

AID/PPC/DI  
PN-AAF-426

AN EVALUATION OF  
THE APPROPRIATENESS AND EFFECTIVENESS  
OF  
EDUCATION AND HUMAN RESOURCES DEVELOPMENT DOCUMENTS  
IN THE  
A.I.D. REFERENCE CENTER

EVALUATION UNDERTAKEN FOR:

The Office of Development Information  
Bureau for Program and Policy Coordination  
United States Agency for International Development

and

The Economic Research Service  
United States Department of Agriculture

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Submitted by:

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## I. INTRODUCTION AND SUMMARY

For over ten years the AID Reference Center (ARC) has been collecting documents in an attempt to provide the Agency with a memory bank and a source of information for researchers, contractors, project designers, and program planners. Over 3,500 documents comprise the education and human resources segment of the collection. The purpose of this study was to evaluate that segment with regard to its appropriateness and effectiveness in supporting the Congressional mandate to assist the rural poor.

The study was carried out over a period of one month. Activities included: (1) consulting with education advisers in the Office of Education and Human Resources (DSB/EHR) and the regional bureaus; (2) reviewing the documents themselves to identify strengths and weaknesses of the collection; (3) formulating guidelines for the acquisition of new material, the storage of documents of low potential interest, and the removal of documents that have been superseded or are non-AID-generated and available elsewhere. Since it was virtually impossible in the time allotted to review every document substantively, attention was directed mainly but not exclusively to those documents that required the greatest amount of shelf space.

Assumptions underlying the study were that the collecting of AID-generated documents will continue as long as the Agency exists, that the availability of space will continue to be a problem, that the integrity of the collection must be protected, and that the Center should not attempt to duplicate, even in part, specialized collections located elsewhere.

### Major Recommendations:

- A. The appropriateness and effectiveness of the ARC collection with regard to the Congressional mandates depend upon an active program of acquisition in those areas identified by the DSB/EHR and the bureaus as being supportive of program priorities. Those areas include: nonformal education, rural education, basic education, education of women, educational innovation, educational technology, educational finance, bilingual education, sector analysis, and adult education.
- B. Types of documents which the ARC should include in its special acquisition effort are: project proposals, special evaluation studies, country reports, project appraisals, feasibility studies, research reports, case studies, project reports, World Bank reports, special team reports, and special TDY reports. These documents should relate especially to the program priority areas.
- C. The ARC collection of AID-generated documents is most impressive. It is a tribute to the ARC staff. Documentation is incomplete with regard to a variety of projects. The ARC should redouble

its efforts to make the collection as complete as possible, giving attention first to those areas that are supportive of the Congressional mandates. It should also make a special effort to secure documents generated by the Missions.

D. To conserve space as well as to protect the integrity of the present collection, it is recommended that the ARC place all AID-generated documents on microfiche, eliminate the second paper copy, and maintain single copies on the shelves. In some areas, such as higher education, especially in Vietnam, Iran, Taiwan, and other AID-graduate or oil-rich countries, reports could be put on microfiche for archival purposes eliminating even the single paper copy.

E. The ARC should be given additional space not only to house its growing collection but to enable the staff to operate efficiently and still have room for research carrels and a reception area.

F. The ARC should provide additional services such as cross-referencing of documents already catalogued and referenced, and the indexing of periodicals such as the Development Digest, the War on Hunger, and Focus, among others.

G. The ARC needs to develop closer working relationships with specialized information centers such as the Clearinghouse on Development Communication, the Non-Formal Education Information Center, and similar centers funded by AID, to determine the scope and accessibility of their collections.

## II. PROGRAM PRIORITIES IN THE DEVELOPMENT OF EDUCATION AND HUMAN RESOURCES AND RELATED FIELDS

As a basis for determining the appropriateness and effectiveness of educational materials in the AID Reference Center in the area of education and human resources, as well as to reach a consensus involving both DSB/EHR and the regional bureaus on present program priorities, two questionnaires were formulated (See Attachments A and B). Questionnaire A was developed to indicate priorities as seen by education advisers and Questionnaire B was intended to indicate preference in terms of use of the various kinds of documents in the Center.

One might point out with regard to Questionnaire A that priorities concerning the collection of documents in certain fields are already indicated in the most recent Agency Submissions to the Congress. The submissions pertaining to education and human resources not only reflect priorities as seen by education advisers in the course of providing technical assistance to the developing countries; they also reflect recent Congressional mandates to the Agency.

