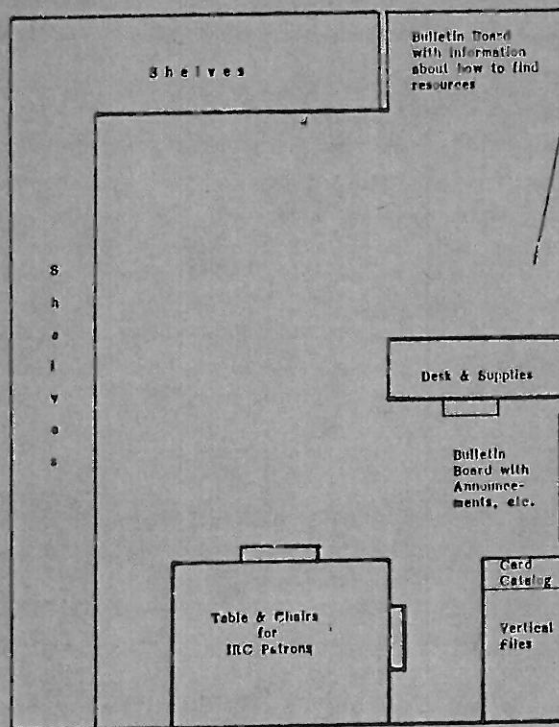


Incountry Resource Center Procedures Manual

Revised Edition



Peace Corps

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RESOURCES MANAGEMENT SERIES RE-15

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Peace Corps

**INCOUNTRY RESOURCE CENTER
PROCEDURES MANUAL**

**Peace Corps
Information Collection and Exchange**

Designed by

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Sarah Ford and Carol Wzorek of PADCO were simultaneously developing the companion self-instructional manual which contains similar content but presented in more depth and with learning exercises for the new IRC manager. Our constant dialog not only helped with the coordination of these two manuals but also clarified my own thinking about how this one should be designed and written.

Many thanks to all these helpers. Their advice, encouragement and sense of humor made my task not only productive but enjoyable.

Nancy Swing
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Washington, DC
August, 1986

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INTRODUCTION

This Procedures Manual is written for those who wish to establish Incountry Resource Centers (IRC's) and for those who are managing such centers. It is basically designed for people who have little background in information resource management, but those with such expertise should also find the manual useful because it discusses procedures which are specific to Peace Corps Information Collection and Exchange.

There is a companion self-instructional manual for those who feel the need of building their skills and knowledge through practical exercises. It is recommended that both these manuals be used in tandem to develop the maximum understanding of what an Incountry Resource Center is and how to manage it.

This manual not only spells out recommended procedures but also offers suggestions and alternatives for many resource management decisions. In most cases, local circumstances will affect what can and cannot be done. Some IRC managers will enjoy generous support, both tangible and intangible. Others will find it hard going just to get started and to stay functioning. Most IRC managers, however, will find themselves somewhere in the middle, doing a good job with reasonable support but wishing for more. Creativity in meeting these kinds of challenges will be one key to a successful resource center.

Another key is organization. If you can organize it, then you can probably find it; and just as importantly, IRC patrons can find it, too. They will also have to maneuver through any mazes you have created, and if it's too difficult, they will give up and not try again. It's often best to test a system on a person who isn't familiar with it. He or she will be able to point out its weak points or traps before you've gone so far with implementation that it would be difficult to change an unworkable system. This manual provides a multitude of ideas for organizing the center's resources.

Despite the fact that most of this manual discusses the management of the physical resources of the center, it's important to keep in mind that the goal of an Incountry Resource Center is to provide useful technical information to Peace Corps Volunteers and staff and to other development workers. The IRC is trying to provide a service, and the quality of that service should be the determining factor in everything else that the IRC manager does. Resources and physical facilities are being organized not just for the sake of organizing, per se, but so that the resource center can help development workers succeed in their goals.

Good luck in your endeavors. Please send ICE your feedback — on resource centers, on the ICE resources, and on this manual. We welcome your suggestions. They help us improve our service to you.

WHAT'S AN INCOUNTRY RESOURCE CENTER?

Incountry Resource Centers are important vehicles for sharing technical information among Volunteers, Peace Corps staff, and other people working to further development goals. The Incountry Resource Center (IRC) is a two-way channel of information-sharing. Peace Corps Information Collection and Exchange (ICE) gathers and disseminates technical information from many sources through Incountry Resource Centers. But just as importantly, the Incountry Resource Centers can gather and disseminate locally relevant information from Volunteers, host country ministries and other local development agencies. This grassroots information can be shared not only with Volunteers and other local development workers, but also, via ICE, with the rest of the development community worldwide. The Incountry Resource Center is the focal point for information collection and exchange at the local level, and it also has the potential to be an important part of the international effort to identify and share technical information for development.

The purpose of an Incountry Resource Center, then, is to provide:

- Quick access to information incountry that can facilitate the work of Volunteers and save many weeks of waiting for a response from overseas;
- A forum for the exchange of ideas;
- Inspiration for PCV involvement in secondary projects;
- Provision of country-specific information which PC/ICE cannot provide;
- Greater access to ICE publications;
- A means of channeling "how-to" information developed incountry back to ICE;
- A networking system for information from many agencies within a country as well as those outside;
- A record of project documents, including PCV small projects assistance proposals and final reports; and
- A source of information for other development workers incountry.

The Incountry Resource Center is not meant to replace ICE. Rather, the two institutions can work together for improved information collection, exchange and dissemination at all levels, from grassroots worldwide.

The Incountry Resource Center is much more than a static storehouse of documents; it offers quick access to information incountry that can facilitate the work of Volunteers and save many weeks of waiting for a response from overseas. The resource center can act as a valuable forum for the exchange of ideas. A close networking system can be initiated by a technical center that provides a flow of information from many agencies within a country as well as those outside. It can also act as an inspiration for PCV involvement in secondary projects by having available information to spark ideas and support work in the field.

The Incountry Resource Center can also be a boon to ICE. It can provide the important, country-specific information that most often ICE cannot provide. It can allow Volunteers and their counterparts greater access to those ICE publications that can only be made available in limited numbers. And, most importantly, it can serve as a means of channeling field-generated materials back to ICE for sharing with the Peace Corps family and other development workers worldwide.

FUNCTIONS OF AN INCOUNTRY RESOURCE CENTER

Assistance to IRC patrons in their searches for technical information;

Acquisition of pertinent Peace Corps and host country technical, project-related materials which are relevant to both primary and secondary Volunteer projects;

Organization of resource center materials (i.e., classifying, cataloging and filing documents and maintaining records);

Liaison with ICE, host country institutions, international organizations and Volunteers concerning the collection and exchange of both documents generated by Peace Corps and other relevant technical documents;

Submission of field-generated materials to ICE; and

Provision of information on proposal-writing, project documentation and evaluation of PCV projects funded through Small Projects Assistance.

SPACE AND EQUIPMENT

To start an Incountry Resource Center, you'll need a space measuring about 8 x 12 feet with easy access for users. Those who will use the center must be able to get at it. It's important to avoid locations which make it hard for people to get to the center and to use it. For example, books and documents beautifully arranged and numbered, but stored in a locked storeroom or office are not accessible and will probably not be used. Inaccessible locations also include storefronts or offices in parts of town where Volunteers rarely go. For good ideas for locations, study the flow of traffic for Volunteers in your area.

The Peace Corps office is, of course, the ideal location since most Volunteers would check in there. In searching for space, take a look around the Peace Corps office to see if there isn't a room that is often left unused or a place where old boxes or records are stored. Check to see if someone wouldn't mind sharing their oversized office. Or how about converting the staff/Volunteer lounge or moving it? Don't be afraid to make a suggestion, but be prepared to justify your ideas with well-thought-out plans. Always include concessions and possible compromises in your plans and be open for suggestions.

If the Peace Corps office is bulging to capacity already and there isn't room for a hamster cage to be added, why not consider an addition? Check the equipment surrounding the Peace Corps office and take a look at shelters common in your area. Could you put up a shelter of hollow block or bamboo utilizing Volunteer help? Could you house the Incountry Resource Center in a new "wing"?

Since most Peace Corps offices rent space incountry, it might be possible to add on a rental space adjacent to the office for a resource center. If approved, this rental could become part of the general operating budget of the office.

Security, adequate lighting and environmental conditions are also major concerns in settling the space issue. You should be able to lock up the center when it is not in use to ensure that documents and equipment are not "borrowed indefinitely." The publications should be kept as dry as possible and free of dust that can damage pages. Dusting books and documents should be a regular routine in resource center management.

GUIDELINES FOR SPACE

1. A space approximately 8' x 12' to start
2. Easily accessible
3. Secure (i.e., able to be locked when not in use)
4. Adequately lit
5. Dry
6. Reasonably free of dust
7. Some possible locations:

Unused room or storeroom

Sharing an oversized office

Sharing or converting the Volunteer lounge

Building a new room or wing

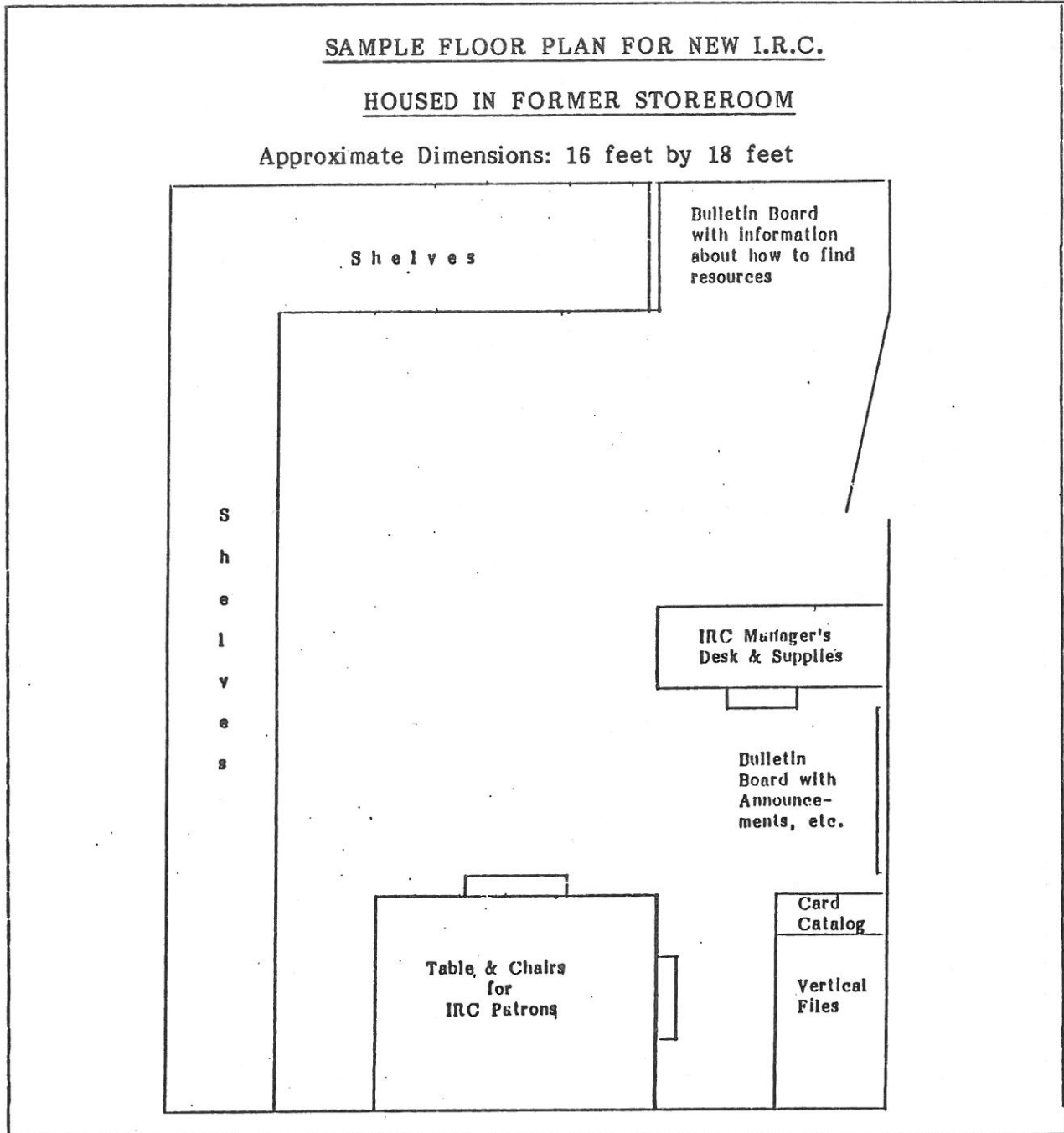
Additional rented space

Once the space issue is solved, you need to consider equipment. Except for shelving, which will have to be constructed, or filing cabinets, which may need to be purchased, most of the equipment you need will already be available in the Peace Corps office. Securing equipment is another area in which you can be creative. Is there a set of table and chairs somewhere which is used rarely? Could they be moved to the resource center? Sometimes it's hard to get exactly what you need. For example, 3x5 cards may be difficult to obtain. In such a case, some resource centers have arranged to secure heavy paper stock from the host country government printing office and to cut (or have cut) their own cards. If you can't get a card catalog cabinet for the 3x5 cards, why not use a shoe box? Take a look at the list of "Guidelines for Equipment" to figure out what you need, and see how creative you can be in acquiring it!

GUIDELINES FOR EQUIPMENT

1. Approximately 6 feet of shelving to start
2. Typewriter
3. Desk and chair for staff
4. Table and chairs for IRC-users
5. General office supplies, including Peace Corps stationery and envelopes
6. Access to photocopy machine, if possible
7. At least 50 3x5 cards to start
8. At least one drawer for filing cards
9. At least one drawer for filing papers and/or small documents
10. Stamps
11. Paper clips
12. Pens
13. Filing jackets
14. Mailing envelopes

You might find it helpful to draw a floorplan for your IRC, using simple graph paper and a ruler. Draw the configuration of your room and where the various items are — or should be — located. You can use your floor plan to try alternative ways of organizing your space and equipment, so you can choose the best scheme.



MAINTAINING INVENTORY

7

The IRC manager is responsible for keeping accurate records of holdings (an inventory of documents) and equipment (i.e., audiovisual aids, shelves, etc.). An inventory of these materials should be conducted yearly and a report of this inventory kept in the IRC working files.

GUIDELINES FOR INVENTORY

The inventory report should contain a listing, and the quantity of, the following:

1. Documents cataloged according to sectoral categories
2. Reference materials (including dictionaries, atlases, foreign language dictionaries, etc.)
3. Subscriptions to magazines
4. Equipment and furniture —

- Bulletin Boards
- Cassettes
- Film Projectors
- Films
- Filmstrip Projectors
- Filmstrips
- Flip Charts
- Folders
- Maps
- Microfiche
- Posters
- Shelves
- Slide Projectors
- Slide Sets
- Tape Recorders
- Etc.

5. Other —

- Office Supplies
- Soil Testing Kits
- Water Testing Kits
- Etc.

Having a standardized system for inventory can make your job easier. Here is one idea for such a system and three examples of how it would be used.

SAMPLE INVENTORY RECORD

ITEM: Fish Population Dynamics in Tropical Waters: A Manual for Use with Programmable Computers, by Daniel Pauly

DESCRIPTION: Fisheries manual

QUANTITY: 2

CONDITION: 1 in good condition
2 lost — to be replaced

SOURCE: International Center for Living Aquatic Resources
MCC P.O. Box 1501
Makati, Metropolitan Manila, Philippines

ITEM: Bell & Howell Slide Projector

DESCRIPTION: Slide projector

QUANTITY: 1

CONDITION: Needs new plug

SOURCE: Donation from retiring USAID official

ITEM: Where There Is No Doctor, by David Werner

DESCRIPTION: Health manual

QUANTITY: 6

CONDITION: 4 in good condition
1 in poor condition, to be replaced
1 lost, to be replaced

SOURCE: ICE-distributed (Hesperian Foundation)

STAFFING

Perhaps the key resource in the Incountry Resource Center is the manager. A well-managed center makes it possible for staff, Volunteers and other development workers to find the technical information they need. The manager accomplishes this by performing the following duties:

1. Networking with Volunteers, host country organizations, private voluntary organizations (PVO's) and foreign nationals to obtain useful technical information;
2. Acting as liaison, where appropriate, between Volunteers and ICE and other groups to order materials, conduct research and distribute publications;
3. Assessing the applicability of field-generated information materials and channeling them to ICE when appropriate;
4. Performing basic research to assist Volunteers in obtaining technical information for their projects;
5. Maintaining resource center records and circulating and retrieving publications and information available through the center;
6. Classifying documents and maintaining a card file on all relevant project-related information;
7. Advertising new acquisitions in the Peace Corps incountry newsletter;
8. Keeping track of direct orders to ICE from others and retrieving appropriate publications when Volunteers or staff leave;
9. Overseeing the warehousing of bulk orders;
10. Informing Volunteers and staff of all overdue publications;
11. Maintaining Volunteers' proposals and final reports for all incountry SPA-funded small projects; and
12. Attending regular Peace Corps staff meetings and being aware of ongoing training programs.

