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NON-FORMAL EDUCATION INFORMATION CENTER  
PROGRAM OF STUDIES AND TECHNICAL ASSISTANCE IN NON-FORMAL EDUCATION  
MICHIGAN STATE UNIVERSITY

A Report of Progress  
and  
Recommendations for the Future

*Duplicate*

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February 1977

Development Information Center  
Bureau for Development Support  
Agency for International Development  
Washington, D.C. 20523

IN COOPERATION WITH THE TECHNICAL ASSISTANCE BUREAU  
AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D. C.

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## PREFACE

No single aspect of our Program of Studies and Technical Assistance in Non-Formal Education has paid greater dividends on a very modest investment than the NFE Information Center. Begun less than three years ago with a little group of two hundred persons, the network rapidly expanded to over two thousand who work world-wide in a network of nearly eight hundred development-type organizations.

This network is working. Forty requests on an average flow into the Center each week. Through the Center, network participants are linked laterally to one another, and exchange across the network is expanding rapidly. There is also exchange from the bottom up. Over ninety per cent of our NFE materials collection of nearly 3,500 titles has been contributed by members of the network. The flow is also from the top down. We have had requests for over 25,000 copies of the MSU studies in NFE.

These linkages, whether they be of the lateral, bottom-up or top-down variety, are helping to create an increased awareness of the practical applications of NFE to development work. More importantly, these linkages are a key means by which people utilize what we know now for improving the quality of development programs. There is a strong people-to-people flavor running through the exchange.

Because of our enthusiasm for what we see happening through the NFE Information Center, we are pleased to submit this report of progress and recommendations for the future. We invite your comments and suggestions.

Cole S. Brembeck, Director  
Institute for International Studies  
in Education  
Michigan State University

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NON-FORMAL EDUCATION INFORMATION CENTER  
Program of Studies in Non-Formal Education  
Michigan State University

As dean of a small agricultural college, I would appreciate very much your sending to this college some literature on non-formal education. We started two projects...a certificate training program in practical agriculture for out-of-school youth...and a residential high school with the extension-type short courses in agriculture...I took over as dean of this college only last year and need all the advice I can get. With these projects, I have developed a stronger interest in non-formal education.

Higino A. Ables, Dean  
Bicol University - College of Agriculture  
The Philippines

The Institute for Women's Studies in the Arab World is launching a program of non-formal education for women and would like to receive any materials or evaluative reports you may have on the topic.

Juifinda Abu Nast, Director  
Institute for Women's Studies in the Arab  
World, New York

We have had a request from the staff for ten copies of the Report on the Conference and Workshop "Non-Formal Education and the Rural Poor," 1976. We would appreciate obtaining these copies for use in Headquarters for distribution to our field staff at regional offices.

J. M. Kilker  
World Health Organization, Switzerland

I have managed to borrow most of your magnificent books on Non-Formal Education...They are just what we need to help guide us in our own efforts to transform an old-fashioned academic education into something more relevant to the present situation...I want to turn out agents of development, on fire to return to the villages and slums from which they come, longing and able to do something about the monstrous conditions which prevail there.

Rev. Theodore Mathieson  
Oxford Mission, Calcutta, India

Thank you very much for sending me 25 copies of Non-Formal Education for Women in Bangladesh. They arrived in good condition and are so popular that I would like to request 25 more copies if you can spare that many. Both women's programs and non-formal education are very relevant topics here in Bangladesh at this time, and many organizations are quite interested in this publication you have produced.

Sally Craig Huber  
USAID/Bangladesh

## I. Introduction

The purpose of this report is to describe the work and growth of the Non-Formal Education Information Center, including the people and organizations it serves, the kinds of requests it receives, and the services it renders in response.

When we began the Information Center in 1974 we suspected that there was a demand for such a service, based upon the requests we were beginning to receive. Little did we appreciate, however, how many people and development organizations there are around the world who are planning or practicing non-formal education and who feel an intense need to be in touch with con-

cerned others. Our experience would suggest that NFE programs in the developing world have expanded rapidly and frequently haphazardly. In the absence of local support organizations, people are now looking elsewhere for guidance and direction. They are eager to learn what others are doing, to share their own experiences and to be linked to others who care. It is apparent from the rapid growth of the Center that it and its NFE Exchange have touched a responsive chord in the development field.

We hope that this report in some measure communicates the excitement we feel in bringing a little closer together a host of people in widely scattered places who nevertheless labor on common problems through the similar means of non-formal education.

This report begins with a capsule overview of the Center and its network. Later sections of the report provide fuller information about persons and organizations in the network and the services provided to them.

## II. A Brief Overview of the NFE Information Center

### A. Number of Persons in the Network

August 1974: 200

December 1976: 2016

### B. Number of Organizations: 775

### C. Number of Countries Represented: 106

### D. Number of Requests Weekly: approximately 40

### E. Location of Network Affiliates

Domestic: 1019 persons, of whom approximately 79 are foreign nationals studying in the U.S..

Foreign: 997 persons, of whom approximately 62 are U.S. nationals.

### F. Illustrative Characteristics of the Individuals

Assistant Director of Adult Education, Swaziland; Vice-President of Adult Education, Afghanistan; Educational Advisor, Pakistan; Director, Agri-Service-Ethiopia; Dean, College of Agriculture, Philippines; Director of Community Development, Cameroon; Professor, Faculty of Education, Papua New Guinea; Cooperative Extension Agent, U.S.; Director, Gandhi Shikshan Bhavan, India; Research Associate, Non-Formal Education for Rural Youth Project, Philippines; Woman's Program Advisor, U.S.A.I.D., Bangladesh; Professor of Education, University of Guyana; Project Coordinator, Educational Development Task Force, Philippines; Director, Technical and Vocational Training Trust, India; Editor, UNICEF NEWS; Director, Research and Cultural Studies Development, Bureau of Indian Affairs, U.S.; Vice President for Development and Research, De La Salle University, Philippines; Professor, Macroenvironmental and Population Studies, U.S.; Director, Institute for Development Studies, Kenya; Educational and Social Development Officer, U.S. Department of the Interior; Researcher, International Council for Educational Development, U.S.; Professor of Education, University of Kerala, India; Director, Open University Project, Colombia; Member, Minnesota Citizens' Advisory Task Force on Education; Director of Extension, U.S.; Priest-educator, Oxford Mission, Calcutta, India; Rural Development Trainers; Supervising Agronomists, Philippines

### G. Examples of Organizations in the Network

Ministry of Public Education, Nicaragua; Center for Development Research and Action, India; International Council for Adult Education, Ontario Institute for Studies in Education; Ministry of Education, Nigeria; World Health Organization, Switzerland; National Office of Social Progress, Paraguay; Institute of Teacher Training, Indonesia; Central Bureau of Education, Pakistan; Accion Cultural Popular, Colombia; Ministry of Agriculture, Cameroon; Institute for Women's Studies in the Arab World;

Bureau of Indian Affairs, U.S. Department of the Interior; Korean Educational Development Institute; Division of International Education, U.S. Office of Education; Ministry of Education, Sports and Recreation, Lesotho; World Alliance of Young Men's Christian Association, Switzerland; Gandhi Peace Foundation, India; CORR-CARITAS, Bangladesh; Ford Foundation, Colombia; World Organization of the Scout Movement, Switzerland; Continuing Education Center, University of Lagos, Nigeria; Indian Council of Social Science Research

H. Number of Requests

Currently about 40 per week: for MSU/NFE publications, topical searches for NFE printed materials, topical searches for NFE Centers, agencies, or personnel, invitations to bring others into NFE network, contributions for NFE Exchange newsletter, for information on education and training for NFE, consultant assistance

I. Types of Requests Received

An AID consultant in Pakistan wanted materials on the role of women in development; an Indian professor asked for references on non-formal education approaches to nutrition and preventative health programs; FAO-Development Support Communications asked for a topical search on communications for rural development; an extension worker in the Philippines wanted references on village extension projects; the Ministry of Education in Malaysia requested a bibliography of NFE materials in order to develop a library; the Dag Hammarskold Foundation requested a search on educational development (out-of-school) in Cuba, People's Republic of China, Peru, and Mexico; the Botswana Extension College asked about in-service training projects for adult education; the Director of the Overseas Education Fund of the League of Women Voters asked us to locate materials on the role of women in development; AID/Zaire asked about materials on middle-level management training to aid them in project planning

J. Number of Documents Distributed

25,500

K. Number of Titles in Collection

3,480, 92% of which were contributed by the persons in the network

### III. Activities and Trends

The following sections of the report present a sketch of the various activities of the Non-Formal Education Information Center. We describe also the increasing demand for the Center's services and the ways in which we are responding.

#### A. Increasing World-Wide Interest in Non-Formal Education and Growth of the N.F.E. Information Center Network

Starting with 200 names and addresses<sup>1</sup> in August 1974, the NFE Information Center Network has grown to 2016 persons from 106 countries and representing 775 organizations or groups.<sup>2</sup> Network participants are program planners, practitioners, and researchers who may live in capital cities or work in impoverished rural sectors.

The Network has grown in response to several kinds of stimuli:

a) Initially, lists of participants at NFE-related conferences were collected. Each person was invited by letter and accompanying brochure to enter into a reciprocal exchange of information on the subject of non-formal education. b) A cooperative effort with staff in USAID missions was conducted in which all education officers nominated persons in their host countries likely to utilize NFE publications. Each of these individuals was written and invited to join the NFE information exchange network. c) Announcements regarding services of the NFE Information Center have been carried in the newsletters of various other organizations. Publications of the Program of Studies in Non-Formal Education are noted in acquisitions lists circulated by many development

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<sup>1</sup>Persons invited to participate in the international conference on Non-Formal Education, held at Michigan State University in April, 1974.

<sup>2</sup>See Appendix "A" for a list of these organizations.

libraries and clearinghouses. d) Conferences stimulate discussion about the NFE Information Center and its services through interaction between Center staff and participants, and the display of NFE materials, publications, and request forms. e) Referrals from other network members account for large and continuous network expansion. As a result, our original list of 200 persons in August 1974, grew in the first 16 months of the Center's existence to 1152 persons. In the first half of 1976, it increased by a third to 1519, and in the latter half of the year it grew by another third to 2016.

An analysis of the network has shown the following characteristics:<sup>3</sup>

— Of the total network population (2016), approximately 50% are outside of the United States.

— An analysis of the network in December 1975 showed that the largest percentage of participants in Asia and the Pacific, Africa, and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government.

— In Canada, Europe, and Japan most network participants work in NGO's or in universities and development-related research institutes.

— Within the U.S., the largest percentage of participants are affiliated with universities.

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<sup>3</sup>Our network includes approximately 79 foreign nationals studying at U.S. universities, as well as 31 additional foreign nationals teaching or conducting research at U.S. universities. At least 63 U.S. government personnel (mainly posted in U.S.A.I.D. missions) are listed as in Asia, Africa, or Latin American regions. In effect, our data analysis suggests a smaller amount of network participation within the lesser-developed countries than actually does exist.



TABLE 2: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1976, WITH PERCENTAGES COMPUTED BY ORGANIZATIONAL AFFILIATION

	U.S.	CANADA	EUROPE + JAPAN	LATIN AMERICA	AFRICA	ASIA + THE PACIFIC AUSTRALIA	TOTALS
UNIVERSITIES / U.S. / M. FOREIGN STUDENTS	(n=301) 36% (n=152) 18% (n=79) 9.5%	(n=32) 4%	(n=59) 7%	(n=45) 5.5%	(n=58) 7%	(n=106) 13%	(n=832) 100%
GOVERNMENT / U.S. GOVT. PERSONNEL	(n=150) 43%	(n=1) .5%	(n=10) 3%	(n=63) 18% (n=33) 53%	(n=35) 10% (n=14) 23%	(n=89) 26% (n=15) 24%	(n=348) 100% (n=62) 100%
N.G.O.'s	(n=197) 38%	(n=28) 5.5%	(n=67) 13%	(n=72) 14%	(n=45) 9%	(n=105) 20.5%	(n=514) 100%
BUSINESS	(n=19) 68%	(n=0) 0%	(n=4) 14.5%	(n=2) 7%	(n=1) 3.5%	(n=2) 7%	(n=28) 100%
INDIVIDUALS	(n=121) 52%	(n=10) 4.5%	(n=20) 8.5%	(n=46) 20%	(n=13) 5.5%	(n=22) 9.5%	(n=232) 100%
TOTALS	(n=1019) 50.5%	(n=71) 3.5%	(n=160) 8%	(n=261) 13%	(n=166) 8%	(n=339) 17%	N=2016 100%

It is evident from this data, plus content analysis of the correspondence, that there is marked attention being paid to non-formal education around the world. Furthermore, many of our correspondents are persons in charge, at national and regional levels, of newly formed non-formal education programs within their countries. Their requests for the services of the NFE Information Center often derive from these new responsibilities. In some cases, these persons received the new responsibilities from their governments specifically because of their previous interest in non-formal education and linkage with the NFE Information Center.

While some of the persons in our NFE network may already be part of an extensive network within their own areas of specialization or interest (e.g., family planning, agriculture, adult education), or within their own countries or organizations, they may also be individuals involved in localized small-scale, self-help projects. They are sometimes persons that did not originally see themselves as non-formal educators, but as health workers, government planners, etc. The fact that many of these people now view their work in a non-formal education context has had two outcomes: they seek information to help integrate their own work with the broader process of development; and they want to share descriptions, failures, successes, and concerns with others. The N.F.E. Information Center is the link, and as such, a successful example of mutual exchange and benefit.

#### B. Growth and Development of a Systematic Knowledge Base for Non-Formal Education

Two dozen research publications on NFE have been prepared by M.S.U. study teams through the Program of Studies in Non-Formal Education. This

set of publications is often requested by libraries and documentation centers, by national ministries, and especially by NFE practitioners "in the field." Much of our correspondence reveals that these publications serve as the cornerstone for summarizing the "state of the art" in non-formal education. They are requested and relied upon around the world to provide a conceptual base from which to design and implement NFE programs tailored to local needs and situations. Many of our correspondents indicate that the series has also stimulated research and training proposals. Others comment with respect to the usefulness of the materials in program planning. It is clear from a sampling of the approximately 40 weekly requests and/or letters which the NFE Information Center receives, that the publications program: 1) is perceived as providing a vital and systematic knowledge base in NFE and 2) stimulates both research and program development.

In addition to housing and disseminating the NFE publication series, the Information Center maintains a NFE Reference Library. This has grown from scratch in August 1974, to 2400 items in June 1976, and to a current collection of 3480 entries. Of special note is the fact that the great majority (92%) of these NFE materials have been received on an exchange basis from network participants around the world. This collection serves as a central depository for reports, statistical surveys, program descriptions and case studies sent from the field. A particularly valuable feature of the NFE Library is its file of unpublished papers, program reports, and personal essays contributed by NFE practitioners around the world. This has become an important bulwark of our information services. Because of the uniqueness and importance of the NFE Library, an investment has been made to cross-index the materials. We thus have a better response capacity to answer requests

for identification of different types of programs, resource specialists, and NFE subject matter.

