

9311250/68

PD-AAN-858

ISN- 33433

FINAL REPORT  
THE NFE NETWORK PROJECT  
1979 - 1983

Submitted by  
Mary Joy Pigozzi, Director  
Non-Formal Education Information Center  
September 1983

In Cooperation with the  
Science and Technology Bureau, Office of Education  
Agency for International Development, Washington, D.C.  
Contract No. AID/DSPE-C-0046

TABLE OF CONTENTS

- I. Executive Summary . . . . . 4
- II. Introduction . . . . . 8
- III. General Objectives. . . . . 10
- IV. Specific Objectives and Task Accomplishments. . . . . 11
  - A. Operating a Clearinghouse on NFE Information. . . . . 11
    - 1. Maintaining the NFE Information Library at Michigan State University . . . . . 11
    - 2. Responding to Requests for Information from Network Affiliates . . . . . 12
    - 3. Writing, Publishing, and Distributing Three Issues Annually of The NFE Exchange . . . . . 16
    - 4. Preparing and Distributing Occasional Papers and Selected Annotated Bibliographies . . . . . 18
    - 5. Conducting Special and Formative Evaluation Studies . . . . . 21
      - a. Analysis of the NFE Network . . . . . 21
      - b. Evaluation of Technical Assistance Activities. . . . . 22
      - c. Participant Evaluations . . . . . 25
      - d. Analysis of Inquiries Regarding Women in Development . . . . . 25
      - e. Assessment of the Center's Information Management System . . . . . 26
      - f. MSU Faculty Review of the NFE Information Center . . . . . 27
    - 6. Fostering the Development of an Interregional Network . . . . . 27
    - 7. Making Maximum Feasible Use of AID's Development Information Utilization Center. . . . . 28
  - B. Providing Technical Assistance in Creating or Strengthening National/Regional Information Centers . 28
    - 1. Develop Criteria for Centers' Establishment . . . 29
    - 2. Advise DS/ED in the Preliminary Selection of Appropriate Sites . . . . . 30
    - 3. Conduct Field Trips to Preliminary Sites. . . . . 31
    - 4. Develop Implementation and Evaluation Plans . . . 33
    - 5. Provide In-Service Training for LDC Center Staff and Appropriate Guidance Materials. . . . . 34
    - 6. Provide a Basic Stock of Materials on Non-Formal Education and Women in Development. . . . . 36
    - 7. Carry Out Implementation and Evaluation Plans . . 37
    - 8. Conduct Necessary Follow-Up Field Visits. . . . . 41
    - 9. Conduct an International Conference at MSU. . . . 42

C. Reports . . . . . 43

V. Discussion of Objectives and Observations . . . . . 44

VI. Problems Faced by the NFE Network Project . . . . . 50

VII. Recommendations . . . . . 54

Appendices

- A. Statement of Work
- B. Titles of Annual and Semi-Annual Reports of  
The NFE Network Project

## I. EXECUTIVE SUMMARY

The NFE Network Project, which began in 1979 and is housed in the NFE Center at Michigan State University (MSU), has served as a clearinghouse/knowledge building/research resource on non-formal education and development and has provided technical assistance to three LDC information centers in the substantive areas of non-formal education (NFE) and women-in-development (WID). Its work has fostered an international exchange of knowledge and experience.

To meet the clearinghouse and technical assistance objectives, the NFE Center was engaged in a range of tasks. Each task could be separated out but the integration of activities was an important aspect of the project. With a limited amount of money (approximately \$1.2 million) many tasks have been completed. These include:

### A. ESTABLISHMENT OF THREE COUNTERPART CENTERS. This involved:

- site selection
- provision of financial support for information services
- provision of training and training manuals (11 completed)
- provision of basic stock of WID and NFE materials
- follow-up visits
- evaluations (internal and external)
- evaluation workshop

B. CLEARINGHOUSE/RESEARCH/KNOWLEDGE BUILDING. This involved:

- maintaining an NFE/WID resource center
- Responding to requests (approximately 120 per week)
- preparing specialized bibliographies (approximately 15 per year)
- publishing The NFE Exchange (9 issues)
- preparing Occasional Papers (6 published)
- preparing Annotated Bibliographies (15 published)
- conducting special and formative evaluations
- fostering the development of an interregional network
- using AID's Development Information Utilization Center

Evaluations have shown that Center users have high regard for its work and the success of the technical assistance activities. Users view the Center's products as appropriate, relevant, accurate, useable, and thoughtful. The synthesis service provided by the Center is seen as particularly valuable and one that is often not available elsewhere. The establishment/strengthening of three information centers in such a short period of time has been described as remarkable. Each center's commitment to its part in the NFE Network Project should be highly commended. In large part the progress of the counterpart centers is attributed to a spirit of collaboration among equals and to flexibility that were guiding principles

throughout the project.

Several constraints affected the project.

1. Primary among these was time. An extremely large and ambitious scope of work was attempted and completed in a relatively short period of time. No doubt, time is always a constraint, but in the NFE Network Project it frequently compounded other difficulties.
2. MSU believes that AID's decision to terminate publication of The NFE Exchange early did hamper the networking activities of the project in significant ways.
3. A major problem facing both AID and MSU is the question of how to deal with field requests generated by the NFE Network Project when no funds have been set aside to cover associated costs.

In particular, the many strengths of the NFE Network Project suggest some areas for AID to consider seriously:

1. It is clear that an investment in information resources is greatly appreciated by those involved in development activities around the world.
2. There is evidence that AID's emphasis on integrating women in the development process and on building the capacity of LDC institutions are in the right direction. Our experience suggests that these emphases could be further strengthened and supported.

3. In large part, the NFE Network Project flourished and performed well because it was housed in a university environment--an environment that provided skilled personnel, a firm and long-standing commitment to education in LDCs, and mechanisms that support such projects.
4. AID should recognize that it has, through the NFE Network Project, strengthened MSU and AID should use MSU's capacity in productive and creative ways that enhance AID's goals.

## II. INTRODUCTION

In 1979 Michigan State University entered into a three-year contract with the United States Agency for International Development (AID), contract no. DSPE-C-0046. The overall objective of the NFE Network Project was to "further stimulate interest in, and knowledge of, non-formal education as a vital element in Less Developed Countries' (LDC) development." The project involved research/knowledge/information/technical assistance dimensions. As the contractor, MSU was to provide two kinds of services: operating a clearinghouse on user-oriented information related to non-formal education; and providing direct technical assistance to selected LDCs that wanted to establish their own national and/or regional information centers.

Two significant contract amendments should be noted because they expanded the scope of the project and strengthened its activities. The first of these included an additional \$179,733 from PPC/WID for an emphasis on women in development. The second consisted of a 13 month extension and additional funds from S&T/ED. In essence this was a "time only" extension, with most additional funds for work in support of the collaborating LDC centers. It did not require additional products.

This report is a summary of project activities, accomplishments, and problems. It also contains recommendations for further

activities that AID should consider in the provision of non-formal education information to LDCs. This report is only a summary-- details of project activities are contained in the annual and semi-annual reports the reader is referred to for additional information.

### III. GENERAL OBJECTIVES

As has been noted in the introduction, the NFEIC at Michigan State University was supported by AID so it could serve as a resource for LDCs as they developed significant programs for the poor majority. The Center was designed to serve as a resource in the following areas: research, knowledge building, information, and technical assistance. To do this it was to provide a base and a network for information dissemination and to establish LDC non-formal education information centers through direct technical assistance. Thus the NFE Network project had two major thrusts--clearinghouse and networking activities based at MSU and technical assistance in the form of institution building in LDCs.

To accomplish these general objectives a series of specific tasks were set out in the project's scope of work. These are addressed in the next section.

