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ABSTRACT

This document, the first in a series of monographs, describes the experiences of World Education in Asia, Africa, and Latin America in its efforts to establish programs in functional literacy, adult education, and population planning. It is divided into three main sections. Section I, A Program Comes into Being, describes the thrust of the overall program, which is to tackle the problems of resistance to family planning arising from tradition, religion, and superstition, and to develop non-formal functional education programs directed toward out-of-school young adults with the lowest literacy levels. Section II, Program Focus, is described as incorporating family planning materials and instruction into ongoing functional education programs for adults and out-of-school youth in the process of assisting individuals to acquire attitudes, concepts and skills essential to problem solving. Section III, The Strategy of Program Development, involves four aspects: country programs, regional support programs, worldwide support programs, a program targets and phasing. (Author/CK)

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Functional Education for Family Life Planning

A Program Plan

by Thomas B. Keehn

**First in a monograph series
devoted to the integration of
family planning education
with literacy and non-formal
adult education programs.**

a monograph of **world education**
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Foreword

Many educational programs are designed by a committee and die in a filing cabinet. World Education has avoided this cycle. Its basic educational concepts have evolved through eighteen years of practical field work in close association with Literacy House in Lucknow, India. For the past two years World Education has again stuck to specifics in its new program relating functional literacy and family planning. Field studies in eighteen developing nations, three regional seminars, small carefully planned demonstration projects in six countries — these are the map points which mark the record during this period.

Now World Education feels that the way has been charted with sufficient accuracy to avoid dangerous shoals and to identify significant guide posts.

As we have sought, in this new program, to incorporate concepts of family planning into existing non-formal adult

education programs throughout the developing world, we have found ourselves beset by problems of terminology. "Population education" has been used primarily in the context of elementary and secondary school education and itself is not yet well defined. "Family planning education" and "family life education" are broadly generic but are inadequately definitive. Further, we have come to believe that for millions of young adults with low levels of literacy, family planning must be approached in the context of the total social, cultural and economic factors affecting family life. Thus the term adapted by World Education – *family life planning*.

Similarly, "literacy," and even "functional literacy," with its emphasis on job-related education, is too narrow. Literacy programs are most effective – in fact only effective – when they become integral parts of comprehensive communication processes and related to vital areas of daily concern to adults. This process includes both written and audio-visual media directed toward population groups with the lowest literacy levels. This is what is known in many circles as "non-formal education" for out-of-school young adults. World Education uses the term *functional education*.

Functional education for family life planning then, is the term we are using to describe the major thrust of World Education's international technical assistance efforts.

We are not entirely happy with the phrase. It has neither the incisiveness nor the catchiness of "the population explosion," for instance, nor the specificity of "anthrogy." We doubt if it will take the educational world by storm. Nevertheless, at least for the moment, it describes both the concept and the program more adequately than any other we have found.

In this series of monographs, a number of specialists in the fields of functional literacy, adult education, and population

will explore the theme, *functional education for family life planning*. It is a new area of interest, hardly ready to be dignified by the term "field" — much less "discipline." We hope that this series of monographs will help spell out the concept and define the program tools necessary for effective implementation. World Education may not subscribe to everything each author has to say. Nevertheless we believe that each monograph in its own way will contribute substance and dimension to the concept and to the growing program field.

This first monograph describes the experiences we have had in Asia, Africa and Latin America, and states the overall program strategy which has been developed. Other publications in the monograph series on functional education for family life planning will deal with the program concept, program planning, teacher training, and evaluation.

Thomas B. Kesh

October 1971

I. A Program Comes into Being

The interlocking and interdependent problems of overpopulation, inadequate food production and widespread illiteracy hold the developing countries in a vice-like grip. World Education believes that effective functional education programs can help break this vicious cycle and lead the way to development.

Low levels of literacy are serious barriers to programs designed to disseminate information and change attitudes and practices on population control and family planning. For millions of young adults in hard-to-reach rural areas—where the great bulk of the world's illiterates are located—the “planning for the family” message is of critical importance. Those who are participants in functional literacy, adult and community education programs are most likely to be responsive and change-oriented.

The curricula, materials and training courses of such programs are focused on personal, family and national develop-

ment. As a result of eighteen years of experience, especially in India, World Education has developed new materials and methods, using all media—written, visual, audio—in a comprehensive educational approach to achieve program objectives.

How We Began

In April 1969 the World Education proposal linking adult literacy programs with population and family planning concepts and information was first designed. Funding to initiate the program was received from the Agency for International Development. We felt confident that in most of the developing regions of the world, the integration of these two activities would be strategic, effective and widely accepted. Two years of operating experience convinced World Education that the program was sound and should be continued, expanded and adapted. Some important lessons have been learned involving both educational concepts and methodologies and these will, we believe, make the program even more successful.

World Education brought to its new functional literacy and family planning education program sixteen years of close association with Literacy House, Lucknow, India. Here functional education programs for young adults have been planned, tested and implemented. Recognition of the critical relationship between adult literacy and national development led to the establishment of the Young Farmers Institute and the Family Life Center at Literacy House.

In 1964 a local currency grant from the United States Agency for International Development in India became a significant supplement to private support from the United States, Canada and other countries, in the development of the total program of Literacy House.

From this sound base of field experience, in mid-1969 World Education launched a worldwide program relating functional education for young adults with family planning concepts and information.

In June 1969, World Education began its program "to encourage and implement the use of population and family planning information in functional literacy programs throughout the developing world." With the experience at Literacy House and the development of the Family Life Center, and with the assistance of staff and consultants brought into the design of this particular program, World Education is attempting to:

1. tackle the problems of resistance to family planning arising from tradition, religion, superstition, fear, ignorance and economic concern;
2. develop non-formal functional education programs directed toward out-of-school young adults with the lowest literacy levels where the needs are greatest.