To increase the usefulness of the NFE Library for network members, and in response to their requests, four Topical Acquisition Lists have been developed by the NFE Information Center. These itemize all entries in the NFE Library related to a subject of particular interest within the network. Currently available are TAL's on 1) The Economics of NFE; 2) Bibliographies on NFE; 3) NFE for Out-of-School Youth; 4) NFE to Enhance the Role of Women and Families. These lists are not to be viewed as bibliographies as they do not claim to be complete representations of the field. Rather, they are seen as vehicles to stimulate others to add to the list, thereby sharing in building the knowledge base of NFE. These lists have been sent to a couple hundred institutes, centers, libraries, and to as many requesting individuals in the network.

While serving the expansive NFE network, it should be noted that the reference library is a rich resource for faculty and graduate students preparing to do field work, conducting research projects, and participating in seminars. With increasing frequency the NFE Information Center is telephoned or visited by network participants who wish to make special use of the collection for NFE program development, research, or self-instruction and training.

As a final note, we would underscore the significance of the many unpublished reports, essays, and manuscripts received from network participants. The nature of these materials varies considerably in orientation: from theoretical to applied, from descriptive to highly conceptual, from the presentation of national or regional NFE efforts to a synopsis of the creative work of a lone NFE facilitator. Some NFE network contributions describe program planning and implementation on a national level

costing millions of dollars. Others are one-page handwritten essays, thoughts, or questions, reflected upon by a development worker in urban slum or a rural village. The point here is that the knowledge base in NFE is being enriched and developed from all of these sources, and the NFE Information Center is thus able to play a vital role in this process.

C. Increase in Requests for Services from the Non-Formal Education Information Center

The NFE Information Center has kept a complete record of all correspondence since its inception in 1974. While we had noted the increase in the volume and type of requests we were receiving due to the growth of the number and types of persons who had asked to become a part of the network, we had not systematically determined how many services we were called upon to provide, nor had we realized our capacity to meet these requests. Undertaking a comprehensive look at such correspondence has given us a better understanding of the needs of the persons who make up our network and of our role as an information center. The following report summarizes our findings.

1. General Observations About Requests

- a. By far the largest number of requests are for the publications of the Program of Studies in Non-Formal Education: the Study Team Reports, the Supplementary Papers, the NFE Exchange, and the four Topical Acquisition Lists on selected areas in non-formal education. These are the materials that launched the Information Center. There is a continuing interest in what Michigan State University produces on non-formal education and the requests indicate that these publi-

cations are reaching a wider and more diversified audience than we had ever thought possible: persons from all strata of society, large and small organizations, and in many types of occupations.

- b.        There is a significant increase in the number of persons who have heard about our services from sources other than our own contacts and solicitations: they have read about us in other newsletters, heard from a colleague or member of their government or organization about the services we offer, or have been given our name when they themselves have requested the need for information in their own areas of interest which relate to non-formal education.
  
- c.        People write more than once. Over 60% of our correspondents write to us a second (or more) times which has established permanent linkages. They write again for several reasons: (1) to thank us for materials received, often commenting on their usefulness; (2) to ask for help in the form of special requests related to their own concerns about NFE; (3) to offer us material to share with other persons in the network; (4) to suggest more names for the network.
  
- d.        Participation in the network is increasingly bilateral. In particular, those persons from developing countries contribute on the basis of mutual exchange of materials. Over 65% of the more than 750 organizations (See Appendix A) in the network have sent us materials to supplement our resources. Thus our library and capacity to provide information to others has been extended tremendously without undue costs to the Center since over 92% of these materials are contributed on an exchange basis. The mat-

erial offered may be a description of a project in a personal letter, a notice or announcement for the NFE Exchange, mimeographed project reports and materials, conference or seminar papers, published reports, journals and books, or reflections by individuals on the "state of the art" of NFE or some aspect of development.

- e. Persons in the network direct multiple kinds of requests to the Center. Some of these requests stem from their own needs and they ask whether the Information Center can help them; others know of our library and acquisitions lists and ask for specific services in a given area, such as topical searches, names of centers and people they can contact, etc.
  
- f. People are raising thoughtful personal issues that effect them directly in their work; they often ask to have their concerns made known to others in the network so as to better share experiences, knowledge, and problems. They raise basic questions about the utilization of various types of educational technologies, philosophical issues relating to NFE within both capitalist and socialist frameworks, and under what conditions formal institutions can be modified to meet new needs. They also offer practical suggestions on instructional materials and methods that have met with success or failure in their own programs.

## 2. Characteristics of the Requests

### a. Requests for MSU/NFE Publications

Dissemination of print materials on NFE is done principally via the MSU/NFE publication series of two dozen items,

Topical Acquisition Lists from the NFE Library, and the NFE Exchange newsletter. These publications are listed in the brochure of the Non-Formal Education Information Center, which describes the services of the Center.<sup>4</sup>

By the end of 1976, the Information Center had mailed over 25,500 publications to persons in the network. The most recent six-month period accounted for approximately 5,500 publications, including a mailing of 2,000 copies of the fourth NFE Exchange newsletter.

Other than personal letters, the NFE Exchange is the Center's most direct vehicle of communication with network members. It is mailed automatically to persons who have received any NFE publication as well as those who have specifically requested it. The two main purposes of the NFE Exchange are 1) to make timely contributions of substance to the field of NFE and 2) to stimulate interaction between members to become information resources for each other rather than relying on one point in the network as a center. To operationalize these objectives, the first three issues of the network newsletter contained a series of features, including, in every case where appropriate, the names and addresses of contacts. These features include: (1) an introduction acquainting network members with the resources represented in and available through each other's institutions; (2) a reference review describing studies, monographs, books and/or chapters within books judged to be of particular value on a selected topic; (3) personal notes describing activities of individual members and allowing readers to make direct in-put; (4) description of

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<sup>4</sup>See Appendix "B" for NFE Information Center brochure describing services and listing publications.

centers or institutes of special note; (5) announcements of forthcoming meetings; and (6) network publications including newsletters, journals, and acquisitions lists.

The fifth issue of the NFE Exchange, January 1977, marks the beginning of an expanded (8 pages) bimonthly newsletter which will highlight a substantive issue in the field of non-formal education and increasingly feature contributions (e.g., program descriptions, "how-to" implementation suggestions, resource reviews, solicitations for reader in-puts, etc.) from network participants.

A major recent effort of the NFE Information Center has involved services in connection with the international conference and workshop "Non-Formal Education and the Rural Poor," held at Michigan State University September 26 - October 3, 1976, which brought together 150 persons from 20 different countries. The staff of the Information Center prepared a conference exhibit of over 200 print materials representative of the field of non-formal education (on the themes of NFE/Rural Development - Theory and Issues, NFE/Agriculture, NFE/Health and Family Planning, NFE/Women and Development, NFE/Out-of-School Youth, NFE/Functional Literacy, NFE/Communication and Media; and including case studies highlighting efforts within various countries and regions). Donated materials from various agencies and institutions were solicited for free distribution to conference participants. The Information Center also provided for the distribution of several dozen conference papers and facilitated the ordering of particular NFE materials for the participants. Many of the Conference participants, in their evaluation comments, singled out the exhibit as being of particular usefulness and value.

It is obvious that such an exhibit could be assembled only with a rich NFE resource collection as back-up.

b. Special Task Requests

In addition to the requests to provide publications, the Information Center is looked to for a variety of services and assistance. Most of these requests can be divided into several kinds of tasks. The Information Center now has the capacity in network and material resources to answer most of these requests.

Whereas requests for topical searches for NFE print materials and for NFE centers and organizations numbered 40 during the first twenty-two months of the Center's existence, the Information Center has received 43 such requests in the last six months alone. These came from U.S. governmental personnel, NFE practitioners in the field overseas and domestically, and individuals affiliated with universities and non-governmental organizations. Each of these inquiries has required extensive efforts beyond the mailing of MSU/NFE publications; e.g., topical searches in our NFE materials collection, compilation of special listings of organizations, NFE Centers, etc., requesting of materials from publishers of authors in behalf of network members overseas, contacting persons within the network, etc.

Indeed, the volume of general correspondence with persons in the network is steadily increasing and now averages approximately forty incoming letters and requests per week. The Information Center averages a slightly larger outgoing response in letters, since some requests are for services to be extended to several persons. (One network member asked us to send a NFE Information

Center brochure and letter of invitation to the Network to sixty persons working in the field of NFE and community development.)<sup>5</sup>

(1) Requests for Topical Searches for NFE Print Materials

- In the latter half of 1974 we received 8 such requests.
- In the first half of 1975 we received 12.
- In the latter half of 1975 we received 11.
- In the first half of 1976 we received 22.
- In the latter half of 1976 we received 31.

All of these requests were for any and all materials that we had about specific areas within non-formal education. Network people wanted bibliographies, copies of works they had heard of, and in some cases asked for help in ordering such materials from the authors or publishers.

Examples --

An AID consultant in Pakistan wanted materials on the role of women in development.

An Indian professor asked for references on non-formal education approaches to nutrition and preventative health programs.

FAO-Development Support Communications asked for a topical search on communications for rural development.

An extension worker in the Philippines wanted references on village extension projects.

The Minnesota Education Task Force asked for materials on community education and peer tutoring to assist them in an adult education project.

International Planned Parenthood Federation in London asked how they could obtain a number of our NFE Library materials.

A graduate student from Guatemala needed to know about radio for rural development in Latin America.

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<sup>5</sup>See Appendix "C" for illustrative correspondence from network members.

The Ministry of Education in Malaysia requested a bibliography of NFE materials so as to develop a library.

An organization in Salisbury, Rhodesia asked for materials on adult and community education.

The Dag Hammarskold Foundation requested a search on educational development (out-of-school) in Cuba, People's Republic of China, Peru, and Mexico.

The Botswana Extension College asked about in-service training projects for adult education.

The Director of the Overseas Education Fund of the League of Women Voters asked us to locate materials on the role of women in development.

AID/Zaire asked about materials on middle-level management training to aid them in project planning.

Emerging Patterns ---

- (a) Number of such requests is increasing.
- (b) Number/proportion of requests from the developing countries is increasing in relation to earlier requests which came primarily from universities in the U.S. or international development agencies.
- (c) 1976 requests are more for materials about NFE training programs (for middle-level technicians, extension workers, etc.) and about integrated communication-educational technology methods than for materials about NFE in general.

(2) Requests for Topical Searches to Locate NFE Centers or Agencies

-- In 1974, 4 such requests were received.

-- In 1975, 7

-- In 1976, 12

Persons making these requests wanted to extend their own networks in order to be better able to work with non-formal education in their own countries or areas of specialty.

Examples ---

U.S. Office of Education wanted a list of innovative non-formal

education centers.

Syracuse University wanted us to contribute to a Handbook (International) of Resources for Education of Adults.

World Education wanted names of adult educators in developing countries.

Gandhi Peace Foundation in India wanted a list of NFE centers in India.

Overseas Liaison Council wanted names for their rural development network publications.

National Council for Adult Education and Training in Teheran (UNDP-UNESCO) wanted network and literacy linkages.

The World Scout Council wanted names of organizations dealing with community development and evaluation projects.

FUPLM - Brazilian radio organization wanted names for their network - asked for names of persons participating in our conference on "Non-Formal Education and the Rural Poor."

Korean Educational Development Institute requested a listing of institutes and organizations affiliated with NFE in Asia.

SENA in Colombia wanted more data about the NFE Information Center (who it served, etc.) and names of other organizations that were linked to it.

Christian Children's Fund wished to know of other development projects and agencies in Mexico.

A graduate student from the University of Wisconsin requested names and NFE organizations in Pakistan for his return home.

(3) Requests for the NFE Center to Invite Others into the Network

-- In 1974, 3 such requests were made.

-- In 1975, 8

-- In 1976, 29

These persons sent us lists of names of persons they wanted to benefit from being in the NFE network, or who could benefit the network by the contributions they were making in NFE (often both.)

Examples --

AID missions in 17 countries sent names.

The Director of the Bureau of Indian Affairs sent 46 names.

Comparative and International Education Society - 34 names.

U.S. Embassy, Bangkok, 8 names.

Sahmaunt, Coalition of Indian Controlled School Boards -  
132 names.

ABT Brazil, Broadcasting Association - 16 names.

Director of Community Development, Services of the Lutheran  
World Services, Sussex, England - 7 names, requests for  
materials.

(4) Information Exchange/Requests to be Included in NFE Exchange

-- In 1975 (first publication), 10 requests

-- In 1976 (first six months), 21 requests

-- In 1976 (last six months), 27 requests

These requests offered information on conferences, book reviews, project abstracts, publication announcements, and personal notes sent in by network members. It does not include requests to be put on the mailing list to receive the NFE Exchange, of which we have had hundreds.

Examples --

Suggested book reviews.

University of Manchester, Adult Education Institute, conference announcement.

UNO-BAHIA - abstract of project in business and technical training, Brazil.

Theses abstracts from Thailand.

Educational Development Projects Task Force - Philippines.

FASE - Brazil - announcements.

Singapore National Youth Leadership Training Institute - offer to exchange notes.

South Pacific Commission - project description.

Research proposal for participatory education in several countries.

Xavier University - Philippines - description of Searsolin Center.

Medical Assistance Programs, International - announcement.

Book reviews from Los Banos Agricultural College - Philippines.

Nairobi, Institute of Adult Studies - conference announcement.

Asian and South Pacific, Bureau of Adult Education - exchange notes.

Ghana project abstract for NFE Exchange.

ICIT - exchange of newsletter items.

c. Requests for Information on Education and Training for NFE

The Non-Formal Education Information Center is increasingly receiving inquiries about the M.S.U. Program of Studies in Non-Formal Education and opportunities to study NFE, or to receive training in specific areas of non-formal education; i.e., adult education, agriculture extension, graduate programs, conferences and seminars.

-- In 1975, 18 such requests were received.

-- In 1976, 29 requests were received.

Examples --

For long-term degree programs:

Persons in Botswana, Nigeria, Paraguay, India, Rhodesia, Chile, Ethiopia, Jamaica, Philippines, Bangladesh, and the U.S. have asked both about MSU's program in non-formal education in terms of advanced degrees and have asked about other such centers.

Most of these persons hold highly responsible jobs in the

ministries of their countries (the exception being American graduate students interested in NFE who have often had Peace Corps or other job experiences abroad).

For short-term non-degree programs:

- FAO - Rome asked about such programs in agricultural extension and nutrition.
- Mexican student in America asked about work in industrial-vocational training.
- Council for Social Development, India.
- AID consultant in Nigeria.
- National Manpower and Youth Leadership Training Council of the Philippines
- Liberian University asked about short term training in area of non-formal education for family planning and home economics.

For seminars and workshops:

- Director of the Community Development Services of the Lutheran World Service asked about workshops.
- Dominican Republic - information on how to set up a seminar.
- U.S. Action Corps worker in a community development project for American Indians asked about seminars and conferences.
- Partners for Americas inquired about collaborating on workshops.
- School for International Training, Vermont, asked about short-term internships for their graduate students in international programs.
- Jordanian student at Florida State University asked about seminars and workshops.
- Pakistan, Bureau of Educational Planning, inquired about sharing conferences and short-term training.

