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**Clearinghouse on Development
Communication**

SIXTH SEMI-ANNUAL REPORT

SEPTEMBER 1991

**Clearinghouse
on Development
Communication**

Sixth Semi-annual Report

March 1st, 1991 - August 31st, 1991

SUMMARY OF HIGHLIGHTS

This report of activities has been compiled by CDC staff, and assembled by the Director.

...serving the field

The Clearinghouse has always committed to serving the field first. This orientation is now being reflected in the rising rates of new subscribers and requests for assistance.

...rate of new subscribers triples in two years

Subscriptions from users all over the world are increasing steadily, as is the rate of increase. During the last two years, the number of subscriptions per six month period has risen from 395, to 696, to 822 to 1164.

...information requests double since last semester

Information Requests by Region	This semester	Last semester
Africa	96	59
Asia/Pacific	144	24
Latin America/Caribbean	38	26
Middle East/North Africa	10	7
Europe/North America	103	101
TOTAL	391	217

For the first four semesters, information requests had been running at only about 100 per semester.

...new acquisitions

Each semester a list of new acquisitions is sent to libraries and Missions. Apart from acquisitions relating to communication technologies and strategies, education, health and the environment comprise the largest categories of new materials.

Earl McLetchie, the Librarian is holding discussions with CDIE to put the CDC library database of approximately 6500 documents on CD ROM for distribution to A.I.D. Missions and its other clients.

...A.I.D./Guatemala happy with nonformal education and telecommunications studies

USAID/Guatemala has expressed satisfaction with the research studies conducted through the Clearinghouse in conjunction with the Learning Technologies Project. They were pleased with both the process and the quality and utility of the outcome. A copy of their letter is enclosed.

...Andre Roussel replaced by Valerie Lamont

During this period, we lost the services of Information Specialist, Andre Roussel. We shall miss him greatly. He worked quietly but assiduously, making technological innovations such as the CDCNet, updating the software for the mailing list, purging it of pre-1984 subscribers who no longer resided at the addresses listed and adding many new subscribers. He translated DCRs into French, and developed many information packages for overseas clients. He made it a matter of pride to respond to requests within 24 hours whenever feasible. He was a major contributor to CDC efficiency. We wish him well in his new life in Czechoslovakia where his wife, Lee Roussel, has been posted as A.I.D. Representative.

We welcome in his place Valerie Lamont. Ms Lamont worked in Francophone West Africa for two years in agricultural communication, and was previously an information specialist at Winrock International. Her Master's degree is in technology development.

...the CDCNet

The CDCNet Bulletin Board is up and running. Its purpose is to provide an instantaneous information service paid for by the user fees. Bugs are being taken out, and we are still learning how to service the system. When we have done so, we shall advertise the service. But our first nine customers are impressed.

...the DCR re-design

The new, bigger DCR design seems to be well received. Copies of comments are included on pages 15-17 in Appendix 1.

...the Communication Cluster report distributed

The report of the Communication Cluster is complete and has been distributed.

...information packages available

The following information packages have been developed during this contract and distributed to planners and practitioners in the field. They are under fairly constant review and revision in light of new publications.

Visual Communication and Pictorial Illiteracy; March 1991; c. 100 pp.

Reprints on perception and pictorial illiteracy; visual comprehension, creating visual aids, photonovellas and comic books; formative research; project experiences; visual communication training for health, family planning, and rural audiences; posters; puppets. Includes Resource List.

Agricultural Communication and Extension, and Rural and Community Development; March 1991; c. 80 pp.

Collection of 3 DCRs (Nos. 64, 65, 70) plus reprints on reaching villagers through radio; village education; interview with Benor; use of agricultural resource centers; forestry extension; action research.

Television for Development; August 1990; 328 pp.

Collection of significant recent articles on broadcasting and development; technology development: electronic media and developing countries; television for development; case studies; national and international policy issues; conclusion: yes but..., Introduction and resource list.

Environmental Education; June 1990; 286 pp.

Collected reprints covering the role of environmental education in development; planning an education program; case-studies of environmental education in developing countries. Includes a directory of organizations, newsletters, and selected materials.

Development Communication and Women; May 1990; 55 pp.

Presentation of issues and questions facing development communication in addressing women in LDCs. Includes reprints of articles covering use of development communications in health, nutrition, family planning, and education; a checklist of communication questions for planning campaigns; project summaries demonstrating the use of different media. Includes a resource list.

Writing for Radio; May 1990.. 284 pp.

Collected reviews and transcripts covering producing for the media; interviewing and scriptwriting techniques; grassroots radio; examples of materials produced for in-school instruction, farm radio, social marketing, and community development purposes, including scripts, songs and radio spots. Includes training opportunities list.

Mass Communications and radio for Health; April 1990; 309 pp.

Compilation of paper on health education, with particular emphasis on radio. Papers include analyses of research principles, media planning frameworks for health promotion, communication strategies, use of mass media, project and program experience and innovations, and examples of short radio messages.

Information technologies; April 1990; 137 pp.

Shows how networking and the new information technologies, such as computer-mediated communication and computerized information services, can benefit projects and countries. Describes technologies for information retrieval and computer-based networking. Examples of operations in developing countries. Resource, network, and database listing.

(Not identical, but about 30% overlap with "Management Information Systems" package.)

Management Information Systems; March 1990; 231 pp.

Collected information and previously published material on information technologies, including building databases, computer conferencing, networking and information exchanging, determining software requirements for management, information retrieval planning, digital telematics, and case studies. Includes resource list of manufacturers, resources, networks, and databases.

Direct Broadcasting satellites and satellite television; August 1989; 141 pp.

Compilation of articles covering technological information; uses of satellite telecommunications for development; funding considerations; telecommunications and international economic issues; reference citations.



USAID GUATEMALA

UNITED STATES OF AMERICA



AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES A. I. D. MISSION TO GUATEMALA

USAID/GUATEMALA or the American Embassy
APO MIAMI 34024 Guatemala, City, Guatemala, C.A

Telephones: 366352/53, 366378, 321739, 366309
Telex: 3110 USAID GU
Fax: 365346, 311130

May 13, 1991

Greta S. Nettleton
P.O. Box 75
Palisades, NY 10964

Steve Anzalone
Institute for International Research
1815 N. Fort Meyer Dr.
6th Floor
Arlington, VA 22209

Dear Steve and Greta:

Thanks very much for the draft paper, "The Role of Telecommunications in Guatemala's Development." I am really pleased with the report. It is comprehensive, balanced, practical, and informative. ||

I have no substantive changes to suggest. I found just a couple of typos, which are indicated on pages attached to this letter. Please make these corrections and send us the required copies in final.

If possible, I would like to have a copy of the paper sent to Liz Warfield in LAC/DR in AID Headquarters in Washington. If it can be conveniently arranged, it would be nice for Greta, when in Washington, to meet with Liz.

For the moment, USAID/Guatemala is not going to pursue this area any farther. Please arrange for final billing to close out this activity.

Thanks again for an excellent job.

Sincerely

Richard R. Martin
Chief, Office of
Health and Education

**THANKS FROM
GUATEMALA**

NOT FOR
COPY

UNCLASSIFIED

INCOMING
TELEGRAM

AGENCY FOR INT'L DEV.
TELECOMMUNICATIONS CENTER

PAGE 01 ISLAMA 13279 080458Z 4986 002525 AID8685
ACTION AID-00

ACTION OFFICE ED-03

INFO APRE-01 SAST-01 APA-02 ES-01 STHR-01 AMAD-01
/010 AD 08/0458Z

INFO LOG-00 NEA-00 /002W

R 080458Z SEP 91
FM AMEMBASSY ISLAMABAD
TO SECSTATE WASHDC 9424

UNCLAS ISLAMABAD 13279

AIDAC

FOR S&T/EDUCATION. JAMES HOXENG

E. O. 12388: N/A
SUBJECT: NAMES AND ADDRESSES OF DIRECTORS OF OPEN
UNIVERSITIES IN THE U. S.

1. HRDO HAS BEEN WORKING WITH THE ALAMA IOBAL OPEN
UNIVERSITY (AIOU), ISLAMABAD. THE VICE CHANCELLOR,
MR. ZAKI, NEEDS INFORMATION ON THE FOLLOWING:

2. ZAKI IS ON A COMMITTEE THAT IS LOOKING AT
IMPROVING TEACHER QUALITY, AND TRAINING OF
COLLEGE/UNIVERSITY TEACHERS, AT THE HIGHER EDUCATION
LEVEL. HE WANTS INFORMATION ON THE KINDS OF PROGRAMS
THAT ARE PROVIDED TO TEACHERS IN THE US. HE NEEDS
SOME BROCHURES THAT ILLUSTRATE PROGRAMS THAT IMPROVE
TEACHER QUALITY, AND SHOW TEACHERS HOW TO BE MORE
EFFECTIVE IN THE CLASSROOM. HE MENTIONED THE

CARNEGIE REPORT PUBLISHED ABOUT TEN YEARS AGO AND
WANTS TO KNOW IF HE CAN GET A COPY OF THAT AND ANY
OTHER SIMILAR REPORT PUBLISHED MORE RECENTLY.

3. ZAKI ALSO NEEDS THE NAMES AND ADDRESSES OF
DIRECTORS OF UNIVERSITIES THAT DO DISTANCE EDUCATION
IN THE U. S. SUCH AS OPEN UNIVERSITIES. AID/W CAN
EITHER CONTACT HIM DIRECTLY OR MISSION CAN DELIVER
ANY INFORMATION RECEIVED. JONES

W. Jones

ASSISTANCE TO
USAID/PAKISTAN IN
IDENTIFYING DISTANCE
EDUCATION RESOURCES
IN U.S.



Asian Institute for Development Communication

9th Floor, APDC Building, Persiaran Duta, 50480 Kuala Lumpur, Malaysia • Tel: (603) 2542558 • Fax: (603) 2543785
• Telex: MA31533 ACTION Ext 662 • Cable: AIDCOM Kuala Lumpur

Ref: PUB 1.1/91/JNL

15 July, 1991

Ms Kathleen Selvaggio
Editor
Clearinghouse on Development Communication
1815 North Fort Myer Drive
Suite 600
Arlington, VA 22209
USA

(1) Mike FYI

Dear Ms Selvaggio

I am writing this letter to congratulate you on your excellent publication of new DCR (No. 72 1991). Eventhough it is still the DCR, it has now different perspectives and indeed different appearance. I am confident that readers all over the world have already welcome this new DCR.

I am taking this opportunity also to thank you for reviewing our journal, **The Journal of Development Communication**. As a result of your review we received quite a number of queries from all parts of the world. We really appreciate your cooperation. We wonder if you could publish a paragraph or two on JDC in your department, "What's New, What's Coming" (in the same style as you did on "Call for Paper on Indigenous Communication".) I am enclosing herewith a short note which can be used for the purpose.

Once again thank you for all your cooperation.

Yours sincerely

Khairul Bashar
Executive Director

KB/z1

Encl.

**A WELCOME FOR
THE "NEW"
DCR**



Centre for African Family Studies (CAFS)

Centre d'Etudes sur la Famille Africaine

Pamsloch House, Woodvale Grove, Westlands
P.O. Box 60054, Nairobi, Kenya
Telephone 747144-5
Telex 22792 CAFS KE
Cables CAFS
Fax747160 KE.....

TO: Mr. Michael Laitin
Director, Development Communication Report
USA

FAX: (703) 527-4661

DATE: 08-20-1991

FROM: F. Macharia Kiruhi
Head, Communication Unit
Centre for African Family Studies
NAIROBI - Kenya

No. of pages (including top page) 1

Message:

DEVELOPMENT COMMUNICATION REPORT ISSUE NO.1990/3

MIKE, Greetings to you, family and staff. I read the above issue of DCR and enjoyed it very much. I would be much obliged if you could send me 10 copies of the report for use as resource material with participants to our annual CAFS IEC TRAINING COURSE.

Regards,

Felix

**USE OF DCR
FOR TRAINING
COURSES**

CENTER FOR COMMUNITY SERVICES
COLAYCO HALL
ATENEO DE MANILA UNIVERSITY
LOYOLA HEIGHTS, QUEZON CITY
P. O. BOX 154
MANILA, PHILIPPINES

Mike: 741

21 June 1991

Kathy Selvaggio
Editor
Clearinghouse on Development Communication
Institute for International Research
1815 N. ft. Myer Drive, 6th Floor
Arlington, VA 22209

Dear Madame:

Greetings of Peace from CCS!

We wish to extend our deepest gratitude for featuring our book, "It's Our Move, Too! A Participatory Research Experience in Quezon," in your publication.

It might interest you to know that we have already received quite a number of letters from different individuals and organizations inquiring about and requesting for a copy of the said book. **11**

Again, thank you very much and more power.

Sincerely yours,

Josie P. Petilla
Josie P. Petilla
Publications Officer

Noted By:

nept
Esther Penunia
Research Desk Coordinator

**THE DCR AS A
SIGNPOST**

A UNICEF ^{mike.}
REVIEW ^{FYI}

MS KATHLEEN SELVAGGIO

A MINUTE AGO I RECEIVED DCR

Nº 72 YOU ASK FOR COMMENTS,

HERE IS ONE: THE NEW DESIGN

IS REALLY GOOD (FELICITACIONES TO

SUE WOOD) AND THE CONTENTS

EXCELLENT. EVALUATION IS AN

ISSUE IN WHICH WE HAVE BEEN

WORKING VERY HARD, ALONG

WITH THE MEXICAN HEALTH

MINISTRY, I WILL LET YOU KNOW MORE ABOUT THIS.

REGARDS AND CONGRATULATIONS

MANUEL MANRIQUE

COMMUNICATIONS OFFICER

UNICEF - MEXICO/CUBA

APRIL 30, 1991

THE REPORT

1. MEMBERSHIPS (Compiled by Mariel Escudero, Circulation Manager)

The reporting period has again seen a significant increase in requests for services resulting in a total of 1164 new and renewal subscriptions, and 217 information requests. This level of services exceeds the 187 information requests registered for the whole of the two previous semesters (1989/90).

NEW SUBSCRIPTIONS

	This Semester 3/91-8/91	9/90-3/91	3/90-9/90	9/89-3/90
Exchanges	10	17	41	71
Free	962	552	345	238
Paying Renewals	120	125	204	90
New Paying	72	128	106	50
Total New Subscriptions	1164	822	696	395
 DCR Mailing:				
	<u>#73</u>	<u>#72</u>		
U.S. Domestic	1364	1323		
Overseas	4035	3602		
*Multiple	42	34		
TOTAL	5441	4959		

2. INFORMATION SERVICES (Compiled by Valerie Lamont, Information Specialist)

...information requests

Information requests for the period totalled 420 compared with 217 for the last semester. Demands on this service have quadrupled since this time last year.

A notice in the DCR #72 that advertised Clearinghouse publications and services generated 94 requests for information, including 8 new subscriptions and one multiple subscription for 7 copies. The kinds of information requests ranged from simple requests for back issues or new publications (46) to those that require an indepth search.

It was encouraging to see such a large number of requests, but it has placed a strain on our ability to respond to requests in a timely fashion and it has added significantly to mailing costs.

If we run the ad again, it must be made clearer the kind of information we can provide (many asked for the contents of the library) and we should only make available one copy of each publication per requestor. One respondent asked for 30 copies of all the publications listed. One way to respond to the information requests will be to develop some new information packages in the three areas describing the major themes of the CDC library. There were 36 requests for information in these areas. They include following:

Communication Technologies: Broadcasting, Mass Media, Folk Media, Print Media, Informal Media, Telecommunications, Information Technology (12 requests)

Communication Practice related to Population, Nutrition, Child and Maternal Health, AIDS, Substance Abuse, Agriculture, Environment and Women (21 requests)

Educational Technology, including Distance Education, Interactive Radio Instruction, and Computer-Assisted Learning (3 requests)

Information Requests by Region	3/91-8/91	9/90-3/91
Africa	96	59
Asia/Pacific	144	24
Latin America/Caribbean	38	26
Middle East/North Africa	10	7
Europe/North America	103	101
TOTAL	391	217

Information requests were received from the following countries:

Africa:

Benin (1), Cameroon (1), Cape Verde (1), Congo (1), Ethiopia (1), Ghana (6), Kenya (9), Madagascar (1), Malawi (2), Mali (1), Mozambique (1), Namibia (1), Niger (1), Nigeria (30), Rwanda (1), Senegal (3), Sierra Leone (2), South Africa (3), Swaziland (2), Tanzania (8), Togo (3), Uganda (7), Zaire (2), Zambia (4), Zimbabwe (4).

Asia/Pacific:

Australia (3), Bangladesh (2), India (62), Indonesia (5), Japan (1), Malaysia (3), Nepal (3), New Caledonia (1), Pakistan (15), Papua New Guinea (2), Philippines (28), Singapore (5), Sri Lanka (8), Thailand (4), Tonga (1), Western Carolina Islands (1).

Latin America/Caribbean:

Argentina (2), Barbados (2), Belize (1), Bolivia (1), Brazil (2), Colombia (3), Costa Rica (4), Dominican Republic (2), Ecuador (3), Guatemala (2), Haiti (1), Honduras, (2), Mexico (3), Paraguay, (1), Peru (3), Puerto Rico (1), St. Lucia (1), Trinidad & Tobago (3), Venezuela (1).

Middle East/North Africa:

Egypt (6), Syria (2), Turkey (2)

Europe/North America:

Canada (10), England (8), France (1), Germany (4), Italy (1), Netherlands (2), Portugal (1) USA (76)

New CDC publications distributed	3/91-8/91	9/90-3/91
Spanish DCRs	17	6
French DCRs	16	17
Dev. Com. Directory	111	26
Dist. Ed. Bibliog.	46	49
Women Communication, Inf. Pkg.	14	8
Ag. Com., Ext. & Rural Dev. Inf. Pkg.	2	N/A
Visual Com. & Pict. Literacy Inf. Pkg.	2	N/A

...CDCNET

The Bulletin Board System is now operational and a nine people have already signed on even though we have not yet publicized this service. We do not as yet have all the services available and some of the procedures need to be fine tuned or expanded. For example, we do not have the library holdings on MiCRODIS on the BBS yet. However, it is now possible to upload and download files from the system, such as CDC documents, DCR on Disk, and messages. A demonstration of the BBS was given to the visitors from Cornell and the response was positive.

CDCNET services include the following:

- Announcements and future events
- Electronic library of CDC publications that are downloadable or viewable online
- Catalog and ordering information of CDC publications (paper, video and disk-based publications)
- Messages
- Description of the Clearinghouse and its services

The Bulletin Board telephone number is (202) 296-6304.

...institutional relationships

The CDC Director attended the meeting of international agencies and donors at the FAO in Rome. A full report of that meeting is being prepared. Representatives of other U.S. institutions present included Dr John Mayo of Florida State University, Dr Royal Colle of Cornell and Dr Jose Rimon of Johns Hopkins University. It was an opportunity to hear other perspectives on development communication and a broad range of experiences. The special focus was on rural radio to promote participatory grassroots development, and this kind of communication is plainly experiencing a real renaissance and an increasing distillation of methodologies that work and issues (particularly in organization and sustainability) that must be dealt with.

...overseas services

USAID/Guatemala is extremely pleased with the quality of services it received through the CDC to conduct three studies. These research studies into the benefits of telecommunications and of media-based nonformal education have been managed by Dr. Stephen Anzalone. The teams have shown unusual sensitivity to local needs, and both A.I.D. staff and Guatemalan staff have shown a level of appreciation that is unusual in our experience. This comes on top of similar responses from Costa Rica and underlines the value of CDC technical services to the field.

However, we still face the issue of whether the ceiling on the CDC budget can be raised to pay for these services.

...visitors

Sixty people from 15 countries visited the Clearinghouse during this period. Among the international visitors was the Minister of Education from the Philippines. Countries represented included Indonesia, Uganda, India, Peru, Mozambique, Mexico, Malawi, Ethiopia, Chile, Italy, Pakistan, Swaziland, Tanzania, Philippines and Guatemala. The U.S.-based visitors included representatives from the American Red Cross, Peace Corps, and the Center for Foreign Journalists.

This is the second year in a row Dr. Colle has included the Clearinghouse in his annual Washington, DC field trip. The Cornell group spent a morning at the Clearinghouse. The students were divided into three groups. Each staff member took a group to explain their role in the Clearinghouse:

Kathy Selvaggio: DCR and Digest

Earl McLetchie & Valerie Lamont: library, CDCNET, information services

Janet Hayman: developing an information base of environmental resources

The Cornell group generated several information requests (17) ranging from back issues of the DCR to information packages to computer searches of the library's holdings. Many of the requests were filled on the spot and others were mailed to the students in their home country.

3. THE LIBRARY (Compiled by Earl McLetchie, Librarian)

...new records

875 new records were added to the database during this period, and a further 600 documents have been catalogued and are ready for entry. This brings the total to approximately 6500.

We cannot be more accurate at the time of writing this report because the MicroDIS system is not fully functional. We experienced difficulties with the Microdis system because of computer hardware and software problems, which accounts for the 600 documents being catalogued but not entered. This problem has been described to the Microdis consultant at LTS Corporation, Mr. Paul Howard, and he is presently working on solving this problem.

Once the problem of Microdis is resolved the documents ready for data entry will be added to the data base. In the meantime preparation of microdis bibliographic data entry sheet will be continued.

The Librarian also assisted in maintaining the DCR mailing lists, preparation of the mailing of the DCR, and assisting in information requests.

RECORDS ADDED

SECTION	NUMBER OF DOCUMENTS
Agriculture	58
Communication	45
Development	83
Education	115
Environment	95
Folkmedia	39
Health	99
Family Planning	53
Nutrition	45
Broadcasting	38
Visual Aids	39
AudioVisual Techs	52
Information Tech	72
Telecommunications	42
TOTAL	875

15

4. PUBLICATIONS (Written by Kathy Selvaggio, Editor, and Valerie Lamont, Information Specialist)

...new publications

A.I.D. and Development Communication, an account of the Agency's experience as it was recounted in the Communication Cluster was completed and was distributed by S&T/Ed to A.I.D. staff in Washington and overseas.

Two new information packages were developed in this period. They included **Agricultural Communications and Extension and Rural and Community Development**; and **Visual Communications and Pictorial Literacy**.

Information packages include copies of articles and reports, lists of resources, and reference lists of materials available in the Clearinghouse on a given topic. Information packages on 11 topics are now available through the Clearinghouse.

...Acquisitions List

The Acquisitions List is prepared regularly and sent to libraries on the Clearinghouse mailing list. The most recent list of publications received between March 1 and June 1, 1991 was sent to 36 libraries. Mailing of the Acquisitions List itself resulted in two requests for information. The two requesters were sent copies of short articles and addresses of publishers so they could write directly for the longer publications.

...publications in process

The Guatemala research into telecommunications and development and the longterm impact of media-based nonformal education is being processed into two monographs for broader publication. These practical surveys will have wide relevance to Missions and A.I.D. Washington.

We commissioned Pamela Brooke to write a short manual on character-based communication messages for radio. Much of the most valuable work in communication is aimed at changing human behavior, and the focus on improving practice has been on developing research techniques. The work in AIDS, for example, has made use of some of the psychographic research used in advertising. While the quality of the research has improved, the use of that research information for production has not always kept pace. The purpose of this practical book is to focus on scriptwriting and production techniques rooted in character development, dialogue and human motivation in radio drama.

...readers' survey responses

The last semi-annual report noted that a readers survey was mailed to all subscribers with DCR no. 71. To date, a total of 834 surveys have been returned, approximately 18 percent of total subscribers. Of these, 760 were received in time to be included in the analysis. During May and June, quantitative and qualitative analysis of the survey results was completed. A

summary of findings is included in Appendix 2. DCR no. 73 also published a narrative summary of the results, informing readers what changes we may make in response. The findings were used to plan future editions of the DCR (see below).

...Development Communication Report

During the present review period, two editions of the Development Communication Report were published. DCR no. 73 (1991/2), a "reader's issue," featured unsolicited articles and materials submitted by readers over the past two years. DCR no. 74 (1991/3), which focuses on indigenous knowledge and indigenous forms of communication, will be sent to the printer by mid-October and mailed soon afterward.

Response to the new DCR design has been, on the whole, quite positive, to judge by comments received directly and in correspondence (see Appendix 1). Although we have received relatively few criticisms, they have been surprisingly consistent. A number of people have noted that the masthead appears too heavy and severe and the new design reduced the visibility of the different sections (Trends, Principles into Practice, Resources, What's New, What's Coming and Yes, but ...). Over the next several months, we will modify the new design to address these problems, using the services of a professional graphic designer if necessary.

We continue to be pleased with the services of our printer and service bureau. At their request, we will be using a new software package, Aldus Pagemaker, to carry out the design and layout of the DCR, beginning with issue no. 74. The software is apparently better suited to the format and design of the DCR than Ventura, our current software package. It should reduce costs as well as time in printing and producing the DCR.

...Advisory Board consultation

In April, we sent a five-page questionnaire to the 19 members of the Clearinghouse advisory board, the first such consultation since the board was established in January. The purpose of the questionnaire was to generate ideas and feedback on the format, design and, most important, the content of the Development Communication Report. By late June, 18 of the 19 questionnaires had been returned. A compilation of all responses appears in Appendix 3. Like the readers survey results, the responses from advisory board members were also an important factor in planning future DCR editions.

...future DCR issues

In mid-August, a group consisting of Clearinghouse key staff members, the project officer, and several Washington-based members of the advisory board met to plan future themes of the DCR. The planning meeting was scheduled at this time in order to be able to take into consideration the results of both the readers survey and the advisory board questionnaire.

As a result of the meeting, we have selected the following themes for the next year:

- DCR no. 75 (1991/4); Information technology and telecommunications: the revolution in the use of fax, phones, and telecommunications for the electronic transfer of information for non-commercial purposes.
- DCR no. 76 (1992/1): Environmental communication revisited (timed to coincide with the 1992 global environmental conference)
- DCR no. 77 (1992/2): "What's New, What's True in Health Communication?", reflecting on the experience of the last decade.
- DCR no. 78 (1992/3): "Development Communication: Where Is It Now?" featuring current and opposing views of dev com "heavyweights" (e.g. Everett Rogers)

At this date, the themes for issues beyond DCR 78 are less certain. Other themes proposed that will require further investigation before we decide on them include: regional communication trends and differences; a hard look at cliches in development communication; and exploration of the role of communication in promoting democracy and human rights.

Several other decisions were reached at the meeting:

- to devote a regular box in each DCR announcing the themes of future editions and encouraging contributions;
- to explore the possibility of identifying regional "correspondents" who would periodically contribute project news, updates, and announcements; and
- to restructure the table of contents under different section headings, in order to increase their visibility.

...reprints

During the present review period, the following two publications reprinted DCR material:

- Three articles from DCR no. 70, "Communicating with Women" by Mallica Vajrathon and "Talking it Out, By Radio" and "Convincing USAID" by the editor, were reprinted in the Agricultural Information Development Bulletin, June 1991, published by the ESCAP, United Nations Development Program.
- Several articles from DCR no. 71 -- "Communicating Disease through Words and Images" by Jack Ling, "Yes, but Nothing Will Happen Without Regulation" by Mona Grieser and "Nine Tips for More Effective Media Advocacy" excerpted from materials from the Advocacy Institute --are being included in a training package on health and development developed by the Canadian University Consortium for Health in Development.

In addition, articles published in the DCR or the entire publication received free publicity in several publications:

- The National Cancer Institute of the National Institutes of Health included DCR no. 68, which focused on literacy, in a bibliography and resource list on low-literacy. We have received several requests for the issue in response to this notice.
- The January/February 1991 newsletter of the Public Service Satellite Commission included a brief notice about the Clearinghouse.
- The 1990/4 issue of Media Development, published by the World Association for Christian Communication, included a notice about DCR.
- The December 1989 issue of Diarrhea Dialogue published a notice about the DCR. We were only just made aware of this notice as a result of a recent request by a subscriber.

Development Communication Report

To Our Readers

No. 72
1991/1

Yes, this is still the *DCR*! The content hasn't changed. We simply gave it a facelift,

with help from graphic designer Sue Wood. If you have comments about our new design, write to us. We like getting feedback.