Clearly, we need a special type of person to carry out the duties of the resource center manager. The person selected for this job should be a self-starter, one who can initiate and carry through on projects with a sense of responsibility. This person should also possess the management skills to direct the operations of the center (i.e., soliciting information from Volunteers, following through on ordering, networking with PVO's and host country groups to acquire or exchange information, etc.).

It is also recommended that the manager be able to read and speak fluently both English and the official host country language. The person selected should be able to conduct business easily in both languages to ensure rapport with host country and foreign national organizations, as well as Volunteers, staff and other resource center users.

The resource center manager should ideally have had experience with Peace Corps or other development projects/organizations. A working knowledge of research methods is critical. The person must demonstrate, through previous experience, an ability to organize material and pay attention to fine detail. A knowledge of, and an interest in, current Peace Corps projects is always essential.

CHECKLIST OF DESIRED PERSONAL CHARACTERISTICS
FOR A RESEARCH CENTER MANAGER

1. Ability to initiate and carry through on projects with a sense of responsibility
2. Management skills; e.g., soliciting information, following through on ordering, networking with PVO's and other incountry agencies, etc.
3. Ability to work with many types of people under stressful circumstances
4. Ability to read and speak fluently both English and the host country language for effective liaison with other incountry organizations
5. Working knowledge of research methods
6. Ability to organize materials
7. Ability to pay attention to fine detail
8. Knowledge of, and interest in, current PC/host country projects
9. Previous experience with Peace Corps or other development projects

Several options are available for candidates for IRC manager. Many Peace Corps offices hire personnel from the host country. This procedure is also an option for staffing the resource center. Such a person might be a part-time contractor with experience in managing libraries or other types of resource centers. The advantages of hiring a host country national are that he or she 1) provides continuity (unlike Volunteers or American Peace Corps staff who have relatively short-term stays incountry); 2) speaks the local language and so can interface with local sources of technical information; and 3) may already be part of the information system in the country.

A part-time host country contractor could work with a Volunteer committee which could assume such duties as selection of publications and letter-writing in an attempt to network with other development organizations. The host country contractor would be responsible for the bulk of the work that goes into the daily management of the system.

The services of other persons without direct field experience may also be considered as long as Peace Corps staff meet regularly with them to oversee acquisitions, networking and research. These persons may be Volunteer spouses or other Americans overseas, spouses of international development workers, or interested third parties who might have expertise in information management. Any of these people could be full- or part-time contractors for the position, depending upon your resource center needs.

CHECKLIST OF STAFFING OPTIONS

1. Peace Corps staff
2. Host country national contractor
3. Combination of a Volunteer or a Volunteer committee and a host country national contractor
4. Volunteer or staff spouses
5. Spouses of international development workers
6. Other interested parties who might have expertise in information management

HELPING IRC-USERS

Before we begin discussing the acquisition and management of resources, it's important to emphasize that the Incountry Resource Center is a service to Volunteers, Peace Corps staff and other development workers. Its purpose is to help these people perform their jobs by providing them with necessary technical information. And that purpose implies a service orientation: "we're here to help" might be the motto of every resource center. This service orientation has a number of implications.

1. Is the physical facility user-friendly?

- The IRC manager's desk should be in a place where IRC-users can readily find him or her to seek assistance. Ideally, a staff member should be easily approachable in the center at all times. If there is a need for someone to be separate from the center (e.g., while typing or cataloging), that workspace can be separate. But someone should be easily found to provide assistance.
- The card catalog, shelves and files should be arranged for ease of use by someone who isn't as familiar with the facilities as the manager.

2. Have you provided tools to help the IRC-user help himself or herself?

- There should be a floor plan near the entrance to the IRC showing the location of the card catalog, the desk of the staff member on duty, major divisions of the collection (e.g., "Agriculture" or "Audiovisual Materials"), and any other relevant information.
- The card catalog should be easily located and referenced by the IRC-users. It may be convenient for you to have it near your desk, but will that be convenient for the IRC-users?
- Many resource centers have developed a "User's Guide" for their centers, explaining the policies, the layout, the classification system, etc.
- Users find signs helpful. If the audiovisual section is in a different location than the main IRC, putting up a sign to that effect will save you the hassle of answering the same question over and over and save the user the trouble of looking in vain. There may be the need for several signs to help users in your center.

3. Are you taking appropriate steps to help users?

- When a user seems to need assistance, do you offer to help?
- Is your manner generally helpful, or do you present an appearance of being too busy to take the time to answer questions or provide assistance?
- Do you ask the right types of questions to help users define their needs for information? Often users ask for one thing when they really need something else. Or, they may ask for one thing, not knowing that other, relevant materials exist. A user may ask for a general type of information (i.e., "women in development"), when what she really needs is something more specific (i.e., "income-generating activities for women with small children"). Sometimes, the user will just want to browse in a particular subject area. You are the one who best knows your IRC collection, and you may also know more about Peace Corps projects incountry than the user. Asking the right kinds of questions can not only help IRC-users meet their immediate needs, it will also contribute to creating the kind of atmosphere which makes users want to continue to utilize the resources of the center.

DIALOG #1: HELPING THE IRC-USER

PCV: Hi, do you have anything on income generation?

IRC Manager: Sure. Can you tell me more about your project?

PCV: Well, I don't have a project yet, at least not my secondary one, but I'm thinking about helping the women in my village earn some cash.

IRC Manager: We have general information on income generation for women, as well as specific information on handicrafts, marketing co-ops, carpentry, a women's bus service, and credit for women. Since you're just starting to think about your project, why not browse through this shelf on women in development. Then, later, if you've got some specific information needs, come back, and I'll try to help.

DIALOG #2: HELPING IRC-USERS

PCV: Can you help me? I need information on pig-raising.

IRC Manager: Any particular aspect of pig-raising?

PCV: Yeah. How to keep your pigs free from disease.

IRC Manager: Is this for large commercial operations or small-scale?

PCV: Small-scale.

IRC Manager: OK, we've got two things which might help. Small-Scale Pig-Raising has chapters on nutrition and pen construction. We've also got a manual for small-scale operations written by a couple of former Volunteers. It's specifically for the conditions and resources in this country. Why don't you take a look at them?

- It's important that users not go away empty-handed. If you don't have something that specifically meets the user's need, you may have something that will provide general background information or which will spark some ideas. If you don't have anything that is at all useful, you may be able to refer the user to another resource like a ministry or university library. Alternatively, you might refer the patron to Peace Corps Information Collection and Exchange. Show the person a copy of the Whole ICE Catalog and suggest that there might be an appropriate resource which he or she could order directly from ICE. Above all, the user should feel that you tried to be as helpful as possible.

4. Are you helping IRC-users to become self-reliant?

- While it's important to help users, it's also critical not to create dependency. You don't want to spend all your time showing every IRC-user where every little thing is everytime. Try to find the right balance between being helpful and being overwhelmed.
- Taking the time to make sure users know where things are and how things work can pay off. This is where user's guides, floor plans, etc. can come in handy.
- Some users like to be dependent. Knowing how to "wean" these types of people can be critical. Perhaps the first time, you should give such a user a lot of help, but each succeeding visit should find that person relying less on you and more on himself or herself.

SOME GUIDELINES FOR HELPING IRC-USERS

1. The physical layout makes it easy to locate:
 - The staff member on duty
 - The card catalog
 - The right shelves and/or files
2. There are tools to help the user:
 - Posted floor plan
 - Card catalog easily located and used
 - A user's guide
 - Signs
3. The staff is helpful:
 - Offering assistance
 - Having a helpful manner
 - Asking the right sorts of questions
 - Never letting the user leave "empty-handed"
4. Users are helped to become self-reliant:
 - Balance between offering help and creating dependency
 - Making sure users know where things are and how things work
 - "Weaning" those who want to be dependent

SOURCES OF SUPPORT

An Incountry Resource Center needs two basic types of support — funds and documents. Financial support makes it possible to pay the salary of locally hired staff and to purchase documents and supplies. Documents can also be sought as direct support for the IRC. Many IRC managers discover that support for the resource center's activities is relatively easily obtained. Others, however, find it necessary to persuade, and negotiate with, potential sources of support. Regardless of whether support comes with relative ease or with a challenge, it's important to be able to make your case for support succinctly and from the viewpoint of the potential supporter.

The incountry Peace Corps operating budget is a source of funds for many countries, because the local Peace Corps director sees the utility of making technical information readily available to Volunteers to help them in their jobs. The IRC manager should work closely with the Country Director and/or the Administrative Officer to devise an operating budget for each fiscal year. Thought should be given to the following IRC needs: acquisitions, reproduction costs, mailing costs, salaries, etc.

An IRC which offers its services to host country institutions and local organizations may be able to look to them for support; e.g., exchange of

CHECKLIST OF POTENTIAL SOURCES OF SUPPORT

1. Incountry Peace Corps operating budget
2. Volunteer Support Fund
3. Other ideas for support:
 - Host country ministries
 - Host country agencies
 - Host country private voluntary organizations

documents or possible donations of supplies or equipment. Funding may be available through some private voluntary organizations but should not be relied upon for basic operating costs.

Host country agencies and ministries can also be sources of documents, especially on an exchange basis. Extra copies of ICE documents can be exchanged for materials generated by local institutions. Such interaction can add locally relevant materials to the IRC collection, as well as build a stronger relationship between Peace Corps and the host country ministries, PVO's and agencies.

ACQUISITIONS

Acquiring materials for the Incountry Resource Center is an important item in the IRC manager's duties. The IRC collection should be developed on the basis of need. It would be an unusual country which needed all the titles in the Whole ICE Catalog. And, obviously, there's no point in obtaining materials on agriculture in arid regions if your country is in the middle of a tropical rain forest. How, then, can you identify technical information needs which should be met by your Incountry Resource Center?

Three main sources of need-identification should be explored: a survey of local Peace Corps projects, liaison with Peace Corps staff, and direct contact with Volunteers.

If you're just starting a resource center, your primary source for identifying technical information needs is simply to survey Peace Corps projects. Knowing what projects Peace Corps is involved in will provide you with a broad overview of the types of documents you need to obtain. And once your center is established, it's important to keep up-to-date on Peace Corps projects.

At the next level of analysis — identifying more specific needs — liaison with Peace Corps staff and Volunteers can provide a wealth of information about resource needs. Attending regular Peace Corps staff meetings and being aware of ongoing training programs will give you a perspective on the work going on in the field that is vital when choosing relevant materials. You should also check with APCD's, Volunteer leaders and other specialists within the Peace Corps community for their suggestions and comments on specific publications before purchasing or acquiring materials.

Of course, the Volunteers themselves can be one of your best sources of needs-identification. They frequently order ICE materials directly from the field or use ministry documents in their work. Making an effort to meet and talk with Volunteers can pay off in acquiring documents which will really be used.

Once needs are identified, how can you find the documents to respond to those needs? There are lots of sources of documents, and a significant part of the IRC manager's job will be to identify, and maintain contact with, these sources.

The ICE office is a good place to start acquiring a core set of technical reference books and publications lists from which to build your collection. The Whole ICE Catalog lists all the documents available from ICE, both those which are published by ICE and those which are purchased and made available through ICE. In addition, ICE distributes a core collection of periodicals on topics relevant to the Peace Corps projects.

Another source of documents is the Volunteers themselves. Suitable materials purchased by PCV's can be donated or sold to the resource center (i.e., the IRC manager can reimburse the Volunteer out of the center's budget upon presentation of a purchase-invoice). Volunteers who have ordered purchased documents from ICE must return these documents to Peace Corps. These materials can become part of the IRC collection.

A good resource development specialist is constantly keeping abreast of new publications and pertinent data through newspapers, newsletters, bibliographies from international development groups and visits to local bookstores and agency libraries. New information can pour in everyday simply by asking to be put on a mailing list. Scanning newspapers, publications lists and bibliographies can net a multitude of ideas for documents to support field work. Depending upon the allocation of funds incountry, a small fee could be set aside for subscriptions to pertinent magazines that would assist the IRC manager in keeping abreast of current information.

The IRC manager should be aware of all the host country and U.S. government agencies' free publications as well as those available through other development organizations working incountry. ICE can help with lists of these materials and sources of relevant information. Exchange agreements can be arranged with other agencies and groups to ensure the collection and sharing of pertinent and useful information. Many development organizations are interested in the information which Peace Corps has developed in its 25 years of work with communities. Making review copies of ICE manuals and reprints available to these groups on a regular basis can yield valuable resources in return. ICE can provide review copies of its own publications to use for this purpose.

You may want to develop information resource files on specific topics that PCV'S and other IRC patrons might find useful. For example, you might put together files on funding sources or on other resource centers like university and ministry libraries and local bookstores. You could organize files on project ideas based on what PCV's have done in the past. A good place to start such files is to develop documentation from Small Project Assistance (SPA) projects. ICE has developed a handout on "Guidelines for Project Documentation" which is used in PCV training and which could be included in such an information resource file. These files can be developed by working with the APCD's and with contacts in the information resource community of your country.

SOME POTENTIAL SOURCES OF DOCUMENTS AND INFORMATION

1. Peace Corps Information Collection and Exchange (PC/ICE)
2. Peace Corps Volunteers' personal collections
3. U.S. Agency for International Development (USAID)
4. U.S. Embassy
5. U.S. Information Service (U.S.I.S.)
6. Host country ministries
7. Local universities
8. Local bookstores
9. Local research organizations
10. Food and Agriculture Organization of the United Nations (FAO)
11. United Nations Education, Science and Cultural Organization (UNESCO)
12. United Nations Development Programme (UNDP)
13. World Health Organization (WHO)
14. World Bank
15. Care, Catholic Relief Services and other private voluntary organizations (PVO's)

Addresses of the most common international information sources are on the following pages.

ADDRESSES OF MOST COMMON INTERNATIONAL INFORMATION SOURCES

- agAccess
 AgAccess Corporation
 P.O. Box 20008
 Davis, CA 95617, USA
 (Quarterly publication.
 Will do printout from
 agSource, periodicals,
 software. Topics include:
 tropical ag., postharvest
 technology)
- Agribookstore
 Winrock International
 1611 North Kent Street
 Arlington, VA 22209 USA
 (Distributor of books, maps
 and slides from a dozen of
 the most important inter-
 national producers of agri-
 cultural and forestry infor-
 mation, including AURDC,
 BOSTID, CIAT, CIMMYT, CIP,
 ICRAF, IDRC, ILCA, IRRI,
 Winrock)
- A.I.D. Library
 Room 105 SA-18
 Washington, DC 20523, USA
- Appropriate Health Resources
 and Technologies Action Group
 Ltd. (AHRTAG)
 85 Marylebone High Street
 London W1M 3DE, U.K.
- Board on Science and Technology
 for International Development
 (BOSTID)
 2101 Constitution Ave., NW
 Washington, DC 20418, USA
- Commonwealth Agriculture Bureaux
 (CAB), Farnham House
 Farnham Royal Slough
 SL2 3BN, U.K.
- Consultative Group on International
 Agricultural Research
 1818 H Street, NW
 Washington, DC 20433, USA
- Food and Agriculture Organization
 of the United Nations (FAO)
 Via delle Terme di Caracalla
 00100 Rome, Italy
 (Check for distributor in local area)
- International Bee Research Association
 Hill House, Gerrards Cross
 Buckinghamshire SL9 0NR, U.K.
- International Center for Living Aquatic
 Resources Management (ICLARM)
 MCC P.O. Box 1501
 Makati, Metro Manila, Philippines
- International Development Research
 Centre (IDRC)
 P.O. Box 8500
 Ottawa, Ontario K1G 3H9, Canada
- Pan American Health Organization
 World Health Organization
 525 Twenty-Third St., NW
 Washington, DC 20037, USA
- Socially Appropriate Technology
 International Information Services
 (SATIS)
 Mauritskade 63-1092 AD Amsterdam
 Netherlands
- Superintendent of Documents
 U.S. Government Printing Office
 Washington, DC 20402
- Tropical Development and Research
 Institute
 127 Clerkenwell Road
 London EC1R 5DB, U.K.

contd.

Addresses, contd.