#### IV. SPECIFIC OBJECTIVES AND TASK ACCOMPLISHMENTS

To fulfill the general goals of the NFE Network Project two kinds of services, each with a wide range of tasks were provided: clearinghouse activities and direct technical assistance. A summary of activities and the associated products comprises this section of the report. These are directly related to the statement of work of the NFE Network Project which is included in Appendix A.

##### A. OPERATING A CLEARINGHOUSE ON NFE INFORMATION

The NFE Center serves as a clearinghouse of user-oriented information related to non-formal education and women in development. The clearinghouse activities are directed to individuals and organizations in LDCs, AID/W, USAIDs, other US institutions, and international agencies. Specific accomplishments are listed below.

##### 1. Maintaining the NFE Information Library at Michigan State University

The project reports and monographs contributed to the NFE resource collection have created a unique knowledge base on non-formal education and development. The documents collection consists mainly of "fugitive" materials, that is, materials that are unpublished or generally unavailable through normal acquisition channels. Most of the over 7,000 materials in the library were given by NFE

planners and practitioners worldwide in exchange for the Center's publications. It is this direct link with those engaged in NFE activities that makes the "acquisition procedures" of this collection so unusual.

Over the years, the contributions of documents to the Center have continued to increase--and this occurs despite the high cost of international postage, particularly in LDCs. Of interest has always been who is most likely to contribute. Persons from non-governmental organizations and from LDCs are frequently the most generous and most attentive to the Center's policy of information exchange. Among the key topics addressed by incoming documents have been agriculture, health and nutrition, women in development, NFE approaches, adult education, and communication media. The range of topics is extremely large as is evidenced in the collection and illustrated in annual reports. Incoming documents are catalogued (including cross-referencing) and placed in the NFE library. They are then available for in-library use and for the research and networking activities of the Center.

2. Responding to Requests for Information from Network Affiliates

Persons are calling on the NFE Center with increasing frequency for information assistance and Center publications.

These individuals appear to feel a strong personal/ professional bond with the Center. They write to describe their work and related problems, and they appeal for assistance in finding resources to facilitate their work. These appeals are not always only for materials but also for encouragement, advice, and support. Others request critiques of their plans, ideas, and writings. For the most part these requests for assistance and unspecified resources come from people who are working at the "grass-roots" level.

The number of participants in the NFE network has grown significantly over the four-year time period of the project as the number of first-time contacts with the Center continues to be high. The network does not consist of a majority of one-time-only contacts, however. Rather it consists of people who, over time, have become involved in an interchange with the Center.

Incoming requests to the Center are responded to individually. Over the project's life mail requests have been:

1979 - 1980:	1980
1980 - 1981:	2850
1981 - 1982:	5221
1982 - 1983:	2984

Letters vary considerably, each one reflecting the unique combination of the writer's background, work, and concerns. Many of the letters, however, can be grouped into some general categories. Throughout the project the Center has kept count of letters that fall into the following five general categories: 1) specific requests on particular topics, 2) requests for referrals to agencies or individuals, 3) requests that the Center extend its services to others, 4) requests that the Center announce the availability of publications, and 5) requests for information on education and training. The general trend in each of these areas (as well as for all types of requests) has been an increase in the number of requests each year of the project. Annual reports document this as well as give examples of how much Center responses to all correspondence is appreciated.

Many requests are for Center publications, others require Center staff to research the collection and prepare specialized bibliographies. Over the four years of the project over 65 such bibliographies have been prepared on a wide range of topics. For illustrative purposes, those prepared between September 1982 and April 1983 (part of the final year of the project) are listed here:

- Materials on National Policies for Non-Formal Education
- Select Listing of Organizations Involved in Vocational Education and Training
- Select Listing of Additional Sources on Vocational Training and Women
- A Select Listing of Newsletters on Vocational Education and Training
- A Selective Listing of Sources Related to Micro-electronics, Computer Technology, and Information Management for Development
- A Select Listing on Materials Preparation for New Literates
- Sources on Adult Education in the United Kingdom and Ireland from the Non-Formal Education Information Center
- A Select Listing of Organizations in Africa Involved in NFE Training and Course Development
- A Select Listing of Resources on Forestry, NFE and Development from the NFE Center Library
- Bibliography Demonstrating Range of Development Activities in Which Churches are Involved
- Selective Bibliography Related to Evaluation
- A Selected Listing of Sources Related to Agriculture Extension in Zaire
- Agriculture Extension in the Philippines
- Low-Cost, Health-Related Audio-Visual Materials for Community Education
- A Select Listing of Training Organizations Involved in Non-Formal Education and Rural Development

Of particular importance have been the many referrals to other organizations and individuals, either directly or through the Center's publications.

3. Writing, Publishing, and Distributing Three Issues Annually of The NFE Exchange

Nine issues of The NFE Exchange were contracted for in the NFE Network Project. Titles of these are:

- No. 17, "Literacy and Development", 24 pp.
- No. 18, "Children: Education and Change", 28 pp.
- No. 19, "Education and Agriculture", 28 pp.
- No. 20, "Can Participation Enhance Development?", 24 pp.
- No. 21, "Information for Development", 20 pp.
- No. 22, "Women and Production", 28 pp.
- No. 23, "Linking Formal and Non-Formal Education", 24 pp.
- No. 24, "Planning Non-Formal Education Projects", 20 pp.
- No. 25, "Non-Formal Education: Selected Issues", 24 pp.

These were mailed to approximately 5,000 development practitioners in 145 countries. The high regard network members have for the periodical is evidenced by letters describing how The NFE Exchange has enhanced their work.

In January 1982 the Non-Formal Education Information Center was informed by the Agency for International

Development of its decision to discontinue sponsorship of The NFE Exchange. This decision originated from the Agency's Communications Review Board which had screened all AID-sponsored publications with a view toward cutting down the total number. While The NFE Exchange was slated for immediate termination, the Office of Education of the Bureau of Science and Technology protested this decision and negotiated an extension of the January deadline resulting in an authorization to continue publication through June 1982. This agreement stipulated that the Center produce the remaining issues (nos. 21, 22, 23, 24, and 25) as planned under the contract, with the final issue distributed prior to June 30. All the conditions of this adjusted deadline were met.

MSU is particularly saddened by AID's decision. In 1981-82 the mailing list for The NFE Exchange was purposely reduced by about 1,100 names. Yet, by August 1983 it has shown a marked increase and individuals are still asking to receive the periodical even though the last issue was published over a year ago. This is in keeping with the many well articulated concerns we received from readers when we notified them of suspension of the publication. (Details, including sample letters, are available in the report of progress published in June 1983.)

4. Preparing and Distributing Occasional Papers and Selected Annotated Bibliographies

The Occasional Papers Series serves as a forum in which individuals, particularly those from Africa, Asia and Latin America, can publish their research findings and experiences relevant to the field of non-formal education.

