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An Assessment of the Status, Achievements and Plans of the Regional Educational Radio Project in Eastern Nicaragua

Final Report

Cost Reimbursement Type Contract

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By

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Part I

Organizational Issues

By

Marion R. Brown

A. Introduction

The purpose of this section is to present an overview of consulting activities of the authors under the current contract, review the operating philosophy of the RER (now VER) project, assess the status and achievements of the project, pinpoint major issues to be resolved if project objectives are to be fully met and summarize short and medium-term plans as conceived by project personnel.

B. Overview of Consulting Activities

The consulting team (Brown, Meiller and Brownlee) spent approximately four days (Oct. 16-20) in Puerto Cabezas and surrounding communities. Conversations, meetings and interviews were held with the following persons:

Managua

Mr. Lawrence Harrison, Director, USAID/N
Mr. John Swallow, Chief, EHRD, USAID/N

Puerto Cabezas

The VER Coordinating Committee:
Mrs. Anita Parilla, President
Dr. Milton Valdez, Member of the CC
Rev. John Baker, Member of the CC
Mrs. Mildred Levy, Member of the CC
Mr. Henry Herman, Member of the CC
Mr. Modesto Vaughan-Watson, Sec'y of the CC--candidate for VER directorship

Comandante Dorotea, Member--local representative of FSLN
Comandante Rufo, Ex-officio member--Commander, regional FSLN forces

The VER Staff:
Mr. William Velez, Locutor
Mr. Aristides Navas, Locutor
Ms. Bertha Ellis, Locutor/tri-lingual sec'y
Mrs. Marta Emory, Tri'lingual sec'y
Ms. Deva Zamorra, Tri-lingual sec'y
Mr. Wilford Chow, Technician
Ms. Nadia Watson, Filing clerk/messenger

Others:
Rev. Norman Bent, Former member of CC--Director of Casim
Ms. Fran Vaughan-Watson, Former Peace Corps Volunteer, Nutritionist
Health leaders, pastors and other residents of Wawa Bar and Karata

We were met at the airport by Anita Parilla, representing the Coordinating Committee (CC) and three members of the VER staff. The first afternoon was spent establishing contact with local authorities, meeting several members of the CC, becoming acquainted with the VER staff and reviewing the equipment and facilities at the studio. Major issues raised by the CC and staff members included:

1. The urgent need for a decision regarding a new director, given the recent resignation of Ramiro Lopez. There appeared to be some controversy over this matter, with several members of the committee and the VER staff backing one candidate, and other members of the CC wanting to bring in a man who had formerly worked for Radio Mar. The matter was dealt with at a CC meeting while we were in Puerto Cabezas and ultimately resolved with the naming of Modesto Vaughan-Watson as director.
2. Equipment failures. The transmitter had been recently repaired after overheating problems had forced several days of down-time.

A test run was conducted the day we arrived. We delivered several replacement parts and noted the need for others. We understand these have now been delivered, and the matter of the technical adequacy of the project has been taken up by other consultants, including Gary Carriott and John Jackson.

3. Lack of pay and uncertainty over job security. The staff had not been paid for the months of August, September or October, and despite assurances from the new government and the CC, staffers were uncertain of their future with the project. Morale was quite low. The most crucial concern appeared to be who would fill the directorship. The naming of Modesto Vaughan-Watson appears to have resolved much of this uncertainty.
4. Misunderstanding as to the status of the project funding. Some CC members apparently believed the original grant had been extended, (which was true) with additional funds (which, according to our understanding, was not the case).
5. Uncertainty about funds originally committed by the Ministry of Education. The assumption seemed to be that the remaining $30,000 may not be forthcoming. The consensus of the CC and staff was that new funding from outside Nicaragua would be essential to keep the project alive.
6. Time pressure, and understaffing. The staff expressed concern about the amount of its time required to stay on the air seven hours per day. It was not clear how or by whom the decision to adopt this policy had been made, but staff members attributed it to the CC. They said it gave them no time for preparing programs--let alone for visiting rural communities to mobilize community involvement. They were also convinced that mechanical problems (over-heating) were attributable to being on the air for too long at a time.
7. Need for training and experience in alternative programming formats. The staff members expressed concern about amount of air time they were devoting to music, and also about the quality of the scripts they had been able to produce. They asked for help in developing a more flexible programming format with less dependence on music/entertainment and "radio drama" techniques. They were particularly concerned about their

lack of subject matter expertise, and "acting" ability. They also lacked reference materials needed to prepare high-quality educational programs. Discussion of this point led to a decision to conduct a workshop aimed at producing a demonstration tape of approximately one hour, which would give the staff needed experience and provide them with an example they could use to convince the CC of the viability of the more flexible programming format. (This format is discussed in detail in Part II of this report.)

The second morning, Meiller and Brownlee met the staff and began the workshop while Brown made additional contacts with representatives of the new government to avoid misunderstanding regarding the purpose of our visit.

By the end of the day the group had discussed the essential points of the programming technique. Interest and enthusiasm were high. The staff decided to devote the next day to a visit to Wawa Bar and Karata to gather materials for a demonstration program. Arrangements were made with Casim for a boat and driver, and the trip was scheduled for the following morning.

Given the scarce resources available to the VER staff, the costs of the trip (gasoline and food) were paid by the consultants. (The same is true for taxis and other incidental expenses, as noted on the expense reports.)

The fieldtrip went well. We were able to gather ample material for a one-hour program. Working on a very tight schedule, the VER staff was able to complete the tape in time for presentation to the CC which met that evening. The tape was well received by the Committee, and provoked a lively discussion of project objectives and policies. The CC endorsed the new programming concept and authorized the staff to adopt it. (A copy of the demonstration tape is available.)

The final day in Puerto Cabezas was spent reviewing the fieldtrip with the VER staff and discussing ways to refine and improve programming techniques.

In our estimation this exercise was highly positive. It demonstrated the willingness and ability of the VER staff to make effective and creative use of programming techniques that would ensure a high degree of community involvement and feedback, and that all are consistent with the objectives and philosophy of the project. It is equally clear that some obstacles have yet to be overcome before these techniques can be put to optimum use. These problems, and recommendations for dealing with them are discussed in later sections of the report.

C. Philosophy of Operation

There is growing evidence that information programs for rural development often fail because they are conceived and executed without sufficient knowledge of the needs, interests, problems and potentials of intended "target groups." The prevailing model is one in which knowledge is "transferred" from experts (who have answers and solutions) to peasants (who have questions and problems). This view of development communication is flawed on several counts:

1. It assumes, without adequate evidence, that the knowledge possessed by experts is relevant and functional for the rural poor.
2. Conversely, it assumes that rural people possess very little knowledge that could be usefully shared with others (e.g. with subject matter experts; people in other communities; development agencies, etc.)
3. Consequently, the flow of data and information tends to be unidirectional with few opportunities for rural people to make inputs into the communication system. Typically, there is so little feedback that communicators are at a loss even to assess the impact of their messages, let alone to engage in a continuous exchange of information with rural people.

