deborah, "Developing a Foto-novela on the Peruvian/Freire Educational Model: How a Collaborative Project Emerged from an Individual One."
2. Bing, John, "Toward a Definition of Collaborative Program Development."
3. Cain, Bonnie, "Issues in Collaborative Program Development: Extrapolations from a Workshop."
4. Comings, John, "Rationales for Collaboration in Development."
5. Halsted, Bella, "A Brief Description and Analysis of Collaborative Work in the Development of Materials for the Learning of English as a Second Language for Persons Served by the New England Farmworkers Council in Holyoke, Mass."
6. Jackson, Ted, "Dene Learning for Self-Determination and the MacKenzie Valley (Canada) Pipeline Inquiry (1974-1977): Struggle, Not Collaboration."
7. Jones, Elvyn, "Self Esteem and Vulnerability as Variables in the Collaborative Model."
8. Kinsey, David, "Outline on Issues in Collaborative Program Development: Some Constructs and Pictures."
9. Kokuhirwa, Hilda, "The Traditional and Modern Mass Campaigns in Tanzania: A Collaborative Model."
10. Mangan, James, "Evaluating Collaboration: Questions and Issues."
11. Munger, Fredi, "Collaboration in Site Selection for the Asia Site: A Case Study."

The following papers were prepared for a workshop on collaborative programming sponsored by the Center for International Education, University of Massachusetts April 17-18, 1978.

1. Comings, John, "Working with a Community: Choosing Participants."
2. McTaggart, James, "Collaboration Between a U.S. Educational Development Program and an Indigenous Educational Development Program in the Republic of Honduras."

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Ap. 3, p.4

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3. Momanyi, Joel and Gail von Hahmann, "A Brief History of Nonformal Education at the Center for International Education."
4. Munger, Fredi, "Lessons from the Thai Site: Some Interfering Variables."
5. Ross, Donald R., Jr. "Latin American Experience of Two Site Grant: Guatemala."
6. Sanworth, Carole, "An Agricultural Development Project in Mexico."
7. Seshibe, Nana and John Bing, "Ghana Site: Assumptions for Collaboration."
8. Third World Students, "Initial Reflections on Collaboration."
9. von Hahmann, Gail, "Collaboration in Educational Programming."

APPENDIX 4

Youth Training Program Manual (An overview of a 70-page report)

by Suzanne Kindervatter.

This training model emphasizes both vocational skills (these varied according to the interests of each group of youth, but included skills such as mushroom growing, chicken raising, etc.) and problem solving related skills. The model used "experiential learning" methods and materials in which learners were very active and in which trainers are not teachers, but act as problem posers and encouragers of participation.

The Training Program was designed into 8 units.

- a. Unit I: Creating the Atmosphere
- b. Unit II: Working Together as a Group
- c. Unit III: Setting Goals for Our Lives
- d. Unit IV: Planning How to Reach Our Goals
- e. Unit V: Solving Problems as a Team
- f. Unit VI: Occupational Skill Workshops
- g. Unit VII: Sharing Our Knowledge with Our Communities
- h. Unit VIII: Planning a Project for Our Village

APPENDIX 5

Suzanne Kindervatter's dissertation "Nonformal Education as an Empowering Process with Case Studies from Indonesia and Thailand."

Ms. Kindervatter applies her experience of working in Thai youth and village development workshops to her dissertation. She believes that nonformal education will be useful for development, particularly for the development of Third World. Her dissertation table of contents is as follows:

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	
ABSTRACT	
Chapter	
I. INTRODUCTION	1
The Problem	8
Purpose	9
Methodology	10
Definitions	12
Significance	14
Organization	15
II. VOICES FOR 'ANOTHER DEVELOPMENT'	27
The Causes of Underdevelopment	17
Traditional Views: A Lack and A Lag	19
An Historical Analysis of Underdevelopment	22
The Dependency Theorists	25
Forms of Third World Dependency	28
Strategies to Overcome Dependency	32
A Final Note	36
The Meaning of Development	36
Ethics and Development	38
The Human Needs Viewpoint	42
People's Participation: As Agents and Beneficiaries	45
'Another Development'	48
Summary	50
III. THE NFE PIECE IN THE DEVELOPMENT PUZZLE	51
Perspectives on NFE and Development	54
What Nonformal Education Should Be	59
Nonformal Education as an Empowering Process	63b
Summary	63g