Titles of the six contracted issues of the series are:

- Occasional Paper #6, Apprenticeship in Latin America: The INACAP Program in Chile. A Case Study by Oscar E. Corvalan-Vasquez
- Occasional Paper #7, Medicine Showmen and the Communication of Health Information in Mexico by Joseph J. Simoni, Luis Alberto Vargas, and Leticia Casillas
- Occasional Paper #8, Non-Formal Education and Farm Cooperatives West Africa by Guy Belloncle
- Occasional Paper #9, A Conceptual Framework for Designing Literacy Materials for Indigenous Audiences by Michael V. d. Bogaert, sj.
- Occasional Paper #10, Training Popular Theater Trainers: A Case Study of Nigeria by Kees P. Epskamp
- Occasional Paper #11, Some Critical Comments on Formal Vocational Training and Suggestions for Alternative Approaches by Joachim Lindau with Lynn Joesting

The overwhelmingly positive responses to select bibliographies prepared by the staff of the NFEIC for network participants led to the Center's series of Annotated Bibliographies. Through each issue of the series, the Center attempts to describe the best and the range of

materials, housed in its resource collection, on a topic of interest to those involved in non-formal education. Care is taken to ensure that both theoretically- and practically-oriented materials are mentioned. Entries in the bibliographies are annotated and contain full ordering information to facilitate horizontal networking. Titles of the 15 contracted issues are:

- Annotated Bibliography #1, Women in Development: A Selected, Annotated Bibliography and Resource Guide prepared by Linda Gire Vavrus with Ron Cadieux and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #2, Non-Formal Education and Health: A Selected Annotated Bibliography prepared by the staff of the Non-Formal Education Information Center
- Annotated Bibliography #3, Literacy and Basic Education: A Selected, Annotated Bibliography prepared by the staff of the Non-Formal Education Information Center
- Annotated Bibliography #4, Projects, Training, and Strategies for Generating Income: A Selected, Annotated Bibliography prepared by the staff of the Non-Formal Education Information Center
- Annotated Bibliography #5, Managing Development Projects: A Selected, Annotated Bibliography prepared by Zachariah Chuenyane and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #6, Children: Health Education, and Change. A Selected, Annotated Bibliography prepared by the staff of the Non-Formal Education Information Center

- Annotated Bibliography #7, Non-Formal Education and the Handicapped in Developing Countries: A Selected, Annotated Bibliography prepared by the staff of the Non-Formal Education Information Center
- Annotated Bibliography #8, Appropriate Technology-- A Selected, Annotated Bibliography prepared by Carolyn Andree and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #9, Nutrition and Food-- Education, Policy, and Practice. A Selected, Annotated Bibliography prepared by Lela Vandenberg, Crissy Kateregga, and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #10, Non-Formal Education and Agriculture: A Selected, Annotated Bibliography prepared by Karen Collamore Sullivan and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #11, Acquiring Financial Resources for NFE Projects: A Selected Annotated Bibliography prepared by Sara Sherman Cummins and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #12, Journals and Newsletters on Non-Formal Education and Development: A Selected, Annotated Bibliography prepared by Karen Collamore Sullivan and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #13, Evaluation in Non-Formal Education: A Selected, Annotated Bibliography prepared by Lela Vandenberg and the staff of the Non-Formal Education Information Center
- Annotated Bibliography #14, Non-Formal Education and Radio: A Selected, Annotated Bibliography prepared by Vicki Vergeldt and the staff of the Non-Formal Education Information Center

- Annotated Bibliography #15, Non-Formal Education and the Use and Management of Water Resources: A Selected, Annotated Bibliography prepared by Michael DeVries, Karen Collamore Sullivan and the staff of the Non-Formal Education Information Center

As an example, the reader is asked to note that between September 1982 and August 1983 2200 copies of various Annotated Bibliographies were distributed to network participants.

Also prepared and published by the NFE Center but not part of the original statement of work was Spanish Language Materials in The NFE Library by Doree Mehretu. (The NFE Core Bibliographies are described later in this report.)

##### 5. Conducting Special and Formative Evaluation Studies

A number of evaluative activities have been carried out over the course of the NFE Network Project. These have been determined jointly by MSU, DS/ED, and AID Regional Bureaus.

###### a. Analysis of the NFE Network

In 1979 a survey was prepared by Ms. Joan Claffey and distributed to all those receiving The NFE Exchange. Nearly 1,000 individuals responded to the questionnaire providing information on how they use materials and knowledge acquired from the Center. Some of this

data is summarized in The NFE Exchange, No. 21 "Information for Development." A detailed description is available in An Analysis of a Transnational/International Information Exchange Network: Planners, Practitioners and Researchers of Non-Formal Education for Development by Joan M. Claffey and available from Michigan State University Libraries.

b. Evaluation of Technical Assistance Activities

Evaluation of the technical assistance activities has taken three forms. Overall, the assessments have concluded that the three counterpart centers have performed exceedingly well. This performance is particularly remarkable in light of the short time frame in which the activities were undertaken.

In-progress evaluations have been conducted jointly by MSU and each collaborating center. Results of these evaluations may be found in the following reports:

- Report of Trip to INADES, Abidjan, Ivory Coast To Assess Non-Formal Education Activities Under Collaborative Agreement and to Banjul, The Gambia Per USIAD Request to Explore Assistance in Non-Formal Education (November/December 1981)

- Report of Assessment of Activities of the NFE/WID Information Exchange Center for Asia Under The NFE Network Project (January 1982)
- Evaluation of Non-Formal Education and Women in Development Activities of Fundacion Para La Educacion Permanente en Colombia Under The NFE Network Project (May 1982)

In lieu of an international conference resources were redirected to collaborating center activities and to an evaluation workshop attended by the directors of the four centers (MSU, NFE/WID-Asia, FEPEC, and INADES). This workshop was hosted by the NFE/WID-Asia Center in Los Banos, the Philippines and was held 24-30 March 1983. This evaluation enabled the directors to assess the progress of their centers as well as to discuss various approaches to similar problems. The participants (in addition to the directors, representatives from AID/W, and MSU, and an AID official from Jakarta who travelled independently because of his interest in the project, were present) felt that the meeting was most helpful in terms of assessing progress and in terms of addressing problems and future directions. Two reports discuss the outcomes of the meeting in detail:

- Report of Trip to Los Banos, The Philippines to Attend Meeting of Directors of The NFE Network Project and to Bangkok, Thailand and Ellamanchili, India (May 1983)

- Reflections on the Technical Assistance  
Component of the NFE Network Project  
(September 1983)

"Outside," LDC evaluators were contacted for FEPEC and the NFE/WID Center-Asia. (Funds were not allocated for an "outside" evaluation of INADES as that organization opted for a significantly smaller amount of support under the NFE Network Project.) In addition to providing an assessment of the activities of the counterpart centers, this evaluation was seen to serve two other purposes. First to encourage networking among LDC professionals and, second, to provide an avenue to identify LDC experts and to give these professionals an opportunity to gain additional experience.

Ma Socorro Camacho-Reyes evaluated the Center in the Philippines 11-18 August, 1983. Her evaluation comments and excellent recommendations are in Report on the Evaluation of the NFE/WID Information Center for Asia.

Sr. Andres Mino indicated in September 1983 that he was no longer going to be able to conduct the evaluation of FEPEC. This will be carried out either by an AID/W representative or another individual from the region in the next quarter.

c. Participant Evaluations

The NFE Center has always relied heavily on its intended beneficiaries to serve as an indicator of the extent to which it is providing the services designed in the NFE Network Project. Through this method of evaluation the Center has, over the years, received many positive and unsolicited comments on the value of its services. Of particular note are the letters that voluntarily describe the strengths of the Center in terms of the ways that it contributes to the work of those involved. A sampling of such letters is included in each annual report.

d. Analysis of Inquiries Regarding Women in Development

As part of the contract amendment from AID's Office of Women in Development, the Center conducted a content analysis of WID-related inquiries directed to the center in an attempt to describe in some detail the nature of these requests and to interpret the more significant findings regarding WID interests and resource needs. Specifically, the Center attempted to explain differences in requests as they relate to national origin, location and type of work of the individuals who asked the Center for assistance. The report, An Analysis of Inquiries Regarding Women in

Development as Directed to the Non-Formal Education  
Information Center by Development Planners, Practi-  
tioners and Researchers by Joan M. Claffey, Valerie

Auserehl Kelly, Mary Joy Pigozzi, Ruth Hill Useem, is available from the Center. It postulates that the differences between inquiries from correspondents in less-developed countries (LDCs) and developed countries (DCs) are related to two factors: access to development data bases, and information needs due to differences in roles.

e. Assessment of the Center's Information Management System

As part of the scope of work of a complementary project, the Center compared its information management methods with those of other centers providing information related to development. In the assessment of our own methods of information storage and retrieval, we concluded that, though current manual methods are effective at this time, additional research needs to be conducted regarding the benefits and cost related to maintaining a computerized data base. Readers interested in the Center's study are referred to Methods of Information Management in Selected Development Organizations; a Preliminary Exploration by Karen

Collamore Sullivan and Mary Joy Pigozzi.

f. MSU Faculty Review of the NFE Information Center

In December 1982, at the request of the Center Director, the Dean of International Studies and Programs at MSU appointed a 13-member University-wide faculty panel to examine the activities of the NFE Center, assess their value to MSU, and make recommendations to the Dean. Under the direction of Dr. Tom Carroll, Assistant Dean of the College of Social Science the panel completed an extensive study which is documented in Review of the Non-Formal Education Information Center at MSU. Key elements in this report are the high value the faculty place on the NFE Center as an international resource based at MSU, the need to nurture this resource, and the need for the Center to have both MSU and outside financial support for its activities.