Radio is particularly vulnerable to the pitfalls of unidirectional communication. Concern for efficiency often leads to efforts to reach the largest possible number of listeners at the lowest possible cost. As a result, audiences are usually large, heterogenous and dispersed. It is extremely difficult to provide programming that is locally and functionally relevant to such audiences, or to mobilize any meaningful community involvement or participation.

From its inception, the VER project has been designed to minimize these problems. Most, if not all, the persons connected with the effort have agreed, in principle, that a major objective should be to establish and maintain a continuous two-way flow of information between the programmers and the people. The intent has been to serve a small, relatively homogeneous area using simple, low-cost technology and relying on local knowledge and talent. Programming would focus on community problems, with maximum feasible audience involvement. This would entail a good deal of fieldwork by programmers and cooperating personnel in relevant agencies and institutions to "bring back" information from the rural communities--information about existing and changing conditions as well as reactions and responses to program content. Programs would include taped interviews not only with subject matter specialists in Puerto Cabezas, but also with local residents, especially in the rural communities. Evaluation of project success would include changes among both "sources" and "receivers", rather than focusing only on listeners. The aim would be to increase the flow of development-related information throughout the communication system. Accordingly, the test of success would include change in what the experts know about the rural communities as well as increases in what rural people know about nutrition, health and agriculture.

D. Current Status and Achievements

Significant progress has been made toward translating these principles into practice. As is noted in Bonnie Brownlee's section of this report, the groundwork has been laid for assessing the programs' impact on rural communities and other factors in the system. (See especially the sections on formal and informal feedback and methods for evaluation.)

Other major accomplishments during the first two years of the project include:

1. Organization of a representative and functional coordinating committee
2. Construction of the building
3. Construction and raising of the antenna
4. Importation, transportation and installation of the transmitter and other equipment
5. Recruitment and training of a director and staff

E. Major Issues to be Resolved

Organization: As has been well documented in other reports and memoranda, the outbreak of the civil war coincided with the completion of the above tasks. The insurrection and ensuing events have created uncertainties and caused delays. The prospects for continuing the project and achieving its original goals under the new government appear to be good. Shortly after the revolution, the CC met with representatives of the new government in the Ministry of Education. There were some changes in the membership of the CC, including formal representation of the FSLN. The name of the project was changed from Radio Educativa Regional (RER) to Voz Educativa Regional (VER), in keeping with the new government's commitment to popular participation.

In short, the organizational structure appears to be quite sound. The CC has been able to overcome several rather formidable obstacles associated with

the war. The staff has remained intact, despite great uncertainties, and the resignation of its director. A new director has been named, and lines of authority and responsibility now seem to be quite clear. The project guidelines (see appendix A) seem to be adequate, and in fact, appear to have been followed quite closely by all concerned.

Funding: In September the names of the VER staff members were submitted to the Ministry and approved for continued salary support through the Ministry. Paychecks for June and July were subsequently issued. On the other hand, as noted earlier, salaries for August, September and October had not yet been received at the time of our visit. This probably should not be taken as a sign of disapproval, however, because the new government has had to deal with a major financial crisis in the wake of the civil war and many public employees did not receive pay for this period.

The financial problem, and resulting uncertainty and lack of resources appear to be the most serious threats to the project. The staff and others involved in the effort appear to be highly committed and willing to make significant sacrifices. However, without additional resources, they will have a very difficult time meeting project goals, especially those relating to feedback and community involvement. Specifically, funds are needed for fieldwork, and for transportation around Puerto Cabezas to gather information and consult with potential contributors to the program. Given the continuing fiscal crisis in Nicaragua, it would seem that additional outside support will be essential to achieve original project goals. Some such support probably should be earmarked specifically for fieldwork and travel for the staff to enhance community involvement.

Broadcast Policies: At the time of our visit, the CC appeared to be commited to a daily broadcast schedule of seven hours. It is our opinion that

this is much too ambitious. Trying to fill this many hours has, in all likelihood, affected the nature and quality of the programming. Staff members explained that the CC insisted on this schedule, apparently failing to realize how much work is involved in "just staying on the air." The recommended format requires several hours of field work and preparation for each hour of programming. In our view, a staff of the current size with the equipment on hand, cannot hope to maintain high quality educational programming for more than two to three hours per day. Filling the rest of the time with music is neither a feasible nor a desirable practice. The station is not sufficiently automated to permit operation by one person; most of the staff has to be present. In any case, Radio Mar and other stations in the region provide musical entertainment during most of the day and night. There is no point in using the scarce resources of VER to duplicate these programs.

The original commitment to broadcast all programs in Spanish, English and Miskito also presents very difficult problems, and does not appear to be necessary. It is essential to have some broadcasts in all languages and it may be adviseable to mix the languages in given programs. But the task of translating and rebroadcasting every program is extremely time-consuming and arduous. Our recommendation is that the staff be allowed to exercise its judgment as to which language to use at any given time.

Technical difficulties: We are aware that technical matters are the subject of a separate report, and will not dwell on them here. However, a few observations appear to be in order:

1. At the time of our visit the transmitter was located inside the studio and presented real problems. The heat was not only extremely uncomfortable for people working in the studio; it also affected the performance of other equipment. Outside noises could not be

effectively closed out either, because windows had to be left open. A separate room had been built for the transmitter, but was not being used for want of a functioning air conditioner.

2. The microphones were not adequate. We recommended that they be replaced with units that are more highly directional, to cut down on street noise, and that they be mounted on "goose neck" stands so the broadcasters' hands can remain free. They should also be equipped with windscreens.
3. If at all possible, the studio (as well as the transmitter room) should be air conditioned. With air conditioning, some effort could also be made toward soundproofing. The building was designed with walls that can be filled with sawdust, which makes excellent soundproofing. But there is no point in taking this step as long as the windows must be left open to provide ventilation.

F. Short and Medium-range Plans

Uncertainties about funding and security of employment have made planning extremely difficult. The fact that a new director had not yet taken over at the time of our visit greatly complicated our attempts to contribute to the planning effort. At best we can provide a sketchy outline of what members of the staff and the CC hope to accomplish in the short and medium term:

1. Programming: The new programming format was discussed at the CC meeting that we attended October 18. The demonstration tape was played, and each element discussed in detail by members of the staff. The format received the full endorsement of the committee, and the staff proceeded to develop a tentative daily program schedule (See appendix B) that is substantially similar to the one with which we worked during our visit. This should be regarded as a medium-range plan, since immediate implementation is not possible without additional resources. We understand from reports received since our visit (see especially Gary Garriott's December memorandum) that educational programming has increased somewhat, but that substantial segments of time are still devoted to music.

2. Organizational structure: No substantial changes are planned for the organization of the project. The CC will continue to exercise executive control, delegating responsibility to the staff more or less as outlined in the project guidelines (see appendix A). As noted earlier, our view is that the structure is basically sound, that relations with the new government are good, and that no major changes are needed.
3. Equipment and Facilities: At the time of our visit, plans were being made for moving the transmitter and for conducting a thorough assessment of the status and adequacy of the transmitter, antenna and other equipment. After our return, we met several times with John Jackson, the radio engineer who had been contracted for this purpose. We provided him with as much information as possible, including pictures of the antenna base, and other components that have caused trouble. Our understanding is that Jackson is now in Puerto Cabezas. According to Garriott, who visited the station in December, the plans for moving the transmitter out of the studio have apparently been carried out.