More specifically, World Education set out to assist various developing countries work through existing agencies—government and private, national and international. Its aims were to:

1. obtain precise information on educational materials and programs for young adults with low literacy levels in each country, and develop plans to improve them;
2. identify and use the latest available scientific family planning information and present it clearly and simply in literacy materials and programs in a manner designed to overcome reservations and resistance in each country;
3. use information and media that would stimulate the greatest motivation;
4. gear information and education materials to selected age groups, particularly young adults and new families;

5. develop new prototype materials with the understanding that final production of materials would take place in the countries in which they will be used;
6. discover and use the most effective audio and visual aids (including puppetry) in educational programs;
7. develop training programs for key personnel who will be involved in family planning education programs, particularly those directed toward persons with low literacy levels;
8. build evaluation into all program activities—workshops, training programs, demonstration projects, publications.

What We Have Accomplished

During the first two years, something happened in eighteen countries. That is a fast summary of World Education's functional education/family planning program during the period June 1969 to June 1971. Detailed progress and country reports are available from World Education offices.

The most important achievements during this period were the following:

1. **Field studies** to explore resources and determine program possibilities were completed in 18 countries:

Philippines	Turkey	Nicaragua
Thailand	Tunisia	Dominican Republic
India	Ghana	Honduras
Indonesia	Costa Rica	Ecuador
Afghanistan	El Salvador	Peru
Iran	Guatemala	Paraguay

Contacts were also made in Nepal and Pakistan.

2. **A six-country workshop** for the Far East and Near East/South Asia regions was held in India in April-May 1970.
A three-country consultation was held in Bangkok, Thailand in January 1971 with participants from Thailand, Philippines and Indonesia.
A four-nation seminar for the Near East region was held in Esfahan, Iran, in April-May 1971, involving participants from Iran, Turkey, Afghanistan and Pakistan. Observers from several South Asian countries also took part.
A fourth seminar is planned for Central America in the spring of 1972. Probable participants: Honduras, Costa Rica, El Salvador, Dominican Republic, Guatemala, Nicaragua, Ecuador.
3. **Demonstration project activities** have begun in six countries:

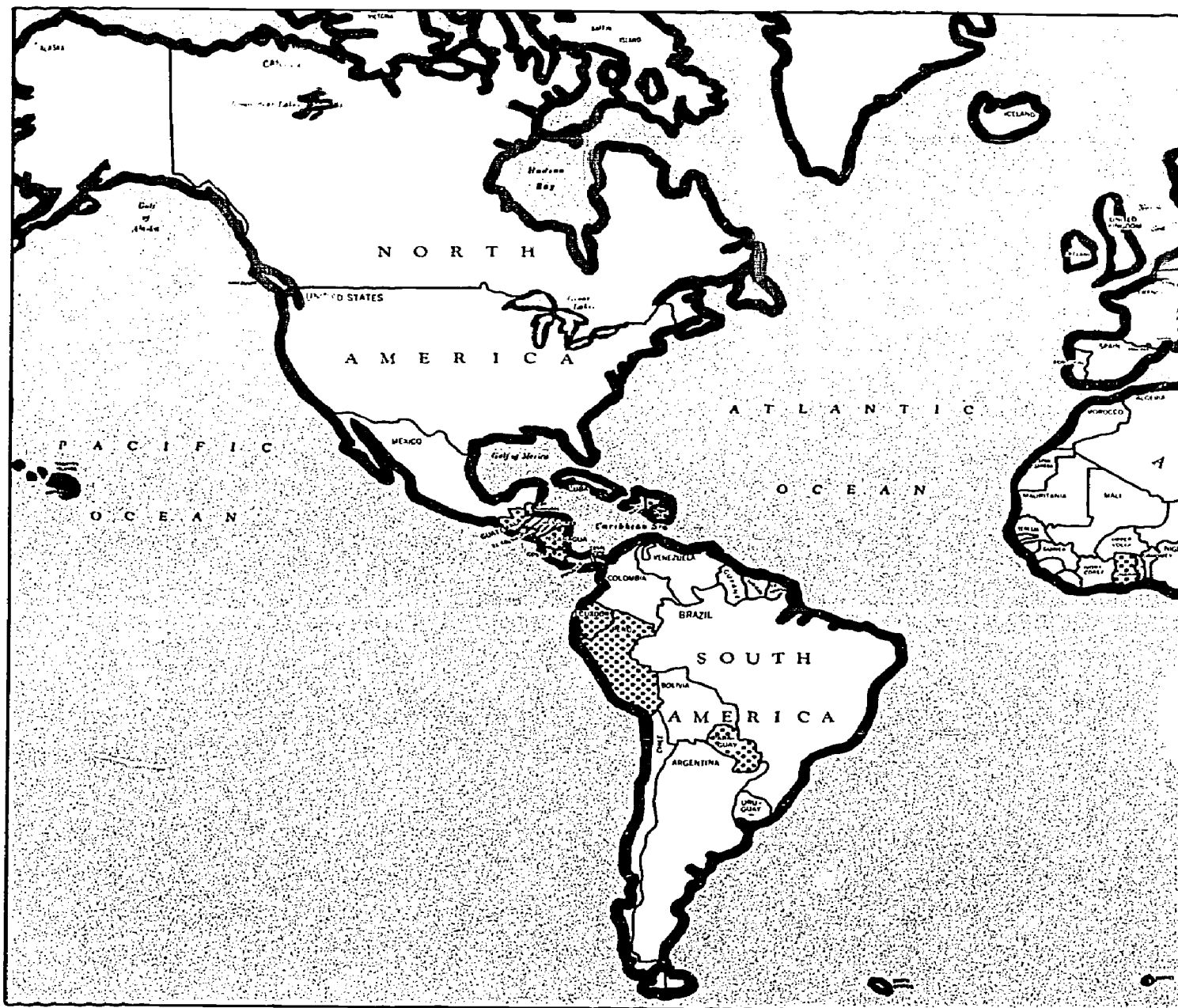
Thailand	India	Indonesia
Philippines	Turkey	Honduras
4. World Education has undertaken a variety of **publications** related to its program in functional education and family life planning. Some of these are already available; others are under preparation.