For consultants:

We have also had several inquiries about the nature and staff of our Program of Studies in Non-Formal Education at M.S.U. within the context of our capability and desire to send short-term

consultants, faculty or advanced graduate students, to participate in program development in Nigeria, Zambia, Indonesia, etc. Specific requests have been for those knowledgeable in rural education, teacher training for rural areas, and agricultural extension.

### 3. Sources of These Requests

The persons who ask to participate in the network come from a wide variety of backgrounds, organizations, programs and occupations, all of which share an interest in non-formal education. Appendix "C", which is a sample of the correspondence received by the Information Center, provides personal notes on who and where these persons are and what they hope to accomplish. The following list gives a brief overview.

- a. School of Education faculty in the U.S. and in developing countries.
- b. Adult Education Officers.
- c. AID consultants in NFE programs in developing countries.
- d. Workers in Functional Literacy and Health programs.
- e. Graduate students: Americans in U.S. universities  
International students in American universities  
Students in European universities - both European and foreign  
Students in universities in the developing countries
- f. Deans of Colleges of Agriculture, Education, etc.
- g. Directors of Open University Projects, Distance Education Programs, etc.
- h. Americans and host nationals working with international organizations in the developing countries: UNESCO, UNICEF, World Bank, YMCA, etc.
- i. Documentalists building their own networks and information services.
- j. Planners and researchers in Ministries of Education in developing countries.

- k. Planners and researchers in community organizations in the U.S. and abroad.
  - l. Planners and researchers in funding agencies in the U.S. and abroad: Ford Foundation, Dag Hammarskold Foundation, German and Canadian Agencies for International Development, etc.
  - m. Extension agents in the developing countries.
- D. Increasing Synergistic Participation within the NFE Network

This characteristic of the Non-Formal Education Information Center is the most salient and deserved of special attention. Since the beginning, one of the major objectives of the NFE Information Center at Michigan State University has been to identify and build-up a network of persons whose development concerns and work can both be served by, and contribute to, the knowledge gained in the practice of non-formal education. The idea of the network is to enable those persons seeking information about the nature and practice of NFE to have access to the experiences of others with similar concerns. There is a wealth of information and wisdom "out there" from so many who are working in development from various perspectives and at all levels. The network is not so much a matter of bringing together those who know about non-formal education and those who do not. Rather, it is a matter of increasing the awareness of, and opportunities for, the exchange of ideas and practices among people in all facets of development work.

This suggests an important area of work where we can now, much more than at any other time, really provide a service on a scale and scope that cannot be readily duplicated. The Center has reached the point where many incoming materials, which we receive in exchange for MSU/NFE publications, are of as much benefit, if not more, than the MSU publications themselves. The NFE Information Center is in a position to do what it most fully set out to do: stimulate the sharing of ideas and practices

regarding non-formal education, and act as a clearinghouse for distributing and linking the extensive, but often isolated, sources of information and service germane to NFE.

This capacity has been made possible because of the persistent desire and efforts of the network participants themselves, as well as the Center staff, to locate persons and NFE activities in all areas of the world. Persons who contact development agencies and/or non-formal education centers in their respective countries are increasingly directed to the NFE Information Center. Network people send us their own material which is pertinent to NFE, plus that which has come to them from other sources. They are most often the ones responsible for bringing other persons and organizations into the network. This enthusiastic participant response in contributing resources and calling attention to thought-provoking issues in NFE, greatly enhances the potential for the NFE Exchange and for other types of services which we can provide. A glance at our correspondence (see Appendix "C") will convey the fact that NFE practitioners find the network highly practical and a valuable source of inspiration and information.

It is well to point out that the knowledge flow in the NFE network is in many directions, not simply from the Center outward, nor in a so-called top-down direction. Knowledge flows in significant ways from "the field" to the Center, and impacts both the content and the process of the Center's endeavors. Participants in the network are national planners as well as "grass-roots" practitioners. They are community leaders and directors within NGOs. Exchange within the network occurs in meaningful ways among all of these various people. It moves in both directions, "bottom-up" and "top-down," and, most frequently, in a hori-

zontal manner. Such possibilities for multi-directional and multi-level exchange now exist primarily because we have had two and a half years to develop the network through the contributions of hundreds of persons who identify the Center as an important source of information.

It should also be mentioned that a broad spectrum of network participants have had direct personal contact with the Center. Foreign students, participants in the two international conferences on non-formal education held here, visitors from abroad as well as others from the U.S. have come to the Information Center. Those who contribute or request by mail information concerning NFE receive personal responses, sometimes from several different persons associated with the Center. This is made possible because we have the resources of the whole university upon which to draw in order to respond to special requests from network members. The Center also facilitates the contacting of resource persons within the network with each other. While such things are difficult to measure, the personal responses and considerations of the Center staff undoubtedly strengthen network participation and stimulate personalized and synergistic interaction within the network.

#### IV. Conclusions

The nature and volume of communication between network participants and the Information Center has revealed to us several important findings. First, on a world-wide scope, and especially in lesser developed countries, non-formal education is being given increasing attention as a means of furthering human development. It is employed in a vast range of integrated development programs, particularly, but not exclusively, in rural areas. Such concerns as the promotion of functional literacy, vocational skill training, preparation and use

of indigenous paraprofessionals, health and agricultural development, better integration of women and families into the development process, etc., have led program planners to turn increasingly to non-formal education as a vehicle for approaching these goals. The suitability of NFE for these objectives derives from the fact that NFE programs are, by structural design, highly responsive to the needs of participants and their community, task of skill-oriented, activity-based and practically linked with production. They tend to be well suited to the particular cultural situation and generally become cost-effective after some initial financial backing.

Second, the Non-Formal Education Information Center plays a vital role by offering support services to those engaged in the planning, implementation and evaluation of non-formal education. The Information Center maintains a central depository of print materials on NFE and is involved in on-going development of a systematic knowledge-base for NFE. Drawing upon the experience and thinking of network members, the NFE Exchange newsletter puts individuals and institutions who are acting to further social and economic development through non-formal education in contact with each other. The newsletter also aims to increase its capacity to make timely and substantive contributions to the field of NFE. As has been earlier mentioned, the NFE Information Center provides the crucial support link for the vast majority of the 2016 Network participants in terms of conceptual enrichment, expanding the availability of resources, and stimulating exchange of ideas and innovations. A review of the letters displayed in Appendix "C" offers testimony to this.

We hope that in some small fashion we have shared with you a glimpse not just of the structural design and composition of the NFE Information Center, but also of the very heart of the Center. We are not talking about an abstract bureaucratic entity, but about a living, interacting collection

of persons - people concerned about similar problems of development in the most human terms - persons who seek to link and contribute to a meaningful support network with others in non-formal education.

We are describing the workings of a rather unique knowledge network - one in which knowledge exchange has come to be the hallmark, rather than knowledge dissemination, per se. This suggests an interactive process of mutual enrichment and benefit, a format for critiquing the usefulness and applicability of various ideas and practices relating to non-formal education. Knowledge flows from the Field to the Center and from the Center to the Field (and from Field to Field and Center to Center), undergoing testing, refinement, and validation.

The Center is able to exchange, receive, and disseminate both conceptual and contextual knowledge because of its network dynamic. The characteristic relationship is one of partnership, with network participants (including the Center) playing alternating and often simultaneous roles of knowledge senders and recipients. Each point in the network is a potential knowledge source as well as a potential knowledge user. Orchestrating this process smoothly and efficiently, through its rich back-up of resources, has become the special task of the NFE Information Center, on behalf of the more than 2000 network participants.

## V. Recommendations for the Future

There are three vital functions to be performed by the Center in the future, and we would like to suggest its continued support for two years. These functions are: (1) to use the Center's resources and expertise accumulated during the last two years to strengthen the ability of key existing regional and in-country agencies to perform NFE information and network functions; (2) to support MSU's consultative assistance program as it moves

away from the present contract to Basic Ordering Agreements and Indefinite Quantity Contracting; and (3) world-wide, to complete the work with the present network described in this report. Let us look briefly at these three vital functions.

Building NFE strength in Regions and Countries. This proposed effort would seem to be a natural way to multiply the returns on the investment in the Center during the last two years. Our experience would indicate that NFE information services do play a very positive role in the development process. People do use such services and apparently are assisted by them.

We now propose that during the next two years there be developed a series of centers of strength in this field, utilizing selected existing agencies, rather than building new ones. This report identifies an impressive list of development agencies in many regions of the world which are concerned with NFE. We would now like to discuss with AID a plan for sharing our know-how in order to bring this service closer to primary groups of users.

Support for Consultative Assistance. The NFE information service is a knowledge center for all of our consultation and technical assistance work. It tells us what is happening, where it's happening and why it's happening. We are called upon mostly because we do know what is happening in NFE on a world-wide basis. We always get the question: "What are they doing elsewhere and what can we learn from it." We need to know. We also need to be able to place in the hands of those with whom we work the latest and best information. Should the Center be discontinued at this time, our ability to assist those with whom we work would be seriously impaired.

Serving the present world-wide network. The services currently being performed by the Center probably constitute one of the least expensive forms of direct technical assistance. On a per capita basis the cost is modest indeed. Yet, the evidence we have available would suggest that the

benefits may be very substantial. Our capacity to respond to people with very real and specific questions is now well developed. More importantly, they are responding to us and to others in the network. A kind of mutual reinforcement and learning is going on which should characterize a good network. During the next two years we would like to sort out for special attention the specialist groups within the network (for example, those concerned with the education of out-of-school children and youth, those who work with families, those concerned with food, nutrition, and health, the basic education specialists, etc.), in order to link them together in more meaningful network components. There is much yet to be done and we would like to see how much of it can get done during the next two years.

APPENDIX "A" -- ORGANIZATIONAL AFFILIATIONS WITH THE  
NFE NETWORK

A

ABE, Montgomery, Alabama  
Academy for Educational Development, Washington, D.C.  
Academy for Rural Development, Comilla, Bangladesh  
Academy for Rural Development, Peshawar, Pakistan  
Accion Cultural Popular (ACPO), Bogota, Colombia  
ACCION International/ALTEC, Cambridge, Massachusetts  
Accra Technical Training Centre, Accra, Ghana  
A.C. - F.I.E.A., Alagoas, Brasil  
ACTION, Washington, D.C.  
Adams State College, Teacher Corps., Alamosa, Colorado  
Addis Ababa University, Educational Research Centre, Addis Ababa, Ethiopia  
Adult and Community Education Services, Division of City Schools, Manila, Philippines  
Adult Education, Rio Piedros, Puerto Rico  
Adult Education, Khartoum, Sudan  
Adult Education Advisory Board, Lusaka, Zambia  
Adult Education Association, Washington, D.C.  
Adult Education Unit (A.E.U.), Samaru-Zaria, Nigeria  
Advanced Teacher Training College, Winneba, Ghana  
Affiliated Tribes of Northwest Indians, Advocates for Indian Education, Spokane, Washington  
African Institute for Economics and Social Development (INADES), Abidjan, Ivory Coast  
Agricultural Development Council, New York, New York  
Agri-Service-Ethiopia, Addis Ababa, Ethiopia  
Ahmadu Bello University, Zaria, Nigeria  
Alabama State Department of Education, Montgomery, Alabama  
Albuquerque Indian School, Albuquerque, New Mexico  
ALER, Buenos Aires, Argentina  
Alliance School of Theology and Missions, Nyack, New York  
ALOHA Cottage, Lahore, Pakistan  
American Association for the Advancement of Science, Washington, D.C.  
American Association of Colleges for Teacher Education, Washington, D.C.  
American Association of Community and Junior Colleges, Washington, D.C.  
American Council on Education, Washington, D.C.; American Embassy, Upper Volta  
American Home Economics Association, International Family Planning Project, Washington, D.C.  
American Indian Education Consortium, Denver, Colorado  
American Institute for Research, Palo Alto, California  
American Library Association, Chicago, Illinois  
American University, Washington Semester, Washington, D.C.  
American University of Beirut, Beirut, Lebanon  
Andragoski Centar, Zagreb, Yugoslavia  
Andrews University, Educational Administration, Berien Springs, Michigan  
Arizona State Department of Education, Phoenix, Arizona  
Arizona State University, Center for Higher and Adult Education; Department of Home Economics; Tempe, Arizona  
ASPEC-UNESCO Center, Menoufia, Egypt  
Ashland Theological Seminary, Ashland, Ohio  
The Asia Foundation, Bangkok, Thailand; Manila, Philippines  
Asian Institute of Technology, Bangkok, Thailand  
Asian Mass Communication and Research Centre, Singapore  
Asian - South Pacific Bureau of Adult Education, Centre for Continuing Education, Canberra, Australia

Assembly Permanent Subcommittee of Post-secondary Education, Sacramento,  
California  
Association of Canadian Community Colleges, Willowdale, Ontario, Canada  
Association Tunisiene du Planning Familial, Tunis, Tunisia  
ASTO, Madison, Wisconsin  
ASUNCION, Washington, D.C.  
Ateneo de Manila University, Department of Sociology and Anthropology,  
Manila, Philippines  
Atlanta Association for International Education, Atlanta, Georgia  
Atlantic Institute of Education, Halifax, Nova Scotia, Canada  
Auburn University, Vocational and Adult Education, Auburn, Alabama  
Australian Council for Overseas Aid, Canberra, Australia

B

Bangladesh Planning Commission, Dacca, Bangladesh  
Bangladesh Water Development Board, Kushtia, Bangladesh  
Bangladesh Work Camps Association, Dacca, Bangladesh  
Bank of America, Training Department, San Francisco, California  
Baptist Mid-Missions, Cleveland, Ohio  
Bauchi State Council for Arts and Culture, Bauchi, Nigeria  
Bengal Social Service League, Calcutta, India  
Berea College, Work-Study Development Office, Berea, Kentucky  
Bernard Van Leer Foundation, The Hague, Netherlands  
Bicol University, College of Agriculture, Cuanobatan, Albay, Philippines  
Board for Information on Youth and Community Service, Edinburgh, Great Britain  
Boise State University Library, Boise, Idaho  
Boston University, Department of Childhood and Curriculum Education,  
Boston, Massachusetts  
Bowling Green State University, Department of Educational Foundations and  
Inquiry, Bowling Green, Ohio  
Bowman Gray School of Medicine, Winston-Salem, North Carolina  
BP3K, Departemen Pendidikan Kebudayaan, Jakarta, Indonesia  
Brandeis University, Florence Heller School for Advanced Studies in Social  
Welfare, Waltham, Massachusetts  
The British Council, London, England  
Brookdale Community College, Institute of Applied Humanities, Lincroft, New  
Jersey  
Buck Engineering, Farmingdale, New Jersey  
Bureau of Agricultural Extension, Quezon City, Philippines  
Bureau of Elementary Education, Manila, Philippines  
Bureau of Indian Affairs, Education Programs, Washington, D.C.  
Bureau International D'Education, Geneve, Switzerland  
Bureau International D'Travail, Geneve, Switzerland  
Bureau de Liason du DVV au Zaire, Kinshasa, Zaire  
Bureau of Plant Industry, Cebu City, Philippines  
Bureau of Prisons, Washington, D.C.  
Bureau of Public Schools, Manila, Philippines  
Bureau of Secondary Division, Manila, Philippines  
Bureau of Special Continuing Education, Albany, New York