UNICEF
866 United Nations Plaza
New York, NY 10017, USA

UNIPUB (now Bernan-UNIPUB)
10033-F King Highway
Lanham, Maryland 20706-4391
(Distributors of United
Nations publications,
especially for bulk orders)

United Nations CEPAL
(Comision Economica para
America Latina y el Caribe)
1735 I Street, NW
Washington, DC 20006, USA

United Nations Development
Programme (UNDP)
747 Third Avenue
New York, NY 10017, USA

United Nations Publications
United Nations
Room DC 2-0853
New York, NY 10017, USA

U.S. Department of Agriculture
National Agriculture Library
Beltsville, MD 20705, USA

United States Information Agency
301 4th Street, SW
Washington, DC 20547, USA

Water and Sanitation for Health
Project (WASH)
1611 N Kent St., Room 1002
Arlington, VA 22209, USA

World Bank
Room C-913
1818 H St., NW
Washington, DC 20433, USA

World Health Organization
1211 Geneva 27
Switzerland

RESOURCE MANAGEMENT

Acquisition of materials is the foundation of an Incountry Resource Center. But equally important is the management of these materials and resources. As materials are acquired, they must be effectively managed to ensure that the IRC fulfills its multifaceted purpose of providing technical information to Volunteers, Peace Corps staff and other development workers. Resource management involves classification and cataloging of documents, developing circulation policy and procedures, shelving documents, filing catalog cards, overseeing the use of audiovisual materials and equipment, keeping track of direct orders by others, and handling bulk orders.

1. ADDING A RESOURCE TO THE COLLECTION

One of the major functions of the IRC manager is classifying and cataloging resources so they can be added to the collection. All of the documents, books and articles you have on various topics need to be classified, cataloged and shelved so that they can easily be retrieved. There are eight basic procedures for adding a resource to the collection.

BASIC PROCEDURES FOR ADDING A RESOURCE TO THE COLLECTION

1. Determine if the resource belongs in the collection.
2. Check the title cards in the catalog to see if the resource is already in the collection.
3. Assign the resource a sector designation, major category, subcategory, subdivision (if applicable), and accession number.
4. Determine if any cross-references are needed.
5. Type the catalog card(s).
6. Affix the call number and any ownership markings to the resource.
7. Shelf the resource.
8. File the catalog card(s).

1.1 Checking to See if the Resource Belongs in the Collection

Before you can begin classifying and cataloging a document, it's important to be sure that it should be in the collection and that it's not duplicating another copy already in the resource center.

1. Should the resource be in the collection?

- Does it cover a topic which is relevant to incountry Peace Corps projects?
- Is it written at a level that can be understood by Volunteers and counterparts? Is it technical enough, but not too technical?
- Is its treatment of the subject appropriate to the needs and resources of Volunteers and their counterparts?

2. Does it duplicate a resource already in the collection?

- If the document is already in the collection, you may want to consider a number of alternatives:
 - Having duplicate copies of popular documents so that more than one copy is available. If so, you'll need to catalog it appropriately, as we'll describe later.
 - Giving away duplicate copies by having a "free resources" location in the center, where people can pick up and keep items that interest them.
 - Using the duplicate copies as exchange items with local institutions like ministries, libraries, and PVO's.
- If the document is not already in the collection, and you've already decided it should be, then you're ready to classify and catalog it.

1.2 Classifying and Cataloging a Resource

Let's start with an overview of the ICE classification system. All of the resources in the IRC collection will have to be classified within a sector so that they can be easily retrieved.

The ICE Resource Center collection is organized according to standard Peace Corps sectoral divisions (human needs areas like agriculture, health, and water/sanitation). Each sector collection is then subdivided according to specific categories, subcategories and subdivisions which are appropriate to the development and technical assistance support provided by the Peace Corps. (See Appendix I for a complete listing of the categories and subcategories.)

The system is designed to be easily accessible and understandable to Peace Corps staff and Volunteers and to others associated with external agencies and organizations involved in development activities. Benefits of the system include:

- relatively easy comprehension and utilization
- uncomplicated cross-referencing
- unlimited information-holding capacity
- efficient document storage
- easy modification to reflect changes in technologies and Peace Corps programming focus
- easy maintenance

Classifying a document means trying to figure out, as specifically as possible, what it's about.

CURRENT ICE CLASSIFICATION SECTORS

Agriculture
 Appropriate Technology
 Disaster Preparedness
 Education
 Energy
 Fisheries
 Forestry/Conservation
 Global Development Issues/Community
 Development
 Health
 Home Extension
 Housing
 Population Issues
 Small Business/Cooperatives
 Special Education
 Training/Programming
 Water/Sanitation
 Women in Development

SOME HINTS FOR CLASSIFYING IRC DOCUMENTS

1. Always classify as specifically as possible. If the document is on desertification, don't classify it under just "Forestry/Conservation", but use the most specific level of the ICE classification scheme, as shown in Appendix I. In this case, there's a subdivision called "Deserts/Desertification."
2. First, look at the title of the resource for clues to help with classification. Does it have a "general reference" title like "Remote Areas Development Manual" or a more specific title like "How to Build an Oil Drum Stove?"
3. Next, study the table of contents, or even the chapter summaries, to get a more detailed view of exactly what the resource is about.
4. Choose the correct sector, category, subcategory and subdivision (if appropriate) for the document.

Once you've correctly classified the document, you're ready to catalog it. Cataloging a document means assigning it its own number, or code, so that it can be easily retrieved. This classification code also indicates its sector, category, subcategory, subdivision (if appropriate), and in what order it entered the collection. Assigning a classification number involves understanding and using the ICE classification scheme.

ICE SECTOR CODES

- A. Agriculture
- B. Fisheries
- C. Water and Sanitation
- D. Energy
- E. Forestry/Conservation
- F. Health and Nutrition
- G. Education
- H. Community Development
- I. Women in Development
- J. Small Business/Cooperatives
- K. Appropriate Technology
- L. Housing
- M. Home Extension
- N. Special Education
- P. Population Issues
- Q. Disaster Preparedness
- T. Training/Programming

One of the first things to keep in mind about the ICE classification scheme is that each classification **sector** is assigned a **code letter**. Please note that the list of sector codes is not in alphabetical order; e.g., "women in development" comes in the middle of the list, not at the end. Please also note that the code letter does not necessarily correspond with the initial letter of the sector. For example, "A" does stand for "Agriculture", but "E" stands for "Forestry/Conservation", not "Energy."

Let's try putting the sector codes into practice. If you had a publication entitled We Built Our Own Ram Pump, it would be classified under "C" for "Water and Sanitation." But what if you had scores of resources under "Water and Sanitation" — it would be

difficult to find this specific publication, if that's what you were looking for. Categories, subcategories and subdivisions help solve this dilemma.

Under the ICE classification scheme, the sector code is followed by numbers which indicate specific topics. The first set of numbers are in multiples of 100 and can range from 0100 to 1900 (and beyond). These numbers designate the main category under each sector. For example, the main categories under "Water and Sanitation" are:

C0100	Water and Sanitation (General Reference)
C0200	Dams, Ponds, Lakes, and Surface Water
C0400	Water Lifting Devices
C0500	Wells
C0600	Water Springs
C0700	Water Storage and Catchment
C0800	Water Testing and Treatment
C0900	Human Waste Disposal
C1000	Latrines
C1100	Waste Water Treatment
C1200	Water Supply Systems
C1300	Vector Control
C1400	Water Sanitation Education

The next set of numbers are in multiples of 10. They indicate subcategories. For example, some of the subcategories under "Water and Sanitation" are:

C0110	United Nations Water Decade
C0820	Water Boiling
C1030	Water-Sealed Toilets

The last digit of the catalog number indicates the subdivision. The ICE classification scheme has nine standard subdivisions.

STANDARD SUBDIVISIONS

X0001	Programming/Planning
X0002	Training
X0003	Manuals/Handbooks/Curricula/Syllabi
X0004	Equipment/Supplies/Audiovisuals
X0005	Project Descriptions/Case Studies
X0006	Workshops/Conferences
X0007	Directories/Resources/Contacts
X0008	Newsletters
X0009	Bibliographies/Publications Lists/Glossaries

For example, a training manual on water boiling (C0820) would be numbered C0822 to indicate its standard subdivision. A directory of resources under the same subcategory would be numbered C0827, and a newsletter on this topic would be C0828.

Once you have identified the proper codes for sector, category, subcategory and subdivision, you should give each document its unique number by adding an accession number after the decimal point. An accession number is the number assigned to each resource which indicates the order in which it entered the collection, compared with all other documents on the same topic. For example, How We Built Our Own Hydraulic Ram Pump might be given the number "C0465.2." This means that it was the second document in the collection on hydraulic rams. The next document that is classified under "hydraulic rams" will be numbered "C0465.3." This system allows for unlimited entries in each category with each document entered into the system having a unique identification or "accession number."

So, to put it all together, let's look at a resource entitled Fish Population Dynamics in Tropical Waters: A Manual for Use with Programmable Calculators. Its classification code would be B0743.1, indicating:

- B - Sector: Fisheries
- 07 - Category: Fishable Stocks
- 4 - Subcategory: Stock Assessment
- 3 - Subdivision: Manual
- .1 - First in collection under this topic

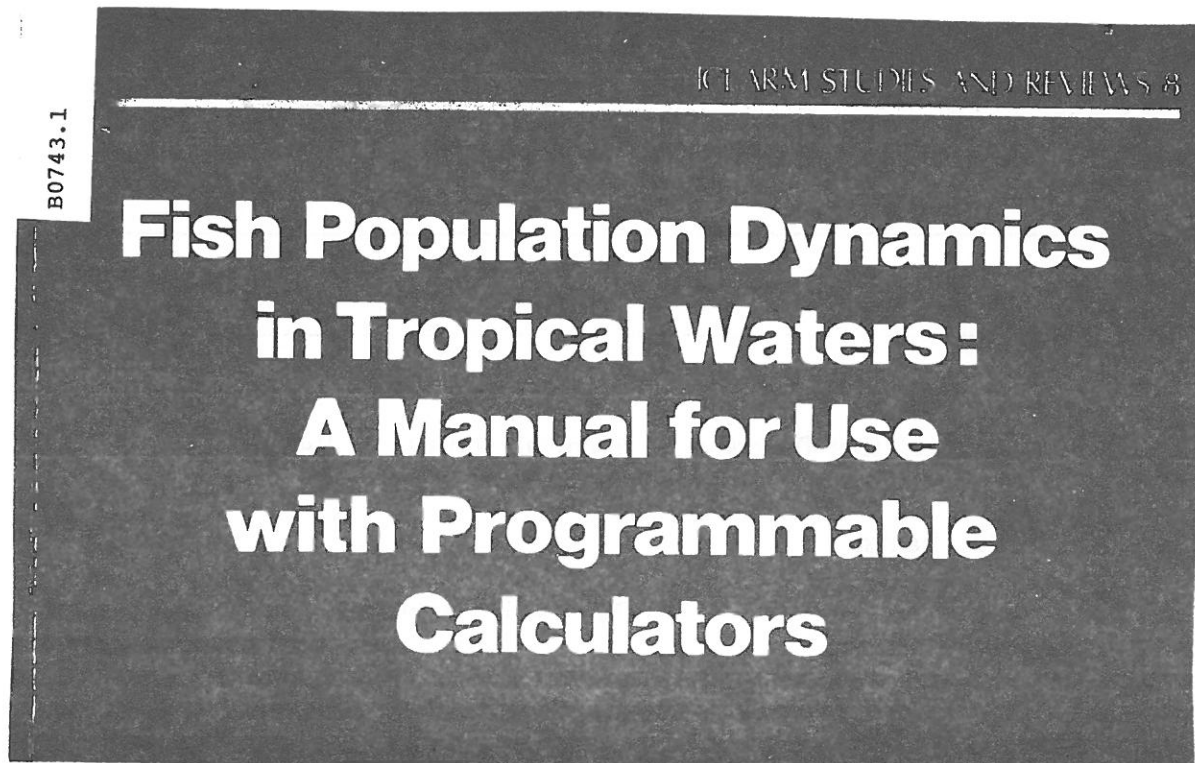


Illustration 1
CLASSIFYING A DOCUMENT

1.3 Filing Cards

Users should be able to find resources in the center either by perusing the shelves or by looking through the card catalog. Two card files -- subject cards and title cards -- should be maintained to enable the user to access information by either title or subject.

Each resource in the collection should have two 3x5 cards in the card catalog. These cards should be made before the resource is shelved. The **subject card** should contain the following information:

1. Classification Code (e.g., B0743.1) indicating:

Sector	B
Category	07
Subcategory	4
Subdivision	3
Accession Number	.1
2. Title
3. Author(s)
4. Publisher
5. Date

"N.A." (meaning "Not Available") is used if no author or date is known. Alternatively, you can often estimate the publication date by studying a document. For example, a collection of papers from a 1983 conference could be listed as "1983 (?)", with the "(?)" indicating an estimated date.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>B0743.1 FISHERIES / Stock Assessment</p> <p>Fish Population Dynamics in Tropical Waters: A Manual for Use with Programmable Computers</p> <p>Pauly, Daniel</p> <p>International Center for Living Aquatic Resources Management</p> <p>1984</p> </td> </tr> </table>	<p>B0743.1 FISHERIES / Stock Assessment</p> <p>Fish Population Dynamics in Tropical Waters: A Manual for Use with Programmable Computers</p> <p>Pauly, Daniel</p> <p>International Center for Living Aquatic Resources Management</p> <p>1984</p>
<p>B0743.1 FISHERIES / Stock Assessment</p> <p>Fish Population Dynamics in Tropical Waters: A Manual for Use with Programmable Computers</p> <p>Pauly, Daniel</p> <p>International Center for Living Aquatic Resources Management</p> <p>1984</p>	

Illustration 2
SUBJECT CARD

The subject cards should be filed numerically behind the appropriate index divider card with the sector or category clearly written on the tab of the divider card. It's useful to label the major sectors in black ink and the categories and subdivisions in red.

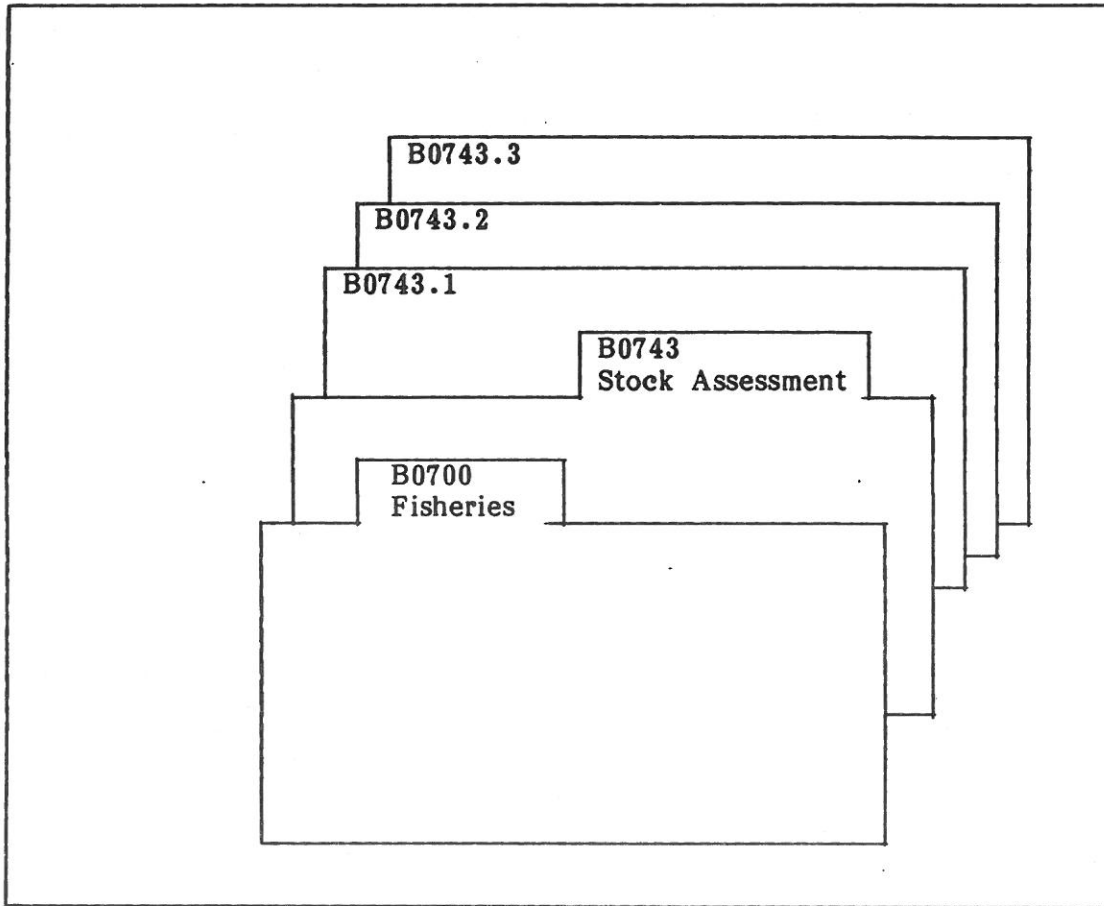


Illustration 3
CARD FILE

The position of the tabs can be important in helping the user find his/her subject. If the sectors (perhaps written in black) are lined up on the left hand side in the card file and the categories (perhaps written in red) are scattered on the right hand side within the card file, it makes the file easier to read and use.

