

**University of Massachusetts, Amherst  
Center for International Education (CIE)  
Tribhuvan University (TU), Nepal  
Research Centre for Educational Innovation & Development (CERID)  
University Development Linkages Project  
Cooperative Agreement No. DAN-5063-A-00-1108-00**

**ANNUAL REPORT  
October 1, 1995 - September 30 1996**

**1. Description of past year's activities for each objective:**

**OBJECTIVE # 1 -COLLABORATIVE LINKAGE BETWEEN CIE/UMASS AND CERID/TU**

1a. *Collaboration*: This year, the priority has been given to identify possible activities that would help continue links between CERID and CIE beyond the termination of the project. Major activities revolved around travel and conferences including meetings and activities to jointly analyze remaining resources, prioritize activities and revise Workplan.

This year's activities included development of a concept paper by a staff person from CERID and staff from LLP/CIE for a post-literacy program for women in Nepal; collaborative planning between the LLP/CIE and LLP/CERID. Additionally, LLP staff from CIE and CERID participated and presented papers on linkage project activities in the World Conference on Literacy organized by the International Literacy Institute at the University of Pennsylvania by LLP staff members from CIE and CERID.

1b. *Strengthen the Literacy Provider Network*: The CIE published and distributed one international newsletter this past year. The second newsletter was delayed until next year to extend the use of limited funds.

CERID sponsored a talk program on New Trends in Teacher Education in Asia and Pacific.

1c. *Evaluate, document and disseminate information*: This year LLP Staff members from CERID and CIE shared, disseminated and exchanged information and ideas through conferences and workshops. Joan Dixon, presented a paper on the CIE-CERID Distance Education program at the "First Symposium, Networking into the 21st Century: Prospects for Distance Education" held in Indonesia.

Sumon Tuladhar participated in a 5 day seminar on Adult Education organized by Asia South Pacific Bureau of Adult Education (ASPBAE) in New Delhi, India. At the conference, Sumon shared information about NFE Resource Center at CERID with adult education professionals from the region.

Both Sumon and Joan gave presentations on linkage project activities in the World Conference on Literacy. Sumon and Joan also visited Pennsylvania State University, US distance education program to explore resources for Distance Education in Nepal. Following this, CERID submitted a proposal to USIS for Distance Education Study Tour for next Spring. If the funding comes through practitioners from CERID will visit UMASS and Penn State distance education programs.

Sumon Tuladhar participated in a three day Consultation Meeting on Adult Education organized by NFE, Department of Education, Thailand and UNESCO/PROAP in Jomtien.

## **OBJECTIVE # 2 -INTERNATIONAL AND COMMUNITY DEVELOPMENT INVOLVEMENT OF UMASS:**

*2a. Pilot Test Distance Education:* This year, CERID conducted the pilot distance education course on Method and Techniques for Adult Literacy. Due to the time constraints of working practitioners, their course extended several months beyond the course at UMASS. This experiment with distance education has shown that such programs can be useful in providing training and support for literacy practitioners. However, an informal evaluation of the pilot effort uncovered some complex challenges related to participants, timing, communication and materials. All the participants who completed the course received UMass Continuing Education certificate. However, a decision not to pursue efforts to develop a distance education masters degree and certificate courses at UMass at this point in time due to personnel changes in Continuing Education and lack of institutional support during restructuring activities at the School of Education, the University and CIE.

A proposal has been submitted for a Distance Education Study Tour to enable CERID and Faculty of Education to come to the U.S. and study different strategies and technologies for distance education.

In addition, CIE is following up contacts and a preliminary proposal to UNESCO that would link programs in West Africa with some of the LLP distance education projects and experiments.

*2b. Interdisciplinary Meetings:* The meetings proposed in the Year 5 Workplan were canceled due to lack of interest from faculty and graduate students. However, David Kinsey and LLP staff met with faculty members in the School of Education who are setting up a new program called Language, Literacy and Culture to find ways to collaborate and link international and domestic literacy initiatives. LLP staff also met with Sally Habana-Hafner, coordinator of CIRCLE project that does leadership development with immigrant and refugee communities in Massachusetts to plan possible ways to collaborate.

