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P R O N A E E H

NON-FORMAL RURAL EDUCATION PROGRAM

HONDURAS

EVALUATION OF THE PRONAEH COMMUNICATION SYSTEM

ANALYSIS DESCRIPTION AND

RECOMMENDATIONS

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## 1. OVERVIEW OF THE PRONAEEH

The Programa Nacional de Educación Extraescolar (PRONAEEH) was developed in response to two basic problems perceived by the Government of Honduras.

a. The low general level of education of the rural adult population which reflects to some extent the inability of the formal system of education to meet demands.

b. A lack of coordination of the existing non-formal education activities of government agencies.

Planned by the Planning Council of the GOH the project receives technical support from UNESCO, and financial and technical support from AID. Its operations began in March of 1977.

### 1.1 Goals and Purpose

The PRONAEEH has two purposes, with accompanying goals.

1.1.1 Develop coordination of public and private institutional efforts in non-formal education, in order to: (i) better utilize human and financial resources; and (ii) to make said efforts correspond to the needs and interests of the population and to development objectives.

1.1.2 Deliver basic integrated education for the rural poor to develop the abilities skills, attitudes, and aptitudes necessary to:  
(i) allow them to incorporate themselves in the process of development; (ii) develop a knowledge of national reality; and

(iii) develop a critical knowledge that will convert them into citizens who can participate rationally in decision-making and social progress.

2. OPERATIONAL STRUCTURE

2.1 Coordination Unit

2.1.1 Functions

- 2.1.1.1 Provide technical assistance to village level monitors and institutional promoters in the planning of activities.
- 2.1.1.2 Develop educational activities.
- 2.1.1.3 Train personnel.
- 2.1.1.4 Design and supporting educational materials.
- 2.1.1.5 Supervise and permanently evaluate program activities.
- 2.1.1.6 Facilitate coordination between institutions.

2.1.2 Structure

- 2.1.2.1 Technical Team: the technical team has a coordinator and three operational teams: (i) Research/Evaluation; (ii) Curriculum Development, and Materials Design; and (iii) Training, Planning and Organization. There are 12 professionals in the Technical Team.
- 2.1.2.2 Administrative and Support Team. There are eight full time employees and two half time employees in this team.

2.2 Regional Development Committee - Ocotepeque Region

2.2.1 Functions

2.2.1.1 Evaluates and orients the monitor and his learning group.

2.2.1.2 Participates in educational content development in relation to institutional development projects.

2.2.1.3 Plans and carries out new activities in relation to evaluations.

2.2.2 Structure

2.2.2.1 This Committee includes the field personnel of the Social Welfare Board (JNBS); Ministry of National Resources (MNR); Ministry of Health (MSP); National Agrarian Institute (INA); Honduran Forestry Development Corporation (COHDEFOR); Honduran Coffee Institute (IHCAFE); Departmental Government; and Radio Schools (ACPII). They are all employees of the Agencies, not the project.

2.3 Monitors and Learning Groups

2.3.1 Functions

2.3.1.1 Define needs and interests which will originate educational content.

2.3.1.2 Carry out and evaluate the learning units of the Program.

2.3.1.3 Communicate to program personnel on difficulties and advantages in the execution of learning activities.

2.3.2 Structure

2.3.2.1 The monitor is a village member who serves as a teacher/orientator/facilitator of a learning group.

2.3.3 Coverage

2.3.3.1 There are 80 monitors as of April 28, 1978. 1/

3. DELIVERY SYSTEM

The content delivery is carried out through the monitor in group meetings.

For this purpose the monitor is provided with a complete lesson or unit divided in several chapters. Special seminars are conducted to train monitors in the use of the units.

The units consist basically of three separate sections. One is the instructions, the second explains the objectives to the monitors, the third is the material handed to participants.

These units contain materials graduated in three levels: A.B.C. Level A, is for illiterates and has a special learning unit to teach reading and writing skills. Level B, is for semi-illiterates, and Level C, is for literate participants, these two levels have materials in accordance with the audience.

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1/ Extracted from "Comparison of Extraescolar Projects" John C. Kelley September, 1977.

Illustrated pages are part of these units. The illustrations are used to focus attention and generate comments by the participants.

There are also cassettes with specific messages and radio programs with general educational/motivational messages.

#### 4. TARGET POPULATION

The target population of the PRONAEH is every person over 15 years of age. For 1977, the target area was Ocotepique.

The participants have an average schooling of second grade of primary education. Illiteracy rates reach 60% in the attended areas.

4.1 The projected number to be reached in 1978 is 20,000 people in five regions:

4.1.1	Project of Integral Development, Border Zone, Department of Ocotepique and Lempira	4,000
4.1.2	Bajo Aguan Development Project	5,000
4.1.3	Valle de Jamastrán Development Project	3,000
4.1.4	Valle del Guayape Development Project	3,000
4.1.5	OLA, Monjarás and Buena Vista Development Project, Cholulteca	5,000

#### 5. ANALYSIS OF THE TEACHING UNITS

Since in all units the problems were similar, the last two produced will be used for the purpose of analysis of content and format through the rest of this study. The units to be analyzed are: "Let's Prepare the Soil" and "Raising Chickens".