C

CADEC, Kingston, Jamaica  
California State Department of Education, Sacramento, California  
California State University, College of Education, Sacramento, California  
CAMEO, Sao Paulo, Brasil  
Camp Fire, Inc., New York, New York  
Canadian Commission for Development and Peace, Montreal, Quebec, Canada  
Canadian International Development Agency, Ottawa, Ontario, Canada  
Canadore College, Ontario, Canada  
Canberra College of Advanced Education, Canberra, Australia  
Candeleria Project, Fundacion para la Educacion, Cali, Colombia  
CARITAS-INDIA, New Delhi, India  
Catholic Fund for Overseas Development, London, England  
Catholic Media Council, Aachen, West Germany  
Catholic Relief Services, USCC, New York, New York  
CCC/HOK, Anchorage, Alaska  
CEDEN, Bogota, Colombia  
Cempae. Central de Documentacion, Mexico D.F., Mexico  
Center for Endogenous Development, Tehran, Iran  
Center for Learning, Great Neck, New York  
Central de Juventudes, Bogota, Colombia  
Central Luzon State University, Munoz, Nueva Ecija, Philippines  
Central Office of Catholic Education, The Hague, Netherlands  
Centre for Continuing Studies, Mbale, Uganda  
Centre por le Developpement de L'Horticulture, Dakar, Senegal  
Centre for Development of Instructional Technology, New Delhi, India  
Centre D'Etudes et de Documentation Sur L'Afrique et L'Outre Mer, Paris, France  
Centre de Formation de Journalists, Rabat, Morocco  
Centro de Capacitacion para el Desarrollo de la Comunidad, Mexico D.F., Mexico  
Centro de Capacitacion Popular, Cali, Colombia  
Centro de Estudios Generales, Chihuahua, Mexico  
CETEP, Fundacao Mobra, Rio de Janeiro, Brasil  
Child Evangelism Fellowship of Hawaii, Inc., Honolulu, Hawaii  
China Graduate School of Theology, Hong Kong, China  
Chittagong University, Chittagong, Bangladesh  
Choctaw Board of Education, Philadelphia, Mississippi  
Christian Action for Development in the Caribbean, Bridgetown, Barbados  
Christian Missionary Fellowship, Addis Ababa, Ethiopia  
Christian Service Committee of the Churches in Malawi, Blantyre, Malawi  
Chulalongkorn University, Faculty of Education, Bangkok, Thailand  
Chungnam National University, Dae Jong, Korea  
Church Educational System, Church of Jesus Christ of the Latter Day Saints, Salt Lake City, Utah  
Churchwomen United, New York, New York  
Cide Basicode Chilibre, La Ciudad de Panama, Panama  
CINDER, Cali, Colombia  
CIMYT, Mexico D.F., Mexico  
City University of New York, Brooklyn College, Queens College, New York, New York  
Clarion State College, Research Learning Center, Clarion, Pennsylvania  
Cleveland State University, Higher Education Program, Cleveland, Ohio  
CNIECA, San Cristobal, Dominican Republic  
CODEL, New York, New York

Colegio de Bachilleris, Mexico D.F., Mexico  
Colegio Cardenas, Palmira Vale, Colombia  
Colegio Internacional de Carabobo, Carabobo, Venezuela  
Colegio de Postgraduados, Chapingo, Mexico  
Colegios Chilenos, Santiago, Chile  
College des Coudriers, Geneve, Switzerland  
College Entrance Exam Board, Princeton, New Jersey  
College of St. Mark and St. John, Plymouth, England  
Colombia Institute for the Promotion of Higher Education, Bogota, Colombia  
Colorado State Department of Education, Lakewood, Colorado  
Columbia University, Teachers College, New York, New York  
Combustion Engineering, Inc., Enugu, Nigeria  
Commissao de Coudriers, Geneve, Switzerland  
Commonwealth Secretariat, Library, London, England  
Communicatio Socialis, Aachen, West Germany  
Community College, Pago Pago, Samoa  
Community Development Foundation, New York, New York  
Community Resource Development, Sharon, Pennsylvania  
Comunicador Social, Bogota, Colombia  
Connecticut State Department of Education, Vernon, Connecticut  
Consejo Nacional Tech. de la Educacion, Mexico D.F., Mexico  
CONICYT, Montevideo, Uruguay  
Cooperative Resources Committee, Washington, D.C.  
Coordination Secretariat of Non-formal Education, Guatemala City, Guatemala  
CO PE SE, Porto Alegre, Brasil  
Cornell University, Department of Rural Sociology, Department of Communication  
Arts, Ithaca, New York  
Crow Creek Sioux Tribe, Fort Thompson, South Dakota  
C.S.I.I. Training Center, Kerala, India  
Council for Administrative Rationalization, La Paz, Bolivia  
Council for Research Development, New Delhi, India  
Cuba Independent Schools, Cuba, New Mexico

D

Dacca University, Foundation for Research on Educational Planning and Development, Dacca, Bangladesh  
Dag Hammarskjold Foundation, Uppsala, Sweden  
Dakota Wowapipahi Community Library, Marty, South Dakota  
Danish National Institute of Social Research, Copenhagen, Denmark  
Dansalan College, Community Service, Iligan City, Philippines  
Dawson College, Montreal, Quebec, Canada  
D.C.S.A.-Esalq-C.P.G., Piracicaba, Brasil  
De La Salle University, Manila, Philippines  
Delaware State Department of Education, Bridgeville, Delaware  
Departamento de Ensino Supletivo, Goiania, Brasil  
Department of Agriculture, Kathmandu, Nepal  
Department of Agriculture, Entebbe, Uganda  
Department of Agriculture, United States, Extension Service, Salem, Oregon  
Department of Adult Education, Toronto, Ontario, Canada  
Department of Education, Victoria, British Columbia, Canada  
Department of Education, Saipan, Mariana Islands  
Department of Public Instruction, Des Moines, Iowa  
Department of Social Welfare and Community Development, National Adult Education  
Training Centre, Kwaso-Ejisu, Ghana

Department of Suppletive Education, Parana, Brazil  
De Rance, Inc., Milwaukee, Wisconsin  
Deutscher Volkshochschul-Verband e.V., Bonn, West Germany  
Deutsche Stiftung für International Entwicklung, Bonn, West Germany  
Development Alternatives, Inc., Washington, D.C.  
Development Through Cooperation Campaign, Addis Ababa, Ethiopia  
Diocesaan Pastoraal Diens Tencentrum, Huis Ter Heide, Netherlands  
Directorate of Non-Formal Education, New Delhi, India  
District of Columbia Public Schools, Washington, D.C.  
Divisional Adult Education Office, Bauchi State, Nigeria  
Dominica Community High School, Roseau, Dominica  
DP3K, Jakarta, Indonesia  
DP3M, Department of Education, Jakarta, Indonesia  
Drexel University, Philadelphia, Pennsylvania

## E

Earlham College, Richmond, Indiana  
Eastern Michigan University, Department of Education, Ypsilanti, Michigan  
Eastern Research and Planning Council, Staten Island, N.Y.  
East-West Center, Honolulu, Hawaii  
ECONDESIGN, INC., Cambridge, Massachusetts  
Economic Development Bureau, New Haven, Connecticut  
Edinboro State College, Political Science Department, Edinboro, Pennsylvania  
Educación Hoy, Bogotá, Colombia  
Educational Development Center, Newton, Massachusetts  
Educational Development Projects Implementing Task Force, Makati, Rizal, Philippines  
Educational Media Service, Nairobi, Kenya  
Educational Service Center, Region XI, Fort Worth, Texas  
Educational Television Department, Program Technology, Ministerio de Educación,  
Asunción, Paraguay  
Educational Testing Service, Princeton, N.J.  
Education Technology Project, UNICA, Bogotá, Colombia  
Edward W. Hazen Foundation, New Haven, Connecticut  
Egyptian Family Planning Association, Cairo, Egypt  
Emmanuel Gospel Center, Boston, Massachusetts  
ENTRAIDE ET FRATERNITE, Brussels, Belgium  
Entrepreneurial Development, Wayland, Massachusetts  
ERIC/Cress, Las Cruces, New Mexico  
ERIC/Clearing House on Urban Education, New York, New York  
ERIC/National Institute of Education, Washington, D.C.  
ERIC/SMEAC, Columbus, Ohio  
ESCAP (ESCAFE), Bangkok, Thailand  
Escuela Particular Primaria de Negritos, Talara, Peru  
European Center for Higher Education, Bucharest, Romania  
E.W.W.A., Addis Ababa, Ethiopia  
Experiment in International Living, Brattleboro, Vermont  
Extension, Education and Cooperative Promotion Department, Arusi Rural Development  
Unit, Addis Ababa, Ethiopia

## F

Family Therapy, Sebring, Florida  
FAO Library, Rome, Italy

FASE, Rio de Janeiro, Brasil  
Federal Land Development Authority, Kuala Lumpur, Malaysia  
Federal Ministry of Education, Lagos, Nigeria  
Federation of Rocky Mountain States, Denver, Colorado  
FEPLAM, Porto Alegre, Brasil  
Fiji Teacher's Union, Suva, Fiji  
Florida State Department of Education, Tallahassee, Florida  
Florida International University, Miami, Florida  
Florida State University, Center for Educational Technology, College of  
Education, Department of Social Studies in Education, Tallahassee, Florida  
Florissant Valley Community College, St. Louis, Missouri  
Ford Foundation, Colombia, New York, Pakistan, Thailand  
Foreign and International Book Company, Flushing, New York  
Foundation for Community Creativity, Inc., Washington, D.C.  
Franklin Books Program, Tehran, Iran, New York, New York  
Franklin and Marshall College, Lancaster, Pennsylvania  
Free University Network, Manhattan, Kansas  
Friends School, Sandy Spring, Maryland  
Fundacao Mobraal, Rio de Janeiro, Brasil  
Fundación para el Desarrollo de la Región Centro Occidental de Venezuela,  
Barquisimeto, Venezuela  
Fundación G & W Dominicana, Inc., La Romana, Republica Dominicana

## G

General Land Development Authority, Kuala Lumpur, Malaysia  
Georgetown University, Washington, D.C.  
George Washington University, School of Education, Washington, D.C.  
George Williams College, Department of Social Science, Downers Grove, Illinois  
Georgia College, Milledgeville, Georgia, Education Department  
Georgia Institute of Technology, International Development Data Center, Atlanta, Georgia  
Georgia State Department of Education, Atlanta, Georgia  
German Adult Education Association, African Bureau, Accra, Ghana  
German Institute for African Studies, Hamburg, West Germany  
Gezira Scheme, Musaad, Sudan  
Ghandi Peace Foundation, New Delhi, India  
Ghandi Shikshan Bhavan, Bombay, India  
Gojjam Provincial Education Office, Ceberemarkos, Ethiopia  
Government Training College Lyallpur, Lyallpur, Pakistan  
Grace College Library, Winona Lake, Indiana  
Grand Rapids Baptist College, Grand Rapids, Michigan  
Grand Rapids Public Schools, Community Education, Grand Rapids, Michigan  
Grand Valley State College, Allendale, Michigan

## H

Hacettepe University, Institute of Psychology, Ankara, Turkey  
Haile Sellassie I University, Addis Ababa, Ethiopia  
Hampton Institute, Huntington Library, Hampton, Virginia  
Harvard Educational Review, Cambridge, Massachusetts  
Harvard University, Center for Studies in Education and Development, Monroe C. Gutman  
Library, John F. Kennedy School of Government, Cambridge, Massachusetts

Haskell Indian Junior College, Lawrence, Kansas  
Hawaii State Department of Education, Honolulu, Hawaii  
Hebrew University, Rehovot, Israel  
HEW/Office of Education, Silver Spring, Maryland  
Honduras Development Foundation, Tegucigalpa, Honduras  
Howard University, School of Human Ecology, Washington, D.C.  
Humbolt State University, Department of Education, Arcata, California

I

I.A.A.S., Kathmandu, Nepal  
ICC, Ann Arbor, Michigan  
IDEA, Santo Domingo, Dominican Republic  
IDEAS, Nederland, Colorado, Washington, D.C.  
IDUR, Toluca, Mexico  
I.I.A.L.M., Tehran, Iran  
I.I.S.U., Catolica, La Paz, Bolivia  
Ikatan Sarjana Pendidikan dan Pembangunan Sosial Indonesia (Association of Educationalists and Social Development) Jakarta, Indonesia  
IKIP - Kristen, Salatiga, Indonesia  
IKIP - Padang, Padang, Sumatra, Indonesia  
IKIP - Semarang, Semarang, Indonesia  
IKIP - Surabaya, Surabaya, Java, Indonesia  
IKIP - Surakarta, Solo, Java, Indonesia  
IKIP - Ujung Pandang, Ujung Pandang, Sulawesi, Indonesia  
ILESA, Western State, Nigeria  
Illinois Department of Education, Springfield, Illinois  
Illinois Office of Education, Department of Bilingual Education, Chicago, Illinois  
INCAP, Division of Human Development, Guatemala City, Guatemala  
Indiana State Department of Public Institutions, Adult Education, Indianapolis, Indiana  
Indiana University, International and Comparative Education, Latin American Studies, Department of Political Science, Bloomington, Indiana  
Indian Council of Social Science Research, New Delhi, India  
Indian Institute of Management, Vastrapur, Ahmedabad, India  
Indian Institute of Mass Communication, New Delhi, India  
Indonesia, Embassy of the Republic of, Bethesda, Maryland; Washington, D.C.  
Indonesian Moslem Library, Bogor, Indonesia  
Institute of Adult Education, Dar-es-Salaam, Tanzania  
Institute of American Indian Arts, Santa Fe, New Mexico  
Institute for Continuing Education, Benin City, Nigeria  
Institute of Developing Economics, Tokyo, Japan  
Institut für Erziehungswissenschaft der Universität Tübingen, Tübingen, Germany  
Institute of Extension Studies, Liverpool, England  
Institute of Nutrition of Central America and Panama, Guatemala City, Guatemala  
Institute of Rural and Regional Studies, Yogyakarta, Indonesia  
Institute for Social and Economic Change, Bangalore, India  
Institute of Social Studies, The Hague, Netherlands  
Instituto de Cultura Popular, Pra. de Santa Fe, Argentina  
Instituto de Estudios Avancados, Rio de Janeiro, Brasil  
Instituto Tecnológico de Cochabamba, Cochabamba, Bolivia  
Instituto Torcuato De Tella, Buenos Aires, Argentina  
Instructional TV Planning Office, San Salvador, El Salvador