6. Fostering the Development of an Interregional Network

Whenever possible, the NFE Center has attempted to further foster the development of the NFE network in ways that supplement and complement the activities described above. Personal contacts in support of the Center's work have been pursued. Hosting a significant number of

visitors to the Center has been an important part of these "fostering" activities. A variety of relevant conferences have been attended, and correspondence has played an important role in the Center's networking activities.

7. Making Maximum Feasible Use of AID's Development Information Utilization Center

Throughout the life of the project the NFE Center has worked closely with the AID R&D Report Distribution Center. Through this collaboration, persons in Africa, Asia, and Latin America have been able to receive those MSU publications that are out-of-print. The mechanism that the Center has developed involves the Center forwarding requests for out-of-print materials to the AID Office which then provides the materials. Although this procedure necessitates receipt of out-of-print materials later than in-print ones, acknowledgements from the field show that individuals are receiving the documents they have requested.

B. PROVIDING TECHNICAL ASSISTANCE IN CREATING OR STRENGTHENING NATIONAL/REGIONAL INFORMATION CENTERS

The NFE Network Project was designed to provide direct technical assistance toward the strengthening of counterpart information centers in the developing world. These centers were to form part of a mutually cooperative international

network that was sensitive to particular local and language needs. Furthermore, this network would serve to decrease the dependence of development planners and practitioners on the West for information resources. This replication and decentralization of the MSU Center's services was also seen as important in increasing the number of potential beneficiaries.

As a result of this project three LDC information centers are operational. Each center engaged in activities tied to specific agreements of cooperation between the organization and MSU. Each center now contains a basic stock of print and non-print materials on non-formal education and women-in-development and is producing and distributing copies of these materials, and providing reference and referral services to its clients. Moreover, each continues to operate as an information center even though financial support is no longer available from MSU.

Specific accomplishments related to the technical assistance activities are listed below.

1. Develop Criteria for Centers' Establishment

The following criteria were identified as being essential for selection of counterpart centers:

- be relatively broad-based in terms of access and scope of development resources

- have likelihood of continuation because of high interest level, access to funding, and status not highly subject to political fluctuations
- have means for gathering and maintaining print resource materials
- have means for effective distribution of materials (e.g., political ability to mail to most countries, adequate mail service)
- be willing and able to handle problem-oriented requests
- be cognizant of NFE programs within the country
- be concerned with building linkages with the NFE planners and practitioners in the country or region
- have enthusiasm for undertaking or expanding information center and networking functions
- be committed to adequate staffing
- have replication or multiplier possibilities (serving as a model for subsites in the country or perhaps for other national centers)

These criteria were used as preliminary sites were selected, field visit sites determined, and decisions on collaborating centers made.

2. Advise DS/ED in the Preliminary Selection of Appropriate Sites

The NFE Center used several processes to identify preliminary sites for collaborating centers. A brief description of the technical assistance part of the NFE Network Project appeared in issue no. 12 of The NFE Exchange, inviting interested organizations to submit proposals. The NFE Center staff identified potential collaborating organizations using the existing, extensive information resources at its disposal, and AID identified potential sites through its missions and its own networks.

A short list of preliminary sites was drawn up using information from the sources mentioned above and in light of the criteria outlined in 3. below.

3. Conduct Field Trips to Preliminary Sites

Visits to selected preliminary sites were made so as to assist MSU, DS/ED, and USAIDs in determining specific sites and cooperating organizations. Trips were made to Africa, Asia, and Latin America. These trips and their outcomes are detailed in the following reports:

- Report of Trip to INADES, Abidjan, Ivory Coast to Assess the Capacity of INADES to Function as a Non-Formal Education Information Center 10-13 December 1979
- Report of Trip to INADES, Abidjan, Ivory Coast, AID/REDSO/WA, AID Sahel Development Planning Office, and Sahel Institute, Bamako, Mali, With Visits to AID/Monrovia and AID/Dakar 12-23 February 1980

- Report of Trip to Manila, Philippines, Bangkok, Thailand, and Nairobi, Kenya, to Explore and Assess NFE Information Center Linkages 10 April - 5 May 1980
- Report of Trip to Colombia to Explore and Assess NFE Information Center Linkages 22-29 September 1980

As a result of site visits, three organizations were selected to work in collaboration with MSU and to serve as regional NFE/WID information centers. They are:

- Institut Africain Pour Le Developpement Economique et Social (INADES)-Documentation  
08 Boite Postal 8  
Abidjan 08, Ivory Coast
- Servicio de Intercambio de Informacion en Educacion No Formal para America Latina (SINENFAL)  
Fundacion para la Educacion Permanente en Colombia,  
Centro para el Desarrollo de la Educacion No Formal (FEPEC/CEDEN)  
Apartado Aereo 53372  
Bogota, D.E., Colombia
- NFE/WID Information Exchange Center for Asia  
Department of Agricultural Education  
College of Agriculture  
University of the Philippines at Los Banos (UPLB)  
College, Laguna, Philippines

Two of these, INADES-Documentation and FEPEC had already been directly involved in information sharing activities related to non-formal education--INADES since the early 1960's and FEPEC since the early 1970's--and all three parent organizations had been actively engaged in non-formal education and women-in-development. Support

from the NFE Network Project provided funds for existing (in some cases) as well as new activities. In both the Asian and the Latin American centers project funds enabled the development of a sub-unit devoted to information services within the organization.

4. Develop Implementation and Evaluation Plans

Through discussions with AID representatives and the director of each of the Centers separate plans were developed for each Center. This was necessitated by several factors--especially a recognition that each center was, in its own way, unique. Some of the other factors can easily be isolated, however. For example, INADES-Documentation opted to seek less support and not be specifically designed a WID center or to produce a newsletter, and the UPLB Center decided early on to place a special emphasis on women-in-development. Moreover, it became clear that the slightly differing orientations and interests along with practical considerations such as variations in communication times meant that each center would probably perform the various activities at a slightly different pace. Evaluation plans called for in-progress evaluations as part of the follow-up visits (see 6. below) and an evaluation by an "outside" LDC expert, where appropriate.

5. Provide In-Service Training for LDC Center Staff and Appropriate Guidance Materials

Training was provided to collaborating center personnel at MSU and at the collaborating institutions. Initial training for INADES-Documentation staff at MSU occurred fairly early in the project (Agreements of Cooperation were signed quickly) and covered non-formal education, organizing a resource collection, managing a transnational network, preparing and publishing a newsletter, financial management as it related to the project, and general management and administration. Staff from FEPEC and NFE/WID Asia were also initially trained at MSU in the above areas plus women-in-development. The training of personnel of these two centers was timed such that there was a two-week overlap. This allowed time for sharing activities and plans while still recognizing the need to treat each Center separately and in light of its unique characteristics.

Follow-up visits to the Centers provided an opportunity for on-the-job training and to work with colleagues on adapting management procedures and such things as record-keeping practices. (These are discussed under 6. below.)