The Congressional mandates for education and human resources as formulated in the Foreign Assistance Act of 1975 underline the importance of: reducing illiteracy, extending basic education, and increasing manpower training in skills related to development; expanding and strengthening nonformal education methods, especially those designed to improve productive skills of rural families and the urban poor and to provide them with useful information; increasing the relevance of formal education to the needs of the poor, especially at the elementary level, through reform of curricula, teaching materials and teaching methods, and improved teacher training; and strengthening the management capabilities of institutions which enable the poor to participate in development. 1/

A reflection of these mandates to the Agency in the area of education and human resources is contained in the AID Program Submission to the Congress for FY 1978 which is quoted at some length in Attachment C. The Agency's statement in the submission identifies explicitly or implicitly the following areas as of paramount importance without assignment of priority:

- Curriculum revision and development
- Teacher training
- Nonformal education
- Educational technology
- Educational finance
- Adult education
- Sector analysis
- Education for women
- Rural education
- Primary education
- Vocational agricultural education
- Health and nutrition education
- Population education

In addition, the following areas are found in current and proposed programs of a regional character:

- Educational administration
- Educational research

Replies to the questionnaires by education advisers reflect the Congressional mandates and the Agency's stated program priorities. A tabular comparison of replies from DSB/EHR and the regional bureaus appears as Attachment D. With regard to Attachment D, it should be pointed out that the various levels of education and the special areas are not ranked according to a descending order of importance within the categories. For example, there is no difference in level of importance in Category I under (DSB/EHR) between educational innovation and the

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1/ See: New Directions in Development Aid: Excerpts from the Legislation. U.S. House of Representatives. Committee on International Relations. 94th Congress, 2d Session. Washington, D.C., G.P.O., 1976. pp. 4-5.

education of women. Similarly, within Category I under (Regional Bureaus), no difference is implied between the importance of elementary education, which appears first on the list, and educational planning which is last within the same category.

In comparing the two sets of replies in the attachment, it is apparent that considerable agreement exists between DSB/EHR and the regional bureaus. This agreement appears primarily in the most important priority areas and the least important. An analysis of Categories I and II indicates that with only two exceptions both DSB/EHR and the bureaus agree that the following areas are of primary importance:

- Nonformal education
- Rural education
- Basic education
- Education of women
- Educational innovation
- Educational technology
- Educational finance
- Bilingual education
- Sector analysis
- Adult education

Additional areas designated by the regional bureaus within the first two categories as being important reflect the bureaus' more specific country program backstopping responsibilities such as educational planning, teacher education, educational materials, and educational administration. Regardless of mandates and policy directives, regional education advisers must be concerned with the improvement of educational systems as they now are. However, within that concern is a recognition that improvement in the development of human resources programs with an outreach to the rural poor must take into account areas not usually included within the traditional educational approach.

With regard to areas of least importance, there is similarly striking agreement between the regions and DSB/EHR. Ten of the least important areas designated by the regions are also contained in Category VII - the lowest priority - of DSB/EHR. These areas of least importance are:

- Secondary education
- Industrial arts
- Tests and measurements
- Distributive education
- Educational legislation
- Home economics
- Higher education
- School construction
- Library development
- Teaching English (TEFL)

These findings have significance for ARC in several areas. They relate to the accession of documents, the priorities assigned to cataloging and shelving, and the reassignment of shelf space. Certainly documents pertaining to the least important areas could be stored on microfiche and documents relating to priority areas could take their place on the shelves. As the situation now exists there is little if any shelf space available for new accessions. Priority in the cataloging process should be given to those documents relating to the Congressional mandates and the Agency's priority areas. A concerted attempt should be made to acquire documentation on projects reflecting these directives. Within the ARC subject-matter index to its card files, additional categories should be included such as: Education - Basic; Education - Innovation; and Education - Bilingual. Reflecting the regional interest in teacher education, an additional breakdown should be made for Education - Teachers. The constant use made of the ARC collection by contractors, researchers, and AID personnel not necessarily connected with the education sector should not be overlooked.