Instytut Atrycanistyczny Uniwersitetutu, Warsaw, Poland  
Integrated Rural Development Department, Kabul, Afghanistan  
Integrated Rural Development Programme, Dacca, Bangladesh  
Inter-American Development Bank, Washington, D.C.  
Inter-American Foundation, Rosslyn, Virginia  
Intercultural Communications Network, Jamestown, Colorado  
International Agricultural Development Service  
International Association of Schools, New York, New York  
International Audio Visual Resource Service, London, England  
International Bank for Reconstruction and Development, Rural Development Division,  
Washington, D.C.  
International Broadcast Institute, London, England  
International Center for Research on Women, Washington, D.C.  
International Correspondance Institute, Brussels, Belgium  
International Council for Adult Education, Ontario Institute for Studies in  
Education, Toronto, Canada  
International Council for Educational Development, Essex, Connecticut  
International Development Research Center, Ottawa, Ontario, Canada  
International Education Centre, Halifax, Nova Scotia, Canada  
International Extension College, Cambridge, England  
International Institute for Adult Literacy Methods, Tehran, Iran  
International Institute for Educational Planning, Paris, France  
International Linkages in Higher Education, Washington, D.C.  
International Planned Parenthood Federation, New York, New York  
International Voluntary Services, Dacca, Bangladesh  
Iowa State University, College of Home Economics, Ames, Iowa  
IPAR, Buea, United Republic of Cameroon  
Island Resources Foundation, St. Thomas, Virgin Islands  
Itawanba Junior College, Tupelo, Mississippi

J

Joint Embassy School, Jakarta, Indonesia  
JOM, Consortium of Region IV, Toppenish, Washington  
JOM/Higher Education, Winnebago Tribe, Winnebago, Nebraska  
Jones and Lamson, Claremont, New Hampshire  
Juniata College, Department of Political Science, Huntington, Pennsylvania

k

Kabul University, Kabul, Afghanistan  
Kankakee Community College, Bourbonnais, Illinois  
Kansas State Department of Education, Adult Education, Topeka, Kansas  
Kansas State University, College of Education, Manhattan, Kansas  
Kasetsart University, Agricultural Development Council, Inc., Bangkok, Thailand  
Katedra Za Pedagogiju, Filozofski Facultet, Skopje, Yugoslavia  
Katpadi Industrial Institute, Katpadi, India  
Kaunlaran Multi-Purpose Center, Manila, Philippines  
The Kellogg Foundation, Battle Creek, Michigan  
Kent State University, Kent, Ohio  
Kibaha Education Centre, Dar-es-Salaam, Tanzania  
Korean Educational Development Institute, Seoul, Korea

Laboratorio Internacional de Educación, Caracas, Venezuela  
La Trobe University, Bundoora, Victoria, Australia  
League of Women Voters, Overseas Education Fund, Washington, D.C.  
Librarie Internationale, Paris, France  
Library of Congress, Washington, D.C.  
Lilly Endowment, Inc., Indianapolis, Indiana  
Linkoping, School of Education, Linkoping, Sweden  
Literacy House, Luchnow, India  
Loneman School, Oglala, South Dakota  
Los Angeles City School, Los Angeles, California  
Loughry Agricultural College, Tyrone, Northern Ireland  
Louisiana State Department of Education, Baton Rouge, Louisiana

M

The Macy Foundation, New York, New York  
Maine State Department of Education, Winthrop, Maine  
Makerere University, Department of Education, Kampala, Uganda  
MAP International, Wheaton, Illinois  
Marga Institute Library, Colombo, Sri Lanka  
Martin Luther King Center, Kankakee, Illinois  
Maryknoll Fathers, Maryknoll, New York  
McGill University, Montreal, Quebec, Canada  
Medaille College, Buffalo, New York  
Medical Assistance Programs, Inc., Wheaton, Illinois  
Memorial University, Institute for Research in Human Abilities, St. Johns, Newfoundland,  
Canada  
Mennonite Central Committee, Santa Cruz, Bolivia  
The Methodist Centre, Bombay, India  
Metropolitan State College, Denver, Colorado  
Miami-Dade Community College, Miami Beach, Florida  
Michigan State Department of Education, Lansing, Michigan  
Michigan State University, Institute for Agricultural Education; Continuing Education;  
Institute for Family and Child Studies; Racial and Ethnic Studies; College of  
Education; African Rural Employment Library; East Lansing, Michigan  
Middle East Development Division, British Embassy, Amman, Jordan  
Ministere de L'Economie, Division des Ressources Humaines, N'Djamana, Chad  
Ministerio de Educacao, Brasilia, Brasil  
Ministerio de Educacao Nacional, Lisboa, Portugal  
Ministerio de Educación, Colombia Institute for the Promotion of Higher Education,  
Bogotá, Colombia  
Ministerio de Educación, Comision de Reforma Educativa, Tegucigalpa, Honduras  
Ministerio de Educación, Asunción, Paraguay  
Ministerio de Educación, Lima Peru  
Ministerio de Educación, Caracas, Venezuela  
Ministerio de Educación Publica, Oficina de Curriculum, Managua, Nicaragua  
Ministerio de Planamiento y Coordinación, La Paz, Bolivia  
Ministry of Agriculture, Buea, Cameroon  
Ministry of Agriculture and Rural Economy, Honaira, British Solomon Islands Protectorate  
Ministry of Cooperatives and National Mobilization, Kingston, Georgetown, Guyana  
Ministry of Cooperative and Social Service, Board of Adult Education, Nairobi, Kenya  
Ministry of Economic Development, Georgetown, Guyana  
Ministry of Education, Nicosia, Cyprus

Ministry of Education, Quito, Ecuador  
Ministry of Education, Adult Education, San Salvador, El Salvador  
Ministry of Education, Addis Ababa, Ethiopia  
Ministry of Education, Community Education Division, Jakarta, Indonesia  
Ministry of Education, Tehran, Iran  
Ministry of Education, Kingston, Jamaica  
Ministry of Education, Maseru, Lesotho  
Ministry of Education, Adult Education Division, Katmandu, Nepal  
Ministry of Education, Adult Education, Bauchi, Nigeria  
Ministry of Education, Islamabad, Pakistan  
Ministry of Education, Primary Education, Panama City, Panama  
Ministry of Education, Cultural Affairs and Sports, Dacca, Bangladesh  
Ministry of Education, Functional Literacy, and Family Planning, Adult Education  
Division, Bangkok, Thailand  
Ministry of Education and Social Development, Georgetown, Guyana  
Ministry of Education and Social Welfare, New Delhi, India  
Ministry of Education, Youth and Sports, Suva, Fiji  
Ministry of Finance, Port-of-Spain, Trinidad  
Ministry of Food, Agriculture and Rural Development, Islamabad, Pakistan  
Ministry of the Interior, Community Development Department, Bangkok, Thailand  
Ministry of Labor, Servicio Nacional de Formacion de Mano de Obra, La Paz, Bolivia  
Ministry of National Community Development and Social Affairs, Addis Ababa, Ethiopia  
Ministry of Overseas Development, London, England  
Ministry of Science and Higher Education, Tehran, Iran  
Ministry of Youth, Culture and Sports, Kuala Lumpur, Malaysia  
Minnesota State Department of Education, Stillwater, Minnesota  
Minnesota Literacy Council, Inc., Prior Lake, Minnesota  
Missionary Internship, Farmington, Michigan  
Montana State Department of Education, Jefferson City, Montana  
Montclair State College, Department of Adult and Continuing Education, Verona, New Jersey  
Morehead State College, Johnson Camden Library, Morehead, Kentucky, and Appalachian  
Adult Education Center, Washington, D.C.  
Mott Foundation, Flint, Michigan  
Mount Carmel International Training Centre for Community Services, Haifa, Israel  
Mount Mary Immaculate, Oblate Center Lafayette, California

N

N.A.C. Alternative Education Center, Chicago, Illinois  
NACHE, Reston, Virginia  
NADSA, Region IX, Lewisburg, Pennsylvania  
NAPCAE, Wheaton, Maryland  
National Adult Education Centre, Mogadishu, Somalia  
National Centre for Adult Education and Training Project, Tehran, Iran  
National Directorate for Functional Literacy and Adult Education, Kabul, Afghanistan  
National Education Association, Washington, D.C.  
National Education Commission Library, Bangkok, Thailand  
National 4 H Club Foundation, International Division, Washington, D.C.  
National Institute of Adult Education, Leicester, England  
National Institute of Agricultural Education, London, England  
National Institute of Agricultural Investigations, Quevedo, Los Rios, Ecuador  
National Institute of Education, Washington, D.C.  
National Manpower and Youth Council, Legazpi City, Philippines  
National Planning Commission, Kathmandu, Nepal

National Social Action Centre, Bangkok, Thailand  
National Taiwan University, Department of Agricultural Extension, Taipei, Taiwan,  
Republic of China  
Native American Programs, Pullman, Washington  
NAYA-BAS, Churu, Rajasthan, India  
N.C.E.R.T., N.I.E. Campus, Department of School Education, New Delhi, India  
Near East Foundation, New York, New York  
Nebraska Department of Education, Lincoln, Nebraska  
Nevada State Department of Education, Carson City, Nevada  
New Jersey Consortium, Princeton, New Jersey  
New Jersey State Department of Education, Cherry Hill, New Jersey  
New Mexico Department of Education, Santa Fe, New Mexico  
New York City Community College, Brooklyn, New York  
New York State Department of Education, Albany, New York  
New York University, Edust Library, Department of International Education, New York,  
New York  
New Zealand Council for Educational Research, Wellington, New Zealand  
Nigerian Army, Educational Branch, Lagos, Nigeria  
Nigerian National Council for Adult Education, Lagos, Nigeria  
Nolit Publishing House, Beograd, Yugoslavia  
North Carolina Department of Community Colleges, Raleigh, North Carolina  
North Carolina State University, Department of Adult College and Community Education,  
Department of Sociology and Anthropology, Raleigh, North Carolina  
Northeastern University, Department of Economics, Boston, Massachusetts  
North Oxford Overseas Centre, Oxford, England  
North Texas State University, Denton, Texas  
Northwestern University Library, Evanston, Illinois  
Nova University, Institute for International Studies and Research, Fort Lauderdale,  
Florida  
NTTF Technical Training Centre, Karnatak, India  
NWREL, Adult Education, Portland, Oregon

O

Oakland University, Rochester, Michigan  
Oblate Fathers, Montreal, Canada  
Ocean County College, International Education, Tom's River, New Jersey  
Office of Education, United States, McLean, Virginia  
Office of Technological Assessment, Congress of the United States, Washington, D.C.  
Office of Vocational Preparation, Quezon City, Philippines  
Oficina Nacional de Progreso Social, Paraguay  
OFSE, Austrian Foundation for Development, Vienna, Austria  
Ohio State Department of Education, Grove City, Ohio  
Ohio State University, Center for Vocational Education, Columbus, Ohio  
Oklahoma State University, Family Study Center, Stillwater, Oklahoma  
Ontario Institute for Studies in Education, Toronto, Ontario, Canada  
Open Doors, Ermelo, Holland  
Oregon State Department of Education, Salem, Oregon  
Organization of American States, Department of Educational Affairs, Washington, D. C.  
Orientamenti Pedagogici, Rome, Italy  
Oxford Mission, Calcutta, India

P

Pacific Union College, Angwin, California

17

Pakistan Television Corporation, Ltd., Rawalpindi, Pakistan  
Panafrican Institute for Development, Douala, Cameroon  
Papua New Guinea University of Technology, Papua New Guinea  
Partnership in Third World Ministry, Abington, Pennsylvania  
Pastoral Institute, Ibadan, Nigeria  
Peace Corps., Kenya, Guatemala, Chile  
Pennsylvania State Department of Education, Elizabethville, Pennsylvania  
People's Open University, Islamabad, Pakistan  
Philippines Christian College, Research and Publications Center, Manila, Philippines  
Philippine Normal College, Manila, Philippines  
Phoenix College, Phoenix, Arizona  
Pioneer Girls, Inc., Wheaton, Illinois  
Polaroid Corporation, Belmont, Massachusetts  
Pollock Pines School District, Pollock Pines, California  
Pontifical Universidade Catolica do Rio de Janeiro, Rio de Janeiro, Brasil  
Population Council, New York, New York  
Population Education Specialists, Washington, D.C.  
Prairie View A and M University, College of Agriculture, Prairie View, Texas  
Practical Concepts, Inc., Washington, D.C.  
Profamili, Bogotá, Colombia  
Programa de Educación Basica Rural, Guatemala City, Guatemala  
Programa Regional del Empleo para America Latina y el Caribe  
PRRM, San Isidro, Nueva Ecija, Philippines  
Public Corporation for Worker's Education, Khartoum, Sudan  
Public Health College Library, Gondar, Begenidr, Ethiopia  
Public Schools of the District of Columbia, Washington, D.C.  
Public Service Satellite Consortium, San Diego, California  
Punjab Education Department, Curriculum Research and Development Centre, Lahore,  
Pakistan

R

Rand Africaans University, Johannesburg, Republic of South Africa  
The Raskob Foundation, Wilmington, Delaware  
Regional College of Education, Bhopal, India  
Regional Education Office, Indramayu, Indonesia  
Regional Education Office, Chiangmai, Thailand  
Regional Office for Education, Beirut, Lebanon  
Rhode Island Department of Education, Cranston, Rhode Island  
Rockland Community College, Rockland Center for International Studies, Suffern, New York  
Roseville Area Schools, St. Paul, Minnesota  
Rural Youth Movement Council, Perth, Western Australia

S

St. Andrew's Presbyterian College, Laurinburg, North Carolina  
St. John's College, Belize City, Belize  
St. Theresa's College, Manila, Philippines  
St. Xavier's College, Bihar, India  
Salvation Army, New York, New York  
San Antonio Literacy Company, Inc., San Antonio, Texas  
San Francisco State University, Library, San Francisco, California  
San Jose State University, Department of Sociology, San Jose, California  
San Juan Bilingual Program, San Juan Pueblo, New Mexico

Satya Wacana Christian University, Brookport, New York  
Savannah State College, Department of Education, Savannah, Georgia  
Save the Children Federation, New York, New York  
School for International Training, Brattleboro, Vermont  
Science Screen Report, Inc., New York, New York  
SEAMEO, Bangkok, Thailand  
Secretaria de Salud Publica y Asistencia Social, Santo Domingo, Dominican Republic  
Sekolah Kebangsaan Telok Kechai, Alor Star, Kedah, Malaysia  
Sekretariat Redaksi, Jakarta, Indonesia  
SENAI, Sao Paulo, Brasil  
SENAC, Divison of Vocational Education, 7e Rio G B, Brasil  
Seneca College, International Programmes, Willowdale, Ontario, Canada  
Servicio Nacional de Aprendizaje, SENA, Villavicencio, Colombia  
CESE-CEADIF, Brasilia, Brasil  
Silpakorn University, Nakorn Pathem, Thailand  
Simmons College, Boston, Massachusetts  
Social Work and Research Centre, Ajmer, Rajasthan, India  
Soong Jun University at Taejon, Taejon, Korea  
Societe d'Etudes pour le Developpement Economique et Social, Paris, France  
South Carolina State Department of Education, Columbia, South Carolina  
South Pacific Commission, Noumea, New Caledonia  
Southern Baptist Convention, Home Mission Board, Atlanta, Georgia  
Southern Illinois University, Department of Curriculum, Instruction and Media,  
International Education, Carbondale, Illinois  
Southern Methodist University, Fondren Library, Dallas, Texas  
Southwestern College, Chula Vista, California  
Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico  
Spokane Public Library, Spokane, Washington  
Springfield College, Division of Community Education, Springfield, Massachusetts  
Sripakarinwirot University, Continuing Education Department, Mahasarakarm, Thailand  
Stanford University, School of Education, Stanford Medical Center, Stanford,  
California  
State Community Development Center, Ioph, Perak, Malaysia  
State Commission for Postsecondary Education, Frankfort, Kentucky  
State Library of Florida, Tallahassee, Florida  
State Planning Services Agency, Indianapolis, Indiana  
State University of New York, at Brockport, at Genesee, at Stony Brook, New York  
Sunburst Public Schools Library, Sunburst, Montana  
Swaziland Agricultural College and University Centre, Luyengo, Swaziland  
Synod Secretariat, Madras, India  
Syracuse University, Syracuse Teacher Corps, Syracuse, New York  
Syria, Embassy of, Washington, D.C.

