

PN-ACB-505

DRAFT

**Biden-Pell Development Education Resource Center
Needs Analysis**

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Prepared by
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BACKGROUND

The purpose of this report is to recommend a strategy to establish an automated development education resource center. The major issues involve the selection of the hardware/software system for the database; organization/arrangement of the collection; and dissemination services. In addition, the issues of staff training and the ability to produce database products warrant serious consideration.

Biden-Pell Development Education Program

The Biden-Pell Development Education program was mandated by Congress in 1981 as an amendment to the International Security and Development Cooperation Act (1980) to help facilitate widespread public discussion, analysis and review of the issues raised by the Report of the Presidential Commission on World Hunger (March 1980) and to increase public awareness of those issues. AID developed the Biden-Pell Development Education Program (Project 9380230) to enhance public awareness.

Beth Hogan, manager of the Biden-Pell Development Education program within FVA/PVC/POS, approached PPC/CDIE for technical assistance to establish a resource collection of materials developed under the Biden-Pell development education project. Over seventy grantees have produced development education materials. FVA is contacting its grantees to conduct a survey in an effort to identify all materials which have been produced with Biden-Pell funding. An existing collection of materials and any new materials identified will be organized in a resource center which will contain at least a single copy of all materials produced under the Biden-Pell program. A continuing need exists within the office to make available materials in the resource center to A.I.D. staff, CDIE, Congress, Biden-Pell Grantees and others with an interest in development education issues. In addition, FVA wants to collaborate with the Development Education Clearinghouse (a Biden-Pell grantee) and A.I.D.'s Center for Development Information and Evaluation (CDIE) in the collection and dissemination of these resources.

Center for Development Information and Evaluation (PPC/CDIE)

CDIE's mandate is to acquire for the Development Information System (DIS) a copy of all materials produced as a result of A.I.D. funding. The Biden-Pell program is a prime example of the problem CDIE has in identifying and acquiring documentation on A.I.D. project activities funded through grants. A look at the DIS reveals that the only document available on Project 9380230 is a three page action memo dated September 14, 1981. None of the grant activities are documented in the DIS. Access to the resources of the Biden-Pell collection would enable CDIE to strengthen its ability to retrieve development education materials. CDIE is especially

interested in how these materials can be made more generally available to A.I.D., its contractors, A.I.D. missions, and the public. The issue of dissemination needs to be addressed. The organization of the materials, and access to a database which identifies the materials will produce a demand for photocopies or loan copies of reports. FVA needs to be aware that demand will be generated and it will be necessary to have in place a policy for responding to a new broad base of users.

1. ANALYSIS OF SYSTEM REQUIREMENTS

FVA requires a database management package and computer system to maintain the Biden-Pell Development Education Resource Center. In addition, the office wants to cooperate and collaborate with: 1) Development Education Clearinghouse being managed by American Forum; and 2) PPC/CDIE's Development Information System.

The desirable system characteristics should include:

- * A system which can be accessed or operated on a WANG PC with IBM emulation, since this is the equipment available within FVA.
- * A multi-user system which allows more than single user access to the system.
- * A user friendly database package to manage approximately 1500 records.
- * Ability to produce reports and download to desktop publishing software (DTP) for producing the annual Directory, or other publications, or to exchange data with the American Forum, Grantees, etc.
- * A system which is user friendly and can be easily learned.
- * A database management package which allows variable length fields and records to accommodate annotations, and repeating fields.

1.1 Software

Four database management system (DBMS) packages were considered for the FVA application: MINISIS, MicroDIS, PACE, and Q&A. Each of these packages is discussed below.

MINISIS

MINISIS is the software CDIE uses to maintain the **Development**

Information System (DIS) of over 60,000 document records on a Hewlett Packard 3000/48. MINISIS is a command driven relational database system with separate modules (processors) for Query, Print, and Index. MINISIS was developed by the International Development Research Center (Ottawa, Canada) for bibliographic applications. Databases are easily defined. A sample draft database (Exhibit A) was defined for the Biden-Pell materials and sample records created (Exhibit B). Fields and records can be variable length, repeating, and/or subfielded. MINISIS, as a multi-user system, can be accessed by more than one user at a time.

FVA can access MINISIS via a PC with a modem and communications software. This capability would enable FVA to directly enter its own records onto MINISIS, and also to access all CDIE databases included in the **Development Information System**. Reports can be printed to screen and the file captured on the PC for printing at FVA. Alternatively, long reports can be printed by CDIE and transported via the regular daily courier service. Reports can be tailored or customized as desired. Multiple report formats are possible.