### III. TYPES OF DOCUMENTS OF IMPORTANCE IN THE DEVELOPMENT OF PROGRAMS IN EDUCATION AND HUMAN RESOURCES

A certain degree of agreement exists between education advisers in the regional bureaus and DSB/EHR concerning the types of documents most helpful and those least helpful in their work (See Attachment B). However, less agreement occurs than in the replies to the subject matter of documents most helpful (See Attachment A). The reason for this undoubtedly lies in the formulation of the Questionnaire B itself.

Several education advisers initially refused to complete Questionnaire B because they felt there was no indication that some degree of quality control was involved in the selection of the documents. For instance there are good evaluation reports and poor ones. The findings in one may be more insightful than those in another. Similarly there are good feasibility studies and those exhibiting less professional skill. The endorsement of certain types of documents by those responding to the questionnaire presupposes some degree of general excellence. It also relates to the relevance of the documents to projects proposed or those already in operation. These considerations were certainly instrumental in causing less agreement than might otherwise have been expected.

Concerning the most useful documents, there is agreement among education personnel in DSB and the bureaus. The eleven types of documents considered most helpful are:

- Project proposals
- Special evaluation studies
- Country reports
- Project appraisals

Feasibility studies  
Research reports  
Case studies  
Project reports (AID)  
World Bank reports  
Special team reports  
Special TDY reports

The types of documents indicated as of least importance or rather of least use represented a smaller group. The assignment of importance to the remainder of the documents failed to provide a consistent area of agreement. Those documents identified as least in demand by EHR personnel are eight in number:

Regional reports  
Seminar reports  
Contract reports  
Comparative Education Review  
Special commercial publications  
Audit reports  
Education bibliographies  
Conference reports

Aside from agreement on the most and the least valuable kinds of documents, some agreement was apparent with regard to reports by international agencies. Those of the World Bank were held in highest esteem. Those of ILO and OECD were the lowest. Next to the World Bank reports in order of importance came reports by the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP), the United Nations Development Program (UNDP), and UNESCO.

The significance of these replies for ARC is quite evident in terms of assigning priorities for the acquisition of documents, especially as they relate to program priorities. The question of whether the ARC should acquire special commercial publications appears to have been settled. Education advisers did not assign a high enough priority to make this worth the effort. Such publications did appear to be somewhat more useful to DSB/EHR than to the regions. It was increasingly apparent as this study progressed that the ARC criteria for collecting documents as outlined in AID Handbook 18, Part IV, Chapter 2, are still valid.

With regard to non-AID-generated documents or publications, there is no necessity to undertake an active acquisition program. Those publications considered important enough by DSB/EHR for procurement for the regional bureaus and/or Missions now reach ARC on a regular basis. The ARC is on the distribution list as a recipient of each periodic package of professional materials procured and dispatched by the U.S. Office of Education in cooperation with DSB/EHR. In any event, it seems unwise for the ARC to attempt the procurement of publications requiring the expertise of individual education specialists such as those in nonformal

education, educational technology, educational finance, and similar areas. The ARC needs to play a much more active role in acquiring missing AID-generated documents including those being produced by AID technicians who are not bound by contract regulations to provide the Center with the requisite number of copies, also copies of AID-related documents developed in part with AID funding. The task of accelerating acquisition and cataloguing of those AID-generated documents in priority areas requires a very special effort.

In reviewing the replies of the various education advisers and in making deductions from them with regard to the importance of documents, it is important to keep in mind that the EHR collection in ARC is not used exclusively by education personnel. Although it was not in the purview of this study to determine the use of the Center by the various offices, it was quite evident while the study was in progress that offices such as the Office of Legislative Affairs, the Office of Public Affairs, and the Office of Program and Policy Coordination among others also made use of the holdings in the area of education and human resources. In addition, contract personnel and outside researchers also use the collection. It is the one location where investigators expect, and should be able, to find all AID-generated and AID project-related documents. A concerted effort should be made to make certain that the collection is as complete as possible.

#### IV. GENERAL OVERVIEW

Over 3,500 documents in the area of education and human resources are located in the AID Reference Center. These occupy approximately eleven bookcases with six shelves each, or roughly 198 linear feet of shelf space. The collecting and cataloguing of these materials, not to mention those in other sectors, stand as a tribute to the efforts and endurance of the small staff of the Center, who must simultaneously handle telephone inquiries and help visitors in need of assistance.