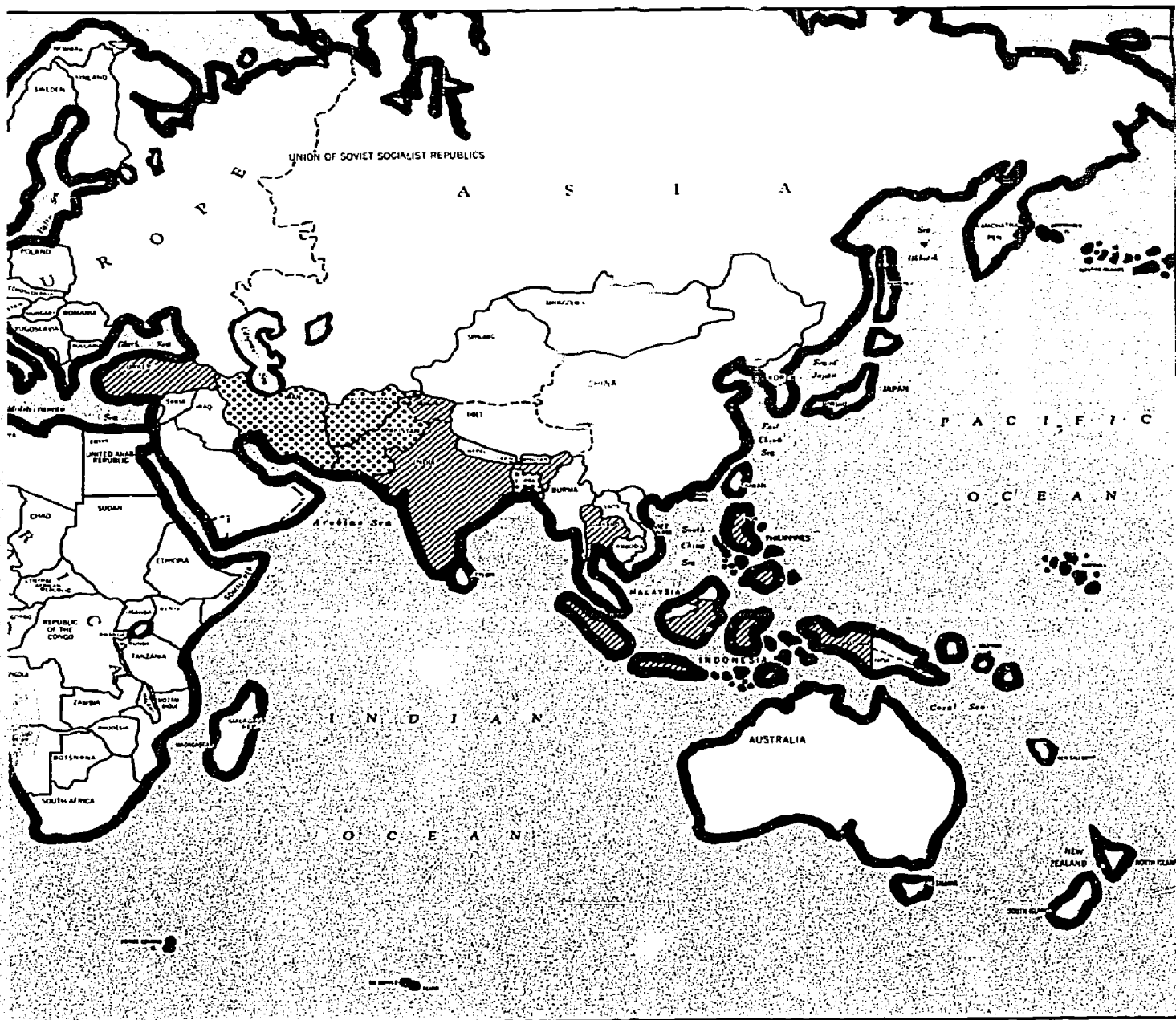
Workshop reports



Workshop on Literacy/Population/Family Planning Education—a report of the Near East/South Asia/Far East workshop held in New Delhi and Lucknow, India, April-May 1970. 126 pp. (September 1970. Reprinted September 1971)

The Bangkok Consultation—a report of the consultation held in Thailand in January 1971. (Mimeographed April 1971)

The Esfahan Seminar—a report of the seminar held in Esfahan, Iran, April-May 1971. (September 1971)





-  World Education functional education for family life planning projects are already under-way in *Honduras, India, Indonesia, Philippines, Thailand and Turkey.*
-  Program possibilities have also been explored in: *Afghanistan, Iran and Pakistan; Ghana and Tunisia; Costa Rica, Dominican Republic, El Salvadore, Guatemala, Nicaragua; Ecuador, Paraguay and Peru.*

An evaluation report on the workshops, including the one to be held in Central America will be published in 1972.

Monograph series on *Functional Education for Family Life Planning*, of which this volume is the first.

Among others under preparation are:

Concepts (by Jack Mezirow)

Methodology (by David Harman)

Training

Program Evaluation

Bulletin on current program activities and developments, to be published quarterly.

Handbook titled *Puppets and Population* on the use of puppetry in functional education for family life planning, including a puppet play and directions for making the stage and puppets. 95 pp. (by Bil Baird January 1971)

Leaflet—*Jam Today* which relates functional education for family life planning to the development process. 6 pp. (April 1971)

Brochure—*Literacy + Family Planning*, describing World Education's program in functional education for family life planning. 20 pp. (September 1971)

A description of the Thailand project and the Philippine project (PRRM) has been prepared. (Mimeographed March 1971)

World Education also publishes a semiannual newsletter.

TABLE I

Summary of Activities
June 1969 to September 1971

	Far East	NE/SA	Africa	Latin America	Worldwide	TOTAL
Field studies	3	4*	2	9	—	18
Workshops/ conferences	2	3**	—	—	1	6
Program design	3	4	—	2	—	9
Field visits	10	26	5	12	—	53
Demonstration projects	3	2	—	1	—	6
Staff	—	4	—	1	7	12
Consultants	—	—	—	2	28	30
* Contacts were also made in Nepal and Pakistan ** One of these workshops was inter-regional—NESA and EA.						