## 5.1 Unit "Let's Prepare the Soil"

This is one of the last units produced and although it is a vast improvement from the first one still has some problems found throughout. (See Appendix I).

The unit had a total of 64 pages and was divided in six chapters. Of these 64 pages, 22 were illustrated.

Three main sections of the unit are dedicated to instruct the monitor, presentation to learners, and a last section for practice by the learner.

### 5.1.1 Objectives

The main objectives of the unit are two, but the semantics used are too vague and confused. Basically it could be said that both objectives tend to reach the participants or create conscience about the process of soil preparation and induce the farmer to apply the process to his regular practice.

As stated, to reach these objectives the unit was divided in six chapters or lessons. IN each lesson there is supposed to be a series of learning objectives which eventually will fulfill the two main objectives.

In lesson No. 1 the three objectives state: 1. Participants should be able to identify characteristics and consequences of land tenure in the country. 2. Identify legal, political and administrative aspects of the actual Agrarian Reform process. 3. Find solutions to

the problem of land tenure.

As could be appreciated, although important, this subject is not an introduction to soil preparation and belongs in a complete unit about Agrarian Reform. Besides this is a good example of duplication, since the farmer have been already informed or conscientized by the efforts of INA, UNC and ANACH.

The resto of the lessons have objectives relevant to the unit's main subject.

5.1.2 Organization

Lesson No. 1 does not belong with the main objectives of the rest of the lessons in this unit.

In lesson No. 2 the learning objectives are not started in the same page as in the rest of the lessons.

Also in lesson No.2, the implementation instructions for the monitor, No. 5 has a paragraph which asks the monitor to check answers. That should be an exercise for the learner.

Monitor instructions No. 6 , lesson 2, has a paragraph directing the monitor to analyze poster No. 1 which says: "Poster No. 1 presents the relation between men, animals, plants, soil, water, air and the sun. Let's analyze these relations".

There is not one word on what the relations are about, and the poster is highly confusing.

There is a constant reference to poster's numbers. None of the illustrations are identified with a number. If the actual posters have

a number the illustration should have the same number.

Instructions of lesson No. 3 were at the end of No. 4. The instruction number also was wrong; it was 12 instead of 10.

### 5.1.3 Content

#### 5.1.3.1 Vocabulary

The vocabulary used to instruct monitors contains words much too complicated for the level of schooling (third and fourth grades). Instructions sometimes are not direct enough and tend to use too many symbols and concepts which will be hard to understand by the monitors, as in the cases of percentages and fractions.

There are a lot of typographical and orthographic errors.

#### 5.1.3.2 Illustrative Paragraphs

Sometimes when an example is introduced, an erroneous assumption is made. On page 4 of the monitor instruction No. 8 such an error was committed. The lesson is about burning of the field and indicates the dangers and consequences of such practice. It states that animals and plants useful to agriculture die; and in the example says: "How many of these useful animals and plants do we know? Some of those animals and plants are easy to see, like rabbit. . .". This is a misstatement as rabbits are a plague to agriculture.

5.1.3.3 Time

Lesson 2 is the only one stating the length of time required to teach the subject.

5.2 Unit "Let's Raise Better Chickens"

The unit on chicken raising was the best organized of all the ones studied. The objectives were clear and had a good impact with the audience.

Illustrations had a good sequence. The whole unit was dedicated to explain steps on building a henhouse, feeding chicken and raising pure breed animals.

Some groups put into practice what was learned, immediately.

However as reported by Dr. Reynaldo Pareja in his analysis of the evaluation of this unit, the main error was to motivate the farmers to raise purebred animals when there were no means of getting these without spending an amount of money which the farmer could not afford.

Nevertheless, the system used in this unit was effective. And there are some concrete reasons why, that have a parallel result with cases studied in other countries.

Farmers are pragmatic, they do not think as much in the why's as they do in the how's. The unit on soil preparation discussed before explained more the why's than the how's. Why erosion spoiled the soil, what was destroyed by erosion, why water produced erosion, why the wind produced erosion. And there was very little explained in how to form wind

barriers or how to cultivate or prepare the soil to avoid erosion.

To develop a habit to think in abstract concepts will take a long period of time, and the introduction into abstract concepts should be planned and implemented gradually.

Meanwhile, concrete concepts should be used as much as possible to get more immediate responses and to give the audience some short term relief of their situation.

### 5.3 Recommendations

#### 5.3.1 Get assistance in Curriculum design to:

5.3.1.1 Help in the design of curricula that will lead to concrete learning objectives projected on a temporal base and in accordance to the audience needs and expectations.

5.3.1.2 Select the subjects in accordance to a proper sequence to avoid having subjects not relevant to the main objectives in the lesson.

5.3.2 Select a format to be used in all units through a proper evaluation and ensure that such format is followed consistently.

5.3.3 Organize the units separating exercises for the learner from the instructions to monitors. If it is necessary to have excercises for monitors prepare them separate from the others.

5.3.4 Make sure that instructions are concise and clear and complete.

5.3.5 Double check units before sending them out to ensure a proper sequence.

5.3.6 Research the subject thoroughly before writing the final texts, considering any possible misunderstanding or misinformation.