The collection of documents is also a tribute to the efforts of AID educational personnel to contribute to the educational advancement of the developing countries. Material is at hand in this collection on which to base a well-documented history of the Agency's cooperation with the developing countries to improve their educational systems and to contribute to a higher standard of living for millions of people in the Third World. An effort of this kind has a precedent in the Department of State where a history of the Bureau of Educational and Cultural Affairs is already underway in conjunction with the development of archives and a retrieval system.

Regardless of the effort expended by the ARC to organize this collection, it is apparent that certain gaps exist. Mission-generated documents are among these. Although the AID Handbook states that the Missions will "submit three copies of all reports or documents meeting the ARC collection criteria," it is doubtful that the Missions have

consistently complied with this directive. The ARC is badly in need of a person of sufficient stature to see that the directive is observed by personnel not only of the Missions but also of the various offices and bureaus within AID/W. Such a person should also insure the acquisition of the most recent Mission-generated and AID/W-generated documents in educational technology, nonformal education, educational finance, and other areas indicated by the bureaus and offices as being of primary importance.

In shoring up the collections in the priority areas just mentioned, no attempt should be made to duplicate the specialized collections now held by 211(d) institutions or special contractors. Centers where these collections are now housed should be used by the ARC as complementary sources of information to which referrals may be made. Centers with specialized collections in priority areas of education and human resources are listed in Attachment E.

To maintain its present collection and to accommodate the constant flow of new documents into the Center it is obvious even to the most casual observer that the ARC is critically in need of additional space.

One of the possibilities for reducing the amount of shelf space needed to house the ARC collection (in other sectors, as well as in education and human resources) involves the practice of placing documents out on loan. The ARC does this in compliance with paragraph 2 H of Chapter II, Part IV of the AID Handbook. To protect its collection the Center has acquired whenever possible two copies of each document. If a loaned copy cannot be retrieved for any one of a multiplicity of reasons, a duplicate remains on the shelf as part of the permanent collection. However, if only one copy of a document is available in the Center, it too is loaned out. If this copy is not returned, the damage to the collection is irreparable. It is from this point of view and with space considerations in mind that the recommendation is made to place all AID-generated documents on microfiche. Then, if a document were lost in its original form, it would still be available through photographic memory. This process would have the tremendous advantage of preserving the integrity of the collection and providing additional shelf space by permitting the removal of duplicate copies, many of which are very bulky and of minimal use.

In some cases not even the original copies are necessary on the shelves. In keeping with the low priority given to higher education, quarterly, semi-annual, and annual reports made by universities in connection with institution building contracts can safely be placed on microfiche and removed from the shelves. The numerous publications of the Entebbe Science and Mathematics project fall in this same category. They presently occupy over three feet of shelf space. Other reports that may be handled similarly are those in the areas of teaching English as a foreign language, school construction, or any of the other areas listed on page 4 as being of minimal importance with regard to program priorities.

If the recommendation to place the entire collection of AID-generated documents on microfiche is deemed infeasible, an option would be to determine which documents have already been put on microfiche by either the Educational Resources Information Center (ERIC) or AID Research and Development Abstracts (ARDA), and then remove the second paper copy presently occupying shelf space at ARC.

With reference to ERIC, it should be pointed out that ARC has a complete index of the ERIC documents for the year 1967 but only six months of 1968 and six months of 1969. Indices for the years from 1969 to 1976 are entirely lacking. ERIC has published a set of abstracts which indicates their holdings for the years 1968 to 1976. These indices are annual volumes costing fifty dollars each, with the exception of 1976 when a two-volume set costing sixty dollars was published. A communication from ERIC indicating how the annual volumes can be obtained is included with this study (Attachment J). Either these indices or the ERIC Data Base (accessible through the DI computer terminals) could be utilized to determine which of the AID-generated documents have been placed on microfiche within the ERIC collection.

Removal of all duplicate copies in education and human resources would free an estimated 60 linear feet of shelving or well over one-third of the space now required for the entire collection. Space occupied by the documents generated by the Office of International Training could be cut in half. The annual inventories of training resources which occupy so much space could be reduced to the most current inventory and preceding inventories discarded. It is recommended that DSB/DI insure an early review of participant training documents to determine the best disposition of them. Most of the documents have little to do with program development, although some of them have value as part of a permanent record.