*2c. Share LLP activities and materials:* LSI staff member Joanie Cohen has been coordinating an Economic Literacy effort with the Literacy Project teachers in Greenfield and Haydenville as well as with the Franklin County Community Development Corporation. A curriculum for Adult Basic Education is being developed and will be field tested in the spring at local literacy programs. Joanie Cohen will be directing a five week Summer Institute for Literacy professionals for 30 NGO and trainers from the Ministry of Education in Namibia, Africa from November 5 to December 6, 1996. This training program is part of READ project sponsored by the World Education. Sherry Russell, a doctoral student at CIE will join Joanie as a trainer in the institute.

This year, LLP staff Sushan Acharya and Renuka Pillay, a doctoral student at CIE from South Africa, developed a staff training manual in collaboration with the Child Workers in Nepal (CWIN) for practitioners who work with marginalized children in Nepal. Ram Chandra Poudel from CWIN has been using the manual in his training programs. He is in regular correspondence with Renuka and Sushan.

### **OBJECTIVE # 3 - CERID's CAPACITY TO PROVIDE TECHNICAL ASSISTANCE TO LITERACY PROGRAMS**

*3a. NFE Resource Center at CERID:* Strengthening the NFE Resource Center has been an ongoing activity at CERID. The cataloging of reference materials in English is almost completed. The collection of materials is continuing. The database of the organizations according to their program activities is underway.

In order to further strengthen the resource center services, CERID submitted a proposal to UNESCO/PROP on NFE Resource Center as a strategy for Providing Support System to Literacy workers in Nepal.

1) Resource Collection: 170 resource books, about 200 articles and about 100 newsletters are collected and classified. LLP activities from the beginning of the project are recorded and computerized. Additionally, CIE sent 10 copies of each of the seven Action Learning Manuals that have been published for CERID resource room along with a master copy of each of them so that CERID can make copies and distribute locally.

When Sumon Tuladhar was in Massachusetts, she visited the System for Adult Basic Education Support (SABES) to collect resources materials and videos for the resource center.

This year, CERID purchased an IBM Compatible computer, a laser printer and a audio video equipment for the NFE Resource Center.

This year CERID prepared 12 video tapes on various topics related to education and development. Most of these tapes are based on the areas covered in the Dialogue Session. Many organizations have requested to borrow the tapes.

2) Networking: Collecting and updating information about organizations involved in adult literacy has been an ongoing activity. A database of the organizations according to their program activities has been established.

CERID has been nominated as one of the executive members of the Tulsi Mehar UNESCO Club NFE resource center. Sumon Tuladhar has been representing CERID.

3) Outreach Strategies: This year the LLP team at CERID organized a weekly Dialogue Session for six weeks. They collected information and contacted resource persons from various programs and invited them to participate in the forum to share and disseminate the effective ideas and activities undertaken by their organization.

A talk program on Self-Education: The only way Forward was organized at CERID. The main resource person was John Hastings, who has spent a long time in Bangladesh working in NFE sector.

*3b. Administrative Approval and Implementation of NFE Course at TU:* This year, the development of a B. Ed NFE course has been completed and approved by the University. Orientation. The Faculty of Education is also in the process of developing a course on Special

Education. An Orientation Workshop for faculty members on key concepts of NFE, teaching strategies, reading materials for students and reference materials for faculty was organized. CERID also held a Talk Series Program on NFE for Faculty of Education. Other organizations were also invited for the open session. A coordination committee for NFE activities was formed under the chairmanship of the Dean, Faculty of Education. The committee was organized by the Faculty of Education drawing upon members from the Ministry of Education, Faculty of Education, NGOs, INGOs, and CERID. The committee will focus on the management of the NFE curriculum, other NFE activities and distance education.

*3c. Continue collaboration, field testing and publication of Action learning Manuals:* The Supervision, Role Play, Newsletter, Gender, Family Literacy, Assessment and Whole language have been published. One hundred copies of each manual were printed. The materials will be marketed through newsletter and informal literacy networks.

*3d. Workshop:* This year CERID organized a workshop on Learner Generated Materials in collaboration with Save the Children US. Joan Dixon from LLP/CIE, Sumon Tuladhar from LLP/CERID and Udaya Manandhar from Save the Children US facilitated the workshop.

