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9. ABSTRACT

This supplement to the Non-Formal Education Information center's "Report of Progress and Recommendations for the Future" details the work and evolution of the Center, the people and organizations served, the kinds of requests received, and the services rendered. This supplement highlights changes in the demographic structure of the Center, describes the nature of increased requests for services during 1977, and projects some alternatives for future courses of action. The Center's priority concerns are problems of health, nutrition, agricultural self-sufficiency, functional literacy and numeracy, housing, employment of the world's most needy. The focus is on non-formal education (NFE) for development and those working in direct behalf of the world's poor. The information center operates to put people in touch with resources and ideas related to non-formal education for development, to facilitate contacts and promote horizontal linkages, and to make possible an exchange of information and knowledge. Tables give the characteristics of the persons interacting with the Information Center. Examples are given of special task requests in 1977. The most frequent requests in 1977 were for information concerning NFE in the context of health, nutrition and population education and requests for information on NFE and media. One section discusses the trend toward fortification and self sufficiency of in-country information centers, and it discusses benefits to be derived from support of such efforts.

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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
Annual Supplement for 1977

Joan M. Claffey, Director

January 1978

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

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

I. Introduction

This report is intended to supplement the Non-Formal Education Information Center's "Report of Progress and Recommendations for the Future (February 1977)" (AID Control No. PN-AAC-870), which describes in detail the work and evolution of the Center, including the people and organizations it serves, the kinds of requests it receives, and the services it renders in response. The reader is referred to that Report, and to the Center's "Issues Paper Concerning Future Directions and Activities (April 1977)," for initial and more-in-depth familiarity with the Center's scope of work.

This supplement highlights changes in the demographic structure of the NFE Information Center, describes the nature of increased requests for services during 1977, and projects some alternatives for future courses of action.

The overview of the NFE Information Center for 1977 reveals these new characteristics:

1. Number of Persons in the Network

August 1974 : 200
December 1976: 2016
December 1977: 3231

2. Number of Countries Represented: 115

3. Number of Requests Weekly: approximately 75

4. Location of Network Affiliates

Domestic: 1569 persons, including foreign nationals studying in the U.S.

Foreign : 1662 persons, of whom about 70 are USAID or other U.S. government personnel.

5. Number of Publications and Documents Distributed in 1977

MSU Exchange Publications on NFE: 6586

NFE Exchange: 4 issues (2 double issues) with an average circulation of 4000 per issue.

6. Number of Publications, Documents and Fugitive Materials Contributed to the Information Center

Approximately 70 publications and fugitive materials per month.

Approximately 100 periodicals per month.

II. Activities and Trends

A. Increasing World-Wide Interest in Non-Formal Education and Growth of the NFE Information Center Network

During 1977, 1215 additional persons asked to participate in the Information Center network or to be placed on the mailing list for regular receipt of the NFE Exchange.

An analysis of Tables 1 through 7 show the following characteristics of the persons interacting with the Information Center:¹

— Of the total network population (3231), 51% are outside of the United States.

— An analysis of the network in December 1975 showed that the largest percentage of participants in Asia, 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 December 1977, the largest plurality of participants in these regions were affiliated with non-governmental organizations.

— For Asia, Africa, Latin America, and Europe most network participants work in NGO's or in universities and development-related research institutes.

— Within North America, the largest percentage of participants are affiliated with universities.

¹The network demographic analysis does not account for the many foreign nationals studying or teaching at U.S. or European universities. At least 70 U.S. government personnel (mainly posted in USAID missions) are listed as in Asia, Africa or Latin American regions. In effect, our data analysis suggests a smaller number of network participants within the lesser-developed countries than does actually exist.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, DECEMBER 1977, WITH PERCENTAGES COMPUTED BY REGIONS

	NORTH AMERICA	EUROPE	LATIN AMERICA	AFRICA	ASIA	OCEANIA	TOTAL
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=867 52%	n=95 38%	n=70 19%	n=107 31%	n=165 31%	n=30 58%	n=1334 41%
GOVERNMENT	n=79 5%	n=8 3%	n=66 18%	n=50 14%	n=96 18%	n=11 21%	n=310 10%
U.S. GOVT PERSONNEL	n=88 5%	n=0 0%	n=36 10%	n=20 6%	n=14 3%	n=0 0%	n=158 5%
NON-GOVT'L ORGANIZATIONS	n=336 20%	n=128 49%	n=141 38%	n=141 40%	n=217 41%	n=5 10%	n=963 30%
BUSINESS	n=21 1%	n=1 0%	n=0 0%	n=5 1%	n=5 1%	n=0 0%	n=32 1%
INDIVIDUALS (or persons not identified in above categories)	n=283 17%	n=23 9%	n=58 16%	n=26 7%	n=38 7%	n=6 12%	n=434 13%
TOTALS	n=1674 100%	n=250 100%	n=371 100%	n=349 100%	n=535 100%	n=52 100%	N=3231 100%

