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QUARTERLY REPORT
July 1, 1973 - September 30, 1973

Michigan State University
Agency for International Development
Non-Formal Education Project
csd/3279

General Goals and Objectives:

The broad goals and objectives of this project are described in Attachment A to the Contract. A primary goal of the project is to provide the LDCs with a systematic base of knowledge on non-formal education in response to their growing needs for such substantive information. Such a knowledge base should contribute to educational planning, assist in the rational choice among various human resource strategies, and provide options to the donor community and the LDCs. In addition, it is planned that these studies will provide more knowledge about non-formal education. To achieve these goals the Statement of Work spells out the "Study Subjects" which provide the direction for the work. These include: Historical Perspectives, Categories and Strategies, Country Comparisons, Learning Effectiveness, Economic Factors, Case Study Surveys, Model Feasibility, Administrative Alternatives, and Participant Training Programs.

Goals for the Quarter (7/1/73 - 9/30/73):

The objectives of the period were:

1. To complete field studies underway and to initiate others.
2. To move ahead with the Team Leaders in preparing final reports for the Contract.
3. To prepare and publish several "discussion papers" for circulation on campus and in Washington.
4. To hold a major in-house review consisting of team reports on major findings and recommendations in September after the new academic year has begun.
5. To continue working to designate sites and activities for NFE workshops in accordance with the "new contract".

Significant activities:

1. During July and August, Dr. Frederick Waisanen, Professor, Department of Sociology, conducted a research project on non-formal education in the rural areas of Costa Rica. This constituted a follow-up to a study made by Professor Waisanen in the period from 1963-1966 dealing with the staying effects of a NFE program of twenty-three recommended practices in agriculture, health and education. The non-formal education techniques used at that time were (a) literacy stimulation and (b) the radio forum. Because the study was completed about seven years ago it was felt that knowing the long term effects of a NFE program would add to our body of knowledge of about the effectiveness of the non-formal approach. 703 interviews were conducted among the heads of households in fourteen villages in the region of San Isidro de El General, Costa Rica. These interviews dealt with levels of knowledge, evaluation and adoption of the twenty-three recommendations mentioned above. The completed interview schedules are in the process of being coded, entered on to IBM cards and will be analyzed in the coming weeks.

2. Michael Lukomski, Research Associate, Economic Factors, recently returned to the campus after conducting a study in Brazil for a year. The study centered on alternative means for developing skilled metal lathe operators in the ABC area of Greater São Paulo. Five hundred and fifty interviews were conducted with a sample of workers in the industry who are skilled metal lathe operators. The primary data obtained from these interviews has been coded and preliminary computer analysis has begun. First computer runs indicate that:
 - (a) there are, in general, four alternative means of developing skilled metal lathe operators
 - (1) four years of primary education followed by an intensive three year SENAI apprenticeship program
 - (2) four years of primary education followed by three or four more years of industrial education within the formal school system
 - (3) four years of primary education followed by on-the-job training with various short courses
 - (4) four years of primary education followed by purely on-the-job training

- (b) a complete four year primary education seems to be a necessary, although not sufficient, condition for becoming a metal lathe operator
- (c) SENAI apprenticeship participants account for a surprisingly small percentage of the sample (less than 25%)
- (d) private industrial schools account for a surprisingly large percentage of the short courses (more than 60%)

Further computer analysis is presently in progress. It is hoped that the analysis will provide (1) a more detailed specification of the factors entering into the four alternative means of development, (2) an evaluation of the four alternatives in terms of the "productivity" of the workers developed through each, (3) an estimation of the degrees of complementarity and substitutability between various non-formal factors entering into the four alternatives.

3. Another field study was conducted in the Philippines during the past Quarter. Rogelio Cuyno, Research Associate, Case Study Survey team, spent about ten weeks in the field making a case study entitled, "Increasing Rice Productivity through Applied Research and Non-formal Education: A Case Study of Institutional Linkage and Cooperation". Data were collected in three locations: the community of the University of the Philippines at Los Baños (Province of Laguna), Manila, and Bulacan and Nueva Ecija provinces. The subject studied was the IRRI-NFAC-BAE applied and Pilot Rice Extension Project. (The International Rice Research Institute, National Food and Agricultural Council, and Bureau of Agricultural Extension). The general purpose of the study is to get empirical data to how a theoretical model of temporary, pilot, or ad hoc social systems fits into "field reality". Analysis and writing are in progress and it is anticipated that a final report will be available before this contract ends in March, 1974.
4. Israel-Kenya: Dr. Michael Borus, Professor, School of Industrial and Labor Relations, returned from a year's sabbatical leave during which he worked on a project under our non-formal education contract. Borus listed four major

activities: the first was an introduction to Israeli non-formal training programs for youth. This consisted of visits to a wide variety of institutions which provide NFE training, to observe the programs and to discuss the training with administrators and officials in charge of the programs. The second stage was the selection of programs for the study; this occurred after a review of the literature and meetings with other researchers. Most of the remainder of the year was devoted to gathering data. The investigation covered approximately 2300 youths in five different programs. Having identified what training they had received, Borus then checked with the National Insurance Institute in order to obtain their earnings records. Finally, an attempt was made to obtain cost estimates of providing these programs. Additional analysis and reporting will come when all of the data cards are received on campus.