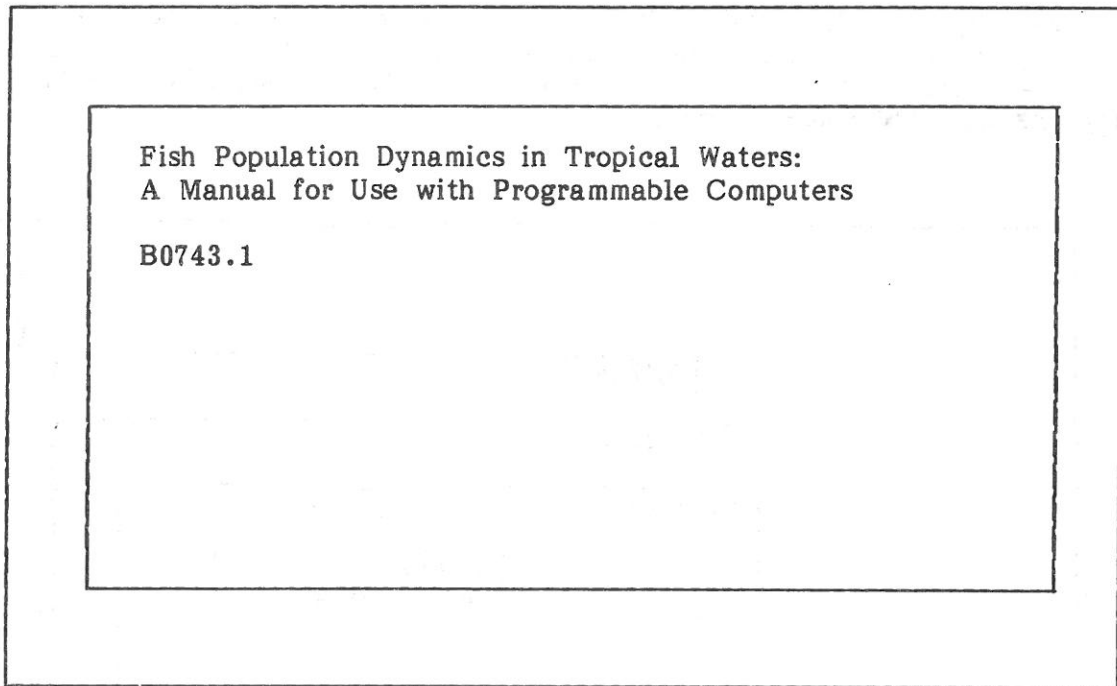


Illustration 4
TITLE CARD

The second, or **title card** simply contains the title and the classification code. These cards should be filed alphabetically behind the appropriate letter on index divider cards. Remember that if English titles begin with "The", "A" or "An", these articles are skipped in filing, and the first meaningful word is used in alphabetizing. In Spanish, the following initial articles are skipped: "El", "La", "Un", "Una", "Las" and "Los." In French, the initial articles which are skipped are "L'", "Le", "La", "Les", "Un" and "Une." Here are some examples of this rule:

● French:

Title: Le Traitement Des Feves de Cacao Destinees au Marche.

File under the first meaningful word in the title, in this case under "T" for "Traitement."

● Spanish

Title: La Proteccion de Las Zonas Naturales

File under the first meaningful word, "Proteccion."

- English

Title: The Training and Visit System

File under the first meaningful word, "Training."

When filing, skip only the first article. All succeeding articles should be used in alphabetizing your card file. And remember to file according to complete words, as in the following list of hypothetical titles:

1. Film: A History of the Cinema
2. Films on Agriculture: A Survey
3. A Filmstrip Manual.

1.4 Shelving Resources

The documents in your resource center may come in a variety of formats. You may have hardcover and paperback books, pamphlets, 1-2 page reports, non-print media, etc. This means there is also a variety of options for shelving resources.

1. Do you want to keep print and non-print media separate?

Most resource centers shelve audiovisual and print media separately, but some centers put them on the same shelf and use the same accession number system for both.

2. How will you shelve items that are just a few pages?

You may want to put them in a "vertical file", which is basically just a way of keeping these short resources together in file folders according to category or subcategory. (We'll say more about how to do this below.) Some resource centers keep such documents in so-called "Princeton boxes." You've probably seen them in libraries. They're boxes usually about the size of a soap box, with the top and part of one end open so you can easily insert and retrieve documents. (In fact, you could make your own from soap or other appropriately sized boxes, if you don't have funding for Princeton boxes.) In some resource centers, Princeton boxes are shelved along with books; in others, they are shelved separately. Alternatively, vertical files may be kept in labelled file cabinets.

Regardless of how you decide to shelve your resources, make sure that the user knows what your system is. This is where posted floor plans and user guides come in handy.

Before shelving the resource, it's important to put on some kind of marking which indicates that it belongs to Peace Corps. Many resource centers have rubber property stamps and mark their documents on the edge and inside with the stamp.

If you decide that you want to keep your short documents in file folders, here are some guidelines. The following suggestions should be kept in mind in order not only to manage the shelving but also to ensure that the documents can be retrieved by someone not familiar with the system.

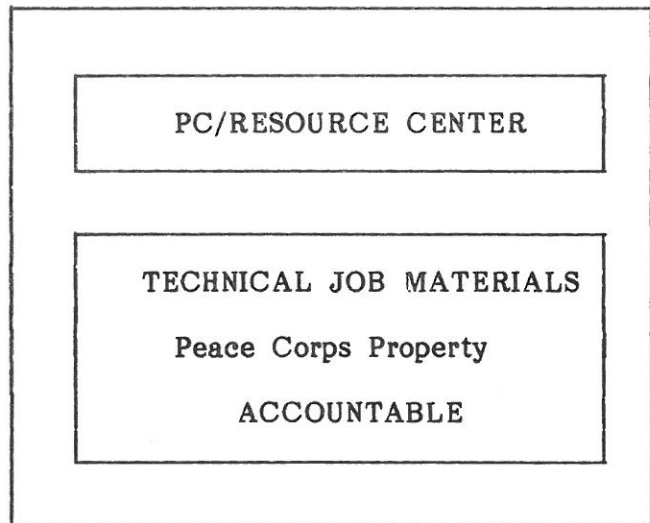


Illustration 5
SAMPLE PROPERTY STAMPS

SOME GUIDELINES FOR VERTICAL FILES

1. All documents in the files should be numbered sideways along the upper lefthand corner and placed in a filing jacket with the category indicated by title and number. (See Illustration 6.) This is done so that the number is clearly visible when flipping through the folder without obscuring the titles, etc.
2. Documents should be numbered consecutively within the appropriate subcategory/subdivision.
3. Document numbers should be recorded on cards, along with other appropriate information and the cards filed.
4. Documents should be kept in numerical order by accession number in the folders so that future additions are added to the back of the file and given the next accession number. (Example: C0105.1, C0105.2, C0105.3, etc.)
5. Documents should be filed in legal-sized accordian file folders, binder up and cover toward the front of the folder, so the document number can easily be seen. (See Illustration 6.)
6. It's useful to write the document number on color-coded labels unique to each sector, if possible. This can be further refined by also using color-coded ink:
 - Labels for major categories could be written in black pen;
 - Labels for subcategories and subdivisions written in red (e.g., "Energy/Water D0600" is written in black, but "D0305" is written in red).
7. Resource Center files should not contain duplicate copies of documents unless there is great demand for certain titles. Where duplicates exist, the extra copies should be filed behind the cataloged copy and clipped together whenever possible. These copies can also be given away to people who want to keep them or used as exchange copies with local ministries and agencies.

You may want to devise a more appropriate system for shelving small documents within your center. Always remember, however, that shelving should be done with the user in mind. How easy will it be for him/her to find the document? Numbering should be clear, easily recognized and simple to follow.

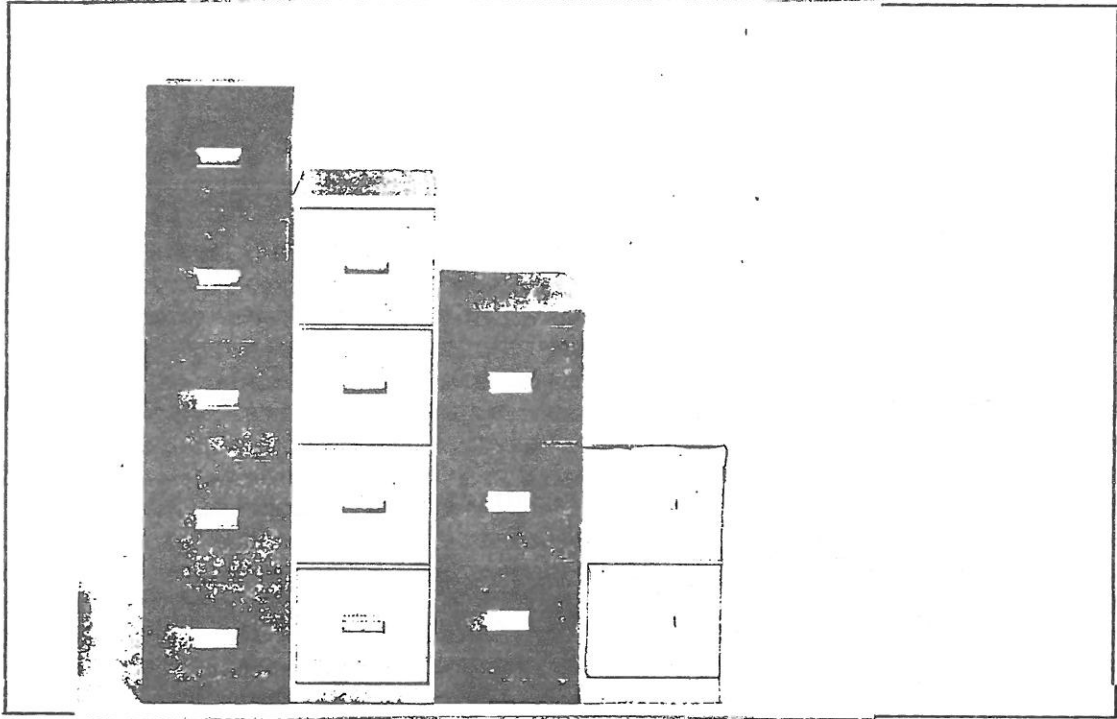


Illustration 6
A VERTICAL FILE

1.5 Cross-Referencing

This term means giving the IRC user directions about where to find other documents that are relevant to his/her area of interest. The ICE classification system has the capability of two cross-referencing functions:

1. Cross-referencing entire sector categories (e.g., the "Energy" documents are often cross-referenced with "Appropriate Technology");
2. Cross-referencing specific documents with one or more additional categories or subcategories (e.g., a document on firewood could be cataloged under "D1010, Energy/Wood Energy/Firewood" and cross-referenced with "E0860, Forestry/Species/Firewood Crops").

It is recommended that a document be classified and cataloged under only one number and shelved according to that classification and cataloging. It's therefore necessary to cross-reference any document containing information on more than one subject or which relates to more than one category.

GUIDELINES FOR CROSS-REFERENCING

1. Identify all sectors, categories, subcategories or subdivisions relevant to the information contained in the document.
2. Determine in which file the actual document should most appropriately be located (the "primary location"), based upon the major focus of the resource.
3. File the document in the primary location.
4. Record the required data (sector, category, subcategory, subdivision, accession number, title, author and date of publication) on the subject and title cards for the primary location, as discussed above under "Filing Cards."
5. Prepare additional cards for other relevant sectors/categories/subcategories; the cards should take the "See also" formats shown in Illustrations 7 and 8.
6. Record all cross-references on the back of the subject card so that you will be able to remove all cards when a document is discarded or lost.

For example, the primary location of Supporting Women's Enterprise Development is in the category, "WID/Economics", subcategory "WID/Income Generation." However, because the publication also contains materials on small business development, a patron searching in the card catalog under the category "Small Businesses/Cooperatives" (J0300) will find cross-reference cards in this section. The cross-reference card (ideally a different color from regular cards) would then refer the user to the exact location of the document in its primary location through the use of its unique classification code. The user would find that the book is physically located in I0430 and has accession number I0430.1

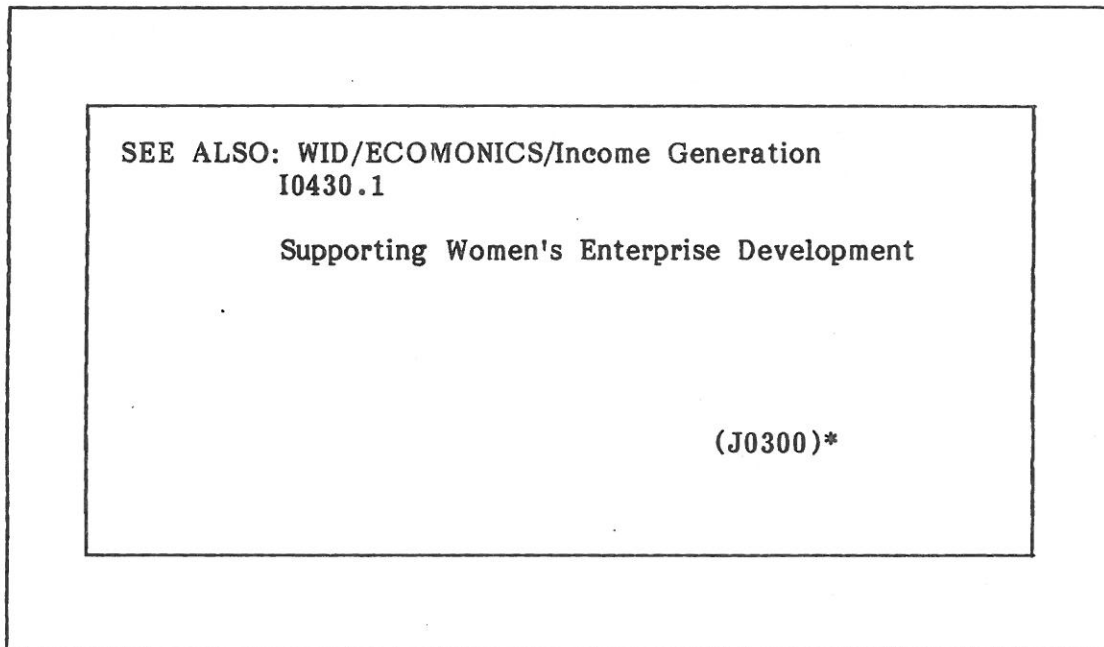


Illustration 7
CROSS-REFERENCE FOR ONE DOCUMENT

* This number refers to the actual position of this card within the files (i.e., it sits at the end of the J0300 card file).

This system may also be adapted to cross-reference an entire topic to a different category where similar information is filed. For example, a user seeking information on firewood may first search the "Forestry" sector card catalog under "Species/Firewood Crops" (E0860) rather than the "Energy" sector files under "Wood Heat/Firewood" (D1010), where information of this nature can also be found. Cross-referencing cards should be placed both at the end of the "Energy" sector (D1000) and also at the end of the "Forestry" sector (E0860) on firewood to alert the user to other sources of information.

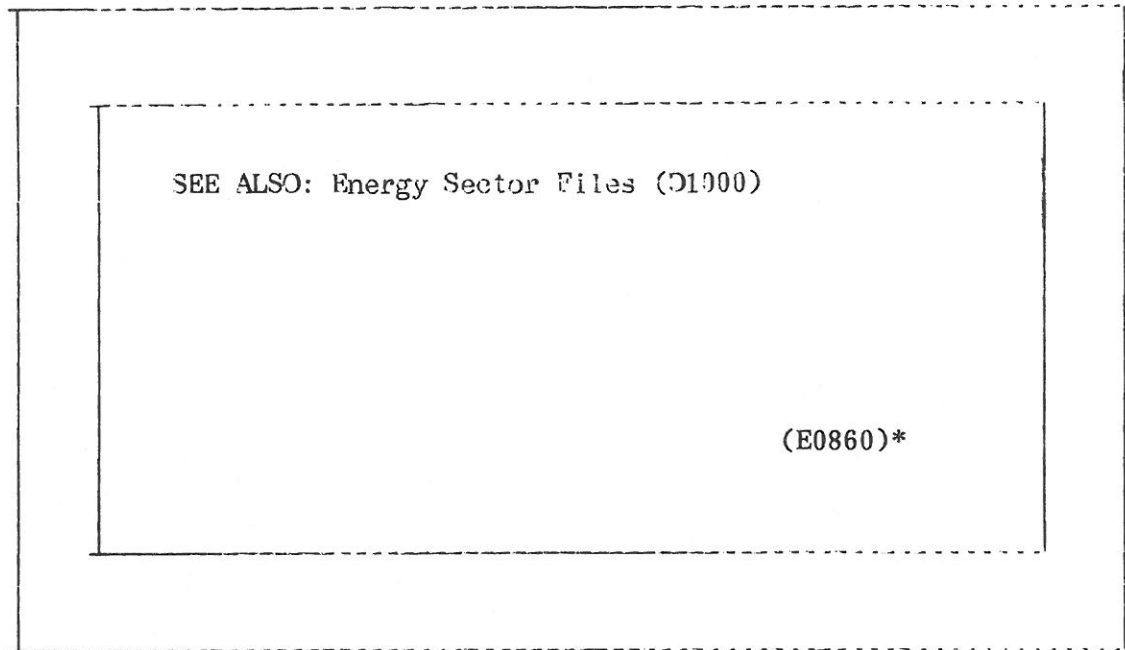


Illustration 8

CROSS-REFERENCE FOR AN ENTIRE SECTION

* This number refers to the actual location of this card (i.e., within the Forestry sector file E0860).

