

**University of Massachusetts, Amherst
Center for International Education
University Development Linkages Project
Cooperative Agreement No DAN-5063-A-00-1108-00**

ANNUAL ACTIVITY REPORT

Oct 1, 1993 - Sept 30, 1994

1 Description of past year's activities for each objective

Objective 1: Collaborative Linkage between CIE/UMASS and CERID/TU

1a *Collaboration* A key activity this year was that Joan Dixon was able to spend four months working at CERID during the spring. This greatly facilitated our mutual understanding of the linkage barriers and possibilities, and enabled us to write a much more concrete workplan for CERID's effort to develop an NFE resource center for Nepal.

1b *Strengthen Network* The LLP formalized a linkage with Innovative Forum, a local NGO in Nepal that provides training and educational resources to other NGOs. We will provide some financial support as well as submit articles and news items to their monthly newsletter for Literacy Practitioners. CERID has continued to update the growing database of literacy provider organizations and was able to visit 25 organizations in Eastern Nepal. Furthermore, the Literacy Camp provided an opportunity for practitioners from all over the country to spend two weeks together in Kathmandu. The group discussed networking and the LLP agreed to be the catalyst and support organization to help literacy workers establish a national chapter of an international literacy network and an NGO federation.

1c The informal formative evaluation was continued throughout the year. Feed back from the Literacy Camp and discussions with LLP staff in Nepal enabled us to develop a more concrete workplan for the coming year.

Objective 2 Increase international and community development perspective of UMASS

Members of the LLP staff at UMass are actively promoting linkages between International Education and other parts of the School of Education and University as part of their participation on a task force at CIE to develop a five year strategic plan. The current climate of restructuring at the University of Massachusetts is very timely for introducing strategies for expanding the international perspectives of the university. However, since it is a participatory process involving the entire university community, the progress is slow. The School of Education Alumni Magazine featured the Literacy Linkage Program in an article this spring.

2a *Joint Proposals* LLP staff from CIE and CERID presented a concept paper for an NFE resource center and NFE course development at Tribhuvan University to the Advisory Committee for the Linkage in Nepal. The Vice Chancellor of Tribhuvan University and the Secretary from the Ministry responded positively and encouraged the LLP to develop a proposal with recommendations for allocating resources from the existing funds that the Ministry has available for NFE and University education programs. A task force met three times to collect

information on needs and identify major areas of curriculum development. At the end of the year, they were preparing for a workshop involving 41 people from government and nongovernmental organizations to provide input for course design. Follow-up workshops to develop the course curriculum will be conducted in the fall.

LLP Staff at UMass collaborated with the Division of Continuing Education to develop a proposal which was submitted to the U.S. National Security Education Program to get funding to develop our Self-Learning Modules into a distance education program. The proposal was turned down. However, plans are being made to rework it this fall and submit it to other funding organizations. In the process of developing the proposal, relationships with other programs in the School of Education were strengthened and potentials for closer collaboration in the area of distance education were identified.

2b Distance Education Initiative Linkages were strengthened with the Division of Continuing Education and a pilot distance education effort was initiated for the fall with participants from Nepal and Senegal taking David Kinsey's Literacy Issues Course via e-mail.

2c Family Literacy The Family Literacy self-learning module and Family Literacy Project with Save the Children gained visibility. Udaya Manandhar, Save the Children, presented a paper at University of Pennsylvania's Literacy Institute about the project. UNESCO invited Joan Dixon and Keshab Thapaliya (LLP, UMASS) and Udaya Manandhar and Buddhiman Shrestha (Save the Children, Nepal) to present case studies, research findings and an overview of the module at the World Symposium on Family Literacy (Paris, Oct 3-5). LLP members also participated and shared materials with the Holyoke Family Literacy Sharing Group in Massachusetts.

2d Special Education Discussions continue with DANIDA, though progress is slow. Joan Dixon and Sumon Tuladhar met with Birgit Dyssegaard, consultant to DANIDA, in Kathmandu and discussed how to adapt the self-learning module idea to families with disabled children. Birgit Dyssegaard also visited the University of Massachusetts in August to meet with faculty from the Special Education program and members of the LLP staff. Joan Cohen, LLP UMass, took the Family Literacy Module to El Salvador for an action research project and Summer Institute she was working on with ACOGIPRI, an organization working with disabled women. The module adaptations and Institute were very successful. She is going to write a module for working with disabled people for the Nepal project during the coming year.

Objective 3 Increase capacity of CERID to provide training and technical assistance in the field of literacy and development

CERID has initiated a series of planning workshops and organized a taskforce with representatives from the Faculty of Education, government and NGOs to design an NFE Resource Center and to develop NFE course for the Faculty of Education.