One of the strongest features of MINISIS is its Query feature (processor) for database retrieval. Any field can be searched, and any field can be indexed. Searching is performed using Boolean operators. Search strategies can be saved and re-executed. Hitfiles can also be saved for further manipulation through indexing, printing reports, printing to disk, etc.

MINISIS provides an export capability which facilitates the exchange of data on tape, or the creation of ASCII files for import to desktop publishing (DTP) software.

MINISIS is command driven, rather than menu driven. Training will be essential. It is desirable to have more than one person trained to use the system. Training will require approximately 3 days.

MINISIS is clearly the best software package for FVA's bibliographic application. The power and flexibility of the MINISIS package would enable FVA to organize its collection and manipulate the data for the various outputs required. In addition, it would enable CDIE to access the collection. Training is a necessary investment for the successful operation of any system, and even though the training for MINISIS may be a greater investment than originally anticipated, I think the resulting system would be superior to other alternatives. CDIE can continue to provide training and technical support, as required.

It is recommended that FVA take advantage of the power of the MINISIS software. FVA would then have a trained information analyst who could access the DIS for other non-Biden-Pell program information.

Exhibit B

Sample FVA Database Records

ISN=1
F000 ACCSNO : FVA-89-001
F101 GNAME : Consortium for International Cooperation in Higher Education
F102 GADDR1 : 1 Dupont Circle
F105 GCITY : Washington
F106 GSTATE : DC
F107 GZIP : 20036
F180 TITLE : Solving world hunger : the U.S. stake
F200 AUTHOR : Wennergren, E. Boyd
Plucknett, Donald L.
et al.
F220 PDATE : 1986
F240 PAGES : ix, 102p.
F260 COST : 7.95
F280 AVAIL : Seven Locks Press, P.O. Box 27, Cabin John, MD 20818 (202)
362-4714
F300 AUDIEN : Non-formal education
F320 TYPE : Book
Training Guide
Discussion Guide
F340 GEOGRF : Global
F360 SUBJ : Agriculture
Economic Assistance
Education for development
F380 ANNOT : Pt.1: Overview: interdependence and development, (includes
chapters on the world food problem, U.S. economic and foreign
assistance, international collaboration in agricultural
research, food sufficiency, and political stability) -- Pt.2:
Determining the impact of development and trade on a local
-- Pt.3: Development education programs
F400 NOTES : See FVA-89-002 for description of companion six-unit slide/
tape presentation.
F420 EDATE : 1989-07-27

ISN=2
F000 ACCSNO : FVA-89-002
F101 GNAME : Consortium for International Cooperation in Higher Education
F102 GADDR1 : 1 Dupont Circle
F103 GADDR2 : Suite 710
F104 GADDR3 : c/o NASULGC
F105 GCITY : Washington
F106 GSTATE : DC
F107 GZIP : 20003
F161 CNAME : Communications for Development
F180 TITLE : Solving world hunger : the U.S. stake
F220 PDATE : 1986
F240 PAGES : 6 unit slides/tapes
F260 COST : 145.00
F280 AVAIL : CICHE Development Education Project, c/o NASULGC, Suite 710,
1 Dupont Circle, NW, Washington DC 20003
F420 EDATE : 1989-07-27

ISN=3
F000 ACCSNO : FVA-89-003
F101 GNAME : International Trade & Development Education Foundation
F102 GADDR1 : 1008 N. Randolph St., Suite 206
F105 GCITY : Arlington
F106 GSTATE : VA
F107 GZIP : 22201
F132 CONTPH : (703) 243-1456
F161 CNAME : Oil, Chemical & Atomic Workers International Union
F180 TITLE : Why foreign aid?
F200 PDATE : 1987
F240 PAGES : 32p.
F300 AUDIEN : Non-Formal Education
F320 TYPE : Pamphlet
F360 SUBJ : Economic assistance
Foreign assistance
F380 ANNOT : Basic facts are provided about the continuing U.S. economic
aid program, giving answers on "why foreign aid?" in terms of
benefits to the receivers abroad and to Americans.
F420 EDATE : 1989-07-31
F440 ENBY : vvb