Upon consultation with AID/W it was agreed that MSU should develop a guide for managing a resource center, publishing a periodical, and maintaining a network. Rather

than a single publication, what has emerged is a series of publications designed to provide step by step, practical, "how-to" information in simple language and with illustrations where appropriate. The NFE Center has prepared and published the following under the NFE Network Project:

- Manual Series 1, A Simple Guide to Managing a Resource Center on Non-Formal Education for Development
- Manual Series #2, Preparing Citations and Annotations
- Manual Series #3, Preparing and Producing The NFE Exchange
- Manual Series #4, Maintaining a NFE Network Through Correspondence

With additional support from the NFE Center each collaborating center published similar handbooks. These serve as training guides for center staff and, more importantly, as a range of models for LDC organizations interested in establishing centers to provide relevant information to development workers. Manuals published by the Centers are listed below:

From FEPEC: Manual de Funcionamiento de la Red de Intercambio de Informacion en Educacion No Formal y Mujer

Manual de Funcionamiento del Centro de Documentacion

From INADES: Organisation et Gestion D'Un Centre  
de Documentation

Comment Organiser et Gerer Un Reseau  
de Documentation

From UPLB: How to Build and Manage an NFE/WID  
Resource Collection

How to Prepare and Publish a News-  
letter/Occasional Paper

How to Organize, Manage, Participate  
in Networking Activities-Asia

6. Provide a Basic Stock of Materials on Non-Formal Education  
and Women in Development

As part of the NFE Network Project the NFE Center was to identify a basic stock of core materials on non-formal education and women in development and provide these to the three regional centers. The documentation was to address the following topics: NFE and agriculture, community and integrated development, cooperatives, health, nutrition, literacy and basic education, management, appropriate technology, communication, planning and evaluation, participation, training, and general theoretical considerations, including a focus on a variety of audiences (e.g., adults, rural and urban groups, women, out-of-school youth, and children). Of special interest was the regional context and documents in relevant languages, but other materials were also to be included.

By May 1981, 1443 documents had been identified.

These are listed in the following publication:

- Non-Formal Education Core Bibliographies

The MSU Center was contractually obligated to attempt to supply these documents to the collaborating centers. As part of its formal collaborative agreement with MSU, each center also received funds to purchase additional materials related to non-formal education and women-in-development. While the acquisition process was under way, MSU staff continued to identify further items that would be of likely interest to the LDC centers. An additional 895 titles were acquired for the centers. By May 1983 over 1900<sup>1</sup> publications had been sent to each center. Thus each center received a significantly larger core library than it originally anticipated when the sub-contract agreements were signed. Details relating to the procurement activities are available in Final Report on the Provision of a Basic Stock of NFE Materials to Regional Centers in the NFE Network Project.

7. Carry Out Implementation and Evaluation Plans

Each Center has undertaken a variety of activities.

---

<sup>1</sup>The apparent discrepancy in numbers is a result of items listed in the Non-Formal Education Core Bibliographies that were out-of-print or no longer available by the time the acquisitions began.

Each has been involved in networking, information assistance through correspondence, materials acquisition, and other clearinghouse activities. Each center has also undertaken significant publishing responsibilities. These activities are documented in their reports and evaluations of these activities addressed elsewhere in this report. Available products of each Center are listed below.

Fundacion para la Educacion Permanente en Colombia

FEPEC has initiated and published a periodical, developed two extensive directories and published two "how-to" manuals. Titles of these are:

- Sinenfal, "Sinenfal: Un Apoyo a la Educacion No Formal en America Latina". No. 1, December 1981
- Sinenfal, "La Informacion: Una Necesidad Fundamental para los Paises en Desarrollo". No. 2, June 1982
- Sinenfal, No. 3, (forthcoming)
- Directory of Financial Sponsors
- Directory of Development Organizations in Latin America
- Manual de Funcionamiento de la Red de Intercambio de Informacion en Educacion No Formal y Mujer by Marcela Bucheli B.
- Manual de Funcionamiento del Centro de Documentacion by Luis Javier Ochoa and Marcela Bucheli

Institut Africain Pour Le Developpement Economique et Social in Ivory Coast

INADES-Documentation published four annotated biblio-

ographies and two "how-to" manuals. Their titles are:

- Alimentation et Nutrition en Afrique
- Technologies Appropriees 1: Amelioration des Techniques de Cuisson
- Technologies Appropriees 2: Amelioration des Techniques Traditionelles de Construction
- Technologies Appropriees 3: Stockage, Conservation et Transformation des produits Alimentaires
- Organisation et Gestion D'Un Centre de Documentation
- Comment Organiser et Gerer Un Reseau de Documentation

NFE/WID Information Exchange Center for Asia

The Center at UPLB has published a newsletter, Occasional Papers, workshop reports, an educational comic book and three "how-to" manuals. Their titles are:

- The NFE/WID-Asia Exchange, Vol. 1. No. 1  
"Non-Formal Education/Women in Development: A Philippine Concern"
- The NFE/WID-Asia Exchange, Vol. 1, No. 2  
"The Social Laboratory in Pila"
- The NFE/WID-Asia Exchange, Vol. 1, No. 3  
"Woman's Role in Society-A Changing Concept"
- The NFE/WID-Asia Exchange, Vol. 2, No. 4  
"WID-Local Women Leaders in Rural Development"
- The NFE/WID-Asia Exchange, Vol. 2, No. 5  
"The Case of Non-Formal Education"
- The NFE/WID-Asia Exchange, Vol. 2, No. 6  
"Regional Women in Development (WID) and Networking"
- The NFE/WID-Asia Exchange, Vol. 2, No. 7  
"WID and the Korean Connection"

- The NFE/WID-Asia Exchange, Vol. 2, No. 8  
"Focus on Thailand"
- The NFE/WID-Asia Exchange, Vol. 3, No. 9  
"The Status of Women in Bangladesh"
- Occasional Paper #1, Profile of Out-Of-School  
Youths in Bukidnon by Leonardo A. Chua
- Occasional Paper #2, The Pansol Mini-Consumers'  
Association: A Lesson of Experience in Mobilizing  
Homemakers for Rural Development by Obdulia  
F. Sison
- Occasional Paper #4, The Filipino Women in Rice  
Farming by Rufina R. Ancheta
- Occasional Paper #5, A Non-Formal Education  
Strategy for Agricultural Development: The  
Case of the Bulacan Farmers' Training Center  
by Rogelio V. Cuyno, Zenaida Ubaldo, Emmanuel  
Genio, and Celia Correa
- Occasional Paper #6, Patubig Homemakers' Club  
Textile Scrap Sewing Project by Lilia Quizon  
Panganiban
- Occasional Paper #7, Linking Rural Women's  
Production Enterprises to Family Benefits and  
to Country Programmes in Korea by Han Gu Kim
- Occasional Paper #8, The Status of Thai Women  
in Two Rural Areas by the National Council  
of Women of Thailand and the Faculty of  
Social Administration
- Occasional Paper #9, Women Time Allocation and  
Adoption of Family Planning Practices in Farm  
Family by Abdul Halim and Md. Akmal Hossain
- Workshop on Mobilizing and Motivating Village  
Women for Group Action in Rural Development

- Workshop on Intra-regional Networking in Non-Formal Education/Women in Development Information Exchange in Support of Agriculture and Rural Development
  
- Making Nutrition Work-Remy's Way
  
- How to Build and Manage an NFE/WID Resource Collection by Lorna P. Domingo
  
- How to Prepare and Publish a Newsletter/Occasional Paper by Priscilla A. Juliano
  
- How to Organize, Manage, Participate in Networking Activities-Asia by Obdulia F. Sison