What We Have Learned

The response to World Education's functional literacy/family planning education program has been quick and enthusiastic. Why? Probably the basic reason is that this program comes to

grips with two of the crucial problems of our time: population control and functional, non-formal education. World Education's program is focused on the point where these problems intersect; by dealing with them at the same time, the program can make important contributions to the solution of both.

The target group is large, tremendously large, as we knew it to be, and it is strategically important in almost every country. The branded group of illiterates in the world today, by Unesco's definition, is at least 800 million. A high percentage are young adults, either with or soon to have family responsibilities. Most of them are living in difficult-to-reach rural areas.

But even the Unesco level of literacy figure is not very significant, except as a starting point, in assessing the problem. What is much more important is to determine the level of *functional education*—where learning is related to the practical, daily necessities of vocational, family and civic life. Here the numbers in developing countries—all of them—are extremely high, and the percentage of out-of-school young adults (age group 12 to 35) is very large. An article in a recent issue of the Harvard Educational Review points out that even in the United States, functional illiteracy may be as high as 50% in some areas.

Therefore, effective functional education programs must be directed toward many groups in every country, especially in developing areas. Adult literacy classes are of prime importance and will continue to be the nucleus of our program. But attention must also be directed toward agricultural extension programs, trade unions, cooperatives and credit unions, religious organizations, armed forces new recruits, community development program participants and others. All of these offer built-in networks for functional education programs. All of them include large numbers of young adults for whom family responsibilities

and family size are of great importance. Thus we have advanced from literacy programs to *non-formal functional education for young adults*. That is the first lesson we have learned in the initial period of this program.

During this process, we have also learned something about the content, the substance of the program. In many parts of the world, the concept of *planning for the family* offers a more effective approach with greater possibility of acceptance by many young adults with low levels of educational achievement. The critical question of family size, and the importance of smaller families, is usually best dealt with in the context of total family well-being—health, nutrition, family budgets, schooling. Thus we have learned that *family life planning* becomes the most effective point of entry for a functional education program that will move young adults to accept the concepts, methods and practices for achieving smaller families.

There are other important lessons growing out of this initial period of work. We have some new concepts about educational materials—written, visual, and audio; about teaching methods; about the design of demonstration projects and the phases of program development; about guidelines for program evaluation. All of these are spelled out in the sections which follow relating to program focus and program development for the three years 1971 to 1974. We know that materials and methods and training must be local and flexible both in design and content. They must be multi-media because young adults learn from sounds and images as well as from the written word.

Finally, and of great importance to the implementation of the program set forth in this proposal, we have learned some important realities about the development and operation of functional education programs for family life planning.

To respond quickly and effectively to widespread interest in country projects in every region, it is necessary to have some funds available and flexibility in the use of these funds. Situations vary from country to country, but all local projects must be able to:

- develop, produce and test materials;
- train teachers and supervisors in demonstration areas;
- sponsor seminars, conferences and workshops;
- provide specialized out-of-country training;
- obtain equipment, supplies and facilities.

For effective program development, World Education will need to purchase services and materials from other agencies in the U.S. and abroad from time to time. World Education recognizes that it will be necessary to find additional resources, beyond those provided through its contact with AID, if this program is to be implemented fully. Approaches will need to be made to international agencies, foundations and corporations. It is for this reason that in the past year contacts have been developed with the U.N. Development Program, U.N. Fund for Population Activities and Unesco both in particular countries and through international headquarters.

The magnitude and the opportunities of this program are tremendous. The need for more, and more effective, functional education programs for young adults, on the one hand, and for combating the population problem through family planning on the other, are recognized by many groups in countries in every region.

The need for long-term programs of population education in the formal school system is fortunately gaining greater recognition. Programs are being initiated in several countries. World Education is pioneering in what we feel are the even more

immediate and urgent opportunities presented by non-formal functional education for young adults, many of whom can be helped to decide to limit the size of their families. We believe that in the next three years, significant progress can be made if funds are available to develop this program, details of which are spelled out in the following sections.

II. Program Focus: The Next Three Years

The experience we have outlined in the previous section and the lessons we have learned clarifies World Education's role as an international technical assistance agency for family planning education. World Education has already explored program possibilities in 18 countries for incorporating family planning materials and instruction into ongoing functional education programs for adults and out-of-school youth, and is prepared to develop and expand these activities in the years ahead.

World Education calls this "functional education for family life planning." So far, we have worked chiefly through adult literacy programs, growing out of our experience with Literacy House. As we expand our endeavors throughout the developing world, however, we expect to work closely with other "functional education" programs—community development, adult basic education centers, vocational training programs, trade

unions, military educational programs, etc.—wherever it is possible to reach the out-of-school young adult.

The term “family life planning” indicates that World Education recognizes the necessity of approaching the problem of family size in relationship to the integrated total needs of the family. World Education is particularly concerned with family planning. However, it assists countries to tackle this problem through ongoing programs which treat other aspects of family life.

This philosophy has evoked enthusiastic response. The officials with whom World Education is working recognize the urgent need to reach the predominantly rural young adults who constitute the mass target population for family planning. Previous existing efforts have largely been directed to literate, urban middle class groups, and have relied chiefly on mass media to communicate the family planning message. World Education is primarily addressing the illiterate, semiliterate and neo-literate rural young adult through a nonformal education process.

Furthermore, we know that the education process goes beyond the mass media stage. Efforts to reach large populations by communicating the message of family planning are, of course, vitally important for disseminating information and lending authority to the message. But use of this tool to “motivate” addresses itself to the first phase of the educational process alone—problem recognition. Only when this essential awakening is integrated by the learner with subsequent phases of problem solving for decision making is the mass communication effort used educationally.

The Concept

Functional adult education is the process of assisting individuals to acquire attitudes, concepts and skills essential to problem solving. And family planning is a problem solving process. Educators recognize that the process involves assisting people to identify the problem as their own, realize they can do something to alleviate that problem, examine alternative solutions available through existing resources, anticipate consequences, make a choice, and objectively assess the results of their action.