ISN=4

F000 ACCSNO : FVA-89-004
F101 GNAME : International Education Coalition
F161 CNAME : Roosevelt Center for American Policy Studies
F180 TITLE : Dealing with interdependence : the U.S. and the Third World
F220 PDATE : 1987
F240 PAGES : 60p.
F300 AUDIEN : Non-Formal Education
 General Public
 Business/Labor Community
F320 TYPE : Curriculum Unit
 Discussion Guide
F340 GEOGRF : Global
F360 SUBJ : Interdependence
 International relations
F380 ANNOT : "U.S. 88" is a crash course designed to enable participants
 to learn more about U.S. relations with and policies toward
 developing countries and to engage presidential candidates
 in discussion on these issues. Bibliography included.
F400 NOTES : Subtitle: U.S. 88: A new road to the White House
F420 EDATE : 1989-07-31
F440 ENBY : vvb

ISN=5

F000 ACCSNO : FVA-89-005
F101 GNAME : Pan American Development Foundation
F161 CNAME : Distributive Education Clubs of America
F180 TITLE : Microentrepreneurship in Latin America and the Caribbean
F200 AUTHOR : Davis, Edward L.
F220 PDATE : n.d.
F240 PAGES : v.p.
F300 AUDIEN : Formal Education
 Secondary School Students
F320 TYPE : Videotape
 Curriculum Unit
 Posters
 Training Material
F340 GEOGRF : Latin America
 Caribbean
F360 SUBJ : Microenterprise
F380 ANNOT : A multi-media teaching unit including discussion guide,
 videotape, and posters for five day training program
F400 NOTES : Need more info, only had intro pages
 This looks like a teachers guide, can't tell if for high
 school students
F420 EDATE : 1989-07-31
F440 ENBY : vvb

ISN=6
F000 ACCSNO : FVA-89-006
F101 GNAME : International Nursing Services Association, Inc.
F102 GADDR1 : P.O. Box 15086
F105 GCITY : Atlanta
F106 GSTATE : GA
F107 GZIP : 30333
F132 CONTPH : (404) 634-5748
F180 TITLE : Teaching about developing nations: the role of food and
hunger
F200 AUTHOR : Cook, Ellen Hayes
Harrell, Patricia S.
F220 PDATE : 1984
F240 PAGES : 137p.
F300 AUDIEN : Formal Education
Secondary School Teachers
Secondary School Students
Primary School Teachers
Primary School Students
F320 TYPE : Curriculum Unit
Slides
F340 GEOGRF : Caribbean
F360 SUBJ : Food
Nutrition
Health
Water
F380 ANNOT : The Development Education Program was designed to present a
factual basis for understanding the global implications of
hunger and poverty in developing countries. A curriculum
guide and two nutrition, hunger, and water. Pre and post
tests and evaluation instruments are included.
F420 EDATE : 1989-07-31
F440 ENBY : vvb

MicroDIS

MicroDIS was developed by CDIE to assist Mission libraries in organizing and maintaining their local development information resources and to facilitate the exchange of document based information among Missions and with A.I.D./Washington. MicroDIS can be installed on any IBM PC or compatible, including a Wang PC with IBM emulation. MicroDIS provides an automated library system for creating, maintaining and searching a local catalog; managing acquisitions and circulation; and maintaining A.I.D.-related reference information.

One advantage of MicroDIS is that it was designed to be an *easy to use* system. MicroDIS is menu driven, and features a pre-defined database, menu-based selection of options, standardized data entry and retrieval screens, and optional online HELP messages. A demonstration copy of MicroDIS, complete with installation instructions, is included as Appendix 1.

The primary disadvantage of MicroDIS is the pre-defined database and fixed length record size. FVA fields would need to be mapped into the existing MicroDIS data fields.

PACE

PACE (Professional Application Creation Environment) is an integrated application development and information management tool for the Wang VS. PACE is the current A.I.D. approved DBMS for use on Wang VS systems.

In 1988, CDIE conducted a survey of software packages as an alternative to MINISIS for maintaining the **Development Information System**. PACE Version 2.0 was given serious consideration because of CDIE's interest in identifying software which would operate in the Wang VS environment.

Several factors determined CDIE's decision to stick with MINISIS:

- 1) Field Length - PACE has a limit of approximately 1000 characters per field and 2000 characters per record. CDIE abstracts are over 4000 characters, and data would have to be stored in multiple fields, or as a separate (but linked) word processed document, an unacceptable alternative for the CDIE application.
- 2) Reports - PACE reports are primarily generated in tabular format. Given the length and complexity of the CDIE database and reporting requirements, PACE reporting capabilities lacked the flexibility and sophistication required.

3) Repeating Fields - The CDIE application required repeating and subfielded fields. PACE handled this requirement through multiple occurrences of the field.