8. Conduct Necessary Follow-Up Field Visits

In an attempt to conserve scarce financial resources, follow-up field visits to the collaborating centers were, for the most part, combined with evaluation visits. One follow-up visit was made to each center. The selection of Los Banos as the site for the meeting of the center directors allowed for additional on-site follow-up at the NFE/WID-Asia Center, too. These site visits are documented in the following reports:

- Report of Trip to INADES, Abidjan, Ivory Coast to Assess Non-Formal Education Activities Under Collaborative Agreement and to Banjul, The Gambia Per USAID Request to Explore Assistance in Non-Formal Education 30 October-10 November 1981
  
- Report of Assessment of Activities of the NFE/WID Information Exchange Center for Asia Under the NFE Network Project 1 - 12 January 1982

- Report of Trip to University of the Philippines-  
Los Banos to Assess Non-Formal Education and  
Women in Development Activities Under the NFE  
Network Project and to Attend Workshop on  
Mobilizing Village Women for Group Action in  
Rural Development 1 - 12 January 1982
  
- Evaluation of Non-Formal Education and Women  
in Development Activities of Fundacion Para  
la Educacion Permanente en Colombia Under  
the NFE Network Project 16 - 24 May 1982
  
- Report of Trip to Fundacion Para la Educacion  
Permanente en Colombia, Bogota, Colombia to  
Assess Non-Formal Education and Women in  
Development Activities Under the NFE Network  
Project 16 - 22 May 1982

The importance of these visits cannot be over-emphasized. They served to encourage colleagues and to redirect LDC center activities. They also allowed MSU the opportunity to see first hand how each collaborating center was evolving...in its own way, relevant and appropriate for that point in time even though it might differ significantly from the path chosen by the other two collaborating centers.

9. Conduct an International Conference at MSU

In March 1982 and following MSU requested that the collaborating centers have at least four (and preferably twelve) additional months and some more funds to ensure that they would be well established. Recognizing that funds were extremely limited, MSU suggested scaling

down the proposed international conference, using left-over funds to continue modest support and technical assistance and to support the evaluation workshop.

The evaluation meeting of the directors of the collaborating centers was held in Los Banos, the Philippines 23 - 30 March, 1983. This is summarized in an earlier part of this report addressing evaluation, and details may be found in the following:

- Report of Trip to Los Banos, the Philippines to Attend Meeting of Directors of the NFE Network Project and to Bangkok, Thailand and Ellamanchili, India 19 March - 14 April 1983
- Reflections on the Technical Assistance Component of the NFE Network Project

#### C. REPORTS

Annual reports on the clearinghouse activities and semi-annual reports on the technical assistance activities have been submitted throughout the life of the project. They document the details of the various activities and address problems encountered, recommendations, and future plans. Titles of these reports are listed in Appendix B.

V. DISCUSSION OF ACCOMPLISHMENTS AND OBSERVATIONS

Michigan State University has met, and in many cases, exceeded the contractual obligations of the NFE Network Project. Specific tasks required by the project have been completed and outcomes are listed in the previous section. The NFE Center has attained several other major achievements which cannot be easily summarized in quantitative terms.

Of particular importance is a recognition by AID and other donor agencies that this project has, in fact, reached those who are working with the world's poor majority. This was a major objective of the project and one that is shared with many other projects. Yet, frequently projects do not meet this objective. Evidence for this success comes from, among other sources, the approximately 100 letters the Center receives each week. Through this mail, individuals comment on how the products from, and correspondence with, the NFE Center have made positive contributions to their development activities in Africa, Asia and Latin America. Thus, we suggest that the NFE Network project has not merely reached those working on behalf of the world's poor majority but it has reached them in ways that are significant.

The products and services of the MSU Center are valued highly. They are seen as appropriate, accurate, comprehensive, timely, sensitive, and unique. In our professional judgement,

there are several factors that have contributed to this.

Being based at MSU provided significant advantages. As an institution MSU is committed to international work and, as a result, appropriate institutional arrangements exist. It also contains excellent human resources which can be drawn upon for projects such as this. The NFE Network Project was able to employ a number of graduate students with excellent development sensitivity and an ability to select, synthesize, and present materials. It is these skills rather than information skills per se that were important to the NFE Network Project.

The "synthetic" nature of the Center's work is what is so deeply appreciated by those in the field--planners, practitioners, and policymakers alike. And this, coupled with prompt responses that address requests directly while "reading between the lines", seems to have been significant in the formation of the bonds that individuals from a variety of professions and wide range of cultural contexts form with the NFE Center.

Throughout the NFE Network Project every attempt was made to ensure that the various components (and their related tasks) were always part of an "integrated whole". We believe this was a major strength. For example, requests from the field helped staff identify potential topics for bibliographies or The NFE Exchange and apparent "gaps" in the NFE collection resulted in active attempts

to acquire relevant materials through the network. In addressing and making decisions about each of the components of the NFE Network Project, the staff took into consideration all other project components. It is the integrated nature of the Center's activities that has put each component on a firm foundation.

The strong ties the Center has to the daily activities and concerns of development workers have been important to the quality of its products, the relevance of its work, and the Center's credibility around the world. The Center has earned a worldwide reputation for excellence in out-of-school education and development. This has been achieved in a relatively short period of time. The close links to daily development-related activities result from staff experiences in Africa, Asia, and Latin America; the letters, comments, and descriptions that are received daily as a result of the Center's "acquisition through exchange of information" policy; and MSU's extensive international experience.

Of particular importance has been the Center's attention to women-in-development (WID) in every aspect of its work. Rather than address WID-related issues separately, the NFE Network Project has integrated WID concerns and emphasized WID issues as seemed appropriate given the particular task at hand. Fully one-fourth of the requests it receives are WID-related and the NFE library houses an excellent practical and field-oriented WID collection.

The letters requesting WID related information, advice and services are evidence that others consider the NFE Center's WID-related resources and services valuable. Furthermore, the research carried out by the NFE Center indicated that development planners and practitioners need information that addresses WID-related concerns along with others.

The NFE Network Project has also placed particular emphasis on self-sufficiency. For this reason information has been shared with the assumption that users are quite capable of selecting and adapting that which is useful for themselves. This has meant that the NFE Network Project has not promoted a particular definition of approach to non-formal education but has tried to point to the advantages and disadvantages of various approaches, suggesting when some might fit a particular context better than others.

Two other factors that we believe have strengthened the NFE Network Project are a solid reliance on evaluation by the intended beneficiaries and a commitment to teamwork. Over the years of the project we have used the comments and suggestions of those who use our work (planners, fieldworkers, USAID representatives, policymakers, for example) as guides. Their questions and concerns assisted us as we made decisions regarding topic selections for our publications. The Center has carefully collected data on these requests and used them to guide its activities. Within the

NFE Center most tasks are worked on by teams representing a range of approaches, interests, and experiences. In both evaluation and teamwork we feel that the Center's approach provided AID with a high quality product.

Several underlying factors made establishment of the three collaborating centers possible. These were particularly important given the short amount of time allotted for this part of the project. The collaborating centers felt MSU always treated them as equals and always recognized their unique characteristics and needs. The equal partners principle is very difficult to uphold when the constraints of time, funding, and deadlines are pressuring collaborative ventures, but we believe MSU's commitment to this principle throughout the project was a major (although unmeasurable) strength. The center directors are personally committed to the success of the NFE Network Project. Organizational leadership does make a difference.

In MSU's estimation leadership in East Lansing and Washington also contributed positively to the NFE Network Project.\* MSU also

---

\* MSU believes that the first Principal Investigator of the NFE Network Project, Dr. Joan Claffey, set a high standard of performance. The support, professional guidance, and flexibility of the AID/W representatives (Dr. Ray San Giovanni and Mr. Jim Hoxeng) who served as project monitors were important to all the activities of the NFE Network Project. Their flexibility and willingness to listen to the professional judgements of MSU staff were instrumental to project success. It is particularly helpful to consider all those in decision-making positions as fellow colleagues on a management team rather than as individuals who have to be confronted and bargained with.

attributes much of the success of the NFE Network Project to project management. Throughout the life of the project its leadership combined administrative, organizational, conceptual, and substantive skills. An understanding of the substance of the project was very important to its success. MSU ensured that routine and bureaucratic procedures not hamper the content of what needed to be accomplished.