The list of documents to be discarded (Attachment F) should be of some help in creating space immediately for items with higher priorities. The documents in this list are either prepublication drafts of later reports which are also on the shelves, documents obsolete due to new developments in the field, triplicate copies, or copies known to be held either by CU or the Department of State library.

The list of documents recommended for microfiching (Attachment G) is by no means exhaustive. It provides examples of the types of documents which could be removed from the shelves because of their low potential interest. By referring to the findings of the two questionnaires which list areas of least importance (page 4) and types of documents considered least useful (page 6), the ARC staff or temporary help can identify any number of additional documents in the collection which could be placed on microfiche without affecting the utilization of the present holdings in education and human resources.

It should be noted that carrying out recommendations for reducing present shelving requirements will not of itself provide sufficient

space so that the ARC can function efficiently and effectively even with regard to education and human resources. As the situation is now, there is no space for additional accessions in any quantity, and the space for researchers is completely inadequate. Desk and office space available for ARC personnel are also unsatisfactory. It is hoped that a solution to this problem can soon be found.

Similarly it should be understood that implementing the various recommendations in this report will initially increase rather than decrease the workload of the Center. Additional ceilings for the ARC are needed. Much more should be done by the Center in the way of cross-referencing. The indexing of periodicals such as the Development Digest, the War on Hunger, Focus, the Development Communication Report, and others would provide an important service now entirely lacking. Moreover, the ARC should develop closer connections with the specialized information centers listed in Attachment E to determine the nature and accessibility of their holdings. The DSB/DI should itself determine what plans or arrangements are being or have been made for the ultimate disposition of the AID-funded collections. Certainly the Agency needs some kind of uniform policy in this area.

Attachment H contains a list of documents that the contractor acquired during the study for adding to the present ARC collection. It also lists materials distributed by DSB/EHR in recent months, most of which are not now in the ARC collection but are part of the collection of the DSB Information Center and presumably will become part of the ARC collection at the time the two centers are merged.

QUESTIONNAIRE A on Program Priorities

In evaluating the appropriateness and effectiveness of materials in the AID Reference Center in the area of Education and Human Resources, it would be most helpful if you would review the following levels of education and subject matter areas ranking them according to their relevance to Office/Bureau and Mission program objectives, both current and proposed. Use numerals from 1 to 4 with one being the number of highest value. The following list is not meant to be exhaustive. Please add any other areas or sub-areas that you feel are lacking, e.g. under educational technology one might consider various media such as radio, educational TV and other forms of audio-visuals.

- |                            |     |                           |     |
|----------------------------|-----|---------------------------|-----|
| Elementary education       | ( ) | Library development       | ( ) |
| Secondary education        | ( ) | Educational legislation   | ( ) |
| Higher education           | ( ) | Sector analysis           | ( ) |
| Teacher education          | ( ) | Family planning education | ( ) |
| Educational administration | ( ) | Nutrition education       | ( ) |
| Higher education admin.    | ( ) | Health education          | ( ) |
| Curriculum development     | ( ) | Family life education     | ( ) |
| Educational materials      | ( ) | Community development ed. | ( ) |
| Technical education        | ( ) |                           |     |
| Vocational education       | ( ) |                           |     |
| Vocational ag. education   | ( ) |                           |     |
| Home economics (arts) ed.  | ( ) |                           |     |
| Industrial arts            | ( ) |                           |     |
| Distributive education     | ( ) |                           |     |
| Adult education            | ( ) |                           |     |
| Education tests & measure. | ( ) |                           |     |
| Educational innovation     | ( ) |                           |     |
| Basic education            | ( ) |                           |     |
| Literacy                   | ( ) |                           |     |
| Nonformal education        | ( ) |                           |     |
| Rural education            | ( ) |                           |     |
| Educational technology     | ( ) |                           |     |
| Educational finance        | ( ) |                           |     |
| Educational planning       | ( ) |                           |     |
| Educational research       | ( ) |                           |     |
| School construction        | ( ) |                           |     |
| Bilingual education        | ( ) |                           |     |
| Teaching of English        | ( ) |                           |     |
| Education of women         | ( ) |                           |     |

QUESTIONNAIRE B on Utilization

Please review the following types of reports and documents indicating with numbers 1 to 4 the importance of their availability for the work of your office and/or area of specialization. The list is not exhaustive. Feel free to add various types of documents you feel are missing.