5.3.7 Ensure the use of a vocabulary in accordance with the monitor and audience educational levels.

6. ANALYSIS OF THE TEACHING APPROACH. THE PSYCHO-SOCIAL METHOD.  
WHAT SHOULD BE DONE AND WHAT HAS NOT BEEN DONE.

The Psycho-Social Method

The basic philosophy of this method is that through it, the participant will discover by himself the word of learning, not as something imposed by the school but as the objective that will contribute to change the world beginning with his own change. The method is as follows:

6.1 Basic Principles of the Method

This method has basically three main stages.

6.1.1 Reduction

Consists in the discovery of a series of "Existential Situations" typical of the audience's geographical and socio-cultural environment.

6.1.2 Encoding

Is the representation of the "Existential Situation" in a simple illustration or photograph that has in itself enough emotional strength to

stimulate a dialogue around the reduction of subject proposed, between the animator and the participants and the participants themselves.

### 6.1.3 The Decoding

The dialectic activity generated by the subject reduced is called Decoding. This is the process of self-discovery of the existential situation by the participants, and the process of confronting the situation with a conscient attitude.

These are the stages through which the individual prepares himself to become "the agent of his own learning, not as a repeater of the technical cues presented by the teacher, but as somebody that elaborates the conditions that will make him find the technique that will answer his pressing learning needs".

## 6.2 Implementation Steps

### 6.2.1 Reduction of "Existential Situations"

It is clear that to discover the "Existential Situations" it is necessary to make a socio-cultural study of the environment in the area where the method will be applied. This research should be conducted by a team of Psychologists and Social Science Specialists.

### 6.2.2 Encoding

This step prior to applying the psycho-social method, consists in finding an artist or photographer capable of capturing the essential features of the "Existential Situation" identified by the Specialist's

team. Most important is that the drawing or photograph should be understood without difficulties by the population to be reached, causing an almost automatic impact in the viewers, and making them feel existentially motivated to start the dialogue about the subject proposed by the picture.

### 6.2.3 The "Generating Words"

This is the last step of the studies before applying the Method. Specialists in Language and Verbo-phonetics will extract from the universe of words the ones which are familiar and charged with emotion.

These words should allow for:

6.2.3.1 Syllabic division.

6.2.3.2 The creation of new words with the simple combination of syllables. Thus the name "Generating Words".

### 6.3 Generating Words

P. Freire describes the steps to find the Generating Words as follows:

6.3.1 Obtaining from the illiterate group the universal vocabulary. Through conversations and interviews in the area, the Specialist will investigate which are the words most widely used and most emotionally charged.

6.3.2 Selection of words from the Universal Vocabulary. These should have:

6.3.2.1 Phonetic Potential; the words selected should have all or most of the important consonants of the alphabet.

- 6.3.2.2 Graduation of Phonetic Difficulties, should allow for graduation of Phonetic Difficulties starting with the most simple and ending with the most complicated.
- 6.3.2.3 Existential Pragmaticity of Words. Chosen words should be connected directly to the natural, social or cultural reality of the illiterate's area.
- 6.3.2.4 Encoding the Existential Situations. Through a photograph or illustration the selected words will be encoded. The emotional content is very important as this will start the learning process.

6.3.3 Didactic Cards

These cards are used to illustrate each generating word. At the right moment the card will be shown to the participants to allow them the visualization of the generating word within the context of the existential situation encoded in the previous illustration or photograph. Afterwards by itself as a purely graphic representation of reality that has a "name" and a "sound" and which is none other than the word that identifies the reality.

6.3.4 Cards with the Phonetic Family Corresponding to the Generating Words Selected

This is a series of cards with all the possible phonetic families made from the consonants of the generating words and the five vowels.

These cards are called "Discovery Cards", since these not only visualize the words but also allow the participant to find the mechanism to form new words.

#### 6.4 Applying the Method

R. L. Ludojoski in "Andragogy of Adult Education" said: "The success of the Psycho-Social Method depends as in any other method, on the Animator's (Monitor's) talent, andragogic and didactic ability".

In applying the method the Animator will:

6.4.1 Show the encoded subject through the corresponding illustration or photograph, creating a dialogue around the subject; and identifying the Generating Word which at the end of the dialogue should be full of meaning among the participants.

6.4.2 Show the Didactic Card with the visualization of the Generating Word and the Word.

Identify the visual symbols of the word and the written one.

6.4.3 Once the written symbol is identified as the representation of the object he shows the cards with the syllables exercising on the phonetics.

6.4.4 After the syllables pronunciation is reached he will encourage the audience to form new words. Thus, the audience will discover that they could read.

7. THE PSYCHO-SOCIAL METHOD WITHIN THE PRONAEEH

In actual practice an attempt to use the Psycho-Social method has been made within the PRONAEEH. But its application has not been made systematically and with a scientific basis.

The last unit produced at the moment that the present report is written will be used to analyze the materials.

The unit has the typical problems encountered on previous units, although a noticeable improvement in organization has taken place since the first unit was produced.

7.1 Analysis of the Literacy Method

As stated in the preceding text the first step is to form a vocabulary taken from the universe of words by the illiterate to communicate. These words should have a deep emotional meaning and the investigation should be made by a team of psychologists and social scientists.