	Page
IV. A SURVEY OF EMPOWERING PROCESSES	64
Enabling Communities to Take Control	66
Locality Development	68
Social Action	77
Summary of Characteristics of Commu- nity Organization	84
Equalizing Power in Work Relationships	86
Worker Self-Management	87
Collaboration	103
Summary of Characteristics of Work- place Democratization	112
Participatory Approaches: 'Clients' as Subjects not Objects	115
Adults Direct Their Own Learning	117
Research as a Dialogical Process	124
Development By Villagers	127
Summary of Characteristics of Parti- cipatory Approaches	133
Education for Justice	134
Summary of Characteristics of Educa- tion for Justice	144
Characteristics of an Empowering Process	148
V. LEARNING GROUPS IN INDONESIA/YOUTH AND VIL- V. LEARNING GROUPS IN INDONESIA/YOUTH AND VIL- LAGE DEVELOPMENT WORKSHOPS IN THAILAND	152
Learning Groups in Indonesia	154
Program Overview	154
Program History and Development	155
The Learners	161
The Facilitators	163
Learning Program and Activities	164
The Staff	171
Evaluation Methods and Results	172
Summary of Basic Features.	174
Youth and Village Development Work- shops in Thailand	175
Program Overview	175
Program History and Development	176
The Learners	183
The Facilitators	184
Learning Program and Activities	186
The Staff	191
Evaluation Methods and Results	192
Summary of Basic Features.	195

	Page
VI. CASE STUDY ANALYSIS AND ISSUES	198
Small Group Structure.	199
Transfer of Responsibility	202
Participant Leadership	206
Agent as Facilitator	208
Democratic and Non-hierarchical Relationships and Processes	214
Integration of Reflection and Action	217
Methods which Encourage Self-Reliance	222
Improvement of Social, Economic, and/Political Standing.	224
Conclusions.	227
VII. NFE TOWARDS EMPOWERING	232
Characteristics of NFE as an Empowering Process	233
The Potential.	235
The Limitations.	237
Guidelines for Action.	240
BIBLIOGRAPHY	244
Appendices	
A. Organizational Resources for Empowering Processes	
B. Sources for Structured Experiential Learning Activities and Exercises	

APPENDIX 6

The Report of the Seminar of Training for the Trainer of Village Youth Program (An overview of a 35 page report) by Adult Education Division, Thailand.

Seminar Purpose

The purpose of this seminar is to exchange experiences of village youth training among the trainers.

Participants

Participants are the trainers from the Provincial Lifelong Education Centers, NFE Regional Center and Central Office.

Seminar Activities

1. Participants discussed their previous training experiences.
2. Participants practiced surveying the village to find out the villager needs.
3. Participants revised the Village Youth Training Manual.

APPENDIX 7

The Evaluation of the Village Youth Training Program in 5 Provincial Lifelong Education Centers by Adult Education Division, Thailand.

(An overview of a 45 page report).

This paper provides data for improving the Village Youth Training Model. The paper is presented in 5 sections:

1. The description of the training activities of each Provincial Lifelong Education Center.
2. The summary of the trainee opinion about the training.
3. The barriers that confronted with the trainers.
4. Data which involved with the trainee behavioral change.
5. The recommendation for improving the Village Youth Training Project.

APPENDIX 8

Training Module on Person-Centered Participatory Learning Process
(An overview of a 100 page report) by Mary Fe Collantes.

This appendix contains an outline of a training module developed by AED and Mary Fe Collantes, and written up by Ms. Collantes. The module itself is over 100 pages in length and focusses on Person-Centered, Participatory Learning Processes.

This Training Module emphasizes the Khit Pen philosophy and the participatory learning process in order to train key facilitators (Personnel from Regional and Provincial Centers). The training module utilizes participatory/experiential activities such as critical incidents, role playing, communication activities, etc.

Person-centered Participatory Learning Process, Seminar Program for Training Key Facilitators by Mary Fe Collantes.

Aims

- To initiate potential key facilitators into the principles and process of Khit Pen based adult education.
- To enable participants to gain some self-confidence and mastery in the practice of participatory learning process.
- To prepare participants to conduct village seminars that will help villagers become Khit Pen persons, and promoters of positive social change in their communities.
- To develop participants' abilities and skills to implement the AED master plan.

Main Parts of the Seminar Program

- EXPERIENCING the process: Discovering and learning basic principles and processes of human relations and group interaction. The primary concern here is experiencing basic techniques while at the same time learning some fundamental concepts.
- PROCESSING experience: This part will focus on looking back and reflecting on the experiences of part one. Technique analysis.
- CONCEPTUALIZING and Experimenting: The stress here is formulating and clarifying the meaning of person-centered participatory learning as well as trying out new techniques.
- INTEGRATION and Planning: At the end of the seminar the participants are given the chance to make a simple plan of action on:

- what principles and techniques he can use in his present work,
- how he will integrate what he has learned with the programs and seminars he is involved in,
- how he will help himself continue growing both personally and professionally.

Tentative Schedule

Part One ... from day one, after the opening and introductions till day three mid-morning.

Part Two ... from mid-morning of day three to the afternoon of day three

Part Three ... from the afternoon of day three to the afternoon of day four

Part Four ... from the morning to the evening of day five

APPENDIX 9

Memorandum of Conversation between D. Evans and Sunthorn concerning AED/UMass activities during the coming 11 months of 1979.