Part II

Programming Policies and Techniques

By

Larry R. Meiller

A. Introduction

This section of the report discusses programming alternatives for the VER project based on ideas developed with the VER committee and staff. It also suggests some possibilities for program evaluation, for training sector specialists in programming, and for raising funds locally in Puerto Cabezas to help keep the station running.

B. Programming Alternatives and Activities

After our visit to Puerto Cabezas we are convinced the staff is talented and very eager to program material that will effectively convey useful information to the target audiences of the area. Efforts of the staff to date appear to center on developing "radio dramas" which seek to persuade people to adopt good health and living habits. While these "lessons" as the staff calls them can be effective, they take an indordinate amount of energy to write--are too long--and require acting experience staff members do not have. In addition, they do not involve the audience and are not of a style consistent with other competing radio stations. Once the novelty of this kind of programming wear off, it will be extremely difficult for the station to compete with the faster paced programming provided by other stations. It is

also extremely difficult to keep staff interest high, since the productions require so much time to develop. In addition, the station is not equipped with enough sophisticated equipment to produce the high quality productions needed to make this type of programming effective.

Through discussion with staff, we identified several programming areas. These include local news, nutrition, health, technical agricultural information, agricultural markets, weather, and entertainment. Both staff and consultants agreed that a strong effort should be made to involve local citizens as much as possible. In addition, since the audiences speak three languages, efforts should be made to provide programming in Mikito, Spanish, and English.

It would be best if programs deal with a variety of topics and that each segment be relatively short. Following is a sample format for a one hour program. The material presented could easily be revised for use in shorter or longer time blocks. The program segments and methods of gathering the information are discussed following the format presentation.

Approximate Length	Content
1-2 min.	Signature music and program billboard
5 min.	Local news
2-3 min.	Music
5-7 min.	Interview with local person(s)
2-3 min.	Music/entertainment
4-5 min.	Market information/weather
30 sec.	Bridge music
5-8 min.	Interview from subject matter specialist
20 sec.	Bridge music
3-5 min.	Letters or comments from listeners with response
2-3 min.	Music/entertainment
1-3 min.	Shortened spot from previous program
5-8 min.	Interview with local person(s) or a locally produced segment

Approximate Length	Content
2-3 min.	Music/entertainment
1-2:30 min.	Shortened feature from past program
3-5 min.	Local events and activities
1-2 min.	Weather
1 min.	Promotional feature
1-2 min.	Billboard of coming program and signature music

On air announcers should develop a conversational, casual approach. In this instance it might be good if two of the staff co-host the program, since it is easier to maintain a relaxed style if they can talk to each other while on the air. The object is to inform, and that can only be accomplished if the announcers do not appear to be preachy or place themselves above the audience.

Signature music should be contemporary and the billboard should include most of the program's highlights.

Local news should consist of news information provided by staff while gathering other portions for the program and from organizations that contact the station. Attempts can be made to develop a relationship with the government such that events taking place in Managua that have bearing on the area can be reported. This might involve daily contact with representatives of local government. In addition, informational tips can be tied in with local events. For example, during the rain periods, informational spots can be included which tie directly in with the rains--e.g. tips on how to better manage crops during this period.

Music/entertainment should be contemporary and in line with local preferences. Country/western music is quite popular and could be relied on to keep interest in the program.

Market information is extremely important to the area and could readily be provided. Since Puerto Cabezas is the market center for the area, it would be relatively easy for one of the station people to visit the market in the morning, check on what is in short supply and what is relatively abundant, determine what prices are being paid for goods and report this information over the air. People in villages located away from Puerto Cabezas would then be able to determine if it would be good to bring their goods in on a particular day. At present, one can never be sure about the price or availability of goods; it would therefore be a help to both farmers and consumers.

Weather information is also very important. There are no real established weather services in that part of the country, but the station personnel could be at the airport each day when the airplane lands to talk with the pilot about weather conditions. In addition, the staff could begin collecting its own information and logging it for future reference. For example, a rain gauge could be constructed for virtually no cost and records kept on daily rainfall amounts. The information could be recorded and used to help give people an idea of what occurred "last year on this date" as a way to give people additional information.

Interviews with subject matter specialists are also important, and there are a number of informed individuals who could contribute. For example, it would be relatively easy to work with people from within the many agencies in Puerto Cabezas. Others, such as local medical people could also be called upon. Topics could include medical and health problems, agricultural tips and information, community concerns. The interviews should be educational in nature; in other words, they should help the audience understand, interpret

and use facts. However, they should be both relatively short and presented in a relaxed, conversational manner. Reference could be made to local people who are already using the suggestions and it would be possible, and highly adviseable to use voice inserts of local people who are doing what the subject matter specialist is recommending.

In the "Shortened features from past programs" segment, the subject matter specialist is asked to record a one or two minute feature in which s/he essentially summarizes the main points of the longer interview. This would normally be recorded immediately following the completion of the longer interview. These shortened features are then used on later programs to reinforce the original message. They could be packaged like ads with music wrap-arounds and an announcer lead or they could be straight statements from the specialist. (Appendix C shows examples for programs on poultry.)

The interview with local person(s) segment should consist of on-the-scene reports by the radio staff or by agency people who must travel to local villages as part of their job. Agency people can be trained in the use of the recorders and coached on what types of questions to ask. Radio personnel would probably rely heavily on these people, but should also get out themselves into the villages to do some interviewing. This helps the staff keep in touch with what is most important to its audience. Every effort should be made to involve a variety of local people in this segment. Interviews should be made with both men and women and features should also be done with some of the younger people of the area--grade school age as well as teens. Excellent material for entertainment would be to ask local talented people to perform. For example, local songs could be sung by the school children. Any time there are local special events, they should be covered and included as a special feature of the program.

The local events and activities section should relate to upcoming meetings, social functions, sporting events, etc. These can be voiced by the program hosts with the material originating from agency people, local citizens, radio staff--virtually anyone from the area. Government functions that relate to the area can also be included.

Letters of comments from listeners could also be incorporated into the program. Mail could be read or comments given which could be obtained while the staff or agency people are producing local segments. Local people should be encouraged to provide participants. Interviews with villagers can be used to reinforce past information given on the program, provide recognition of local people on the air and establish the sincerity of the local program cimmittment. People should be encouraged to ask questions and make comments and agency people and reporters should also contribute, based on their conversations with local people.

Itwould be relatively easy to produce short, promotional features of 30 or 60 seconds that could reinforce past programming or introduce new concepts. These should be punchy, light, and should attempt to relate one point of information. They could be inserted between features, much as advertisements and could be played several times over a period of weeks.