7.2 Comments

That this study has not taken place or if it did was not taken into consideration should be appreciated by flyer #18A, Chapter 6 of the unit "Let's Prepare Our Soil". The "Generating Word" is "erosion". In investigations conducted in Guatemala for the Basic Village Education Program this particular word had not been understood after more than three presentations. (See "Applied Communications, Problems with Graphics Perception and Vocabulary Understanding in the Rural Areas of Guatemala", December, 1977. Academy for Educational Development).

The illustration or "encoding" shows some workers lifting stones and lumber. There isn't anywhere a clue that spontaneously will bring about a dialogue on erosion.

In the illustrated lesson is an attempt to separate the word erosion in syllables. However, this word does not have too much potential for this purpose, as in Spanish sion as in erosion forms one syllable and cannot be divided. (See Appendix II).

There are also a number of syllables added that do not bear any relation to the generating word or its syllabic family.

### 7.3 Evaluation Sheet

In what is called "Evaluation Sheet" of this lesson the words learned are repeated with complete written instructions in sentences that go from five to twenty-three words, none of which has been learned yet. (See Appendix III).

One of the instructions, the longest is complicated enough that it might not be understood by semi-illiterates. There are four illustrations of different steps in agriculture which were put out of sequence on purpose. The instructions tell the learner to put them in sequence by writing 1, 2, 3, or 4, in the corner of each illustration. It should be noted that the learner has not been introduced to numbers yet.

Here again the lack of a materials testing system do not allow any

appreciation of errors before they reach the audience and a lack of a feedback system prevents from knowing what kind of problems the materials have or any audience reactions. Therefore, the information vacuum the program is working in prevents any error identification or correction.

8. RECOMMENDATIONS ON THE PSYCHO-SOCIAL METHOD

8.1 Get the necessary technical assistance to:

8.1.1 Identify the universal vocabulary of the audience.

8.1.2 Develop a vocabulary of Generating Words.

8.1.3 Develop a method of applying the Generating Words in a phonetic and syllable graduation, starting with the simple to the difficult.

8.1.4 Design the appropriate "encoding" of the Generating Words.

8.1.5 Design the appropriate cards for phonetic exercises.

8.1.6 Design a system of evaluation of the lessons relevant to the audience and the method.

8.1.7 Design the appropriate didactic cards.

8.1.8 Train the staff in further design and application of the method.

9. ANALYSIS OF THE SCHEDULE OF COMMUNITIES TO BE REACHED

During 1977 the Program was concentrated in the area of Ocotepeque and San Marcos, the total population reached during that year was 1,000 people with 40 monitors, or about 25 people for each monitor. For 1978 the target will be 20,000 people divided in five communities:

Project of Integrated Development, Border Zone, Department of Ocotepeque and Lempira	4,000
Bajo Aguan Development Project	5,000
Valle de Jamastrán Development Project	3,000

In these three regions actions toward implementation have already started as of April 28, 1978. The following are projected to be started before December 1978:

Valle del Guayape Development Project	3,000
OLA, Monjarás and Buena Vista Development Project, Choluteca	5,000

This means that in one year the project will try to reach twenty times more people than what it had at the beginning of the year.

To be able to reach this people means to have trained 500 monitors serving 500 groups of 25 people as the average group of 1977 were.

In terms of communications with the field it will be very difficult as the communities are scattered in different and opposite regions in the country, driving to all of them takes an average of seven hours each from Tegucigalpa and there are only two cars owned by the Program. It will take almost five working days of traveling to reach all the regions, plus the needed days for training in the use of materials, units, etc.

Production of materials which are tested and validated will take about 30 working days, as detailed:

Planning	10 days
Production	10 days
Dist. and training	3 days
Evaluation and tab.	10 days
Changes	4 days
Dist. final training	<u>3 days</u>
	30

Since the Program responds to needs it must be assumed that there will be at least an average of five different units each month.

The five regions are to be reached by June 1978. Therefore, it will be six working months to the end of the year or:

$$6 \times 5 = 30 \text{ units to December}$$

$$30 \text{ units} \times 30 \text{ days to develop} = 900$$

Nine hundred team days or almost two and a half years to produce enough materials as the ones used so far.

If each unit has an average of 50 pages with 20 pages for participants there will be:

$$50 \times 500 \text{ monitors} = 25,000 \text{ pages}$$

$$20 \times 20,000 \text{ participants} = \underline{400,000} \text{ pages}$$

$$\text{Total} \quad 425,000 \text{ pages}$$

Every month there will be 25,000 pages of bond paper 8-1/2"x 11" used for units given to the monitors and 400,000 in material given to participants in six months it will be:

$$425,000 \times 12 = 5,100,000 \text{ pages}$$

$$\text{or } 5,100,000 \div 500 = 10,200 \text{ reams}$$

If each ream cost is \$2.75 total expenses in paper will be:

$$10,200 \times 2.75 = \$28,050$$

This means that in six months there will be \$28,050 = spent in paper plus the cost of distribution, ink, folders and other overhead which could come to 40% of cost will equal a grand total of \$39,270.

The conclusions from the standpoint of materials productions and distribution using actual methods are two: (a) it is physically impossible to produce all the learning units before two and a half years; (b) it is out of the actual production budget to expand to five regions.