5. In-house meeting: Kellogg Center, September 24, 1973. A major in-house review consisting of team reports on major findings and recommendations was held at the Kellogg Center on September 24. A purpose of this gathering was to get things lined up for the final reports and to apprise the whole non-formal education group of the work being carried on by each of the study teams.

Participants:

George Axinn, Professor, Agriculture Economics; Executive Director, MUCIA;
Team Leader, Strategies and Categories

Michael Borus, Professor, School of Labor and Industrial Relations, Economic
Factors

Cole Brembeck, Associate Dean, College of Education; Director, Institute for
International Studies in Education; Director, NFE Project

Lu Bruch, Research Associate, Historical Perspectives

Melvin Buschman, Professor, Administration and Higher Education, Case Study
Survey

Roger Cuyno, Research Associate, Case Study Survey

Maria de Colon, Research Associate, Case Study Survey

Susan de Leone, Research Associate, Strategies and Categories

Program of Studies in Non-formal Education

**Review and Planning Session
Vista Room, Kellogg Center
September 24, 1973**

- 8:15 Opening Comments**
- 8:30 Historical Perspectives, Marvin Grandstaff**
- 9:00 Categories and Strategies, George Axinn**
- 9:30 Country Comparisons, Richard Niehoff and Bernard Wilder**
- 10:00 Coffee Break**
- 10:30 Model Feasibility, Fredrick Waisanen**
- 11:00 Learning Effectiveness, Ted Ward**
- 11:30 Summary discussion of morning papers**
- 12:00 Lunch, Galaxy Room (All participants invited)**
- 1:30 Economic Factors, John Hunter**
- 2:00 Case Study Survey, Russell Kleis**
- 2:30 Administrative Alternatives, Richard Niehoff, Bernard Wilder**
- 3:00 Participant Training, Homer Higbee**
- 3:30 Summary discussion**
- 4:30 Adjournment**

Trevor Gardner, Research Associate, Administrative Alternatives

Marvin Grandstaff, Associate Professor, Historical Perspectives

Rose Hayden, Assistant Director, MUCIA

David Heenan, Professor and Associate Director, Institute for International Studies in Education

William Herzog, Assistant Professor, College of Communication Arts, Learning Effectiveness

John Hunter, Professor, Economics; Director, Latin American Studies Center, Team Leader, Economic Factors

John Ivey, Professor, Administration and Higher Education

Sang Kang, Research Associate

Russell Kleis, Professor, Administration and Higher Education, Team Leader, Case Study Survey

Michael Lukomski, Research Associate, Economic Factors

Abdul Mannan, Research Associate, Economic Factors

Kenneth Neff, Professor, IISE; Participant Training

Richard Niehoff, Professor, Administration and Higher Education; Team Leader, Country Comparisons and Administrative Alternatives

Lynn Schleuter, Research Associate

Ralph Smuckler, Dean, International Programs Center; Administrative Alternatives

Frederick Waisanen, Professor, Sociology; Team Leader, Model Feasibility

Ted Ward, Professor, Secondary Education and Curriculum; Team Leader, Learning Effectiveness

Bernard Wilder, Assistant Professor, Institute for International Studies and International Programs Center; Country Comparisons

Daphne Williams, Research Associate, Case Study Survey

Discussion summary:

- a. Historical Perspectives - Dr. Grandstaff pointed out that a continuing concern for development planners is the appropriate employment of educational efforts within a coordinated development plan. That question has been expanded through the introduction of the notion of non-formal education as a valuable supplement to, adjunct to or replacement for formal schooling. At present, it appears that the most useful contribution to be made through an examination of non-formal education in the historical perspective centers on the issue of the relationship, in historical context, between: (1) education and national development and, (2) formal

and non-formal modes of education, especially as the two modes can be seen in the context of social and economic change and development. These have been dealt with in some of the papers already produced under the Historical Perspectives rubric. What remains to be done is a fairly comprehensive historical summary dealing with the following questions:

- (1) Is it possible to say whether educational efforts have generally followed from or produced social and economic changes?
 - (2) Historically, to what sorts of social efforts and goals has education been most closely related?
 - (3) Can historical relationships be found between general types of educational objectives (enculturation, job-training, literacy, etc.) and general modes of education (schooling, primary group socialization, etc.).
- b. Economic Factors - This "team's" report will consist of separate documents authored independently and described below:
- (1) Michael Borus, Professor, School of Labor and Industrial Relations, spent a year in Israel (with a side trip to Kenya) and made two studies: The first is a comparison of the costs of non-formal vocational training and secondary vocational schools in Israel and Kenya. The second study is a benefit-cost comparison of training in apprenticeships, industrial schools, vocational courses for teenagers, vocational courses for young adults, and other vocational schools in Israel.
 - (2) John Hunter, Professor, Department of Economics, has written a short descriptive statement which attempts to cover the major economic issues involved in considering non-formal education. As a result of discussions at the meeting and comments from colleagues, Dr. Hunter is planning some revisions, particularly to stress the benefits to be derived from intensive, coordinated studies of carefully selected cases.
 - (3) Michael Lukomski, Research Associate, recently returned from Brazil where he spent one year studying part of SENAI-Sao Paulo's training operation. He is writing a monograph which describes different ways of training lathe operators.
 - (4) Abdul Mannan, Research Associate, is writing two papers. One (150 pages) seeks to treat comprehensively the economics of non-formal education particularly regarding evaluation and decision-related criteria. The other is an annotated bibliography of approximately 300 items related to the economics of education and especially to non-formal education.
- c. Case Study Survey - The Case Study Survey Team has functioned largely as a component of the program of graduate studies in continuing education. It has enlisted the efforts of 3 faculty members (not paid from contract funds), 7 graduate assistants (3-5 of whom have been paid from contract funds), and approximately 25 other graduate students. Both foreign and domestic cases have been studied. Data have come principally from three sources: (1) program reports from scores of agencies and institutions involved in non-formal education, (2) formal case studies conducted and reported by others, and (3) case studies (including "mini-studies") conducted by members of the team. Identification, accumulation, and analysis of case study material is in process. Team members have undertaken to survey case studies within mission and/or sponsor categories. Hence, for example, one member has examined cases of NFE sponsored by the armed forces; another has examined those whose mission has improved health and sanitation. Each has prepared a chapter which will be included in the final report.

Three major tasks remain. One is the development of a project report - at best a report of progress. Another is the intensive review and analysis of formal case studies, some our own and many done by others, all within the frames of reference that the team has been developing. The third is a cross-sector analysis of the various combinations of NFE projects the team members have been described in the chapters of the report.

- d. **Learning Effectiveness** - The Learning Effectiveness Team is preparing a major monograph which will consist of several topical papers which identify components and variables which are most critical in non-formal education situations and processes. A time schedule for the completion of each of the papers was reviewed. The bulk of the team's report concerned a preview of findings. Beginning with two assumptions: (1) More learning of certain sorts can reduce human need and (2) more effective learning can be achieved through improved instructional communication, Ted Ward and Bill Herzog reported observations which have been made in the course of their studies during the past two years. They also cited certain dilemmas which had cropped up during their studies. Finally, they made some generalized conclusions with sample recommendations, for example:
- (1) The most important factor in designing revitalized education is the emphasis on the characteristics of the target learners in relation to the reward systems within which they live.
 - (2) Not all non-formal education is equally effective
 Recommendation: - Every program of NFE should include an evaluation component
 - Comparative studies should be done across programs of NFE
 - Planning and replanning should allow for recycling on the basis of formative evaluation
 - (3) Alternative delivery systems are more attractive to LDCs than are revisions of the content and concepts of education
 Recommendation: - Every program of NFE should include a content evaluation
 - (4) The contemporary emphasis on NFE is not inherently a good thing.
 Recommendation: - Communicative awareness and sharing, not coordination and control
 - A ministry of education should not be the sole agency of NFE
 - Experimental programs should be encouraged, especially those that deal with alternative content and structure.
- e. **Categories and Strategies** - The final report of this team's work is in draft form and currently is being reviewed by other members of the MSU/NFE group. It contains nine chapters:
- I - Introduction: Scope of the field and need for new strategies: conceptual definitions of NFE; International interaction; purpose of the monograph
 - II - Non-formal Education: Descriptive - the Categories: Describes the ways of categorizing NFE
 - III - Non-formal Education: Analytic - Problems and Achievements: Suggests that NFE may be analyzed in terms of its goals, its participants, its learning content, its evaluation, and its organization and structure.
 - IV - Non-formal Education; the Process: Communication is the principal process of Non-formal education
 - V - Non-formal Education: Strategies: NFE can be planned along a strategic path

- VI - International Interaction: Past and Present Trends: International assistance, one type of inter-system interaction, has been evolving gradually over the past several decades
- VII - Categories of International Interaction: International interactions may be analyzed in terms of their symmetry, organization, mission, doctrine, participants, program, resources, and their channels.
- VIII - International Interactions: Strategies: An international interaction strategy based upon the "explore and discover" approach includes consideration of the international interaction milieu, third culture enclaves, and iterative reciprocity.
- IX - International Interactions in NFE: Some hypotheses

Additional chapters will be added to include field explorations, findings from the field, summary and conclusions, recommendations, a lexicon, and a bibliography.