A one hour program of the type just discussed could be aired each weekday. It could be broadcast in one or more languages as appropriate for the topic and intended audience. After determining the best time of day to reach the audiences, the programs could be aired. Translations would have to be made of subject matter specialist's comments. The information could then be read primarily by the program host, with short inserts of the person being interviewed. The best segments of programming during the week could be incorporated into weekend programs. This would be relatively easy since

leads, editing, etc. would have been accomplished during the week. The more difficult problem is in translating material into the other languages. This requires a great amount of work for the small staff. It might be best to begin programming in one language and then once the problems are worked out to expand to a second language and finally to a third. It would probably be best to begin programming in Spanish, then add Miskito and finally English. We strongly recommend that all members of the staff participate in the programming efforts. The secretarial staff could even be used to gather market, weather and local events information. This not only helps ease the burden on the professional staff but greatly improves morale. Radio personnel should also develop a backlog of material before they begin this type of programming. It would be good to have several (perhaps two weeks worth of material) in "the can" before beginning. Many interviews and locally produced segments could be edited and ready to go and this would greatly help ease the pressures associated with this kind of daily programming.

B. Program Evaluation

Program evaluation is important and should be conducted on a regular basis. Personnel need to know what is of most use to target audiences and have feedback on what people like and don't like about the program.

Evaluation can be accomplished both formally and informally. Informally, agency people and staff members should continually be asking the people they meet in villages about the program content and what suggestions they might have for improvement. Letters can also give a clue about the program content. People should be encouraged to include comments on the program. A small gift could even be awarded to the person with the best idea of the month.

On a more formal basis, questionnaires could be prepared and when the radio staff is visiting a village or area, could be administered to local people. Questions could include such things as frequency of listening, time of day station is turned on, which segments are best liked, which are least liked and why, suggestions for future programming. Program evaluation is also discussed in another portion of this report. A brief questionnaire of this type was administered during our field visit. It provided strong support for the types of information and programming outlined above.

C. Staff Training

As mentioned earlier, agency people who conduct interviews and provide other materials for the program could be trained in the use of station cassette recorders and in interviewing procedures. This training could be provided by the radio personnel. The radio personnel could also use additional training. Our training session with them seemed to be quite fruitful, demonstrating that they are open-minded and eager to learn. It would be best if the consultants could be present while program materials are being prepared. Since the staff has already received training in the basics of radio production, consultants should be present to give help as the material is being prepared. Problems arise during the normal course of producing programs of this nature, and having consultants present early in the production process would be most efficient use of everyone's time.

D. Possibilities for Raising Money Locally

Judging from our experiences, it would seem difficult to obtain much money from local people for support of the radio station. Unemployment is high and

most listeners are living at a subsistance level. However, there are some possibilities:

1. Sell Advertising Space: This might not be within the guidelines of present policy, however, it might be possible to sell advertising to local Puerto Cabezas businesses. It would probably not be a good idea to have advertisements within the programs, but ads could be aired just before and just after each program. The ads should not imply that the station necessarily supports the business or that the business is "bringing you" the program. Advertising could also run during other times of the day when no educational programming is being aired, such as during parts of the day when straight music is being broadcast.
2. Elicit financial support from agencies: Since the station will be helping area agencies with their work, it seems reasonable to ask agencies to budget money to assist in the operation of the station. This might be difficult at first, since budgets are set well in advance. But as new budgets are drawn, every effort should be made to have money allocated for station operation. At the same time, agencies should understand that what is aired on the station is the responsibility of the radio station personnel and the radio committee.
3. Elicit monetary support from local citizens: As mentioned earlier, this is extremely difficult now, given the economic conditions that exist in Nicaragua at this time. The vast majority of people in the area simple do not have much extra money. Still, there are a couple of approaches which can be used. One involves direct contact with wealthier citizens in the area, simply asking for money to keep the station functioning. This procedure is not recommended until the station has proved that it can produce useful information and be of benefit to the community. Until that time, results would probably be negligible. However, once the station is operating well and it can be shown that the community is benefiting from the service, personal contact with some of the wealthier people in the community could be attempted. One must be able to show that the station is providing a useful service and that the individuals donating receive direct or indirect benefit from the station.

The other method is to involve the entire community in fund raising. This can be done in a number of ways. Time can be set aside for fund drive periods in which the stations ask for financial support from the community. Experience in the U.S. is that concentrated fund-raising is more effective than asking for money throughout the year. The most efficient way is to set aside periods of time when, for a week or so, a pitch is made to elicit pledges to the station. Those who pledge a minimum amount could be designated as members of the Radio VER Donors Club (or some such similar title). At any rate, it is important to clearly explain why support is needed, show how past programming has benefited the area, emphasize the unique program service available on VER, make a link between listener pledges and program enhancement, tell how the money will be used, give many calls to action for the listener to give money, establish monetary goals to add excitement to the pledging, use time well but with reasonable repetition of major points, be sincere and sensitive to listeners' feelings, avoid an obnoxious "hard-sell", but also avoid being so low key as to fail to ask for pledges or appear to be apologetic.

The station could provide certificates for people who give a minimum pledge, provide small prizes on a lottery basis, air the names of people who pledge (not amounts pledged), offer the opportunity for members to visit the station and talk with personnel, and have an annual party or event for people who pledge.

Part III

Community Involvement

Feedback and Project Evaluation

By

Bonnie J. Brownlee

A. Introduction

To date, feedback--formal and informal--yields a good deal of information that should be useful to USAID/N, the Wisconsin-Nicaragua Partners, and the VER staff in planning for the future. Project staff and coordinators conducted a formal "pre-radio" field survey during November and December 1978. In accordance with the original evaluation plan, interviews of approximately 45 minutes in length were conducted in Miskito with 120 women of child-bearing age in three Indian communities. The two test and one control villages were selected because of their representativeness on a number of variables of the radio catchment area.

B. Formal Feedback

1. Though by no means do all households own a radio, nearly 100 percent of the sample in the test communities had access to a working radio, generally a shortwave set. The Rio Coco (site of the control village) seems to have less access to radio; we found only two sets--only one functioning--in the control village.
2. The most popular radio stations at Time I were the local commerical station--Radio Mar--and Radio Reloj, Costa Rica. The vast majority of people said they listen to Spanish language programs; some, however, listen to VOA and English speaking stations based in the Caribbean.

4. The pre-radio survey also produced data concerning the major types of illness of youngsters in the communities. We learned that women are quite likely to consult a sukia (witch doctor), a family member or friend, or the local health leader when their children are sick. (Future analysis will determine if one or more of these sources is more apt to be consulted given the severity of the illness.)
5. Radio and/or print were definitely not sources of information concerning health and/or food preparation last winter.
6. The Time I survey indicated that women would like more information on planting and different ways to prepare their limited variety of foods. They would like more information in the area of health.

   (A study conducted nine months before our Time I survey showed much interest among villagers in the VER catchment area in information about poultry.)