2. CIRCULATION POLICY AND PROCEDURES

Most of us have experienced the frustration of trying to use a library or other resource center when a desperately needed book or article was both missing and untraceable. Developing effective circulation policy and procedures will go a long way toward minimizing these occurrences in the Incountry Resource Center. In order to develop such policy and procedures, we need to find answers to the following questions:

1. What materials will be used only in the center?

Most resource centers set aside certain publications which cannot be checked out. These documents usually include publications like dictionaries, encyclopedias, or other reference materials which are likely to require frequent use and which are often expensive. Audiovisual materials and equipment are often assigned to this category, although some resource centers check these materials out as well.

2. Who can check materials out of the center?

You might want to consider a policy wherein only Peace Corps staff and Volunteers can check items out, but anyone may use materials inside the center. Alternatively, you may want to allow Volunteer-counterparts to check out materials as long as the Volunteer cosigns for the book, manual, etc. Another policy is to let any development worker check out materials, regardless of relationship to Peace Corps.

3. How long can materials stay out?

Some resource centers have flexible policies, allowing Volunteers to return materials when they're next in town. Others have a set period for the loan, say a month, after which they remind and require the borrower to return the materials promptly.

4. What will be the procedure for checking materials out?

Some IRC's employ an honor system, with borrowers signing out their materials in a ledger or notebook. Other IRC's use more formal systems like having the manager or other staff person sign the materials in and out. One way to set up a more formal system is to have two cards for each resource. Both are stamped with the due date; one remains in a pocket attached to the resource, and the other is filed at the resource center. These cards are filed by date so that the IRC staff can easily know what resources are due on what date. Within each date, the cards are filed by title or by number, depending upon which seems most appropriate.

HONOR SYSTEM OF CIRCULATION, USING A LEDGER

Classification Code	Title	Author	Borrower

DOUBLE CARD CIRCULATION SYSTEM

Where There Is No Doctor	
Date Due	Borrower's Name

One card stays in resource to remind borrower of due date.

Where There Is No Doctor	
Date Due	Borrower's Name

Other card is filed at IRC so staff can keep track of when resources are due.

5. How will you handle overdue materials?

You might remind borrowers by personal letter or incountry newsletter of overdue materials. Some centers have an agreement that Volunteers cannot terminate service until they have returned overdue items or reimbursed the center in some way for the loss. (Please read the manual section entitled "Direct Orders" for guidelines on ownership and retention of resources.)

6. What about materials that are "lost"?

Some resource centers have arrangements whereby the cost of the material is deducted from the Volunteer's readjustment allowance. Others may take items in trade, especially if the lost item is a paperback novel or other noncritical part of the collection.

Each IRC will have to find its own answers to these and other questions about circulation. The local situation will affect what is appropriate in your setting. We encourage you to find creative and resourceful strategies for circulation in your Incountry Resource Center.

3. AUDIOVISUAL MATERIALS

Increasingly, resource centers have not only print, but also audiovisual, materials. ICE has a number of filmstrips, videos and films, as do many sources of technical information. AV materials offer a number of advantages over print media. They make it possible to visualize and present information which cannot be properly represented any other way. They have a high impact on viewers because as much as 75% of the information we retain is visual, rather than auditory. They are often more expensive to produce and to acquire than print media, but the impact of such materials usually makes them cost-effective. Such special resources require special considerations.

1. How will you physically manage audiovisual materials?

- Will you keep them in a separate room or in the same room as the rest of the IRC collection?
- Will you keep the audiovisual equipment separate from the "software" (the films, videotapes, etc.)?
- Will they be cataloged like other materials? If so, will you have a separate card catalog for AV materials, or will you file the cards in the catalog with the print materials? If you have a separate catalog, will you put cross-references to the audiovisual materials in the print catalog?
- If you do decide to catalog the audiovisual materials, the usual procedure is to note the type of medium (e.g., film, video, film-strip, slide-tape, etc.), its length in minutes, the producer and the year produced. You may also want to indicate on the card where the AV material is located (i.e., in a separate room, on a particular shelf within the IRC, etc.). Most IRC's use the same classification system for the AV materials as they do for print materials, using the general category (e.g., "Agriculture") or lower ("Pest Control").

2. How will you provide for maintenance and protection?

- Will you maintain the equipment and the software yourself or send it out to a specialist?
- How will you handle splicing of broken film or tapes?
- What will you do about lost slides?
- Will you keep these valuable materials under lock and key or allow users easy access?

3. How will you circulate audiovisual materials?

- Who can use them where?
- Can they be checked out of the center? By whom?
- Will you have separate, or the same, policies and procedures for equipment and software?
- What will you do about unreturned or lost materials or equipment?
Should a Volunteer be expected to replace a \$150 film?

4. DIRECT ORDERS

The Incountry Resource Center is not the only entity ordering documents from ICE. Peace Corps Volunteers and staff can, and frequently do, order directly from ICE. These direct orders by others present the IRC with an opportunity to manage these orders and benefit the collection at the same time.

Purchased titles in the Whole ICE Catalog remain the property of Peace Corps and cannot be retained by Volunteers, staff or counterparts. They must become part of the IRC collection when the person is through with them or when he/she leaves the country or the position. Materials published by ICE (e.g., manuals, reprints, case studies, etc.) may be given as single courtesy copies to counterparts; otherwise, they should be given to the IRC for subsequent use by others. These policies mean that someone in each country should keep track of documents ordered directly by Volunteers or staff from ICE. It makes sense for the Incountry Resource Center staff to do this, because these documents can become part of the IRC collection when the PCV or staff person is finished with them.

There are a number of ways to keep track of such direct orders by others. As in the case of circulation, each IRC should develop procedures and policies that best suit its own situation.

SOME IDEAS FOR KEEPING TRACK OF DIRECT ORDERS

1. Request that everyone place their orders to ICE through the IRC.
2. Request Volunteers and staff to send a copy of their ICE order letters to the Incountry Resource Center.
3. Request that copies of cables from ICE notifying the requester that documents have been dispatched be sent to the IRC.

Keeping track of the direct orders is the first step in this process. The last step involves actually recovering the documents themselves. Again, there are several strategies for accomplishing this, and each IRC must set its own policy and develop its own procedures.

SOME IDEAS FOR RECOVERING DIRECT ORDERS

1. Require Volunteers to check out all such items through the IRC as part of Close of Service.
2. Require staff to check out all such items through the IRC when their tour of duty is over or when they leave the position.
3. Send Volunteers a reminder 2-3 months before Close of Service.
4. Deduct the price of the document(s) from the readjustment allowance if the publication is not recovered.

5. BULK ORDERS

Sometimes the Incountry Resource Center must order items in bulk because of training needs, high demand for particular documents, or exchange opportunities with other institutions (e.g., exchanging Peace Corps publications for ministry publications). In a sense, the resource center then becomes a "mini-ICE" under these circumstances. And this function means the need for warehousing and keeping track of bulk orders.

Effective warehousing involves three factors: timely orders, good storage and a workable circulation system.

It's important to identify bulk document needs well in advance of the date when they will be used. Several factors must be considered when placing an order to make it timely. You should first consider how long it will take for your order to reach ICE. Once the order is received, ICE needs six weeks from the receipt of the request until they can deliver the documents. You should also take into consideration how long it will take

TIMELY ORDERS

x	weeks mailing time
6	weeks ICE delivery time
<u>x</u>	weeks/days IRC processing
?	weeks - ORDER IN ADVANCE

you to process the order once it arrives. For example, a bulk order might be placed 9 weeks in advance (2 weeks for mail + 6 weeks for ICE to process and deliver + 1 week for the IRC to process and deliver = 9 weeks).

There are a number of strategies for ensuring that orders are timely. As discussed under other topics, the local IRC will have to develop policies and procedures appropriate to the local situation.

SOME IDEAS FOR ENSURING TIMELY ORDERS

1. Be sure that everyone who might be requesting bulk orders is aware of the lead time required.
2. Work closely with APCD's, PCV leaders and training staff to ascertain their needs for bulk orders in advance.
3. Sit in on planning meetings as appropriate.
4. Circulate a quarterly memo to appropriate staff as a reminder of the need to place bulk orders in a timely fashion.

The second factor in effective warehousing is good storage. This means a space which is:

- Secure (i.e., able to be locked)
- Dry
- Clean.

In addition, you may want to consider a fourth requirement:

- Relative inaccessibility.

The reason for this last suggested requirement is that you may want to keep the bulk orders out of the way of the normal workings of the IRC and to make it less likely that the bulk orders would be distributed except for the use intended.

The final factor in effective warehousing is a workable circulation system for these bulk orders. There are a number of activities involved in this process.

MANAGING BULK ORDERS

1. Record when the bulk order was placed.
2. Record when it arrived:
 - Check the condition and number of documents;
 - Inform ICE of any discrepancies.
3. Notify the requestor of the receipt of the documents and ascertain how many should be dispatched where and when.
4. Record the dispatch:
 - If only part of the order is dispatched, record the details (who, where, how many sent, how many retained);
 - If the entire order is dispatched, record the above details, except for number retained, and inquire if more bulk orders will be needed in the near future.

Effective warehousing can save both you and Peace Corps staff members a lot of headaches. Good policies and procedures can be preventive medicine.

SAMPLE BULK ORDER TRACKING FORM

Title: _____

Author: _____

Source: _____

Requested by: _____ Phone: _____

Date requested: _____ Date needed: _____

Date IRC placed order: _____

Date received: _____ Number received: _____

Date dispatched: _____ Number dispatched: _____

Dispatched to: _____

Number retained: _____

Location of remainder: _____

Details of disposition of remainder (where, when, etc.):

6. WEEDING MATERIALS FROM THE COLLECTION

So far, we've been discussing various aspects of adding resources to the collection, whether print or audiovisual, or by small or bulk orders. An equally important part of resource management involves discarding resources which are no longer appropriate to the collection. This is termed "weeding" (or "culling") the collection.

On a regular basis, perhaps once a year, you should review the IRC collection to determine which resources should remain and which resources should be discarded. A number of criteria can help in the decision to weed out a specific resource:

1. Are Volunteers still working on projects related to this topic?

If not, and if it is unlikely that such projects will be organized again, the resource should probably be discarded.

2. Is the information up-to-date?

Resources can be out-of-date because of new and improved practices and procedures, discoveries that old methods are inappropriate, research leading to new information. A newer edition of a book may be published, superseding the older edition you have in the IRC collection. Whatever the reason, out-of-date materials should be weeded.

3. Have you added resources that are better suited to the conditions in the country or to the specific situation of "your" PCV's?

It is not unusual to start an IRC collection with a number of resources which are pretty general or with resources that were developed for conditions elsewhere. Such resources may be the best you can get at the time, but if local scientists, PCV's or other authors develop materials which are more specific to the situation in your country and if the older resources really don't contain much useful information, you might want to cull the old resources.

Keeping in touch with APCD's, training officers and the Volunteers themselves can help you decide when to weed a resource.

You may find it hard to throw away a resource, but if patrons can't find what they need because they have to sort through too many relatively useless materials, they won't really be helped by the IRC. In fact, you don't really have to throw away resources that are weeded. You can put them out on a table marked "free" so that those who might find them useful can take them. Another idea is to trade or donate these materials to other resource centers, provided they would find such items useful.

A gardener who permits every plant to grow in his or her plot may soon find the desired and useful plants choked out by weeds. Weeding is good for gardens and for resource centers. There's a wide degree of latitude in deciding what to weed and when to weed it. You should set your own policy for your own conditions. But do make sure to do some weeding on a regular basis, so your garden of technical information doesn't get choked with useless information.

MAINTAINING CORRESPONDENCE FILES

A file should be kept of all correspondence between the Incountry Resource Center and outside organizations to ensure continuity and easy reference. This file should include all correspondence about exchange agreements with ministries and other agencies in addition to any other correspondence.

The file can be set up so that all letters are filed according to country of origin, or states or provinces of origin. They can also be set up according to the names of specific development groups that are in frequent correspondence with the office. For instance, if the IRC is located in Mali, the letter file might be divided according to the major Malian agencies as well as U.S. agencies and PVO's. Also in this file, closely affiliated neighboring states should also be listed (e.g., Burkina Faso, Senegal, etc.).

Whatever system you use, it should be simple, logical and consistent. These correspondence files offer you (and your successor) an invaluable source of contacts, addresses and information that can be used often.

It is good practice to keep the outgoing letter stapled to the incoming letter so that the dialog between the two correspondents will be recorded. The same practice should also apply to purchased items and invoices. A recording procedure will save you many hours of searching. Some people prefer to put the latest set of correspondence at the front of the file; others put it at the end. The important thing is to decide on a procedure and stick to it. Having to search back and forth through a file for a key letter is a headache you can avoid.

SUBMISSION OF FIELD-GENERATED MATERIALS TO ICE

ICE is proud of the number of documents it publishes which were developed by Volunteers in the field. These materials cover a wide range of topics and offer information that often is available from no other sources. To ensure that information needs are appropriately met, ICE has developed a procedure for reviewing field-generated materials from Volunteers.

When a field-generated document is submitted to ICE, the material is reviewed in conjunction with a Sector Specialist in the Office of Training and Program Support to determine which materials are needed most, which can be used or adapted on the widest level, and which are the best quality. Field-generated materials may be reprinted by ICE for either temporary or permanent distribution or featured in the "ICE Almanac." Materials which may be of more limited usefulness — say to Volunteers in a particular country — would normally be printed using incountry funds, with the assistance of the CDU, if necessary. Materials not reprinted but of high quality are housed in the ICE Resource Center for reference and photocopying in response to specific requests.

GUIDELINES FOR SUBMISSION OF FIELD-GENERATED MATERIALS

1. Most of the document must be original material. Non-original material must be properly cited and documented in footnotes and/or bibliography.
2. The document must be relevant on at least a regional level. However, material which is country- or project-specific, but which is adaptable in other countries might also be submitted.
3. The document must be legible, coherent and complete; preferably typed double-spaced, with one-inch margins.
4. The subject matter of the document should deal primarily with technical, how-to procedures rather than an historical or strictly cultural treatment of a topic. However, any background information on the creation of the document or the project is helpful.
5. The document should contain the author's name, country, date and any other relevant information.

HELPING YOUR SUCCESSOR

No one stays on a job forever. People are promoted, retire, move or otherwise leave a position. One day, you'll be leaving your post as IRC manager. How will you ease the transition for the new manager and ensure continuation of the smooth functioning of the resource center?

SOME IDEAS FOR HELPING YOUR SUCCESSOR

1. Try to have the new person appointed and on the job a week or so before you leave. Work together and provide on-the-job training on policies and practices.
2. Order new copies of the ICE Procedures Manual and the self-instructional manual for the new manager and help him/her study and use them. (Be sure to order well in advance!)
3. Prepare a manual specific to the procedures and policies you've developed for your own IRC. If you've studied and completed the self-instructional manual for IRC managers, you have already written down your own plans and can use your responses in that manual as the basis from which to develop a procedures manual for your IRC.

GLOSSARY

Accession - The number assigned to each resource which indicates the order in which it entered the collection, compared with all other documents on the same topic. This number occurs after the decimal point. Example: "C0305.4" means this is the fourth document on this topic to enter the collection.

Call Number - The catalog number used to identify the location and specific topic of a resource; see "classification code."

Card Catalog - The listing of all the resources in the collection, including their catalog numbers, which indicate sector, category, subcategory, subdivision and accession order.

Catalog - A systematic listing of materials in the IRC collection usually in the form of cards. The act of creating such a listing.

Category - The main divisions of the ICE classification system, based upon standard Peace Corps sectoral divisions. Example: A, Agriculture (A0100, Agriculture, General Reference); B, Fisheries (B0100, Fisheries), etc.