- f. Country Comparisons - the efforts of this team continue to be focussed on finishing the report on non-formal education in Ethiopia. Since the field work on this study area was undertaken soon after the contract began, the work of this team has been reported several times in previous Quarterly Reports. Work continues on the two remaining sections dealing with the development of NFE during the Ethiopian Education Sector Review and implications for planning in comparative perspective. It is planned to have the completed report in by early November. A summary of the work will be published in the series of "Discussion Papers" which we are circulating.
- g. Participant Training - (No formal report made at the September 24 meeting due to a previous commitment by the team leader. Since September 24, Dr. Kenneth Neff has taken over the responsibilities for the area and will prepare the final report.)

The report for the Participant Training area will have three major thrusts:
 (1) a survey of existing participant training programs as they (a) utilize NFE concepts, methods and techniques and/or (b) prepare participants for active roles in NFE environments;

- (2) identification of explicit and implicit needs for training programs to implement proposed programs and strategies of the other study areas; and
- (3) development of a variety of training programs, both on campus and in the field, to assist in furthering the understanding and expansion of NFE particularly in the LDCs.

- h. Administrative Alternatives - The activities of this group have centered on the task of bringing together materials and ideas that have been generated by the larger NFE group and by a review of the literature. Basically the concern is to determine what can be learned from the administrative experiences and models to further the chances of developing successful NFE programs in the less developed countries. Some considerations have been identified and include such things as flexibility, coordination, controls, propensity for innovation, willingness to take risks, linkages between administrative authorities, and allocation of project responsibilities to appropriate sponsors.

- i. Model Feasibility - In Fall Term, 1972, jointly with the Department of Sociology, The Non-Formal Education Program sponsored a graduate seminar in Model Feasibility in Non-Formal Educational Strategies in Development. The participants included 18 graduate students and seven faculty members. The seminar format involved presentation and discussion of models relevant to non-formal education and development and included student preparation of papers on these themes.

The seminar was a preliminary phase in the development of a summary paper on model feasibility, with F. B. Waisanen carrying primary reporting responsibility. This final report will focus upon the following issues:

- (1) Models: Their grounding in the general processes of development; their characteristics and functions; their relevance to social policy; problems of assessment of viability.
- (2) Models of Social Change; Individual and social structural: The mass media; the diffusion of ideas and innovations.
- (3) More specific Models of Non-Formal Educational Strategies for development.
- (4) Summary: on overview; recommendations for further work.

6. During the quarter 8 discussion papers were published in four booklets and were distributed on-campus and to AID/W. This series attempts to get at some of the crucial issues in the theory and practice of non-formal education. It is hoped that these papers will indeed arouse some discussion to enable us to think through better some of the ideas, concepts and theories which have been developed by the many people working on this non-formal education project. The titles of the booklets are: "Non-formal Education and Expanded Conception of Development", "Non-formal Education: The Definitional Problem", "Non-formal Education and the Structure of Culture", and "non-formal Education as an Alternative to Schooling".

Contract personnel

Paid members of the contract staff (7/1/73 - 9/30/73):

Cole Brembeck, Director 1/2-time
 Michael Borus 1/2-time (7/1/73-8/31/73)
 Marvin Grandstaff 5 weeks
 William Herzog 5 weeks
 Ted Ward 1/4-time
 Fred Waisanen 5 weeks
 Susan Ward, Secretary, full-time

We would like to announce that Mrs. Susan Ward joined the non-formal education group during the quarter and we are happy to have her on board.

Contract personnel continued

Research Associates:

Rogelio Cuyno
 Maria de Colon
 Michael Lukomski
 Abdul Mannan
 Donald Sawyer
 Daphne Williams

Non-paid participants:

George Axinn	Russell Kleis
Lu Bruch	Kenneth Neff
Melvin Buschman	Richard Niehoff
Susan de'Leone	Ralph Smuckler
Trevor Gardner	Bernard Wilder
David Heenan	
Homer Higbee	
John Hunter	
John Ivey	
Sang Kang	

Plans for next quarter

With only six months remaining in this contract the major emphasis will be to get each of the teams to move on putting out final reports and each of the individuals conducting field studies and preparing reports to finish these. We have set November 15, 1973, as the date when all reports should be submitted to the Director of the Project. This will provide some leeway for editing the reports and for a summary volume to be prepared.

Some of the people who have been engaged in developing the "knowledge base" will be called upon to assist in the next phase of our contract, i.e., to provide workshops/seminars at overseas sites, technical assistance teams to work with AID Missions and host nationals, and to offer consulting services when requested.

Some additional publications are expected to be distributed during the coming Quarter.