TABLE 2: NFE NETWORK DISTRIBUTION FOR NORTH AMERICA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	U.S. - MSU and MICHIGAN	U.S. - rest	CANADA	TOTAL NORTH AMERICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=206 (campus 181) 61%	n=599 49%	n=62 5%	n=867 52%
GOVERNMENT	n=5 1%	n=71 6%	n=3 3%	n=79 5%
U.S. GOVT PERSONNEL	n=0 0%	n=88 7%	n=0 0%	n=88 5%
NON-GOVT'L ORGANIZATIONS	n=8 2%	n=303 25%	n=25 2%	n=336 20%
BUSINESS	n=0 0%	n=21 2%	n=0 0%	n=21 1%
INDIVIDUALS (or persons not identified in above categories)	n=116 35%	n=152 12%	n=15 1%	n=283 17%
TOTALS	n=335 100%	n=1234 100%	n=105 100%	N=1674 100%

TABLE 3: NFE NETWORK DISTRIBUTION FOR EUROPE,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	NO. EUROPE	WEST. EUROPE	EAST. EUROPE	So. EUROPE	TOTAL EUROPE
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n = 56 55%	n = 31 27%	n = 3 75%	n = 5 16%	n = 95 38%
GOVERNMENT	n = 5 5%	n = 1 1%	n = 0 0%	n = 2 6%	n = 8 3%
U.S. GOVT PERSONNEL	n = 0 0%	n = 0 0%	n = 0 0%	n = 0 0%	n = 0 0%
NON-GOVT'L ORGANIZATIONS	n = 27 26%	n = 76 67%	n = 1 25%	n = 19 61%	n = 123 49%
BUSINESS	n = 0 0%	n = 0 0%	n = 0 0%	n = 1 3%	n = 1 0%
INDIVIDUALS (or persons not identified in above categories)	n = 14 14%	n = 5 4%	n = 0 0%	n = 4 13%	n = 23 9%
TOTALS	n = 102 100%	n = 113 100%	n = 4 100%	n = 31 110%	N = 250 100%

TABLE 4: NFE NETWORK DISTRIBUTION FOR LATIN AMERICA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	MIDDLE AMERICA	SOUTH AMERICA	CARIBBEAN	TOTAL LATIN AMERICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=7 10%	n=50 20%	n=13 29%	n=70 19%
GOVERNMENT	n=14 20%	n=39 15%	n=15 29%	n=66 18%
U.S. GOVT. PERSONNEL	n=11 16%	n=21 8%	n=4 9%	n=36 10%
NON-GOVT'L ORGANIZATIONS	n=26 37%	n=105 41%	n=10 22%	n=141 38%
BUSINESS	n=0 0%	n=0 0%	n=0 0%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=12 17%	n=41 16%	n=5 11%	n=58 16%
TOTALS	n=70 100%	n=256 100%	n=45 100%	N=371 100%

TABLE 5: NFE NETWORK DISTRIBUTION FOR AFRICA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	NO. AFRICA	WEST. AFRICA	EAST. AFRICA	MIDDLE AFRICA	SOUTHERN AFRICA	TOTAL AFRICA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=3 13%	n=20 32%	n=46 34%	n=2 10%	n=18 36%	n=107 31%
GOVERNMENT	n=6 26%	n=19 16%	n=11 8%	n=9 19%	n=10 20%	n=50 14%
U.S. GOVT PERSONNEL	n=2 9%	n=11 9%	n=5 4%	n=1 5%	n=1 2%	n=20 6%
NON-GOVT'L ORGANIZATIONS	n=11 48%	n=45 38%	n=65 47%	n=10 48%	n=10 20%	n=141 40%
BUSINESS	n=0 0%	n=1 1%	n=4 3%	n=0 0%	n=0 0%	n=5 1%
INDIVIDUALS (or persons not identified in above categories)	n=1 4%	n=4 3%	n=6 4%	n=4 19%	n=11 22%	n=26 7%
TOTALS	n=23 100%	n=118 100%	n=157 100%	n=21 100%	n=50 100%	N=349 100%

TABLE 6: NFE NETWORK DISTRIBUTION FOR ASIA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

