



Proposal for Technical Assistance in Nonformal Education—Bolivia¹

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The value of an evaluation system is primarily in its potential input to upgrade training; it is not an end in itself. In this particular project in Bolivia, the rationale for evaluation is integral to the need for improvement of the training sector of the SNDC. The purpose is to create a “workable evaluation system.”

“Workable” refers to two concerns:

1. The procedures and materials of the evaluation system must be usable within the technological and conceptual grasp of the technicians of the SNDC.
2. The evaluation system must work toward improvement of the effectiveness of SNDC’s training activities.

While the first concern was evident from the beginning, the second concern only became evident during the field experience in Phase I. There was a desire on the part of the instructors to upgrade their own competence in teaching, but they had no clear idea of how to do this. In expressing their understanding of evaluation, the instructors regarded evaluation as a means of knowing what is happening, but could not clarify how this knowledge could be used to upgrade their teaching competencies. In addition, the Training Division administrators did not have a defined in-service training program; the only planning for in-service training for instructors and regional/zonal staff was in terms of dates. It is evident that there is no tie-in between evaluation, administration, and decision-making.

Thus, it follows that MSU’s [Michigan State University] concerns extend into the area of in-service training. The field experience in Phase I of the original proposal, both through interviews and observations, recognized the Training Division as weak and held in low esteem by the rest of the Servicio. No amount of good intention through administrative actions will substitute for the lack of educational skills of the training staff.

Consequently, MSU proposes a two-pronged strategy:

1. Increasing SNDC Training Center staff and appropriate regional/zonal staff’s skills in evaluation:
 - A. Skills in gathering and processing relevant data.
 - B. Skills in valuing the input of data and in determining the implications for needed change in SNDC training, including what might be relevant to in-service staff development/training.
2. Increasing SNDC Training Center instructor’s education competencies:
 - A. Increasing their understanding of the processes of nonformal education.
 - B. Changing their approach to teaching from school- teaching tasks to adult-learning tasks.

MSU recommends that the pilot-testing of this strategy be carried out on a regional basis. Two regions would serve as the test sites for developing appropriate means to upgrade skills through evaluation and in-service training. In order to take into consideration differences among the four regions, which demands some sort of differentiation of procedures and materials, it is proposed that a

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region promoting regional cooperatives be selected along with a region that is continuing with established programs.

Participants in the pilot-testing programs would be the Training Center staffs in the two pilot regions and the regional and zonal specialists in co-operative development and programs for the “mujer campesina.”

Flow of Activities for In-Service Training

1. Skills in data gathering and processing (emphasis on recording data.)
2. Skills in interviewing.
3. Skills in data analysis.
4. Skills in valuing data and decision-making for program improvement.
5. Introduction to NFE processes—approaches to adult education.
6. On-the-job assessment of teaching skills.
7. Improving teaching competencies.
8. Skills for group interaction.
9. Instructional materials development.
10. NFE curriculum development.
11. Skills in how to train the staff in other regions.

Plan of Activities

The proposed Plan of Activities would be amended as follows. The major amendment is the introduction of a series of workshops for in-service staff development in conjunction with ongoing evaluation activities. This amendment also extends the pilot-testing program for one year, with a series of short-term technical assistance inputs instead of one continuous three-month consultation, as originally proposed.

Phase II at MSU

1. Design of evaluation activity plan along with preliminary instrumentation for data gathering and data analysis.
2. Design instruments for initial data collection. Instruments to be sent to the SNDC and data collected during Phase II.

Phase III in Bolivia

1. Review MSU's proposal for a pilot project in two regions; in particular, confirm responses to issues of responsibility for evaluation activities and in-service training.
2. Training workshop for the staff from the two pilot-region training; workshop will deal with developing skills in data gathering, processing and analyzing; with skills in interviewing, and with strategy for gathering evaluation data in the two pilot regions. (Workshop duration: 10 days.)

Phase IV in Bolivia

1. Review of evaluation data gathered and the procedures and instruments used. Revise instruments and procedures, as necessary.
2. Workshop on analyzing and valuing evaluation data, on decision-making for program improvement; on an instruction to NFE as it pertains to adult education. (Workshop duration: 10 days.)
3. On-the-job training for improvement of teaching skills with consultant attending a course and working with Training Center instructors in up-grading their teaching competencies. (Two consultants, one for each pilot center.)

Phase V

1. Review of evaluation gathered and the procedures and instruments used.

2. Workshop on analysis and decision-making based on evaluation data.
3. Workshop for Training Center staff on using evaluation data for course revision; on improving teaching competencies; on skills for group interaction, and on instructional materials development.

Phase VI

1. Review of evaluation gathered and the procedures and instruments used.
2. Workshop on NFE curriculum development and on defining strategy to upgrade training in all the training sectors through evaluation and in-service training.