For family planning education, this means recognizing that family size and responsible parenthood are critical, relevant, and controllable. It means examining feasible options for limiting family size, and selecting a method among the various available for doing so. It means assessing the consequences of this action of adopting birth control practices on sex life, old age security, prestige in the community, religious and moral code considerations, benefits to wife and children. A final decision must be made based on the resultant understanding, and not on myth, prejudice or tradition. And finally, that decision must take into consideration the results of this action, especially negative ones, such as failure of the contraceptive method used and possible side effects. Misunderstanding of these possible consequences will only result in new myths and rumors, that will discourage both those who have adopted family planning methods and friends and neighbors in the community.

Each adult decides for himself whether or not to adopt a new behavior. However, the educational process can facilitate a

decision through the environment set by the educator and through interaction with a learning group. The educator often helps plan and assess appropriate sequences of learning experiences, and fosters conditions under which the student wants to learn. The educator may be a teacher, program planner, counselor, community development worker, trainer in industry, discussion leader, or script or materials writer.

The learning group provides shared experiences, stimulation in raising and answering questions, and the possibility of social approval of new behavior which would not be adopted by a large audience without widespread social sanction. Interaction with a group provides a laboratory for the individual to test his ideas and to gain confidence in breaking new ground.

Fortunately, almost every country possesses a variety of organizational and program vehicles that can support a family planning education program of this kind. Literacy and adult education classes and training programs are sponsored by public and private schools, community development agencies, agricultural extension programs, business and industry, churches, labor unions and campesino organizations, cooperative and credit union associations, housing associations, political and social organizations, the armed forces, and others in public and private sectors.

Materials Design

Once channels have been selected, materials must be designed. Often, some written materials already exist, particularly through functional literacy programs which focus directly upon production and use of elementary printed materials for adult illiterates, semiliterates and neo-literates. New family planning materials must be produced and tested for several levels of

specificity and literacy comprehension, different cultural groups, and often for more than one language in each country. World Education has already begun to develop some new types of educational materials in Thailand, the Philippines, India, Turkey and Honduras. We believe these materials will advance the functional education/family planning learning process.

Appropriate audio-visual aids must be developed or procured to assist the educational process. World Education has been experimenting with the use of indigenous methods of communication such as puppets in reaching the rural audience at very early levels of literacy. It is also interested in encouraging the use of a simple, battery-operated, slide-and-filmstrip projector called the Crusader which is already developed and available for sale at low prices. Pictures and sound, provided through cassette tape recorders, can provide a means of bringing field experiences into the classroom, and effectively supplement the written word. These simple and adaptable visual and audio educational aids can, in some areas, prepare the way for educational radio and television programs which are being developed.

Teacher Training

Once materials are produced, teachers in literacy and adult education classes, and trainers and community workers in non-formal programs, must be taught how to use the materials and effectively guide adults in learning for behavioral change. The teacher in such programs is frequently a teacher of children by training and becomes a teacher of adults as a second profession to supplement his earnings. Thus, in-service training is required for him to learn to distinguish between the child's

learning process and that of the adult. In family planning education, he must also become familiar with the message he is delivering.

Evaluation

Finally, various approaches to functional education for family life planning must be analyzed and evaluated in order to eliminate future mistakes, and to build a fund of trusted experience on which to expand further programs.

World Education has committed its resources and experience to assisting countries to mobilize non-formal adult education resources for functional education for family life planning for young adults. It is with confidence bred of two years of intensive work in the field that the strategy of program development is detailed in the following section of this program plan.

III. The Strategy of Program Development

World Education's strategy of program development involves four aspects: country programs, regional support programs, worldwide support programs, and program targets and phasing.

Country Programs

World Education's mission in specific countries may be characterized as a process of institutional development involving four phases: *country analysis*, *program design*, *project demonstration and evaluation*, and *program expansion*.

PHASE I: Country Analysis

The process begins with a systematic feasibility study initiated in response to an invitation from a country. The

purpose of Phase I is to assess institutional capacity to support a program or program expansion of functional education for family life planning, establish leadership interest and identify resources.

The country inventory includes: assessment of government policy on family planning; position of policy makers, administrative officers, religious institutions, educators and others on family planning; nature and scope of existing family planning programs; projected plans and strategies for functional education programs, especially adult literacy; facilities and experience in producing educational materials, training programs, research and evaluation; agencies for program coordination and distribution channels; availability of qualified personnel; externally assisted programs and resources; the history of collaboration or conflict among various concerned agencies.

On this first visit, World Education's representative explores the interest of key individuals and agencies in a more intensified or expanded program of functional education for family life planning. World Education is committed to a policy of enhancing the capability of existing organizations and programs, rather than fostering development of new institutions. Hence, a deliberate effort is made to avoid active promotion of new programming. Program ideas and developments from other countries are reported to interested persons, but initiative for developing a project must clearly come from responsible persons within the country itself.

Findings from this feasibility study are checked with other sources. However, although relatively current data on family planning education is often available, detailed up-to-date information on non-formal functional education programs (including literacy programs) has seldom been systematically compiled. Available literature and documents are reviewed, other interna-

tional agencies are consulted, additional material is collected and analyzed, and one or more trips may be made to the country for intensive interviewing.

In summation, country analysis is the identification of countries in which the elements of leadership in family life planning, policy, and institutional infrastructure warrant the investment of limited World Education resources. It is a selective assessment which does not serve the highly vocal demands of a few individuals with special interests or those paid to assure a sustained, coordinated effort in program development. In this, the counsel of local USAID missions is valuable. The cooperation of national and international agencies (including Unesco) is actively sought.

Eighteen country analyses and inventory studies have been completed by World Education. The projected number of new country studies is as follows:

1971-72	8-10
1972-73	5-7
1973-74	3-5

PHASE II: Program Design

Program design springs from the interested organizations and agencies within the country who wish to incorporate family life planning in ongoing functional education programs. Usually, Phase II consumes several months of work. In this phase, World Education provides technical assistance through individual consultants and through regional workshops to help others to learn from the experience of other countries in developing their own programs.