TABLE 7: NFE NETWORK DISTRIBUTION FOR OCEANIA,
BY ORGANIZATIONAL AFFILIATION, DECEMBER 1977

	SW ASIA	MIDDLE E. ASIA	SE ASIA	EAST ASIA	TOTAL ASIA	TOTAL OCEANIA
UNIVERSITIES AND ACADEMIC INSTITUTIONS	n=8 36%	n=52 22%	n=88 34%	n=47 100%	n=165 31%	n=30 58%
GOVERNMENT	n=3 14%	n=31 13%	n=62 24%	n=0 0%	n=96 18%	n=11 21%
U.S. GOVT PERSONNEL	n=0 0%	n=11 5%	n=3 1%	n=0 0%	n=14 3%	n=0 0%
NON-GOVT'L ORGANIZATIONS	n=8 36%	n=120 51%	n=81 34%	n=0 0%	n=217 41%	n=5 10%
BUSINESS	n=0 0%	n=3 1%	n=2 1%	n=0 0%	n=5 1%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=3 14%	n=17 7%	n=18 7%	n=0 0%	n=38 7%	n=6 12%
TOTALS	n=22 100%	n=234 100%	n=212 100%	n=17 100%	N=535 100%	N=52 100%

Another indication of the increasing world-wide interest in non-formal education, and of the utilization of the NFE Information Center as a facilitating hub to share information, is an analysis of contributed documents and fugitive materials. Table 8 gives an approximate breakdown of both the source of contributed materials (by geographic region and by the type of organization) and also the sector or subject focus, for the period July - December 1977.

An analysis of Table 8 shows the following characteristics:

___ The largest content area for incoming documents is community development. The focus of a number of these documents is integrated rural development with the content areas of agriculture, health, etc., treated as parts of a whole. Those documents pertaining generally to "Women in Development" are in this category as are materials on extension, needs assessment, and several specific examples of curricula designed for integrated rural development programs.

___ Persons and organizations in Africa and Asia have contributed the largest number of materials to the Information Center.

___ Most of contributed materials on NFE/health and nutrition and NFE/agriculture have been sent from groups in Africa.

___ Most of the contributed materials on NFE/basic education and functional literacy come from Asia.

___ A large share of the NGO documents coming from Europe represent international organizations such as UNESCO, FAO, etc. Many materials deal with specific areas of NFE on a general international basis rather than a specific country.

___ NGO's are the largest source of contributed materials on NFE, followed by government institutions and academic institutions. While the data show individuals as sources of only 10 items, it is well to bear in mind that, in effect, individuals are most often the ones responsible for initiating the exchange of materials. Where an individual's organizational affiliation is known, that classification was used in the data.

TABLE 8: Materials Contributed to the NFE Information Center, July - December 1977, by Source (Geographic and Organizational) and Sector or Subject Focus

SUBJECT	SOURCE					
	N. AMER.	EUROPE	LATIN AMER.	AFRICA	ASIA	TOTAL
HEALTH NUTRITION POPULATION ED. HOME ECON.	n=19 G-12 NGO-6 A-1 22%	n=7 NGO-7 20%	n=2 NGO-1 I-1 5%	n=26 G-17 NGO-3 A-6 19%	n=7 G-1 NGO-5 A-1 6%	n=61 G-30 NGO-22 A-8 I-1 44%
AGRICULTURE	n=5 G-3 A-2 6%	n=0	n=4 G-2 NGO-2 10%	n=25 G-3 NGO-13 A-8 I-1 18%	n=6 NGO-5 A-1 5%	n=40 G-8 NGO-20 A-11 I-1 9%
BASIC EDU. FUNCT. LITERACY	n=4 G-2 NGO-1 A-1 5%	n=0	n=0	n=12 G-4 NGO-3 A-3 I-2 9%	n=25 G-9 NGO-9 A-6 I-1 20%	n=41 G-15 NGO-13 A-10 I-3 10%
VOC/INDUSTRIAL TRAINING	n=1 A-1 1%	n=6 G-1 NGO-5 17%	n=9 G-4 NGO-5 23%	n=12 NGO-6 A-6 9%	n=9 G-2 NGO-4 A-3 I-1 7%	n=37 G-7 NGO-20 A-9 I-1 9%
INTEGRATED RURAL DEVT COMM. DEVT, COOP, LEADERSHIP	n=27 G-5 NGO-1 A-1 31%	n=8 NGO-8 23%	n=5 NGO-5 13%	n=40 G-2 NGO-22 A-15 I-1 29%	n=28 G-9 NGO-12 A-5 I-2 22%	n=100 G-16 NGO-40 A-41 I-3 25%
COMMUNICATION MEDIA	n=4 G-1 NGO-2 A-1 5%	n=5 NGO-4 A-1 14%	n=5 NGO-3 A-2 13%	n=15 G-3 NGO-5 A-7 11%	n=18 G-1 NGO-5 A-12 14%	n=47 G-5 NGO-17 A-25 11%
GENERAL NFE THEORY	n=22 G-1 NGO-7 A-4 25%	n=7 NGO-5 A-1 I-1 20%	n=15 G-6 NGO-7 I-2 38%	n=8 G-2 NGO-2 A-4 6%	n=30 G-5 NGO-21 A-4 24%	n=82 G-14 NGO-42 A-25 I-1 19%
APPROPRIATE TECHNOLOGY	n=5 G-5 6%	n=2 NGO-1 A-1 6%	n=0	n=1 A-1 1%	n=3 G-1 NGO-2 2%	n=11 G-6 NGO-3 A-2 3%
TOTALS	n=87 G-29 NGO-17 A-41 100%	n=35 G-1 NGO-3 A-3 I-1 100%	n=40 G-2 NGO-23 A-4 I-1 100%	n=139 G-31 NGO-57 A-30 I-4 100%	n=126 G-29 NGO-63 A-31 I-4 100%	n=427 G-104 NGO-187 A-179 I-16 100%