This *DCR* looks at evaluation. As a result of investigating this topic, we can make two broad observations. First, evaluation of communication programs faces many of the same issues as evaluation of all development programs. Many of the lessons and techniques discussed here can be applied to non-communication programs.

Second, there are as many schools of thought on evaluation as there are on development communication, or for that matter, on development. A review of evaluation models reveals fundamental differences on the purpose of evaluation, whether to emphasize qualitative or quantitative methods, measurable outcomes or project processes, and whether to rely chiefly on project participants or outside evaluation experts. Rather than attempt to resolve these differences, we present a variety of perspectives on the question. We invite your reactions.

The Editor

Evaluating Communication Programs: Means and Ends

by Nina Ferencic

Communication is a critical component of many development projects. In some cases, it may be the only intervention. Therefore, in order to improve the effectiveness of a project and to maximize its results, com-

munication should be carefully and systematically evaluated.

Yet evaluation of communication programs is rare. Good and timely evaluation which is helpful to the program is rarer still. To encourage more evaluation but also

(continued on p. 2)

Making a Splash: How Evaluators Can Be Better Communicators

by Michael Hendricks

If a tree falls in the forest and no one hears it, did it make a sound? If an evaluation report falls on someone's desk and no one reads it, did it make a splash? None whatsoever, yet we evaluators still rely too often on long, jargon-filled texts to "communicate" our analyses, findings, and recommendations. We can, and must, do better.

Why? Because the only reason for doing evaluations is to make that splash, to have that impact, to change situations in a desired direction. Some call this "Speaking Truth to Power," but what good is speaking Truth if Power isn't listening? Unless we help

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Development Communication Report

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Means and Ends, continued from p. 1

Trends

avoid wasting time, resources and effort, it is essential to understand evaluation's role and to carefully build it into project activities from the beginning.

What is Evaluation?

There is no single, universally accepted definition of evaluation and the word probably means different things to different people. Furthermore, there is no single type of evaluation. A range of activities and models collectively form what could be called "evaluation research."

Evaluation research can be described as the systematic use of research methods and techniques to make decisions or judgements about a program. This broad definition encompasses activities that are tremendously varied in scope and purpose. For example, it includes informal spot checks to ensure that the quality of a radio announcement is clear and audible. It also includes detailed surveys to determine whether the goals of a mass media campaign to promote condom use, are actually being achieved, to locate the barriers to the achievement, and to discover the consequences of program actions.

Why Evaluate?

Evaluation research is conducted for many reasons and it may serve many purposes. It may have a legitimization role, by helping a program gain recognition, or an advocacy role, by building policy makers' support for a particular program or strategy, once its effectiveness is demonstrated. It may serve strictly academic research purposes by testing certain hypotheses or theories (or as a justification to attend international conferences!). Evaluation research can also be used to boost the motivation of program staff by showing program achievement, and it may serve to justify further funding of a program.

However, the most important function of evaluation research is to help program staff make informed decisions that will result in communication programs that reach more people with information they want and can use, in well-implemented programs that change in response to new information, and in development communication policies that make a difference.

Day-to-day development communication

program decisions should be based on evaluation results whenever possible. This carries two implications. One is that programs are flexible enough to adapt to new insights and recommendations resulting from evaluation research. The other is that evaluation research is straightforward enough to provide timely feedback for program decisions.

When to Evaluate?

Evaluation is often thought of as something that comes at the end of a program. However, evaluation research that feeds back into an ongoing program in order to improve it is at least as or more important than end-of-project evaluation. To be useful, evaluation should provide information that is timely, relevant, credible and readable (that is, presented in a simple way).

A development communication program has different information needs at different stages of its project cycle. Various forms of evaluation research should be able to fill those needs accordingly.

The boxes (pages 3-4) outline the three main categories of evaluation - formative, process, and summative - which are used at the beginning, middle and end of a project, respectively. Each serves a different purpose, explores different questions, and is likely to be used by different people.

Who Should Evaluate?

Should evaluation be carried out by program participants or by outside evaluators? This decision depends partly on who will use the information. Process evaluation, for instance, is best conducted by program implementors rather than outsiders because they are the ones who will use the information to reorient their programs. For example, they may discover that people are not receiving radio messages because they are not being broadcast at times when the audience is most likely to listen, implying a need to reschedule broadcast times.

A summative evaluation, which is usually submitted to project funders or policy makers, often serves political functions and can provide information for keeping a project alive. In this sense, there may be political necessity in using an evaluator who is independent of the program and is there-

fore perceived to be more credible. Outside evaluators also may have more expertise and are more competent in evaluation design and methods than project staff. However, outside evaluators are often not familiar enough with the program to know where the main problems are, which aspects need evaluation, and where to look for the answers. They often do not spend enough time with the project and even more often do not recognize all the difficulties that the staff had to surmount to accomplish all that has occurred. In addition, evaluation by outsiders is often resented by program staff who view it as a threat to their jobs, not as a tool for the improvement of the program.

Evaluations involving project participants, on the other hand, are usually reported to have a large positive effect on morale and enthusiasm of the local personnel. Program staff are more informed about program specifics, but because of their close involvement with the program, they may lack the perspective needed for an objective assessment and are seen as less credible and as biased toward showing positive results.

The choice of evaluators will ultimately depend on a variety of factors, including the purpose of the evaluation, staff expertise, time-frame and funding. In many cases, however, a combination of outside evaluators and program staff is most appropriate since their mutual collaboration will give evaluators fuller insight into the program and avoid staff misconception about the evaluator's role — and thus, benefit the program.

What to Evaluate?

The pressure to provide relevant, useful and timely information that can be incorporated into program decision-making is increased when limited time, financial and personnel resources are available for evaluation — which is usually true. Therefore, it makes sense to collect information on those aspects of the program which most often explain program success or failure.

Exposure to information and comprehension of the messages are probably the first places to look at when trying to assess the progress, success or failure of an educational intervention or information campaign.

At a project's early stages, assessing ex-



A family planning field worker teaches mothers in Bangladesh.

S.J. Staniski

posure to information means finding out, first of all, the existence of specific channels of information and the proportion of the audience that has access to them. Communication channels include the mass media, institutional and interpersonal channels. The research may also examine the audiences preferences for information sources, which languages are understood, and levels of written or visual literacy. At the implementation stage, it means finding out whether the communication channels are being used as planned. Have the radio or TV messages been aired? How many and how often? Have the posters or pamphlets been distributed? How many and where? Have the training workshops been organized? Clearly, the specific questions will vary from intervention to intervention depending on which information and education channels were used.

At project end, assessing exposure to information means asking who, or what proportion of the target audience, was exposed to what specific messages through which channels and how often. Clearly, assessing whether the program reached the desired target audiences is the most important thing to find out about a program. If only a small proportion of the target audience was reached by the program, how can it be expected to have any impact? It is also necessary to find out who was exposed to the information. Who has seen the posters, heard the radio messages or lec-

Formative Evaluation

When Conducted

At the initiation or planning stage of a project

Purpose

To gather information for shaping the project strategies

Typical Questions

For example, in a communication campaign designed to promote the use of oral rehydration therapy (ORT) when children suffer from diarrhea,

- ◆ What are existing attitudes and beliefs about diarrhea?
- ◆ What are the major barriers to adopting oral rehydration therapy? Which ones can be addressed through communication?
- ◆ Which channels of communication, mass media as well as interpersonal, are likely to reach the target group?

(continued on p. 4)

Means and Ends, continued from p. 3

Process Evaluation

When Conducted

During project implementation

Purpose

To determine whether activities are proceeding according to plan

Typical Questions

- ◆ Were radio messages about the broadcast?
- ◆ Were health staff trained in ORT procedures and communication techniques?
- ◆ Was communication coordinated with the distribution of oral rehydration salts?

Impact Evaluation

When Conducted

At project end

Purpose

To determine whether the program has achieved its objectives, and to demonstrate its effectiveness

Typical Questions

- ◆ Do mothers understand how to prepare and administer ORT?
- ◆ Have attitudes about treatment of diarrhea changed?
- ◆ Have child deaths due to dehydration decreased?

tures, read the pamphlets? What were the characteristics of those exposed to the information? What proportion of the desired target audience was exposed, to which messages, and how often? Information about exposure also includes data on exposure to unintended sources of information, e.g., exposure to information through newscasts, foreign press or media and other sources not directly linked to the program.

Although exposure to messages may have occurred, comprehension does not necessarily follow. At the formative stage, message pretesting can look at whether people in the target audience understand the meaning of a message and its behavioral implications, and whether they perceive it as relevant. This exercise can be repeated on a larger scale at the end of a project to discover whether the communication campaign changed knowledge and attitudes. For example, do people understand that they have to take their child to be immunized or provide ORT or adopt certain new practices such as using a new condom with every episode of sexual intercourse? Do they understand where they can obtain the services or supplies such as ORT packets, condoms, etc.?

In addition to assessing knowledge or attitude change, it is important to collect information on whether practices or behavior changed following exposure to information. Are those who are exposed to the development messages and who understand them more likely to adopt the recommended practices than those not exposed?

It should be noted that change in behavior is always harder to achieve (and document) than changes in attitude or knowledge and, while it is the ultimate criterion for success, it is not the only criterion. Changes in knowledge and attitudes in one period may lead to changes in practices only later. Attitude and knowledge changes might indicate that an information or education campaign had the immediate effect expected but that changes in practices were impeded by factors beyond the control of the communication program – such as poor services, inadequate supplies or other structural and/or cultural factors. It is therefore essential that evaluation results be inter-

preted keeping in mind the broader context in which the program operates.

How to Evaluate?

Several articles in the following pages discuss different research designs, methods and tools for carrying out evaluation and I will not elaborate further on them here. However, it is important to note that just as there is no single definition of evaluation, there is no single “right” way of conducting an evaluation. The choice of methods and approaches depends on a variety of factors, including the information needs, the goals and desired outcomes of the evaluation, the nature of the programs being evaluated, the circumstances under which the evaluation is being conducted, and whether the questions can be answered with the research tools and funds available. For example, an innovative pilot project that may later be expanded on a large scale may require extensive survey methods that offer precise measurements and a high degree of reliability. On the other hand, a tried and true approach may only require simple, rapid assessment procedures using key informants and focus groups to make sure the program is on track.

As Judith McDivitt points out (see p. 5), what is needed is not the highest quality of evaluation but the *most appropriate* quality, given the human and financial resources available. There is often a trade-off between an evaluation’s level of sophistication and the cost, time and expertise it requires.

In general, evaluation of development communication programs should be kept simple and to the point. Since it is impossible to find the answers to all research questions in a single study, it is necessary to give priority to those questions that meet the following criteria: whether the program is ready to make use of the information in a significant way; areas where previous experience suggests there is likely to be trouble; and those that can be answered with funds and tools available.

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Choosing the Right Tools: A Guide to Data Collection

Principles into Practice

by Judith A. McDivitt

Collecting data is probably the most visible – though not necessarily the most important – activity in the evaluation process. It may sometimes involve the most time and expense. To choose an appropriate and useful method, one must consider the wide variety of research tools available, the objectives of the evaluation and of the communication program, the level of precision needed to provide useful data and the costs of collecting these data.

Methods, Not Madness

Many data collection methods are available to the evaluator. They can be loosely grouped into observation, self-report measures, and review of existing documents. Each method can be used in a variety of studies small or large, simple or complex.

Observation consists of systematically watching and recording what people do. Examples of techniques range from observing staff behavior in a family planning clinic over several weeks, to living in a village and carrying out an anthropological study of the inhabitants and their environment, to asking mothers to demonstrate their skills in mixing oral rehydration solution. Observation has the advantage over self-reports of allowing the researcher to see what a person actually does in a situation, but there is always the worry that the subject changed his or her usual behavior because someone was watching. There is also a possibility of lack of objectivity – the observer may notice only some aspects and not others.

Self-report measures are the most common data collection tool in evaluations of communication projects. They include individual interviews or questionnaires [e.g., the widely used knowledge, attitude and practice (KAP) survey], tests of skills, and diaries of activities (e.g., foods eaten). Each individual method can use a simple or complex instrument (unstructured discussion, focus group discussion, structured but open-ended interview, or highly structured interview or questionnaire with pre-coded response categories). Each can be used with samples that are large or small, and more or less representative. Their advantage over ob-

serva-tion is that the researcher can measure knowledge, beliefs and attitudes in addition to behavior. Possible problems are that the respondents may not understand the questions as intended. In developing countries, few people are used to educated outsiders sitting with them individually and asking them what they think or do. Another problem is that respondents may not answer them truthfully. For instance, because they want to please the interviewer, they may *say* that they visit the health clinic, but they may not actually do it.

Existing documents or statistics can also provide useful evaluation data. Sources include government statistics (both national and local), activity records kept by, for example, health centers or extension offices on number of patients seen or number of adopters of farming methods, sales records from pharmacies or agricultural suppliers, broadcast logs at radio stations, administrative records produced by the program, and data collected for other studies. Since such records are part of a data collection system that already exists, they can save time and money and provide critical background information. Several disadvantages are that the information collected may not match the data needs closely enough to be useful, the records may be inaccurate or out of date, or the data may be limited. Yet sometimes the data can be modified to be made more useful as an evaluation tool.

How to Choose

One crucial task for the evaluator is to choose from among the research designs and methods those that will best answer the evaluation questions within the resources available. This is not simply a choice based on the relative merits of a method. It also is guided by a clear understanding of the objectives of the program and of the evaluation, the audience for the evaluation, the level of precision required for credible results, and the resources available to carry out the evaluation.

First, one must know the purpose of the evaluation. Will the research pro-

(continued on p. 6)



Maria Elena LaRue

Choosing the Right Tools, continued from p. 5

vide information to develop or guide the program (formative evaluation), to assess the operations of the project (process evaluation), to assess the impact or effectiveness of the communication activities (summative or impact evaluation), or a combination of these? At a more detailed level, the evaluator also must know who needs the information, what kinds of decisions they must make, and how they might use the data. It is especially important to consider whether the program is open to making changes in response to the findings or if the results will simply be put on a shelf to gather dust – in which case one might want to spend the evaluation budget elsewhere.

Second, the evaluator must have a clear understanding of the objectives and processes of the communication or education program. The evaluator cannot design a useful evaluation or choose an appropriate method without knowing how the program expects to lead to its goals, including other influences or barriers to reaching these goals.

Take a simple example of a communication project that disseminates radio messages about family planning in order to convince listeners to go to the family planning clinic, where they will be persuaded to try contraceptives, and continue using them after the first visit. This model makes many assumptions. Three are that the audience has radios, that a family planning clinic is accessible, and that exposure to radio messages will influence their behavior. If the evaluator has a picture of the process of change, he or she can examine more than the question “Did use of contraceptives increase?” and can understand what happened during the program and how the process did or did not lead to the desired outcome.

It is particularly important in a large survey to plan ahead so as to reduce the chances of getting unusable data, but it is also important for even the smallest data collection activity. For example, one could go to a clinic and just observe vaccination activities, but the information gathered would be more useful if one had thought ahead about whom and what kinds of behavior to observe.

How Precise Must the Data Be?

Evaluations provide information for decision-making. Some decisions will require data of great precision (with minimal sampling error, high reliability and validity), others can be made with less precise information. Again, the evaluator needs to consider the evaluation goals and audience and the program objectives. For example, in developing a communication program or pretesting materials, an implementor will generally be able to make good decisions with narrative data (rather than percentages) from semi-structured interviews or focus group discussions with reasonably (rather than strictly) representative groups. On the other hand, an implementor who wants to justify large expenditures by a donor agency or government to expand a communication program will want more precise numbers to show changes in behavior, to provide evidence that the changes were the result of the program, and to show that extending this program to other regions will produce similar changes in behavior.

On the whole, quantitative methods tend to be more precise than qualita-

tive methods. Representative samples allow one to make inferences about a larger part of the population with greater confidence. More complex research designs with before/after samples and control groups are more likely to allow the evaluator to pinpoint change in behavior and the influences on this change. However, collecting data of greater precision means additional time and expense.

The quality of the data also influences how precisely it can be interpreted. To obtain reliable data, it is extremely important to spend sufficient time developing the research instrument and to pretest it extensively with people in the target audience to make sure it measures what is intended and the potential respondents understand and can respond to the questions. It is also important that field workers ask questions, observe behavior and note responses in a standardized way, in the same order, without adding extra explanations (in the case of closed-ended questions). To do this, they need careful training, intensive practice, and continuous supervision.

Keeping Costs Down

Part of the evaluation process is weighing the balance between precision, usefulness, and cost. The evaluator has to choose the best design and data collections methods that fit within the human and financial resources available but also provide the information required by the decision-maker. In many cases, a simpler study can provide useful information for decision-making. For some programs, a rapid assessment by examining project records and conducting short interviews in several villages will be sufficient. However, to determine impact, more precise information is generally required for planners to believe the findings.

One way to cut costs is to scale down the evaluation by reducing the sample size or choosing a less representative sample, col-



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lecting data less often, or reducing the length of the interview or the observation period. A major cost in conducting surveys is transportation (particularly gasoline) and daily expenses. Choosing a sample that is less geographically dispersed or choosing to sample fewer areas will save money. One could also choose a smaller sample, using contrast groups rather than randomly chosen individuals. Relatively more rapid assessment procedures would save time over a full-scale anthropological study. In making these choices, one must consider what will be lost in the precision or usefulness of the data.

Collecting data as part of general program operations by developing a management information or monitoring system can also provide useful data at lower cost. Another relatively low-cost method is to update or add categories to the forms already used by health or family planning clinics or extension systems to make their content more useful for project evaluation.

Contrary to popular wisdom, data collection is not necessarily the most expensive and time-consuming phase of an evaluation. Deciding on the questions to answer and later analyzing and interpreting the findings is – or should be. Before collecting data, it is essential to spend time carefully thinking through what one wants to know and what one will do with the results. The greatest avoidable expense in evaluation is waste – collecting data that are never used because they don't answer relevant questions, because they aren't precise enough or are of poor quality, because the program or policy isn't actually open to change, or because the data aren't analyzed and reported in a useful and useable format.

There is no one right way of carrying out data collection. But following these general guidelines will help evaluators select an appropriate method for their needs.

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Communication as a Tool for Data Collection

Informal media and communication techniques can be creative instruments for eliciting information, opinions or data in an evaluation or needs assessment. They can be especially useful in village settings, where people are not used to being asked to talk about their opinions or practices or are reluctant to tell their true thoughts. In such cases, culturally appropriate media serve as a device for helping participants project reality outside themselves. Below are a few ideas for tools for use with groups.

Poster series. A facilitator can present a series of posters with depictions of local settings or events, which respondents can put in any sequence to explain their history, problems, beliefs, practices, and values. Through interviews and informal discussion around the posters, a facilitator can assess a group's progress to date, as well as its long-range goals.

Maps and mapping. Participants might be presented with maps of the community, and asked to indicate important places, resources, problems or other aspects relevant to the development process. Or they might be asked to draw their own maps.

Pocket charts. Facilitators can present illustrated charts with pockets to identify knowledge, beliefs or practices related to a specific issue. For example, participants might be presented illustrations of different foods and be asked, "Which food do you think a pregnant women should eat?" They respond by inserting slips of paper into the pockets.

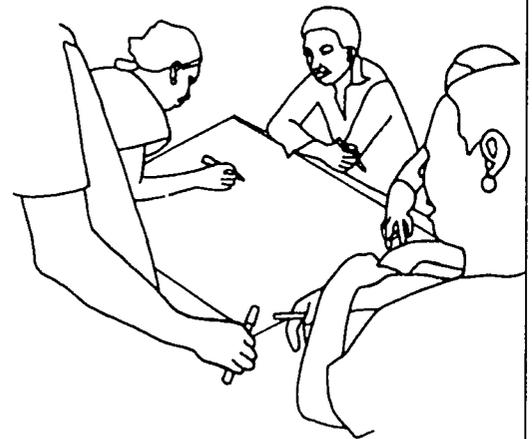
Self-drawing. Participants can be asked to draw themselves, their families, or key relationships in the community, using newsprint, the sand, or other locally available materials.

Open-ended stories. Facilitators pose a problem through a story that has no ending and ask participants to complete the story, reflecting their own views or experience. Any manner of presentation can be used, including audiocassette tapes or posters.

Visual dialogue. Participants might be filmed in their course of activities related to the project, and then asked to comment or react to the film. In Chile, this technique was used between two Indian communities, with each group commenting on the images and recorded statements of the other.

Creative arts. Participants can take part in or create their own mini-drama, mime, dance, role play, puppetry or poetry recitations. These art forms, which are part of the folk culture in many countries, are usually quite popular and evoke humorous, accurate and spontaneous expression.

Adapted from Participatory Evaluation: A Users' Guide by Jacob Pfolz (1986). See page 20 for information on ordering the book.



Source: Karla Kayme/World Education

Do's and Don'ts for Interviewers

In order to get reliable responses through interviews, it is important to follow careful procedures. In a structured interview, it is essential that all interviewers ask the same question, in the same order, in the same manner. Even in unstructured interviews, the interviewer should take steps to minimize his or her role and maximize accurate, specific responses. Below are some general instructions for all interviewers.

Do ...

- Give a clear statement of the purpose of the interview. This will help legitimize your presence and put respondents at ease. Respondents may want to know the purpose of the study, how they were selected, and if they can see the results.
- Emphasize the confidentiality of the material.
Ask respondents if they mind your taking notes.
- Record comments or remarks just as they are given. The exact words people use to describe their feelings are important. If the comment is lengthy and you cannot write every word, make notes that give the sense and style of the comment. Use abbreviations that are understandable.
- Keep talking as you write. Ask the second question as you record the response to the first. Keep the pencil and interview guide as inconspicuous as possible. Keep eye contact with the respondent and do the writing unobtrusively.
- Focus respondents' attention on the question. If they want to talk about something else, politely but firmly refer them back to the questions. Smile and say, "That's interesting ... now what would you say about this question?"
- Get all the information you are asked to get. That means ask every question and record every answer – in the correct place. Check over the interview guide at the end of each interview before you leave. Say, "Now let's see if we've got everything," to allow you to look over each question to see that it is answered and the answer recorded correctly.
- Watch for vague, qualified or ambiguous answers. Never accept "Well, that depends" or "yes, but ..." answers to a question. When you receive such answers, probe for a more complete answer.
- Be flexible if unexpected problems arise.



Karla Kaynce, World Education:

Don't ...

- Offend the respondent in any way.
- Offer comments which seem to place a value judgment on the respondent's answers
- Let your tone betray your thoughts – keep an even tone.
- Cut the person off in mid-answer, even if the answer doesn't seem completely relevant to the question.

Excerpted from *Evaluation Sourcebook for Private and Voluntary Organizations*, edited by Daniel Santo Pietro (1983). See page 20 for ordering information.

Evaluation-speak

Evaluation documents are often filled with jargon and statistical terminology incomprehensible to all but the most highly trained specialists. The brief glossary of evaluation terms below is intended to help the uninitiated begin to decipher evaluation gobbledeygook.

Bias: The degree to which a subgroup of the population is disproportionately represented in a project or in an evaluation, relative to the entire target group.

Control Group: The segment of the target population not receiving services being evaluated, against which the effect of providing services to an experimental group is compared.

Experimental Group: A segment of the target population that receives project services. The impact of the intervention on this group is measured and compared with that of the control group.

Indicators: A measure that yields information or evidence about a problem or condition.

Inputs: The material resources, skills, effort and other ingredients that go into a program to achieve the objectives.

Needs Assessment: A type of evaluation used to appraise the fundamental concerns of a group or constituency, in order to guide program priorities, topics or strategies.

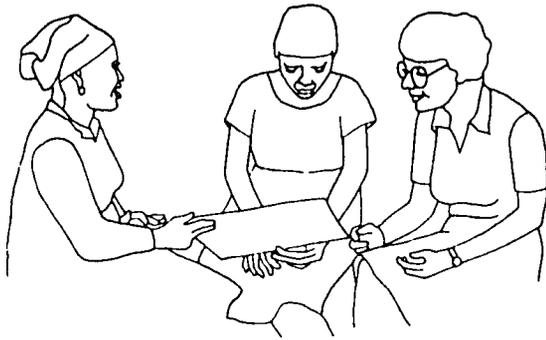
Outcome: The effects of a project, both intended and unintended, in terms of materials produced, knowledge gained, attitudes changed, and actions taken.

Response Rate: The proportion of persons who respond to a request for information compared with the total solicited.

Reliability: The consistency of information received from respondents and investigators. Reliability would be low if, for example, the same question elicited two different responses from individuals with essentially similar experiences. Reliability can be increased by pilot-testing the research instruments.

Triangulation: Using different sources to confirm a report or single source of evidence.

Validity: The degree to which the proposed evaluation methods will do what they intend to do. Validity is high if the conclusions reached can defensibly be made on the basis of the approach taken.



Karla Kaymee, World Education

Designing Questionnaires

Notes to Readers

We would like to thank all readers who returned the survey mailed with DCR no. 71 and urge others to return it as soon as possible. The response so far has already given us many new ideas for ways to change the publication in order to better serve your interests and information needs. We will report the full findings in a future issue.

The next DCR (no. 73) will be a "readers' issue," featuring some of the excellent articles voluntarily contributed by readers over the past year. Unlike this and recent issues, it will have no special theme. We invite additional contributions in the form of articles, case studies, book reviews, notices of resources or events, editorial commentary or letters to the editor. Materials might address field experiences, research findings or opinions on topics related to development communication. However, we cannot guarantee publication of all submissions. Articles that present an original experience or analysis on a communication topic of interest and that are written in clear, concise prose are more likely to be accepted. Also, we will give priority to contributions from Third World authors working at a grassroots level.

Contributions should be brief – 1,200 words or less for articles, 750 words or less for editorial commentaries and book reviews – and should be accompanied by a brief description of the author, as well as complete contact address, telephone and fax numbers, if available. We also welcome photographs or illustrations to accompany written materials. We will accept materials written in English, French or Spanish. Please submit all materials by May 1, 1991, to the Editor, at the address and phone numbers listed on page 2.

– The Editor

Questionnaires are one of the most common tools for evaluation. But composing a good questionnaire is more difficult than most people realize. If questions are badly constructed, the chances of getting a response that is accurate and easy to interpret are greatly reduced.

One should expect to draft many more questions than will be used in the final version. Many books on research methods provide detailed guidelines on selecting and formulating questionnaire items. Below are a few basic rules of thumb and a model format for constructing questions, using the hypothetical example of a communication program designed to encourage small farmers to adopt pesticide safety and agricultural conservation methods.

- Avoid superficial questions that encourage stereotypical uniform responses (e.g., Do you *like* attending the workshops on conservation techniques?).
- Avoid double-barrelled questions, since respondents may not know which part to answer (e.g., Do you practice composting and terracing?).
- Avoid questions that presume knowledge, experiences, or past practices that respondents may not have (e.g., After the workshop, did you continue to use pesticides without protective clothing?).
- Avoid technical words that respondents may not fully understand (e.g., Are the materials helpful in explaining sustainable agriculture?).
- Avoid questions that do not adequately define the extent of detail or the degree of thoroughness desired (e.g., What did you like about the radio program?).

Model format for questionnaire items

To measure knowledge change:

As a result of listening to the radio programs, to what extent did you learn more about the causes of soil erosion and flooding?

Greatly Moderately Slightly Not at all

To measure attitude change:

How much do you favor measures to protect trees and bushes in your community?

Greatly Moderately Slightly Not at all

To measure skills change:

As a result of attending the training workshops, to what extent have you learned skills or techniques to prevent soil erosion?

Greatly Moderately Slightly Not at all

Can you name and describe some of these techniques?

To measure behavior change:

Since participating in the workshops, how often do you practice conservation techniques when you farm?

Regularly Occasionally Not at all Don't Know

Adapted from *How Are We Doing? A Framework for Evaluating Development Education Programs*, by Roland Case (1987). See page 20 for ordering information.

Making a Splash, continued from p. 1

our audiences to listen, all our good works will go for naught.