A major accomplishment that should not be overlooked is the building of MSU's institutional capacity. This has occurred in the substantive areas of non-formal education, women-in-development, training, and education for development, and in the functional areas of networking, information services, and publishing. This institutional capacity remains as a rich resource for AID, LDC colleagues, and MSU.

In this short section we have tried to outline what we believe are some of the underpinnings in the success of the NFE Network Project. We do this in an attempt to share the lessons we have learned in the hope that our experience can, in some small way, contribute to the design and implementation of more effective development projects. We turn now to a summary of some of the problems faced by the project.

## VI. PROBLEMS FACED BY THE NFE NETWORK PROJECT

This section describes briefly some of the major obstacles that confronted the NFE Network Project.

### A. THE CONSTRAINT OF TIME

The original three year life of the project was very short in light of the specific objectives set out in the NFE Network Project. Both the clearinghouse activities (especially the publications programs) and the establishment of counterpart centers involved a large number of separate tasks. As with many projects, "start-up time" delayed initiation of some project activities. This was particularly true with regard to the time gap between the identification of potential sites and the actual signing of formal Agreements of Cooperation and implementing of related activities in the counterpart centers. Delays due to such things as international mails and acquisition of clearances placed further stress on already strained time lines.

Even though the MSU Center felt constrained by the time frame it was much worse for the counterpart centers. Each had to begin activities and complete tasks in less than the three years of the project life. In some cases, these activities were completely new (for example, production of newsletters).

## B. THE CONSTRAINT OF RESOURCES

Both personnel and financial resources have constrained the NFE Network Project. The counterpart centers did remarkably well in developing fine products with only very modest financial support. Because the support was so modest, each center had to set priorities for how it was going to use the money. Each did slightly different things (e.g., UPLB focused on workshops, FEPEC on its various directories, and INADES on bibliographies) making comparisons between the centers very difficult.

As institutions grow and develop they require nurturance. Additional support for travel would have made such attention much more specific, focused, and timely. As has been noted in an earlier section of this report, follow-up visits were extremely important in the success of this project but only one was possible for each center. In our opinion, at least one more opportunity to meet with collaborating center staff, provide assistance, and address problems would have improved project outcomes significantly. Yet, because travel is so costly and demands on available funds so high, money was directed to other project activities (e.g., additional support for services and the activities of the collaborating centers).

Personnel resources were constraining in a different way. Talented and skilled individuals were present at MSU and the

collaborating centers. Preparation of appropriate training materials and providing training for colleagues from the counterpart centers was extremely time consuming. At the same time that MSU staff were engaged in these activities they were also needed for the regular day-to-day Center tasks.

When the project was first conceived, it was thought that the collaborating centers would replicate the MSU Center. As the project progressed, however, each center evolved in a slightly different way and in accord with its own interests. Though the MSU Center was in full support of this, the different approaches and activities selected by the collaborating centers required additional administrative time and tasks on the part of the project management.

#### C. THE CONSTRAINT OF RAISED EXPECTATIONS

The NFE Network Project has provided an essential set of services that are not available elsewhere. Many of the users of the NFE Center at MSU are not in a position to pay the price of obtaining the information from other sources. Termination of the project means that a number of development workers and organizations may no longer have access to development-related information. This is a serious problem. One that needs to be faced immediately, particularly as the number of demands on, and first-time requests to, the MSU Center show

no signs of diminishing. This, too, ties into the constraint of time--perhaps the regional centers would be carrying a greater part of the load if they had had more time to establish themselves and become better known.

D. THE CONSTRAINT OF CUTTING OUT PART OF A COMPLEX PROJECT

The decision of AID's Publications Review Board to terminate publication of The NFE Exchange before the end of the NFE Network Project has had serious results. First, as had been noted earlier, the various components of this project have always been very closely intertwined. To take out one of the activities part way through the project posed some difficulties--particularly in the area of networking, a prime component of the project. Equally as important has been the response from readers who expressed both personal and professional loss when they learned of the termination of the periodical. There are still requests for back issues and, in the last twelve months, almost 300 individuals have requested that their names be added to the mailing list.

## VII. RECOMMENDATIONS

We suggest that AID give the following serious consideration as it looks to the future.

### A. THE IMPORTANCE OF ALTERNATIVE EDUCATIONAL MODES

Responses to the information sharing activities of the NFE Network Project have shown that there is a great need for information on different approaches to and methods of providing educational activities. This need stems from concerns regarding both the effectiveness and efficiency of current educational practices in many countries. Many are beginning to question the effectiveness of seemingly out-dated systems of formal education and, even when methods are effective, financial constraints demand a search for more efficient methods and modes of education.

The NFEIC has documented NFE activities exemplifying a range of alternative educational approaches in a variety of contexts. AID might consider how to build from these experiences in its education program. For example, many experiments to offer distance education in agriculture (such as use of radio, radio learning groups, mobil units) might be adapted to the more traditional content areas that are usually associated with primary school.

And many experiments related to curriculum development might inform and assist educators in the formal system.

The experiences from current and past NFE activities can serve as part of a data base to inform AID on alternative educational modes. Non-formal education can also be used as an arena where new approaches, techniques, and materials can be tested.

B. THE NEED TO PROVIDE SUPPORT FOR INFORMATION SERVICES

As the NFE Network Project draws to a close, MSU is very concerned about the lack of resources to provide information services to development planners and practitioners in Africa, Asia, and Latin America. AID has, through the NFE Network Project, met an important need for information. We believe that the tangible benefits to AID have been substantial but these have never been measured directly.

The University has committed resources to and undertaken an extensive evaluation of the NFE Center so as to have a better grasp of the value of the Center to the MSU community. The University is now in a much better position to support the knowledge building activities. The dissemination services are less likely to receive support from MSU, however. And in most cases the end users are not in a position to provide financial support for them. It is recommended that AID conduct an evaluation of the NFE Network Project with a

view to identifying how it has benefited AID and that AID use this evaluation to consider ways that it might provide financial support for vital information services to Third World development workers.

C. THE NEED FOR CONTINUED ATTENTION TO WOMEN-IN-DEVELOPMENT

Through the NFE Network Project, the NFE Center staff has identified an increase in the number of WID-related requests. It is evident that issues and concerns related to women-in-development are being raised and addressed by development workers worldwide. Correspondence to the Center also suggests that there are few places where appropriate, relevant WID-resources are made readily available.

MSU recommends that AID continue to stress concern about the impact of projects on the lives of women and their families, that it provide support for attention to WID-related issues in its projects, and that it take positive action in circumstances where project implementation results in situations that are not beneficial to women.

D. THE VALUE OF STRENGTHENING LDC CAPACITY

Among the major strengths of the NFE Network Project has been the development of three LDC information centers. These collaborating centers have emerged with excellent information service capacity. Each is currently maintaining an information

center, responding to inquires, and participating in publishing and other networking activities. Each collaborating center is continuing to offer these services even though financial support from MSU has been terminated. Acquiring funding to support these activities remains a problem but each is searching for funds. Although their information service efforts are likely to grow slowly, the capacity exists and it is our expectation that these services will continue to have demands placed on them.

Our experience shows that LDC expertise can be mobilized in a relatively short period of time. Based on this experience we urge that AID continue its service agency approach and that it consider broadening it so that LDC expertise can be strengthened in several institutions in a given country.