G=Government NGO=Non-govt'l orgzn. A=Academic I=Individual
 Note: Data do not reflect the 100 or so periodicals sent to the Info. Ctr. monthly.

B. Changing Nature of Requests for Services from the NFE Information Center

1. General Observations

- a. The largest number of requests coming into the Information Center continue to be for various of the two dozen publications of the Program of Studies in Non-Formal Education: the MSU Study Team Reports, the Supplementary Papers, and the NFE Exchange. Over 6586 of the publications were distributed during 1977, the majority to persons in the developing world. Over 16,000 copies of the NFE Exchange were additionally distributed to requesting persons.
- b. There continues to be 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 any of several dozen other periodicals and publications or have heard from a colleague or member of their organization about the services we offer.
- c. Increasingly, persons are directing topically-oriented requests to the Center. They are describing their own development efforts and asking for un-named resources pragmatically related to their specific needs and programs. The incidence of these "special task requests" has been steadily on the rise.

2. Special Task Requests

a. Requests for Topical Searches for NFE Print Resources

-- In 1974, we received 8 such requests

-- In 1975, we received 23.

-- In 1976, we received 53.

-- In 1977, we received 70.

Examples in 1977 --

The Director of Adult Literacy, Ministry of Education, Chad, visited the NFE Information Center and requested material on family life, population education and literacy training for adults.

The Norwegian Okotek, an organization whose main goal is to gain insight and information on appropriate technology projects in both developed and developing countries, wrote asking for help in supplying them with information about the work and interest areas of the NFE Information Center, along with recommendations for useful materials.

The Executive Director, League for International Food Education (LIFE), Washington, D.C. wrote to request resources in the areas of nutrition, preventive health care, and the role of women in development.

A Supervisor of NFE Literacy Programs in Ecuador wrote to request information concerning the evaluation of non-formal education programs and also information on literacy training.

The Deputy Director of Training, Integrated Rural Development Programme, Dacca, Bangladesh, wrote to request information on linkage between local Government institutions and economic institutions like a farmers' cooperative.

A planner with the Centro de Investigaciones Educativas in Argentina wrote requesting information concerning the use of mass media and interpersonal communication in health programs.

The Executive Director, Development Department, ACM - YMCA, Portugal, requested printed matter which would be of interest to participants of a Seminar on Development Education.

A professor of Agricultural Education, University of the Philippines, requested materials on non-formal education for women and youth.

The Director of the Association for Human Development wrote requesting information on community development efforts.

The Representative of the British Council in Khartoum, Sudan, wrote to request the NFE Information Center's assistance in gathering materials for display at their Seminar "The Role of Non-Formal Education for Development."

A graduate student at Wheaton College wrote to request materials that would help him prepare for a move to Haiti to help implement mass media as a support to local community development.

The Overseas Education Fund of the League of Women Voters, Washington, D.C. wrote to request information concerning the need for alternative child care models to enhance the participation of low-income women in the development process.

The Medical Director, Hopital Protestant, Ivory Coast, wrote to request information that would be applicable to their program of non-formal teaching in villages and out-patient hospital work with mothers and grandmothers, doing nutrition and health teaching (mostly of illiterates).

The Director of PASITAM Documentation Center, Indiana University, wrote to request information on population education and family life planning along with literacy training for adults.