We can do better in at least two ways. First, we can employ more interesting techniques to communicate our findings; thick reports simply won't work anymore, if they ever did. Second, we can remember a few guiding principles to enhance all our messages. Let's first consider some better techniques:

Final Reports

If we must produce final written reports (and surprising-ly often these reports are not required), then for everyone's sake, let's make them:

- **shorter** – no more than 15 to 20 pages per report, and always with an executive summary;
- **more true-to-life** – perhaps including direct quotes, personal incidents, short case studies, metaphors and analogies, and especially photographs whenever possible;
- **more powerful** – using active voice and present tense, featuring the most important information first, and using the sorts of graphics discussed below; and
- **visually appealing** – using modern graphics design principles, desktop publishing, and high-quality materials.

Other Written Products

In addition to final reports, other written products can be even more useful. Draft reports, for example, can be especially effective, precisely because they are still subject to change. I sometimes deliberately include material in a draft report that I have no intention of including in a final report, usually to raise sensitive or even controversial issues that are not receiving enough attention.

Other written products include interim progress reports, talking papers, question-and-answer statements, memoranda, written responses to other documents, press releases, "op ed" items in newspapers, speeches, written testimony, newsletters, and even articles in association or professional journals. In short, we evaluators have plenty of opportunities to present our findings, but we must be more creative at using these opportunities.

Graphics

Using graphics is not a presentation technique by itself, but they are so useful they deserve special attention. Pie charts, historical timelines, maps, small multiples, and pictographs are an effective communication technique for several reasons. They allow a large quantity of data to be displayed and absorbed quickly, they reveal patterns not otherwise apparent, they allow easier comparisons among data sets, and they can have a strong impact. Furthermore, we can use these graphics not only for presentations to

Use of Radio for Primary Health Care
Summary of Findings from Research and Field Projects

Category	Finding
Planning and Strategies	<ul style="list-style-type: none">▶ At the community level, direct methods of education and radio are equally effective in teaching nutritional concepts.▶ Students of radio schools may or may not achieve as well as those conventionally educated.▶ Radio listening forums can be difficult to maintain.
Audiences	<ul style="list-style-type: none">▶ Radio can reach the rural and the illiterate people.▶ Radio is particularly effective in providing information to younger people.
Content and Messages	<ul style="list-style-type: none">▶ Personalized, practical, relevant information makes the best messages.▶ Sensitive subjects can be presented on radio.▶ A memorable personality or song can help an audience remember a program, and perhaps its contents.
Format	<ul style="list-style-type: none">▶ Entertainment is a desirable format for health messages.▶ Radio spots are inexpensive and effective.
Impact	<ul style="list-style-type: none">▶ Radio combined with listening knowledge

Using graphics and design principles, evaluation reports can present findings in a more succinct and visually appealing way.

audiences at the end but also to help guide our own *analyses* as we progress.

However, a book on "How to Lie with Graphics" could easily include sections on clutter, incorrect proportions (especially by the gratuitous use of three-dimensional effects), an overemphasis on artistic effects, broken or shifting scales, and failure to place findings in perspective or to adjust accordingly. Any of these errors could easily confuse or even mislead our audiences, so graphics must be used carefully.

Two overall suggestions might be useful. First, remember that selecting the proper graphic is *not* the first step in moving from data to graphics. The first step is for you, the evaluator, to determine your message. What specific point do you want to make? A second suggestion is to maximize the amount of "graphic ink" which presents actual data and to minimize the amount which presents grids, titles, and legends. Unfortunately, too many graphics are now cluttered with extraneous ink.

Personal Briefings

Briefings are almost always more effective than written reports for presenting evaluation findings, and they should almost always be used. True, they can be risky, since a poor presenter, poor selection of material, scheduling delays, audience moods and external events can affect the presentation. (I once saw a single briefing interrupted three times by phone calls from the White House.) But the strong advantages to briefings more than offset these risks.

For example, briefings involve all relevant actors in a common activity, allow these actors a much-needed forum for discussion, and create a certain momentum for action.

Most importantly, however, briefings fit the way managers normally operate. Managers rarely sit and read documents for long stretches of time, so why should we ask them to change their management style for us? Instead, we evaluators need to tailor our communications to fit our audience's style, and personal briefings fit very nicely.

To *plan* an effective briefing, limit the audience to a select group, select only the most important information, prepare 6-10 large briefing charts (or overhead transparencies or slides if you prefer), select a team of one presenter, one assistant, and one high-level liaison with the audience, study the audience's interests and likely questions, and practice, practice, practice – exactly as you plan to present the briefing and using a stop watch.

To *conduct* an effective briefing, distribute materials in advance, don't overlook the lighting and seating arrangements, immediately grab the audience's attention, avoid using a microphone or notes, provide individual copies of all briefing, this means that the formal presentation should finish within 20 minutes; the remaining 40 minutes are for general discussion, the first and most important purpose of a briefing.

Other Techniques

All evaluators use written reports and personal briefings to present our findings. But how many of us use less traditional techniques that may be even better at feeding our findings into ongoing decision-making?

I once worked for the Inspector General (IG) of the US Department of Health and Human Services, helping to supervise national-level evaluations. The IG, as part of his normal routine, regularly held one-on-one private lunches with the Secretary and other top agency officials. Naturally we wanted him to discuss our evaluations at these lunches, but it was unrealistic to expect him to carry along a progress report.

So we began providing the IG with one pocket-sized index card for each of the evaluations which might be relevant for his luncheon partner. Because these cards were convenient, the IG looked at them on the way to lunch, and he usually found ways to interject our information into the discussion. As a result, top agency officials routinely discussed the IG's evaluations, not just on special occasions.

Carefully selected comments at relevant meetings or "chance" hallway encounters can also be useful, and more modern methods include videotaped and computerized evaluation presentations. The US Food

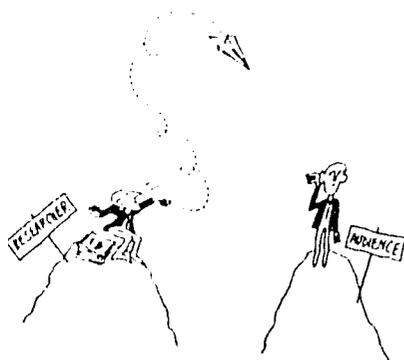
and Drug Administration, for example, uses computer graphics to present captivating on-screen slide shows. In addition to allowing professional wipes, fades, and other transitions, this program allows an evaluator to build text charts line by line, make the bars of a bar chart grow, move the lines of a line chart across the screen, and add the slices of a pie one by one. This technique also allows an audience to view the message over and over, and at his or her leisure.

With these different presentation techniques in mind, let's now consider six guiding principles for using these techniques most effectively:

- **Remember that the burden for effectively communicating our findings is on us,** the evaluators, not on our audiences. It is our responsibility to convey our messages, and it is our failure when this does not occur.
- **As Thoreau would say, "Simplify, simplify."** Our typical audience is usually very busy and being pulled in many different directions, so we need to pare ruthlessly to reach our few key points. If these create interest, we can always follow-up with more details.
- **Know our audience.** Do the homework necessary to learn their backgrounds, interests, concerns, plans, pet peeves, etc. Even something as simple as selecting examples from the home region of a key audience member can help maintain interest in a report or briefing.
- **Be action-oriented.** Our audiences are rarely interested in background knowledge; they almost always want information that will help them right now. Often this requires us to offer effective recommendations for actions by taking the time to establish a receptive environment and then carefully develop, present, and follow-up on our advice.
- **Use multiple communication techniques.** Rather than limit ourselves to one technique or another, we can produce several written products, give a personal briefing, develop a ScreenShow presentation, produce a videotape, etc. - all filled with powerful graphics and helpful recommendations.
- **Be aggressive.** Instead of waiting for audiences to request information, we must actively look for chances to present our information. This implies that we will communicate regularly and frequently, appear in person if at all possible, and target multiple reports and briefings to specific audiences and/or issues.

In conclusion, we evaluators can be enormously useful in many different ways, but only if our findings have an impact. How we communicate our findings is often the difference between creating a tiny ripple or making a proper splash.

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Radio Enriquillo: An Experience With Self-Evaluation



Radio Enriquillo correspondent records villagers.

by Miriam Camilo, Maria Mata
and Jan Servaes

Radio Enriquillo, one of five Catholic radio stations in the Dominican Republic, was founded in 1977 with the goal of creating a communication channel for local peasant and community groups, to support their development initiatives and encourage their cultural expression. The station is located in the southwest, a poor, sugar-growing region which has traditionally been ignored by the national media and neglected by government programs.

Over the years, Radio Enriquillo has developed a highly participatory working style, involving youth, women, and peasant groups in the identification of themes and content of programs ranging from news, debates, folk music, poetry and drama. Using local correspondents, it often broadcasts "live," and therefore completely unedited, interviews with local people about everyday realities, problems and opinions.

The station consciously strives to support grassroots organizations in their social and economic demands. In fact, observers agree that Radio Enriquillo was instrumental in the tremendous growth in the number of peasant associations and women's groups in

the decade after its founding. As one elderly listener once remarked, "The first and only school we have is Radio Enriquillo." Appropriately, the station calls itself "La Amiga del Sur," or Friend of the South. However, because of its clear identification with the poor, those in power have accused it of "agitating" and generating conflict.

Building In Regular Evaluation

From the start, Radio Enriquillo has emphasized the importance of periodic review of its programming and organizational structure. For example, regular meetings are held to examine the station's relationships with local and regional citizen's organizations. In 1982, the station undertook an 18-month research-action project with the assistance of the Latin American Association of Radiophonic Studies (ALER), an Ecuador-based group that specializes in participatory research for community radio stations. The evaluation proved very worthwhile in helping the station explore the source of its popularity and to define ways to better serve the information and educational needs of local people.

Since that time, changes have occurred at the station with the departure of original staff members and the addition of new members. In addition, national elections brought important political changes which had implications for the station and community organizations. As a result, in December 1988, the station staff decided to undertake another comprehensive self-evaluation to examine its achievements, limitations and problems. One of the station's funders, the Netherlands-based Catholic Agency for Development Aid (CEBEMO), also expressed interest in the evaluation and agreed to give it financial support.

Radio Enriquillo's five-member elected council invited the same evaluator from ALER to participate in the study because she could bring continuity with previous evaluation and because ALER had developed an evaluation methodology used in other community radio projects. They also decided that representatives from the station and from the Dutch funding agency should be involved. We, the three authors of this report, were selected as the coordinat-



Gathering Evidence

Five methods were used to collect data:

- ◆ **Surveys.** Following a training workshop on survey and interview techniques, the local correspondents of Radio Enriquillo carried out a survey with 415 listeners residing in the broadcast area. The sample was selected to include equal representation of men and women, listeners in urban centers as well as rural areas, and those who participated in community organizations as well as those who did not. Separate surveys and interviews were also conducted with organizers of church, educational and development organizations, and with all station staff.
- ◆ **Community meetings.** Fourteen meetings were held with community organizations in order to explore the radio's relationships with them. More than 200 people participated, representing 51 peasant associations, 30 Christian groups, 7 labor unions, 3 neighborhood groups, and 8 health, human rights, and other organized groups. In addition, five debates were conducted with church and popular education groups that collaborate with Radio Enriquillo. They focused on issues such as whether Radio Enriquillo's programming should give greater emphasis to political analysis or music and culture, or whether the staff's increasing professionalization risked leaving them out of touch with the community.
- ◆ **Analysis of radio programming.** In group meetings, program producers and other station staff analyzed a sample of the radio programs currently aired. In addition, the station conducted a two-week on-the-air contest, asking listeners to enter a drawing by writing and identifying the programs they liked best. In all, 1,268 letters were received.
- ◆ **Document analysis.** The station coordinators reviewed existing documents, including letters from listeners, administrative and financial reports, and reports from past evaluations.
- ◆ **Observation.** The evaluation team observed the daily work of the station, attending staff meetings and examining normal program production operations.

- MC, MM, JS

ing team. The evaluation process began in August 1989 and concluded in March 1990.

A Democratic Process

Since Radio Enriquillo had always emphasized democratic participation in its operations, the station staff were naturally inclined toward a participatory approach to evaluation. Also, everyone agreed that if staff were directly involved in the determination of evaluation results, they would also be more committed to carrying out the recommendations. Thus the staff was involved at various stages of the evaluation process - selection of objectives, development of the methodology, data collection and analysis. However, the process attempted to balance their in-depth knowledge of the station's operations with our evaluation experience and independent perspective.

Through joint discussion, we decided on a series of evaluation objectives, including those below:

- ◆ to re-examine Radio Enriquillo's objectives in light of recent developments;
- ◆ to assess the radio station's relations with community groups in the region;
- ◆ to examine the coherence and quality of the station's programming and the degree to which it met the information and educational needs of the audience;
- ◆ to examine the level of coordination between Radio Enriquillo and other educational, church and development organizations in the region;
- ◆ to review Radio Enriquillo's organization, administration, and financial management.

Afterward, we produced a detailed outline identifying indicators for each objective, and types of data collection for gathering evidence.

Sounding Out the Audience

Data collection was carried out with the involvement of station staff and village correspondents between September and November 1989. (See box for a

"Radio Enriquillo makes continual efforts toward improvement, as in this evaluation."



Some standards of data collection, such as a high degree of statistical reliability, could not be met in the self-evaluation.

decription of data collection activities.) We recognized that some standards of data collection, such as a high degree of statistical reliability, could not be met. This was the case, first, because most data was gathered by associates of Radio Enriquillo, rather than by independent observers and, second, because many of them were inexperienced in the protocols of data collection, although we provided some training. However, we agreed that problems with quantitative measurements could be corrected through more in-depth qualitative research, and careful data analysis and interpretation. We also believed that the qualitative data would broaden the findings suggested by the statistical data.

During the next two months, we analyzed data and produced a preliminary report in consultation with the elected council. Extensive discussions with the entire staff of Radio Enriquillo resulted in significant changes to the report. In the final stage, conclusions and a lengthy series of short-, medium- and long-term recommendations were reached. The most significant related to reorienting programming to the particular needs of different groups of listeners, giving more emphasis to daily concerns than to consciousness-raising, and shifting some decision-making power from the church-appointed director to the elected coordinating team. We agreed to follow up on the implementation of recommendations within a year.

Evaluating the Evaluation

Just as the evaluation was an opportunity for Radio Enriquillo staff to learn more about their strengths and weaknesses, so too with the evaluation process itself. In a special final session, we met with the station staff to reflect on the value of the evaluation process.

The staff agreed that the evaluation presented an opportunity to raise issues that normally wouldn't be discussed with community groups, collaborating organizations and among the radio staff itself. They found the experience highly democratic. They also appreciated that we ensured that the evaluation established trust between all parties, was completed in a timely manner, and fol-

lowed careful methods. For our part, we voiced appreciation for the chance to facilitate an investigation into the station's role in the context of the popular movement.

But the evaluation process was not without problems. For example, the representative from the funding agency was initially viewed with suspicion. It took time for the station staff to trust that he would fully cooperate with the participatory process. Also, taking part in a large-scale evaluation while still carrying out daily tasks required staff members to put in long hours. It was testimony to their commitment that they maintained this schedule throughout the full six months. Finally, several of the debates with collaborating groups exposed Radio Enriquillo staff to harsh criticism, which sometimes went beyond the scope of the evaluation to personal attacks. Such problems were expected in a participatory process, if difficult to remedy.

Conclusion

Why does the community have such trust and support for Radio Enriquillo? "Because the people that work with it are valuable resources." "Because they have the support and acceptance of the people." "Because they make continual efforts toward improvement, as in this evaluation." These were the three answers most frequently cited by respondents during the evaluation. As we see, they are the three basic elements by which an organization like Radio Enriquillo can transcend its limitations, redefine its strategies, and continue pursuing its vision: a team that values people, works to revise its practice, and ensures that the listeners recognize this radio as their own. ■

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Who Interprets? Who Decides? Participatory Evaluation in Chile

Principles into Practice

Chilean non-governmental organizations that control an important share of the non-public resources for development programs.

Cross Purposes

Development projects can point to numerous examples of failure from not taking the "other point of view," or beneficiaries' perspective, into account. In CIDE's experience, this is particularly clear in projects related to agriculture, health, and sexuality, three areas where popular knowledge, myths and beliefs strongly

affect the way people understand a problem and behave.

Our educational field work and research demonstrate that the development professional and the beneficiary usually differ in the way each defines a social problem, their motivation for participating in an educational program, and the results they expect. The fundamental difference is rooted in the fact that professionals see educational programs as a formula for changing society; they perceive objectives that go beyond those established for the

specific project. The beneficiaries, on the other hand, see projects as a resource and an opportunity to reach the circles of power (professional, institutional, or political) and become part of society as they understand it.

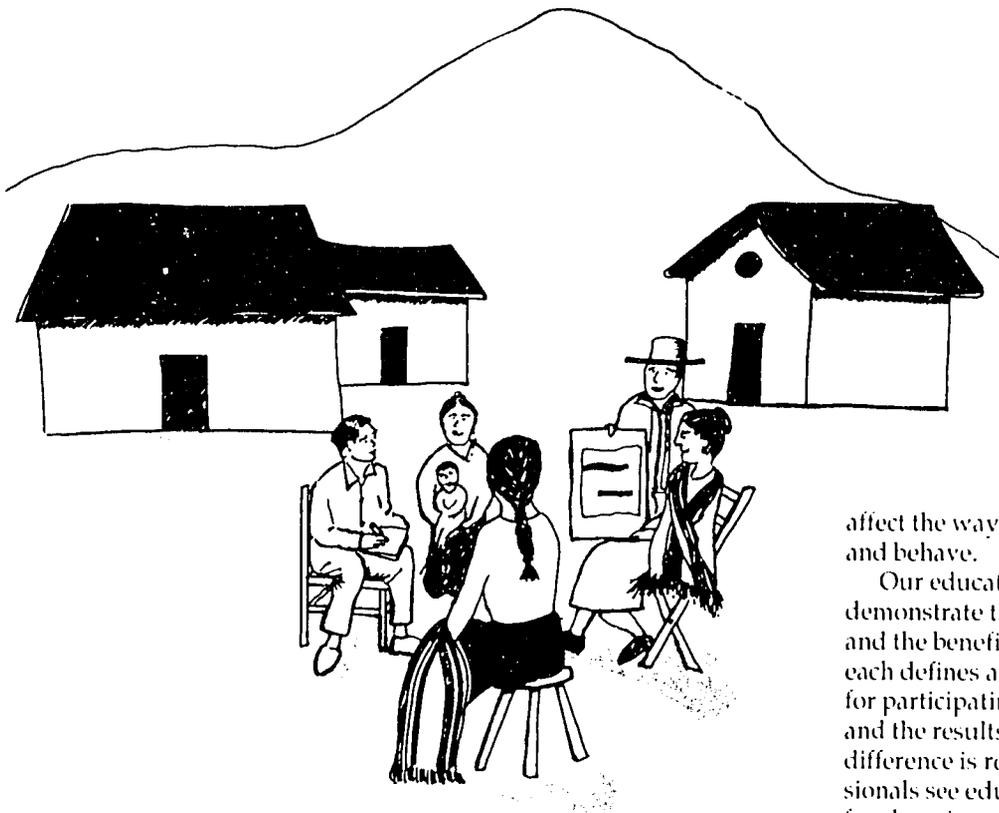
Participatory Evaluation

One of the most sensitive areas of differences in perspective is evaluation. Evaluation involves interpretation of what has occurred in a project and how well it went, and interpretation is inevitably influenced by power relations. That is, some people will have greater power than others to decide what is good and bad about a project, or are in a better position to influence others.

In view of these differences, it is appropriate to create the conditions for smooth communication and cooperative work between professionals and beneficiaries. We view participatory evaluation as a series of activities

*Beneficiaries
see projects as
an opportunity to reach
the circles of
power and
become part of
society.*

Rodriguez Ricks



by Horacio Walker

Through 25 years of working with the poorest sectors of the Chilean population, the Centro de Investigación y Desarrollo de la Educación (CIDE - Center for Educational Research and Development) has learned that taking the information and experience of beneficiaries into consideration in the design, implementation and evaluation of social programs is more likely to lead to a positive outcome.

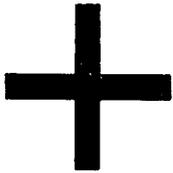
CIDE conducts education and training programs that permit poor people in Chile to develop communication, technical, management, and organizational skills. In the course of our work, we have developed participatory practices that allow the beneficiaries to gain control over their environment. These practices have increasingly been incorporated by many of the 300

Who Interprets? continued from p. 15

which allow professionals and beneficiaries, together, to share their perspectives about the results of a given intervention in order to collectively reach decisions leading to the improvement of program strategies.

Participatory evaluation presents an opportunity for compiling opinions, view points, conflicts, contradictions, and illustrative examples of how projects operate. It is specifically concerned with questions such as the following. For each of the various actors involved in a project, what does the program represent? How does it operate? How do the people involved describe the problems being addressed? What concepts and theories do they use to classify their experiences? What are the perceived problems and benefits of the project? What modifications should be introduced?

In CIDE, we use the term "illuminate" to suggest how this evaluation approach brings light to issues that aren't always obvious or apparent. As a result, the meaning of the educational process is better understood by the participants. At the same time, the evaluation process gives beneficiaries greater visibility among development professionals and donor agencies. Beneficiaries' identification with and interpretation of the project is communicated through their own daily knowledge and common sense understanding.



Carrying It Out

Participatory evaluation can be practiced in different degrees. At one extreme, participation is limited to answering questions in semi-structured interviews, whereby a professional qualitatively interprets the beneficiary's opinion, and makes decisions accordingly. Generally, this approach is taken when the purpose of the evaluation is to gain in-depth knowledge of a problem and when it is carried out by an external evaluator who uses the principles and procedures of qualitative evaluation. This approach may be preferred when the evaluation assesses programs of a technical nature, such as seed cultivation methods or certain health care interventions.

At the other extreme, participation consists of soliciting participants' views on the various aspects of project implementation and using group processes which elicit shared values, beliefs, opinions, and knowledge in relation to the specific project. The results should give way to adjustments or modifications in day-to-day program operations. This broader form of participation may be more practical and desirable in programs related to organization, communication and culture.

Participatory approaches emphasize qualitative information and techniques, but not to the exclusion of quantitative ones. Without qualitative data, the evaluation does

not know what it is counting. Without quantitative data, evaluation don't know the size of the change.

The evaluation process should fit easily into the normal activity of a project. It should correspond to what participants are already doing, for example, in regular discussion groups, and pose questions in terms they already understand. Seen in this way, participatory evaluation becomes part of and enhances the educational and communication processes, rather than disrupts them.

Simulation Games

CIDE has developed a set of techniques which make it possible to engage beneficiaries in assessing educational programs. The most successful are simulation games, which offer a recreational method for critical analysis of a problem and the search for solutions. Simulations involve board games, role-play, group discussion and other methods designed to elicit research questions, priorities, or qualitative assessment of a project.

For example, we divide beneficiaries into two groups and ask one to brainstorm on what went well in a project, the other to brainstorm on what went wrong. We then ask each group to create a short skit based on their findings, and perform it to the entire group. Afterward, they engage in discussion to analyze why positive or negative outcomes occurred.

Another approach, used in place of survey methods in a project training peasant farmers in accounting procedures, relies on what we call "verbal images." These are obtained by asking a small group of informants to make descriptive or evaluative statements, in their own language, which present a picture of what occurred in a project. For example, "Participants in the education project are mostly people that cannot read or read very little. They are people with scarce

The process of discussion generally leads to a consensus on the facts or judgments.



resources." A series of nine or ten statements are then taken to local groups of beneficiaries, who are asked to agree or disagree and amend the statements as they see fit. The process of discussion generally leads to a consensus on the facts or judgments. The final statements from each group are presented verbatim in the final evaluation.

We have developed more than 200 simulation games that address problems such as "myths about sexuality," "family conflicts," "duties and rights of citizens," "grassroots organizations," and "organic vegetable gardening." The use of these techniques has succeeded in promoting the exchange of experiences among groups, group cohesion and collective learning of new concepts.

Possibilities and Limitations

Participatory evaluation is successful in gathering qualitative information in order to arrive at in-depth knowledge about an experience. It can illustrate the progress of a program, beneficiaries' level of participation, and their relations with professionals. It is especially

well suited to education projects that aim to change behaviors, attitudes, or cultural norms in relation to a development problem. However, in contrast to standard evaluation which often focuses on individual change in attitudes or behavior, our participatory approaches emphasize changes in group or social norms and practices. For example, a project may try to break down "machismo" attitudes and promote value of equality in male/female relations. The evaluation would attempt to explore how attitudes had shifted and modified practices in the community at large.

Participatory evaluation shows its best potential when applied in small-scale programs. The techniques used and the compilation of information require extensive time and resources, which may be difficult to reproduce on a large-scale basis. Participatory evaluation achieves best results when it is applied to non-formal educational programs. It is also especially effective when applied to programs focusing on innovation and experimentation. For example, it is appropriate in pilot programs that will later be adapted on a large scale. Our use of par-

ticipatory evaluation in an experimental pre-school education project allowed use to incorporate parents' and children's views in redesigning the program for expansion in many rural areas.

However, in the light of our experience, it is worth pointing out that indiscriminate use does not necessarily lead to positive results. It is not the most appropriate approach for the collection of quantitative or statistical information, such as cost-benefit analysis. There is also little experience with its use in programs at the national government level or on a large scale, or with formal education programs.

Participatory evaluation often puts more emphasis on the educational process than on the final results of a program. This has led to the frequent criticism that the process is valued as the clearest indicator of success, to the neglect of more objective indicators of the achievement of goals. Therefore, it is necessary for participatory evaluators not to lose sight of the goals and to understand how the process relates to the goals.

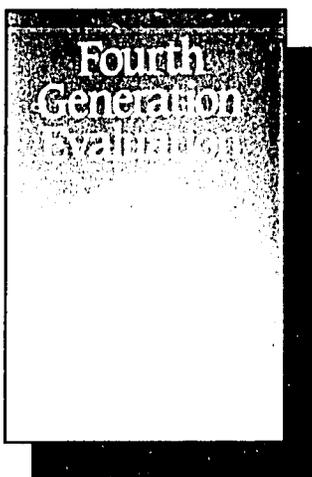
Indiscriminate use of participatory evaluation does not necessarily lead to positive results.

Honorio Walker, Director of the Latin American Information and Documentation Network for Education, has designed and carried out numerous evaluations of popular education programs. For further information, contact CIDE at Erasmo Escala 1825, Casilla 13608, Santiago 1, Chile. Telephone: (562) 698-6495. Fax: (562) 718-051.



'Truth' in Evaluation: Negotiating Competing Interests

New Books



Fourth Generation Evaluation by Egon G. Guba and Yvonna S. Lincoln. Sage Publications (2111 West Hillcrest Drive, Newbury Park, California 91320, USA). 1989. 294 pp. US \$29.95.

by Randal Joy Thompson

Fourth Generation Evaluation could transform the way evaluation for social programs is carried out worldwide.

Authors Guba and Lincoln, both professors of education at US universities, have long been pursuing an evaluation approach appropriate for social programs, contending that conventional evaluation approaches work best for laboratory-based scientific experiments. Building on their previous model known as "naturalistic inquiry," the fourth generation evaluation model is based on the belief that evaluators should help "stakeholders," or the various actors in a project, construct a shared reality about the project and help them negotiate solutions to issues through a collaborative process. The method is particularly useful for the evaluation of development projects, since their complex political and social nature eludes the controlled, deterministic framework often assumed in standard evaluation approaches.

Beyond Scientific Method

Fourth generation evaluation, according to Guba and Lincoln, is based on the assertion that evaluation goes beyond science – just getting the facts – to include the human, political, social, and cultural context surrounding any human endeavor. It is based on the philosophical belief that social reality is not a "given" to be discovered by a detached scientist, but rather it is "constructed" by stakeholders who are actively involved in the object of their inquiry. These stakeholders – for example, the donors, managers, and beneficiaries of a development project – each have a unique perspective and their various perspectives must be taken together in order to obtain a full and unbiased understanding of the situation at hand.