From the logistic and budgetary viewpoint it will be very difficult to reach 20,000 people directly by the end of the year. From the viewpoint of quality, it should be noted that it is still unknown the results of materials produced up to the moment and the effect of the program in the areas reached at the beginning of 1978, therefore, all that could be done in new areas is just keep repeating the same mistakes.

At this stage every material made is finished at the last minute and collating takes sometimes many more hours than regular working time, by adding twenty times more workload the problem will be aggravated. For comparison the BRE Program in Guatemala, which has an infrastructure many times bigger than PRONAECH and more experience in monitors training and materials production has scheduled for the same period a direct coverture of 12,000 people with 300 monitors. It should be noted the BRE has 25 vehicles between cars and motorcycles.

10. RECOMMENDATIONS ON EXPANSION OF AREA COVERAGE

10.1 The Program should concentrate at the most in two regions, develop expertise in all areas and explore possibilities using these regions as experimental ground to test methods and materials and mature. Once these objectives are reached expand to what the gathered experience will permit.

11. COMMUNICATIONS

11.1 Analysis of the Present Delivery System

The present delivery system has the monitor as the main contact with the community and posters that are used by the monitor to dynamize the presentations. Radio and cassettes are used sporadically.

During monitor training the importance of group participation is emphasized.

The main difficulty with this approach is that because of the monitor's low schooling level it is hard to insure a proper delivery of the main objectives of the lessons.

As already explained the main objectives are supposed to be "encoded" in the illustration of the poster and through group participation these objectives should be "decoded" and come as a discovery by the group. Unfortunately the lack of experience of the illustrators in representing these objectives leaves the monitor to express the objectives from memory and afterwards to dynamize the group.

There is another problem in training monitors in group dynamics, i.e. different lessons call for different techniques which are called by the technical names (Phillips 66, etc.). Training should be organized in such a way that only one technique is used until thoroughly learned and afterwards teach another. If a proper methodology is used there shouldn't be more than two group dynamics techniques used, one the main technique used throughout and another auxiliary as when becomes necessary to have decisions made by the group.

#### 11.1.1 Monitors

Monitors have an average schooling of fourth grade. The Program is trying to get these monitors to teach the groups about health, agriculture, community development, cooperatives, literacy and other subjects. This means that the monitor will duplicate every technician working for everyone of the Government institutions that take care of those subjects and that the Program itself will also duplicate every institution instead of coordinating activities.

The problems under this approach are: (a) the monitor does not have the capacity to play this role effectively; (b) the Program does not have the budget to respond to such scheme.

#### 11.1.2 Posters

These are the main visual aids that the monitor uses during his presentations.

He is supposed to introduce the subject using the poster and then dynamize the group with it. The subject is supposed to be "encoded" in the illustration.

These illustrations usually have one word or a sentence, depending on the target audience.

Posters for illiterates have only one word which is considered a "Generating Word" to be divided in syllables which will be used to create other words.

Posters for semi-illiterates have a sentence with a few words and for literate audiences the sentences are longer and with more information.

These posters seem to have been developed by making first the one for literate audiences and later simplifying the sentences. It should be noted that the three treatments--literate, semi-literate and illiterate--have the same illustration, the only change is the sentence. In the illustration of Appendix II the word erosion do not correspond to the illustrated or "encoded" concept, in the illustration what is seen is people fighting erosion. If the illiterate learns this word, which might be unknown in the community, he will have the concept that erosion is when people get together and build barriers to avoid the water washing out the good soil.

There are other errors of conceptualization of the illustrated message, for example, a poster which was supposed to show the relation between the sun, the water, air, animals and men within the environment will be analyzed. (See Appendix II, illustration #4). This illustration

has a series of arrows that are supposed to be the air coming from the top, a plant, lines which are the conventionalism for rain, a man washing his hands, and in a cut-out an attempt to show how water filtered through the soil, also a cow drinks water in the river where the man washes his hands.

Dr. Pareja reports, "the reactions were that there was a river with a wall in front and another river in the bottom, that lines did not look like water, animals were out of proportion with man, and that the message was not understood".

As it could be appreciated there is not much of a relation shown in the illustration between all the components, with many conceptual errors aggravating the problems.

First, the water cycle is incorrect. Second, the food cycle of the plant is not there to be identified. Third, the relation of man and the cow is not clear.

Also a lack of models could be appreciated in the illustration of the cow, which seems not to have horns and is out of proportion.

Except in most of the unit on case of chicken, illustrations have problems of conceptualization, anatomy, perspective, uses of shadows, use of details and style in general.

Although, the unit on "Care and Feed of Chickens" has the best set of illustrations, one of them presents a totally negative approach. It is Poster No. 1 (See Appendix IV) to which it was referred to in

in section 5.2 of this report.

Pictures should be realistic, but there is a difference between real life or reality and realistic. Realistic means that figures of people, trees, horses, houses, etc. look real.

Real life or reality means what one takes as everyday life in accordance to one's concepts and points of reference.

When representing reality, should be remembered that for somebody with a different point of reference/<sup>it</sup> might be horrible, as happens with the illustration in Poster No. 1, therefore, could be assumed that there are many things wrong with it. However, it is just daily life for the audience or worst they may think that nobody lives in that way. The illustration of "reality" may be accepted as daily life and perfect or rejected as not being their way of living.