A nurse with the Christian Health Association of Liberia wrote to ask our help in locating publishers of books on non-formal education. She also requested a bibliography of health and nutrition and a bibliography concerning factors affecting policy planning and program implementation in non-formal education nutrition programs.

The Director of Planning and Development, Sogang University, Korea, visited the NFE Information Center and requested materials on small rural businesses and management/extension programs for rural areas in order that they may help in development of rural areas through extension programs.

A Peace Corp volunteer in Lesotho requested guidelines for cooperative pre-school programs.

The Director of Xavier Institute of Social Science, India, wrote to request information on peasant movements and organizations.

The Director of Radio New Zealand wrote to request information on formative evaluation.

A program developer with the International Extension College wrote to request information concerning the design of educational games.

An USAID officer wrote to request a brief analytical summary of various forms of NFE - their uses, virtues and limitations.

The Instructional Design Office, HEED, Bangladesh wrote to request four bibliographies: A Bibliography Concerning Nutrition: Factors Affecting Policy, Planning and Implementation; Additional Organizations Involved in Health/Nutrition Education; Agricultural Organizations Involved in Training, Extension and Research on the Nutritional Quality of Selected Crops; International Agricultural Research Centers: Center Economists and Roster of Training Officers.

The Asian Centre for Training/Research in Social Welfare and Development, UNDP, Manila, wrote to request materials on NFE for use in upcoming subregional training workshops in Korea/Philippines and Bangladesh/India.

An AID person, preparing to leave for Ghana, phoned to request information concerning NFE strategies in nutrition education.

A graduate student wrote to request information in the area of audio-visual educational materials for rural development and specifically India or Sri Lanka.

Trends and Modalities: We find that the requests for topical searches have been very diverse. The most frequent (10 instances) type of special request during 1977 was for information concerning NFE in the context of health, nutrition and population education. Next frequent (7 instances) were requests for information on NFE and media (both mass media and "little" media, e.g., cassettes, etc.). There were 4 instances, each, of requests for information on evaluation (program and formative) and on women and development. In 6 instances we were asked to supply materials and suggested resources for various development-related conferences,

and in 4 instances to recommend core bibliographies on NFE for centers in the developing world. The remaining requests for topical searches were spread over a variety of topics with no one topic receiving more than 3 related requests: adult functional literacy, general community development - "bottom-up" strategies, needs assessment, use of community resources; self-help projects, agriculture, vocational development, pre-school and out-of-school children and youth, cooperatives, NFE in regions - Asia, Africa, Latin America; NFE in specific countries; NFE for the aged; home economics, conceptual analysis and methodology regarding NFE, NFE strategies - games development, popular participation; appropriate technology.

b. Requests for Topical Searches to Locate NFE Centers, Agencies, or Network Participants in a Certain Geographical or Specialty Area

-- In 1974, we received 4 such requests.

-- In 1975, we received 7.

-- In 1976, we received 12.

-- In 1977, we received 22.

Examples in 1977 --

An AID contractee requested a listing of international organizations and university centers doing work on NFE.

A planner with African Medical and Research Foundation, Nairobi, Kenya desired information relevant to in-service training programs for medical auxiliaries.

An USAID officer in Brazil sought the names and addresses of institutions involved with NFE in Latin America.

The Center for Development Research and Action, India, requested the names of NFE resource people in India.

A Peace Corps official wanted a list of institutes doing research related to women and development.

A practitioner in the Philippines requested the names of individuals and institutions involved in NFE in the Philippines.

Accion Cultural Popular wrote to request an inventory of groups involved in non-formal education in Latin America.

The Director, International Network Program, International Educational Development, Inc., Bethesda, Maryland, wrote to request assistance in reaching people and organizations involved in development programs in Latin America for an International Workshop on Integrated Human Development Through the Use of Appropriate Technology.

Trends and Modalities: Requests for identification of NFE centers, agencies and personnel in certain geographic and specialty areas have been varied. It is noteworthy, however, that 6 of the 22 requests in this area were for listings of NFE projects, centers, and practitioners in Latin America. The other requests were for names of NFE planners and practitioners in India and the Philippines, training centers for health auxiliaries, listings of key NFE centers world-wide and key U.S. universities engaged in NFE programs of study and technical assistance. We detect growing interest among NFE planners and practitioners to seek out persons and groups similarly involved. This is not a surprising phenomenon, since professionals in specialty fields have long had their formal and informal professional networks which provide knowledge enrichment and collegiality. What is of particular note here is the emerging tendency of persons of greatly varied specialty backgrounds, and not linked through traditional professional bonds, to seek each other out for collaborative efforts. The NFE Exchange, reflecting the interest of many involved in non-formal education to know who their counterparts are locally and

around the world, supplies names and address of persons and programs to facilitate interaction among persons in contact with the NFE Information Center.

c. Requests for the NFE Information Center to Extend Services and Invite Others into the Network

-- In 1974, we received 3 such requests.

