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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

JOAN M. CLAFFEY, DIRECTOR

February 1977

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.

Juinnah 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 Matheson
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 addresses¹ in August 1974, the NFE Information Center Network has grown to 2016 persons from 106 countries and representing 775 organizations or groups.² 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

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

²See 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:³

___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.

³Our 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 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1976, WITH PERCENTAGES COMPUTED BY REGIONS

	U.S.	CANADA	EUROPE + JAPAN	LATIN AMERICA	AFRICA	ASIA + THE PACIFIC AUSTRALIA	TOTALS
UNIVERSITIES	(n=301) 29% (n=152)	(n=32) 45%	(n=59) 37%	(n=45) 17%	(n=58) 35%	(n=106) 31%	(n=832) 41%
M.S.U. FOREIGN STUDENTS	15% (n=79) 8%						
GOVERNMENT	(n=150) 15%	(n=1) 1.5%	(n=10) 6%	(n=63) 24% (n=33) 13%	(n=35) 21% (n=14) 8.5%	(n=89) 26.5% (n=15) 4.5%	(n=348) 17% (n=62) 3%
U.S. GOVT PERSONNEL							
N.G.O.s	(n=197) 19%	(n=28) 39.5%	(n=67) 42%	(n=72) 27.5%	(n=45) 27%	(n=105) 31%	(n=514) 25.5%
BUSINESS	(n=19) 2%	(n=0) 0%	(n=4) 2.5%	(n=2) 1%	(n=1) 1%	(n=2) .5%	(n=28) 1.5%
INDIVIDUALS	(n=121) 12%	(n=10) 14%	(n=20) 12.5%	(n=46) 17.5%	(n=13) 8%	(n=22) 6.5%	(n=232) 11.5%
TOTALS	(n=1019) 100%	(n=71) 100%	(n=160) 100%	(n=261) 100%	(n=166) 100%	(n=339) 100%	N=2016

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

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

⁴See 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.)⁵

(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.

⁵See 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/AITEC, 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.B.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
ASFEC-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, Cuinobatan, 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, Cebe 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
Candelaria 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
Choctau 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
Chungnan 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
Cido Basicode Chilibre, La Ciudad de Panama, Panama
CIMDER, 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
Comissao 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 Hammerskjold 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 Supletive 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 (ESCAPE), Bangkok, Thailand
Escuela Particular Primairie 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 Mobral, 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 de 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, Bangalor, 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 Fakultet, 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

L

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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, Lucknow, 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, Comisión de Reforma Educativa, Tegucigalpa, Honduras
Ministerio de Educación, Asunción, Paraguay
Ministerio de Educación, Lima Peru
Ministerio de Educación, Caracas, Venezuela
Ministerio de Educación Pública, Oficina de Curriculum, Managua, Nicaragua
Ministerio de Planeamiento 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
NACFE, 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, Bobst 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

Pakistan Television Corporation, Ltd., Rawalpindi, Pakistan
Panafrican Institute for Development, Dovala, 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 de 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.
Profamilia, Bogotá, Colombia
Programa de Educación Basica Rural, Guatemala City, Guatemala
Programa Regional del Empleo para America Latina y el Caribe
PRRM, San Isloro, Nueva Ecija, Philippines
Public Corporation for Worker's Education, Khartoum, Sudan
Public Health College Library, Gondar, Begemidr, 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 Kedah, 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
Sripakarinirot 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 Católica Boliviana, Instituto de Investigaciones Socioeconomicas,
La Paz, Bolivia
Universidad Católica de Chile, PIIE, 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
Universität Kiel, Bibliothek des Instituts für Weltwirtschaft an der Universität
Kiel, Germany
Universite de Gand, Department 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-Betinn 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

INFORMATION EXCHANGE SERVICE

In order to build a systematic knowledge base in non-formal education for researchers, program developers, and practitioners, the Non-Formal Education Information Center offers:

a reference exchange service to assist in obtaining published and unpublished materials for persons working in the field of non-formal education.

accessions lists of non-formal education materials to identify non-formal education materials which have been or are being produced.

a library and lending system to make available at the university major books, reports, papers surveys, and studies on non-formal education.

a publications program to widely distribute information on non-formal education.

In return for these services you are requested to send materials such as reports, surveys, studies and articles on non-formal education programs, in which you are involved, or may know about

Send information requests and exchange materials to:

Director, Non-Formal Education Information Center
Institute for International Studies in Education
513 Erickson Hall
Michigan State University, East Lansing, Michigan 48824 U.S.A

PROGRAM OF STUDIES IN NON-FORMAL EDUCATION

The Non-Formal Education Information Center, an integral part of the Program of Studies in NFE at Michigan State University, is made possible by funding from the Agency for International Development.

The program has two purposes:

- 1) To help build a knowledge base about NFE.
- 2) To assist in the application of knowledge in developing areas through assistance in
planning
training
workshops and seminars
dissemination of information
project development

Staff members have worked or are working with colleagues concerned with NFE programs in Bolivia, Brazil, Ecuador, El Salvador, Ethiopia, Indonesia, Jamaica, Lesotho, Nicaragua, Pakistan, Paraguay, Peru, and Thailand.