Evaluation, therefore, must be par-

ticipatory, with an emphasis on all stakeholders *communicating* their claims, concerns, and issues. Evaluation outcomes are not descriptions of "the way things are" but rather represent meaningful constructions of actors to "make sense of" the situations within which they act. Evaluators, therefore, are not objective outsiders who set out to discover the truth about a situation, to judge its worthiness, and to recommend actions. Rather, they are best characterized as facilitators who help stakeholders construct a shared reality about the project being evaluated, make group judgments about project accomplishments and problems, and negotiate solutions to the major issues which stakeholders themselves identify.

Guba and Lincoln argue that the approach contrasts markedly with those of the past three generations of evaluation, which have often alienated project participants and so have reinforced the non-use of evaluation. According to their schema, first generation evaluation, dating back to the early part of this century, focused on measurement. The evaluator was a technician who measured a variable which the client identified. In second generation evaluation, which took hold after World War I, the evaluator described the patterns of strengths and weaknesses of a particular project or program with respect to certain stated objectives. In the third and current generation of evaluation, predominant since the 1950s and the approach most often used in development projects, the evaluator judges whether project or program objectives have been met.

These prior evaluation methods, the authors argue, all erroneously assumed that information and hence findings and conclusions can be "value-free" and "true and objective," and that evaluators should be relied upon to determine the truth about an activity. For example, they could lead an evaluator to conclude that a project failed because it didn't work according to its original design and objectives, when in reality important developments that suggest new project directions were overlooked.

Some readers may question whether "fourth generation" isn't simply a fancy term for participatory approaches that have been part of international development

rhetoric and practice for more than a decade. In fact, participatory methods often do not go far enough in rejecting underlying assumptions about who determines the evaluation outcome. For the first time, Guba and Lincoln offer a comprehensive conceptual framework for arguing why full participation is methodologically sound, and they elaborate on procedures for implementation. Their work also gives those evaluators committed to participatory methods a justification for what they have been doing all along.

Putting It into Practice

Fourth generation evaluation requires that evaluation be carried out in a very different fashion than in the past. Evaluators are selected not only for their technical skills, but even more for their skill in facilitating group processes. They begin the process by interviewing different groups of stakeholders in an open-ended dialogue, allowing them to freely express their claims, concerns, and issues about the project. Evaluators use the views and perceptions of all stakeholders to construct a vision of the project and to determine where consensus exists and where disagreement and problem areas remain. The task for evaluators then is to collect new information to bring light on unresolved issues. At this point, they may rely on traditional quantitative and qualitative data collection methods, such as literature reviews, observation, surveys and interviews, as well as their own experience.

But data gathered is not framed in terms of the evaluator's own findings and recommendations, as in standard evaluations. Rather, it is introduced into a negotiation process in which stakeholders attempt to reach consensus. The negotiations continue until consensus on all issues is achieved, or until certain issues are deemed intractable and are put aside for further negotiation, after more implementation experience may provide greater insights. Therefore, the evaluation process does not stop with a report, but with agreement among stakeholders. Reports are written as case studies which provide readers with a "vicarious experience" of the evaluation process rather than abstract findings and

one-sided proclamations. Thus, the evaluation goes beyond the question "Did the project get there?" to ask "Why or why not?" and, even more important, "What are the consequences if it did?"

A Case in Point

In 1990, Creative Associates International, a consulting firm based in Washington, DC, used the fourth generation approach to evaluate USAID's involvement in the Malawi Human Resources and Institutional Development Project. Now in its third year, the project is designed to improve management skills, processes and human resources across a range of Malawian government agencies by 1995. The opening for using the fourth generation approach occurred when officers in the USAID mission in Malawi acknowledged having diverse perceptions and opinions about the project, and invited an open process to examine these differences.

The evaluation team held a series of initial consultations with stakeholders – who were not limited to those suggested by USAID – to determine what they hoped to gain from the evaluation. After research instruments were designed, a series of individual and group interviews were conducted with different groups of stakeholders. In daily meetings, the four evaluation team members pieced together a picture of the project based on the stakeholders' individual and collective perceptions. A final session with all project stakeholders allowed everyone to refine and modify the composite picture of the project, negotiate differences, and come to a common agreement about future directions. At the end, all project stakeholders participated in a two-day retreat to plan next steps from a position of mutual understanding.

An All-Purpose Strategy?

The fourth generation approach is not the right choice for all development project evaluations at all times. The process of frequent consultation and negotiation is necessarily more time-consuming for stakeholders already busy with daily work. It may also work best under certain conditions. As mentioned earlier, it requires an

evaluator more skilled with people than at research design and data collection. And, since the approach often stimulates new understandings and new directions, it is probably most useful as a tool for evaluating projects at an early or mid-stage, rather than at project completion.

Furthermore, it assumes that the donor agency is willing to give up control of the evaluation process and work collaboratively. But donor agencies sometimes have an unstated agenda for the evaluation and are not always willing to forego such control. Similarly, the approach presumes sufficient trust between various stakeholders to permit open discussion and dialogue. While fourth generation's emphasis on negotiation can go far toward building such trust, facilitators must be sensitive to the larger power relations in the community or society.

Despite these limitations, with development agencies giving renewed emphasis to democratic processes and initiatives, Guba and Lincoln have presented us with the right strategy for the right time.

Randal Joy Thompson is an evaluation specialist currently working in USAID's Center for Development Information and Evaluation. For further information, contact her at USAID, PPC/CDIE/PPE, Room 217 B, SA-18, Washington, DC 20523, USA.

ALAIC: Back Again

The Latin American Communication Researchers Association, known by its Spanish acronym ALAIC, was revived in 1989 after lying dormant for nearly a decade. ALAIC is renewing efforts to bring together communication researchers throughout the continent to examine the North-South communication issues and to press for national communication policies and creation of local news agencies.

Originally formed in 1978, ALAIC mobilized researchers in Latin American and Caribbean countries and created several communication research centers. But the association came upon hard times amid the economic crisis that gripped Latin American educational institutions during the 1980s. In addition, dramatic political changes called for a redefinition of original goals.

ALAIC plans to sponsor the first Latin American Congress of Communication Researchers and to send delegations to international communication meetings. The *ALAIC Bulletin*, published twice a year, disseminates ideas and trends in communication research in Latin America.

For more information contact: Jose Marques de Melo, School of Communications and Arts, University of Sao Paulo, Av. Prof. Lucio Martins, Rodrigues, 443, 05508 Cidade Universitaria, Sao Paulo, Brazil.

Resources for Evaluation

Three books distributed by Private Agencies Collaborating Together (PACT) are designed to overcome the myth that only an "evaluation specialist" can conduct quality evaluation. The *Evaluation Sourcebook for Private and Voluntary Organizations* (Cost: US \$6), *Participatory Evaluation: A User's Guide* (\$10) and *Demystifying Evaluation* (\$5) are all directed at development field workers or trainers. Each is a practical guide to designing an evaluation, selecting research tools, and implementing strategies. Contact: PACT, 777 United Nations Plaza, New York, NY 10017, USA. Tel.: (212) 697-6222. Fax: (212) 692-9748.

Although more than 10 years old, "Evaluation and Research in the Planning, Development and Support of Media-based Education," by John K. Mayo and Robert Hornick, remains a definitive paper on the subject. Aimed at evaluation specialists, the 60-page paper identifies the major research and evaluation questions that accompany the five phases of educational media programs - policy definition, planning, build-up, maintenance, and review. Available from the International Institute for Educational Planning, 7-9 rue Eugene Delacroix, Paris 75116, France. Telephone: (33-1) 45-04-2822. Fax: (33) 1-45-67-1690.

A Manual for Culturally Adapted Market Research in the Development Process by T. Scarlett Epstein uses a question-and-answer format to lay out basic arguments for research that explores users' knowledge, needs and preferences, and relies mainly on trained indigenous investigators. The monograph also outlines a step-by-step approach for developing a market research plan. Available from RWAL Publications, Lloyds Bank Chambers, 15 Devonshire Road, Bexhill-on-Sea, East Sussex TN40 1AH, UK. Telephone: (44-424) 219-318. Fax: (44-424) 730-291.

"Evaluation for HIV/AIDS Prevention Programs," a new 12-page guide intended for use by community-based organizations, explains the purpose, types and methods of evaluation and outlines a sample evaluation plan. Available free of charge from the US Conference of Mayors, 1620 Eye St., NW,

Washington, DC 20006, USA. Telephone: (202) 293-7330. Fax: (202) 293-2352.

In 1988, the Center for Community Services in the Philippines conducted a baseline survey of 30 rural villages to explore interrelated problems of rural poverty. Based on this experience, it published *It's Our Move, Too! A Participatory Research Experience in Quezon*. The large-format, user-friendly book explains the basic concepts of participatory research, and describes techniques, problems and "important things to remember" when putting them into practice. Available from the Center for Community Services, Ateneo de Manila University, Loyola Heights, Quezon City, Philippines.

The International Participatory Research Network links researchers and development workers who involve communities in the process of investigating their own situation and generating new knowledge. The network has regional contacts in Africa, East and South Asia, South-East Asia, Latin America, the Caribbean, North America, Southern Europe and the United Kingdom. One of the more active regional groups is the Society for Participatory Research in Asia, which carries out such activities as a census of homeless people in Bombay and action research among women workers in Hong Kong. To get in touch with the representative in your region, contact: PRIA, 45 Sainik Farm, Khanpur, New Delhi, 110 062, India. Telephone: 650-1126.

Those involved in development education - the term that refers to the education of Westerners about Third World development problems and issues - will find a helpful resource in *How Are We Doing? A Framework for Evaluating Development Programs* and a companion volume, *So ... You Want to Evaluate?* The 125-page manual guides the educator through seven stages of evaluation, with dozens of examples drawn from existing development education programs. The 26-page companion explains to newcomers how evaluation can help their programs. Available for US \$8.50 and \$5, respectively, from Interaction, 200 Park Avenue South, New York, NY 10003, USA. Telephone: (212) 777-8210.

Clearinghouse on Development Communication

Publications and Services

Development Communication Report (DCR)

Back issues (1988-1990). Price: \$2.50 each, free to readers from developing countries. Please indicate the number of copies:

- No. 71: Communication and Healthy Lifestyles
- No. 70: Communicating with Women
- No. 69: Technology for Basic Education
- No. 68: Adult Literacy
- No. 67: Information Technology
- No. 66: Training through Media
- No. 65: Environmental Communication
- No. 64: Local Radio
- No. 63: Distance Education

DCR, Special Editions in French and Spanish

Price: \$2.50 each, free to readers from developing countries. Please specify the language:

Spanish French

Please indicate number of copies:

- Distance Education
- Local Radio
- Environmental Communication
- Health Communication
- Communicating with Women (in French only)

Special Publications

Price: \$5.00, free to readers from developing countries. Please indicate number of copies:

- Bibliography on Distance Education
- Directory of Training and Study Programs in Development Communication

Information Requests

The Clearinghouse responds to individual requests for information, bibliographic references, and referrals on development communication topics. This service is free to readers in developing countries; others will be charged the cost of photocopies (\$.10 per page) and postage. Direct consultation can be made by visiting the library. The main themes of the collection are:

- Communication Technologies: Broadcasting, Mass Media, Folk Media, Print Media, Informal Media, Telecommunications, Information Technology
- Communication practice related to Population, Nutrition, Child and Maternal Health, AIDS, Substance Abuse, Agriculture, Environment and Women
- Educational Technology, including Distance Education, Interactive Radio Instruction, and Computer-Assisted Learning.

Use the space below or a separate sheet of paper to outline an information request. Please specify the development field as well as the communication medium, if possible. *Example:* I would like materials on the use television for family planning programs and the names of organizations that conduct such work.

Enclose this order form with payment in the full amount, except for information requests, which will be billed. Make checks payable to the Clearinghouse on Development Communication. Mail to CDC, 1815 N. Fort Myer Drive, Suite 600, Arlington, Virginia 22209, USA.

Name: _____

Address: _____

Country: _____

Telephone: _____ Fax: _____

What's New, What's Coming

Call for Papers on Indigenous Communication

The Center for Indigenous Knowledge for Agriculture and Rural Communication at Iowa State University invites contributions of scholarly papers or references to traditional means of communicating indigenous knowledge on technical issues (e.g., land use, animal husbandry or forest protection), as well as externally generated knowledge.

The papers will be used to compile an annotated bibliography and a selected anthology on this topic. Each will list materials on folk media, indigenous organizations, indigenous forms of instruction, traditional forms of record-keeping, and social networks. The bibliography will also cover materials on how indigenous information channels operate, how people learn and teach indigenous information, who is involved in such communication, and how it is organized. One graduate student has made a special request for materials on indigenous knowledge systems related to livestock and animal management, breeding and feeding.

For more information, contact: Paul Mundy, Department of Agricultural Journalism, University of Wisconsin-Madison, WI 53706, USA. Telephone: (608) 262-1898.

Award

The Canadian Commission for UNESCO invites nominations for the biannual **McLuhan Teleglobe Canada Award**. Created in memory of the late communication scholar Marshall McLuhan, the award recognizes research or action that has contributed to a better understanding of the influence of communication media and technology on society, especially on cultural, artistic, and scientific activities. The award winner will receive \$50,000 (Canadian). Submit nominations by April 30, 1991, or soon after, accompanied by a biographical statement, a list of accomplishments and supporting documents. Contact: Canadian Commission for UNESCO, 99 Metcalfe Street, PO Box 1047, Ottawa, Canada K1P 5V8.

Courses

From May through August, Cornell University will hold five intensive communication courses, open to development officials and project leaders. They include: Participatory Research and Communication for Development (May 30 - June 20); Video Communication I (May 30 - June 20) and II (June 24 - August 3); Communication Planning and Strategy (July 10 - August 6); and Communication for Social Change (June 24 - August 3). Fees are US \$1,055 for three-week courses, \$2,200 for the six-week course. Contact: Cornell University, Department of Communication, 317A Kennedy Hall, Ithaca, New York 14853, USA. Telephone: (607) 255-6500. Fax: (607) 255-7905.

Iowa State University offers an annual, six-week course on **Agricultural Communication and Media Strategies**. This year's course, held June 10 - July 19, 1991, will cover basic communication concepts and offer hands-on production training in video, photography, print, radio, and posters. Participants may receive sponsorship from USAID, World Bank, FAO or their own governments. Cost: \$4,215, not including living expenses. Contact: USDA/OICD/DR/MCD, Room 3116, South Building, Washington, DC 20250, USA. Telephone: (202) 245-5836. Fax: (202) 245-5960.

Information Networks

The **Women, Environment and Development Network** was launched in 1989 to document and legitimize women's indigenous knowledge about environmental protection, especially in Africa. Researchers and documentation centers in Canada, Kenya and Senegal will be linked by computer for the purposes of sharing information and resources related to women and environment. The network will develop strategies for disseminating findings and recommendations to policy-makers. Contact: Rosemary Jommo, WEDNET Coordinator, Environment Liaison Center, PO Box 72461, Nairobi, Kenya.

In 1988, a national **Health Education Network** was established in Kenya with the goal of "promoting positive health behavior through appropriate information, education, and communication materials and techniques." Among other activities, the network publishes an 8-page newsletter and is sponsoring a competition inviting primary school children to express health messages in posters or poetry. It has established a resource center and welcomes samples of print and audiovisual materials and write-ups of health educator experiences that would be relevant to Kenya. Contact: HEN, PO Box 30125, Nairobi, Kenya. Telephone: 50-4661. Telex: 23254 AMREF, Kenya.

Resources

Publishing Educational Materials in Developing Countries, by John MacPherson with Douglas Pearce, grew out of a 1989 workshop that brought together curriculum developers, textbook writers and editors, teachers and commercial publishers to identify problems as well as solutions to textbook publishing in developing countries. The book explores cost-effective ways to produce educational materials, tracing steps from curriculum planning through final distribution and storage of textbooks. Available for £4.95 from Intermediate Technology Publications, 103-105 Southampton Row, London WC1B 4HH, UK. Telephone: (441) 436-9761. Fax: (441) 436-2013. Telex: 268312 Wecom G. Attn. Intec.

More Useful Evaluation, continued from p. 24

draw conclusions about project success, and even to suggest broad social change. Of course, project managers need information on how they are doing, and it takes a long time to see society-wide changes in fertility or infant mortality rates, or other indicators. But sales figures are the earliest, easiest, and possibly most misleading indicator of communication impact. Sales figures tell us nothing about people's actual and correct use of the product, about continued use, or about adoption of other good health practices.

Furthermore, social marketing typically divides the consumer population into broad categories, even though there may be substantial differences in lifestyle, beliefs, and socio-economic characteristics within each category. If we don't know who these people are, what can we conclude about social marketing effectiveness when a campaign produces 1.3 new contraceptive users each day and loses 1.0 the next day?

The challenge is to identify consumers who present different problems and track their behavior over time, adjusting the communication to their needs. Monitoring and dispersed, small informal studies of selected groups are indispensable for a better understanding of campaign success or failure.

◆ *Cost-effectiveness analysis.* Reports of health communication projects in developing countries find the mass media more "cost effective" than face-to-face communication of village workers in teaching mothers oral rehydration therapy (ORT). This may be true for one-time adoption of ORT. But it certainly may not be true for lasting behavioral change. The economics of communication impact are false without knowing the cost-per-unit of long-term change.

There is no easy solution. Studying the same people over 10 years or more would provide insights, but would be highly expensive. And it is difficult to know in a social setting with many types of communication which media cause which changes in behavior. We could broaden our focus from studying cause-effect relationships to studying communication as a catalyst for community change. Although this is also a long-term process, it would be a less costly way to document changes in community services, activities, and norms before, during and after a communication program.

◆ *Reporting.* The UNICEF study also found that, on average, evaluation reports devote only three percent of their text to recommendations on "what to do next" and "how to do it." The remaining 97 percent focuses on findings. Researchers may hide behind findings, fearing to risk their reputations. But decision makers, both at the project and policy level, care less about findings and more about the actions to take based on them. Evaluation work plans can require reports to make recommendations, each organized in a separate chapter, using findings to support them, not hide them.

◆ *Dissemination of results.* Evaluation reports are usually written for donor agencies and academic journals, and tend to be long and jargon-filled. This practically guarantees that the data won't be used. Projects should budget resources for an aggressive dissemination plan that identifies potential users of evaluation results at different levels, and tailors research messages to the interests of each group. The information should be conveyed journalistically, not technically, and through all forms of written, audio-visual and interpersonal communication.

◆ *Evaluation training.* Training programs tend to pluck host-country researchers out of their institutions, send them to courses in the United States or Europe, impart the advanced knowledge, and return them home where little has changed but their individual experience. The impact of training tends to fade rapidly.

One solution is provide system-wide training at each selected research institutions. Taking an evaluation process from beginning to end, training is given to all project staff at all levels for their specific jobs. Special emphasis should be given to the field worker, who intervenes between the intentions of the questions being asked and the intentions of the response given – the most fragile point of the research process. No study is better than the people who carry it out in the field.

The problems are human. The solutions are too.

Gerald Hursh-César is Vice-President of *Intercultural Communication, Inc.* For further information, write him at Suite D-102, 2440 Virginia Avenue, NW, Washington, DC 20037, USA.

The idea that a multiple information-giving strategy lends itself to a single information-getting assessment is wishful thinking.

Eight Ways to Make Communication Evaluation More Useful

Yes, but . . .

by Gerald Hursh-César

Although there is growing demand for communication to support development programs, nations are accepting communication processes and products more on faith than on evidence that they work. The usual answer to this problem is to carry out more and better evaluations. Yet, more often than not, communication research and evaluation have proven unproductive and wasteful. Outlined below are some common problems and suggested ways we can begin to overcome them.

◆ *Large quantitative surveys.* Large surveys usually use many field workers and rely on structured, checklist-type questions, asked in the same way in the same sequence of all people. So in a brief time, many people in many places can be asked many questions on many topics. By this formula, the data often lack depth. An even larger danger is going into unfamiliar settings with survey formulas that have worked elsewhere. For example, nearly identical family planning questionnaires were used recently in Indonesia, Jordan, Egypt, Kenya and Nigeria. This tidy world exists only on paper.

We may be forgetting that different cultures exist across nations, and among districts and villages in the same nation. We may be forgetting lessons painfully learned over many years about the need to take time to develop measures and instruments that are sensitive and comprehensible in the context of each culture. We should return to "pretesting" our full evaluation approach. Pretesting is more than learning how to translate questions. It is a "dress rehearsal" of the full logistics, sampling, measurements, and data analysis activities under conditions expected for the main study. Full pre-testing is a formal mini-study.

◆ *Small qualitative studies.* Large surveys are costly, often complex and time-consuming, and frequently too late and too superficial to help project decision making. As a result, many project managers have turned to simpler, faster, cheaper qualitative methods, often referred to as "rapid assessment procedures."

Such methods – focus group discussions, key informants, community observation, informal interviewing – usually produce more in-depth knowledge of small groups of

people. They are less formal and structured than surveys and more impressionistic. They are now becoming the dominant mode of evaluation. The danger is that the results may be unique to the personalities and skills of each individual researcher or unique to the subgroup. However, evaluators often generalize the data from these unique conditions to large, diverse, and unstudied populations.

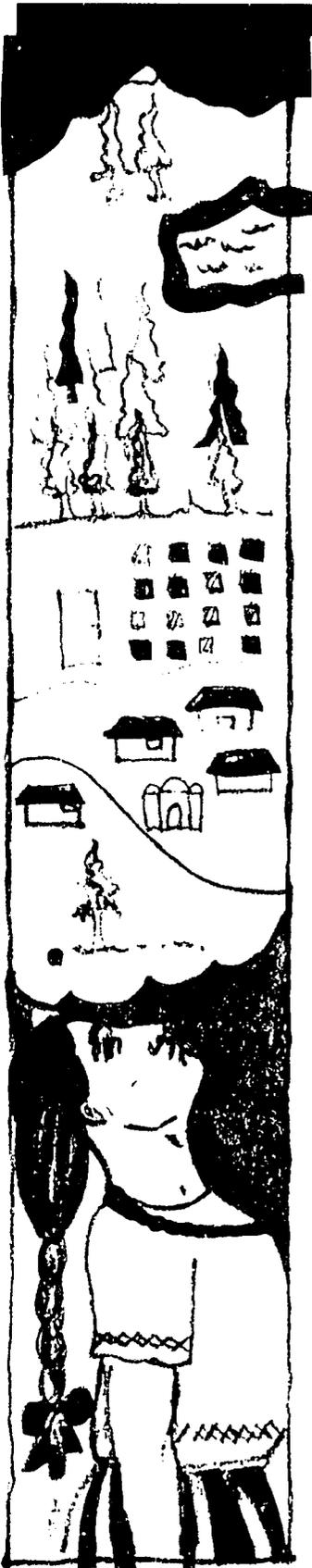
But we needn't make false choices between large quantitative surveys and rapid assessments, as though they were mutually exclusive alternatives. The idea that a multiple information-giving strategy lends itself to a single information-getting assessment is wishful thinking. Each approach has different objectives and different strengths. Evaluations should combine different methods for different parts of the information problem and use the data from each to complement the other – adding deeper insights to survey generalizations and greater breadth to small group impressions.

◆ *The evaluator.* The standard evaluation brings in an outside evaluator, who has minimal contact with project staff throughout the process and submits a final report that often does not reflect understanding of the project. Dissatisfaction with this approach led some practitioners, especially in Latin America, to adopt participatory methods involving project beneficiaries in evaluation.

But there is also need for closer partnerships between evaluators and ministry administrators, program staff and other local technical experts. A recent evaluation of 41 UNICEF field studies of child survival interventions found that the best predictor of a good study is the active partnership of program decision makers in planning, training, analysis and recommendations. Sitting together at the planning table ensures that all partners share understanding and expectations. Sharing drafts of approaches, questionnaires and analyses assures that all perspectives are included and factual errors avoided. Finally, working together is the surest way to develop practical, affordable, and workable recommendations.

◆ *Sales levels.* Social marketing projects often use the volume of pharmacy sales to

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Maria Elena LaRue



Development Communication Report

To Our Readers

No. 73
1991/2

This *DCR* is dedicated to you. It features articles that have been contributed by readers over recent months. Although we purposely departed from our usual practice of focusing on a single theme, we found that many articles center around the themes of participation, community empowerment, and locally initiated, grassroots communication approaches. This is consistent with preferences expressed by most respondents

in the recent *DCR* survey. (See report on survey results, p. 16).

We invite contributions to all *DCRs* – case studies, field research reports, project news or commentary – especially from practitioners with first-hand experience of communication programs and technologies in developing countries. The theme of the next edition is indigenous knowledge and traditional media; future themes will be listed in *DCR* no. 74. Let us hear from you!

– The Editor

Community Communication

Getting Beyond Information Overflow, Communication Undernourishment

by Manfred Oepen

"Broadcasting has to be changed from a means of distribution to a means of communication. What a wonderful apparatus broadcasting could be if it would only receive as well as transmit, make the recipient speak instead of just listen, relate him to others instead of isolating him from them."

– Bertold Brecht, *Der Rundfunk als Kommunikationsapparat, 1932*

Nearly 60 years after Brecht wrote this statement and more than 7,500 kilometers away from Germany, his vision has been put into practice: a small TV station in the Kheda district of Northwest India regularly broadcasts news

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Participatory Radio in Bolivia

by Jose Luis Aguirre Alvis and Eric A. Abbott

Although there is wide support among communicators for participatory approaches, there has been much less agreement about what the term really means, and how one can determine whether a project is participatory or not. The goal of our study was to develop a broad and inclusive methodology for examining participatory aspects of radio, and then to use that methodology to evaluate a participatory radio station operating in the

Amazon region of Bolivia. While other evaluations of participatory approaches emphasize single aspects, such as the philosophy or method used, content, or involvement by local people, the present approach attempted to examine participation across three dimensions:

◆ *Who participates?* Many communication models focus on the

(continued on p. 5)



Development Communication Report

Development Communication Report, published quarterly by the Clearinghouse on Development Communication, has a circulation of over 7,000. The newsletter is available free of charge to readers in the developing world and at a charge of \$10.00 per year to readers in industrialized countries.

A center for materials and information on important applications of communication technology to development problems, the Clearinghouse is operated by the Institute for International Research, in association with Creative Associates International and supported by the U.S. Agency for International Development, Bureau for Science and Technology, Office of Education, as part of its program in educational technology and development communication.

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Community Communication, continued from p. 1

Trends

on local development and social problems or conflicts that are discussed by the village groups and local authorities. Several times a week, the popular programs are widely viewed in a broadcast area of about 400 villages, most of which have communal TV sets.

Since 1976, the overall objective of this central government project is to instigate a dialogue among the otherwise passive viewers, make them speak about burning issues in rural development and social change and relate them to decision-makers at "higher levels." Due to its careful commitment to community self-reliance and opposition to social and economic oppression, Kheda TV has successfully "lobbied from below" for social changes by giving people a voice who were not heard before.

The Rule

True, Kheda TV is an exception, in India and elsewhere. As a rule, there is an unshakable belief that centrally programmed media will solve social and development problems, be they "national integration," "literacy," "rural development," "economic growth" or "democratization." Bad evaluation results, analyses of the negative effects of such media, and criticism of underlying media imperialism have not been able to change this conviction. Hence, what Brecht said long ago about broadcasting could be applied to most media used in communication for development. The reasons for media's shortcomings are not technical, but political and economic in nature. Whether radio and TV in the 1960s, or rural satellites and "barefoot microchips" in the 1980s, available media technologies are rarely used to stimulate dialogue among non-privileged sectors, due to power and profit interests of ruling elites.

The mass-mediated rush to the minds and money of people in the North and South – not to forget the East, these days – even seems to increase over the years. This does not make it easier to use such media systems for liberating development policies and programs. More information and more centrally programmed media deprive the individual of options for deciding courses of action and in developing accountability for

his or her decisions and actions. It also misleads development and media experts into a widely shared assumption: that information is the "missing link" between a problem and a solution. But even the most sophisticated information strategy will not solve a problem if economic resources, social organization or political leverage on the side of the people concerned is missing.