The following paragraphs summarize the agreements reached during a series of discussions between D.R. Evans and Sunthorn and other members of AED during the visit of D. Evans to Bangkok. The order of the paragraphs reflects the priorities for programming as expressed by AED. Should funding limitations require reductions, then cuts will be made beginning at the bottom of the list.

1. UMass will seek a three month extension of the two-site contract, to enable expenditures of existing funds to be continued until December, 1979.
2. UMass will provide assistantship support for Somprasong through December of 1979 -- as previously agreed. UMass will provide assistantship support for Kla during the September-December 1979 semester, an increase from the original one year agreement.
3. AED and UMass will both seek other sources of support for Kla and Somprasong, to allow them to continue their studies during 1980. By early 1980 Somprasong should have finished his comprehensives and be ready for field work on his dissertation. Kla will require further time before taking his comprehensives.
4. UMass will send a short term person beginning approximately in mid-March for a period of two to three months. AED requests Julio Ramirez for this time period if possible. TASK: A) To work on the development of Module II for training of AED staff, and the implementation of that module (See details in Sunthorn letter to h. REED of January 3, 1979.) - B) Work at Provincial Center in Chiangmai on evaluation of Youth Leadership Training model initiated by S. Kindervatter, and participate in training program and followup on training already done. The emphasis on A or B will depend on

- readiness of AED to move ahead with the Module II Training.
5. UMass will send a second short term person beginning approximately in early June, for a period of about three months. AED would like this person to have skills in organizational development processes, particularly those dealing with communications, with planning, budgeting, and managing adult education programs on a decentralized basis. AED feels that Jan Droegkamp would be suitable for this task, and Kannikar will be in communication with her from Australia (where she will be on a study tour) about specific content areas which Jan can develop prior to coming. TASK: To work on development and testing of Module III and then its revision based on experience. (Work in the Southern regional center is a possible back up task if delays should develop in Module III Training.)
 6. AED requests support for basic costs of bringing Fe Collantes back from the Philippines for approximately 15 days beginning February 10th. TASK: To participate in planning, implementation, revision, and write up of the Module I, which she developed with AED members during her previous time here. UMass would pay only travel and basic living expenses. (Kannikar to cable UMass immediately if Fe is available and willing). Kannikar will mail to UMass the draft version of the training module - which is now in final typing stages - within a week.
 7. Depending on budget limitations UMass will provide \$1500 to \$2000 for supplementary training costs incurred during Module II and Module III training. UMass will make an arrangement with Lou Setti (after discussion with WEI) to administer these funds in accordance with normal UMass accounting procedures. AED and UMass agree that these funds are not for basic training costs, but are to provide for testing of new

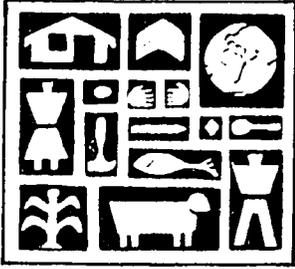
training techniques which would otherwise not be possible.

In addition, the following items were discussed as part of the overall collaboration activities between AED and UMass.

1. AED will give serious consideration to hiring Horace Reed as a short term consultant under the existing slot in the World Bank/AED program. Horace would come out for 4 to 6 weeks in June/July to carry out the tasks defined in the slot, as well as to work with Module III activities. In addition he would explore with AED the coordination of possible research topics for Somprasong and Kla as part of their doctoral programs. Sunthorn or his staff will followup on arrangements for this consulting, and hopefully will be able to make arrangements with Horace in the next few months in order to insure his availability.
2. UMass is in contact with the Society for International Development about the organization of a possible panel at their annual meeting to be held August 13 - 15, in Colombo, Sri Lanka. Panel topic will focus on critical issues in implementation of national nonformal/adult education programs in Asia. Suggested participants include Sunthorn from Thailand, and Iskandar from PENMAS, Indonesia. D. Evans to contact SID and confirm details and then communicate with Sunthorn. Funding for travel will be sought by AED from sources available to them.
3. Discussions were held with Patrada about possibility of her finishing her doctoral program. We agreed on the desirability, subject to her being able to negotiate professional and personal commitments. Likely time for her to return to UMass would be January 1980, for a period of at least 6 months to complete her comprehensives and design her dissertation proposal.

CONCLUSION:

Sunthorn/AED will communicate with UMass within a week about the first short-term person (Item 4) so that arrangements can be made. Every effort will be made to get a decision on Item 5 and Item 7 by March 1st, to facilitate planning of personal schedules, and budgeting of resources by UMass.



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March 9, 1979

Mr. Raymond San Giovanni
DS/EHR
Agency for International Development
Washington, D.C. 20523

Dear Ray:

Enclosed is the revision of our Asia Report. It includes a written report based on the goals of the Two-Site Grant, and there is added to that an Appendix which refers to an annotated list of the documents that have been developed in connection with fulfilling the Grant.

We hope that this revised Report will more adequately describe our efforts.

Regards,

Horace Reed
Co-Principal Investigator of the
Two-Site Grant, Asia Section

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