In his study "Audience Reaction to Graphics in Community Work", Dr. Luis M. Alles Atuche points out: "When confronted with tracing of a photograph depicting a community member the reaction was that he looked too badly dressed and dirty to be from that area that perhaps he was from another town".

Conflicts within on illustration are superfluous, this means showing the wrong way vs. the right way.

What should be done is if real life is considered wrong, the illustration and the material should be in total conflict with reality

showing and creating conscience about the right way of life. Reality being the point of reference and the material a comparison of better against reality.

Also another problem is that in the units are not enough illustrations, for example, in the unit on chicken, the radioforo lasted 40 minutes and the monitor was asked to show only one poster.

Every important point should be illustrated.

It is of great importance to make the most realistic illustrations possible. As documented in studies made in Africa by Andreas Fuglesang, in the Phillipinas by G. Mahglalang and in Guatemala by the Academy for Educational Development, errors in proportions, construction of bodies, animals and other details distract the attention from the main subject and most of the times monitors with very low educational levels are not able to bring the group back to the main subject.

### 11.1.3 Recommendations

- 11.1.3.1 Make a different illustration for each level in accordance to the concept that each audience is able to work with.
- 11.1.2.2 Make sure that the "encoding" or conceptualization of the illustrated message is in accordance to objectives.
- 11.1.3.3 Since monitors have a very low level of education support his presentations with more illustrations.

- 11.1.3.4 Make illustrations completely realistic.
- 11.1.3.5 Start a photo and a field sketch reference file.
- 11.1.3.6 Do not use unnecessary details as these confuse the audience.
- 11.1.3.7 Get assistance to train the illustrators in anatomy, perspective, simplification of details, conceptualization of messages and composition.

#### 11.1.4 Radio

The programs analyzed did not use the medium at all its potential. Some did not have a clear message, other had only some commercials type of treatment without a proper sequence. In one of the programs about nutrition are two interviews, one was fairly good, the vocabulary used acceptable and coherent in the concepts. The topic is on different food and talks about the nutritional value of fish, after that explains how to build a fishery in the river, how to grow fish and where to get it. The second interview is all garbled and the only clear part is talking about the relation between letrinizacion and nutrition, which is hard to believe.

The technical quality was acceptable except that there were parts that should have been redone, sometimes the narrators were a bit out of cue and others that when the editing was done the cut was not made in the right place and parts of the word erased could still be heard.

#### 11.1.5 Radioforo

The cassette analyzed belongs to radioforo No. 1 "Raising Chickens".

The voices of the narrator are clear and the narration is paused, easy to be understood by the audience.

The narrator explains that in order to have a good meeting everybody has to participate in the discussions. After that tells the monitor to show poster # 1, and asks: "what do we see wrong with the chicken in this poster?". Poster # 1 has an everyday farm scene with all the problems that animals on the loose could bring, i.e., children defecating in the front yard, pigs, chickens, dogs and other animals eating and walking around, babies crawling in the dirt, etc. No doubt a health hazard. The problem is that the subject is codified in formal logic concepts. The message is abstract. To give the right answer a concept of good against bad habits is needed. Since the participant does not have other point of reference but his daily life, then everything in the picture is right not wrong.

The opposite should have been done. First showing another poster demonstrating the advantages of having animals away from the house and caged; and afterward showing poster #1 to synthesize the message. Then it would have been effective as the audience had a concept of good against bad.

The whole tape is made with the same principle. There are not

more posters shown, but the narrator keeps asking questions not giving any answers or making any comments.

One of these questions is "why is so important to use good feed for our chickens?" and here is another problem. If the farmer encloses his chickens he will have to feed them. Therefore, he will have to spend money and time when before he was getting results without doing anything.

Life in rural areas as this one, is a very delicate balance of man's possibilities and what nature provides. To break such balance will bring about a series of consequences that, if not foreseen will revert the process sending the individual back to his previous attitudes and practices.

When an idea is introduced in any community or group, conscience is created of a need for a change which eventually will lead to an action to change. If that change has not been introduced realistically and has not been facilitated by providing all the necessary means for such change, the action will end up in a futile attempt, producing frustration and in effect building up a new defense against change in the group concerned.

This same subject in the unit "Raising Chickens" is telling the participants of the advantages of raising purebred chicken . The reaction of one group was so positive that they built the henhouses and went to one of the institutions serving the area to ask for help in getting purebred animals. Doctor Reynaldo Pareja reported in the results of an

informal evaluation conducted after the unit was presented, "farmers were unhappy about the negative of the institutions to provide them with the necessary chicks to start raising purebred animals".

As a result of this, the PRONAEH could lose credibility within the community, endangering future actions, and if not corrected and avoided, repeating such mistakes might eventually destroy the Program.

#### 11.1.6 Recommendations

- 11.1.6.1 Change the present cassette programming format, giving more information, and using more illustrations.
- 11.1.6.2 Coordinate illustrations with the content of cassettes.
- 11.1.6.3 Avoid using negative approaches in the illustrations unless expressly planned.
- 11.1.6.4 Produce dramatized messages in which characters will have problems such as the participants encounter in everyday life, and get help and solutions. After presenting them dynamize the group by asking questions on the relevant issues.
- 11.1.6.5 Present "satisfied farmers" explaining what they have done to get better crops, chickens, etc.
- 11.1.6.6 Present different issues through the tape giving some solutions.