As an Agency approved package, PACE has the advantage of ongoing training and technical support. The equipment required is available already in FVA. However, AID/IRM in the Info Exchange (August 1988, p.7) cautions:

"PACE was found to require significant amounts of COBOL code for all but simple applications....Although it offers advantages over WANG utilities like REPORT and DATENTRY for simple applications, its relatively high cost mitigates its usefulness even there. Discussions with WANG's PACE R&D staff indicate that many of these problems may be solved by late 1988, but that others will not be resolved until early 1990.... A.I.D. personnel interested in DBMS and RGL software for the WANG-VS should keep in touch with their IRM client analyst for information on changes in this rapidly evolving area."

In view of recent news regarding WANG's corporate health, some discretion is advised.

Q&A

The Development Education clearinghouse is using a software package, Q&A, on a local area network (LAN) of several linked IBM XT computers. Q&A is a database management package well regarded within the computer industry. Among its advantages: Q&A is flexible. Database records can be transported easily to a wordprocessing package for editing and manipulation through desktop publishing preparation. Q&A appears to be suitable for the Clearinghouse, but is not a system readily available to FVA via telecommunications, i.e. through communications software and a modem link.

FVA would like the ability to query the Development Education Clearinghouse database and be aware of its contents. FVA would also like to transfer electronic data to and from the Development Education Clearinghouse database, for loading to the FVA system.

While Q&A may be a fine package in its own right, there seems little reason to consider it as a serious candidate for the Biden-Pell project. Q&A has the ability to export data to disk for exchange purposes, so FVA can obtain data. Since Q&A is not Agency approved, there would be no support for training or technical assistance from within the Agency.

A word of caution regarding data exchange between FVA and the American Forum. The databases are different. Mapping data from the American Forum to the Biden-Pell database will require editing to remove the data which is irrelevant, prior to loading into the Biden-Pell database.

1.2 Hardware

The selection of hardware is driven by the equipment available within the Agency and the software selected for the application. As a result of a meeting with Larry Tanner (FVA), it appears that Melissa Nuwaysir can obtain a modem for her Wang VS station, which will enable her to communicate with CDIE's **Development Information System** and MINISIS software.

For maximum flexibility, it is recommended that the following equipment be available to support the resource center:

- PC with minimum of 20 megabyte hard disk
- Modem, 2400 baud desirable
- Printer
- Communications software (Smartcom, Crosstalk, etc.)

A Wang PC with hard disk and modem is an acceptable configuration. The main consideration is that the PC be primarily dedicated to the resource center. Initially, entering the data will be a labor intensive effort, and will require significant blocks of time.

As the collection grows the computer will be used to perform retrieval and produce reports and the directory.

2. COLLECTION INVENTORY

An inventory form was developed for identifying Biden-Pell funded materials (Exhibit C). The form was developed after a careful review of several existing processing forms: 1) a draft form developed by FVA for the Biden-Pell inventory; 2) the processing form developed by American Forum for the Clearinghouse on Development Education; and 3) the A.I.D. PPC/CDIE/DI Report Processing form which is an approved Agency form for submission of documents to the **Development Information System** (Exhibit D).

The FVA form was streamlined to reflect only those data elements which are necessary to complete the Biden-Pell Resource Inventory. The form will be used to survey those organizations which have received Biden-Pell Development Education grants. Grantees will be asked to identify materials which were produced under Biden-Pell Grants.

Exhibit C

**U.S. Agency for International Development
Biden-Pell Development Education Resource Inventory
August 1989**

Please complete one form for each grant product (if the product is one component of a series or a set, please complete a separate form for each piece beginning with question #5 and completing only those sections which differ from the other components of the set). Return by September 25, 1989, to: Development Education Program AID/FVA/POS, Room 310 SA-8, Washington DC 20523-0808 Attn: Melissa Nuwaysir (703) 875-4674

1. Grantee Organization/Address/Phone

2. Development Education Contact Person

3. Phone

4. Collaborating Organization/Address (if product was a joint venture)

5. Title

6. Author(s)

7. Publication Year

8. No. of pages/length

9. Cost

10. Is the product still available? yes no -- (if yes, please indicate ordering info if different from #1-2 above)

11. Target Audience (*see instructions on back*)

Formal Education Sector

- Primary School Teachers (K-6)
- Secondary School Teachers(7-12)
- University Teachers
- Primary School Students
- Secondary School Students
- University Students
- Educational Administrators
- Other - please specify _____

Non-Formal Education Sector

- Agriculture /Agribusiness Community
- Business/Labor Community
- Environmental Community
- General Public
- Government (State/Local/Federal)
- Health/Medical Community
- Media (Print, Broadcast)
- Membership Group(s) - specify _____
- Religious Community
- Senior Citizens
- Women
- Youth Group(s)
- Other Special Interest Group
please specify _____