Classification Code - The call number used in the ICE classification scheme which delineates sector, category, subcategory, subdivision and accession order.

Classify - To decide, as specifically as possible, what the document is about.

Cross-Referencing - Creating cards and putting them in the card catalog which indicate to the IRC-user where else he/she should look to discover resources for his/her topic of interest. These cards use the "See also" format.

Cull - To remove from the collection materials which are out-of-date or for other reasons no longer appropriate.

ICE - Information Collection and Exchange, the division of Peace Corps which publishes and purchases resources which are available directly to Volunteers and staff and which form the basis for the Incountry Resource Center collection.

IRC - Incountry Resource Center, the service which provides technical information to Peace Corps Volunteers and staff and to other development workers.

Primary Location - Where the resource is actually located. The cross-reference directs the user to this location, as in "See also: Energy Sector Files (D0100)."

PVO - Private Voluntary Organization; e.g., CARE, Catholic Relief Services, the Red Cross, etc.

See - Term used to direct an IRC-user from a word that is not used as a heading to a different heading to find the information he/she is seeking.
Example: "Groundnuts: See Peanuts."

See also - Term used in cross-referencing to direct an IRC-user to another location which would also contain information he/she is seeking. Example: "I0430, WID/ECONOMICS/Income Generation: SEE ALSO J0300 Small Business/Cooperatives."

Subcategory - Four-digit numbers, in multiples of 100, which indicate subtopics under each of the ICE categories. Example: "C0100, Water and Sanitation (General Reference)", "C1100, Waste Water Treatment", etc.

Subdivision - Standardized number codes for specific topics under any subcategories. Example: "H0301, Project Planning" under "Urban Development (General Reference)", "K0101, Programming/Planning" under "Appropriate Technology (General Reference)", etc.

Vertical File - The organization of documents of a few pages arranged vertically in a file cabinet, on a shelf, or otherwise accessible. These documents are frequently organized in accordian files or Princeton boxes.

Weed - See "Cull."

APPENDIX

The ICE Classification System

STANDARD SUBDIVISIONS

- 1.....Programming/Planning
- 2.....Training
- 3.....Manuals/Handbooks/Curricula/Syllabi
- 4.....Equipment/Supplies/Audio-visuals
- 5.....Project Descriptions/Case Studies
- 6.....Workshops/Conferences
- 7.....Directories/Resources/Contacts
- 8.....Newsletters
- 9.....Bibliographies/Publications Lists/Glossaries

These standard subdivisions may be used in the "ones" place in any category or subcategory. (Use only if the format (i.e. directory) fits the type of material being cataloged.) For example:

Newsletter on English for Special Purposes: G0468
Newsletter on Vocational Education: G0708

TABLE OF CONTENTS

A. AGRICULTURE.....	A4
B. FISHERIES.....	A11
C. WATER/SANITATION.....	A14
D. ENERGY.....	A16
E. FORESTRY/CONSERVATION.....	A18
F. HEALTH/NUTRITION.....	A20
G. EDUCATION.....	A24
H. COMMUNITY DEVELOPMENT.....	A27
I. WOMEN IN DEVELOPMENT.....	A28
J. SMALL BUSINESS/COOPERATIVES.....	A30
K. APPROPRIATE TECHNOLOGY.....	A32
L. HOUSING/CONSTRUCTION.....	A33
M. HOME EXTENSION.....	A35
N. SPECIAL EDUCATION.....	A37
P. POPULATION ISSUES.....	A39
Q. DISASTER PREPAREDNESS/RELIEF OPERATIONS.....	A40
T. TRAINING.....	A41

- A0100: Agriculture (General Reference)
- A0200: Agricultural Research (General Reference)
- A0300: Rural Youth Development
- A0400: Land Use (General Reference)
- 410: Agrarian Reform
- 420: Land Tenure and Titling
- 430: Surveying
- 440: Mapping
- 450: Remote Sensing
- 460: Air Photo Interpretation
- A0500: Agricultural Extension (General Reference)
- A0600: Agriculture Education (General Reference)
- 610: Horticulture Therapy
- A0700: Agribusiness (General Reference)
- 710: Agricultural Cooperatives
- 720: Agricultural Credit
- 730: Agricultural Marketing
- A0800: Farm Management (General Reference)
- 810: Farming Systems
- 820: Farm Records
- 830: Production Planning
- A0900: Soil Management
- 910: Land Levelling
- 920: Soil Conservation/Contour
Plowing (SEE ALSO:
Forestry/Conservation E0340)

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
Contacts
- 8 Newsletters
- 9 Bibliographies/Publication
Lists/Glossaries

AGRICULTURE

- 930: Terracing
- 940: Soil Preparation
- 950: Soil Fertility
 - a. Commercial Fertilizers
 - b. Organic Fertilizers

- A1000: Irrigation and Drainage
 - 1010: Surface Irrigation
 - 1020: Sprinkler Irrigation
 - 1030: Trickle Irrigation
 - 1040: Drainage Systems

- A1100: Pest Control

- A1200: Weed Control

- A1300: Disease Control

- A1400: Crop Production (General Reference)
 - 1410: Seeds
 - 1420: Rainfed Agriculture/Dryland Farming

- A1500: Agricultural Technology (General Reference)
 - 1510: Tools and Equipment
 - 1520: Planting/Harvesting Equipment
 - 1530: Crop Processing Equipment

- A1600: Agricultural Traction (General Reference)
 - 1610: Animal Traction
 - 1620: Motorized Traction

- A1700: Horticulture (General Reference)
 - 1710: Companion Planting/Mixed Farming
 - 1720: Propagation
 - 1730: Composting
 - 1740: Mulching
 - 1750: Container Gardening/Greenhouse
 - 1760: Hydroponics
 - 1770: Gardening Systems
 - a. French Bio-Intensive Gardening

AGRICULTUREA1800: Fruits (General Reference)

- 1810: Avocado
- 1820: Banana
 - a. Plantain
- 1830: Citrus
 - a. Orange
 - b. Grapefruit
 - c. Citron
 - d. Pomelo
 - e. Barbados Cherry
- 1840: Date Palm
- 1850: Mango
- 1860: Papaya
- 1870: Pome Crops (apples and pears)
- 1880: Pineapple
- 1890: Other Fruits
 - a. Annonas (custard apple, soursop, sweetsop)
 - b. Atis (sugarapples)
 - c. Berries
 - d. Chico
 - e. Duhat
 - f. Durian
 - g. Grapes
 - h. Guava
 - i. Guayabano
 - j. Jackfruit
 - k. Lanzones
 - l. Mabalo
 - m. Makopa
 - n. Mangosteen
 - o. Rambutan
 - p. Rimas & Ramassi
 - q. Santol
 - r. Siniguelas
 - s. Starapple
 - t. Tamarind

A1900: Starchy Roots & Tubers (General Reference)

- 1910: Cassava
 - a. Tapioca
- 1920: Potato
- 1930: Sweet Potato (camote)
- 1940: Yam
- 1950: Gabi
- 1990: Other

AGRICULTUREA2000: Cereal Crops (General Reference)

- 2010: Maize (corn)
- 2020: Millet
- 2030: Rice
 - a. Azolla
- 2040: Sorghum
- 2050: Wheat
- 2090: Other

A2100: Oil Crops (General Reference)

- 2110: Aloe (SEE ALSO: Ornamentals A2600)
- 2120: Soybeans
- 2130: Coconut (Copra)
- 2140: Jojoba
- 2150: Oil Palm
- 2160: Olive
- 2170: Peanut (ground nut)
- 2180: Safflower and Sunflower
- 2190: Other
 - a. Cashew
 - b. Pili
 - c. Citronella
 - d. Sesame
 - e. Castor Bean

A2200: Vegetables (General Reference)

- 2210: Allium
 - a. Garlic
 - b. Onions
 - c. Leeks
 - d. Shallots
- 2220: Cruciferous
 - a. Cabbages
 - b. Cauliflower
 - c. Lechay (Chinese Cabbage)
- 2230: Gourds
 - a. Melons
 - b. Squashes/Pumpkins
 - c. Ampalaya (Bitter Gourd)
 - d. Cucumbers
 - e. Patola
 - f. Upo
 - g. Buffalo Gourd
 - h. Radish

AGRICULTURE

- 2240: Legumes
 - a. Chickpeas
 - b. Lima Bean
 - c. Snap Bean
 - d. Winged Bean
 - e. Mungbean (Munggo)
 - f. Stringbeans (Sitas)
 - g. Hyacinth Bean
 - h. Velvet Bean
 - i. Cowpea
 - j. Pigeon Pea
- A2250: Solanaceous
 - a. Tomatoes
 - b. Peppers (sweet and hot)
 - c. Eggplant
- 2260: Umbelliferous
 - a. Carrots
 - b. Celery
- 2270: Mushrooms
- 2290: Miscellaneous Vegetables
 - a. Alugbati
 - b. Asparagus
 - c. Chaya
 - d. Kangkong
 - e. Lettuce
 - f. Malumgay
 - g. Okra
 - h. Spinach
 - i. Amaranth
 - j. Water Chestnut
- A2300: Cash Crops (General Reference)
 - 2310: Cocoa
 - 2320: Coffee
 - 2330: Rubber
 - 2340: Sugarcane
 - 2350: Tea
 - 2360: Tobacco
 - 2390: Other
- A2400: Fiber Crops (General Reference)
 - 2410: Cotton
 - 2420: Hemp
 - 2430: Jute
 - 2440: Ramie

AGRICULTURE

- 2450: Sisal
- 2460: Abaca
- 2490: Other

- A2500: Spices and Herbs (General Reference)
 - 2510: Cinnamon
 - 2520: Ginger
 - 2530: Pepper (Black)
 - 2540: Vanilla
 - 2550: Achutete (Annato)
 - 2590: Other

- A2600: Ornamentals (General Reference)

- A2700: Post Harvest Food Processing/Preservation
(General Reference) (SEE ALSO: Individual Crops)
 - 2710: Grain Storage
 - 2720: Fruit and Vegetable Storage
 - 2730: Canning/Freezing/Drying/Juicing/Cooling
(SEE ALSO: Home Extension M0400)
 - 2740: Milk Products Processing
 - 2750: Food Processing
 - 2760: Solar Drying (SEE ALSO: Home Extension M0420)
 - 2770: Packaging

- A2800: Animal Husbandry (General Reference)
 - 2810: Breeding
 - 2820: Feeding
 - 2830: Slaughtering
 - 2840: Veterinary Medicine
 - 2850: Game Ranching
 - 2860: Housing

- A2900: Range Management
 - 2910: Pasture and Forage Production
Wildlife Management (SEE:
Forestry/Conservation E0410)

- A3000: Animals (General Reference)
 - 3010: Bees (Apiculture)
 - 3020: Cattle/Oxen/Buffalo
 - a. Dairy
 - b. Meat

AGRICULTURE

- 3030: Goat
- 3040: Horse/Equine
- 3050: Poultry and other Fowl
 - a. Chicken
 - b. Duck
 - c. Geese
 - d. Guinea Fowl
 - e. Pigeon
 - f. Turkey
- 3060: Rabbit
- 3070: Sheep
- 3080: Swine
- 3090: Other Animal
 - a. Earthworm
 - b. Elephant
 - c. Camel
 - d. Llama
 - e. Reptile
 - f. Silkworm (Sericulture)

B0100: Fisheries (General Reference)

- 110: Sociocultural Aspects of Fishing Communities
- 120: Employment
- 130: Economic Satisfaction
- 140: Cooperatives
- 150: Fishing Villages
- 160: Technological Change
- 170: Aquaculture

B0200: Fish Culture: Freshwater (General Reference)

- 210: Pond Management
- 220: Polyculture
- 230: Site Selection/Pond Construction
- 240: Water Quality
- 250: Nutrition
- 260: Breeding
- 270: Disease and Parasite Control
- 280: Culture of Specific Species
 - a. Tilapia
 - b. Carp
 - c. Catfish
 - d. Bait fish
 - e. Others
- 290: Biology

B0300: Fish Culture: Marine and Brackish (General Reference)

- 310: Pond Management
- 320: Polyculture
- 330: Site Selection/Pond Construction
- 340: Water Quality
- 350: Nutrition
- 360: Breeding
- 370: Disease and Parasite Control
- 380: Culture of Specific Species
 - a. Milkfish
 - b. Seabass
 - c. Others
- 390: Biology

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
- 6 Workshops/Conferences
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Lists/Glossaries

FISHERIES

- B0400: Shellfish Culture (General Reference)
- 410: Pond Management
 - 420: Polyculture
 - 430: Site Selection/Pond Construction
 - 440: Water Quality
 - 450: Nutrition
 - 460: Breeding
 - 470: Disease and Parasite Control
 - 480: Culture of Specific Species
 - a. Mollusks
 - b. Shrimp
 - c. Others
 - 490: Biology
- B0500: Culture/Control of Aquatic Plants: Marine and Freshwater (General Reference)
- 510: Weed Control
 - 520: Site Construction
 - 530: Nutrients
 - 540: Propagation
 - 550: Diseases and Pest Control
 - 560: Culture of Specific Plants
 - 570: Biology
- B0600: Integrated Agriculture/Aquaculture (General Reference)
- 610: Rice/Fish
 - 620: Livestock/Fish
 - 630: Crops/Livestock/Fish
- B0700: Capture Fisheries (General Reference)
- 710: Ecology of Fish
 - 720: Surveying/Prospecting Fishing Grounds
 - 730: Survey of Specific Bodies of Water
 - 740: Stock Assessment
 - 750: Diseases
 - 760: Fishery Economics
 - 770: Species
 - a. Underutilized Species
 - b. Freshwater Fisheries
 - c. Marine Fisheries
 - d. Shell Fisheries
 - e. Aquatic Plant Fisheries

FISHERIES

- B0800: Fishing Vessels and Harbors (General Reference)
- 810: Auxiliary Equipment
 - 820: Artisanal Craft
 - 830: Sailing Vessels
 - 840: Engine-Powered Vessels
 - 850: Boatbuilding
- B0900: Fishing Gear and Methods (General Reference)
- 910: Gathering by Hand
 - 920: Trapping
 - 930: Shellfish Trapping
 - 940: Traps for other Aquatic Species
 - 950: Netting
 - 960: Hook and Line
- B1000: Processing Fishery Products (General Reference)
- 1010: Nutritive Values
 - 1020: Quality Standards for Aquatic Foods
 - 1030: Preservation (Primary Products)
 - 1040: On Board Processing
 - 1050: Smoking/Drying
 - 1060: Icing/Freezing
 - 1070: Salting/Pickling
 - 1080: Canning
 - 1090: Secondary Products
 - a. Animal Feeds
 - b. Meals and Powders
 - c. Oils
 - d. Fertilizers
- B1100: Marketing Fishery Products (General Reference)
- 810: Marketing
 - 820: Marketing Techniques
 - 830: Project Descriptions
 - 840: Consumer Studies
- B1200: Marine Management and Law (General Reference)
- 910: Intergovernmental Marine Organizations
 - 920: Marine Parks and Sanctuaries
 - 930: Coral Reefs
 - 940: Managing Freshwater Environments
 - 950: Biological Pollution

- C0100: Water and Sanitation (General Reference)
 110: U.N. Water Decade
- C0200: Dams, Ponds, Lakes, and Surface Water (General Reference)
 Energy-Water Technology (SEE: Energy D0600)
- C0400: Water Lifting Devices (General Reference)
 410: Hand Pumps
 a. Maintenance
 420: Vergnet
 430: Chain Pumps
 440: Solar Pumps (SEE ALSO: Energy: DO560)
 450: Wind Pumps (SEE ALSO: Energy: DO710)
 460: Hydraulic Rams
- C0500: Wells (General Reference)
 510: Hand Dug Wells
 520: Machine Drill Techniques
 530: Horizontal Well Drilling
- C0600: Water Springs (General Reference)
- C0700: Water Storage and Catchment (General Reference)
 710: Rainwater catchment
- C0800: Water Testing and Treatment (General Reference)
 810: Filters
 820: Water Boiling
 830: Desalinization
 840: Solar Disinfection
- C0900: Human Waste Disposal (General Reference)
 910: Septic Tanks
 920: Urban Systems
 930: Washwater Systems
 940: Health Aspects of Disposal

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- 8 Newsletters
- 9 Bibliographies/Publication
 Lists/Glossaries

WATER/SANITATION

- C1000: Latrines (General Reference)
1010: Pit Latrines
1020: Compost Toilets
1030: Water-Sealed Toilets
- C1100: Waste Water Treatment (General Reference)
- C1200: Water Supply Systems (General Reference)
1210: Piping
- C1300: Vector Control (General Reference) (SEE ALSO:
Health FO600)
Watershed Management (SEE: Forestry E0350)
Irrigation (SEE: Agriculture A1000)
- C1400: Water/Sanitation Education