A country team is typically composed of representatives from participating agencies—often family planning and functional education organizations, policy makers and administrators, trainers, materials specialists, researchers and evaluators. This design group establishes operational objectives and criteria for demonstration projects; analyzes the target audience; and determines locations, phasing, budgeting, staffing, linkages with larger programs, administrative arrangements, inter-agency coordination, materials and equipment. It makes provision for program evaluation and operational analysis.

Program design is time consuming. It involves continual testing of planning ideas against the realities of existing policies, programs, politics, interpersonal relationships, and availability of resources. It is critically important that each participating agency involve many of its own staff in this process to ensure that the best ideas possible are focused on the task, and that those who will be expected to carry out plans come to identify them as their own.

Once the initial policy decision is made to devote staff time to design of a program, there still remains the critical necessity of securing approval of plans through all participating agencies, and then formalizing administrative arrangements. In several countries, a coordinating agency on family planning or some other higher planning body must also give approval.

Nine program designs were completed by September 1971. The projected schedule for additional program designs is as follows:

1971-72	7-9
1972-73	6-8
1973-74	4-6

PHASE III. Project Demonstration and Evaluation

Demonstration projects take a variety of forms, but usually involve administrative and support arrangements, materials production, teacher training, program analysis and evaluation.

First, headquarters have to be either set up or expanded, and staff recruited, to get the project going. The familiar administrative and organizational problems of launching a new program involving the cooperation of several departments and agencies must be carefully tackled if the program is to get off the ground.

Second, materials must be produced as there is often a dearth of family planning materials for illiterate, semiliterate or neo-literate adults. Prototype materials made available by World Education or produced elsewhere must be adapted to the country involved, and produced in sufficient quantity at several levels of reading proficiency, and sometimes in more than one language or dialect. All materials must be locally tested and evaluated.

Third, teachers and trainers must learn how to use these materials. Commonly, this goes beyond the use of newly produced materials to include related methods of adult education. There is an almost universal tendency to teach adults as though they are either children or college students. Neither approach is effective with the target population to be reached. Methods must be appropriate to the culture, and provide opportunities for adults to fit concepts into their own experiences. They must involve adults actively in problem solving, and provide support for acceptance of new ideas by utilizing natural processes in order to foster behavioral change.

Finally, projects must be analyzed and evaluated. Ideally it begins even before the project is under way. It is a continuous process of operational analysis with emphasis on the qualitative factors inhibiting and facilitating program development. This is coupled with a controlled experimental study to determine relative gains among those participating in the program and a matched control group measured in terms of proportion going to a family planning clinic, adopting a new practice, and successfully limiting family size. Early benchmark studies are essential.

The demonstration phase requires intensive project staff development, especially in materials production, training, program assessment and evaluation. It requires intensive technical assistance in these areas. While much of this responsibility must be fulfilled within the country, additional activities may take place in regional workshops, training at Literacy House in India, at advanced project sites or, in some cases, in the United States.

World Education encourages countries to provide all necessary funding for demonstration projects from within country resources. However, experience indicates that this is not always possible. In such cases World Education has been able to provide small amounts of money for specific purposes or has endeavored to locate additional financial assistance for projects requiring larger amounts of money to catalyze project implementation.

World Education will seek additional funding for demonstration projects through private, governmental, and international sources.

Experience thus far indicates that funding required for demonstration projects may vary from as low as \$8,000 to \$12,000 per year to as much as \$50,000 or \$75,000 beyond the amounts available from local participating agencies. These costs

involve an expanded publications program, additional full or part-time staff, and sometimes contracting with universities or research organizations for production of materials or program evaluation services. An average time period of three years is involved in program design, project demonstration and evaluation, although evaluation will typically extend over two more years.

World Education is assisting six countries in the implementation of demonstration projects at the present time. The projected schedule for additional demonstration projects is as follows:

1971-72	5-7
1972-73	5-7
1973-74	4-6

PHASE IV: Program Expansion

This phase is often built into the last stages of demonstration projects. Program expansion has proven perhaps the most precarious aspect of demonstration projects in international development. While successful on a small scale, efforts to extend benefits of a project nationally often result in a distortion of program objectives. To avoid this, World Education is trying to weave projects into the institutional context of major implementing agencies, and is insisting on maximum involvement by the staff of those agencies.

Expansion involves further production of tested materials on family planning for illiterates, semiliterates and neo-literates, and their introduction into programs of non-formal adult education programs. The demonstration project is first expanded internally within participating agencies from a pilot

project to a national project. It is then expanded into the whole network of adult training programs in both private and public sectors, with emphasis on staff development. The objective is to prepare as wide a base as possible of those working at grass root levels to incorporate family planning concepts into existing nonformal education and training programs for adults.

This objective requires the long-range institutional development of a generator of functional education for family life planning within the country with staff and resource capability to undertake expanded program development, materials production, training and program evaluation. This "generating center" may be an organization center for training and research or a university. Literacy House in India and the Philippines Rural Reconstruction Movement are examples of such generating agencies for functional education for family life planning. A department of adult education of a university or of a ministry of education might also fill this important role.

This generating unit would provide clearinghouse services and consultation on program design, development, analysis and evaluation. It would undertake training, and adapting and producing materials required for the country program. It would assist family planning educators to utilize mass communications programs on parenthood and family planning as integral parts of their education and training programs. A collateral function would be to advise those designing mass communications programs on how to produce them for optimal educational use.

The expansion phase of program development will involve continuing technical assistance, but refocused on training of trainers, and on adaptation and production of materials for wider and sometimes different groups of adults with differing cultures and languages. It will also place special emphasis on development of the generating unit with specialized training for

key staff, sometimes at Literacy House, in other countries, or in the United States. There will be high priority given to fostering continuing communication and interchange of ideas among these country units.

Experience does not yet indicate the range of cost of program expansion, including building the capability of a generating unit, either an inter-agency center or a university. In many countries, such a unit already exists as a part of a demographic association or other agency, and only requires help in staff development with the focus on illiterate, semiliterate, and neo-literate young adults. Elsewhere, adding an adult educator specializing in family planning to a university faculty, with a training and consultant commitment to other agencies, will constitute the critical program element. In very large countries, several generating units may be required.