12. Type of Material (*check one*)

- Audio Cassettes
- Bibliography
- Book
- Briefing/Background Paper
- Brochure/Pamphlet
- Catalog/Resource List
- Chart/Poster
- Curriculum Unit
- Directory
- Discussion Guide
- Exhibit
- Game
- Movie/Videotape
- Periodical (magazine/newsletter/etc.)
- Slides/Film Strip
- Training Material
- Other - specify _____

13. Geographic Focus of the Product (*if applicable*)

- Africa
- Asia/Pacific
- Caribbean
- Middle/Near East
- Latin America
- Global

14. Subject

- Agriculture
- Development/General
- Environment
- Food
- International Trade/Business/Finance
- Microenterprise

- Population/Health/Nutrition
- U.S. Foreign Policy
- Women
- Youth
- Other - specify _____

15. Annotation (*Please review instructions and enter annotation on the back of form*)

15.Annotation (continued)

Instructions for Completing this Form

1. **Grantee Organization/Address** - Enter the name and address of the organization responsible for producing the document. Include complete address and zip code.
2. **Development Education Contact Person** - If there is an appropriate individual contact, enter name and address.
3. **Phone** - Include area code and phone number for Number 2 above.
4. **Collaborating Organization(s)** - Indicate Organization name and complete address for any organizations that participated in the development of the product.
5. **Title** - Provide complete title, subtitle, series title, etc.
6. **Author** - Enter personal author(s). Omit titles (Mr., Ms., PhD etc.)
7. **Publication Date** - Enter date of publication.
8. **Pagination** - Include number of pages for single volume. For multi-volume works indicate the number of volumes, i.e. 3 vols. For media works indicate description, i.e. 6 slide/tape units or video/movie length.
9. **Cost** - Cost to those who want to purchase materials.
10. **Availability** - If materials are available from a source other than the Grantee organization.
11. **Target Audience(s)** - Indicate the *primary* audience for whom the work is intended. For example, a teachers guide for secondary school students, is targeted to teachers, not students. If more than 1, please rank: 1 = Primary, 2 = Secondary, etc.
12. **Type of Material** - Indicate one.
13. **Geographic Focus** - Indicate geographical region or country.
14. **Subject** - Select those which apply.
15. **Annotation** - Briefly describe the product's major theme, purpose, learning objectives, focus and content. (If the product is part of a set indicate the component part(s) and complete one annotation which is appropriate for all parts.) Limit 200 words.

Exhibit D

**AGENCY FOR INTERNATIONAL DEVELOPMENT
PPC/CDIE/DI REPORT PROCESSING FORM**

ENTER INFORMATION ONLY IF NOT INCLUDED ON COVER OR TITLE PAGE OF DOCUMENT

1. Project/Subproject Number	2. Contract/Grant Number	3. Publication Date
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4. Document Title/Translated Title

5. Author(s)

- 1.
- 2.
- 3.

6. Contributing Organization(s)

7. Pagination	8. Report Number	9. Sponsoring A.I.D. Office
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10. Abstract (optional - 250 word limit)

11. Subject Keywords (optional)

1.	4.
2.	5.
3.	6.

12. Supplementary Notes

13. Submitting Official	14. Telephone Number	15. Today's Date
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.....DO NOT write below this line.....

16. DOCID	17. Document Disposition DOCRD [] INV [] DUPLICATE []
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INSTRUCTIONS

1. **PROJECT/SUBPROJECT NUMBER** ... The unique 7-digit number assigned to A.I.D. projects, which may be followed by a 2-digit subproject suffix.
2. **CONTRACT/GRANT NUMBER** ... Enter the A.I.D. contract/grant number under which the document was produced.
3. **PUBLICATION DATE** ... Enter year and month report was published.
4. **TITLE** ... Enter title if it does not appear on document. Provide an English translation for foreign titles.
5. **AUTHOR** ... Enter a maximum of three author names in order as they appear and in the following sequence: Last name, First name, Middle initial.
Example: Doe, John L.
6. **CONTRIBUTING ORGANIZATION** ... Enter organization name(s) responsible for producing the document.
7. **PAGINATION** ... Enter total number of pages followed by "p" for pages and a period.
Example: 123p.
8. **REPORT NUMBER** ... The unique number often assigned to the report by the corporate author. Many report numbers are a combination of letters and numbers.
Example: UCLR-1035.
9. **SPONSORING A.I.D. OFFICE** ... A.I.D. bureau/office that produced or sponsored the production of the publication.
10. **ABSTRACT** ... Include a factual summary of the most significant information contained in the document, not to exceed 250 words.
11. **SUBJECT KEYWORDS** ... Enter suggested terms to describe content of document.
12. **SUPPLEMENTARY NOTES** ... Enter any useful information about the document that is not included elsewhere, such as plans for publishing. Note revisions and include information on whether the document supercedes or supplements a previous one. Also include distribution restrictions, i.e. A.I.D. Only, or available to public.
13. **SUBMITTING OFFICIAL's name**
14. **TELEPHONE NUMBER**
15. **TODAY'S DATE** ... Date form was completed.
16. **DOCID (AID/DIHF use only)** ... Order number assigned to the document when it is processed.
17. **DOCUMENT DISPOSITION (AID/DIHF use only)**