For further information about the Program of Studies in NFE contact:

Cole S. Brembeck, Director
Institute for International Studies in Education
513 Erickson Hall
Michigan State University
East Lansing, Michigan 48824 U.S.A.

EXCHANGE PUBLICATIONS

The following research publications report the results of studies conducted by Michigan State University faculty and research associates in the Program of Studies in Non-Formal Education. They are available upon request and without charge.

Because of the demand and the costs of printing and mailing, you are respectfully asked to limit your requests to those titles which may be of direct use to you. Your consideration will enable the largest possible number of persons to receive and benefit from these studies in non-formal education.

1. Toward a Strategy of Interaction in Non-formal Education, George H. Axinn, 130 p., 1974.
2. Historical Perspectives on Non-formal Education, Marvin Grandstaff, 180 p., 1974.
3. Economics of Non-formal Education, John M. Hunter, Michael E. Borus, and Abdul Mannan, 193 p., 1974.
4. Non-formal Education in Ethiopia, Richard O. Niehoff and Bernard D. Wilder, 347 p., 1974.
5. Alternatives in Education: A Summary View of Research and Analysis on the Concept of Non-formal Education, Marvin Grandstaff, 82 p., 1974.
6. Case Studies in Non-formal Education, Russell Kleis, 430 p., 1974.
7. International Training Support for Non-formal Education, Kenneth Neff, 34 p., 1974. OUT OF PRINT

8. Effective Learning in Non-formal Education, Ted W. Ward and William A. Herzog, Jr., et al., 371 p., 1974.
9. NFE and an Expanded Conception of Development, Marvin Grandstaff, 49 p., 1973.
10. NFE: the Definitional Problem, Russell Kleis, C. Lang, J. Mietus, F. Tiapula, Ted Ward and J. Dettoni, 46 p., 1973.
11. NFE and the Structure of Culture, George Axinn, William Kieffer and Marvin Grandstaff, 46 p., 1973. OUT OF PRINT
12. NFE as an Alternative to Schooling, Cole Brembeck and Marvin Grandstaff, 51 p., 1973.
13. NFE in Ethiopia: Literacy Problems, Richard Niehoff and Bernard Wilder, 41 p., 1973.
14. NFE in Ethiopia: The Modern Sector, Richard Niehoff and Bernard Wilder, 41 p., 1973.
15. NFE: New Strategies for Developing an Old Resource: Conference Proceedings, Kenneth L. Neff, 36 p., 1974. OUT OF PRINT
16. Supplementary Paper No. 1: Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil, Michael Lukomski, 96 p., 1975.
17. Supplementary Paper No. 2: Non-formal Educational Approaches to Teaching Literacy, John Oxenham, 16 p., 1975
18. Supplementary Paper No. 3: The Economic Aspects of Non-Formal Education, M.A. Mannon, 81 p., 1975. OUT OF PRINT
19. Supplementary Paper No. 4: Educational Alternatives in National Development Plans and Programs: Suggestions for Policy Makers, Harry L. Case and Richard O. Niehoff, 64 p., 1975
20. The NFE Exchange (bimonthly newsletter).

TOPICAL ACQUISITIONS LIST

1. "Economics of Non-Formal Education," October 1975.
2. "Bibliographies of Non-Formal Education," November 1975
3. "Non-Formal Education for Out-of-School Youth," April 1976
4. "Non-Formal Education and the Role of Women and Families in Human Resource Development," July 1976.

(Please print in block letters)

Name _____

Title _____

Address _____

City _____

State _____ ZIP _____

Country _____

Detach and return list to:
 NFE Information Center
 Institute for International Studies in Education
 513 Erickson Hall
 Michigan State University
 East Lansing, Michigan 48824 U.S.A.

Check the publications which you wish to receive
 Publication No:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. PRINT 8. _____ 9. _____ 10. _____

11. PRINT 12. _____ 13. _____ 14. _____ 15. PRINT

16. _____ 17. _____ 18. PRINT 19. _____

T.A.L. No. 1 _____ T.A.L. No. 3 _____

T.A.L. No. 2 _____ T.A.L. No. 4 _____

New Publications Announced

The NFE Information Center is pleased to announce the availability of three new publications of the Program of Studies in Non-formal Education. These are: Supplementary Paper No. 5: *Non-Formal Education for Women in Bangladesh* by Naseem Hoque, Supplementary Paper No. 6: *Women, Families and Non-Formal Learning Programs* by Beatrice Paolucci, Margaret Bubolz, and Mary Rainey, and Supplementary Paper No. 7: *Non-Formal Education and Rural Development* by George H. Axinn.

Program of Studies in Non-Formal Education
Michigan State University
Invites you to participate
in an exchange of information
with the

NON-FORMAL EDUCATION INFORMATION CENTER

In Joint Sponsorship with the Agency
for International Development
1976

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, Annai Velankanni Road
(Vannanthurai) 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, Kwalvseni, 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 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. Ndongi
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
Ganganm-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 Prasertsi
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 a 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. K. 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 materials 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 Rahemmi
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.