*3e. Professional Development for CERID staff:* This year, in addition to workshops around NFE curriculum and teaching CERID organized a training program for CERID's support staff on computerized documentation services including storing and retrieving information. Additionally, this year a meeting was organized to address organizational issues that CERID was facing.

Gautam Manandhar, senior artist from CERID participated in a one day workshop for text book designer and illustrator on gender perspectives organized by the Didi Bahini. Similarly, Rom Prasad Bhattarai, a research assistant from CERID participated in a five day long workshop on Gender Training for Field Facilitators organized by the Didi Bahini.

Samira Luitel, a senior researcher from CERID participated in a 12 day NFE Resource Center Workshop organized by the Tulsi Mehar UNESCO Club in collaboration with ACCU. Japan. Sumon Tuladhar co-facilitated the workshop.

LLP personnel Surya Bahadur Shrestha and OM Man Shrestha participated in a two day workshop on Self-education: The only Way Forward organized by United Mission to Nepal.

## **2. Progress toward the completion of each linkage objective:**

### Objective # 1 - Collaborative Management:

Proposals have been written and donors have been approached to continue work on Distance Education, the NFE Resource Center and Women's Literacy. Funding is not yet confirmed although project staff continue to lay groundwork and develop materials for these activities using existing resources.

The LLP experience has enabled us to see the value of what we are trying to accomplish in providing staff and program development for literacy providers. Inquiries and interactions with individuals and organizations in other countries have motivated us to consider redefining our

linkage into a network of organizations that provide technical assistance and training to literacy providers. During the coming year we will explore how to do this. The Workplan for the no-cost extension was revised to introduce a new objective #1 to redefine the linkage into a network of organizations

Objective # 2 -International and Community Development Involvement of UMASS:

2a. One distance education class was developed and pilot-tested. The strategy for the course involved a rather complex collaborative learning process that was well-received by distance education colleagues at an International Distance Education Conference in Indonesia. However, in practice it was difficult to implement due to the different time constraints faced by field practitioners and graduate students participating in the two separate groups. Efforts to initiate a distance education masters degree at UMass collapsed when the key contact person at the Division of Continuing Education left for a job at another university.

Despite the difficulties with the initial distance education effort, we are continuing to explore the possibilities. A proposal has been developed for submission to USIS/Nepal to bring a group from Tribhuvan University to the United States for a Study Tour on Distance Education Strategies next year. A second proposal has been developed for submission UNESCO to adapt the distance education course for practitioners in Senegal and Mali.

2b. The effort to coordinate a series of interdisciplinary meetings with faculty and graduate students at UMass to participate in the Chancellor's strategic planning framework never got off the ground. The nature of ongoing restructuring within the School of Education compelled faculty to expend energy on protecting existing programs rather than embarking on new initiatives.

2c. The on-going process of developing a series of Action Learning Manuals for Literacy Practitioners has been completed. A limited edition of seven manuals has been published by CIE. Sections of the manuals have been field-tested in workshops in Nepal during the past two years. The completed manuals will be used for a 5-week training program in Namibia and a 3-month training program in Indonesia this fall. These manuals will provide the basis for exchanges and collaboration with programs in other countries that are interested in promoting whole language and community-based literacy programs.

Objective # 3 - CERID's Capacity to Provide Technical Assistance to Literacy Program

The new NFE Course has been accepted by the Academic Council of Tribhuvan University and will be offered next semester. CERID has also established a well-equipped Resource Room with catalogued reference materials and a computer. They are still working on how to develop the room into an active resource center. So far, they have used the center for the distance education pilot course and have written proposals to get connected to other resource centers around the country. CERID has established a new tradition of holding weekly dialogue sessions on topics related to literacy for academics, practitioners and policy-makers. The Action Learning Manuals have been completed, printed at CIE and copies sent to CERID. A proposal has been developed

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to provide mini-grants and training support to practitioners interested in using the manuals in their programs. However, funding has not yet been obtained.