7. Results showed that women do not have a clear understanding of the types of food that constitute an adequate diet. (A caveat here, however, concerns the cultural meaning of the "knowledge" questions on this point. We have reason to believe that "availability" and "foods that are good for your child" may be more or less synonymous in the minds of the Miskito women. Thus, If coffee with sugar is a staple in the diet of children, it may well be considered "good for them."
8. Time I data include responses from members of the various regional organizations (CENDER, CASIM, APROMISU, PUMAR, VER) concerning their development goals in the villages. Paired with this, we have perceptions of the village women of the goals of these same organizations. In general, there is little agreement at Time I. Women had only vague or no knowledge of the organizations much less about organizational goals. (The purpose of this line of questioning was to establish a baseline from which to measure changes after the various organizations became a part of regular VER programming. We would expect a higher degree of accuracy between the two sides after the radio had been on the air for some time.)

9. A range of demographic data is included. Also, names of specific people who indicated an interest in participating in VER programming--on the air and/or as information sources--should be useful to planners.

C. Informal Feedback

Informal feedback has come in several forms since programming began. Since the first full day of VER programming (seven hours on May 27), when 130 people hand delivered notes and letter to the staff, VER has received a boxload of responses. (Since the staff has simply responded to these notes on the air and packed them into a large cardboard box, no systematic evaluation of content has been made.) Most of these letters have come from the Puerto Cabezas (Port) area, not from the villages.

The only major effort to glean information from the villages came from a staff visit to Wawa Bar and Karata, coastal villages, during our stay in Port. (Oct. 16-20). Staff conducted taped interviews with the pastors, the school teacher, and the health leader. In addition, they asked a prepared set of questions to 21 residents of the two villages. Among the findings:

1. Seventeen of the 21 said they listened to VER.
2. Sixty percent (12 of the 21) said they "liked VER best" of all the stations they listened to. Reasons given included VER's use of Miskito and English languages. (It should be noted VER has not yet established itself with a name identity. The questionnaire used the old "RER"; still, respondents referred to the station as "Radiodifusora.")
3. VER has not yet developed or aired many hours of the intended "educational" programs. When asked what types of programs they would like to hear on VER, respondents indicated interest in local marketing and weather reports and interviews.

D. Recommendations for Continuing Evaluation

1. Formal/Outside: Based on the assessment from our October trip, we recommend that the original evaluation (Time II) plan be conducted. We see two alternatives in light of events in Nicaragua and Port during the last five months:

a. Assuming programming along the lines presented during our weeklong workshop is instituted almost immediately--and assuming such participatory programs continue--we recommend that the Time II interviews be conducted during late May and June of 1980. For the purpose of monitoring activities and programs during the interim, we recommend that a reliable person from the region be named and paid a salary. This person would follow a specified format and submit his/her report to this team and USAID/N. The report will be used as the basis for documenting the "treatment" of the evaluation.

b. If we learn that programming is not continuing as planned, we propose a second workshop for staff and monitor, conducted by the same team, during March 1980. We would conduct an abbreviated formative interview schedule at this time in several non-test villages. The final evaluation would then be conducted in the two test and one control villages during May and June 1980.

(Again, information included in the survey consists of listenership data, kinds of education information sought by listeners, knowledge levels concerning food, health, and poultry, and changes in information sources. Also included are measures to assess the five "Conditions to be established by the end of the grant," noted in the original grant proposal.)

2. Formal/Informal - Inside: Informal, ongoing evaluation can be conducted simply and at relatively low cost by the VER staff. Some recommendations:

a. With the purchase and installation of a ham radio at the VER office, the staff can keep close contact with the Miskito villages that have two-way radios now connected to the CENDER health network. This simple

device will allow true participation of villagers in program planning and output, while maximizing staff time. (Ham radio also would allow for contact with the Wisconsin Partners in case of need for technical assistance. We found the CENDER radio extremely valuable last May, for instance, for emergency contact with the builder of the transmitter during our installation.)

b. Ongoing evaluation can also be conducted by frequent village trips by the staff. By working with the other development organizations in the regions, moreover, the staff can encourage participation regionally, while making best use of their time and budget.

c. A plan established before the radio went on the air still has merit for informal evaluation. The staff has on hand several hundred "QSL" cards (in this case, maps of Nicaragua, printed with the station name, location, frequency). These were designed as promotional effort to give listeners who identify themselves by a note or letter. Not only will this method give staff an idea of the VER broadcast range, as an educational devise, and perhaps as a nice wall decoration.

d. A more formal evaluation can be conducted annually by piggy-backing with the regional census heretofore managed by CENDER. Several questions concerning listenership might well add formative data for VER planning. Members of the VER staff might benefit by participating in the data gathering, as well.

e. Finally, we reiterate the need for a local monitor during the life of the grant. Only through a systematic following of events will we be able to make sound assertions from the findings. Included in the monitors' record should be daily accounts of hours on air; content; language of broadcasts; notes on spontaneous and planned feedback, particularly in the two test villages; minutes form Coordinating Committee meetings, and accounts of their activities related to VER. (A sample of suggested daily log for the monitor to complete is attached as appendix D)

Appendix A

Regional Educational Radio

Organizational Guidelines

REGIONAL EDUCATION BY RADIO

GUIDELINES

I - Constitution and location of the project

II - Objectives

III - Organization

IV - Controls and forms of evaluation

V - Financies

I. Constitution and location

A Regional Education by Radio is established in Puerto Cabezas. Its aim is to attend to the rural population that live on the Northeastern area of Nicaragua in Zelaya. The programs will be transmitted in Miskito, Spanish and English. The headquarters of the project will be located in Puerto Cabezas.

This type of Radiophonic Education is a special technique for mass education and it will be used to reach the inhabitants of the rural areas.

II. Objectives

1. Give the people of the rural northeastern zone of Nicaragua some kind of experience in: health, agriculture and nutrition;

2. Give them basic knowledge about: life conditions, problems in the enviroment, language and general culture;

3. Get them interested in a better way of living.

III Organization and Functions

1. The Coordinators, the Coordinating Committee, the Executive Committee and the Project Director will be responsible for the program.

The Coordinating Committee

2. The Coordinating Committee and the Coordinators will be acting as one body that will be the maximum authority of the project.

Duties

3. The Coordinating Committee's duties are:

a) to lay out the policy of the program,

b) approve the plans presented by the Executive Committee,

c) to know about the progress obtained in the project by a formal report given by the Executive Committee,

Cont.....

d) have a meeting at least once a month or whenever it's necessary,

e) the members of the Executive Committee name,

f) give a semestral written report to the financing organization,

g) name the advisery group that will work with Executive Committee,

h) select the Director of the program.

4. The Coordinating Committee will be composed of eleven members who will be selected among the outstanding people of the community plus the two coordinators.

The eleven members are as follows:

a) A representative of the Forestry Project (INFONAC).

b) A representative of the Ministry of Health.

c) A representative of CENDER.

d) A representative of CASIM.

e) A representative of the Catholic Church.

f) A representative of Nutrition.

g) Two representatives of the Ministry of Education.

h) Two representatives of APRONISU.

i) The Mayor,

j) Two Coordinators.

5. The members of the Executive Committee are as follows:

a) Three members of the Coordinating Committee.

b) Two Coordinators.

6. <u>Duties of the Executive Committee</u>

a) Administration of the program resources.
b) Select all the members of the personnel but the Director.
c) Supervision and evaluation of the programs.
d) Create Sub-committees.
e) Present a semestral report to the Coordinating Committee or whenever needed.
f) Present the plans, programs and budget to the Coordinating Committee.