11.1.6.7 Ask the participants to tape their questions and splice the answers with the question. When played back they will hear a dialogue in which they have a direct participation.

11.1.6.8 When writing scripts, special care should be taken not to give information that will lead the audience to failure.

#### 11.1.7 Printing Shop

The printing shop has received an offset press which could make up to 5,000 copies an hour, and also a plate maker. Negatives for the plates are sent to be made to commercial shops.

The print shop has not been used to full capacity yet.

This equipment should be reinforced with a graphics art camera and the necessary folding stapling and collating machines.

By combining the photography studio with the capabilities of the offset equipment the quality of graphic materials could be improved.

Production of fotonovelas, posters and other media using illustrations could be changed by photographing most of the scenes needed and using drawing when necessary.

##### 11.1.7.1 Recommendations

Supply the necessary complementary equipment to the print shop in order to have it fully operational adding:

- (a) One collator; (b) one folding machine; and
- (c) one stapling machine.

#### 11.1.8 Photographic Equipment

Photography should become the backbone of the program's graphic production. Using photography will improve the quality of presentations immediately and combined with the offset printing system quality reproductions could be made in great quantities.

Photo files could be started to be used by the artists as reference.

Photographs could be combined with illustrations in the production of posters, flip charts, fotonovelas, pamphlets, folders and other graphic materials. With photography a great amount of time could be saved in producing graphics.

The illustrators expressed interest in learning photography. Perhaps by training them they could perform both tasks. Usually it is fairly simple to train an artist to take quality pictures as they already know composition and how to convey a graphic message.

#### 11.1.9 Recommendations

- 11.1.9.1 Mount a photographic unit with the following equipment:
  - one NIKON F2 35 mm camera with a 50 mm fl. 4 Nikkor lens, or similar lenses (should be in accordance to equipment chosen).

one Micro Nikkor 55 mm. f. 3.5

one Nikkor 28 mm F 2.8

one Vivitar Series Macrozoom 70-21F3.5

one Variable optical slide duplicator (Spiratore,  
Cambron, etc.)

one flash Braun 42 VC

Dark Room

one Durst M-605 or Omega B 66 x L enlarger

one 50 mm F.2.8 enlarging lens

one Galab darkroom timer

one safelight

three developing trays 16" x 20"

one enlarging easel 8" x 10"

one enlarging easel 16" x 20"

one Ademco Rotary Kimmes 22"

one print washer

one print dryer

one dial thermometer Omega

one 35 mm developing tank for 4 reels

one 35 mm developing tankf for 1 reel

one bulk film loader

11.1.10 Personnel

In order to insure that technical content of the materials is appropriate it is necessary to have specialized personnel within the staff.

Since the main subject treated in the Program is agriculture a full time agronomist could help to develop learning units with the correct sequence and information.

On the subject of health maybe a part time local consultant could be sufficient.

#### 11.1.11 Recommendations

11.1.11.1 Hire a full time agronomist to: (a) advise on technical contents of the units; (b) foresee any possible misinformation or conflictive information; and (c) advise on proper sequences of agricultural work.

11.1.11.2 Hire a part time local health advisor to revise the lessons and literature and insure the correct technical content.

11.1.11.3 Hire a part time literacy Program Specialist to advise on the proper use of the Psycho-Social Method.

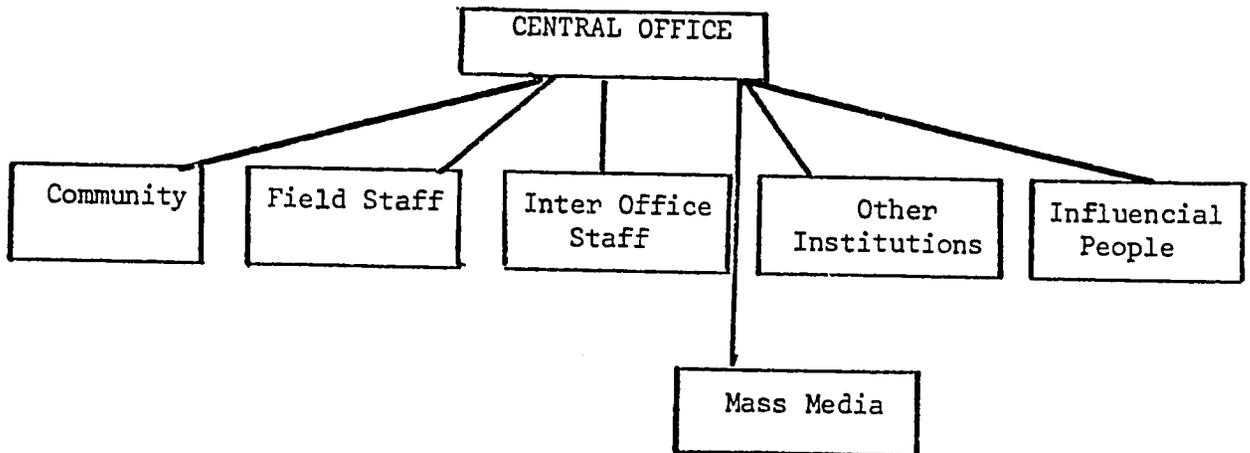
### 12. RECOMMENDATIONS

#### 12.1 Total Communications Approach

PRONAEHH should have a total communication system that will permit the Program to communicate not only educational contents to the rural audience, but which also will let the program communicate important events to field personnel, local staff, rural audiences, the mass media

(radio, TV, newspapers) other institutions, influential people within the country and to the Honduran population.