### **3. Problems or barriers affecting the progress toward achieving the objectives:**

#### Objective # 1 - Collaborative Management:

Although several proposals have been written over the past five years, we have not been successful in obtaining a significant amount of additional funding to sustain the core activities of the linkage project. The main barriers are related to institutional structures, patterns and behaviors. Donor funding in the area of literacy gives priority to delivery of services, not staff and program development which is the focus of our linkage. Furthermore, it takes a great deal of entrepreneurial effort for university-based programs to convince donors as well as their own systems of the relevance of providing extension educational services to working practitioners. In addition, CERID staff find it difficult to collaborate and/or compete with international NGOs in Nepal which have established connections with donor agencies to provide literacy training and development. Nevertheless, LLP Coordinators and Team Members continue to network with donors, talk to university administrators, serve on committees, attend conferences, and so forth, in order to establish relationships and to participate in developing policy and structures that will eventually bring about better funding for more effective training and development in adult literacy.

#### Objective # 2 -International and Community Development Involvement of UMass:

The biggest barrier to achieving the full vision of this objective has been the on-going institutional restructuring and budget cuts which have been occurring at UMass in recent years. The institutional situation decreased enthusiasm for exploring new initiatives that required collaboration outside one's primary interests without immediate guarantee of solid funding and overhead. In spite of a great deal of networking between the Center for International Education, other parts of the School of Education and the Division of Continuing Education, energy for new initiatives could not be sustained beyond writing concept papers and proposals. When funding didn't come through, alternative scaled-down strategies to maintain the collaboration were implemented. But nothing was institutionalized or picked up as an on-going initiative. Part of the issue was lack of common ground and part of the issue was the need to protect existing programs from cutbacks.

#### Objective # 3 - CERID's Capacity to Provide Technical Assistance to Literacy Program

CERID faces two barriers in providing technical assistance to literacy programs. The first problem is lack of funding. As mentioned above, it is difficult for them to collaborate and/or compete with international NGOs to get outside funding and they face bureaucratic difficulties in accessing government funding. The second problem involves on-going constraints in the internal organization and assignment of personnel. The current CERID Director, Researcher Officers and Support Staff are working to revitalize the organization and overcome problems inherited from past situations.

#### **4. Quantitative Outputs**

During this report period:

3 visitors came from Nepal to CIE/UMass this year.

7 participants from seven different organizations successfully completed the distance education program.

CERID purchased 1 computer, 1 printer for resource room and, 1 audio visual system and 1 photo copy machine.

18 participants from 10 different organizations participated in Learner Generated Materials workshop.

CERID purchased 1 computer, 1 printer for resource room and, 1 audio visual system and 1 photo copy machine.

Published 100 copies of 7 Action Learning Manuals. They have been selling at a rapid pace.

#### **5. Assessment of the impact of the project on internationalization of the recipient institution:**

Although this project has had a positive impact on individuals, efforts by project personnel to influence the internationalization of the recipient institution have not been successful due to various factors. The most significant factor, as already mentioned above, has been the on-going restructuring process at the School of Education and the University. As a result, project time that should have been spent developing distance education strategies, joint projects or interdisciplinary meetings, was taken up with meetings and strategies to preserve the existing Center for International Education. Although internationalization has not been expanded, it can be said that the linkage project personnel made a considerable contribution to preserving one of the key international programs of the University of Massachusetts.

#### **6. Assessment of the impact of the linkage on strengthening the developing country linkage partner institution's capabilities to meet its societal developmental needs:**

Although CERID also struggles with institutional and national restructuring, the LLP project has had considerable impact on both CERID and the Faculty of Education. CERID is now recognized as a contributor to the efforts to improve the literacy situation in Nepal. CERID personnel act as consultants to organizations and participate in policy seminars, committees and conferences. They have also established an NFE Resource Center and a regular program of seminars to promote discussion and training on many aspects of literacy and nonformal education among practitioners, academics and policy-makers. Furthermore, the efforts of the LLP staff to link with the Faculty of Education have resulted in the creation of a new course in Nonformal Education which will have far-reaching impact through preparing people to contribute to government and nongovernmental projects in literacy, nonformal education and community development throughout the country in the coming years.

**7. Statement satisfying the requirements of 116(b) in the Cooperative Agreement.** Please note that none of the activities described above have anything to do with agricultural commodities. Therefore, no U.S. funds have been used by this project for activities which would result in the growth or production of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.