T

Tamil Nadu Board of Continuing Education, Mylapore, Madras, India  
TARESA, Huntsville, Alabama  
Teacher's Training College, Khulua, Bangladesh  
Technical Assistance Bureau, Office of Nutrition, Washington, D.C.  
Telemedicine Project, Kathmandu, Nepal  
Texas Educational Agency, Austin, Texas  
Texas Technical University, Special Services Program, Lubbock, Texas  
Thailand Rural Reconstruction Movement, Bangkok, Thailand  
Thomas A. Dooley Foundation, New York, New York

Today Publication, Washington, D.C.  
Top of Alabama Regional Education Association, Huntsville, Alabama  
Torrens College of Advanced Education, Torrensville, South Australia  
Trenton State College Library, Trenton, New Jersey  
Trocaire/Irish Commission for Justice and Peace, Dublin, Ireland  
Turkey, Embassy of, New York, New York  
Tuskegee Institute, Human Resources Development Center, Tuskegee, Alabama

U

Union County College, Cranford, New Jersey  
United Bible Societies, Nairobi, Kenya  
United Church of Canada, Division of World Outreach, Toronto, Ontario, Canada  
United Methodist Church, Board of Global Ministries, New York, New York  
U.N. Centre for Regional Development, Nagoya, Japan  
UNDP, Ghana, Bolivia, Ethiopia, Thailand, Iran...  
UN Economic Commission for Africa, Addis Ababa, Ethiopia  
UN Economic Commission for Latin America (CEPAL), Santiago, Chile  
UNESCO, Ethiopia, France, Afghanistan, New York, Germany...  
UNICEF, New York, Thailand, Indonesia...  
UNIDO, Vienna, Austria  
Universidad de Antioquia, Universidad - Desescolarizada, Medellin, Colombia  
Universidad Autonoma de Madrid, Departamento de Sociologia, Madrid, España  
Universidad Catolica Boliviana, Instituto de Investigaciones Socioeconomicas,  
La Paz, Bolivia  
Universidad Católica de Chile, PITE, Santiago, Chile  
Universidad de Chile, Departamento de Economía, Santiago, Chile  
Universidade Federal de Bahia, Salvador, Bahia, Brasil  
Universidad Federal de Ceara, Centro de Ciencias Agrarias, Fortaleza, Brasil  
Universidad Javeriana, Bogotá, Colombia  
Universidad de Lima, Lima, Peru  
Universidad de Los Andes, Bogotá, Colombia  
Universitas Kristen, Salatiga, Indonesia  
Universitat Kiel, Bibliothek des Instituts für Weltwirtschaft an der Universität  
Kiel, Germany  
Universite de Gand, Departement de Methologie, Gent, Belgium  
Universite de Geneve, Geneve, Switzerland  
Universite Laval, Faculte des Sciences de L'Education, Quebec, Canada  
l'Universite de de Montreal, La Librairie, Montreal, Quebec, Canada  
University of Adelaide, Department of Economics, Adelaide, South Australia  
University of Alaska, Center for Northern Educational Research, Fairbanks, Alaska  
University of Alberta, Department of Educational Foundations, Department of  
Agricultural Economics and Rural Sociology, Edmonton, Canada  
University of Akron, Akron, Ohio  
University of the Americas, College of Education, Puebla, Mexico  
University of Arkansas, Library, Fayetteville, Arkansas  
University of Botswana, Gaborone, Botswana  
University of Botswana, Lesotho and Swaziland, Kwaluseni, Swaziland  
University of Bradford Library, Bradford, England  
University of Bristol Library, Bristol, England  
University of British Columbia, Vancouver, British Columbia, Canada  
University of Calgary Library, Calgary, Alberta, Canada  
University of California at Berkeley, Program in International Educational Finance,  
Afro-American Studies, School of Education, Berkeley, California

University of California at Davis, Department of Applied Behavioral Sciences,  
Davis, California  
University of California at Los Angeles, Department of Psychology, Los Angeles,  
California  
University of Cape Coast, Centre for Educational Planning and Research, Cape  
Coast, Ghana  
University of Chicago, Comparative Education Center, Chicago, Illinois  
University College Cardiff, Faculty of Education, Cardiff, Great Britain  
University of Edinburgh, Centre of African Studies, Edinburgh, Scotland  
University of Extension, Edmonton, Alberta  
University of Florida, Department of Speech, Gainesville, Florida  
University of Fort Hare, Republic of South Africa  
University of Georgia, Adult Education Department, Athens, Georgia  
University of Ghana, Faculty of Agriculture, Accra, Ghana  
University of Guam, Community Development Institute, Agana, Guam  
University of Guelph, Centre for International Programmes, Guelph, Ontario, Canada  
University of Guyana, Faculty of Education, Georgetown, Guyana  
University of Hawaii, College of Education, Honolulu, Hawaii  
University of Ibadan, African Regional Health Education Centre, Ibadan, Nigeria  
University of IFE, Department of Economics, Department of Continuing Education,  
Nigeria  
University of Illinois at Urbana-Champaign Library, Urbana, Illinois  
University of Indiana, Bloomington, Indiana  
University of Iowa Libraries, Iowa City, Iowa  
University of Keele, Institute of Education, Keele, Staffs, England  
University of Kentucky, Lexington, Kentucky  
University of Kerala, Department of Aquatic Biology, Kerala, India  
University of Liberia, UNDP/SF/FAO College of Agriculture and Forest Project,  
Monrovia, Liberia  
University of London, Institute of Education, London, England  
University of Louisville, Center for International Education, Louisville, Kentucky  
University of Maine, College of Education, Raymond H. Fogler Library, Orono, Maine  
University of Manchester, Department of Adult Education, Manchester, England  
University of Manitoba, Elizabeth Dafoe Library, Winnipeg, Manitoba, Canada  
University of Maryland, Center for Community Educational Development, College Park,  
Maryland  
University of Massachusetts, Center for International Education, Amherst, Massachusetts  
University of Michigan, Institute of Gerontology, Ann Arbor, Michigan  
University of Minnesota, Department of Secondary Education, Duluth, Minnesota  
University of Missouri, Columbia, Missouri  
University of Nairobi, Institute for Development Studies, Institute of Adult Studies,  
Nairobi, Kenya  
University of Nebraska, Teacher's College, Lincoln, Nebraska  
University of Nevada, Las Vegas and Reno, Nevada  
University of New England, Faculty of Education, Armidale, New South Wales, Australia  
University of North Carolina, School of Education, Greensboro, North Carolina  
University of Nottingham Library, Nottingham, England  
University of Oregon, College of Education, Eugene, Oregon  
University of Oxford, Department of Education Studies, Oxford, England  
University of Panjab, Lahore, Pakistan  
University of Papua New Guinea, Faculty of Education, Papua New Guinea  
University of the Philippines System, Quezon City, Philippines  
University of the Philippines at Los Banos, Department of Development Communications,  
Laguna, Philippines  
University of Pittsburgh, International and Development Education Program, Pittsburgh,  
Pennsylvania  
University of Puerto Rico, Arecibo Regional College, Arecibo, Puerto Rico

University of Rajasthan, Department of Adult Education, Jaipur, Rajasthan  
India  
University of Reading, Rural Social Development Department, Reading, England  
University of Regina, Community Education Centre, Saskatoon, Canada  
University of Rhodesia, C.I.R.S., Salisbury, Rhodesia  
University of San Carlos, Instructional Media Center, Cebu City, Philippines  
University of Sierra Leone, Fourah Bay College, Department of Extra Mural Studies,  
Freetown, Sierra Leone  
University of Southampton, Department of Adult Education, Southampton, England  
University of South Carolina, School of Public Health, Department of Government  
and International Studies, Columbia, South Carolina  
University of Southern California, College of Education, Los Angeles, California  
University of Southern Florida, Basic Village Education Project, Tampa, Florida  
University of Sri Lanka, Peradeniya, Sri Lanka  
University of Stockholm, Department of Education, Stockholm, Sweden  
University of Sussex, Institute of Development Studies, Brighton, England  
University of Tehran, Faculty of Education, Tehran, Iran  
University of Tennessee, Department of Curriculum Instruction, Knoxville, Tennessee  
University of Texas, Department of Anthropology, Austin, Texas  
University of Texas at El Paso, Department of Economics and Finance, El Paso, Texas  
University of Texas at San Antonio, Office of Instructional Services, San Antonio,  
Texas  
University of Toronto, Faculty of Education, Toronto, Ontario, Canada  
University of Virginia, Curry Memorial School of Education, Mid-Atlantic Center for  
Community Education, Charlottesville, Virginia  
University of Vermont, College of Education and Social Service, Burlington, Vermont  
University of Warsaw, Stadium Afrykanistyczne, Warsaw, Poland  
University of Western Florida, Omega College, Pensacola, Florida  
University of the West Indies, Department of Extra Mural Studies, Jamaica, Barbados  
University of Windsor, Faculty of Law, Windsor, Ontario, Canada  
University of Wisconsin - Green Bay, Department of Communication Science, Green Bay,  
Wisconsin  
University of Wisconsin - Madison, South Asia Area Center, Madison, Wisconsin  
University of Zambia, Centre for Continuing Education, Lusaka, Zambia  
Upper Arlington Public Library, Upper Arlington, Ohio  
US/AID, Washington, D.C., Egypt, Panama, Indonesia, Brasil, Yemen, India, Senegal,  
San Salvador, Kenya...  
USIA, Washington, D.C., New York, New York  
Utah State Board of Education, Salt Lake City, Utah  
Utah State University, Department of Political Science, Logan, Utah  
UTRAMIG, Belo Horizonte, M.G. Brasil

## V

Vermont State Education Department, Montpelier, Vermont  
Victoria University of Wellington, Department of Education, Wellington, New Zealand  
Virginia Department of Welfare, Falls Church, Virginia  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
Virginia State Department of Education, Richmond, Virginia  
Voluntarios del Cuerpo de Paz, El Quinche, Guatemala

## W

Washington International College, Washington, D.C.

Washington Square Branch Library, Kalamazoo, Michigan  
Western Carolina University, Department of History, Cullowee, North Carolina  
Western Interstate Commission for Higher Education, Boulder, Colorado  
Western Michigan University, Community School Development Centre, Kalamazoo, Michigan  
Westminster Theological Seminary Library, Philadelphia, Pennsylvania  
Wheaton College, Hunger Program, Wheaton, Illinois  
Wholesale Book Jobbers, Portland, Maine  
Wisconsin Board, Madison, Wisconsin  
Wizaraya Elimu Va Taita (Department of National Education), Dar-es-Salaam, Tanzania  
Women in Development, Bethesda, Maryland  
Workers Educational Association, Cairo, Egypt  
World Alliance of YMCA's, Geneva, Switzerland  
World Bank, Educational Projects Department, Washington, D.C.  
World Council of Churches, Geneva, Switzerland  
World Education, New York, New York  
World Health Organization, New Delhi, India  
World Literacy of Canada, Toronto, Canada  
World Neighbors, Inc., Oklahoma City, Oklahoma  
World Vision International, Monrovia, California

X

Xavier High School, Truk, Eastern Carolines  
Xavier Institute, Bihar, India  
Xavier University, Rural Communications Center, Cagayan de Oro, Mindanao, Philippines

Y

Yakima Valley College, Yakima, Washington  
YMCA of Michigan, Lansing, Michigan

Addenda:

A.C.E.I.D. Asian Center of Educational Innovation for Development, UNESCO  
Regional Office for Education in Asia, Bangkok, Thailand  
ACDIL, Alto-Betim Goa, India  
AEA/USA, Washington, D.C.  
Agricultural University, Department of Extension Education, Wageningen, Netherlands  
Agricultural Development Council, Inc., Singapore  
CIDSE, Brussels, Belgium  
Connecticut Science Teachers Association, Westport, Connecticut  
Hungarian Academy of Sciences, Budapest  
Johnson Foundation, Racine, Wisconsin  
Office of Territorial Affairs, Washington, D.C.  
Rockefeller Foundation, New York, New York

APPENDIX "B" -- NFE INFORMATION CENTER BROCHURE DESCRIBING SERVICES  
AND LISTING PUBLICATIONS

APPENDIX "C" -- ILLUSTRATIVE CORRESPONDENCE  
FROM NETWORK PARTICIPANTS

EXEMPLARY CORRESPONDENCE WITH THE NFE INFORMATION CENTER

Sudomo  
SIDEK, School of Education  
Stanford University  
Stanford, California 94305

23 December 1976

I am interested in books about non-formal education as published in your pamphlets in joint sponsorship with the Agency for International Development...I am an educational officer in Indonesia...In my country I am responsible for non-formal education, especially in planning and research development, of the Institute of Teachers Training and Science Education (I.K.I.P.), Malang, Indonesia.

Musa Moda  
Ministry of Education, Adult Education Division  
Bauchi, Bauchi State  
Nigeria

24 November 1976

Thank you very much for all the books that you sent to me so that I may increase my knowledge in the field of Adult and Non-Formal Education... My government has seen my effort in this field and has...promoted me from the rank of Assistant Adult Education Officer to Adult Education Officer ...in charge of evening classes and Vocational Improvement classes throughout the State of Bauchi...I (send) a copy of the report of my case study on Functional Literacy along the Lake Chad Basin among the Wheat Farmers, and would like your comments, please.

Francisco Buitrago  
Technical Advisor for the Teaching of Foreign Languages  
Ministerio de Educacion Publica  
Managua, Nicaragua

17 November 1976

It was a great pleasure for me to have met you all at the Conference... The seminar was an experience that is helping me now to see more clearly many things that we are planning to do in non-formal education. As soon as I came back from the U.S.A. I had a meeting with my co-workers at the Ministry of Education in order to inform them about the Seminar. NFE is something new in our country and we are trying to take advantage of it in every way we can. I will be more than happy to receive any information you may send me. I am looking forward to receiving the NFE Exchange newsletter.

Dave Warren, Director, Research and Cultural Studies Development Section  
United States Department of the Interior  
Bureau of Indian Affairs  
Institute of American Indian Arts  
Cerrillos Road  
Sante Fe, New Mexico 87501

29 November 1976

Mr. Louis Baca, currently associated with the Center for Community Change (CCC)...is also an employee of the All Indian Pueblo Council. Please send Mr. Baca the set of publications relating to non-formal education concepts, theory and practices. The principles of NFE have major bearing on the concerns of Mr. Baca in his immediate projects; and for the long term applications in the overall design of alternative educational programs for the AIPC. NFE is a timely and pertinent matter in establishing education programs that serve the special interests of the Pueblo Indian community.