- Country Reports ( )
- Regional Reports ( )
- Capital Assistance Papers ( )
- Special Team Reports ( )
- Special TDY Reports ( )
- End-of-tour Reports ( )
- Special evaluation studies ( )
- Research Reports ( )
- Feasibility Studies ( )
- Seminar Reports ( )
- Workshop Reports ( ) AID ( ) Internat. Agencies ( )
- Conference Reports ( ) AID ( ) Internat. Agencies ( )
- Project Reports ( ) AID ( ) UN ( ) Audit ( )
- Project Appraisals ( ) AID ( ) Internat. Agencies ( )
- Case studies ( )
- Contract Reports ( ) Annual ( ) Final ( )
- International Agency Reports ( ) World Bank ( ) UNDP ( )  
UNESCO ( ) ILO ( ) UNICEF ( ) OECD ( ) IBE ( )
- AID Project Materials ( ) PIDs ( ) P&Ps Proags ( ) PES ( )
- Education bibliographies ( ) Abstracts ( )
- \* Special Commercial Publications ( )  
Comparative Education Review ( )  
Professional Periodicals

\*Examples: Heath - New Strategies for Educational Development; Praeger - Problems of Aid to Education in Developing Countries; Oxford U.Press - The World Educational Crisis

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Excerpt from AID Submission to the Congress  
for FY 1978

"A.I.D.'s education and human resources development task is to assist poor children, men, and women of the developing countries to gain the skills, information, and knowledge necessary to enhance the quality of their lives.

Skills and knowledge are crucial to efforts designed:

- to increase food production;
- to achieve a more effective and equitable allocation of labor;
- to improve health and nutrition; and
- to reduce population growth rates.

A.I.D. supports the activities of the developing countries themselves to examine the effectiveness of existing formal and nonformal education programs and systems and to develop ways in which they can be modified, strengthened, and supplemented to reach and help the poor.

- Formal schools and traditional education programs confront a myriad of complex problems which affect their ability and effectiveness to meet the educational needs of the poor, particularly the rural poor.

These include:

- irrelevant curricula;
- inadequate and poorly trained staff;
- unequal geographic distribution of schools;
- costly educational delivery systems.

A.I.D.'s program gives assistance to LDCs to develop and design relevant cost-effective means to extend the outreach of their formal educational systems.

- Developing countries do not, and cannot, rely on the schools alone to carry the entire human resources development burden. A wide range of extra school or nonformal channels exists and can be established to supplement and complement schooling. To reach disadvantaged groups at affordable cost, A.I.D. is encouraging developing nations to explore and apply alternative educational forms and structures, including nonformal approaches for learning new agricultural, health, nutritional and family planning practices.
- Developing countries need to expand and improve their own capacity to analyze and evaluate their human resource needs. A.I.D. contributes to this goal through extensive programs of participant training and technical assistance to local research institutions and government agencies concerned with economic and social development."

Program Priorities in Education and Human Resources

(DSP/EHR)

(Regional Bureaus)

Category I

Category I

Educational innovation

Elementary education

Basic education

Teacher education

Nonformal education

Basic education

Rural education

Nonformal education

Education of women

Rural education

Educational technology

Educational finance

Educational planning

Category II

Category II

Educational technology

Educational administration

Educational finance

Educational materials

Bilingual education

Vocational ag. education

Educational research

Adult education

Sector analysis

Educational innovation

Bilingual education

Education of women

Category III

Category III

Literacy

Vocational education/skills

Adult education

Sector analysis

Nutrition education

Family planning education

Health education

Health education

Family life education

Category IV

Curriculum development  
Educational materials  
Educational planning

Category V

Community development education  
Elementary education

Category VI

Teacher education  
Vocational ag. education  
Family planning education  
Family life education

Category VII

Secondary education  
Technical education  
Vocational education  
Tests and measurements  
Educational legislation  
Higher education  
Educational administration  
Industrial arts  
Distributive education  
Teaching English (TEFL)  
Library development  
Higher education admin.  
Home economics  
School construction

Category IV

Curriculum development  
Higher education administration  
Educational research

Category V

Secondary education  
Industrial arts  
Tests and measurement  
Literacy

Category VI

Distributive education  
Educational legislation

Category VII

Home economics  
Higher education  
School construction  
Library Development  
Teaching English (TEFL)