In effect, the data elements captured on the form will provide the nucleus of the Biden-Pell development education database.

3. COLLECTION ORGANIZATION/PROCESSING

Issues related to collection processing and organization are numerous. Data entry guidelines are essential to ensure uniformity of the data. Accuracy in entering the data is required for successful retrieval. Editing and quality control of the data is very important. Collection organization is a major decision. The physical arrangement of materials on the shelf should be carefully considered. Checking the database to determine if an item has already been entered is necessary to avoid duplicate entries for the same item.

3.1 Data Entry Guidelines

Remember, what goes in, comes out.... Since a directory will be produced from the database, it is best to visualize how the final directory product will look. The goal is to be able to use the data as it exists, without rekeying and with minimal editing. This will involve adhering to strict data entry guidelines (see Appendix 2).

The time required for entering each record is estimated to be 30 minutes. Assuming approximately 1,500 items must be entered, data entry will require about 750 hours (or 4.5 person months, full-time, assuming a 168 hour month).

The steps which will go into the processing time include:

- * Checking files to determine if the item is already available in the resource center.
- * Entering the data.
- * Performing quality control, editing, proofing, checking data entered.
- * Labeling and otherwise organizing materials for location on shelf.
- * Labeling shelves to indicate organization name.
- * Producing reports of items entered, etc.

Processing time may be less if completed forms are received from grant institutions. However, even if completed forms are received, checking will be involved to determine if the item is already included in the Biden-Pell Resource Center. For those items which FVA already has received and for

which no completed form was submitted, 30 minutes per item is probably necessary to prepare a brief annotation and enter the bibliographic information on the database.

Quality Control - Quality control and verifying information is an important step in the entry process. It is even more significant when the intended output is for publication. This step must not be skipped, nor minimized if data integrity is of any concern.

3.2 Shelf Arrangement

How are items going to be arranged on the shelf? The arrangement of materials is a critical decision. There are many options: Grantee Organization, Subject, Accession Number, Type of Material, or Title. Each arrangement has its advantages and disadvantages. The decision should be determined based on the anticipated use to be made of the collection. It is important that the shelf arrangement not become so cumbersome that the whole collection is jeopardized by the desire to create logical relationships on the shelf. Primary access to the collection should be through the system. Questions which come to mind include: How are you going to use the collection? Is your access primarily by Grantee? If a request for a publication is received, is it subject specific? Will you be looking for all materials received on "infant nutrition"? Do you receive requests for slides? videos? movies? etc.?

One important consideration is to realize that the collection is dynamic, it will be added to on a regular basis. The shelf arrangement scheme chosen should take into account that new materials will be added. Grants will probably be awarded to new institutions which will have to be sandwiched into the existing scheme. If alphabetical organizational acronyms are selected, it is almost certain that you will award a grant to a new institution which defies the "logical" shelf arrangement you have selected.

Grantee Organization - Arrangement by Grantee is one possible choice for shelf arrangement. One of the problems associated with this arrangement is if several organizations are involved in a project, under which organization will the product be located: first? all? Secondly, how will items be arranged? Title? Grant Number? Date? The main drawback is that the item has no unique "address", that is, no fixed location on the shelf.

Accession Number - A shelf arrangement by an Accession number is nothing more than an "address" on the shelf. Such an arrangement does not create logical relationships on the shelf, as in a familiar "library" arrangement. With an automated system, the computer can create the "logical relationships". Using the computer, items can be identified by multiple access points: author, institutional name, title, year of publication, etc.