Mr. Aime  
Ministry of Education, Sports and Recreation  
P.O. Box 47  
Maseru, Lesotho

9 July 1976

I would like to thank you for all the publications, which will be catalogued and distributed to the Senior Officials of the Ministry of Education for comments. We have already been able to gather many interesting administrative and operational ideas from your previous publications.

Emily Vargas Adams  
Fundacion Ford, Oficina para Colombia y Venezuela  
Apartado Aereo 52986  
Bogota 2, Colombia

7 December 1976

Thank you for sending me a copy of your Topical Acquisitions List No. 4, "Non-Formal Education and the Role of Women and Families in Human Resource Development." I have taken the liberty of sending a xerox copy of the document to the Center for the Development of Non-Formal Education, CEDEN, here in Bogota. CEDEN is currently doing a bibliographical study on research on women in Colombia, under a small AID grant.

S. Neaz Ahmed  
Specialist (Documentary)  
Central Bureau of Education, Sector H-9  
Government of Pakistan  
Islamabad, Pakistan

27 November 1976

This is to acknowledge with thanks the receipt of the publication entitled "Non-Formal Education for Women in Bangladesh, Supplementary Paper No. 5" by Naseem Hoque which you have so kindly presented to us. After study, it has been found very useful reading material to the officers of the Ministry of Education, educationists and research scholars.

R. S. Anbarasan, Administrative Secretary  
Centre for Development Research and Action  
151/2-A, Anna Velankanni Road  
(Vannankulam) Madras 600 041  
India

9 August 1976

The Centre for Development Research and Action is a voluntary organization with a mandate to do research and provoke thought on India's complex problems...Our team consists of economists, sociologists and social workers...The Centre proposes to conduct Seminars on Comprehensive Area Development Programmes in December and on Non-Formal Education in February 1977...We feel the need for literature on education with special emphasis on non-formal education. As we lack in this field we request you to kindly mail us available literature.

V. Bruce J. Tolentino  
Dansalan College Community Service  
P.O. Box 5430  
Iligan City 8801  
Philippines

July 1976

The receipt of the NFE Exchange is of special significance to us, since we have just returned from what was billed as the "First National Workshop on Functional Literacy," held in Manila May 30 to June 4...We would appreciate receiving copies and records of the Proceedings at the Conference (Non-Formal Education and the Rural Poor).

Julinda Abu Nasr, Director  
Institute for Women's Studies in the Arab World  
Beirut University College  
475 Riverside Drive, Room 1221  
New York City 10027

16 December 1976

The Institute for Women's Studies in the Arab World is launching a program of non-formal education for women and would like to receive any materials or evaluative reports you may have developed on the topic.

Maria M. de Colon  
Home Economics Program  
Cooperative Extension Service  
United States Department of Agriculture  
Iowa State University  
Ames, Iowa 50011

21 December 1976

Thanks very much for the publication, "Non-Formal Education and the Role of Women and Families in Human Resource Development." It appears to be an excellent bibliography on women in non-formal education...Thank you for your interest in sharing with me the publications from the Information Center. During January, I will be able to share with you the report of our Family Planning Project.

Ricardo A. Aquino, Project Coordinator  
Educational Development Projects Implementing Task Force  
Land Bank of the Philippines Building  
Communication Technology for Education  
319 Buendia Ave. Ext.  
Makati, Rizal  
Philippines

26 March 1976

The Educational Development Projects Implementing Task Force (EDPITAF) is currently coordinating a one-year Pre-Investment Study on the Use of Satellite Communication Technology for Education as financed by the World Bank...Our documentation activities include a compilation of reference materials for the Study Team...We will be interested in receiving copies of your recent publications, newsletter, bulletins, and other relevant materials.

Dr. George Papagiannis  
2341 Columbus Street  
Palo Alto, California 95306

1 March 1976

Congratulations on the inauguration of the NFE Exchange. The facilitating role that the NFE Exchange will play is a badly needed one and should serve the "thirst for exchange" among those involved in Non-Formal Education...I'd also like to mention that of all the materials and articles discussing NFE that I have read, the Hunter, Borus and Mannan Economics of NFE was the most significant and most thought provoking.

Mrs. H. A. Oworu  
Continuing Education Centre  
University of Lagos  
Yaba, Nigeria

3 November 1976

I work at the Continuing Education Centre of the University of Lagos. I have applied for a job as Lecturer, Non-Formal Correspondence Education in the correspondence unit of the department. I therefore need your help...to have ideas of modern thinking on non-formal education. I will therefore appreciate if you will send me material collected at your Centre and during the workshop (Conference on Non-Formal Education and the Rural Poor). I will in return collect material for you when this section is in progress. Nigeria being a developing country is prepared to invest money in the non-formal education if the authorities are satisfied that they are worth-while programmes.

Isaac Ojok  
Division of Extra-Mural Services  
University of Botswana, Lesotho, Swaziland  
PB, Kwalyseni, Swaziland

4 April 1976

I have recently taken up the job as Assistant Director of Adult Education and am keen to know a little more about your Institute, when it was brought to my notice by a colleague working in the School of Education, Mr. Mpati. As you may know, the University of Botswana, Lesotho and Swaziland is now divided into two, following the withdrawal of Lesotho from the federation last year. Although Botswana and Swaziland will keep the remaining union going for some time, it is clear that each country will want to develop its own separate university as well. It is in this context that the activities of the University, in the fields of adult education and other forms of non-formal education, will be greatly called for. Currently our Department is engaged mainly in a) formal education to out-of-school working adults, b) professional training in adult education skills through in-service arrangements, c) research into problems of adult education in Swaziland, and d) evaluation of adult education programmes in the country...If there is anything your Institute can do to provide help, information and professional advice relevant to our kinds of challenges, I will certainly be most grateful.

Mrs. Miriam Miller  
Editor, UNICEF NEWS  
UNICEF Information Division  
UNICEF - United Nations  
New York City 10017

20 February 1976

I would like to thank you for sending me the copy of THE NFE EXCHANGE. It seems to me that this should be an extremely useful information service for people in the field of non-formal education and even others with peripheral or related interests. I am making xerox copies of this bulletin and circulating it to a few key people at UNICEF who, I think, would be interested in seeing it, and might have some helpful suggestions as to the most useful material or information that UNICEF could submit to you for your consideration.

Dr. R. A. Shah, Joint Educational Advisor  
Central Bureau of Education, Documentation Section  
Sector H-9, P.O. Shagon Industrial Area  
Islamabad, Pakistan

13 April 1976

I have gone through the issues of the NFE Exchange and found it a valuable source and forum for new ideas and exchange thereof...The present government has keenly observed that knowledge, new technologies and skills are constantly being developed and the need for continuous re-training of all workers demand that the process of education must be continued as a life-long activity...As our programme will be all-inclusive, exchange of information and material on non-formal education will be very useful and helpful...Please place the name of the Documentation Section on your mailing list to receive your publications regularly. The name of your Center has already been put on our mailing list for the regular supply of publications.

Linda Schieber  
World Alliance of Young Men's Christian Associations  
37, Quai Wilson  
1201 Geneva, Switzerland

31 March 1976

I wanted to tell you how useful I continue to find the NFE Exchange. I was particularly glad to see all the references dealing with out-of-school youth. There were also a couple of new and useful items in the lists of periodicals.

Radhakrishna, Secretary  
Gandhi Peace Foundation  
221/3 Dindayal Upadhyay Marg  
New Delhi 110002  
India

1 May 1976

Our subjects of study and research relate, among others, to an enquiry into non-formal educational practices in India, particularly by voluntary agencies...We will be happy to be put in touch with these materials (from the NFE Information Center) as they would be in line with our interests and subjects of study. We can send you our newsletter and any of our publications, a list of which is enclosed.

Vijay Kochar, Assistant Professor  
Macroenvironmental and Population Studies  
School of Human Ecology, Howard University  
2400 Sixth Street, N.W.  
Washington, D.C. 20001

2 December 1976

I want to convey my appreciation and thankfulness to the staff...for sending me materials and information from time to time over the past year. I have greatly benefitted from this material...I am currently searching for curricula, educational materials, modules, and other such packages that have been developed in non-formal education programs in developing countries particularly dealing with 1. nutrition 2. health care of mothers, children and the aged, and 3. preventive community health...I would appreciate it if you could search in your Information Center for any such materials.

Yenny G. Aguilera  
Oficina Nacional de Progreso Social  
Asuncion, Paraguay

12 June 1976

Jim Fritz probably told you, we are trying to implement a Non-Formal Education Program in Paraguay, especially in the rural areas. Here, at the Oficina Nacional del Progreso Social, we have a Department which is in charge of Community Development and the training of leaders and workers. We believe that any experience and knowledge that we get from you will be very useful for the better development of our activities.

Dr. John Agard  
Faculty of Education  
University of Papua New Guinea  
P.O. Box 4820  
Port Moresby, Papua New Guinea

9 June 1975

Non-Formal Education is fast becoming an important aspect of Education in Papua New Guinea and the Educational Research Unit of the Faculty of Education has a number of research projects in progress. I will send you copies of reports, etc. as soon as possible.

Higino A. Ables, Dean  
Bicol University  
College of Agriculture  
Guinobatan, Albay, Philippines

25 November 1976

As dean of a small agricultural college, I would appreciate very much your sending to this college some literature (books, papers, etc.) on non-formal education...Two months ago, we started two projects with funds from the Asia Foundation. One of these is a certificate training program in practical agriculture for out-of-school youth...We are trying to combine the residential high school with the extension-type short courses in agriculture...I took over as dean of this college only last year and I need all the advice I can get. With these projects, I have developed a stronger interest in non-formal education.

Mr. Vajubhai Patel, Director  
Gandhi Shikshan Bhavan  
Institute of Studies in Education  
Juhu, Bombay 400 054, India

24 November 1976

I am enclosing herewith a copy of our recent publication "Concept of Functionalised Schools and Colleges." We are trying to seek an alternative to formal education systems here and hence this little effort...I do not know whether there are institutions and individuals in U.S.A. interested in the concept and practice of functional education. If you think there are, I shall be grateful if you put me in their contact.

J. P. Naik  
Indian Council of Social Science Research  
IIPA Hostel Building  
Indraprastha Estate, Ring Road  
New Delhi, India

4 April 1976

There is a proposal to start a programme of studies in Non-Formal Education in Education in India under the auspices of the Dr. Zakir Husain, Center for Educational Studies, Jawaharlal Nehru University, New Delhi...It will be of immense help to me if I can have a note or some documents regarding the manner in which the programme of studies in Non-Formal Education of the Michigan State University is organized. I would therefore be grateful if you will kindly send me any literature you can on this subject.

Mr. A. W. Ndonyi  
Director of Community Development  
Ministry of Agriculture  
Buea, Cameroon

16 March 1976

Mr. Norman Green was perfectly right to suggest that I and my staff members would be interested in knowing about the services of the Information Center on NFE at Michigan State University...The donation of the publications and newsletter would greatly enhance our utilization of your facility because some constraint might have developed if financial payments were immediately instituted...Similarly, we shall forward to you as soon as feasible some descriptions of our activities and Centres, for publication in subsequent NFE Newsletter...I hope this response establishes a solid communication link between your office and mine for the interest of the rural people in this part of the world to whom all efforts on non-formal education may bring some benefits.

Frank Nwabuoku  
Department of Adult Education  
University of Manchester  
Manchester, M13 9PL  
England

30 June 1976

Thank you very much for your publications listed 3, 5, and 6 which you have just sent to me. I am very grateful to you and to the USAID for this marvelous service. At the moment, I am engaged in a Ph.D. research programme and my field in investigation is NFE, my title is "The Place of Out-of-School Education in the Midwestern State of Nigeria.

Dr. Joseph S. Levine  
BP3K Dept. Pendidikan dan Kebudayaan  
Jln. Gatot Subroto Kav. 41-42  
Jakarta, Indonesia

July 1976

Subject: Topical Acquisition List No. 3: "Non-Formal Education for Out-of-School Youth"

This is great! Soemardi and I have gone through and checked a number of things that look fascinating. Can I ask you (and others at M.S.U.) to help me in trying to build a small library of some of those titles over here.

Mrs. Mary B. Navarro  
Department of Agricultural Education  
University of the Philippines  
Los Banos, Laguna, Philippines

23 December 1976

I am presently working as the research associate of the non-formal education for Rural Youth Project here at UPLB. I am also working with the female trainees in the Homemaking part of the training. I have read about the information you are giving. So may I request copies of such information, especially those for girls in order to guide me in the said training.

Jose C. Alonzo, Director of Extension  
Central Luzon State University  
Munoz, Nueva Ecija  
Philippines

16 June 1976

This is to acknowledge the kind attention given our request and favorable endorsement of our request to individual authors of some of the references we had selected from the Topical Acquisitions List No. 1. We already have received 14 copies of the materials which we find useful for our outreach programs and educational responsibilities in the University.

June Blake, Assistant Editor, NNOLACE  
1208 W. California Ave.  
Urbana, Illinois 61801

24 May 1976

I am interested in any material which you might be able to send to me or to which you might refer me concerning the non-formal education of women. I am specializing in women's studies on a cross-cultural basis and am curious to see what is being done in the NFE field involving women specifically.

Dave Warren, Director  
Research and Cultural Studies Development Section  
Bureau of Indian Affairs  
United States Department of the Interior  
Cerrillos Road  
Sante Fe, New Mexico 87501

22 December 1976

I write once again to thank you for all the assistance and prompt response you have given to my requests to send information on non-formal education to various persons in the Indian community. It is gratifying to find interest and concern on your part for the developments in the American Indian community. I am convinced there is much significance in what the concept of non-formal education means to the Indian people at this time when more opportunity is given for taking control of the design and implementation of educational programs.

Sallie Craig Huber  
Women's Program Advisor, Health and Population Division  
U.S.A.I.D.  
Dacca, Bangladesh

9 December 1976

Thank you very much for sending me 25 copies of Non-Formal Education for Women in Bangladesh by Naseem Hoque. They arrived in good condition and are so popular that I would like to request 25 more copies if you can spare that many. Both women's programs and non-formal education are very relevant topics here in Bangladesh at this time, and many organizations are quite interested in this publication you have produced.

Janice M. Johnson  
Education and Social Development Officer  
Territorial Affairs  
U.S. Department of the Interior  
Office of the Secretary  
Washington, D.C. 20240

18 March 1975

I think they (publications) will have great relevance to education in territories such as American Samoa and the Trust Territory of the Pacific Islands. Thank you for sharing them with us.

Dilmus D. James  
Department of Economics and Finance  
College of Business and Finance  
College of Business Administration  
University of Texas at El Paso  
El Paso, Texas 79968

15 April 1976

Allen Jedlicka of the University of Northern Iowa and I are preparing a proposal dealing with the investigation of the economic benefits of increasing maintenance skills and abilities in Latin America. Any leads, hints, referrals or material that would apply directly or indirectly to our topic will be gratefully received.