The Exceptions

True, the Kheda TV project is an exception to the rule, but it does not stand alone. In the Philippines, **People in Communication** is a network of non-government organizations and media organizations integrating community organizing and development support communication. Farmers, fishermen or other self-help groups use locally available community media, from street theater to radio, to identify their problems, then present and discuss the issues in their community. Next, they mobilize and organize problem-solving self-help action and lobby bottom up on their own behalf with political and economic decision makers, legislators or mediators like the church.

Similarly, the Indonesian **Society for Pesantren and Community Development** in cooperation with rural Islamic boarding schools (*pesantren*) applies a culturally adapted "pedagogy of liberation" and various community media to increase the "bargaining power" of cooperatives and self-help groups in efforts toward community development and democratization. In a country characterized by centralized media policies, farmers for the first time created radio for farmers, producing regional programs that highlighted local problems and local solutions. Teenagers regained their self-esteem previously lost in unemployment when they engaged in theater work and mobilized for vocational training. Scavengers portrayed their downtrodden situation of social discrimination, economic exploitation and legal insecurity through a videotape, later presented to development officials.

Video as a tool for "experts only" is also demystified by the **Self-Employed Women's Association (SEWA)** in India. SEWA trains ordinary street vendors or

women workers in video techniques so that they can produce their own programs. The programs are then used to increase self-employed women's visibility in social and legal spheres, for example in organizing credit unions and lobbying for their rights.

In Chile, a media network known as ECO pursues its goal of *comunicación popular* by making people senders of messages who had only been receivers before. By using video and popular press in cooperation with seasonal workers, trade union activists or women organizers, ECO attempts to balance the vertical organization of mass media with horizontal exchange of experience and social mobilization. A network of rural radio stations in Bolivia functions in a similar way by promoting cultural identity and a pedagogy of liberation among its listeners. The latter are mostly peasants and miners who usually do not have other sources of information relevant to bringing about transformation of their generally very exploitative economic environment.

Common Links

The above-stated examples, together with 10 other case studies, were presented at a series of three seminars sponsored by the German Society for International Development from 1986 to 1990. The seminars brought together more than 60 experts from mass media and community media, government and non-government organizations, to analyze what made development communication interventions efficient and successful. The case studies were selected as alternatives to standard media support projects, which normally might provide studio equipment or train journalists. Their goal is not to disseminate information for passive target groups, but rather to facilitate communication *with* and *by* those people who confront structural poverty, unequal distribution, unsatisfied basic needs and insecure subsistence.

Although mass media have a part to play in these strategies, the complex and risk-filled processes of socio-economic change in the Third World cannot occur without interpersonal communication in groups, networks, and communities. The media used in the case studies – from TV to theater – clearly blur the distinctions between modern,

traditional or group media. These categories usually assume that modern media are associated with decreasing public control and increasing technical complexity or, conversely, that the simpler the media, the more participatory. Instead, in problem-oriented communication with or by the people, access

to and participation in the media is more important than media selection. This approach is often labeled "community communication."

From the experiences shared in the seminars, several critical elements of this approach were derived:

- ◆ The entry point of the communication strategy is the specific realities and problems of local groups, which are often rooted in rural subsistence, poverty and lack of organizational capacity.
- ◆ The media are integrated with ongoing development activities and are not projects in their own right.
- ◆ Media produced with and by the people stresses the principles of access, participation and self-management.
- ◆ Horizontal communication processes motivate people and mobilize them to change behavior. These processes occur through communication networks at the local level and between local groups and NGOs, mass media, and research institutions.
- ◆ The main criteria of success of communication interventions are the degree of participation and action by non-privileged groups in decision-making



Marilia Stuart Communications

Video SEWA plays back a video to villagers in Davedholera, India. Discussion and comment follow the community viewing, allowing villagers input into the final version.

(continued on p. 4)

The goal is not to disseminate information for passive target groups, but rather to facilitate communication with and by people.

processes at the community and national level.

Why Not Utopia?

Communication in line with the above criteria focuses on strengthening the bargaining capacities of poor and rural people, who are often virtually powerless. Since powerlessness suggests lack of organizational skills, media supporting development should facilitate "communication competence," i.e., the ability to reflect upon and articulate the key factors of one's environment. This is a prerequisite for social and political competence, that is, the capacity to participate in and share a given society's decision-making processes and wealth in harmony or in peaceful conflict with others. The long-term goal is peaceful transformation of socio-economic power relations, and the creation of a democratic and pluralistic society.

In such an approach, community media clearly have some advantages in comparison with the usual dichotomy of "electronic" vs. "interpersonal" media, since they

- ◆ facilitate and link networks on different levels of society (community, intermediary and decision-making levels);
- ◆ bring together media producers and development activists through a shared sociopolitical commitment instead of segregating them sectorally;
- ◆ allow people concerned to define media and development goals in a democratic and participatory way and to engage in self-determined, cooperative action;
- ◆ contribute to democratic values such as individual emancipation, civil rights, public control of

political and economic power, and pluralism; and

- ◆ provide an efficient mechanism for information-seeking and feedback, which are indispensable in complex planning and monitoring processes of development.

The question whether community media can help solve the problems associated with social injustice and the abuse of power cannot be answered for sure, but maybe another Brecht quotation may hold some insight: "If you should consider this utopian, I ask you to think about the reasons why it is utopian."

Manfred Oepen formerly worked with the Friedrich-Naumann Foundation in Indonesia and is currently a private consultant based in Germany. For further information, contact him at Kleine Twiete 3, 3002 Wedemark 2, Germany. Telephone and fax: (49-5130) 79-803.



Marilia Stuart Communications

Leelaban, an illiterate vegetable vendor (front), and Sanitokben, a carpenter (behind), learned to use a video camera at a Video SEWA workshop. Leelaban now works full-time for Video SEWA.

relationship between the change agent or agency and the recipients. In actuality, however, most communication projects find themselves enmeshed in a network of organizations and actors at the regional, national, or international level. Therefore, it is necessary to explore which groups were responsible for making the project function or were invited to participate – or were deliberately excluded. It is important to distinguish between a project created by an outside donor agency and then offered to a community, and one in which the local community itself or a regional agency played a key role in initiating and defining project goals and activities.

◆ *At what stage do they participate?* Rather than focus attention only on participation at the time of delivery of services or information to local farmers, pregnant women, etc., it is also important to examine the level of participation at several project stages: *origination* (where did the idea for the project come from?); decisions about *organizing*, or determining the structure, objectives and strategies of the project; *planning* project activities; *producing* materials or programs; *delivery* of services; and contributions to the long-term *sustainability* of the project.

◆ *What is the quality of participation?* Did the various groups or individuals have access to project planning, decision-making and implementation activities? Which of those that had the opportunity to join in the dialogue actually did so? And of those that did, what was the extent of their participation? This would distinguish between token representation in decision-making processes, and actual initiative and control. It is also important to examine groups or organizations that might have been excluded from the project or might have opposed it.

The River-Radio Project

The project, Radio San Miguel, is located in the city of Riberalta, Department of Beni,

on a tributary of the Amazon River in northern Bolivia. It consists of a relatively low-powered (1 kilowatt) short-wave radio station broadcasting between 16 and 17 hours per day to 75,000 Spanish-speaking residents, 45,000 of whom live in hundreds of small villages along rivers in the area. There are few roads and no electricity or phone service outside the larger cities. Most people were attracted to the area by employment opportunities in rubber and nut plantations run by large landowners. These landowners have

opposed the creation and operation of the radio station, especially since it has spoken in favor of worker organization. Many of them do not permit workers to have radios either on the job or in company-owned housing areas.

The radio station consists of a production staff generating local programming, and four two-person field teams that travel by canoe along the rivers to villages. In the villages, the field teams work alongside farmers and townspeople, carrying out community development work. They also gather material for broadcasts and bring back ideas for future programs. A key activity is the identification of popular reporters who are later brought to the station for 15 days of training on how to collect information from their communities for radio programs. More than 120 community correspondents have been identified and trained thus far.

Major Findings

In order to study levels of participation in the radio project, personal interviews were conducted with listeners, community organizations, station personnel, donor organizations, and other agencies and institutions that provided guidance or support for the station's activities. During these interviews, direct observation of ongoing activities was also possible. Finally, reports and other documents related to the radio project were examined.

Participants: The first column in Table I shows the large number of organizations that became involved in the participatory radio project. After a local priest initiated the idea for creating Radio San Miguel in 1968, a number of church, development and education-related groups at various levels became involved. Originally established for evangelizing purposes, it then evolved toward educational objectives with the assistance of ERBOL (Educational Radio Association of Bolivia) and teacher groups, and finally toward its participatory rural development orientation when it was formally taken over by EMEIR's (Mobile Teams for Integral Rural Development) director in 1986. Yet also important is which groups were not involved. Landowners, for example, have been excluded from the entire process. In addition, the military played an especially episodic role, taking over the station in 1980 and operating it for two years before returning it to the control of the Bishop of Pando.

Stages: The middle column of Table I shows the stages of involvement of various organizations and individuals over time. These results indicate that international donor agencies, although crucial to the project's continued survival, have not been active across the life of the project. Bolivian and Latin American radiophonic education organizations, on the other hand, have played a role in generating ideas for how the station is organized, and have

Lack of direct participation by listeners in decision-making . . . does not necessarily mean that a radio station is not participatory.

(continued on p. 7)

Table 1: Participation in Radio San Miguel

Organizations Involved	Stages		Quality	
<u>International</u>				
MISEREOR (West German Center for Development Assistance)	Organizing	Sustaining	Key financial role in recent years; makes suggestions for rural involvement	
<u>National/Regional Radio</u>				
ALER (Latin American Association of Radiophic Education)	Organizing	Production	Supplies radio programs; source of popular reporters concept	
ERBOL (Educational Radio of Bolivia)	Organizing	Production	Supplies radio programs; passed on popular reporters concept; conducts training	
CCP (Center of Popular Communication)			Supplies radio program	
<u>Catholic Church</u>				
CEB/CEE (Episcopal Bolivian Conference; Episcopal Commission on Education)	Origin		Provided link to funding to create station	
Bishop of Pando (Vicariate)	Origin	Organizing	Sustaining	Key role in developing organizational structure and overall philosophy for station; hires station director; provides funds to station
Maryknoll Missionary	Origin	Organizing	Production	First to propose idea for station in 1968; developed initial organization plan; less active since 1982
Institute of Rural Evangelization			Production	Supplies religious programs for station
<u>Government</u>				
Military government	Organizing	Planning	Production	In 1980, military took over station, jailed Maryknoll priest, and cut participatory activities until 1982
<u>Local</u>				
EMEIR (Mobile Teams for Integral Rural Development)	Organizing	Planning		Key role in establishing River Canoe approach to visit communities; EMEIR director became station director in 1986
Pando Rural Teachers Organization		Production		Produces rural education programs for station
Radio San Miguel employees	Organizing	Planning	Production	Lost battle concerning station approach to EMEIR; many staff fired; replacement implemented field canoe visits and other participatory activities; staff plans specific programs
Radio San Miguel popular reporters			Production	Help select content for and produce programs
Landowners	No direct involvement			Landowners opposed creation of station; they are excluded from station activities.
Farmers Local Cooperative	Organizing			Member of coordination committee
Local Office Holders			Production	Appear on weekly program "Political Prism"
Listeners		Production	Sustaining	Defended station on one occasion when it was attacked as being pro-communist; supply 150 messages per week for broadcast



Participatory Radio, continued from p. 5

supplied radio programs to the station.

The Catholic Church has been active in every decision-making project stage. It played a key role in the origin and organization of Radio San Miguel, and it has also provided links to financial resources. Although the actual individuals changed over time due to imprisonment, death and replacements, the Church itself has supplied the long-term institutional support necessary for the project to continue.

Local residents and organizations are involved in the production of radio messages, but they have not played a direct role in most other project stages. Although not included formally in discussions affecting programming, financial resources or how the station might sustain its activities over time, listeners helped the station continue by protesting when others attacked it. There has been no major change across time in the type or extent of participation by rural residents.

Quality: From the third column in Table 1, it is possible to examine the quality of involvement of various entities. No one player has shaped how Radio San Miguel operates. The church has maintained the most powerful role, but others have played powerful roles intermittently. The military intervened suddenly and decisively, taking over the station and imprisoning the priest who founded the station. After 1982, the Bishop regained control, but the Maryknoll priest never was prominent again in station operations. The donor has emerged as an important financial player.

Local residents supply personal messages for radio and defend the station when it is attacked, but they do not have a direct voice in decision-making or in shaping the station's future. Station personnel point out that because of their frequent visits to the field, they know what people want. Field interviews confirmed that rural residents do listen to the station and value it.

Radio station personnel themselves played an unexpected role. When a more participatory approach was introduced, it was opposed by many on the radio staff, who thought that it would lead to unprofessional content on the air. Many of the staff were radio educators who came from urban backgrounds. Those who opposed the par-

ticipatory policy eventually were replaced. Thus, their attempt to establish "professional" standards for participatory radio was unsuccessful.

Conclusions

Two general conclusions emerged from the study. First, levels of participation by the many actors in the radio project varied across time. Their influence at different project stages may be critical to how participatory a station is or remains. Agencies that provide a long-term institutional base, such as the Catholic Church, play the most critical role in creating and maintaining a radio station that is participatory in orientation.

Second, lack of direct participation by radio listeners in decision-making on the station's objectives, programming or financial base does not necessarily mean that a radio station is not participatory in its programming or does not serve listener interest. Listener protests of criticisms of Radio San Miguel, the continuing contribution of personal announcements, news, and local music by listeners, and positive listener comments during our field interviews indicate that there is local participation in and support for the station. However, the lack of listener involvement in questions about organization and financial support for the station means that some good ideas may be missed.

Jose Luis Aquirre Alvis is currently working with Radio San Miguel in Bolivia. This article is based on research conducted for his master's thesis, completed last year at Iowa State University. For further information, contact him through Radio San Miguel at Casilla No. 9, Riberalta, Beni, Bolivia. Eric Abbott is Professor of Journalism and Mass Communication and Chair of the Technology and Social Change Program at Iowa State University. He can be reached through the Department of Journalism, 204B Hamilton Hall, Iowa State University, Ames, Iowa 50011, USA.



Harnessing a White Elephant

How an audiovisual facility in Malawi was redirected to meet local needs

Principles into Practice

by David S. McCurry

Q: *If ants make anthills, what do white elephants make?*

A: *Ivory towers*

A "white elephant" – with no disrespect to its endangered species' namesake – is a well-known euphemism for large, expensive, and often useless pieces of equipment, buildings or programs which contribute little to the actual needs for which they were intended. One such facility existed at college in Malawi. It was created in the late 1970s as a center for using video in teacher training. Until 1988, however, it did not live up to expectations among college administration and planners, even though it remained an attractive place to show off to visiting dignitaries. But new perspectives on the use of communication technology, and improvements in the technology itself, caused the white elephant to become useful after all.

Showcase Facility

Video technology has been used to train secondary and primary school teachers in Malawi since the mid-1970s. Video was introduced in teacher training in 1976, when British and North American educators working with Malawian colleagues began using black-and-white, reel-to-reel recording equipment in a teacher training method known as "micro-teaching." Micro-teaching consists of a master teacher working with small groups of student teachers, in simulated classroom experience. A student teacher presents a 5- to 10-minute mini-lesson that focuses on one of several teaching behaviors such as questioning techniques, introductions, or use of visual aids. With video, the student is recorded and the tape is used as a feedback tool in review sessions. In Malawi, this method has predominated in the use of video in education.

Given this relatively limited use of video technology in teacher training, a much larger facility that would house a color video production studio was

proposed. Under a World Bank loan of approximately US \$400,000, the International Development Association assisted in constructing an Audio-Visual Center at the Chancellor College campus of the University of Malawi at Zomba. Chancellor is the largest of four teacher training colleges in the country and is responsible for secondary teacher training, along with providing liberal arts education for over 1,000 students. Completed in 1984, the Audio-Visual Center is a well-designed and furnished video production facility, equipped with a two-camera, 1,500-square-foot color studio, a special effects generator and switcher, editing suite, and portable field equipment. It was originally given a broad mandate: staff, faculty and students of the teacher training college would use it to produce materials and distribute them to other teacher training colleges, to conduct research and to review pre-recorded video materials.

But while much thought and planning was directed toward the physical aspects of the building and its equipment, little was done to train local staff. Because of their past experience, members of the faculty equated video only with teacher training exercises under the education department. So micro-teaching evolved as the main use of the building and its video equipment. As a result, the facility remained largely underutilized from 1984 to 1988. For example, the editing equipment was hardly touched during this time.

Please Handle This Equipment

By the late 1980s, video technology had entered a phase of rapid growth. Educational facilities such as the Audio-Visual Center were usually equipped with the U-matic video format that, while technically superior in picture and sound quality, remained bulky and expensive. However, video manufacturers have concentrated on the personal user market, making video an accessible medium to more people than ever before. Video is now being used by small organizations and groups that could not afford the technology previously. The center's audiovisual equipment, which cost about \$50,000 in 1984, could be supplied today for about \$15,000.

Reflecting these developments, the Audio-Visual Center was put to work as a video production facility, much as it was originally



Ed Payuan, FAO

Production crew records a scene to be used in a video drama about community forestry in Malawi.



Tune In to Peace

Radio for Peace International is a unique broadcast station in at least three ways. First, it is the only international shortwave radio that is non-profit and non-commercial. Second, it is the only radio in which the programming focuses solely on peace, ecology and social justice issues. Third, since it is located on United Nations land at the University for Peace in Costa Rica, it is possibly the only shortwave radio station not regulated by a national government.

Radio for Peace International broadcasts peace-related programs 18 hours a day to an estimated audience of 35,000 listeners in 50 countries. Programming covers conflict resolution, sustainable development, elimination of world hunger, peace education, ecology and the environment, and human rights. Beginning last May, the station broadcasts one hour of women's programming per day. Currently, broadcast languages are English, Spanish, German and French, with plans to extend coverage to all official UN languages.

The radio came into being in 1987 at the initiative of Richard Schneider, chancellor of the US-based World Peace University, a cosponsor of the station. Discussions about how to promote a peace and ecology agenda persuaded Schneider that "international alternative media would be critical to reach the poor and disadvantaged in developing countries." Last year, when asked to define the station's community at a community radio conference, Schneider insisted that "our community is the world." He personally helped build from spare parts the original 5-kilowatt transmitter that is still used to beam the station's signal worldwide. Future plans call for the use of a solar-powered 20-kilowatt transmitter.

The presence of the UN Peace University is not the only reason Costa Rica was chosen as the station site. Costa Rica's reputation for peace stems from its decision 40 years ago to abolish its military. Plus, its proximity to the equator means that the station gets better frequencies with less interference.

The station invites listeners to contribute programming in any language. Submissions should be made on broadcast-quality cassette, or quarter-inch reel-to-reel tape. You can tune in to the station through three frequencies: 15.030 MHz; 13.630 MHz; and 7.375 MHz (USB).

For more information, contact Radio for Peace International at Apartado 88, Santa Ana, Costa Rica. Telephone: (506) 49-15-11. Or contact the US office at PO Box 10869, Eugene, Oregon 97440, USA. Telephone: (503) 741-1794.

designed to do. In 1988, a new program was developed with assistance from the United State Information Agency's Teacher-Text-Technology Initiative for Africa. UNICEF provided new VHS video editing machines and USIA provided camera-recorders. The equipment in this format provides a link between production and potential users.

Now, in addition to the usual micro-teaching sessions, the Audio-Visual Center provides video production services to other college departments and to organizations outside the university. Requests for development of video materials have rapidly increased as various organizations and individuals realize the potential of video as a communication tool. Below are several examples of productions made at the Audio-Visual Center to date:

- ◆ UNICEF documented Malawi's expanded program on immunization in a 25-minute video, titled "Bridge to a Healthy Future." The Audio-Visual Center's field recording and editing equipment were used for the first time in producing the video.
- ◆ College students, with a minimum of training from the center's technical staff, have used video to generate programs expressing their views on local events and to produce cultural programs. They produce "Electric Observer," a half-hour bimonthly program presenting news, sports, cultural events, and even music videos.
- ◆ The college's Fine Arts and Performing Arts Department is using video to support its "Theater for Development" program. Students are videotaped in a village setting using popular theater to engage villagers in discussion and action about forestry practices and village needs. The video drama, once complete, will be carried from village to village by a mobile video van and used as a discussion starter.
- ◆ "Aquaculture and the Rural African Farmer," a video report on successes and lessons learned in aquaculture training, was produced for an international conference on fish farming.

This expanded range of uses has significantly improved the cost-efficiency of the project. Previously, the cost of the facility and its equipment did not match the real needs of teacher training with video at that time. But as development planners began to recognize the potential of video, the Audio-Visual Center has generating revenue – about \$6,000 the first year – by charging NGOs and multilateral agencies for video services and productions. As a result, the Audio-Visual Center is moving closer to financial self-sufficiency, covering its operating costs in the first year and it has established a development fund to assist in future purchases for expansion and replacement of old equipment.

Rescued from Obscurity

Through no fault of its own, the Audio-Visual Center gained a reputation as a white elephant in its early years. Now an open-door policy encourages other faculty and the wider college community to come into the facility and use the equipment and resources, assisted by technical staff. The Audio-Visual Center as production facility using video technology is helping the college and the university to reach beyond its own "ivory tower" existence and form stronger links with community and rural development efforts.

David McCurry was a visiting Fulbright Lecturer in Educational Technology at Chancellor College, University of Malawi, until May 1991. He is also associated with the Center for International Education, University of Massachusetts and can be reached by mail at 285 Hills House South, Amherst, Massachusetts 01003, USA.

Picture Perfect: Generating Graphics Electronically

by Benedict Tisa

Educators who prepare printed educational materials for use in Third World countries commonly encounter difficulty in preparing art work. Over the years, some attempts have been made to supply visual models which might make the job of drawing easier for project workers with limited training. However, these models have not proven to be very effective when "camera-ready" materials – that is, ready in size and quality for the printing process – are needed. It has also proven difficult to adapt materials which have been successfully used in one region or country to one which is ethnically or culturally different, because the models may not easily lend themselves to change. Instead, project workers usually are forced to start from scratch. This is not only time-consuming, but also costly.

Faced with many of these problems, the Swaziland Project for Promotion of Improved Young Child Feeding found a solution by using a MacIntosh computer and modest graphic software. The project, which began in 1986, was implemented by the Swaziland Ministries of Health and Agriculture, with technical assistance from UNICEF, U.S. Agency for International



The illustrations on these pages were generated by computer for the Swaziland Project for Promotion of Improved Young Child Feeding.

Development and the Manoff Group. During the project design stage, we decided to produce various printed materials to promote good child feeding practices, including flip charts and counseling cards. Faced with time constraints, lack of graphic materials and people to produce them, we resorted to using MacIntosh computers at the Ministry of Agriculture. There were several advantages to using computer-generated graphics:

- Any revisions needed could easily and quickly be done on the computer screen. There was no need to make entirely new drawings or to re-photograph.
- The images were realistic and contained detail that is usually only captured in photographs.
- Time and money spent in graphic preparation were saved, since the computer print-outs were taken directly to the printer for mass production.
- The same images could be enlarged or reduced for a variety of formats.
- The image bank was made available to both the Ministry of Agriculture and the Ministry of Health.

Simpler and More Flexible

There were several steps involved in creating visual materials by computer. First, we decided on the form, context, and use of visuals based on an understanding of the audience's attitudes and practices. Then an artist at the Ministry of Agriculture was trained to use the new computer graphics equipment and scanners. The scanner operates somewhat like a copy machine, except the images are converted into electronic codes which appear on the computer screen. On screen, the images can be changed and adapted as needed using the computer graphics programs. Images could be turned into line drawings or half-tones (which use



YONDLA I

Breastfeed more often



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CK CHILDREN



FWANA LABAGULAKO

favourite foods



Give sour foods



Muphe kudla
ulsandzako

Muphe kudla
lokumunyu

reviewed and pre-tested, and adapted as needed. The revised images were printed on a laser printer, which makes a very detailed image and delivered to the printer as camera-ready. Colors were assigned when the offset negatives were produced. There was no need for outside graphic services and little paste-up work required.

During the life of the project, materials in several formats were developed. In addition to a flipchart, poster and hand outs, the project also used computer graphics to experiment with various other media forms such as rubber stamp images, children's coloring pages, and crossword and activity pages for the schools. All materials were produced at a cost lower than using traditional graphics. In addition, the project could produce new materials using the same images, as

a dot pattern to create variegated shades, as in a photograph) and generated through computer print-outs.

At this point, we collected images that were needed, drawing on already existing images and photographs taken specifically for the project. The images were scanned, adapted and draft copies were generated. The drafts were

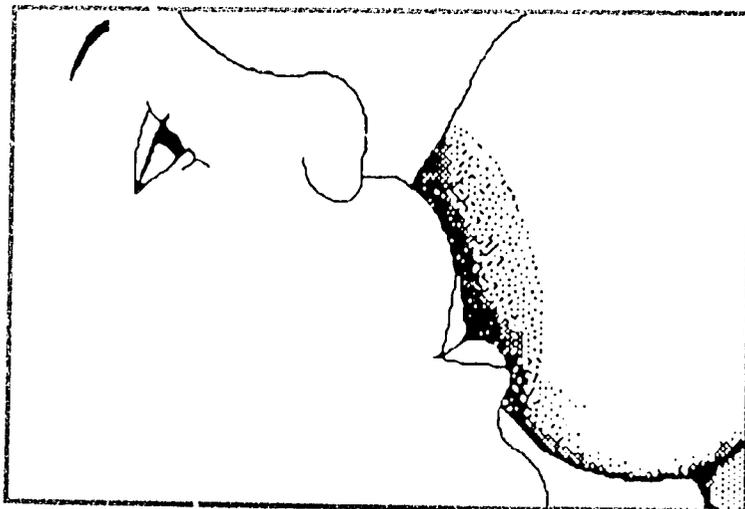
needed, thus reinforcing the messages.

More Than a Word Processor

It is now common for projects and programs of all sizes to have a computer. It is also important to remember that computers can be used for tasks other than word processing and data storage. As our project demonstrated, the use of computer graphics to produce project support materials has simplified a sometimes costly and complex task.

Aside from saving time and money, using the computer also allows the production of specialized audiovisuals from the image bank. Handouts and flyers can be produced from images in the bank and copied in small numbers on the photo copy machine. High quality editions of trained materials can be produced easily and quickly in small quantity for workshops and seminars. Materials tailored to the special needs of a situation can be made by the field workers themselves, since the program is both simple and economical to use. The potential of the system is just being recognized.

Benedict Tisa is a communications consultant who has worked with computer graphics for the production of educational materials in Swaziland, Tunisia, Niger and Haiti. For further information, contact him at 45 Haddon Ave., Westmont, New Jersey 08108, USA. Telephone and fax: (609) 854-6983. Electronic mail: Compuserve 71650,23.



Principles into Practice

Price Tags

How much does computer graphics equipment cost and is it a worth-while expenditure? In Swaziland, we had access to equipment used by the Ministry of Agriculture and personnel that could be trained. But for most projects, it might be difficult to justify purchase of equipment solely for production of print materials. A purchase would be more cost-effective if the equipment is also used for word processing, data collection and desktop publishing.

Minimum equipment and software for start-up would include:

- ▣ a personal computer with 8-megabyte Random Access Memory (RAM), 60 megabytes of hard-drive storage, a keyboard, a "mouse," and floppy disk drive (cost - approximately US \$4,300);
- ▣ a dot matrix printer for drafts and data (\$250-\$650), and a laser printer (\$2,500-\$4,000);
- ▣ a scanner for copying illustrations and text (\$300-\$2,000);
- ▣ various software (\$500); and
- ▣ filters, breaker cables (\$80-\$1,000) and supplies such as diskettes, toner, paper, etc. (\$1,000).

Depending on whether there is a need for technical assistance, the total cost for start-up would run between \$10,000 and \$30,000. There would also be the additional cost of hiring and training personnel to operate the system.

- B.T.