Institutions with Specialized Collections  
in Priority Areas

Non-formal Education

Institute for International Studies in Education  
513 Erickson Hall  
Michigan State University  
East Lansing, Michigan 48824  
Ms Joan M. Claffey  
517-355-5522

Nonformal Education Reference Center  
Center for International Education  
Hills House South  
University of Massachusetts  
Amherst, Massachusetts 01002  
Ms June Bourbeau  
413-545-3698

Educational Technology

Academy for Educational Development  
Clearinghouse on Development Communication  
1414 22nd Street N.W.  
Washington, D.C. 20037  
Dr. Jock Guter  
862-1900

Educational Finance

Program in International Education Finance  
School of Education  
University of California - Berkeley  
Berkeley, California 94720  
Ms Judy Balderston  
415-642-6632

Literacy/Family Life Education

World Education, Incorporated  
1414 Sixth Avenue  
New York, N.Y. 10019  
Ms. Catherine Crone  
212-838-5255

Bilingual Education/TEFL

Library  
Center for Applied Linguistics  
1611 North Kent Street  
Arlington, Virginia 22209  
Ms. Alice Eppink, Librarian  
Ms. Linda Thompson  
703-528-4312

Documents to be Removed\*

Number	
370.196 F 571	Sources of Information on International Activities - Flack American Council on Education - 1958. (Obsolete)
370.196 H 388	Federal Programs of International Education - Haviland (obsolete)
370.196 G 656	American Professors in Asia - A study of the Selecting and adaptation of 50 Professors under Fulbright-Hays Goodwin (send to State Department library)
370.196 H 434	An Inventory of Federal Programs Concerning International Education and Cooperation 1968 (obsolete)
370.196 J 71	American Studies Abroad - Johnson, July 1963 (obsolete)
370.196 L 399	Toward a National Effort in International Education and Cultural Affairs 1961 (obsolete)
370.196 R 554	Residual Effects of Exchange of Persons - Riegel (CU collection)
370.196 S 215	The Professional Education of Students from other Lands Council on Social Work Education 1961 (obsolete)
370.196 A 244	International and Education Exchange - 10 issues from 1966 to 1972. CU Publication in CU collection
370.196 S 797	A Guide to U.S. Government Agencies Involved in International Education and Cultural Activities - CU 1968 (obsolete)
370.196 S 797	The Educational and Cultural Exchange Program: 23 & 24th Semiannual Report to Congress (obsolete)
371.33 A 168	Manual on Educational Technology - English, French, Spanish. (6 copies - notebook form) obsolete
371.32 G 349	Revised List of Titles for Textbook Depository Libraries - Higher Education G.W. University 1969 (obsolete)