7. <u>Duties and obligation of the Coordinators</u>

a) Be responsible of the program with the Coordinating Committee.

b) Be member of the Executive Committee.

c) Have a representative of the Ministry of Education and a representative of the Partners from Wisconsin.

d) To see that the program reaches its objectives and control the funds granted by the Ministry of Education and the Wisconsin Partners.

e) Give a semestral writter report to the Ministry of Education, related to the different activities by the NIC Coordinator and by the US.

Cont....

Coordinator to the Partners.

f) Plan the activities with the Director of the program.

g) Attend meetings held by the Coordinating Committee.

h) Supervise the outgoing of the project.

8. Obligation of the Director

a) He is directly responsible for the program.

b) He must plan, structure, organize, direct, coordinate and control all activities concerning the project.

c) Suggest the names of the personnel to the Executive Committee for their acceptance.

d) Organize the personnel as he sees it necessary.

e) He must see to it that the disposal or layouts given by the Executive Committee be complied.

f) Present the annual budget for 1979 to the Executive Committee.

g) To give account of the money administrated by him.

h) To distribute the work to the different members of the staff.

i) Write a monthly report about the activities of the project to the Executive Committee.

Other Personnel

The other members of the staff will do whatever is designated to them by the Director.

IV. Control and Evaluation

1. There will be a partial evaluation of the project each month and a general evaluation each semester.

2. The Director will prepare the datas needed for the evaluation.

V. Financies

The Ministry of Education, the Comite Desarrollo Costeño, AID and the Partners of Wisconsin will finance the project.

VI. General Dispositions

1. The Coordinating Committee can increase the number of its members whenever it is needed or convenient.

2. In case of retirement of one of the coordinators, he/she can be substituted by one of the members of the coordinating committee to complete the total members of the Executive Committee.

3. These guidelines can be modified in a session whenever the majority of the members are present.

Appendix D

Proposed Daily Programming Schedule for VER

APRENDAMOS ESCUCHANDO

R E R

Radiodifusora Educativa Regional
Regional Educational Radio
Kuntriza Smaikaya Radioka

HORARIO DE TRANSMISION

6:00 - 6:15	Café con leche - música variada Receta de desayuno
Red Point	
6:15 - 6:30	Noticias Nacionales e Internacionales
6:30 - 7:00	Programas de Salud - Miskito e Inglés
7:00 - 7:30	Complacencias a las Comunidades
Red Point	
7:30 - 8:00	Programas de Nutrición - Español e Inglés
8:00 - 8:30	Cultura
8:30 - 9:00	Música - Inglés
12:00 - 12:30	La Pura Verdad - Noticias
12:30 - 1:00	Música instrumentales
1:00 - 1:30	Programas de Agricultura - Español y Miskito
1:30 - 1:45	Chistes
1:45 - 2:00	Música - Miskito con Noticias Miskita
2:00 - 2:15	Nutrición - Miskito
2:15 - 2:30	Hora infantil - Cuentos - Canciones infantiles
2:30 - 2:45	Canción - religiosa
2:45 - 3:15	Participación de la instituciones
3:15 - 3:30	Canciones rancheras
3:30 - 4:30	Complacencias - La Dama
4:30 - 5:00	Agricultura - Inglés, Salud - Español
5:00 - 5:30	Country Music
5:30 - 6:00	Noticias

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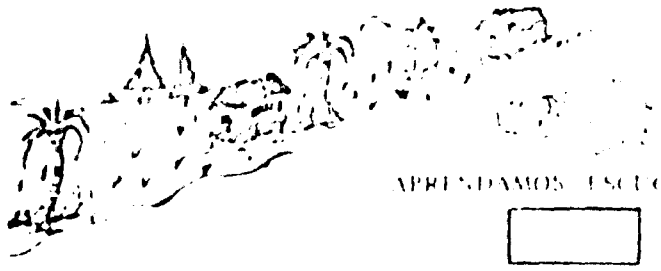
Appendix C

Scripts for VER Programs on Poultry Management



Educational Service
Wanka Sukaya Mayanka

SCRIPT: POULTRY RAISING #6, INTERVIEW, HOUSING (ABOUT 5 MINUTES)

Name of program: Series:

Interviewer: Date: Date:

Person interviewed: Number of voices in this script:

Length of tape: min. Announcer:

Subject of tape: Chicken houses

Tape cues: opening 3 words "Well, we've been...."

closing 3 words "...on day, time."

THEME MUSIC
READ LINE:

ANNOUNCER: WELL, WE'VE BEEN LEARNING THAT EGGS AND MEAT FROM CHICKENS CAN HELP MAKE OUR FAMILIES GROW STRONGER. AND TODAY WE'RE AGAIN TALKING TO AG. WORKER, WHO IS AN AGRICULTURAL WORKER FROM ____, _____, IN PUERTO CABEZAS.

WITH THE HELP OF THE WISCONSIN PARTNERS PROGAM-----WE HAVE A FREE BOOKLET AVAILABLE ON HOW TO RAISE CHICKENS IN EASTERN NICARAGUA. IT IS WRITTEN IN MISKITO, SPANISH, AND ENGLISH AND HAS DRAWINGS SHOWING HOW TO DO DIFFERENT THINGS. AT THE END OF THE PROGRAM, WE'LL TELL YOU HOW TO GET IT.

AG. WORKER'S NAME, WE HAVE ALREADY TALKED ABOUT HOW IMPORTANT IT IS TO EITHER MAKE A FENCE FOR YOUR CHICKENS OR ELSE TO PROVIDE A PROTECTED FEEDING AREA.

AG. WORKER: YES, ANNOUNCER'S NAME, THE FENCE OR THE PROTECTED FEEDING AREA WILL ALLOW THE CHICKENS TO GET THEIR SHARE OF FEED AND WATER AND PREVENT THEM FROM BEING TRAMPLED BY PIGS AND DOGS.

(MORE)

BEST AVAILABLE COPY

NNOUNCER: WELL, WHAT ELSE CAN WE DO TO HELP THE CHICKENS GROW BETTER?

AG. WORKER: IT'S ALSO GOOD TO HAVE A SMALL WOODEN BUILDING FOR SHELTER. THE CHICKENS CAN GO INSIDE DURING BAD WEATHER AND YOU CAN ALSO LOCK THEM UP AT NIGHT.----THAT WAY THEY WILL STAY SAFE FROM BOTH FOUR-FOOT'POSSUMS, AND TWO-FOOT'POSSUMS (THIEVES).

ANNOUNCER: I TAKE IT BY TWO-FOOT'POSSUMS, YOU MEAN THIEVES?

AG. WORKER: YES, THAT'S RIGHT, __ANNOUNCER'S NAME__, BUT THE CHICKENS WILL STAY SAFE IN OTHER WAYS TOO. WHEN CHICKENS ARE WET OR COLD, THEIR BODIES CAN'T FIGHT OFF DISEASES AS WELL AND THEY ARE MORE LIKELY TO GET SICK AND DIE.