Demystifying Technology through Solar Power

by Bunker Roy

Poor or erratic power supply created major development problems for the rural poor in Tilonia, a remote village in the northern desert region of Rajasthan, India, where I live. Communication proved difficult due to poor infrastructure and general lack of technical and financial resources. Rail and road communication barely reached 10 percent of the 60,000 people living in 110 villages in the surrounding region. Information of vital importance on government programs, subsidies, or new development schemes reached us faster through the "bush telegraph" and word of mouth.

Although electric and power lines were visible everywhere, electricity at sufficient voltage did not reach villages more than six months per year. Erratic power supply meant that electric-powered pumps would burn out, light bulbs would burst, or power would be made available at the dead of night, without warning – making the process of irrigation a nightmare.

Films and audiovisuals could not be shown regularly for lack of power. Evening schools for out-of-school youth or school drop-outs were suspended or even closed for lack of power. Piped water supply was erratic because electric lines and power houses were down for lack of proper maintenance. Health and family planning clinics trying to catch up with the backlog of severely ill patients had to wait hours, sometimes days, to resume work.

A Natural Solution

The answer to these problems was found in the one abundant and enduring source of power we had: the sun. The desert state of Rajasthan receives more than 300 days of sun each year. Although it took us 17 years to realize the potential of solar energy, it took us only two years, 1986 to 1988, to construct a center dedicated to the use of technology for socio-economic

development and for improving the quality of life.

It is the only technology center of its kind in India. The center has managed to demystify technology, to make it accessible, understandable and replicable by the very people who use it for their own welfare and development. Specifically, the center identifies simple, inexpensive and people-oriented technologies, mobilizes people at the village level to apply these to local problems, and fosters dialogue about appropriate technologies for specific target groups. In other words, the center has managed to strengthen communication channels between the beneficiaries at the village level and the scientists and technologists, stimulating a process of learning and unlearning for both parties. The 60,000-square-foot center was constructed using local materials at a cost of approximately US \$200,000.

Solar panels supplying a total of seven kilowatts have been installed at the center, making it self-sufficient in power needs for the next 20 years. Three kilowatts are used for lighting over 300 tube lights, while the remaining four are used to operate equipment for the welfare of the community. Four computers run off the sun for ten hours; refrigerators store vaccines for immunization; a flour mill, and solar pumps that distribute 30,000 liters of water every day for drinking and social forestry plots, a soil water testing laboratory where mobile kits running off solar power are used to test contaminated drinking water from open wells, hand pumps and piped water supply systems.

But by far the most crucial outcome is the long-term investment Tilonia has made in providing light for 30 night schools in villages lacking electricity. Three hours of light is made available from one 30-watt panel, two 9-PL lamps, and one deep-cycle battery, supplied at a total cost of US \$1,000. This vital effort for building knowledge and passing information to 2,000 children over the past five years has started yielding results. Boys and girls who look after their sheep, goats and cattle in the morning or do household chores for the family in the day come to the school at night. Since the school shines like a lighthouse for miles around,



SWRC



SWRC

Thanks to the solar electrification project, this shepherd (above) and shoemaker (below) from Tilonia are able to attend night school.



5

Principles into Practice

parents are sending girls to school for the first time.

At school, they learn how community facilities like the post office, the bank, the police station and the cooperative society work, because even these services have totally mystified half the residents in most villages. Television, videocassettes and slide projectors are used in the center to expose these children to the wonders of science and technology in a simple manner. Now they take solar power in their stride as if it is a part of their lives, when elsewhere in the state it is still unheard of.

Barefoot Technicians

But the use of solar energy is nothing extraordinary. What is unique is that the entire planning, implementation and maintenance of the system needed no electronic or civil engineer, no highly trained expert with degrees from an American or European university. Instead, it was organized and carried out by rural youth with educational qualifications no higher than high school. They had never left their village and never seen a city. They were all self-taught and all have become competent through hands-on experience.

These very people, semi-literate in the eyes of the world, installed solar cells in 30 night schools in remote desert villages where central electricity is unlikely to arrive even by the turn of the century. They also fabricate sophisticated charge controllers and invertors for the solar units in their rural workshops.

In the nearby villages, medical operations are performed through the assistance of solar cells - to the amazement of both doctors and patients. Training programs for traditional midwives, mechanics who repair hand pumps, and teachers are carried out at night with the help of solar cells. Traditional puppeteers cart their show from village to village, using stage lighting powered through solar cells.

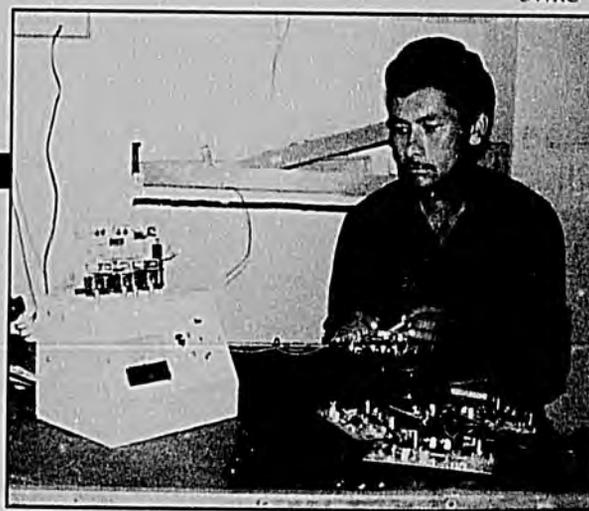
These people, unqualified on paper, and not entitled to the lowest government jobs as sweepers or errand boys, installed 15 solar cell units in one of the most remote areas of the world: Ladakh, which is situated 11,500 feet high in the Himalayas

and where temperatures reach -20°C . Until then, electricity even through diesel generators was out of the question. But the Tilonia team left a dazed group of villagers who are amazed at the "magic" that has given them light from the sun. The villagers have been trained to maintain their own household units and not depend on support from outside technicians, who are at least a two-day walk away.

These people, handling sophisticated equipment and gadgetry with the same familiarity as they handle their own bullock carts, have been commissioned by the government of India to install 300 solar cell units for evening adult education classes in eight states of India, as far as 2,000 miles away from their home village. Other state governments have been so fascinated by Tilonia's experiment of solar electrification of remote villages that they have requested their help in bringing electricity to residences.

What this experience shows is that however sophisticated the technology, it is not beyond the comprehension and understanding of the rural poor, given adequate training, on-the-job experience and teamwork. Educational qualifications are secondary. The process of demystification of technology leads to the development of human beings. The right environment for learning leads to communication. By a happy mixture of circumstances, Tilonia has managed to provide both. As an old proverb declares, "Traveller, there is no path. Paths are made by walking."

Bunker Roy directs the Social Work and Resource Center (SWRC), an integrated rural development program that was founded in 1972. SWRC distributes two audiovisual resources on the electrification project: a 33-minute, English-language video entitled "Technology and the Last Man," and a video film on the experience in Ladakh. Each is available in VHS PAL format for US \$100. Contact: SWRC, Tilonia 305 816, Madanganj, Rajasthan, India.



Karim, who can write little more than his name, makes charge controllers and invertors. He installed 60 solar units in three villages.

*Rural youth
handle
sophisticated
equipment and
gadgetry with
the same
familiarity as
they handle
their own
bullock carts.*

Guidelines for Producing Training Films and Videos

by Pamela Beyer Harper

T In developing countries, films and videos are increasingly being used as tools for training people in technical procedures or techniques across a variety of fields and occupations, from health to agriculture to family planning. But making a good technical film demands careful planning and attention to a variety of details. At the Association of Voluntary Surgical Contraception, we learned this lesson recently when we produced a film on a surgical procedure for female sterilization, in collaboration with the Family Planning Association of Kenya. Directed at African doctors and nurses, the film was shot entirely on location in Kenya. From this experience, we can draw four guidelines for producing technical films or videos.

1 Find a technical expert.

It is essential to identify a technical expert to supervise the technical content of the film. The advisor helps to identify steps of the procedure, objectively evaluates variations in the procedure, decides which variations should be shown and recommended in the film, and consults other experts as questions arise during scriptwriting and editing. However, the advisor must have the patience and time to devote to the numerous details involved in developing a script, shooting the footage and editing the production.

It is helpful if the advisor is not personally invested in the procedure being shown. For instance, a surgical film will often feature the technique of a particular surgeon, which may be difficult to transfer to other settings and other surgeons. The technical advisor must be able to distinguish those aspects of the procedure that are essential from those that can be modified

without diminishing safety or effectiveness.

The technical expert is present during all photography. He or she tells the production crew which shots are acceptable, which must be filmed again, and which should not be used. During editing, the advisor reviews the footage to be sure details of the procedure are being shown correctly and helps to select the final shorts included in the film.

2 Clearly identify steps in a technical procedure.

A training film of a technical procedure usually presents a recipe that describes every step in the sequence. But when planning for the film begins, the steps often have not been clearly identified. In our case, the producers and script writers consulted four sources to determine the steps:

- ◆ They read printed material and slides describing the procedure.
- ◆ They interviewed experienced clinicians and asked them to describe the procedure step by step, often recording the interviews for later consultation.
- ◆ They observed the technique being performed in the operating room and took notes.
- ◆ Before beginning scriptwriting, they videotaped several procedures, using a simple camera and lighting. The producers, writers and medical expert then reviewed the footage to confirm the steps of the procedure. The preliminary taping also gave the camera operator an opportunity to plan camera angles for final shooting and to practice working with the surgical team.

This research process uncovered several inconsistencies and variations, which had to be discussed and resolved before the script was finalized and shooting began.

3 Involve trainees in film production.

All too often, training materials are produced with little or no participation from trainees. As a result, the finished product fails to meet the learning needs of the intended audience. It is essential to involve both trainees and trainers in preliminary research, script development and pretesting of the rough-cut film or video. One major contribution these individuals make is to iden-



Librarians prepare with women, can't to scenes in a Kenyan clinic

Betty Gonzales, AVSC



tify aspects of the procedure that are new or difficult to learn.

For example, after reviewing a rough cut of our film on female sterilization, trainers and trainers recommended that the film devote special attention to anesthesia procedures, and that it give more detailed instruction on the use of a particular surgical instrument. The production team incorporated both suggestions into the final film.

4 Work with experienced producers, scriptwriters and crew members.

Inexpensive equipment has made video technology available to a wide audience of amateur users. But professional film and video production is both technical and complex, requiring a variety of specialized skills. Producers, scriptwriters, camera operators and lighting and sound technicians should have experience in producing films on technical procedures. The team should include nationals of the country in which the film is produced and all team members should be sensitive to the cultures and backgrounds of the people they will be filming. In addition, the crew must be aware of airport security regulations and customs requirements regarding camera equipment and film. They must also be sure that filming locations have an adequate supply of electricity.

Thanks in part to these rules of thumb, our surgical training film has been quite a success. It is now being used to train doctors and nurses in 17 African countries and many have demonstrated that they have learned the major concepts presented in the film. The response to the film has been "overwhelmingly positive," according to a 1990 evaluation report.

Pamela Beyer Harper is Publications Manager of the Association for Voluntary Surgical Contraception. The training film on female sterilization is available in English and French in both film and video formats (16 mm, NTSC, PAL, SECAM). The film version costs US \$227; the video version, \$100. To order, contact the association at 122 East 42nd St., New York, NY 10168, USA. Telephone: (212) 351-2500. Fax: (212) 599-0959. Telex: 425604 (AVS-UI).

The Association for Voluntary Surgical Contraception and the Family Planning Association of Kenya acknowledge the Program for Appropriate Technology and Webb Productions for collaborating in the production of the film referred to above.

Motivating Economic Action

When the government of The Gambia introduced an economic adjustment program in the late 1980s, it cut many programs and subsidies and began to urge communities and the private sector to supply the services that it had provided for years. But how do you persuade illiterate small farmers to pay for seeds, fertilizer and mechanized services that they had previously received free or at low cost? How can they be motivated to manage their own project?

In 1989, Worldview International Foundation, an international NGO specializing in development communication and media, took on this difficult task with support from Unesco. The challenge was to convince 3,000 rice-growing farmers living in two regions of The Gambia to take over from the Ministry of Agriculture full management and financial responsibility for the Jahally Pacharr Smallholder Rice Project. As Lal Hewapathirana, WIF coordinator for the project, explains, "We based our trust in development communication for this macro-social transformation process." Specifically, communication training, two-way communication between project management and local farmer committees, and social education of farmers were seen as the main activities by which the farmers would achieve self-reliance and financial self-sufficiency.

Preliminary focus group discussions revealed, among other things, that farmers' low literacy and numeracy skills would be a major obstacle to achieving project goals. Therefore the project decided to strengthen and expand the existing literacy program alongside communication activities.

The 70 project villages were divided into 10 zones. For each zone, a rural communication agent who lived and worked among farmers was trained in message communication, group dynamics, collection and dissemination of information, and decision-making. Each agent then carried out information, education, motivation and training programs with local committees of farmers. Besides group discussion, agents made use of simple materials such as flip charts, posters, videos and audio-cassettes – produced in all four tribal languages of the region.

Within one year's time, farmers had come a long way toward assuming responsibility for the project. Two events illustrate how much progress they had made. Last year, leaders of farmer committees were given an opportunity to visit a similar rice-growing project in Senegal. Through mutual discussions, the Gambian farmers learned that their Senegalese counterparts increased production yields through a careful cropping schedule, that their local committees assumed primary management responsibility for the project, and that their production costs were actually two to three times higher than in The Gambia. When the team reported these findings to fellow farmers, many Gambian farmers were inspired to take on greater responsibility and certain negative attitudes changed. The experience, says Hewapathirana, "was a case of seeing to believe and listening to counterparts to be affirmed."

The second milestone was reached when farmers resolved to address the problem that had plagued them most since the government withdrew services: marketing their rice. All ten zone committees held separate discussions to plan marketing strategies, which were then referred to regional structures. Eventually a strategy emerged through a process of consensus that satisfied farmers and project administrators alike. This "was a great outcome of what true communication could offer," concluded Hewapathirana. Ever since, farmers have been requesting more and more training to support their management role.

Project organizers are convinced: communication can work to build self-reliance and self-sufficiency – even under difficult economic conditions.

Adapted from a report submitted by Lal Hewapathirana, Assistant Director for Rural Communications at Worldview International Foundation (WIF). For more information, contact WIF, c/o Jahally Pacharr Small Holder Project, Sapu, Gambia; or WIF, 10 Kinross Avenue, Colombo 4, Sri Lanka.

Results of the 1990 DCR Reader Survey

Five months after we distributed the 1990 reader survey, more than 780 have been returned – about 15 percent of our total readership – and they are still trickling in. We appreciate everyone who took time to complete the survey, since the results are an important tool in our long-range planning. Below, we share the major findings with you and also inform you about what changes we intend to make in response.

How You Use It

Most respondents seem to use the *DCR* for two main purposes: monitoring trends and developments in the field of development communication, and acquiring ideas on the application of communication technologies. Smaller but still significant numbers use it for teaching or research, identifying other organizations, and ordering resources. These results suggest the need for the *DCR* to keep abreast of new and emerging trends, while continuing its traditional emphasis on communication applications in the field.

More on Health and Low-Tech Communication

The diversity of topics that respondents proposed for increased coverage in the *DCR* implies that their interests are many and varied. The highest share indicated that they would like to see the *DCR* give more attention to health communication and education, especially in support of nutrition, disease prevention and child survival. This preference was followed by calls for more information on education, particularly distance education and literacy; environmental communication; and communication for rural development and agriculture. Additionally, a significant share of respondents want the *DCR* to give greater attention to information technologies and telecommunications, traditional media, and communication evaluation and research. All these suggestions are being taken into account in planning future editions.

In terms of the balance of *DCR* coverage across a range of criteria, more than a third requested greater emphasis on grassroots, local experiences, and an even larger share requested more emphasis on low-technology approaches. More than half felt that there are not enough contributions by authors in developing countries. We restate our commitment to maximizing contributions from developing country authors, and encourage readers in those regions to submit article proposals, research reports, etc. As in the past, we will periodically publish themes for future issues and solicit contributions.

Approximately two-thirds of readers said that they like the *DCR*'s current approach of focusing on one theme per issue. However, the number who wanted each *DCR* to cover a variety of topics is large enough that we have decided to do what many respondents proposed: devote several articles in each issue to a single theme, but also leave room for material on other topics.

Our New Look

As for the *DCR*'s appearance, 57 percent of readers, judging on the basis of our previous design, found the publication "plain, but functional," while most others rated it as "attractive and inviting." Nonetheless, the most consistent suggestion made in respondents' written comments was to improve the appearance, especially by adding more visual elements. As you know, we adopted a brand-new design starting with *DCR* no. 72, giving the publication a bolder, brighter image and a more spacious layout, enlarging the type size, and increasing the number of photographs, graphics and illustrations. The feedback about the new design we have received so far has been very positive, but we would like to hear from more of you – especially suggestions for further improvements.

"How Would You Improve the *DCR*?"

One of the most frequent responses to this question was to encourage more contributions from readers, especially by announcing themes in advance and soliciting contributions, or possibly by introducing a "readers' page." Others also called for more announcements and notices of new resources, especially those distributed free of charge, and more practical, "how-to" articles and case studies. These suggestions are being incorporated into our editorial planning. Certain proposed changes were so logical and easy that we have already made them – such as adding authors' full contact addresses, and reducing the continuation of articles on non-consecutive pages.

Unfortunately, we are unable to act on other suggestions, such as sending the *DCR* flat rather than folded, publishing it more frequently, or stitching the pages – all would substantially increase our printing or mailing costs. Furthermore, respondents especially in Africa requested that events, workshops, courses, etc. be announced farther in advance. We recognize that our quarterly publication schedule combined with slow overseas mail delivery contribute to this problem. We will make a greater effort to publish more timely notices – that is, when we receive them with sufficient lead time!

The most consistent suggestion made in written comments was to improve the DCR's appearance.

Readers' Profile

The survey returns also gave us a better idea about who our readers are. Since most readers share their *DCR* with others, we estimate the total *DCR* readership at approximately 23,000. The largest group of readers lives in the Asia and Pacific region, followed by decreasing shares in North America, Africa, and Latin America. This is the first time we had asked readers to identify themselves by gender, and a surprising 70 percent turned out to be men. While a majority of readers preferred to read the *DCR* in English, readers living in Latin America (12 percent) said they would use a Spanish-language edition more. Unfortunately, limited finances prevent us from translating every *DCR* edition, but we remind readers that we publish French and Spanish translations of selected editions. (For a complete list, see the publications order form in *DCR* no. 72.)

In terms of their professional field, respondents appear to be distributed across a range of sectors, with the largest concentration in education – both in formal school systems, from primary through university level, and in out-of-school education programs. The remainder were fairly evenly spread across the sectors of agriculture, health or nutrition, journalism and mass media, with family planning and the environment accounting for only a small percentage of respondents. These results are somewhat surprising given the strong interests in health and environmental communication mentioned above. The sizeable representation of educators corresponded with the significant share – almost a third – who identified themselves as scholars or researchers. About one out of six respondents said that they worked as staff of NGOs and PVOs, while one out of ten were national government officials or information managers.

A more detailed statistical summary of survey results is available upon request by writing the editor at the address on page 2.

The DCR thanks Diana Duff, a graduate student in international relations at The American University, for her assistance in entering and analyzing the data from the reader survey.



Letter to the Editor

We received the letter below several months ago in response to DCR no. 70 (1990/3), "Communicating with Women." It raises a number of points and interpretations of DCR articles that others may find quite controversial. We invite readers to share their reactions on this topic or other topics addressed in the DCR.

Dear Editor:

Having gone through a copy of the *DCR* [no. 70], I came to learn a few things:

- women all over the world have similar mind and feeling in confronting and doing things;
- most women are contented as long as they are healthy, married, and have a home with some children;
- women are not prepared to involve themselves in new strategies.

... Probably, if I were addressing a group of women with this message, some of them would shout at me. But I strongly support all that is said in this *DCR* in favor of bringing women into realization that all that is done by men in technology, culture, and politics, can as well be done by women. There is no law written anywhere, be it Bible or Koran, that with development, men should do that and a woman should not do this.

My opinions about this issue:

- Women should learn through practice. If a woman has managed something nicely, then she should aspire for further and more sophisticated career.
- Setbacks are there all the time with development. So when they occur in the presence of a woman's management, it should not be connected with her feminine category. Instead, it should be seen as just a problem arising in an organization.
- Men all over the world should know that women are good company in development. Good company is a good friend, and a good friend should be accepted and helped in day-to-day dealings.
- History and experience tell us that women are not ready to handle big matters in tough situations. So taking slow and sure steps should be their guiding approach to involving themselves in village, national and international development.

A.M.B. Kissea
Medical Assistant and Chairman,
Tanzania Workers Association, Sumve Hospital,
Mwanza, Tanzania.

What's New, What's Coming

Bolivian Radio Calls for Support

Mallku Kiririya, an Indian radio station in southern Bolivia, was launched in June 1990 by a regional development and cultural organization called Taypikala. The station is run by Indian farmers who broadcast in Quechua and Aymara, the two indigenous languages of the region.

Next year, 1992, marks the 500th anniversary of the so-called "discovery" of the Americas by Christopher Columbus, and many indigenous groups throughout the continent are mobilizing against official celebrations of this event. Radio Mallku Kiririya wants to enlarge its coverage to the five provinces in the region and to improve its recording capacity. It has issued an appeal for \$30,000 in financial support needed to carry out this project. The European Federation of Community Radio has indicated that it may assist individuals or institutions that are willing to help.

Contact: Asociación Taypikala, Norpotosi, Casilla Postal 8679, La Paz, Bolivia; or FERL, B.P. 42, F-04300 Forcalquier, France. Telephone: (92-73) 0598. Fax: (92-73) 7106.

Courses

A three-month course on "Health Education/Promotion for Primary Health Care" will be held January 6 - March 27, 1992, at the Liverpool School of Tropical Medicine. The course aims to improve participants' ability to design, plan, manage, implement, and evaluate programs. Applicants should have some experience in health education or promotion. Cost: £ 2,800, not including living expenses. Contact: Department of International Community Health, Liverpool School of Tropical Medicine, Pembroke Place L3 5QA, UK. Telephone: (51) 708-9393. Fax (51) 708-8733. Telex: 062 7095 UNILPLG.

From September 26 through October 26, 1991, the Center for Foreign Journalist will conduct the "1991 African Women Publishers' Training Program" in the United States. Eight women from Africa will be exposed to and trained in editorial and management techniques for small publications, include desktop publishing. The workshop - which is free for participants - is open to African women who publish or manage an English-language newspaper, magazine or newsletter, preferably one that addresses development issues, and who have basic familiarity with personal computers. Interested applicants should contact the Center for Foreign Journalists immediately at 11690-A Sunrise Valley Drive, Reston, Virginia 22091, USA. Telephone: (703) 620-5984. Fax: (703) 620-6790. Telex: 265-132 CFJ.

Organizations

Abhivyakti - Media for Development, a private group based in India, manages a media resource center, produces media materials, and holds training workshops for development organizations and schools. Recently, the group produced a slideshow on women's domestic as well as wage labor. Posters, songs and booklets on the same theme were generated through workshops with women's groups, and are now being distributed with the slideshow as a multimedia package. For more information, contact: Abhivyakti, PO Box no. 6, College Road, Nashik - 5, India.

Conferences

The Pacific Telecommunication Council will hold its 14th annual conference January 12-15, 1992, in Honolulu, Hawaii. The conference theme is "Regional Interests and Global Issues: The Challenge of Telecommunications Integration for the Pacific." Paper proposals are now being accepted. Immediately following the conference on January 16-17, the Council will offer 12 half-day and day-long workshops for telecommunications professionals. To obtain a conference paper proposal form, or for further information, contact: PTC '92, 1110 University Avenue, Suite 308, Honolulu, Hawaii 96826, USA. Telephone: (808) 941-3789. Fax: (808) 944-4874.

New Publications

Lactation Education for Health Professionals, edited by Rosalia Rodriguez-Garcia, Lois Schaefer and Joao Yunes. Washington DC: Pan American Health Organization, 1990. 213 pp. Individual copies available free of charge from the Institute for International Studies in Natural Family Planning, Georgetown University School of Medicine, Department of Ob/Gyn, 3800 Reservoir Road, NW, Washington, DC 20007, USA.

More and more health professionals now agree that "breast is best" and this book gives them a tool for bringing this belief into their health and education practice. Its centerpiece is a model curriculum for teaching students in medical, nursing and nutrition schools the basic skills necessary to promote and support breastfeeding. Guidelines for implementing the curriculum as well as a series of articles covering trends in breastfeeding practice and education follow. The bulk of the book's contributions come from health professionals in Latin America. By late 1991, a Spanish-language edition will also be available.

Low-Cost Printing for Development by Jonathan Zeitlyn. English edition available for £ 6.95 from Intermediate Technol-

ogy Publications, 103-105 Southampton Row, London WC1, US. Spanish edition available from CETAL, Casilla 197, Valparaiso, Chile. Bangla edition available for Tk 160 from University Press Ltd. Red Crescent Buildings, 114 Motijheel, Dhaka 1000, Bangladesh.

Despite the proliferation of videos, computers, and other sophisticated media in developing countries, print remains the most common communication medium. This newly revised guidebook offers guidance on do-it-yourself printing methods and on how to obtain good services from commercial printers at reasonable cost. New editions in Spanish and Bangla, published in partnership with institutions in Chile and Bangladesh, make it accessible to broader audiences.

Novela de Amor by Ana Consuelo Matiella. In Spanish. 28 pp. Available from Association for Voluntary Surgical Contraception, 122 East 42nd St., New York, NY 10168, USA. \$.50

Novela de Amor (Love Story) is a fotonovela of the type widely popular throughout Latin America – a romantic tale presented through photographs and balloon text, comic-book style. But this time the characters, Lupe and Antonio, a middle-aged happily married couple, are not simply spinning out a saga of romance or tragedy. Instead, they deliberating on the serious decision whether to prevent future pregnancies through sterilization. The reader can get Lupe's views in half of the book and, by merely turning the book upside down, can get the male perspective from Antonio. A center insert answers common questions about male and female sterilization.

The Association for Voluntary Surgical Contraception developed the fotonovela for an audience of Hispanic Americans, as well as for use throughout Latin America. Focus group discussions of Latino men and women in California met to discuss their feelings about sterilization and to suggest story approaches, guiding development of the book. The booklet is a good example of how a culturally appropriate format can be used to present a social message.

Communication, Education and Empowerment: Development Communication Revisited by Raff Carmen. Manchester Monograph no. 33. University of Manchester, Center for Adult Higher Education, 1990. 121 pp. £ 8.25. Available from Haigh & Hochland, Ltd., Precinct Center, Oxford Road, Manchester M13 9QA, UK. Telephone: (44-61) 273-4156.

The purpose of this monograph, according to its promotional flyer, is to "break through the myth that communication ... 'belongs' to experts, to the powers-that-be. Just as everyone...can gain knowledge and 'make' culture, so communication should be in the power of everyone." With an introduction like that, it would be difficult to argue that the author doesn't take a clear stand. On the contrary, Carmen lionizes the contributions of Paolo Freire as well as other advocates for empowerment and participation of the poor, like Andreas Fuglesang, Julius Nyerere, and David Korten, while taking apart Everett Rogers, Daniel Lerner, and Wilbur Schramm.

The monograph lacks much in the way of practical application, except for a few descriptive case studies. However, it helps elaborate in broad strokes some of the theory, debates and experiences in the development communication field. It also attempts to reconcile the sometimes confusing relationship between communication and education. Carmen's prose can occasionally be polemical, but nevertheless admirable in its assertiveness and clarity.

Job Opportunity

The Food and Agricultural Organization invites applications for the position of Communication Officer in Audiovisual and Video Techniques, based in Rome, Italy. Responsibilities include assisting in the formulation of technology and equipment components for communication projects, and providing technical assistance and training in audiovisual production for field programs. Applicants should have three years' experience in audiovisual media production, particularly video, and language abilities in English, French or Spanish and one other language. To apply, send resume to: FAO, Development Support Communication Branch, Room A-233, via delle Terme di Caracalla 00100, Rome, Italy. Fax: (396) 578-2610.