3a Self-Learning Modules The field-test versions for nine modules were completed this spring. They were introduced at the Literacy Camp and distributed to interested people for testing and feedback. A Study Circle Support Group was established for a group of people interested in the

Whole Language and Family Literacy Modules They met monthly to share information and ideas they were collecting from using the modules for research and planning Plans were initiated to work with World Education and PACT who received grants from USAID/Nepal to implement 12,000 literacy classes for women in Nepal over the next two years Since that project does not have a post-literacy component, we are developing a workshop, materials and implementation strategy based on our two gender issues modules to provide follow-up strategies to their project through training facilitators to use the modules to set up Women's Literacy Support Groups when they finish the basic literacy courses

3c *Pilot Test of Modules* Copies of modules were given to literacy practitioners for informal testing and feedback However, finalized versions of the modules, adequate time and organizational preparations were not synchronized for initiating a formal pilot test This effort will be carried out in the coming year

3d *International Training Program* A two week Literacy Camp was held in April 25 participants attended (18 from Nepal, 7 from the Region) This event strengthened the Literacy Provider network in addition to building skills among the participants Guest Trainers from the following international organizations donated their time free of charge or at a reduced rate

Thankur Man Sakya	UNESCO/PROAP, Bangkok	Continuing Education
Chij K Shrestha	World Education, Nepal	Health and Literacy
Shyam Shrestha	World Education, Nepal	Health and Literacy
Cliff Meyers	UNICEF, Nepal	Learner Generated Materials

2 Progress toward the completion of each linkage objective

Objective 1 Collaborative Linkage between CIE/UMASS and CERID/TU

In the original proposal and early work plans, objectives were deliberately left general in order to allow for appropriate concrete objectives to emerge from collaborative discussions and needs, interests and resource assessments During Year 3, LLP staff at CERID made the decision to focus their efforts on the development of an NFE resource center and NFE courses at the Faculty of Education LLP staff at CIE made the decision to focus their efforts on the development of Self-Learning Modules and the creation of a Distance Education program from UMASS that could serve practitioners in other countries as well as Nepal The challenge of the next two years will be to continue the effort to share resources, collaborate on workshops and activities of mutual interest and link the common aspects of our two areas of focus

Objective 2 Increase international and community development perspective of UMASS

The decision to focus on Distance Education has been encouraged by positive support from the Division of Continuing Education where the director of credit programs is eager to extend services to other countries and to develop a distance education capacity Other efforts to increase the international and community development perspective of UMASS are moving more slowly There is a major effort to restructure the mission of the University underway and LLP team members are working closely with a task force within the Center for International

Education to build linkages with other departments in the University and School of Education. We are taking a long term strategic approach

Objective 3 Increase Capacity of CERID to provide training and technical assistance in the field of literacy and development

Efforts in this area over the last three years have been somewhat scattered in that the project coordinator at CERID felt that training opportunities should be shared with personnel from NGO Literacy Providers as well as CERID personnel. Therefore, the literacy provider network benefitted from training programs as well. Now that the LLP staff at CERID have clarified that their main objective is on developing a NFE Resource Center and NFE courses, we have a more focused plan to build capacity

3. Problems or barriers affecting the progress toward achieving the linkage objectives

Since the inception of this project, we have worked with four executive directors at CERID: one for writing the proposal, one for signing the contract, one for implementing the second and third years, and one who started in June of this year. This situation has affected the stability of CERID as an organization and has lowered the productivity of LLP staff in terms of their ability to get things done and take on leadership for the project. However, as we complete the third year, it appears that things are moving much more smoothly with the new director who comes from the Faculty of Education and shares a common interest with LLP team members to create NFE courses and resource centers.

In addition, it should be noted that the nature of our project design requires a slow start-up. Our objectives started broad and are becoming more focused as we progress along. Each year, our activities and objectives have become more clear-cut. It seems that our chosen approach manifests itself in a slow start-up and successively more productive years. We anticipate that the coming year will be more productive than the preceding three because it has the benefit of building on three years of preparation.

Probably the biggest difficulty we continue to face is in obtaining additional funding sources. In the field of literacy, most funding is focused on the grass-roots level participants and donors are only starting to recognize the need for professional development in the field. Adult Literacy is only emerging as a university subject in recent years. However, we have seen good progress in this area in the last three years and feel confident that our resource center, courses and self-learning module plans will be able to attract funding to extend our Literacy Linkage beyond the initially funded five years.