ENERGY

- D0100: Energy (General Reference)
 110: Energy-Saving Technologies
- D0200: Stoves(General Reference)
 210: Wood Burning Cookstoves
 a. Lorena Stoves
 220: Charcoal Burning Stoves
 230: Hay Boxes
- D0300: Human Power (General Reference)
 310: Pedal Power
 320: Hand Pumps (SEE ALSO : Water/Sanitation
 C0410)
- D0400: Biomass Fuel (General Reference)
 410: Biogas
 420: Methane
 430: Alcohol/Ethanol
- D0500: Solar Energy (General Reference)
 510: Photovoltaics
 520: Greenhouses (SEE ALSO: Agriculture A1750)
 530: Heating and Cooling (SEE ALSO:
 Housing/Construction LO310)
 540: Water Heaters
 550: Water Distillation
 560: Solar Water Pumps (SEE ALSO:
 Water/Sanitation C0440)
 570: Solar Cookers (SEE ALSO: Non-Solar Cook
 Stoves D0200)
 Food Preservation (SEE: Home Extension
 M0420)

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
 Curricula/Syllabi
- 4 Equipment/Supplies/
 Audio-visuals
- 5 Project Descriptions/
 Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
 Contacts
- 8 Newsletters
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ENERGY

- D0600: Water Power (General Reference)
- 610: Water Wheels
 - 620: Water Turbines
 - 630: Hydro-electricity
 - 640: Ocean Power
- D0700: Wind Power (General Reference)
- 710: Wind Pumps (SEE ALSO: Water/Sanitation CO450)
 - 720: Wind Turbines
 - 730: Windmills
 - 740: Heating and Cooling (SEE ALSO: Housing/Construction LO310)
- D0800: Animal Power (General Reference)
- Animal Traction: (SEE: Agriculture A1610)
- D0900: Electrical Power (General Reference)
- D1000: Wood Energy (General Reference) (SEE ALSO: Forestry EO860)
- 1010: Wood Heat/Firewood
 - 1020: Charcoal Production
- D1100: Nuclear Energy (General Reference)
- D1300: Fossil Fuels (General Reference)

FORESTRY/CONSERVATION

- E0100: Forestry/Conservation (General Reference)
- E0200: Forestry (General Reference)
- 210: Deforestation/Reforestation
 - 220: Forestry & Rural Development
 - 230: Forest Management
 - 240: Nursery Establishment/Development
 - 250: Plantations
 - 260: Forest Protection
 - a. Pest Control
 - b. Forest Fires
 - 270: Logging/Sawmills
 - 280: Wood Preservation
- E0300: Environmental Protection (General Reference)
- 310: Environmental Impact
(Studies/Statements)
 - 320: Resource Management/Conservation
 - 330: Environmental/Conservation Education
 - 340: Soil & Water Conservation
 - a. Soil Erosion (SEE ALSO: Agriculture
A0920)
 - b. Windbreaks
 - 350: Watershed Management
 - 360: Range Management
 - 370: Pollution/Pollution Control
 - a. Air Pollution
- E0400: Parks and Wildlife (General Reference)
- 410: Habitat Improvements
 - 420: Wildlife Management
 - 430: Collection/Taxidermy
 - 440: Interpretation
 - 450: Zoos
 - 460: Surveys

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
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FORESTRY/CONSERVATION

- E0600: Ecological Zones (General Reference)
- 610: Tropical Forests
 - 620: Arid Lands
 - 630: Deserts/Desertification
 - 640: Sahel
- E0700: Agroforestry (General Reference)
- E0800: Species
- 810: Leucaena
 - 820: Eucalyptus
 - 830: Bamboos
 - 840: Pines
 - 850: Casuarina
 - 860: Firewood Crops (SEE ALSO: Energy D1000)
 - 870: Tropical Fruit Tree (SEE ALSO:
Agriculture A1800, A2300, A2500)

HEALTH/NUTRITION

- F0100:** Health (General Reference)
- 110: Health Policy
- 120: Health Surveys (Nutrition Surveys:
 SEE: F1020)
- a. Data Collection/Survey Techniques
- 130: Mortality/Morbidity
- 140: Traditional Medicine
- a. Herbal Medicine
- b. Acupuncture
- 150: Homeopathic Medicine
- 160: Appropriate Technology in Health
- FO200:** Health Care Delivery System
- 210: Primary Health Care
- 220: Extension Workers
- FO300:** Clinical Care
- 310: Pharmacology
- 320: Nursing
- 330: Laboratory Techniques
- 340: Facilities
- 350: Physical Therapy
- F0400:** Emergency Medicine/Safety (General Reference)
- 410: Safety/Prevention
- 420: Basic First Aid
- a. Artificial Respiration
- b. Bites/Stings (includes snake bites)
- c. Burns
- d. Choking
- e. Fractures/Sprains
- f. Hemorrhaging/Bleeding
- g. Poisoning (includes lead and food
 poisoning)
- h. Shock
- i. Transporting Injured
- 430: Cardiopulmonary Resuscitation (CPR)
-

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
 Curricula/Syllabi
- 4 Equipment/Supplies/
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FO500

Diseases/Epidemiology (General Reference)

- 510: Bacterial Infections
 - a. Staphylococcol Infections (Furuncles (boils); Abscessed)
 - b. Pneumonia
 - c. Impetigo
 - d. Arthritis
 - e. Meningitis
 - f. Rheumatic Fever
 - g. Pulmonary Tuberculosis
 - h. Salmonella Infections
 - i. Shigellosis (Bacillary Dysentery)
 - j. Typhoid Fever
 - k. Tetanus (Lockjaw)
 - l. Cholera
 - m. Clostridial Myonecrosis (Gas Gangrene)
 - n. Botulism
 - o. Diphtheria
 - p. Hansen's Disease (Leprosy)
 - q. Whooping Cough
 - r. Actinomycosis
 - s. Other
- 520: Viral Infections
 - a. Influenza
 - b. Infectious Mononucleosis
 - c. Hepatitis
 - d. Encephalitis
 - e. Rabies (Hydrophobia)
 - f. Measles (Rubella)
 - g. Mumps
 - h. Poliomyelitis
 - i. Small Pox
 - j. Acquired Immune Deficiency Syndrome (AIDS)
 - k. Other
- 530: Protozoan Infections
 - a. African Sleeping Sickness (Trypanosomiasis/Chagas Disease)
 - b. Amebic Dysentery
 - c. Flagellate Diarrhea
 - d. Leishmaniasis
 - e. Malaria
 - f. Systemic Mycotic Infections (Fungal Infections)
 - g. Toxoplasmosis
 - h. Other

HEALTH/NUTRITION

- 540: Helminthic Infections
 - a. Ancylostomiasis (Hookworm)
 - b. Ascariasis (Large Roundworm)
 - c. Cochin (China Diarrhea)
 - d. Dracunculosis (Guinea Worm)
 - e. Enterobiasis (Pinworm)
 - f. Loiasi (Eye Worm)
 - g. Onchocerciasis (Blinding
Filariasis/River Blindness)
 - h. Schistosomiasis (Bilharzia)
 - i. Tapeworms
 - j. Trichinosis
 - k. Trichuriasis
 - l. Other
- 550: Spirochetal Infections
- 560: Rickettsia
 - a. Typhus Fever
- 570: Environmental/Occupational/Genetic
Illnesses

- F0600: Vector Control (SEE ALSO: Water/Sanitation
C1300)

- FO700: Maternal and Child Health/Family Planning
(General Reference)
 - 710: Sexual Development/Reproduction
 - 720: Contraception/Birth Control
 - 730: Obstetrics/Midwifery/Prenatal Care/
Traditional Birth Attendants
 - 740: Maternal and Infant Nutrition (SEE
ALSO: Nutrition F1000)
 - a. Breastfeeding/Lactation
 - b. Infant Formula
 - c. Weaning Foods
 - 750: Primary Child Care/Growth and
Development
 - 760: Child Survival

- FO900: Health Education and Promotion (General
Reference)
 - 910: Health Education in Schools
 - 920: Personal Hygiene
 - a. Dental Care
 - b. Ear, Eye, and Foot Care
 - 930: Substance Abuse (Alcohol, Drugs, and
Tobacco Abuse)
 - 940: Non-Formal Education Techniques

HEALTH/NUTRITION

- F1000: Food & Nutrition (General Reference)
- 1010: Food Composition Tables and Guides
 - 1020: Nutrition Surveys/Reports
 - a. Data Collection/Survey Techniques
 - 1030: Nutritional Requirements
 - 1040: Malnutrition Nutritionally-Related Diseases
 - a. Protein/Calorie Deficiencies (Marasmus and Kwashiorkor)
 - b. Xerophthalmia/Vitamin A Deficiency
 - c. Goiter
 - d. Iron-Deficiency Anemia
 - e. Blindness
 - 1050: Gardens for Nutrition (SEE ALSO: Horticulture A1700)

EDUCATION

- G0100: Education (General Reference)
- 104: Equipment/Supplies/Audio-visuals
 - a. Blackboards/Bulletin Boards
 - b. Duplicators
 - c. Films/Film Projectors/Microfiche
 - d. Flannelgraphs
 - e. Flip Charts
 - f. Miscellaneous Materials
 - g. Photography/Photonovels/Rural
- Newspapers/Newsletters
 - h. Radio/Cassettes
 - i. Television
 - j. Theater/Puppetry
 - 110: Africa
 - 120: Latin America
 - 130: NANEAP
- G0200: Adult/Nonformal Education (General Reference)
- 210: Lesson Plans/Activities/Examinations
 - 220: Education and Community Development
- G0300: Literacy/Numeracy (General Reference)
- 310: Lesson Plans/Activities/Examinations
- G0400: TEFL/TESL/English (General Reference)
- 410: Lesson Plans/Activities/Examinations
 - 420: Theory/Methodology
 - 430: Higher Education
 - 460: English for Special Purposes
 - a. Medicine
 - b. Science & Technology
 - c. Computers
 - d. Business/Accounting
 - e. Service Industries
 - f. Other

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
Contacts
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EDUCATIONG0500: Math (General Reference)

- 510: Lesson Plans/Activities/Examinations
- 520: Geometry
- 530: Algebra
- 540: Trigonometry
- 550: Calculus
- 560: Complex Numbers/Logarithms/Exponents
- 570: Anglophone Countries
- 580: Francophone Countries

G0600: Science (General Reference)

- 610: Lesson Plans/Activities/Examinations
- 620: Biology/Anatomy/Physiology
- 630: Chemistry
Ecology/Environmental Education (SEE
Forestry/Conservation E0330)
- 640: Geography
- 650: Physics
- 660: Anglophone Countries
- 670: Francophone Countries

G0700: Industrial Arts/Vocational Education (General Reference)

- 710: Lesson Plans/Activities/Examinations
- 720: Plumbers
- 730: Electricians
- 740: Wood Workers/Carpenters
- 750: Mechanics
- 760: Metal Workers/Welders/Blacksmiths
- 770: Electronics Workers
- 780: Business Workers
 - a. Business Managers
 - b. Secretaries/Support Staff

G0800: Physical Education/Recreation (General Reference)

- 810: Lesson Plans/Activities/Examinations
 - a. Baseball
 - b. Basketball
 - c. Volleyball
 - d. Soccer
 - e. Other

EDUCATION

- G0900: Art/Music (General Reference)
910: Lesson Plans/Activities/Examinations
- G1000: Preschool Education/Primary School (General Reference)
1010: Lesson Plans/Activities/Examinations
Special Education (SEE: Special Education N0100)
- G1100: Higher Education (General Reference)
1110: Lesson Plans/Activities/Examinations
- G1200: Teacher Training (General Reference)
1210: Lesson Plans/Activities/Examinations
1220: Classroom Management
- G1300: Secondary Projects (General Reference)

COMMUNITY DEVELOPMENT

- H0100: Community Development (General Reference)
 110: Settlement Projects
- H0200: Rural Development (General Reference)
 210: Social Services
- H0300: Urban Development (General Reference)
 310: Social Services
- H0500: Primary Community Organization
 510: Cross-Cultural Issues
- H0600: Transportation (SEE ALSO: Housing/Construction
 LO400)
 610: Airplanes
 620: Trains
 630: Bus Systems
 640: Others
- H0700: Communications
 710: Radio
 720: Television
 730: Telephone
 740: Satellite

Community Health (SEE: Health F0100)

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
 Curricula/Syllabi
- 4 Equipment/Supplies/
 Audio-visuals
- 5 Project Descriptions/
 Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
 Contacts
- 8 Newsletters
- 9 Bibliographies/Publication
 Lists/Glossaries

WID

- I0100: WID (General Reference)
- 101: WID Programming/Planning
 - a. WID/Country Specific Programming
 - b. WID Programming Evaluative Reports
 - 102: WID Trainings
 - 103: WID Manuals/Handbooks/Curricula
 - 104: WID Equipment and Supplies
 - 105: WID Project Descriptions/Case Studies
 - 106: WID/PC Workshops and Conferences
 - a. WID/International Conferences
 - 107: WID Resources/Contacts/Directories
 - 108: WID Newsletters/Periodicals
 - 109: WID Bibliographies/Publications Lists/
Glossaries
 - 110: WID/Country Specific Overviews
 - 120: WID/General Statistics and Studies
 - 130: WID/Country Specific Statistics and
Studies
 - 140: Organizational Management
- I0200: WID Policy and History - PC & USAID
- I0300: WID/Agriculture (SEE ALSO: Agriculture A0100)
- I0400: WID/Economics (SEE ALSO: Small Business/
Cooperatives J0300)
- 410: WID/Country Specific Economics
 - 420: WID/Employment and Labor
 - 430: WID/Income Generation
 - 440: WID/Handicrafts (SEE ALSO: Home
Extension MO700)
- I0500: WID/Education (SEE ALSO: Education G0100)
-

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
Contacts
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- I0600: WID/Health (SEE ALSO: Health/Nutrition
F0100)
- 610: WID/Fertility/Family Planning (SEE
ALSO: Population Issues P0100)
- I0700: WID/Resource Conservation/Applied Technology
- 710: WID/Water (SEE ALSO: Water/Sanitation
C0100)
- 720: WID/Forestry (SEE ALSO: Forestry/
Conservation E0100)
- 730: WID/Food Processing (SEE ALSO: Home
Extension M0100)
- 740: WID/AT/Energy (SEE ALSO: Appropriate
Technology K0100; Energy D0100)
- I0800: WID Issues
- 810: Women and Islam
- 820: WID/Refugees and Migration
- 830: WID/Aging

SMALL BUSINESS/COOPERATIVES**J0100: General Economic Development (General Reference)**

- 110: Credit/Banking/Finance
- 120: Insurance
- 130: Accounting/Bookkeeping
- 140: Organization/Management
- 150: Marketing
- 160: Inventory Control Systems/Quality Control
- 170: Importing/Exporting

J0200: Small Business (General Reference)

- 210: Credit/Banking/Finance
- 220: Insurance
- 230: Accounting/Bookkeeping
- 240: Organization/Management
- 250: Marketing
- 260: Inventory Control Systems/Quality Control
- 270: Importing/Exporting
- 280: Rural Issues
- 290: Urban Issues

J0300: Cooperatives (General Reference) (SEE ALSO: Agricultural Cooperatives A0710; WID/Economics I0400)

- 310: Credit/Banking/Finance
- 330: Accounting/Bookkeeping
- 340: Organization/Management
- 380: Credit Unions/Associations

Standard Subdivisions

- 1 Programming/Planning
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- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
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SMALL BUSINESS/COOPERATIVES

J0400: Handicrafts/Artworks (General Reference)
(SEE ALSO: Handicrafts M0700)

- 410: Credit/Banking/Finance
- 420: Insurance
- 430: Accounting/Bookkeeping
- 440: Organization/Management
- 450: Marketing
- 460: Inventory Control Systems/Quality
Control
- 470: Importing/Exporting
- 480: Rural Issues
- 490: Urban Issues

APPROPRIATE TECHNOLOGY

K0100: Appropriate Technology (General Reference)

K0200: Designs/Equipment

FOR SPECIFIC TOOLS SEE APPROPRIATE SECTOR HEADINGS,
i.e., AGRICULTURE, ENERGY

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
- 6 Workshops/Conferences
- 7 Directories/Resources/
Contacts
- 8 Newsletters
- 9 Bibliographies/Publication
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HOUSING/CONSTRUCTION

- L0100: Housing (General Reference)
- 110: Credit/Finance
120: Cooperative/Aided Self-Help Housing
- L0200: Materials Production & Use
- 210: Bamboo/Wood/Wood Products
220: Brick/Adobe/Earth
230: Cement/Ferrocement/Concrete
240: Grasses/Palm/Cane
250: Stone/Sand
260: Lime and Other Binding Materials
270: Metallic Materials
280: Tar/Asphalt
290: Plastics
- L0300: Design/Construction & Maintenance (SEE ALSO: Relief Operations Q0300)
- 310: Building Designs/Plans
a. Climate-Specific
320: Foundations/Frame
330: Walls
340: Roofs
350: Floors
360: Plumbing
370: Electric Wiring
380: Building Protection
-