None of World Education's projects has yet reached the expansion phase which usually begins in the third year of demonstration projects. The projected schedule for expansion programs is as follows:

1972-73	8-10
1973-74	10-12

Regional Support Programs

Country projects are the focus of World Education's efforts. However, to assist country projects, World Education envisions certain regional support programs which can supplement and support individual country efforts:

1. regional workshops,
2. regional generating units of functional education for family life planning,
3. regional representatives.

World Education has held three workshops since the beginning of its program: in New Delhi and Lucknow (India), Bangkok (Thailand), and Esfahan (Iran). A fourth is planned for Central America. It plans to continue to sponsor regional or national workshops for different phases of program development: to assist country teams in designing demonstration projects; to train key project staff in program development, training, materials development, program analysis and evaluation; to provide for staff development of generating units, and to train trainers in major nonformal adult education agencies involved centrally in expansion plans. Five workshops are planned for 1971-72, six for 1972-73, and seven for 1973-74.

As demonstration projects move into their expansion phases, and country generating units in functional education for family life planning develop, World Education anticipates a need to encourage the development of regional university centers to support country generating units. These regional university units can then provide continuing technical assistance and an interchange of program ideas among generating units in each country within the region. They would provide clearinghouse services; and consultation in program design, development and evaluation, materials production, training and action research in qualitative program development and evaluation. World Education may want to subcontract to utilize university-to-university technical assistance in some of this work.

This vital phase of World Education's program strategy will be contingent on locating additional sources of funding through international agencies, governments, foundations and corporations. However, to demonstrate the feasibility and value of the concept of the regional generating unit, World Education proposes to develop the nuclei of such university-based centers to serve on an interregional basis until other fiscal arrangements

will permit full development and regionalizing of such units. One center will be developed in 1971-72, two in 1972-73, and two in 1973-74.

There is a demonstrated need for regional World Education representatives to help respond to country interest in program development in designing projects, following up on demonstration projects, catalyzing program expansion, and assuring optimal use of short-term technicians made available through World Education's worldwide support programs.

Presently, World Education has three such representatives serving the Far East, Latin America, and the Near East/South Asia regions. We hope to add two or three additional regional representatives in the next year. These World Education regional representatives would probably be located at the regional university centers.

Worldwide Support Programs

World Education will continue to provide worldwide support services in addition to the regional support and specific country program assistance already discussed. These worldwide services fall into the following categories:

1. interregional staff specialists and consultants
2. workshops and conferences
3. local seed money grants
4. demonstration projects
5. educational materials
6. participant training

World Education has found it valuable to provide *interregional staff specialists and consultants* to countries involved in its programs in the fields of program design and development,

training, materials production, including literacy writing, communications media, family planning education, and program analysis and evaluation. Some of these staff specialists have been based in New York. One World Education interregional representative has been based overseas. World Education anticipates that it will need three full-time equivalency interregional staff specialists, based in the United States or abroad in 1971-72, four in 1972-73, and four in 1973-74. In addition, 10 to 12 consultants will be required each year to meet projected program targets.

Workshops and conferences have proven to be invaluable for developing country program plans, training, and sharing new concepts and methods. Details of plans for workshops and conferences in the next three years are given in the regional program section (page 37).

As previously indicated, World Education plans to seek additional funds required for demonstration projects and program expansion. However, in addition to these planned requests, it has been found essential to have available a small fund to provide flexibility in the initial stages of undertaking demonstration projects. Often funds are needed to employ a part-time specialist, purchase a piece of needed equipment or some small material, or to publish a single pamphlet. Many different requests come from cooperating countries trying to get their projects off the ground rapidly. Local government agencies may be already budgeted too closely to make the new item possible without excessive red tape and delay, or funds may be required before they are available within the country. To expedite work in the first stages, World Education thus requires resources to make small "*seed money*" grants.

If funds are available, World Education would also like to undertake *three specific demonstrations of prototype development* within local countries.

One would be a single-country demonstration project, lasting about three years, as described in Phase III of the processes of programming.

The second would be a country demonstration of program evaluation over and above that undertaken in a normal country project of three years.

The third demonstration would be the establishment of a university or inter-agency center to assist in the Phase IV expansion of a country project from its pilot demonstration stage to national coverage through a widespread institutional system.

Experience in the first two years of operation highlights the need for World Education to undertake operative qualitative program analysis of existing projects of functional education for family life planning. Such analyses should identify patterns of common and innovative practices, a body of relevant data based upon existing practice and specific problems, and a set of qualitative norms against which program models may be constructed. A methodology of social research for such analysis called "synchronic induction" has recently been developed and demonstrated by Columbia University under a grant from the U.S. Office of Education. World Education will seek funds to use this approach of applied research for developing program strategies and evaluation of its own work and will endeavor to build this dimension into country program assessment and evaluation efforts through technical assistance.

The production of *educational materials* is a part of World Education's worldwide support services. Its publications program has already been outlined in Chapter I.

The monograph series mentioned is designed primarily for those professionally engaged in functional education for family life planning. It will deal with selected topics of priority interest in different phases of program development.

The proposed periodic bulletin devoted to program activities and developments will be distributed on a worldwide basis to interested agencies and individuals.

In addition, World Education will continue to develop and disseminate prototype materials. It will also provide technical assistance to aid in the adaptation of these materials by the various countries involved so that they can be effectively used in the local situation. Some of the materials projected for the next year are the following:

1. a teacher training manual
2. a manual for program analysis
3. a manual providing guidelines for program evaluation
4. basic literacy cards and primers involving family planning concepts in English, Spanish, and possibly French
5. an audio-visual kit with family planning materials. This will include the Crusader slide and filmstrip projector and cassette tape recorder.
6. non-verbal materials for family planning education

World Education will continue to develop clearinghouse services for materials and techniques, and program ideas and resources pertaining to functional education for family life planning in relation to the illiterate, semiliterate and neo-liter-

ate adult and out-of-school youth. This is particularly important inasmuch as no other agency operating in the international field has given priority to programming functional education for family life planning for this critical target audience.