4 Quantitative outputs of the linkage activities

- 25 people participated in the Literacy Camp in Nepal
(18 Nepal, 3 Bangladesh, 3 Indonesia, 1 India)
- 200 copies of Literacy Camp Report were published and distributed
- 9 Field-Test versions of the Self-Learning Modules were created
- 40 people attended workshops sponsored by CERID
- over 150 Literacy Provider Organizations have been contacted

- 68 Literacy Provider Organizations have completed detailed survey forms for database
- 2 Supplementary reading materials for new readers have been published by CERID
- 3 personnel from CERID attended a management training workshop

5. Assessment of the impact of the linkage on internationalization of the recipient institution and any U S. linkage partners

Since impact is a difficult thing to measure, we have decided to use a framework called the Chain of Effects to assess our progress toward having the ultimate impact we desire. The Chain of Effects looks at impact in terms of the following levels:

- 1 input
 - 2 activity
 - 3 involvement of people
 - 4 reactions of people
 - 5 changes in knowledge, attitudes, skills and aspirations (KASA)
 - 6 changes in behavior or performance
 - 7 socio-economic/structural change
 - 8 organizational/community development

You can't expect to have lasting impact on a organization or community unless you make significant efforts in each of the levels. The following discussion summarizes what we have accomplished based on these levels:

In terms of our efforts to increase the internationalization of the university, we feel that we have made it to around level five. We have set three goals and strategies for linking with other parts of the university: 1) Connect with the Division of Continuing Education (DCE) to build a distance education program; 2) Link with the Special Education Program in the School of Education to create an international component to their program that will be beneficial to needs in Nepal; 3) Work with the Center for International Education to develop a 5 year plan to restructure the center and build bridges to other parts of the School of Education and University.

For strategy number one, we have been working with the Division of Continuing Education to develop a proposal for a program and to set up one pilot distance ed class to learn some of the possibilities and problems (2-activity). We have also connected with people in the Office of Information Technology (OIT) to help set up international e-mail connections (3-involvement). While we haven't succeeded in getting all our connections yet, reactions have been positive from OIT, DCE and from the School of Education (4-reactions). Finally, by doing these activities, we are changing our knowledge, attitudes, skills and aspirations about what we can do with technology and how we can use distance education to reach literacy practitioners in other countries as well as Nepal (5-KASA).

For strategy number two, we have made the acquaintance of people in the Special Education Program and had numerous conversations with a consultant for DANIDA who is setting up a Special Education Program in Nepal (3-involvement). Reactions (4) have been positive, but it is taking a long time to get a specific activity (2) organized. In the meantime, though, our

discussions have caused us to learn more about this field and how it relates to Adult Literacy and we are increasing our skills and knowledge as well as changing our attitudes. The faculty in Special Education are also becoming more interested in how to apply their expertise internationally (5 KASA)

Finally, for strategy number three, we have been participating for over a year in a Task Force at CIE to restructure our program and build more bridges with other disciplines in the University as well as with the School of Education (2-activity). This effort involves faculty and graduate students in our program and has begun to get more attention and more positive reactions as we started to develop a five-year plan this September (4). Currently, we are working on changing attitudes that have kept International Education specialized for the past 25 years into attitudes that reach out and collaborate in new ways with other programs in the University (5)

6. Assessment of the impact of the linkage on strengthening each developing country linkage partner institution's capabilities to meet its societal development needs

As with number 5, impact assessment in this area is also difficult. Again, we have used the Chain of Effects framework to assess our progress. The main goals and strategies we have chosen to strengthen CERID/Tribhuvan University's capabilities in literacy and nonformal education are: 1) build a network with government and nongovernment literacy providers so that we can build a collaborative support system and 2) develop an NFE resource center and NFE courses at Tribhuvan University.

Initial activities included the Needs, Interests, Resource Assessment and workshops on topics identified by the NIR Assessment (2). In the process of collecting information, new linkages were established with Literacy Providers and people from various NGOs became involved in the program. For example, participant training opportunities have been extended to ministry as well as NGO personnel in addition to CERID staff. Furthermore, CERID has involved key personnel from the Ministry, University and NGO community on the LLP Advisory Committee (3). This has provided us with important input and has also built up a relationship to facilitate the proposal for an NFE resource center and NFE courses at TU (4). We are currently working on changes in knowledge, attitudes, skills and aspirations (5) that will support the creation and maintenance of an NFE resource center. We are also working on maintaining an active, on-going network.

While we can't say definitively what our impact has been on either of our universities, we do feel that we have laid some good foundations during the first three years of our project.

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.