THAT'S WHY IT IS ALSO GOOD TO PUT RICE HULLS, SHAVINGS, OR GROUND UP CORN COBS ON THE FLOOR OF THE CHICKEN HOUSE TO SOAK UP DAMPNESS.

ANNOUNCER: WHAT DO YOU DO WHEN THE RICE HULLS ON THE FLOOR GET WET OR DIRTY?

AG. WORKER: THEN YOU NEED TO CLEAN THEM OUT. THE DIRTY WET HULLS MAKE GOOD FERTILIZER TO PUT ON YOUR GARDEN OR PLANTATIONS. CHICKEN MANURE REALLY MAKES VEGETABLES GROW WELL.

ANNOUNCER: SO, BY PUTTING OLD RICE HULLS, OR CHOPPED UP CORN COBS ON THE CHICKEN HOUSE FLOOR, YOU GET TWO THINGS----HEALTHIER CHICKENS----AND GOOD FERTILIZER FOR YOUR GARDEN!

AG. WORKER: THAT'S RIGHT, __ANNOUNCER'S NAME__, BUT THERE ARE A COUPLE OF OTHER THINGS CHICKENS WOULD LIKE IN THEIR HOUSES TOO. ONE THING----IT'S A GOOD PLACE TO PUT A FEW OLD WOODEN OR CARDBOARD BOXES WITH RICE HULLS IN THEM. THESE MAKE GOOD NESTS FOR THE CHICKENS TO LAY THEIR EGGS.

ANNOUNCER: AND IF THE CHICKENS LAY THEIR EGGS IN THE NEST, YOU KNOW RIGHT WHERE THEY ARE. THEY WON'T BE LOST OR DIRTY OR ROTTEN BEFORE YOU FIND THEM.

AG. WORKER: RIGHT, AND IF YOU CHECK IN THE NEST BOXES ONCE A DAY OR SO, YOU'LL BE ABLE TO GET THE EGGS BEFORE THEY ARE EATEN BY OTHER ANIMALS.

ANNOUNCER: AND WHAT'S THE OTHER THING THAT SHOULD GO IN THE CHICKEN HOUSE?

(MORE)

Appendix C-3

AG. WORKER: WELL, ALL CHICKENS WILL WANT A PLACE TO ROOST AT NIGHT SO IT'S A GOOD IDEA TO FASTEN A TREE BRANCH OR TWO INSIDE NEAR THE ROOF OF YOUR CHICKEN HOUSE. IF YOU HAVE A ROOST INSIDE, YOUR CHICKENS WILL BE MORE LIKELY TO COME HOME AT NIGHT AND THEN YOU CAN CLOSE THEM IN AND PROTECT THEM FROM OTHER ANIMALS.

ANNOUNCER: ALL THIS SOUNDS GOOD, AG. WORKER, BUT WON'T A BIG FANCY HOUSE LIKE THIS COST A LOT OF MONEY?

AG. WORKER: OH, WE'RE NOT TALKING ABOUT A BIG HOUSE, MAYBE ONLY FIVE FEET WIDE, BY FIVE FEET LONG, BY FIVE FEET HIGH ---- JUST BIG ENOUGH TO PUT IN THE ROOST ON ONE SIDE, AND THE NEST BOXES ON THE OTHER. BE SURE THE ROOSTS AREN'T OVER THE NESTS OR THE BOXES WILL GET MESSY.

ANNOUNCER: DO YOU HAVE TO PUT THE FEED INSIDE THE HOUSE TOO?

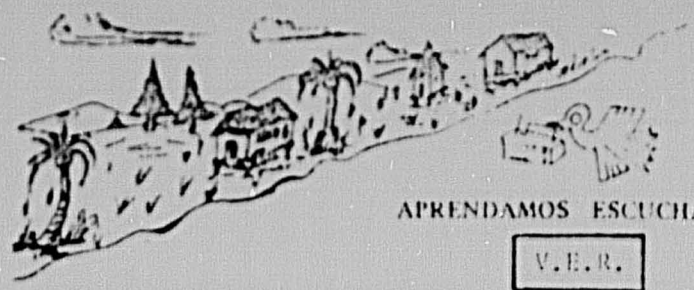
AG. WORKER: WELL, YOU CAN, IF YOU HAVE A BIG ENOUGH HOUSE ----BUT THAT ISN'T NECESSARY. THE CHICKENS WILL PROBABLY BE OUTSIDE DURING THE DAY, AND YOU CAN FEED THEM INSIDE THEIR FENCED AREA OR ON THE FEEDING PLATFORM THAT WE TALKED ABOUT THE OTHER DAY.

ANNOUNCER: NOW TELL US AGAIN, HOW CAN LISTENERS GET THAT FREE BOOKLET ABOUT RAISING CHICKENS?

AG. WORKER: ALL ANYONE NEEDS TO DO, IS WRITE TO US AT_____ ----THAT'S ---- _____----IN PUERTO CABEZAS, NICARAGUA ----AND ASK FOR YOUR FREE COPY OF THE BOOKLET ---- "RAISING CHICKENS IN EASTERN NICARAGUA."

ANNOUNCER: THANKS, AG. WORKER'S FIRST NAME, THIS HAS BEEN ANNOUNCER TALKING WITH AG. WORKER'S NAME FROM_____ IN PUERTO CABEZAS. TO FIND OUT MORE ABOUT RAISING CHICKENS, TUNE IN AGAIN ON DAY, TIME.

# # #



APRENDAMOS ESCUCHANDO...

V.E.R.

Appendix C-4

Voz Educativa Regional

Regional Educational Voice

Kuntrira Smalkaya Makanka

SCRIPT: POULTRY RAISING # 9, SPOT E, CHICKEN HOUSES (ABOUT 4 MINUTES)

Name of program: Air time:

Interviewer: Day: Date:

Person interviewed: Number of pages in this script:

Length of tape: min sec Announcer:

Subject of tape: chicken houses

Engineer: opening 3 words "Thanks, Announcer's name as..."

closing 3 words "...again on Day, Time ."

THEME MUSIC

READ LIVE:

ANNOUNCER: TODAY, WE HAVE A GUEST FROM _____, _____ _____. AG. WORKER'S NAME HAS SOME IDEAS FOR US ABOUT RAISING CHICKENS, AG. WORKER'S FIRST NAME .

AG. WORKER: THANKS, ANNOUNCER'S FIRST NAME , AS YOU KNOW EGGS AND MEAT FROM CHICKENS CAN HELP OUR FAMILIES GROW STRONG AND HEALTHY. BUT TO DO THAT THE CHICKENS HAVE TO BE STRONG AND HEALTHY TOO. ONE THING THAT WILL HELP KEEP THEM THAT WAY IS A SMALL CHICKEN HOUSE. THIS LITTLE WOODEN OR BAMBOO BUILDING WILL GIVE THEM SHELTER-----THEY CAN GO INSIDE DURING BAD WEATHER AND YOU CAN ALSO LOCK THEM UP AT NIGHT. THEN THEY WILL BE SAFE FROM OTHER ANIMALS AND ALSO THIEVES.