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
- 5 Project Descriptions/
Case Studies
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L0400: Civil Engineering

- 410: Roads/Bridges
- 420: Airports
- 430: Surveying
- 440: School Construction
- 450: Community Center Construction
- 460: Harbors/Ports
- 470: Railways

HOME EXTENSION

- M0100: Home Extension (General Reference)
- M0200: Home Management
 210: Budget/Income Management
- M0400: Food Processing, Preservation & Storage
 (General Reference) (SEE ALSO: Agriculture
 A2700; Fisheries B1000)
- 410: Canning
 420: Drying (including solar drying)
 430: Freezing
 440: Salting/Brining
 450: Smoking/Curing
 460: Storage
- M0500: Meal Planning & Preparation (General Reference)
- 510: Recipes (general)
 a. One-Pot Meals
 b. Fruits/Vegetables
 c. Breads/Pastas
 d. Dairy
 Nutrition (SEE: Food & Nutrition F1000)
 Vegetable Gardening (SEE:
 Horticulture A1700)
- M0600: Home Improvements
 610: Bedroom
 620: Kitchen

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
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Curricula/Syllabi
- 4 Equipment/Supplies/
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M0700: Handicrafts

- 710: Basketry
- 720: Ceramics/Pottery
 - a. Potter's Wheel
- 730: Fabric Design
 - a. Dyes/Dying (Batik, etc.)
- 740: Sewing/Clothing Repair
 - a. Sewing Machines (maintenance, repair, etc.)
- 750: Weaving
 - a. Looms (construction)
 - b. Knitting/Crochet/Embroidery
- 760: Jewelry
- 770: Woodworking/Bamboo
- 780: Leather
- 790: Miscellaneous Projects
 - a. Musical Instruments

SPECIAL EDUCATIONN0100: Special Education (General Reference)

- 110: Institutions
- 120: Law and Legislation
- 130: Medical Research/Testing
- 140: Handicap Services
- 150: Special Olympics
- 160: The Elderly

N0200: Mental Retardation

- 210: Teacher Training
- 220: Curriculum Development
- 230: Institutions
- 240: Malnutrition and Development
Disabilities (SEE ALSO: Health F1040)
- 250: Testing

N0300: Physical Handicaps

- 310: Cerebral Palsy
- 320: Epilepsy

N0400: Visual Impairment

- 410: Education of the Blind
- 420: Blind Job Placement
- 430: Blind Testing

N0500: Hearing Impairment

- 510: Early Detection/Prevention
- 520: Sign Language
- 530: Deaf Curriculum
- 540: Testing
- 550: Music Training/Therapy
- 560: Hearing Devices

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
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SPECIAL EDUCATIONN0600: Rehabilitation

- 610: Exercise Therapy
- 620: Occupational Therapy
- 630: Vocational Rehabilitation/Sheltered
Workshops
- 660: Staff Training
- 670: Counseling
- 680: Art Therapy

N0700: Learning Disabilities

- 710: Dyslexia

N0800: Emotional/Neurological DisturbancesN0900: Teacher/Staff/Parent TrainingN1000: Speech and Language Impairments

- 1010: Speech Education
- 1020: Testing

POPULATION ISSUES

- P0100: Population Issues (General Reference)
- 110: Population Growth/Trends
 - a. Demographic Studies/Profiles
 - 120: Fertility Studies/Surveys
Family Planning (SEE: Health F0700)
 - 130: Population Education
 - 140: Population and Food Supply
-

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
Audio-visuals
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DISASTER PREPAREDNESS/RELIEF OPERATIONS

- Q0100: Disaster Preparedness/Relief Operations (General Reference)
- 110: Assistance/Technologies
 120: Emergency Plans
 130: Communications
- Q0200: Health/Water/Sanitation
- 210: Food Supply/Nutrition
 220: Disease Control
- Q0300: Housing/Shelter (SEE ALSO: Housing/Construction L0300)
- 310: Construction Techniques/Materials
 a. Earthquake Zones
 b. Hurricanes/Winds
 320: Emergency Shelters
- Q0400: Disaster Types
- 410: Earthquake
 420: Drought/Famine
 430: Hurricane/Typhoon
 440: Plague/Pestilence
 450: Civil Strife
 460: Fire
 470: Volcanoes
 480: Floods
 490: Industrial Accidents

Standard Subdivisions

- 1 Programming/Planning
- 2 Training
- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
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TRAINING

- T0100: Training (General Reference)
- T0200: Theory/Policy
- T0300: Systems/Designs
- 310: The Training Continuum
- a. State-Side (SST)
- b. Pre-Service (PST)
- c. In- or Mid-Service (IST)
- d. Close of Service (COS)
- T0400: Methods and Techniques
- 410: Role Modeling
- 420: Observation Themes
- a. Community Description
- b. Field Trips
- 430: Home/Village Live-In
- 440: Group Processes
- 450: Role Plays and Situational Exercises/Models
- a. Criterion Referenced
- b. Learner-Centered
- c. Holistic
- d. Study Circle Method
- 460: Games and Simulations
- T0500: Evaluation of Training
- 510: Trainees
- T0600: Training of Trainers (TOT) and Staff
- 610: Field Staff
- 620: Trainers
- 630: Counseling

Standard Subdivisions

- 1 Programming/Planning
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- 3 Manuals/Handbooks/
Curricula/Syllabi
- 4 Equipment/Supplies/
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TRAINING

The Core Curriculum Goal Areas are a set of training topics determined to be essential and common to Peace Corps experience world-wide and for the duration of Volunteer Service.

T0700: Core Curriculum Goal Areas

T0800: Core: PCV and Development

- 810: Peace Corps and Development
- 820: Development and Change
- 830: Interaction Skills
 - a. Leadership
 - b. Group Dynamics
 - c. Helper/Consultant
- 840: Training Counterparts
- 850: Community Analysis
- 860: Project Planning and Management/Problem Solving
- 870: Post-Service

T0900: Core: Cross-Cultural

- 910: Transition, U.S. to.../...to U.S.
- 920: Culture Shock and Adaptation
- 930: Political, Social, Religious
- 940: PCV Minorities
 - a. "Parent Culture" (ethnic, religious, national)
 - b. Racial
 - c. Older
 - d. Disabled
 - e. Women

T1000: Core: Language and Communication

- 1010: Verbal Communication
 - a. Self-Directed Language Instruction
 - b. Silent Way
 - c. Community Language Learning (CLL)
- 1020: Non-Verbal Communication
- 1030: Context Communication (appropriate dress, language, customs, etc.)
- 1040: Communication Processes and Skills

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- 1110: Physical Well-Being
- 1120: Coping
- 1130: Counseling Peers and Co-Workers
 - a. Bereavement
 - b. Harrassment and Rape
- 1140: Sexuality
- 1150: Drugs and Alcohol
- 1160: Traffic/Motorcycle
- 1170: Disasters

T1200: Core: Peace Corps Orientation

- 1210: Peace Corps Goals
- 1220: General Peace Corps Policies
- 1230: Country-Specific Policies

T1300: Core: Technical and Work Training

- 1310: Assignment Orientation
- 1320: Site Orientation
- 1330: Technical and Skill Training
 - a. Agriculture
 - b. Fisheries
 - c. Water/Sanitation
 - d. Forestry
 - e. Health/Nutrition
 - f. Education
 - g. Community Development
 - h. Women in Development
 - i. Small Business
 - j. Appropriate Technology/Energy
 - k. Special Education
 - l. Disaster Preparedness
- 1340: Secondary Activities (SEE ALSO: G1300)

T1400: Programming

- 1410: Problem Analysis/Needs Analysis/Task Analysis
- 1420: Comparing Program Options
- 1430: Goal/Objective Setting
- 1440: Estimation Resources (technical, financial, human, PVOs)
- 1450: Volunteer Assignments/Delivery Systems
- 1460: Project Management
 - a. Monitoring
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- 1470: Evaluation

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Santol	A1890q
Satellite	H0740
Schistosomiasis (Bilharzia)	F0540h
School Construction	L0440
Seabass	B0380b
Secondary Activities, PCV Training	T1340
Secondary Products, Fisheries	B1090
<u>Secondary Projects</u>	G1300
Seeds	A1410
Septic Tanks	C0910
Sericulture	A3090f
Sesame	A2190d
Settlement Projects	H0110
Sewing/Clothing Repair	M0740
Sexual Development/Reproduction	F0710
Shallots	A2210d
Sheep	A3070
Shell Fisheries	B0770d
<u>Shellfish Culture</u> (General Reference)	B0400
Shellfish Trapping	B0930
Sheltered Workshops	N0630
Shigellosis (Bacillary Dysentery)	F0510i
Shock	F0420h
Shrimp	B0480b
Sign Language	N0520
Silkworm	A3090f
Siniguelas	A1890r
Sisal	A2450
Sitas	A2240f
Site Construction, Aquatic Plants	B0520
Site Orientation, Training	T1320
Slaughtering, Animals	A2830
Small Business, PCV Training	T1330i
<u>Small Business</u>	J0200
Small Pox	F0520i
Smoking/Curing, Home Extension	M0450
Smoking/Drying, Fisheries	B1050
Snap Bean	A2240c
Social Services, Rural Development	H0210
Social Services, Urban Development	H0310
Sociocultural Aspects of Fishing Communities	B0110
Soil & Water Conservation	E0340

Soil Conservation	A0920
Soil Erosion	E0340a
Soil Fertility	A0950
<u>Soil Management</u>	A0900
Soil Preparation	A0940
Solanaceous	A2250
Solar Cookers	D0570
Solar Disinfection	C0840
Solar Drying, Post Harvest Processing	A2760
<u>Solar Energy</u>	D0500
Solar Heating and Cooling	D0530
Solar Pumps	C0440
Solar Water Pumps	D0560
Soloar Drying, Home Extension	M0420
Sorghum	A2040
Soursop	A1890a
Soybeans	A2120
Special Education, PCV Training	T1330k
<u>Special Education</u>	N0100
<u>Special Olympics</u>	N0150
<u>Species</u>	E0800
Species, Capture Fisheries	B0770
<u>Speech and Language Impairments</u>	N1000
<u>Speech Education</u>	N1010
<u>Speech Testing</u>	N1020
<u>Spices and Herbs</u>	A2500
Spinach	A2290h
Spirochetal Infections	F0550
Sprinkler Irrigation	A1020
Squashes	A2230b
Staphylococcol Infections (Boils)	F0510a
Starapple	A1890s
<u>Starchy Roots & Tubers</u>	A1900
State-Side Training (SST)	T0310b
Stings	F0420b
Stock Assessment, Capture Fisheries	B0740
Stone, Building Material	L0250
<u>Stoves</u>	D0200
Stringbeans	A2240f
Substance Abuse	F0930
Sugarapples	A1890b
Sugarcane	A2340
Sunflower	A2180
Surface Irrigation	A1010
Survey of Specific Bodies of Water	B0730
Surveying	A0430
Surveying/Prospecting Fishing Grounds	B0720
Surveying	L0430
Sweet Potato	A1930
Sweetsop	A1890a
Swine	A3080
Systemic Mycotic Infections (Fumal Infections)	F0530f
<u>Systems/Designs, Training</u>	T0300

T

Tamarind	A1890 t
Tapeworms	F0540 i
Tapioca	A1910 a
Tar, Building Material	L0280
<u>Teacher/Staff/Parent Training</u>	N0900
Tea	A2350
Technical and Skill Training, Training	T1330
<u>Technical and Work Training, PCV CORE Training</u>	T1300
<u>Technological Change, Fisheries</u>	B0160
Telephone	H0730
Television	H0720
Terracing	A0930
Tetanus (Lockjaw)	F0510 k
Tilapia	B0280 a
Tobacco Abuse	F0930
Tobacco	A2360
Tomatoes	A2250 a
Tools and Equipment	A1510
Toxoplasmosis	F0530 g
Traditional Birth Attendants	F0730
Traditional Medicine	F0140
Trainers	T0620
Training Continuum	T0310 a
Training Counterparts	T0840
<u>Training of Trainers (TOT) and Staff</u>	T0600
<u>Training</u>	T0100
Trains	H0620
<u>Transportation</u>	H0600
Transporting Injured	F0420 i
Trapping, Fisheries	B0920
Traps for other Aquatic Species	B0940
Trichinosis	F0540 j
Trichuriasis	F0540 k
Trickle Irrigation	A1030
Tropical Forests	E0610
Tropical Fruit Tree	E0870
Turkey	A3050 f
Typhoid Fever	F0510 j
Typhus Fever	F0560 a

U

U.N. Water Decade, Water/Sanitation	C0110
Umbelliferous	A2260
Underutilized Species	B0770 a
Upo	A2230 f
<u>Urban Development</u>	H0300
<u>Urban Systems, Human Waste Disposal</u>	C0920

V

Vanilla	A2540
<u>Vector Control, Water/Sanitation</u>	C1300
<u>Vector Control, Health</u>	F0600
<u>Vegetables</u>	A2200
Velvet Bean	A2240h
Verbal Communication, Training	T1010
Vergnet	C0420
Veterinary Medicine	A2840
Viral Infections	F0520s
Viral Infections	F0520s
<u>Visual Impairment</u>	N0400
<u>Vocational Rehabilitation</u>	N0330
Volcanoes	Q0470
Volunteer Assignments/Delivery Systems	T1450

W

Walls	L0330
Washwater Systems	C0930
<u>Waste Disposal</u>	C0900
<u>Waste Water Treatment</u>	C1100
<u>Water and Sanitation</u>	C0100
Water Boiling	C0820
Water Chestnut	A2290j
Water Distillation	D0550
Water Heaters	D0540
<u>Water Lifting Devices</u>	C0400
<u>Water Power</u>	D0600
Water Quality, Freshwater Fish	B0240
Water Quality, Marine Fish	B0340
Water Quality, Shellfish	B0440
<u>Water Springs</u>	C0600
<u>Water Storage and Catchment</u>	C0700
<u>Water Supply Systems</u>	C1200
<u>Water Testing and Treatment</u>	C0800
Water Turbines	D0620
Water Wheels	D0610
Water-Sealed Toilets	C1030
<u>Water/Sanitation Education</u>	C1400
<u>Water/Sanitation, PCV Training</u>	T1330c
Watershed Management	E0350
Weaning Foods	F0740c
Weaving	M0750
Weed Control, Aquatic Plants	B0510
<u>Weed Control</u>	A1200
<u>Wells</u>	C0500
Wheat	A2050
Whooping Cough	F0510q

<u>WID Issues</u>	IO800
<u>WID Policy and History - PC & USAID</u>	IO200
<u>WID/Aging</u>	IO830
<u>WID/Agriculture</u>	IO300
<u>WID/AT/Energy</u>	IO740
<u>WID/Country Specific Economics</u>	IO410
<u>WID/Economics</u>	IO400
<u>WID/Education</u>	IO500
<u>WID/Employment and Labor</u>	IO420
<u>WID/Fertility/Family Planning</u>	IO610
<u>WID/Food Processing</u>	IO730
<u>WID/Forestry</u>	IO720
<u>WID/Handicrafts</u>	IO440
<u>WID/Health</u>	IO600
<u>WID/Income Generation</u>	IO430
<u>WID/Refugees and Migration</u>	IO820
<u>WID/Resource Conservation/Applied Technology</u>	IO700
<u>WID/Water</u>	IO710
<u>WID</u>	IO100
<u>Wildlife Collection/Taxidermy</u>	E0430
<u>Wildlife Management</u>	E0420
<u>Wildlife Surveys</u>	E0460
<u>Wind Power</u>	D0700
<u>Wind Pumps, Water/Sanitation</u>	C0450
<u>Wind Pumps, Energy</u>	D0710
<u>Wind Turbines</u>	D0720
<u>Windbreaks</u>	E0340b
<u>Windmills</u>	D0730
<u>Winged Bean</u>	A2240d
<u>Women and Islam</u>	IO810
<u>Women in Development, PCV Training</u>	T1330h
<u>Wood Burning Cookstoves</u>	D0210
<u>Wood Energy</u>	D1000
<u>Wood Heat/Firewood</u>	D1010
<u>Wood Preservation</u>	E0280
<u>Wood, Building Material</u>	L0210
<u>Woodworking/Bamboo</u>	M0770
<u>X</u>	
<u>Xerophthalmia/Vitamin A Deficiency</u>	F1040b
<u>Y</u>	
<u>Yam</u>	A1940
<u>Z</u>	
<u>Zoos</u>	E0450