AVSC

Preparing still shots for *Novela de Amor*

The Overmarketing of Social Marketing

Yes, but . . .

by Alfonso Gumucio-Dagron

Are development communicators in developing countries willing to *buy* the "social marketing" approach, which has penetrated so fast in many international development programs?

The marketers of social marketing are trying to convince everyone that it is the "new wave" of thought, the "in" fashion in the development communication field. But we in the Third World already have the experience of being objects of advertising techniques and we believe that social marketing represents exactly the opposite of what we have been fighting for over the last 25 years: a communication approach that places strength in the community and aims to change the passive receptor of messages into an active communicator.

Social marketing is not a new strategy. The whole concept is borrowed from the advertising strategies of the 1950s, when consumer industries benefiting from the post-war economic boom needed to expand the US market very quickly. As we can see more than 30 years later, the strategy was indeed quite effective in meeting the needs of fast-growing industry.

Social marketing was not born in developing countries, but in the United States. It is not a concept created by development communicators in the Third World. Social marketing has been promoted and marketed by specialists in the United States regardless of what we in developing countries think about it. In fact, in those countries which are not English-speaking, social marketing is not known. Take Latin America, for example. We don't even have a Spanish translation for "social marketing" and we definitely do not use the concept in our practical work on development programs, or in our theoretical exercises. Yet Latin America has achieved much in terms of making communication an important tool for community participation and social development.

Development communicators in the Third World identify with education, not with marketing. We think that development communication and social marketing can merge no better than water and oil can mix. Social marketing strategies aim to persuade, while development communication – whose

central concept is participation – aims to educate and organize. Social marketing is vertical, while development communication is horizontal. Social marketing attempts to "catch" a passive audience, while development communication aims to activate community participation. Social marketing relies on electronic and established mass media to do the job, whereas development communication considers low-cost, grassroots-based communication technologies only instruments of a strategy to promote community participation. Social marketing focuses on campaigns, while development communication puts its strength in the *process* of communication.

Social marketing targets individuals and expects individual responses, while development communication addresses the community. Social marketing aims to change individual "behavior" – another typical word, since the approach links advertising with the US school of psychology known as behaviorism – persuading people to perform predetermined actions. Development communication also aims to change people, but through a process of critical analysis of social reality.

There is only one way development communicators from the Third World and those from industrialized countries can find common ground: exchanging experiences and knowing more about each other's practice and theory. There are many ways to achieve this, beginning with a greater effort on the part of development communicators from the North to read the ideas and theories of development communicators in the South, since there are virtually no translations to English.

What Latin America and other regions have achieved in development communication strategies should not be ignored: many successful experiences in our continent could be very useful in other Third World countries if the language and ideological borders are opened.

Alfonso Gumucio-Dagron is the former Director of the Centro de Integración de Medios de Comunicación Alternativa in La Paz, Bolivia, and presently Chief of Program Support Communication for UNICEF in Nigeria. He can be contacted through UNICEF-Lagos, 3 United Nations Plaza, New York, NY 10017, USA.

Martin Moulton



Social marketing represents exactly the opposite of what we have been fighting for over the last 25 years.

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APPENDIX 1

...comments on the DCR

Below are comments received in correspondence to the DCR editor during the period April 1991-August 1991.

"Congratulations on the 'new look' DCR. I am particularly pleased with issue no. 73 ... Congrats to DCR staff on the good use of desktop publishing and the prompt move to facilitate readers' requests." **Barbara Reuben-Powell, former Director, Information, Education and Communication, National Family Planning Board of Jamaica**

"I find [the DCR] very informative, relevant, and useful in my radio program intended for our extension workers, development workers, field workers and other entities who are engaged in research and extension interfacing. In fact, I have been airing some items from the DCR no. 72 in my programs." **Susan T. Banah, Radio Station DXMU-AM, Central Mindanao University, Bukidnon, Philippines**

"I received the DCR no. 72 . . . the theme of this issue is really good and useful ... the new design of the DCR is also an advanced strategy.... I prefer this design to the former one." **Anatoli M Kissessa, Designated District Hospital, Sumve, Mwanza, Tanzania**

"I am writing ... to congratulate you on your excellent publication of the new DCR (no. 72). Even though it is still the DCR, it has now different perspectives and indeed different appearance. I am confident that readers all over the world have already welcomed this new DCR." **Khairul Bashar, Executive Director, Asian Institute for Development Communication, Kuala Lumpur, Malaysia**

"Thank you for your latest edition of DCR. I wish to congratulate you for the tremendous 'facelift' which you made on DCR – it is certainly a great improvement: more attractive and easier to read and digest...." **C. Phang Cheng Imm, Commodity Development Branch, Department of Agriculture, Kuala Lumpur, Malaysia**

"I borrowed [DCRs no. 70 and 72] from a friend and found the articles on 'Communicating with Women' and 'Evaluating Communication Programs: Means and Ends' very interesting and useful." **Nimal A. Fernando, Conservation, Weboda, Sri Lanka**

"I liked very much no. 72 for the content and the appearance. I would like to congratulate you on the new face of DCR and thank you very much for the privilege to receive it." **Julia Mora, Multicentro, Cali, Colombia**

"I read with interest no. 72. I have been your regular reader since 1988, but to be candid I have never replied though I am gaining a lot. However, this edition is the best. Its volume, content and material of print is encouraging., it has given me a lot of ideas and will be useful to health administrators and researchers in setting up a new project titled 'How Evaluators Can be Better Communicators.' " **Mal Aduma Hassan, Family Health Center, Hong Gongola State, Nigeria**

"I recent came across your Development Communication Report no. 72 on evaluation, which was quite interesting and educative from the academic point of view. The languages is simple in understanding ... "

B.P. Naresh, student in distance education, Indira Gandhi National Open University

"I waded through your DCR no. 72 publication and found it to be very educational and relevant to the type of work I perform." **Pre Sushil Prasad, Health Education Officer, Suva, Fiji**

"[DCR] no. 72 came in the post today. Thank you. Its 'designer-graphic' looks good. And it's easy to read. My congratulations to graphic designer Sue Wood. . . Without devaluing my overall positive impression I wonder if the big letter DCR (masthead) could be made to suggest running motion like the Olympics logo. Such a design could communicate the visual message that development is movement and movement is development." **Warief Djajanto, Depok, Indonesia.**

"The new design of the DCR is much more appealing than the previous one. I am also glad that there are more pages in it. I hope to read more articles on participatory research, planning and monitoring in future issues." **Normin P. Naluz, International Institute of Rural Reconstruction, Cavite, Philippines**

"...May I also use this opportunity to congratulate you and Kathy Selvaggio for the excellent DCR issue on evaluation [no. 72]..." **Jan Servaes, Institute for Mass Communication, Catholic University of Nijmegen, The Netherlands**

"You asked for comments. Here is one: the new design in really good (felicitaciones to Sue Wood) and the contents excellent.

Evaluation is an issue in which we have been working very hard, along with the Mexican Health Ministry..." **Manual Manrique, Communications Officer, UNICEF Mexico**

"I thoroughly enjoyed reading the no. 72 issue of Development Communication Report. From time to time, this newsletter crosses my desk and I have sent it into the out-tray without as much as a second glance because of my very busy work schedule. However, this issue did catch my eye – could it be the new, friendly design? or the caption 'Evaluating Communications Programs' that has been occupying my attention lately? I find it an extremely useful issue for my work and will keep it nearby as a handy reference tool." **Maria Ng Lee Hoon, Regional Program Officer, Information Sciences Division, International Development Research Center, Singapore**

"I am pleased to acknowledge the receipt of your latest edition (no. 72) ... which wears a new look. I cannot resist commending you and members of your team for taking the initiative and actualizing the 'facelift' which have given the Report. I must also commend the graphic designer Sue Wood for doing a good job. This enriched format seems to me aesthetically acceptable, with a lot of creativity; the arrangement of the various articles and the use of colors of eye-catching potential are a welcome development. I can even note some good combinations of point sizes of letters. ... But, if I may ask, do you have a deliberate policy not to staple or stack the pages together? Not too good...." **Johnny C. Ogbuene, Senior Editor, Nigerian Television Authority, Enuga, Nigeria**

"I think the issue's [DCR no. 72] really great and I know a lot of folks in evaluation -- all around the world -- who'd love to see it. . . I hope (and fully expect) that you're getting the kind of positive reaction you deserve."
Michael Hendricks, US Embassy, New Delhi, India

"[A UNDP communication officer] showed me some copies of your quarterly and I immediately felt that not only we could use the contents of the past issues to prepare the social communication element of our course, but that we also should bring your quarterly to the attention of our professional media course participants. They could use such a publication well when joining campaign efforts in their own countries." **Robert Brunwin de Jong, Radio Nederland Training Centre, Hilversum, The Netherlands**

"Congratulations on your recent Development Communication Report no. 72. It is most useful and interesting." **Heather Royes, Intermedia Associates, Kingston, Jamaica**

"It's nice to see that the [DCR] has gained in size and is more varied in content. I have always found in the past that DCR was an effective tool in my work, and from the look and content know that it will continue to make a contribution here and abroad in providing information and ideas in the field of education and communications."
Benedict Tisa, consultant in educational media, Westmont, New Jersey

"I have found publications of DCR more informative and appropriate in outlining some plans of action on women's education and development, maternal and child health, etc..." **Angela E. Abuna, Assistant Director, Federal Capital Territory Commission for Women, Abuja, Nigeria**

"On behalf of our organization and on my own behalf, I would like to express our appreciation for the effort you have put in publishing DCR. The contents are very useful for our organization. We now propose to you to send us copies to our women leaders at district level so that such information could easily be transformed to our rural groups of women." **Paul Odemel, Program Officer, Uganda Women Tree Planting Movement, Kampala, Uganda**

"The DCR was a hit among our staff. They find the contents of DCR very relevant to their work. The field workers even bring the single copy that we have for each issue to the fields ..." **Eleuterio K. Layog, Executive Director, Tahanang Walang Reehas Foundation (House with No Bars), Philippines**

"Congratulations to you and your colleagues for bringing out such an excellent publication ... I found it to be very useful in keeping me in touch with the latest development in communication research and application of appropriate communication techniques in the field. It also helps in knowing about new resources/materials."
R.N. Acharya, Wildlife Institute of India, Dehra

"Congratulations on the very fine issue 70 of Development Communication Report focusing on women's communication issues. Keep up the good work." **K. Dean Stephens, The Vanguard Trust, Abuja, Nigeria**

APPENDIX 2: 1990 Reader Survey Results
(Compiled by Kathy Selvaggio)

In December 1990, a survey was mailed to all DCR subscribers with DCR no. 71 (copy attached). Readers were asked to return the survey by April 1, 1991. By mid-May, 764 surveys – approximately 15 percent of the total number of subscribers – had been returned. Below is a summary of both the quantitative and qualitative results.

I. Quantitative data

Diana Duff, a graduate student at American University, was hired to enter and analyze the quantitative data, using a statistical software program. Below is a statistical breakdown of the results. The numbered questions correspond to the numbers in the original survey. Percentages indicate the share of total respondents to that particular question. Although rates of response were fairly high for each question, between 3% and 5% of respondents failed to complete questions 4 through 9, 11, and 14 through 16. The missing responses to questions 14 through 16 may be due to some reader's failure to notice the continuation of the survey on the reverse side of the page.

In addition to responses to the survey questions, the location of the respondent was recorded in order to get an approximate geographical distribution of respondents. Results indicate that 32% are from Asia and the Pacific, 24% from North America, 23% from Africa, 12% from Latin America and the Caribbean, 5% from the Middle East and 5% from Europe.

1. Besides myself, the following number of people read my DCR:

9.8%	None
63.2%	1-5
13.1%	6-10
13.9%	More than 10

2. For the past two years, each edition of the DCR has focused on a single theme -- for example, environmental communication, information technology, literacy, and women. My reaction to this format is:

64.3%	I like the new thematic approach
35.5%	I would prefer that each DCR cover a variety of issues

Using a scale of 1 to 3, I rate the quantity of DCR coverage in the following areas: (1 = not enough, 2 = sufficient, 3 = too much)

4. Presentation of practical information (e.g., case studies, "how-to" articles, resources)

25.2%	not enough
71.4%	sufficient
3.4%	too much

5. Analysis of research, policy issues and trends in the field
- 25.0% not enough
68.0% sufficient
7.0% too much
6. Coverage of high-technology communication approaches
(e.g. satellite systems, new information technologies)
- 25.4% not enough
59.7% sufficient
14.9% too much
7. Coverage of low-technology communication approaches
(e.g. radio, folk media, interpersonal)
- 32.6% not enough
54.5% sufficient
7.7% too much
8. Coverage of grassroots, local experiences
- 37.3% not enough
52.2% sufficient
5.6% too much
9. Contributions by authors from developing countries
- 49.2% not enough
41.9% sufficient
3.9% too much
10. I use the DCR primarily for the following purposes: (check no more than three)
- 69.2% monitoring trends and developments in the field
28.2% gaining tools for project design, implementation, or evaluation
64.2% acquiring ideas on the application of communication technologies
10.2% preparing for professional meetings, conferences
35.4% ordering resources, requesting information
35.5% identifying other organizations useful to my work
39.9% teaching or research
6.2% reprinting articles for my own publication

11. I would use the following foreign language edition of the DCR more than an English-language edition: (check one only)

11.4% Spanish
 3.7% French
 82.1% English is my preferred language
 2.8% Other language

12. The following phrase best describes the appearance of the DCR: (check one only)

37.0% attractive and inviting
 56.9% plain, but functional
 1.5% dull, uninviting
 4.7% crowded and dense, too few photos or graphics

About You

14. I am

70.8% male
 29.2% female

15. Most of my work is concentrated in the following sector: (check one only)

38.5% education
 15.6% formal
 11.9% nonformal
 13.1% journalism or mass media
 18.3% agriculture or rural development
 4.3% population or family planning
 14.2% health or nutrition
 2.8% environment
 1.1% housing or urban development
 1.4% telecommunications
 6.2% other

18. The professional position which best describes me is: (check one only)

8.6% technical advisor working in
 6.2% host country
 2.0% US/Europe
 2.7% USAID staff
 2.0% overseas mission
 .7% Washington
 3.1% other donor agency staff
 12.2% national government official

17.9% staff of PVO/NGO
32.0% scholar/researcher
2.8% student
10.9% librarian/information manager
10.7% other

II. Open-Ended Questions

I compiled responses to the two open-ended questions (questions 3 and 13). While a total count of responses to these questions was not carried out, I estimate that approximately two-thirds of 830 respondents answered one or both questions. (NOTE: Responses for these questions were compiled through mid-June, accounting for the greater number of respondents than for the quantitative questions.)

Responses were enormously varied; the detailed compilation (available upon request) covered 12 single-spaced pages. Listed below are those topics or suggestions that recurred with greatest frequency (20 or more requests) as well as those subtopics or suggestions that recurred most frequently (10 or more requests). The number in the left-hand column indicates the total number of requests.

3. I would like to see more articles, or an entire edition of the DCR, that focused on:

- | | |
|------------|---|
| 101 | Health communication |
| 14 | child survival/ mother-child health |
| 13 | disease prevention (AIDS, STDs, water-borne diseases) |
| 12 | nutrition |
| 12 | healthy lifestyles (prevention of drug/substance abuse) |
|
 | |
| 82 | Education |
| 22 | distance education |
| 21 | literacy |
| 17 | educational technology |
| 11 | non-formal education |
|
 | |
| 66 | Environmental communication |
|
 | |
| 65 | Communication for rural development/agriculture |
|
 | |
| 24 | Communication for population/family planning |
|
 | |
| 32 | Grassroots communication (e.g. community development, participatory strategies at local level) |
|
 | |
| 28 | Information technology |
|
 | |
| 24 | Communication for women in development |
|
 | |
| 22 | Evaluation and research of communication programs/projects |
|
 | |
| 21 | Traditional/indigenous media (e.g. folk media) |

13. How would you change the DCR? We welcome your ideas!
- 113 **Improve design/layout ****
 - 77 Add more visuals, graphics
 - 20 more/better use of color
 - 17 Add a more attractive cover
 - 13 enlarge type size
 - 49 **Add more announcements, listing of resources**
 - 9 especially of free or inexpensive materials
 - 8 add directory of Third World groups/institutions working in devcom
 - 30 **Add more case studies**
 - 35 **Encourage more contributions from readers**
 - 12 create a space for readers' feedback (letters, commentary)
 - 10 announce themes in advance and ask for contributions
 - 23 **Increase number of pages**
 - 14 **Improve format (e.g, better identification of sections, continuation of articles only on consecutive pages)**

** NOTE: Readers were responding to the previous DCR design. The new DCR design was launched with DCR no. 72, the edition following the mailing of the survey.

APPENDIX 3

(Compiled by Kathy Selvaggio, Editor)

SUMMARY OF RESPONSES TO ADVISORY BOARD QUESTIONNAIRE

In April 1991, a questionnaire was mailed to the 19 members of the Clearinghouse on Development Communication 1991 Advisory Board. The purpose of the questionnaire was to generate ideas and feedback on the format, design and, most important, the content of the Development Communication Report. By late June, 18 of the 19 questionnaires had been returned. The questionnaire is reproduced below in bold-face type; responses are indicated in italics. Numbers in the left-hand column indicate the number of people who supported the proposal or suggestion.

DCR FORMAT AND DESIGN

1. As mentioned in the "Background Information on the DCR" (enclosed), each recent edition of the DCR has focused on a specific theme. Should we:
 - 10 continue the thematic approach
 - 1 cover a variety of topics in each DCR
 - 7 combine the two by devoting several articles to one theme and the remainder to other topics
 - suggest 70% theme, 30% other topics
 - for other topics, suggest we cover "hot" or sensitive topics, that readers should be appraised of soon
 - scholars/researchers more likely to want thematic approach; practitioners who use it for networking tend toward non-thematic approach

2. In the recent survey, a number of readers suggested that we add a "reader's page" inviting their contributions, e.g. letters, short articles, news about their projects, or commentary. Some have suggested that we include participatory activities, e.g., essay or illustration contests, games, etc. Please comment on this proposal and give us your own ideas about how to structure it.
 - 13 Support idea
 - 3 features letters regularly
 - 6 emphasize project news, especially results and factors contributing to success/failure; list contact persons to facilitate networking
 - 9 however, do not include games, contests, etc. -- inappropriate and unprofessional
 - 1 perhaps feature "Project profiles" in standard format, with emphasis on process and results

 - 2 Don't support idea
 - 1 would change image of DCR as resource base and reference; also, DCR is published too infrequently to serve as a networking tool.

- 3 *Maybe*
 1 *not a high priority*
 1 *would be difficult to stimulate a flow of contributions,*
 especially those of acceptable quality

3. Please review the explanation of the five existing sections in the "Background information on the DCR."

- a. Are these sections appropriate? 17 Yes ___ No**
If no, why not?

-- *generally appropriate, except for announcements of meetings in "What's New, What's Coming," which seem to be arbitrarily selected, and may be outdated. Better to focus on resources and publications.*

-- *Why not regularly run job announcements?*

- b. Is there an adequate balance of material among them?**
17 Yes ___ No If no, how would you change it?

-- *"Principles into Practice" is most important, so should always get most space.*

4. Please use the space below to comment on the new design. Is there anything you would change?

- 15 *Like new design*
 4 *especially use of graphics, photos, and color*
 4 *attractive, stimulating, bolder, draws attention to*
 content, easier to read
 6 *but don't like masthead: too "heavy," dark, severe*
 2 *but don't like multiple article on page 1, and need for*
 continuation of articles
 1 *but don't like overall design of front page: symmetry*
 too subtle, no logic to color blocks or horizontal bars
 of different heights
 2 *but not easy to differentiate between different sections;*
 table of contents does not provide guidance
 1 *suggest that table of contents be enlarged*
- 2 *Don't like new design.*
- 1 *Looks harsh, crass; wastes useful space at top; looks*
 more expensive; new design may lead to loss of audience
 recognition.
- 1 *old design, fonts, colors are more subtle*

DCR CONTENT

Following are a list of DCR topics that have been proposed by Clearinghouse staff or by readers who responded to the recent survey. Please vote for or against each proposed topic and provide additional comments and suggestions, if you wish.

- * We encourage contributions by authors from developing countries who have grassroots field experience. Please supply contact addresses and telephone/fax numbers, if available.

1. Communication for Democracy and Human Rights. There is growing interest in this topic, as dramatic political changes take place in many developing countries and as development agencies giving greater attention to democracy. Preliminary article ideas include: civic education in countries undergoing transition to a more democratic system (e.g., Chile, Namibia); the establishment and protection of a free press; communication/education of groups about basic rights and freedoms (e.g., workers, women); and the role of information technology in mobilizing responses to human rights violations. Are you in favor of this theme:

14 Yes 2 No 2 Maybe

Comments:

- Very important topic in Latin America today; include educational strategies used to communicate civic rights. Interesting work has occurred in Chile, Paraguay, Peru
- Strongly support last suggestion on info tech/human rights
- Only address this if freedom from US foreign policy influence on selection of topics/authors/perspectives is guaranteed.
- USAID might support, but it may be difficult to get a fix on this topic; the intellectual terrain is pretty messy
- Although important, others like WACC are already doing it. DCR is more valuable in addressing communication for specific development sectors, e.g. health, agriculture, literacy, etc.
- Better to focus on communication as a way of increasing participation in political processes, as well as general society.

Suggestions for specific articles and/or authors*:

- "Issues on Peace Education and Action in Africa," Mr. Paul Wangoola, AAELA, PO Box 50768, Nairobi, Kenya
- Juan Jose Silva, CIDE (Centro de Investigacion y Desarrollo de la Education), Santiago, Chile, Fax: (562) 718-051
- Abraham Magenzo, Programa Interdisciplinario de Investigaciones Educativas, Santiago, Chile. Fax: (562) 223-1940.
- Luiz Fernando Sautoro, Professor, School of Communication and Arts, University of Sao Paulo, Brazil.

- Contact USAID/Nepal for members of team who conducted mission on training for democratization
- Describe Peacenet (electronic data network based in California) and other computerized networks; will investigate further if DCR goes with this topic
- Include developments in Eastern Europe as well as LDCs. For article, contact Morten Giersing, Chief, Free Flow of Information and Communication Research, Unesco. Also contact Paul Ansaah, Director, School of Communications Studies, University of Ghana, PO Box 53, Legon, Ghana. Fax: (223-21) 77-3324; or Kwame Boafo, Director, African Council on Communication Education, PO Box 47495, Nairobi, Kenya; Rafael Roncagliolo, Director, IPAL, Centro de Estudio sobre Cultura Transnacional, Postal 270031, Lima 27, Peru, Tel: 466-332;
- Contact: Dr. Abdel Aziz Said, American University, Tel: (202)885-1632, for an article on the rights of minorities in countries undergoing transition to democracy; and Dr. Cherif Bassiouni, Tel: (312) 362-8332, for an article on a free press in the Arab world.
- Contact: Sheldon Annis, Boston University (formerly with ODC) who is addressing electronic communication uses to militate against societies becoming information poor; Central America, Eastern Europe have been focus of experimental efforts; Bernard Woods, who as looked at role of communication technology in village settings
- Contact: Mr. Tomo Martelanc, Director of the National and University Library, Turjaska 1, PP 259, 610001 Ljubljana, Yugoslavia.

2. Environmental Communication/Education. The DCR already devoted one issue to this theme (no. 65, 1989/2), but interest is so high among readers and development agencies that we might consider producing another. Article ideas that build upon those already treated in the DCR include: the importance of indigenous knowledge related to environmental communication and means of transmitting this knowledge to researchers and development agencies; experiences with training forestry field workers or other environmental agents in communication techniques; and communication experiences related to urban environmental problems (e.g. pollution, water and sanitation).

Are you in favor of this theme:

16 **Yes** 1 **No**

Comments:

- Growing interest in Latin America
 - FAO can provides names and ideas for articles, esp. on forestry
 - Do only if there is enough interesting material to warrant another issue
- 3 Don't do it soon; wait until world conference

Suggestions for specific articles and/or authors*:

- Zaida Sanches Moya, Directora de Planeamiento y Desarrollo Educativo, Ministerio de Educacion, San Jose, Costa Rica, Fax: (506) 552-868
- Plant ecology applications for data collecting satellites such as SPOT
- Examine link between population and environment, and role of communication
- Contact Rosalie Norem, USAID WID office, to examine role of gender; WID office is producing 3 case studies.
- Contact Lesley Duckworth on her redesign of images/logos of information materials for Kenyan Wildlife Dept, Nairobi, Tel: 43499-0254-243-499
- Contact Alan Durning, Worldwatch Institute, who has examined participation of poor in environmental approaches/solutions
- Contact: Ms. Vandana Shiva, Indian feminist and physicist who writes on women, ecology and development

3. Traditional Media, Indigenous Knowledge Systems, and Communicating with Indigenous People. This might be an interesting topic to address in light of the activities planned by indigenous groups throughout the Western hemisphere against the official celebration of the 500th anniversary of the "discovery" of the Americas -- although other regions might be covered as well. Preliminary article ideas might include: the importance of traditional media in cultural affirmation; and case studies/examples about combining indigenous means of communicating with modern media forms (e.g, radio, video, television).

Are you in favor of this theme:

15 Yes 3 No

Comments:

- FAO beginning to do a lot in this area
- Address this topic only if traditional approach can be avoided (e.g. use of folk theater for population communication). Best to consider the theme in relation to cultural identity, interaction with modern forms and alternative and micro-media.
- Indigenous knowledge is a cutting-edge topic; CDC should position self as knowledgeable and aware.
- Don't focus on "exotic," or "tribal" knowledge as much as unsophisticated yet powerful means of bringing people together for social change
- Avoid getting too sentimental about tradition
- Don't go overboard on Western hemisphere "naval gazing"

Suggestions for specific articles and/or authors*:

- "The role of traditional media in adult education: A Case Study on Kenya," Dr. George Reche, Resident Lecturer, Extramural Center, PO Box 598, Nyeri, Kenya
- Anne Marie Decock, FAO, can write article on use of puppets in Burundi for population communication; Movers Schris Veloni, anthropologist at FAOs, can do article on traditional media in Mali.
- Contact Canadian researchers working in this area at Don Snowden Center, Newfoundland
- Contact Prof. Demetrio Cojti, 12 Calle 18-03 "B", Apt. 408, Zona 21, Nimajuyiu, Cuidad Guatemala. He supports Maya language journalism at village level; Mayan himself.
- Contact Lin Compton, Paul Mundy, University of Wisconsin. See references from McCorkle's article on local knowledge systems.
- Contact Babacar Fall, Choy Arnaldo at UNESCO, Division of Development Communication, as well as Luis Ramiro Beltran, Rafael Roncagiolo
- Contact Karnataka Forest Department in India about their collaboration with Indian TV on a dance/drama festival to promote awareness of environmental issues relating to forest land use.

4. Regional Editions. Several people have proposed producing three separate editions on communication issues specific to Asia, Africa and Latin America, possibly in collaboration with communication institutions in those regions. Each issue might feature short country reports on the state of national communication development.

Are you in favor of this theme:

12 Yes 6 No

Comments:

- Excellent idea
- Could help highlight countries where reports on communication development is rare
- Should include total picture -- books (textbooks, literature, etc.) and other media (film entertainment, etc.) -- to prove a "snapshot" of overall communication situation.
- Do in conjunction with regional research organizations -- e.g., AMIC, ACCE, and ALAIC -- but needs large lead time and interactive correspondence
- Focus only on experiences, successes that could potentially be transferred to other regions.
- Don't forget Middle East; should do a separate issue on this region
- Would take considerable time and preparation; might dilute tone and representativeness of publication

- Would take up nearly one year of DCRs. Instead, why not select an issue and explore it regionally, e.g. problems of health communication from Asian, Africa, Latin American perspectives.
- Don't run issue consecutively
- 2 Each edition would exclude a large proportion of the readership; people in Asia might not be interested in Africa's problems and vice-versa.
- Hard to find generalizations that hold for an entire region; why not simply publish foreign language editions instead?
- Rather than one issue per region, occasionally run article on issues specific to a region

Suggestions for specific articles and/or authors*:

- Gisselle Minizaga, CENECA (NGO specializing in communication) Santiago, Chile
- Jose Miguel Saravia, Deputy Director, DESCO, Lima, Peru, Fax: (51-14) 617-309
- Jose Subirats, CEBIAE, Bolivia. Fax: (59-12) 372-372

5. Health Communication. Readers' interest in health communication has always been high, possibly because development communication experience is most extensive in this sector. Specific subtopics of interest include communication related to AIDS and sexually transmitted diseases, child survival, nutrition and social marketing experience as applied to these various health areas. The challenge will be to address these topics in a way that isn't already done by other health publications.