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- 375.5 L 334 A Science Reader for Students of English as a Second Language - Larson - Georgetown U. Experimental edition parts I and II (obsolete)
- PH 375.5 P 552 Biology for Philippine High Schools - BSCS - Experimental Edition - Green Version (Obsolete)
- 375.510 068 Synopsis for Modern Secondary School Mathematics, OEEC 1960 (obsolete)
- BL 374.013 C 153 b 1970 UCLA-Brazil Student Leader Seminar Project IX also Project V same title. CU publication
- 374.013 C 718 Handbook of Training Facilities at the Technical Level in South and Southeast Asia - 1962 Colombo Plan (obsolete)
- 374.973 C 726 1969 Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools Center for Adult Education, Columbia U. (not relevant to LDCs)
- AFR 375.35 B747a Triplicate copy of Organization and Programs of African Schools of Administration, Claudia Moyne
- AF 378.581 M 382 2 draft copies of the University of Afghanistan : An Evaluation of its Present Status and Recommendations for its Future Growth and Development - superseded by Kabul University Its Role in Education, Research, and Public Service in Afghanistan. Martin, Kemmerer, Russel, Vestling.
- AFR 378.6 S 634 Resources and Needs for Training Facilities for Africans in British Africa, Ethiopia, and Liberia. 1955 Ruth Sloan Associates Inc. obsolete.
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- 370 F Unbound Copy Florida State University Annual Report 72-73  
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- 370 Quarterly Reports from MSU on NFE Project csd/3279.  
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- 371.264 Two extra copies of Aptitude Tests for Use in Developing  
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- Ahmed, Manzoor. The Economics of Non-Formal Education, Resources, Costs, and Benefits. New York, Praeger, 1975. 134p. [AID/ta-G-73-17 211(d); Calif.—Berkeley] (PN-AAB-455)
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- Franklin Book Programs, Inc., New York. Books for Developing Countries, a Guide for Enlisting Private-Industry Assistance. 1967. 50p. (PN-AAD-625)
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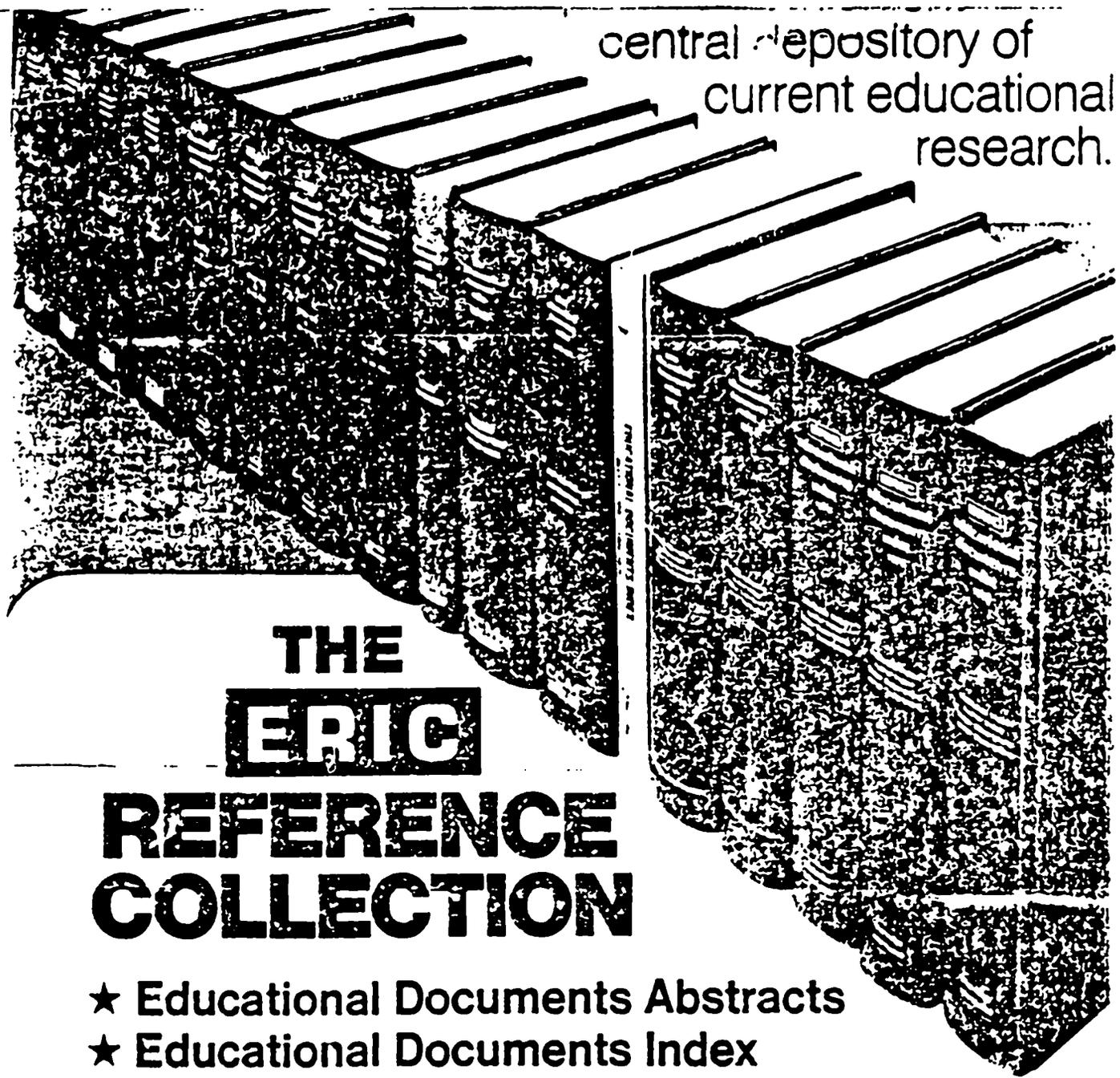
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