Subject - Subject is a familiar "library" arrangement which presupposes that users will want to "browse" the collection. Such an arrangement has the advantage of grouping items by subject, but it requires more sophisticated multi-level processing (How are materials arranged within the subject?). Libraries usually arrange primarily by subject and secondarily by author (either institutional or personal). It appears that the Biden-Pell collection is not likely to be used by the general public and a browsing capability is not a primary requirement. Further, any requirements to produce reports of materials on a subject, can be accomplished by computerized access to the database.

CDIE developed a simplified subject classification scheme for use by A.I.D. Mission Development Information Centers. The *Subject Classification Number* consists of two alphabetic characters followed by two numbers, such as:

A	Agriculture
DA30	Economic Development (General)
RD00	Environment
AI00	Food
KA00	Health
DP00	International Trade
KE00	Nutrition
PC55	Microenterprise (Small scale enterprises)
SA00	Population
JD11	U.S. Foreign Policy
UG00	Women in development
SC12	Youth

For a complete listing of *USAID Classification Scheme* consult Appendix B of *The A.I.D. Development Information Center Manual* (Appendix 3).

Type of Material - A separation of material by broad general categories is advisable. Categories to consider, include: 1) Printed Material; 2) Media (Videos, Movies, Slides, Cassettes, etc.); 3) Serials (Newsletters, Journals, or Magazines) issued on a regular basis, for example NCoDE Resources.

Recommendation: Materials should be arranged by one of the three material types (printed matter, media, serial); and then arranged by a simple accession number. The computer and its related indexes will be used to identify all materials created by a particular institution, subject, etc.

4. DISSEMINATION

Dissemination is a fancy word for the concept of service. Collections of any kind are useless in and of themselves. Processing and staff resources necessary to organize any collection are prohibitive, unless the collection

fills an unmet need for information. Providing service is a double edged sword. A collection usually cannot be justified without the provision of service to a group of needy users, and the users tend to get more needy the more successful the service. Rather than "the squeaky wheel getting the grease", it is more like "going where the getting is good". If you are successful organizing your collection of development education materials, and if you develop an effective strategy for responding to requests for information, you will soon have more work than you can handle. So what do you do? Proceed cautiously.

Directory

Downloading information from the database to a desktop publishing software package will minimize the data entry and allow the production of a more finished looking publication. Sample records were created in the sample database and downloaded to Aldus Pagemaker to produce the sample directory pages (Exhibit E). The format can be customized as desired, as can be seen from the two sample pages. In addition, data can be labeled, i.e. Type of Material.

Lending materials

A lending policy should be developed to determine who can borrow materials or who has access to the collection to avoid problems later on. If an accession number is assigned to each item, a simple log may be sufficient to keep track of materials. If more than one copy is retained in the collection, label the item *copy 1* or *copy 2*. Records of borrowers should include: Name, Phone Number, Address, Accession Number of Material, and Title of Document. Other issues to consider include: Can the materials be borrowed for photocopying only? How long can one keep materials borrowed from the collection?

5. CDIE/FVA COOPERATION

Please Note: This section has not been discussed with Lee White. His approval is necessary prior to any commitment of DIHF staff and hardware resources.

CDIE and FVA have mutually agreed that cooperation is beneficial to both. CDIE is anxious to provide the necessary technical support to FVA in return for access to Biden-Pell Development Education resources. As previously indicated, CDIE currently has no access to Biden-Pell resources, and Biden-Pell resources are poorly represented on the **Development Information System**. While CDIE would prefer to receive original copies of documents for processing and microfiching for the Agency's institutional memory in the usual manner, having access to the resources is a great improvement over the current situation.

Sample Development Education
Directory Pages

Solving world hunger: the U.S. stake

Consortium for International Cooperation in Higher Education, One Dupont Circle, Washington, D.C., 20003

Wennergren, E. Boyd, Plucknett, Donald L., et. al. June 1986, 102p., 7.95

Published by: Seven Locks Press, P.O. Box 27, Cabin John, MD 20818 (202) 362-4714

/Non-formal education/ /Book/ /Training Guide/ /Discussion Guide/ /Global Agriculture/ /Economic Assistance/ /Education for development/

Part 1: Overview: Interdependence and Development, includes chapters on the world food problem, U.S. economic and foreign assistance, international collaboration in agricultural research, food sufficiency, and political stability.

Part 2: Determining the Impact of Development and Trade on a Local Economy,

Part 3: Development Education Programs

See FVA-89-002 for description of companion six-unit slide/tape presentation.

Communications for Development Solving world hunger: the U.S. stake

Consortium for International Cooperation in Higher Education, One Dupont Circle, Suite 710, c/o NASULGC, Washington, DC 20003
1986, 6 unit slides/tapes, 145.00

Why foreign aid?