Dong Shik Hong - Researcher  
Korean Educational Development Institute  
20-1, Umyeon-Dong  
Gangnam-Gu  
Seoul, Korea

24 & 31 March 1976

I was glad to receive the first issue of the NFE Exchange. I have found that the issue conveys valuable information in the newly developing field. I hope that the newsletter can hold the active roles to facilitate the exchange of the ideas and information formulated in NFE filed among the professionals concerned. I am preparing a research paper on the development of NFE systems for agricultural innovations. It is hoped that I can exchange the information of research and practical activities in the specialized field with the professionals through the channels of your network. Any considerations from you would be fully appreciated...I have reviewed the research reports received from you and found they have widened my vision to non-formal education, providing a clear insight and systematic knowledge base which are necessary for studies in this field. They are very valuable materials for our research. I am also very interested in your activities related to information dissemination in non-formal education.

Ellen Helfer - Documentalist/Researcher  
International Council for Educational Development  
P.O. Box 217  
Essex, Connecticut 06426

4 December 1975

Again I must compliment you on the format and frequency of the topical acquisition list series. The idea of using these bibliographies to generate an exchange of information can only aid in creating some order to this field.

Supota Prasertsri  
Box U - 6006  
Florida State University  
Tallahassee, Florida 32313

28 March 1976

Before coming here I was a resource person for the Functional Literacy and Family Life Planning Program in Thailand. Your NFE Exchange is very useful and informative. I am very much interested in the role of adult and non-formal education for development, especially in rural areas. (I am from a peasantry background.) My dissertation will be on comparative studies in the policy of adult and non-formal education and education for cooperative extension. Your NFE Exchange really fits my needs and interest...I respectfully inquire about some publication or materials relating to adult education policy aimed at rural development.

Dr. F. Sivadasan Pillai  
University of Kerala  
Department of Education  
Trivandrum, Kerala, S. India

21 April 1976

Thank you very much for your letter...As we are starting non-formal education as an optional subject at M. Ed. level in our Dept. of Education, your publications and newsletter will be of great help and use to us...I am sending a copy of my latest book Education in a New Perspective which is a plea for continuous non-formal education and certain research findings from the functional literacy attempts in Kerala...Hope to hear your comments.

Luis Bernardo Pena Borrero, Director  
Open University Project  
Javeriana University, Faculty of Education  
Apartado Aereo #034194  
Bogota, Colombia

3 August 1976

Thank you very much for sending me the publications I requested...These will be of great help to our work activities...Javeriana University of Bogota, Colombia, has a Project that is being developed for the training of educational agents within the rural areas of the country...I am pleased to send to you copies of some of the instructional modules being developed within our Project.

Joan Claffey to Mary Jane Dillon  
Division of International Education  
US Office of Education  
Department of HEW  
R.O.B. 3, Room 3917  
7th and D Streets, S.W.  
Washington, D.C. 20202

22 October 1976

We have received a request from Dr. Myron Vent, USAID/Washington, to assist you in preparing an inventory of clearinghouses and innovative education centers, particularly those which relate to the needs of lesser developed countries. In this regard, we hope that you will find helpful the attached list, with names and addresses, of educational organizations or institutions which promote, conduct, or identify innovative educational programs. (7 pages)

Dr. Roshan H. Dastur  
School of Social Work  
Nirmaia Niketan  
38, New Marine Lines  
Bombay-20, India

6 September 1976

I am looking for some expert guidance on designing a course on "Functional Literacy for Adults" and Mr. James Draper of the Ontario Institute for Studies in Education, suggested I contact you...a course on functional education for adults, both for urban and rural population. We would like to give them a one-term course along with some laboratory and field experience. I shall be most obliged if you could send us some material or ideas which would help us design this course. If we could get some basic concepts and ideas, we would be able to adapt them to suit our socio-economic and cultural groups.

Murray Culshaw  
Stone House, 44 West Street  
Storrington RH 20 4EE  
Sussex, England

13 April 1976

We are particularly looking out for surveys/research/programme plans or programme evaluations on NFE by national governments, international agencies and voluntary agencies in Lesotho, Niger, Ghana, Sudan and the Yemen...Any information which you might be able to let us have on these would be very much appreciated.

Daisy A. Graham (Dr.)  
University of Guyana  
Faculty of Education-Turkeyen Campus  
Box 841  
Georgetown, Guyana

24 May 1976

Let me congratulate you for the wonderful newsletter you have produced. It is packed with the sort of information educators need. Non-formal education is such an important aspect of life especially in developing countries like Guyana where adequate formal educational opportunities are unavailable for the masses.

Sharon P. Aadalen  
Citizens' Advisory Task Force  
4924 Dale Drive  
Edina, Minnesota 55424

27 July 1976

As a member of the Edina, Minnesota Citizens' Advisory Task Force on Long Range Planning for Education, I am working on a sub-committee exploring alternative delivery mechanisms. My specific area of research relates to the following three mechanisms: 1) peer tutoring, 2) community-based education, 3) community resource volunteers. I hope you will be willing to share with our committee any studies, experiential information, new directions, etc... Cost impact data is needed.

Paz Goycoolea Buttedahl  
International Council for Adult Education  
Ontario Institute for Studies in Education  
252 Bloor Street West  
Toronto, Ontario, Canada

18 July 1975

By the way, in my last trip to Colombia I was able to learn that an institution called CEREN (Center for Studies in Non-formal Education) at the Javeriana University had used the Michigan material as the theoretical framework for a research study of the "state of the art in non-formal education in Colombia," which final document shows how useful your materials have been.

Francois Enguehard, Director  
Agri-Service-Ethiopia  
P.O.Box 2460  
Addis Ababa, Ethiopia

30 June 1976

As we are involved in non-formal education we appreciate any new idea which can help develop our programme or simply confirm the results of our own experience. We have run recently an evaluation of our work with the help of a team from the Economic Commission for Africa. To prepare our own team so that everyone could participate in this evaluation, we have made a great use of your publication Effective Learning in Non-formal Education by Ted Ward...Your reference review (Topical Acquisition List No. 3) for out-of-school youth is most interesting. We are trying to implement a pilot project for youth education in rural areas in a non-formal way. The studies you mentioned will be very useful.

Addis Ababa to U.S. Dept. of State, Washington, D.C.  
telegraphed requests

February 1975  
Subject: Training materials for Ethiopian Rural Service Campaign  
Attn.: TAB

Zamatha headquarters and NFE project administrators are desperately in need of a) training, teaching materials, b) design for blueprints, c) how-to-do-it manuals in all areas of village development. This includes agriculture, health, village handicraft...they are looking for step-by-step, almost self-teaching material to be used by 5000 Zamatcha supervisors and government technical

personnel...USAID elicited following priority needs: a) village construction blueprints for hand water pumps, seed fertilizer draft type drill, brick-making machines, hand looms, b) designs for village food preservation and storage techniques...Request AID notify appropriate contractors, village technology study centers, village technology information services.

Mrs. Margaret Maccardini  
1954 Woodcliff SE  
Grand Rapids, MI 49506

October 1976

Letter to Ms. Maccardini from the Information Center: We have received a special request, in your behalf, from Dr. Robert Rentschler...He asked that we send you materials on the subject of the role of women and development, to be used in connection with preparation for your upcoming presentation for International Women's Day.

Mrs. Maude Murray, Documentalist  
World Organization of the Scout Movement  
c.p. 78, 1211 Geneva 4  
Switzerland

April 1976

We would be grateful if you could help us with a bibliography and/or a list of publishers or organizations who might be able to help us. What we need is information on the planning, implementation and evaluation of community development projects as well as practical "how-to" material on the list of subjects enclosed.

V. Bruce J. Tolentino  
Dansalan College Community Service  
P.O.Box 5430  
Iligan City 8801  
Philippines

August 1976

We write to inquire about possibilities regarding training for our staff... For the past six years we have been administering an integrated program of community development among the Maranao Muslims of Lanao del Sur, growing from a one-man, part-time operation to a work force of 34 full-time personnel...To run such a program we need trained and management-oriented staff. Would it be possible for your agency to furnish such training or to help us seek avenues toward training? We are interested in both degree and non-degree, short-term and long-term training...information on application procedures, curriculum content, prerequisites, cost estimates, etc.

Mr. Noorgul Raheemi  
Vice-President of Adult Education  
2 Block Microyon  
Kabul, Afghanistan

October 1976

Mr. Raheemi visited the Non-Formal Education Information Center in conjunction

with his participation in the conference on "Non-Formal Education and the Rural Poor" held at Michigan State University September 26-October 3, 1976. As the director for 20 programs for women, farmers, cooperatives, and on functional literacy in Afghanistan, Mr. Raheemi requested both theoretical and practical articles to aid them in conceptualization and implementation of programs in Afghanistan.

Response was to post to Afghanistan two large boxes of materials of NFE/MSU publications, conference papers, and a collection of over 30 articles on relevant topics. We also wrote on Mr. Raheemi's behalf to publishers and organizations requesting that they send him specific titles desired.

Rev. Theodore Mathieson  
Oxford Mission, Barisha  
Calcutta, India

6 December 1976

I have managed to borrow most of your magnificent gift of books on Non-Formal Education...They are just what we want to help guide us in our efforts to transform an old-fashioned academic education in my own institution into something more relevant to the present situation in our part of the world...we plan to continue academic training and Industrial School training for boys who should go on to Higher Education or have a vocation to work in factories, but at every point it will, we hope, be possible for boys to "opt-out" into Non-Formal "Profit-Work-Enterprises"...the work is presently developing and is on an experimental basis.

30 December 1976

I seem to be quite alone in the determination to convert an institution which merely supports the status quo and wants to go on in the old ways into one which will really serve this country. I want to turn out agents of development, on fire to return to the villages and slums from which the inmates come, longing and able to do something about the monstrous conditions which prevail there...'Conscientizing' one's governing body and staff is hard enough, but the implementation of the necessary changes is even harder...We have been working at these changes for two years now and are at the crucial stage when we either succeed or fail. The trouble is that no-one else seems to have succeeded yet (so far as I know) in these parts in converting an existing institution in a suburban area. It may really be necessary to close down and start again in a rural or a slum setting...I wonder if this personal moan is in any way an "exchange" for you...? Perhaps it shows how hard it is to introduce N.F.E. One thing is clear to me and that is that it is more important to teach boys to be able to do something and to know that they are doing it to help us all to become more human, even than to make them literate!

Mr. Robia Toppo  
CORR-CARITAS  
P.O. Box No. 8  
Dt. DINAJPUR, Bangladesh

22 December 1976

I am an extension worker in the Dinajpur Region. Most of my time is expended in the rural area, among the Farmers...I receive regularly Searsolin periodical which helped me to have the information of NFE published by your Institute. May I be able to receive your NFE publications regularly.

Dr. Paul Hebert, FSC  
Vice-President for Development and Research  
De La Salle University, 2401 Taft Ave.  
D-406 Manila, Philippines

6 January 1977

Enclosed please find a copy of the list of publications that are being requested. I must apologize for requesting so many of the available titles. However, these will form the nucleus of information and data on NFE for the library of the Graduate School of Education... There has been growing interest in NFE in the Philippines and the National Department (Ministry) of Education has been urging Schools of Education to develop information and data on the subject. De La Salle University is keenly interested in the area and is encouraging its graduate students to develop interest in it. Hence, the value of your generous assistance. Be assured that your help will contribute in a significant manner to the growing importance being accorded to NFE by our educational leaders and planners.

James E. Balraj, Director  
Technical and Vocational Training Trust  
P.O. Box 4906  
Madras - 600086, South India

27 December 1976

I am now much more involved in innovative programmes in my present job and in fact used some of the material I have received from your Centre for an Orientation Course for Church Workers that this trust recently organized. I am therefore interested in the report on the Conference and workshop you held on "NFE and the Rural Poor"...

J. M. Kilker  
Division of Family Health  
World Health Organization  
1211 Geneva 27, Switzerland

23 December 1976

We have had a request from the staff for ten copies of the Report on the Conference and Workshop on "Non-Formal Education and the Rural Poor," 1976. We would appreciate obtaining these copies for use in Headquarters and for distribution to our field staff at our regional offices.

Dong Shik Hong, Researcher  
Korean Educational Development Institute  
20-1, Umyeon-Dong, Gangnam-Gu  
Seoul, Korea

March 1976

(Regarding the NFE Exchange) I have found that the issues convey valuable information in the newly developing field... I hope that the newsletter can keep an active role to facilitate the exchange of the ideas and information formulated in NFE field among the professionals concerned... I am preparing a research paper on the development of NFE systems for agricultural innovations. It is hoped that I can exchange the information of research and practical activities in the specialized field with the professionals through the channels of your network.

Joseph Mirie  
Institute for Development Studies  
University of Nairobi  
Nairobi, Kenya

23 December 1976

The need for continued (NFE) co-ordination and putting together research findings and disseminating that information is paramount. I am involved in a participatory research projects of which I am co-ordinator. I will send some of my findings for inclusion in the NFE Information Center.

Anastacio Delmo, Supervising Agronomist  
Bureau of Plant Industry, Region No. 7  
Cebu City, Philippines

4 December 1975

Our office has just opened a small library to be used as a reference section for both technical personnel as well as interested farmers. Coming across your publications in the International Exchange of Information, I found them to be very informative and valuable to researchers.

P. Agatho Elsener  
Searsoline, Xavier University  
Cagayan de Oro City, Philippines L-8401

20 January 1976

My training of indigenous leaders for rural development is still very rudimentary. I'm still searching for the right manner and way...The main method, at least in my intention, will be conscientization, i.e. practice, involvement, responsibility. But any other promising method will be welcome. There is not long one way to Rome! And that's why I have written to you. I enclose two of my former descriptions of the project I'm trying to develop. People who give their money want to exactly know the results of their money in advance. They believe their money brings progress and development. But I'm convinced that it depends more on the people themselves, whether they will progress or not. Money might even be a hindrance; but without money it's rather hard and slow, too.

Dr. Paul H. Masoner  
Accion Cultural Popular  
Calle 20 #9-45  
Bogota, Colombia

January 1977

It is our hope that the complete set of publications on non-formal education can be made available to me here where I am serving as resident consultant for an AID supported project of Accion Cultural Popular. It is the purpose of the project, through the evaluation of ACPO and its programs of almost 30 years, to develop guidelines for non-formal radiophonic education in Latin America...The staff here will make excellent use of the publications in their work over the next two-year period.

Francois Enguehard, Director  
Agri-Service-Ethiopia  
Wolamo Soddo, P.O. Box 3406  
Ethiopia

30 June 1976

Your reference review for out of school youth is most interesting. We are trying to implement a pilot project for youth education in a rural area in a non-formal way. The studies you mentioned will be very useful. We are trying to work in collaboration with the Maisons Familiales Rurales (59 Rue Reaumur, 75002 PARIS).

Mr. Haile Yesus Abeje  
Permanent Delegation of Ethiopia to UNESCO  
1, Rue Miollis  
75732 Paris, CEDEX 15, France

19 January 1977

I would like to thank you for sending me papers that were made available at the recent conference "Non-Formal Education and the Rural Poor"...I found the papers to be extremely interesting and useful. I am looking forward to receiving the final conclusions of the conference. The pioneering work and the leading role of your institute for International studies in the area of Non-Formal Education is highly commendable. The research documents, the findings, and the information that is pooled together by your Institute and made available to development officers and change agents in the developing countries will definitely have a great impact...I would also appreciate it if you would send me any material on training in the field of Basic and/or Non-Formal Education.