-- In 1975, we received 8.

-- In 1976, we received 29.

-- In 1977, we received 42.

Examples in 1977 --

The Information Officer of The British Council requested that the Information Center send copies of the NFE Exchange to nearly 80 overseas Representatives of the British Council.

An officer of the Agency for International Development requested that we write a letter of invitation to all of the IT Organizations in Africa and the Indian Sub-Continent - 374 total.

An administrator of the Deutscher Volkshochschul-Verband E.V., West Germany, wrote on 2 different occasions to request that the Center send the NFE Exchange, letters and various publications to 6 people/organizations in Africa.

A planner with the Ministry of Education, Indonesia, requested that we send 5 copies of each of the NFE publications so that the Ministry could aid their NFE technical staffs located in different places.

A fieldworker in Tacambaro, Mexico, requested the addition of 5 development workers to the mailing list.

An officer with the Bureau of Indian Affairs, New Mexico, asked that 5 names be added to the mailing list.

The President of MSU requested that all the members of the Board for International Food and Agricultural Development be sent the NFE Exchange.

The Ministry of Education, Botswana, requested that four government offices be placed on the mailing list.

An official with World Health Organization asked that ten copies of the NFE Exchange be regularly sent to headquarters for distribution to field staff.

Trends and Modalities: The Information Center continues in a period of great expansion, making contacts, upon request, primarily with NFE fieldworkers. Program planners and administrators are also among those being recommended to the Center for contact.

It is of interest that a large majority of requests now make specific mention of the NFE Exchange and indicate desire to have it available to other development planners and practitioners.

The Information Center has attempted to be responsive to all groups and persons interested in its services, rather than restrict its concerns to a smaller network of invited "experts" in NFE. Furthermore, every request made of the Center has received a personalized response. The Information Center's policy of both being accessible and giving personal responses to all inquiries has encouraged those already in contact with the Center to act as the major sources of the Center's expanded network. This expansion appears also to be occurring chiefly among those working most directly with the world's poor.

d. Requests for Items to be Included in the NFE Exchange

-- In 1975 (first publication), 10 requests received.

-- In 1976, we received 48 requests.

-- In 1977, we received 25.

Examples in 1977 ---

A development worker in Boroko, Papua New Guinea, requested that the Center include a review of Lik Lik Buk in the NFE Exchange.

A researcher with the Centre for the Development of Human Resources in Rural Asia (CENDHRRRA), Philippines, requested that we include notice of their newsletter in the NFE Exchange.

A media consultant in Mali asked to be put in touch with others engaged in similar work.

International Planned Parenthood Association, World Education and several other groups asked that we share information concerning available positions.

MAP International and dozens of other organizations sent program descriptions for possible inclusion in the Exchange.

The Director of the Institute of Child Health in London asked that we publicize a new program concerned with the needs of impoverished children throughout the world.

Many groups advised us of the availability of development-related positions with their organizations.

Trends and Modalities: The number of requests for items to be included in the NFE Exchange appears in decline from 1976 to 1977 (48 and 25, respectively). However, the latter figure is unrepresentative in that during 1977 we received several hundred organization descriptions, not to mention the hundreds of NFE program descriptions, publications and fugitive materials, from which are drawn the references, project highlights and other items for inclusion in the NFE Exchange.

e. Requests for Information on Education and Training in NFE

-- In 1975, we received 18 such requests.

-- In 1976, we received 29.

-- In 1977, we received 26.

Examples in 1977 --

The Director of SEAMES requested use of the NFE Information Center as basis for MSU/SEAMES relationship in SEAMEO NFE (SNEP) Program.

A graduate student with the School for International Training requested information on NFE program evaluation and possible internships in Latin America.

Several NFE fieldworkers indicated interest in work and/or sabbatical studies in NFE at MSU.

Persons in Nigeria and several other countries, including the U.S., requested information on MSU graduate programs in NFE, correspondence courses, and non-degree programs.

Indigenous associations in Tanzania, Uganda and India requested information concerning in-country training in NFE through MSU.

The Crow Creek Sioux Tribe and the All Indian Pueblo Council requested assistance in planning for NFE.