#### E. THE NEED FOR TRAINING SUPPORT

As the NFE Network Project has progressed, the NFE Center at MSU has received an increasing number of requests to provide training to individuals and representatives from development organizations worldwide. Of particular interest to these inquirors is short term training in such areas as working with adults, managing a resource center, networking skills, simple techniques for better administration, and designing gender-sensitive development projects.

Through its activities, the NFE Center has built the capacity to offer such training. (In fact, with support from various sponsors training workshops have been designed and offered and these have been particularly well received.) It seems appropriate, now, for AID to consider how it might use this capacity and support it so as to meet a critical need that is common throughout Africa, Asia, and Latin America.

F. THE VALUE OF EXISTING INSTITUTIONAL CAPABILITY

One of the principal underlying reasons for the success of the NFE Network Project was the existing capacity in non-formal education, women in development, networking, and development at MSU. The NFE Network Project was based on a sound, substantive foundation. It is suggested that where particular substantive skills are required in a project, that AID give strong consideration to universities as potential contractors. In addition to having skilled personnel available such skills tend to "cluster". This allows for internal critique and for consideration of a range of approaches. Moreover, the very nature of the university personnel system means that faculty are likely to be available for the duration of a project or longer-term direction that AID is pursuing.

When universities are contractors another important purpose is served--the strengthening of a US institution. Thus,

faculty expertise that can be available to AID is built. Simultaneously, education and training opportunities for US and international students are greatly enhanced. The value of this strengthening and training as they relate to development in Africa, Asia, and Latin America in the long run should not be overlooked.

**APPENDIX A**  
**STATEMENT OF WORK**

STATEMENT OF WORK

I. GENERAL OBJECTIVES

The overall goal of this project is to further stimulate interest in, and knowledge of, nonformal education as a vital element in Less Developed Countries' development. A research/knowledge/information/technical assistance resource will be provided to assist LDCs develop significant programs, especially for the poor majority in rural and urban areas. Viewed as a necessary complement to LDC programs in formal education, this project will provide a base and a network for the dissemination of information about nonformal education, and it will facilitate an exchange of knowledge and experience on an international basis. It will also provide technical assistance to enable LDCs to establish and maintain their own Nonformal Education Information Centers to serve both national and regional needs.

II. SPECIFIC OBJECTIVES

The Contractor will furnish two kinds of service: Operating a clearinghouse of user-oriented information related to nonformal education to serve the particular needs of Less Developed Countries, AID/W, USAIDs, other U.S. Institutions, and international agencies; and providing direct technical assistance to selected LDCs that want to establish their own national and/or regional NFE Information Centers.

61

Specific activities within each category of service include, but may not be limited to, the following:

A. Operating a Clearinghouse on NFE Information

1. Maintaining the NFE Information Library at Michigan State University
  - a) Collecting, cataloging, and circulating documents, books, and other print and non-print materials.
2. Responding to requests for NFE information from network affiliates
  - a) Conducting research, reviewing literature, preparing annotated bibliographies in specific fields (e.g., agriculture, health, literacy, occupational skill training, community organization)
  - b) Referring requests from agencies and individuals to other agencies, as appropriate.
3. Writing, publishing, and distributing three issues annually of the NFE Exchange, a newsletter.
4. Preparing and distributing occasional papers and selected annotated bibliographies of NFE topical information in agriculture, health, population, education, cooperatives, women in development, community development, and related areas as approved by AID/DS/ED. A minimum of two occasional papers and five annotated

62

bibliographies will be produced annually.

5. Conducting special and formative evaluation studies, as determined jointly by MSU, DS/ED, and AID Regional Bureau.
6. Fostering and development of an interregional NFE network through personal contacts, correspondence, and conferences.
7. Making maximum feasible use of the Development Information and Utilization Center of the AID Development Support Bureau for information dissemination and printing of publications.

B. Providing Technical Assistance in Creating or Strengthening LDC National/Regional Information Centers

The second major objective of this activity is to assist selected LDCs in planning, initiating, operating and evaluating national and/or regional Nonformal Education Information Centers. By the end of the project, it is expected that a minimum of three, and maximum of five, LDC Centers will be operational. Each Center will contain a basic stock of appropriate print and non-print materials and have the capability to produce and distribute copies of these materials within the country and region, and provide reference and referral services to its clients. To assist in reaching this objective, the Contractor will provide the

following services:

1. Advise DS/ED in the preliminary selection of appropriate sites in Asia, Latin America, Africa, and the Near East;
2. Conduct field trips to preliminary sites to assist DS/ED and USAIDs in determining specific sites and cooperating entities;
3. Develop criteria for the establishment and operations of these LDC NFE Centers, specific implementation plans for each Center, and an evaluation plan for each Center;
4. Provide in-service training for LDC Center administrators and specialists, including the development of appropriate guidance and operational manuals on all aspects of Center operations;
5. Provide a basic stock of nonformal education print and non-print materials and supporting commodities (e.g., duplicating and audio-visual equipment) to make the Centers fully operational, in effect, to clone the MSU Center in each site;
6. Conduct necessary follow-up field visits to advise in Center operations; and
7. Conduct an international conference at the Contractor's U.S. site in the last year of the project, to summarize

project experiences, present models for the establishment of additional regional/national Centers, further linkages of NFE network affiliates, and publish a final document of conference proceedings, conclusions, and recommendations.

III. ADDITIONAL CONTRACTOR RESPONSIBILITIES

A. Development of an Implementation Plan

Within sixty days after the effective date of the contract, the Contractor will submit to AID/DS/ED a comprehensive Implementation Plan of proposed specific activities to meet the two major objectives of this project, described herein. This plan will contain a description of the objectives to be met, the responsibilities of each cooperating entity involved (e.g., the host country institution, the Contractor), a timetable, and necessary resource inputs by each entity.

B. Reports

1. An annual report on the operation of the U.S. Clearinghouse activity, to include a description of project activities outlined under the Statement of Work, "Operating a Clearinghouse on NFE Information", problems encountered, recommendations for problem solution, and a description of planned activities for the following year. The annual report (10 copies) will be submitted to DS/ED by the end of the twelfth month of each year the project is in operation.

65

2. A semi-annual report on the provision of technical assistance in creating LDC National/Regional Information Centers, to include a description of project activities outlined under the Statement of Work, "Providing Technical Assistance in Creating LDC National/Regional Information Centers", problems encountered, recommendations for problem solution, and a description of planned activities for the following six-month period. The semi-annual reports (10 copies) will be submitted to DS/ED by the end of each sixth month of project activities.

3. A final report (25 copies) to DS/ED, summarizing project activities, problems, and accomplishments with recommendations for further activities that A.I.D. should consider in the provision of nonformal education information to LDCs. An executive summary of no longer than 25 pages will be included. A draft version of this final report (one copy) will be sent to DS/ED/AID by July 1, 1982, and two weeks allowed for its review by AID/W. The final version of the final report will be sent to DS/ED/AID by August 15, 1982 (five copies).

66

APPENDIX B  
TITLES OF ANNUAL AND SEMI-ANNUAL  
REPORTS OF THE NFE NETWORK PROJECT

- A Report of Progress Annual Supplement for 1979 and Semi-Annual Report of the NFE Network Project (September 1979 - February 1980)
- A Report of Progress Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1979 - August 1980) and Two Semi-Annual Reports of the NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1980 - August 1980; September 1980 - February 1981)
- A Report of Progress Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1980 - August 1981) and Semi-Annual Report of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (March 1981 - August 1981)
- A Report of Progress Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1981 - August 1982) and Semi-Annual Reports of the NFE Network Project: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1981 - February 1982; March 1982 - August 1982)
- A Report of Progress Annual Report of the NFE Network Project: Operating a Clearinghouse on NFE Information (September 1982 - September 1983) and Semi-Annual Reports of NFE Network Projects: Providing Technical Assistance in Creating LDC National/Regional Information Centers (September 1982 - February 1983; March 1983 - September 1983)