This approach could be visualized as follows:



#### 12.1.1 Communication with the Community

For this purpose the approaches should be basically two:

(a) learning groups; and (b) general community.

In (a) the community could be reached through the learning groups using monitors with the support of cassette foros, flip charts, photonovels and pamphlets to carry the educational message.

In (b) through the use of radio with educational messages and posters to promote the radio programs and the PRONAEH itself.

#### 12.1.2 Field Staff

Besides the training visits the field staff should be informed of developments and goals the PRONAEH has reached in other regions as

well as information regarding future plans in their own region.

The best way is by publishing a newsletter in accordance to the field staff educational level. This should have one or two pages and could be published monthly.

#### 12.1.3 Inter Office Staff

There should be a monthly bulletin to inform the staff of problems and goals, the program or other departments have reached.

#### 12.1.4 Other Institutions and Influential People

This should be accomplished through a perhaps quarterly bulletin with special information on the program's objectives, plans and successes. As this is a very important activity for the well-being of the Program the bulletin should be of a high quality.

#### 12.1.5 Mass Media

Every move of some importance, every objective reach, every success of the Program should be communicated to all newspapers, radio and TV programs through press releases. This should make the name and activities of PRONAEH known by the Honduran people.

#### 12.2 Communications Approaches to Permit PRONAEH the Reach of Some of the Objectives and the Design and Validation of an Effective Delivery System

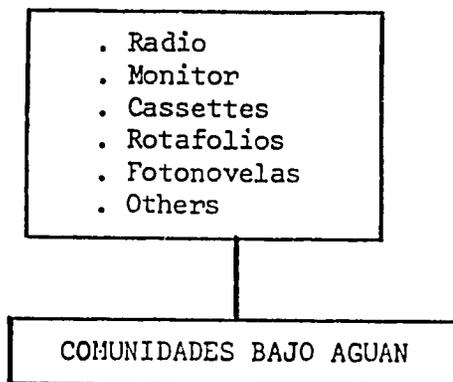
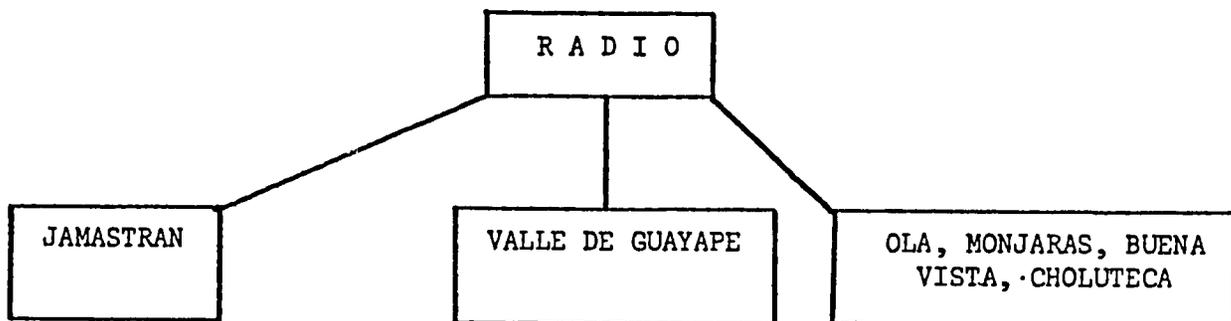
PRONAEH should concentrate its effort in the Bajo Aguán and use it as an experimental area in which to use real and modern Non-Formal

Education communication systems instead of using out moded pseudo non-formal approaches borrowed from formal education as it was done in Ocotepeque.

In order to be able to start working in five regions as proposed by the 1978 Program Objectives, the only possible approach within the budget and logistic limitations is to enter Bajo Aguán in a direct one to one basis using monitores working with groups and experimenting with materials, using and evaluating different systems of delivery to reach one which will prove to be the most effective.

Meanwhile enter Jamastrán, Valle Guayape, OLA, Buena Vista and Monjarás in Choluteca with educational radio programs.

The radio programs should be repetitive and work with the single concept system. Programs should be dramatized and the use of radio novels explored and evaluated. Visualized the two systems should look as:  
(See next page).



Use of Radio A.

- Repetitive Single Concept Educational Programs
- Distributing: Photonovels  
Pamphlets  
Flyers  
Posters

Use of Delivery Systems as B.

- Radio as in A.
- Monitor with:

**Cassettes:**

- . Introduction of the subject dramatized.
- . Group dynamics about subject presented with cassette using:
- . Flip Charts, and
- . Aids, as: photonovels, pamphlets, flyers.