Trends and Modalities: Most requests concerning education and training in NFE are from persons (U.S. and foreign) who wish to come to MSU for study. Several fieldworkers from developing countries have written in the past year to inquire about the availability of correspondence courses in NFE. The Information Center received about 6 inquiries regarding in-country NFE training.

An additional and rather significant type of request began to be directed to the Center during 1977. These inquiries concerned either the establishment of special linkages between the NFE Information Center and in-country Centers already in existence, or the utilization of our experience in developing and maintaining an information center on NFE. While most of these requests originated

in various Latin American countries (Chile-2, Colombia-1, Venezuela-1), similar requests also came from Pakistan and SEAMEO. In the next section of this paper we will expand on this seeming trend toward fortification and self-sufficiency of in-country information centers, and discuss benefits to be derived from support of such efforts.

*People's Univ.
of Pakistan*

C. Summary of Trends and Operating Principles of the NFE Information Center

1. Given priority concerns with attention to the world's most needy (in terms of addressing problems of health, nutrition, agricultural self-sufficiency, functional literacy and numeracy, housing, employment), the Information Center directs its principal efforts to service in this regard. Its focus is upon non-formal education for development and those working at penultimate levels in direct behalf of the world's poor (recognizing that the poor majority is not likely to be in immediate contact with the Information Center).

2. The Information Center operates in order to:
 - ___put people in touch with resources and ideas related to non-formal education for development

 - ___facilitate contacts and promote horizontal linkages among persons and organizations involved in NFE

 - ___consider, within topical areas via the NFE Exchange, what is happening world-wide in NFE aspects of development; note trends, characteristics, structural impediments, issues and choices

make possible principally an exchange, rather than dissemination, of information and knowledge concerning NFE experiences and resources; encourage feedback and exchange regarding application and validation of NFE-related ideas and practices; promote knowledge generation not only in a top-down (e.g., university) context but also in a bottom-up (i.e., from the people who are the expected "beneficiaries" of NFE research) context.

3. The NFE Information Center is further characterized by:

its commitment to giving individualized and personalized responses to persons and organizations requesting its assistance;

its receptivity to the persons making "special requests" of the Center for information and resources regarding pragmatic development concerns, describing the problem or topic of need but not specifying particular names or titles of resources;

its utility to those development practitioners for whom receiving selected, annotated samples of information and resources is more important than receiving an exhaustive list of computer-based information around a topical "code word;"

being technologically appropriate for development fieldworkers who cannot use output in the form of microfiche, for example, and who must rely on human assistance in learning about and acquiring appropriate fugitive materials;

its willingness and commitment to serve the many participants in the NFE Information Center network who are isolated, geographically or in specialty fields, and for whom personal linkage via correspondence plays a seemingly important "moral support" function;

its cost-effectiveness in that, for salaries totaling about \$50,000, the Center staff (comprising a director 85% time, an administrator 10% time, four graduate research assistants each 50% time, a secretary 100% time) researches and prepares four to six issues of the NFE Exchange per year, personally responds to about 300 pieces of correspondence per month, handles approximately 10 "special requests" for topical research each month, maintains the NFE Library comprising about 4000 publications and fugitive materials, and receives visitors to the Information Center.

4. Patterns of participation with the Information Center reveal that:

___ those who use the services of the Information Center are remarkably and rather evenly stratified, both in terms of scope and authority (urban-based government ministry personnel to NGO officials to academics to rural practitioners with organizational affiliation to isolated field-workers);

___ those writing us are also highly diversified in terms of interests or specialties: all interest areas and sectors are well-represented;

___ while most individuals with whom we communicate have an organizational affiliation (government, NGO, academia), it appears that persons are the "prime movers" of the NFE Information Center network and it seems doubtful that pure institutional/institutional linkages would realize the same degree of effectiveness in terms of personal responsiveness, amount of turn-around time for requests, willingness to contribute to the exchange of information, cost-effectiveness;

___ the requests for information and resources being made of the Center cover an enormous range of concerns, as detailed in the prior section of this report.

In summary, we find that it is persons inquiring of and responding to other persons, in a personal and increasingly symmetrical fashion, which seems to account for the large and diversified volume of exchanges with the Information Center. It also follows that the Center's services (responses to inquiries, exchange^{of} publications on NFE, production and distribution of the NFE Exchange) are being favorably received since the major source of more Center participants is the recommendation of those already in communication with us.