International Trade & Development Education Foundation, 1008 N. Randolph St., Suite 206
Arlington, VA 22201
(703) 243-1456

Oil, Chemical & Atomic Workers International Union
July, 1987, 32p.

Non-Formal Education/ /Pamphlet/ /Economic assistance/ /Foreign assistance/

Basic facts are provided about the continuing U.S. economic aid program, giving answers on "why foreign aid?" in terms of benefits to the receivers abroad and to Americans.

Dealing with interdependence: the U.S. and the third world

International Education Coalition
Roosevelt Center for American Policy Studies
November, 1987, 60p.

/Non-Formal Education/ /General Public/ /Business/ Labor/ /Community/ /Curriculum Unit/ /Discussion Guide/ /Global Interdependence/ /International relations/

"U.S. 88" is a crash course designed to enable participants to learn more about U.S. relations with and policies toward developing countries and to engage presidential candidates in discussion on these issues. Bibliography included.

Subtitle: U.S. 88: A new road to the White House

Microentrepreneurship in Latin America and the Caribbean

Pan American Development Foundation
Distributive Education Clubs of America
Davis, Edward L.
n.d., v.p.

/Formal Education/ /Secondary School Students/ / Videotape/ /Curriculum Unit/ /Posters/ /Training Material/ /Latin America/ /Caribbean/ /Microenterprise/

A multi-media teaching unit including discussion guide, videotape, and posters for five day training program
Need more info, only had intro pages. This looks like a teachers guide, can't tell if for high school students.

Teaching about developing nations: the role of food and hunger

International Nursing Services Association, Inc.
P.O. Box 15086, Atlanta, GA, 30333
(404) 634-5748
Cook, Ellen Hayes, Harrell, Patricia S.
July, 1984, 137p.

/Formal Education/ /Secondary School Teachers/ /Secondary School Students/ /Primary School Teachers/ /Primary School Students/ /Curriculum Unit/ /Slides/ /Global/ /Haiti/ /Food/ /Nutrition/ / Health/ /Water/

The Development Education Program was designed to present a factual basis for understanding the global implications of hunger and poverty in developing countries. A curriculum guide and two slide programs provide a one week course covering topics such as: nutrition, hunger, and water. Pre- and post- tests and evaluation instruments are included.

Solving world hunger: the U.S. stake. Wennergren, E. Boyd, Plucknett, Donald L., et. al. Part 1: Overview: Interdependence and Development, includes chapters on the world food problem, U.S. economic and foreign assistance, international collaboration in agricultural research, food sufficiency, and political stability. Part 2: Determining the Impact of Development and Trade on a Local Economy, Part 3: Development Education Programs. June 1986, 102p., 7.95

Available from:

Consortium for International Cooperation in Higher Education, One Dupont Circle, Washington, D.C., 20003

Published by:

Seven Locks Press, P.O. Box 27, Cabin John, MD 20818 (202) 362-4714

/Non-formal education/ /Book/ /Training Guide/ /Discussion Guide/ /Global Agriculture/ /Economic Assistance/ /Education for development/

See next item for description of companion six-unit slide/tape presentation.

Solving world hunger: the U.S. stake. 1986, 6 unit slides/tapes, 145.00

Available from:

Consortium for International Cooperation in Higher Education, One Dupont Circle, Suite 710, c/o NASULGC, Washington, DC 20003

Why foreign aid? Basic facts are provided about the continuing U.S. economic aid program, giving answers on "why foreign aid?" in terms of benefits to the receivers abroad and to Americans. July, 1987, 32p.

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International Trade & Development Education Foundation, 1008 N. Randolph St., Suite 206 Arlington, VA 22201 (703) 243-1456

Oil, Chemical & Atomic Workers International Union

/Non-Formal Education/ /Pamphlet/ /Economic assistance/ /Foreign assistance/

Dealing with interdependence: the U.S. and the third world. Subtitle: U.S. 88: An New Road to the White House. "U.S. 88" is a crash course designed to enable participants to learn more about U.S. relations with and policies toward developing countries and to engage presidential candidates in discussion on these issues. Bibliography included. November, 1987, 60p.

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/Non-Formal Education/ /General Public/ /Business/ Labor/ /Community/ /Curriculum Unit/ /Discussion Guide/ /Global Interdependence/ /International relations/

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CDIE can provide technical support for the following specific tasks:

1. Develop Biden-Pell Development Education Database
2. Maintain Database
3. MINISIS Training for 2 individuals
4. Access to DIS System
5. Develop Reports & Report Formats

FVA can assist CDIE by making the resources available.