IF YOU DON'T HAVE A CHICKEN HOUSE AND YOUR CHICKENS GET WET OR COLD, THEIR BODIES CAN'T FIGHT OFF DISEASES AS WELL AND THEY ARE MORE LIKELY TO GET SICK AND DIE.

(MORE)

THAT'S WHY IT IS IMPORTANT TO PUT RICE HULLS, SHAVINGS OR GROUND-UP CORN COBS ON THE FLOOR OF THE CHICKEN HOUSE TO SOAK UP DAMPNESS. WHEN THESE HULLS GET WET AND DIRTY, CLEAN THEM OUT AND PUT THEM ON YOUR GARDEN OR PLANTATION. CHICKEN MANURE IS EXCELLENT FERTILIZER.

YOU ALSO NEED TO PUT TWO OTHER THINGS IN YOUR LITTLE CHICKEN HOUSE. ONE ---- IS SOME OLD CARDBOARD OR WOODEN BOXES WITH RICE HULLS INSIDE THEM. THESE MAKE GOOD CHICKEN NESTS ---- AND YOUR CHICKENS WILL LIKE GOING INSIDE IN THE DARK TO LAY THEIR EGGS ALONE.

THEN YOU WILL KNOW RIGHT WHERE TO LOOK TO FIND THE EGGS AND YOU CAN GET THEM BEFORE THEY GET ROTTEN OR OTHER ANIMALS EAT THEM.

THE OTHER THING THAT YOUR CHICKENS WILL NEED IS A PLACE TO ROOST. IF YOU PUT THE BOXES ON ONE SIDE OF YOUR CHICKEN HOUSE, BE SURE TO PUT THE ROOSTS ON THE OTHER SIDE SO THAT THE CHICKENS DON'T MESS UP THE NESTS. ROOSTS CAN BE VERY SIMPLE ----- YOU CAN JUST FASTEN A TREE BRANCH INSIDE NEAR THE ROOF.

IF YOU HAVE A ROOST INSIDE, YOUR CHICKENS WILL BE MORE LIKELY TO COME HOME AT NIGHT AND THEN YOU CAN CLOSE THEM IN AND PROTECT THEM FROM OTHER ANIMALS.

YOUR CHICKEN HOUSE CAN BE VERY SMALL ----ONLY FIVE FEET BY FIVE FEET WIDE AND FIVE FEET HIGH ----YOU CAN PUT THE FEED OUTSIDE IN THEIR FENCED AREA OR ON THE FEEDING PLATFORM WE TALKED ABOUT THE OTHER DAY.

NOW WITH THE HELP OF THE WISCONSIN PARTNERS PROGRAM ---- WE HAVE A FREE BOOKLET AVAILABLE ON RAISING CHICKENS. IT'S WRITTEN IN MISKITO, SPANISH, AND ENGLISH AND HAS DRAWINGS SHOWING HOW TO DO DIFFERENT THINGS TO MAKE YOUR CHICKENS GROW BETTER. HERE'S HOW YOU CAN GET YOUR COPY ----

JUST WRITE TO US AT_____ ---- THAT'S _____----- IN PUERTO CABEZAS, NICARAGUA ----- AND ASK FOR YOUR FREE COPY OF THE BOOKLET ---- "RAISING CHICKENS IN EASTERN NICARAGUA."

THIS HAS BEEN __AG. WORKER'S NAME__, TALKING WITH YOU FROM_____, IN PUERTO CABEZAS, NICARAGUA. TO FIND OUT MORE ABOUT RAISING CHICKENS, TUNE IN AGAIN ON __DAY, TIME__.

" " "

APRENDAMOS ESCUCHANDO...

V.E.R.

Appendix C-6

Voz Educativa Regional

Regional Educational Voice

Kuntrira Smalkaya Makanka

SCRIPT: POULTRY RAISING #10, SPOT F, CHICKEN HOUSES (ABOUT 1 MINUTE)

Name of program: Air time:

Interviewer: Day: Date:

Person interviewed: Number of pages in this script:

Length of tape: min. sec. Announcer:

Subject of tape: CHICKEN HOUSES

Engineer: opening 3 words "Yes, Announcer's name, as..."

closing 3 words "....eggs and meat."

THEME MUSIC

ANNOUNCER: RIGHT NOW, AG. WORKER, FROM _____, _____, HAS A HINT FOR US ABOUT RAISING CHICKENS.

AG. WORKER: YES, ANNOUNCER'S NAME, AS YOU KNOW EGGS AND MEAT FROM CHICKENS CAN M OUR FAMILIES STRONG AND HEALTHY. BUT FIRST YOU HAVE TO HAVE HEALTHY CHICKENS

ONE THING THAT WILL HELP KEEP THEM THAT WAY IS A SMALL CHICKEN HOUSE. THEY CAN GO INSIDE DURING BAD WEATHER AND YOU CAN ALSO LOCK THEM UP AT NIGHT.

YOU NEED TO PUT THREE THINGS INSIDE THE CHICKEN HOUSE. ONE, PUT RICE HU OR STRAW ON THE FLOOR TO SOAK UP DAMPNESS. CHICKENS CAN'T FIGHT OFF DISEASES IF THEIR BODIES ARE COLD AND WET.

SECOND, PUT IN CARDBOARD OR WOODEN BOXES WITH RICE HULLS INSIDE FOR CHICKEN NESTS. ----YOU'LL ALWAYS KNOW WHERE TO FIND THE EGGS.

THIRD, PUT IN A SIMPLE ROOST -- JUST FASTEN A TREE BRANCH INSIDE NEAR THE ROOF.

REMEMBER, YOUR CHICKENS HAVE TO STAY STRONG AND HEALTHY BEFORE THEY CAN GIVE YOU EGGS AND MEAT.

# # #

Appendix D

Proposed Daily Monitoring Log for VER

HORA	TEMA	IDIOMA	FORMA	SI DIALOGO O ENTREVISTA: ¿CON QUIEN?	¿DE DONDE?	¿DE ESPAÑA?
6 am						
7 am	C S	E M	LL/LO EE	M. LEVY	PORT	SALUD
8 am	S O (MUSICA)	E	EE	LEMMOND	"	"
9 am	O (MUSICA)					
10 am						
11 am						
12	N C	M M/E	EE MU	J. FURBES	[illegible]	[illegible]
1	A	M	EE	M VAUGHAN-NATSUO	PORT	TODOS
2	O (MUSICA)					
3						
4						
5						
6						

FECHA 10 Nov. 71

DIA JUEVES

HORAS TOTAL AL AIRE 3

PROGRAMAS EN: E 3

I 0

M 4

CLAVE

TEMA:
- N = nutricion
- A = agricultura
- S = salud
- C = cultura
- O = otro

IDIOMA:
- E = espanol
- I = ingles
- M = miskito

FORMA:
- LL = lectura por locutor(es)
- LO = lectura por otros
- DL = dialogo por locutores
- DLO = dialogo por locutores y otros
- EE = entrevista en el estudio
- EO = entrevista en el exterior
- MU = MUSICA