It is well to point out that the receptivity of the Information Center to requests from every type of NFE planner and practitioner, and to requests of a very diversified nature, might be seen as both a strength and a liability. In terms of the former, people write to us, we suspect,

because they know (or have heard) that they will receive quick personal responses. An important aspect of our response strategy is to suggest or refer people to other information resources and centers. In terms of liability, our present efforts are concentrated mostly, but not only, in the exchange dimension of knowledge utilization (as distinguished from the dimensions of application and validation). Furthermore, the Information Center does not claim expertise or wisdom in any sector-specific employment of NFE. It appears, however, that persons in contact with us are more desirous of using the Center's resources and services to learn about NFE-related ideas, options, methodologies, similarly-involved planners and practitioners, while exercising their own judgment regarding application and validation. In this sense, the Information Center is playing an important function to counter the knowledge monopoly concerning NFE and to promote knowledge building among the people whom the knowledge is supposed to serve.

III. Projections of Alternatives for Future Courses of Action

As a preliminary note, the NFE Information Center plans to undertake a systematic study of its impact and the use and effectiveness of its services. This will likely be done via a questionnaire distributed to all receiving the NFE Exchange, presently about 3200. Monies will need to be found for tabulating and analyzing the data collected, though we expect this to be minimal (\$2500 approx) for computer-related services, printing and postage.

While we anticipate that such a study will yield important data affecting considerations for future planning, it might be well to here sketch out some general alternatives for future courses of action regarding educational development-related information centers and knowledge networks.

Three types of future projections might be explored: (1) deciding not to support information centers concerning education and development, (2) maintaining present arrangements for information and knowledge sharing, or (3) instigating some changes in the present arrangements. For reasons discussed in this and our earlier reports, the alternative to do nothing seems a poor one. Much to our surprise, the Information Center has discovered the large extent to which development fieldworkers and planners have need of information and resources related to their own program efforts. Furthermore, because they are often based in rural settings and relatively isolated from one another, development practitioners must have an information source attentive to their unique situations. When posing a problem or describing a program, they must receive pragmatically-related

information or resources in field-usable form (i.e., not microfiche). This information needs to be forthcoming quickly and with undue effort or expense on the part of the fieldworker. In addition, the practitioner frequently seeks new linkages with others similarly engaged, whom he or she may not know. Most often those in the field are looking for ideas, resources and human contacts rather than exhaustive collections of topical research data.

Maintaining the present arrangements for information sharing and knowledge generation would mean continued support for several kinds of information services: knowledge generation, "work-in-progress" networks of invited "experts," for example in educational planning; specialized data banks such as IBE and AID's TA Information Center, the latter focusing on documents produced under TA Bureau contracts and grants; and broad-based highly accessible information services, like our own. While present arrangements for information sharing suffice in many instances, we think that (a) more synergistic collaboration could and should be effected among the various information centers in order to make better referrals for those requesting information, and (b) the desire of LDCs to develop their own capacities in knowledge generation, dissemination, exchange, application and validation are not being adequately addressed.

A variety of changes might be projected. In the area of knowledge generation, support not only of university-based research endeavors but also of programs and processes which involve, to a greater extent, the participation of the people themselves in knowledge building, and for purposes as they define them. In the area of knowledge utilization, support not only of "top-down" dissemination of information but also of "bottom-up" types of dissemination and exchange, with target populations involved in choices

and decisions regarding the application and validation of knowledge.

Efforts by information centers might also be encouraged which seek to increase horizontal types of linkages which may by-pass the center itself. Certainly, it seems important to provide the greatest possible access to education and development-related information, so that a knowledge monopoly is not effectively in existence.

So that information might be better generated, collected, exchanged and validated, it seems worthy to support indigenous efforts to develop information centers, able to serve local needs and relate to similar centers regionally and world-wide.

Because a variety of priority orientations and methodologies have evolved from the development-related information centers supported by AID, it would seem useful to have these places share their knowledge about the "hows" of being information centers and ^{of} building networks with each other and with interested groups in various LDCs. Information centers which are relatively broad-based in terms of access and scope of development resources, which can handle problem-oriented requests, and which are more cost-effective, and perhaps labor-intensive, would seem to have strategies of particular relevance to settings in the developing world.

Many courses of action present themselves, and we mention just a few: the convening of persons involved with the operation of information centers to share information and ideas, site examinations of various centers, selection and contracting of an information center to develop a manual on ways to develop such a center, perhaps in collaboration with an LDC-based group(s), (including detailed "how to" guides for various parts of the operation), support of special linkages between informa-

tion centers in the US and LDCs and between various LDC centers, support of several interested LDC-based groups to develop information centers.

We expect that the ideas and future options here sketched will raise many issues and additional alternatives, and we welcome the opportunity to further consider the effective use of information services for development.