World Education proposes to initiate, on a small scale, special *training programs for program planners and specialists*. Normally, participants will be sent abroad for these training programs, either to the United States or to a training center elsewhere.

In addition to all of the above activities, World Education will continue its efforts to develop general public interest and support in functional education for family life planning, and to coordinate its work in this field with the United Nations Development Program, the U.N. Fund for Population Activities, Unesco, IPPF, the Population Council, and other organizations.

Program Targets and Phasing

Worldwide and regional staff and consultants, workshops and conferences, educational materials and financial resources are essential for the development and implementation of this proposed functional education for family life planning program. The program target of all of these efforts is what happens in a particular country to a particular population group. This is where all of the activities outlined in this proposal come into focus.

Given adequate resources, World Education is prepared to assume responsibility for program targets shown in Table II as follows:

TABLE II Program Targets				
Years	PHASE I Country Analysis	PHASE II Program Design	PHASE III Project Demonstration	PHASE IV Program Expansion
1969-70 1970-71	18	9	6	—
1971-72	8-10	7-9	5-7	—
1972-73	5-7	6-8	5-7	8-10
1973-74	3-5	4-6	4-6	10-12
Total	34-40	26-32	20-26	18-22

Building upon the solid experience of the first two years of this program, World Education is confident that the targets indicated in this proposal and summarized in the above chart are realizable. Expansion programs of functional education for family life planning operating in 18-22 countries by 1973-74 would, we believe, make a significant impact on the population problem. With careful follow-up efforts, including regional workshops and return visits to countries originally inventoried, World Education believes that most of the 34 to 40 countries could be moved forward to Phases II, III and IV. This would, of course, require additional time—beyond 1974.

Projections often sound illusionary but because of the modest and specific goals of World Education's programs they

need not be. We are dealing with existing institutions and programs and proposing only a shift in content emphasis and up-grading the qualitative dimension of the educational transaction.

It is difficult to estimate the number of young adults who will be reached through this program, but because of the nature of the target groups and the population of the countries in which the programs are located, it will certainly be very large.

World Education believes that a sound and imaginative functional education program constitutes the practical and most effective approach to the critical task of involving millions of young adults with low literacy levels in the developing countries in the process of family planning.

Consultant Panel

In its search for effective ways to bring family planning and population information to persons of limited reading ability, World Education has called on the knowledge and experience of a number of recognized specialists in various related fields.

This international roster of thirty men and women from seven countries includes adult educators, family planning and population experts, communications and mass media specialists, and persons trained in preparation of literacy materials and other audio and visual devices.

BIL BAIRD, puppeteer, author of *Puppets and Population*, executive director, American Puppet Arts Council; New York, N. Y.

MARIA B. CANDELARIO-MUNIZ, literacy materials specialist; Department of Education; Hato Rey, Puerto Rico

MOUNIRA CHARRAD, Ph.D. candidate in sociology at Harvard University; Cambridge, Massachusetts

Dr. ALEXANDER CHARTERS, vice president for continuing education; Syracuse University, Syracuse, N. Y.

SANFORD DANZIGER, M.D., communications training specialist; formerly Latin America Peace Corps Training Center; Escondido, California

B.R. DEOLALIKAR, Sarabhai Technological Development Syndicate, Ltd; Ahmedabad, India

Dr. JAMES DRAPER, associate professor of education, The Ontario Institute for Studies in Education; Toronto, Canada

- Dr. MARION EDMAN, professor of teacher training, Wayne State University; Highland Park, Michigan
- EVARISTO ELEUTICE, director for educational planning and development, Department of Public Instruction; Hato Rey, Puerto Rico
- Dr. DONALD P. ELY, professor of education, Syracuse University; Syracuse, New York
- Dr. MIRIAM ESCHER, teacher training specialist; Redwood City, California
- Dr. DAVID HARMAN, Center for Studies in Education and Development, Harvard University; Cambridge, Massachusetts
- Dr. LLOYD HUGHES, professor of education, University of Michigan; Ann Arbor, Michigan
- Dr. J. ROBY KIDD, chairman, Department of Adult Education, The Ontario Institute for Studies in Education; Toronto, Canada
- Dr. PHILIP C. LANGE, professor of education, Teachers College, Columbia University; New York, New York
- HARRY LEVIN, consultant in family planning and communications; formerly Population Council; Waban, Massachusetts
- Dr. ROBERT C. LIKINS, executive director, Adult Literacy Center; Berkeley, California
- Dr. S. N. MEHROTRA, coordinator of studies, Asian Institute of Education Planning and Administration; New Delhi, India
- Dr. JACK MEZIRROW, professor of adult education, Teachers College, Columbia University; New York, N. Y.
- Dr. LEONARD NADLER, professor of adult education, George Washington University; Washington, D. C.
- Dr. TURHAN OGUZKAN, associate professor of education, Middle East Technical University; Ankara, Turkey
- JUAN PASCOE S., resident representative, United Nations Development Program; La Paz, Bolivia
- Dr. SARAH RAO, deputy assistant of training, Department of Family Planning; Ministry of Health; New Delhi, India
- Dr. R. K. READY, chairman, Faculty of Management, University of West Florida; Pensacola, Florida
- WILLIAM RENSCHAW, training consultant; president of Western Center; Culver City, California
- Dr. PRODIPTO ROY, director of research, Council for Social Development; New Delhi, India
- ANTONIO P. SANTIAGO, head, Education Department, Philippines Rural Reconstruction Movement; Nieves, Philippines
- Prof. HASAN SERINKEN, assistant director, Institute of Population Studies, Hacettepe University; Ankara, Turkey
- Dr. JOHN SIMMONS, Center for Middle Eastern Studies, Harvard University; Cambridge, Massachusetts
- MALCOLM SLAVIN, Ph.D. candidate in psychology, Harvard University; Cambridge, Massachusetts

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