Are you in favor of this theme:

14 Yes 3 No

Comments:

- Some Third World researchers are highly critical of USAID's "hard sell" via social marketing. It may be time to address the issue in a provocative and helpful way.
- Use Roy Colle's panel discussion at ICA conference, "International Health, Communication and the Environment: Gaps and Opportunities," as basis for article. Panel includes Gary Gleason, Mark Rasmuson, Phyllis Piotrow, and Roy Colle.
- AIDS communication is usually discussed by consultants; why not get a Third World perspective?
- DCR has already addressed topic extensively, esp. coverage of HEALTHCOM. Is there a new angle, new experience?
- DCR no. 71 already addressed health; don't overdo

79

2 Uninteresting and adequately addressed by other publications

Suggestions for specific articles and/or authors*:

- Group in Central Java, Indonesia, that worked with HEALTHCOM could write about social marketing for Vitamin A promotion. Low-budget project that required collaboration with different units of health ministry. Contact Dr. Satoto, University of Diponegoro, Semarang, Indonesia.
- Number of theses in progress at Annenburg School of Communication are focusing on different aspects of AIDS communication in Dominican Republic.
- For articles on child survival contact: Dr. Mark Belsey, Chief, Maternal and Child Health Program, WHO, Geneva
- "Continuing Professional Education for Health Staff in Africa," Professor Koano Mukelabai, University of Zambia, School of Medicine
- Contact: Dr. Betty Abou-Haidar, Tel: (206) 263-3776.

6. Development Education. It has been suggested that we address communication issues related to the education of Westerners about Third World issues, although this falls somewhat outside our usual scope. Preliminary article ideas include: messages/images about the Third World communicated to Westerners through the mass media and other channels; the use of large-scale media events to raise public awareness about Third World problems (e.g., Band-Aid and Live-Aid).

Are you in favor of this theme:

9 Yes 7 No

Comments:

- Interesting, but covered more thoroughly by other publications (WACC, IFDA Dossier, etc.)
 - Very interesting, but requires extensive planning. Run article focused on mutual stereotypes/images between people of North/South.
 - Important, timely topic
 - As much as possible, get Third World perspective on what they would like people in North to see, hear and believe about LDCs
- 2 Focus on question of education for development, whether locally/domestically or overseas. Dichotomy of North/South gets in way of real education of both. Communication plays large role in bridging gap and in promoting two-way communication; look at role of communication as a skill, along with conflict resolution, negotiation skills
- 2 Not an important theme for developing country readers
- Don't devote a full issue; perhaps several articles.

Suggestions for specific articles and/or authors*:

- Western European government fund dev ed issues generously. Perhaps invite articles on different countries' experience. Kristian Paludan, anthropologist and film maker, could write on origins, history and practice in Denmark. Contact him at Norre Voldgade, 102, III DK-1358, Copenhagen, Denmark.
- Article examining school-to-school links between children in North and South, using satellite, datanet, other links.
- For examination of communication/education for development, contact Susan Fountain, tel: (914) 485-3266.

7. Other topics suggested by various sources include:

- Institutionalizing communication capacity;
- Motivating economic action: communication and small business
- Management issues in communication projects
- Development communication: Where is it now?

Please use space below to respond to these suggestions or to propose other topics or themes that you think the DCR should address. For each topic, please include a brief explanation about why it is important and also suggest specific articles or authors, as above.

Additional topics:

- 9 Support above suggestions on institutionalization, management issues, and "Dev Com: Where is it now?"
- Joe Ascroft, FAO, CTA might do article on institutionalization or management theme. Also, might highlight FAO's new approach to communication and sustainable development, such as Mexican experience of transferring communication system to farmers.
 - D. Rondinello and John Middleton could address management issue very well
 - "Training in Management and Leadership: The Case for Africa" by Peter Kinyanjui, Commonwealth of Learning, Canada
 - articles reviewing what happened to newly established communication units when projects ended. How dependent were they on expatriate consultants? David Campbell, Ag Information Center, Nairobi, could reflect on efforts to "localize" communication. Fax: 010-254-234-0260.
 - for articles on institutionalization, focus on development of "barefoot communicators" at the local level who can use communication skills across variety of sectors, rather than on establishing health education/communication unit in the Health Ministry.
- 3 Communication training
- cover international meeting of training institutions at UNESCO, June 1991

- address management training for communication
- contact Pat Nornish, AERDD, University of Reading, and David Campbell, above video-based package for training fieldworkers in communication skills
- cover attempts to use projects as a means of "teaching" communication as post-graduate and in-service courses.

- Feature issue or articles on "Local Development and Communication," examining active participation of grassroots organizations with the current trend toward decentralization. In Latin America, power of municipalities is being strengthened, altering the relationship between grassroots and state. Traditional forms of communication prove to be less effective with the changing relationship, calling for alternative forms. Articles might focus on research, interesting projects, new approaches.
- Devote issue to communication resource centers at community level; contact Ben Lazore, Johns Hopkins CCP
- Conduct interview with Erskine Childers
- Conduct penetrating interviews with people in the dev com field to get their current opinions and analyses, since their outdated book editions continue to be used as gospel in developing countries. Media Development recently published interview with Herb Schiller, confronting him with apparent contradictions in his thinking and requiring him to spell out present recommendations.
- Devote issue/articles to telecommunications, with focus on public telecommunications network. Many new applications are emerging, with important benefits for non-commercial users. Also, important to get non-engineers interested, so that more diverse applications can be developed. I (Greta Nettleton) would be willing to help plan an issue around this topic.
- Satellites and LDCs: What's new? Maybe contact VITA
- "The Video Revolution Sweeping LDCs"
- Discussion of new information technologies -- fax, fiber optics, cellular phones, CATU -- how they work, how they are being used in LDCs, costs, etc. Also, what is happening in educational applications of microcomputers.
- Cultural/social impact of new communication technologies on traditional societies
- Article on dealing with multilingualism in development communication
- Communication and peace; communication and power
- Endogenous media production (including exchange and co-production arrangements, under a TCDC or S-S umbrella)

- 8. Finally, please enclose information or materials about your own communication activities, and suggestions how the DCR might cover them. Otherwise use the space below to describe them.

- *Bella Mody publishing Designing Development Communications (Sage) by December 1991; will send us a copy.*
- *Constance McCorkle working on development communication model for international R&D projects/programs*
- *Annenburg publishes list of working papers, and list of completed theses and dissertations*
- *Roberta Ritson sent paper on "The Problem of Training Materials on Health in Developing Countries" as well as materials about training workshops run by the Health Learning Materials Program, WHO.*

Other comments:

- *DCR enjoys good reputation, but many people do not claim to have noticed changes, improvements IIR has made with the publication. Many still see it as an AED publication. Why not highlight IIR's role more prominently?*

CDC INFORMATION REQUEST LOG

(Compiled by Mariel Escudero)

From March 1, 1991 to August 31, 1991

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
1	B. S. Panda Jayanti Pathagar Nuvapada (Ganjam) 761 011, India	Jayanti Pathagar	DCR back issues
2	Romulus Whitaker Post Bag 4 Mamallapuram Tamil Nadu 603104 India	Andaman & Nicobar Islands Environmental Trust	DCR back issues; Dir. of Training & Study Programs in Dev. Comm.
3	Nyuiadzi K. Aféléte A.V.E. Kpalimé B.P. 23 Togo	Association Villages Entreprises	DCR back issues
4	Iqbal Hyder Yusufi c/o Indus Dyeing MFG. Co, Box 86 Hyderabad 71900 Pakistan		DCR back issues, Dist. Ed. Bibliography & Dir. of Training & Study Programs in Dev. Comm.
5	Imran Iqbal 78-Hashmi Colony - S.I.T.E Area Hyderabad 79100 Pakistan		DCR back issues, Dist. Ed. Bibliography & Dir. of Training & Study Programs in Dev. Comm.
6	Ellen Eiseman C/O MSH-Ecuador Project 165 Allandale Road Boston, MA 02130		Dist. Ed. Bibliography, & back DCR's and Spanish on Dist. Ed., comm. radio, environmental comm., health comm.
7	Andy Hennessey Science Ed. Department Tallahassee, Florida 32304		DCR back issue #63 on Indonesia & DCR back issues on Satellite and Distance Ed.
8	RASC Ganapala "Ulagendara" Ragalkanda Alawwa Sri Lanka		Biblio on Distance Ed., Directory of Training & Study Programs in Dev. Comm., DCR back issues
9	Association Toussaint Louverture B.P. 2081 Cotonou Republique du Benin		French DCR's

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
10	Vicki Schoen Operation Haute Vallee B.P. 178 Bamako, Mali West Africa		last 2 DCR back issues
11	Warief Djajanto Jalan Manggis 2/72 Depok 16432 Indonesia		DCR back issue # 19, 64-70, & special info. on agricultural comm.
12	Andy Bell P.O. Box 1722 Bandung 40017 Indonesia		DCR back issues #63-70, Biblio on Dist. Ed., & Directory of Training and Study Programs in Development Comm.
13	R.N. Bhide Post Ujire, D.K. District (Karnataka State) India 574240		DCR back issues # 68-71
14	Pakistan Press International Press Centre, Shahrah Kahmal Ataturk, Karachi Pakistan		Directory of Training and Study Programs in Dev't Comm., & DCR back issues 64-67 & 70
15	Iqbal Yusuf 78-Hashmi Colony S.I.T.E. Hyderabad 71900 Islamic Republic of Pakistan		DCR back issues, DCR French & Spanish, Biblio on Dist. Ed., Directory of Training & Study Programs in Dev't Comm,comm. Technology Package,comm. practice Package, & Ed. Technology Package
16	Rolando Inciong P.O. Box 68, San Pablo City 4000 Philippines	San Pablo Journalism School	Directory of Training & Study Programs in Dev't Comm
17	Francisco Gutierrez Apartado Aereo 28047 Colombia		DCR back issue on Local Radio, Directory of Training & Study Programs in Dev't Comm.
18	Anette Laakso P.O. Box 30 Bukene, Tabora Tanzania		DCR back issues, Biblio of E istance Ed., & Directory of Training and Study Programs in Dev't Comm

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19	Adiele Bruno C. Community School Oboama Box 13 Umunama Ezimihitte Mbaise, Imo State Nigeria		DCR back issues, & Directory of Training and Study Programs in Dev't Comm
20	Narayen Ugar Saavitar, Nirmal Baag Pune 411009 India		DCR back issues, Biblio on Dist. Ed., & Directory of Training and Study Programs in Dev't Comm
21	Cynthia Cole Cuerpo de Paz Biblioteca APDO 3158 Tegucigalpa, Honduras		DCR back issues
22	William Ndeto P.O. Box 997 Machakos Kenya		DCR back issues, comm. Technologies Packet, & comm. Practice Packet
23	Syman Kishor Shah C/O Shib Dayal Shah Hanakpur Aluminium Udhyoug Mills Aea, Janakpur Dham Nepal		Int'l Directory of Dev't Comm. Studies
24	Adewale Atanda Medical Health Dept. P.M.B/ 1008 Oyo, Oyo-State Nigeria		DCR back issues
25	A.D. Imobighe P.O. Box 594 Ekpoma, Bendel State Nigeria		DCR back issues, Biblio on Dist. Ed., and Directory of Training Programs in Dev't Comm
26	Ms. Ghada Habashy P.O. Box 362, Maadi Egypt 11431		DCR back issues, Biblio on Distance Ed, and Directory of Training and Study Programs in Dev't Comm
27	Mohammed Abdullahi Tourism Department P.O. Box 1062 Katsina Katsina State, Nigeria	Tourism Department	DCR back issues, Local Radio, Health Comm., and Directory of Training and Study Programs in Dev't Comm
28	Dr. K. Parthasarathy Assistant Director Palkalaiperur, Turuchurapalli - 620 024 Tamilnadu, India	Department of Adult and Continuing Education and Extention	DCR back issues, Biblio on Distance Ed., and Directory of Training and Study Programs in Dev't Comm.

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29	Carolyn Gruber Peace Corps Volunteer Ampur Muang, Ubon Tarchathani Thailand 34000	Office of Provincial Primary Education	DCR back issues
30	Ulku Koymen Adana 01330, Turkey	Cukurova University Faculty of Education	DCR back issues, Biblio on Distance Ed, and Directory of Training and Study Programs in Dev't Comm.
31	Ma. Myrna Ballera Ecosystems Research and Development Service Tacloban City, Philippines, 6500	Depart. of Env. & Natural Research Region 8	DCR back issues
32	Murat Boyaci Ziraat Fakultesi C. Blok Kat:3 Bornova, Izmir Turkey	Ige Universiti Tarimsal Uygulama ve Arastima Merkazi	DCR back issues, Directory of Training and Study Programs in Dev't Comm., and Comm Technologies Package.
33	Olawuyi Oyedele P.O. Box 173 Egbe, Kwara State Nigeria		DCR back issues, Directory of Training and Study Programs in Dev't Comm, andcomm. Packet.
34	Narunart Attasumpun 10/4 Soi Polo Wireless Road, Pathumwan Bangkok 10330 Thailand		DCR back issues, Biblio on Distance Ed, and materials on training incomm.s for dev't works esp. environment
35	Mr. Ruj Komonbut 2256 Chan Road Tannawa, Bangkok Thailand 10120		DCR back issues, and Directory of Training and Study Programs in Dev't Comm.
36	Waranuch Chinvarasopak. 514/1 Soi Senanikom 1 Paholyothin Road Bankaen, Bangkok 10900 Thailand		DCR back issues and Materials on Evaluation ofcomm. Programs, Training curriculum on dev't comm.
37	Roberto Ronchi La Paz 260 - 3100 Parana, ER Argentina		DCR back issues, DCR's in Spanish of Distance Ed, Local Radio, Environmental Comm, and Health Comm., Biblio on Distance Ed., and Directory of Training and Study Programs in Dev't Comm.

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38	Dr. E.M. Teri Consultant (HED) Box 136 Entebbe, Uganda		Biblio on Distance Ed, Directory of Training and Programs in Dev't Comm, additional information on how to do needs assessment for planning and evaluating IEC programs.
39	Thomas Agbeve P.O. Box 1633 Accra, Ghana	Commercial Department Ghana Broadcasting Corporation	DCR back issues, Bibliography on Distance Ed, Directory of Training and Study Programs in Dev't Comm, and International Directory of Dev't Comm. Studies.
40	Neila Escarlos SEARCA Dorm College Laguna 4031 Philippines	University of the Philippines at Los Banos	DCR back issues, Biblio on Distance Ed, Directory of Training and Study Programs in Dev't Comm, and additional information on Information Technology and Educational Technology.
41	Yoyo Mogga C/O Euro-Action Acord P.O. Box 34459 Nairobi, Kenya	Juba, Southern Sudan Programme	DCR back issues, Directory of Training and Study Programs in Dev't Comm, and Biblio on Distance Ed.
42	Dr. Alade Abimbade The Polytechnic Ibadan, Nigeria West Africa	Department of Engineering and Science Education	Biblio on Distance Ed, Directory of Training and Study Programs in Dev't Comm, comm. Technologies Package, and Educational Technology Package
43	Pat Hinds Continuing Education Programme P.O. Box 1105 Port-of-Spain	Trinidad and Tobago Association of Social Workers	Biblio on Distance Ed, DCR back issues, and information package on Dev't Comm and Women
44	Esmawi Othman P.O. Box 396 97008 Bintulu, Sarawak Malaysia	UPM Bintulu Campus	DCR back issues
45	Geoffrey Mukala Box 110218 Solwezi, Zambia		DCR back issues, Biblio on Distance Ed, Directory of Training and Dev't Comm, comm. Technologies Package, and comm. practice package

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46	James Kailie P.O. Box 106, BO Sierra Leone, West Africa	Christ the King College	DCR back issues, Biblio on Distance Ed, Directory of Training and Study Programs in Dev't Comm, and additional information on healthy lifestyles, adult literacy, environmental education
47	Mia Haglund Heelas Bobp 91 St Mary's Road Madras 18 India		DCR back issue
48	Sadrine Tiller Direccion de Educacion Calle Constitucion con Bolivar Ciudad Bolivar, Edo. Bolivar Venezuela	Direccion de Educacion	DCR back issues in Spanish, additional materials on Popular Education Programs, Folk Media, and Informal Media
49	Shri Tushar Kanti Ray Director, Shramik Vidyapeeth Behind Gov't Bus Stand Badambadi, Cuttack-753 012 Orissa, India	Extension Training Centre	DCR back issues, and Directory of Training and Study Programs in Dev't Comm.
50	Oladeji Oladeyi G.P.O. Box 3974 Abeokuta, Ogun State Nigeria		DCR back issues, Biblio on Distance Ed, and Directory of Training and Study Programs in Dev't Comm
51	Agricultural Officer (Communications) P.O. Box 162, Mbabane Swaziland, Southern Africa		DCR back issues, Biblio on Distance Ed, and Directory of Training and Study Programs in Dev't Comm
52	Kott Wellington Ghana Institute of Journalism P.O. Box 667 Accra Ghana, West Africa		Directory of Training and Study Programs in Dev't Comm, and additional materials on Folk Media, Informal Media, and comm. practice package
53	Mr. M. Venugopal No. 70 V.V.P. Nagar Pondicherry 605 009 India	Association for Psycho-Social Awareness and Rehabilitation of the Afflicted	Health education materials
54	Concepcion P. Marban Provincial Nutrition Office 9900 Cagayan de Oro City Philippines	Provincial Nutrition Office Philippines	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm

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55	Dr. Jose P. Leveriza Washington Dr., Legazapi City 4901 Philippines	Teachers Village	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm
56	David Leiva - UNICEF Paseo de la Reforma 645 Lomas de Chapultepec 11000 Mexico DF	Unicef, Mexico	DCR back issues, Spanish DCRs, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm
57	Onyema Chikwe P.O. Box 384, Ekwerazu Ahiazu, Imo State Nigeria		DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm; info on DistEd Education courses
58	Mr. Dindo M. Campilan Dpet. of Devcom Baybay, Leyte 6521-A Philippines	Visayas State College of Agriculture	Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm; Educ radio broadcasting materials
59	Emmanuel A. Idowu PMB 14 Ilaro OG/S Nigeria	Egbado South Local Government	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm
60	Ms. Mala Khanal Dhital P.O. Box 1087 Kathmandu, Nepal		DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm; Materials of family planning & Child Dev't.
61	Project Support Communication Unit c/o Water Dev't Dept Luzira, P.O. Box 20026 Kampala, Uganda		DCR back issues, and Directory of Training & Study Programs in Dev't Comm
62	John Evans P.O. Box 320 Univ. Post Office Papua New Guinea	Dept. Library & Info. Studies	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm
63	M. Gnanasigamony P.O. Box 18 Rayagada 765001 Koraput Dt. Orissa, India	SHED	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm

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64	Mr. O.A. Moronkoga P.M.B. 1089 Oyo, Nigeria	Federal College of Education (SP)	DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm; Health Collection materials
65	M.W. Ibn-Sule P.O. Box 2132, Minna Niger State, Nigeria		DCR back issues, Biblio on Distance Ed, and Directory of Training & Study Programs in Dev't Comm; Request on Comm Technologies; Request on Health; Request on Distance Ed. Materials
66	Charles Osuagwu P.M.B. 1036 Nkwogwu Mbaise, Imo State Nigeria		DCR back issues
67	Dr. Nandana Karunanayake 55 Pengiriwatta Lane Gangodawila, Nugegoda Sri Lanka	Centre for Media & Policy Studies	DCR back issues
68	Plunkett Foundation 23 Hanborough Business Park Long Hanborough Oxford OX7 2LH England		DCR back issues
69	Sola Isola P.M.B. 5533 Ibadan Nigeria	Co-operative Fed. of Nigeria Ltd.	DCR back issues
70	America MidEast Educational & Training Services 4 Kamel El Shennawy St., Garden City Cairo, Egypt		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
71	Dr. Paul Saliba P.O. Box 313 Zamboanga, Philippines	Medical Ambassadors Int'l	DCR back issues
72	Cynthia Cole Apdo. 3158 Tegucigalpa, Honduras	Cuerpo de Paz	Directory of Training & Study in Dv't. Comm.
73	H.N. Kakoty Assam Agricultural Univesity Guwahati 781022, India	Dept. of Extension Education	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.

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74	Michael S. Wilson B.O. 43 Tabligbo, Togo	L'Alphabetisation Baptiste Du Togo	Adult Literacy publications
75	Mme Koulekey Cune B.P. 4483 Lome, Togo	Centre Int'l pour le Develop. des Engrais	Annual Report
76	Nimal A. Fernando 348/7 Third Lane Weerasinghe Waththa Kirillewela, Weboda Sri Lanka	Editor, Conservation	DCR back issues
77	Sanjay Joshi 4, Vikas Society Memnagar, Ahmedabad 380052 Gujarat State, India		Director y of Training & Study in Dv't. Comm.
78	Eleuterio K. Layog 777 Garcom, P.O. Box 7691 DAPO 1300 Domestic Rd., Pasay City Philippines	House with no Bars	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.; Materials on Comm.; Health; Agric. and Environment
79	Guantai Mboroki CEES/FES, University of Nairobi P.O. Box 30197 Nairobi, Kenya		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
80	Radio Nigeria P.M.B. 71 Federal Capital Abuja, Nigeria		AIDS, Nutrition, Child and Maternal Health, Substance Abuse, and Environment and Women.
81	Paul ODonnel Programme Officer PO Box 10351 Kampala, Uganda	Uganda Women Tree Planting Movement	DCR back issues; Directory of Training & Study in Dv't. Comm.
82	Eusebius Mtavangu Malangali Section School Malangali, United Rep. of Tanzania		DCR back issues
83	Thang C. Fum C/O Commodity Devt Branch Dept of Agriculture KWALA LUMPUR Malaysia		DCR back issues

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84	Seinde Ogunsheye 8, Femi Akiode Crescent Ibara, P.O Box 914 Sapon, Abeokuta Nigeria	Development Communication Bureau	International Directory of Dev. Comm. Studies
85	Eugene Nwanosike Librarian P.O. Box 80448 Kabwe, Central Province Zambia	Pan African Institute for Devt, East and Southern Africa	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
86	Suresh N. Pathiki Botany Department 4/121 Upstairs Georgepet Anatapur 515004 A.P. India		DCR back issues; Directory of Training & Study in Dv't. Comm.,and communication practice package
87	Ms. Sherrill Whittington Pacific Programmes and Continuing Professional Ed. #1700-777 Dunsmuir Street, Box #10428 Vancouver, British Columbia Canada V7Y 1K4	The Commonwealth of Learning	Biblio on Distance Ed, Distance Ed, Community Radio, Environmental Comm, and Health Comm.
88	Jairo V. Moreno Coordinator Grupo de Informacion Tecnica Apartado Aéreo 53329 Bogota, Columbia	Servicio Nacional de Aprendizaje Sena	DCR back issues
89	Michael Major Training Materials Specialist P.O. Box 5466 Aleppo, Syria	Int. Center For Ag. Res. in the Dry Areas	DCR back issues; Directory of Training & Study in Dv't. Comm.
90	F. Eade 10, Woodhill Court Gerrards Cross Bucks, England		DCR back issues, Project Profile on Ed.
91	Cecilia Florencio University of the Philippines Alonso Hall, Dept. of Food Science and Nutrition Quezon City, Philippines	College of Home Economics	DCR back issues
92	Dr. Abdurrahman Umar Usmanu Danfodiyo University P.M.B. 2346 Sokoto, Nigeria	Dept. of Education	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.

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93	Dr. Hany Babik Al Mayadine Deir Ez Zor Syria		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
94	Information Services International 1052/3 F.B. Area, Karachi-75950 Pakistan		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
95	W. Alin Hassan Department of Animal Science Faculty of Agriculture Usmanu Danfodiyo University P.M.B. 2346, Sokoto Nigeria		DCR back issues
96	Aghedo Emmanuel P.O. Box 3614 Marina - Lagos Nigeria, West Africa		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
97	Lucas Mlekeafike Mdanga P.O. Box 1761 Mbeya Tanzania, East Africa		Info related to Mass Media, Print Media, and Information Technology
98	Ms. Ros Ford 15, Ahmed Sabri Street Zamelek, Cairo Egypt		DCR back issues; Directory of Training & Study in Dv't. Comm.
99	Hector Belisario Xavier Formation Center Initao, Misamis Oriental Philippines	Servus Human Rural Dev't Program	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
100	Mrs. Anjana Bhatt Library Coordinator 115, Sarojini Devi Road Secunderabad 500 003 India	CMC Limited	Computerized Learning Technology Digest
101	Annette Soane #1700-777 Dunsmuir Street Box #10428 Vancouver, British Columbia Canada V7Y 1K4		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
102	B.P. Naresh No. 220 SBM Colony Banashankari I Stage III Block, Bangalore 560 050, India		DCR back issues; Biblio. of DistEd;

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103	Carlos Rivas Apartado 80-Madlena Catie, Turrialba Costa Rica		Spanish DCRs; DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
104	Christabel J. Motsa Ministry of Agriculture Home Economics Dept. P.O. Box 162 Swaziland	Ministry of Agriculture	DCR back issues; Biblio. of DistEd;
105	Dr. Rajeev Gupta Assistant Professor 58- Shanti Lok, 12th E Road Sardarpura, JODHPUR 342003 India		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
106	Mtafu Maseleka, Lecturer Box Mp 200 Mount Pleasant, Harare Zimbabwe	Dist. E. Center	Dist. Ed. Bibliography; Int'l Directory of Develop. Comm.
107	Nancy Newton Private Bag 308-B Harare, Zimbabwe		DCR back issues; Directory of Training & Study in Dv't. Comm.
108	Phang Cheng Quin c/o Commodity Dev. Branch Det. Agric. JM Sultan Salahuddin, Kuala Lumpur Malaysia	Ministry of Agric.	DCR back issues
109	Suleiman Salau Center for Adult Education A.B.U. Zaire, Nigeria	Ctr. for Adult Ed.	DCR back issues; DistEd package; Communic. pack.; Directory of Training & Study in Dv't. Comm.
110	V. Balakrishnan Vahaikulam Kuruvikulam 627 754 Tirunelveli Dist Tamil Nadu, India	Malarchi Trust	DCR back issues
111	V.J. Raghuvanshi 8, Bhagyalaxmi Society Ahmedabad-380 013V.J. Raghuvanshi Nashik 422005, India		DCR back issues; Directory of Training & Study in Dv't. Comm.
112	Yukie Tokuyama Director/International Services 1 Dupont Circle N.W. Suite 410 Washington, DC 20036		USAID Partnership for Basic Education

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113	Dr. H Marchant U.N.D.P. Box 31966 Lusaka, Zambia	UNESCO	Biblio on Distance Ed
114	P.M.B. 71 Federal Capotal Abuja, Nigeria	Radio Nigeria	Communication practice package
115	Adedayo Ogundumu Project Officer Box 6588 Ilorin, Kwara State Nigeria	FGN/EEC Sponsored Middle Belt Programme	DCR back issues; Directory of Training & Study in Dv't. Comm.
116	Waqar Nasim All Industrial Technical Institute Ferozepur Raod, Lahore 54600 P.O. Box 5180 Pakistan	WWF Pakistan	Instructional text design, learning the gender bias early, & Publishing educational materials in developing countries
117	Ria Sukarno JL. Pangkalan Jati No.6 Rt 08/05 Jakarta 13620 Indonesia		dcr back issues
118	Dr. Royal Colle Department of Communication Kennedy Hall Ithaca, New York 14853	Cornell University	Environmental education/communication
119	Dr. Njoku Awa Department of Communication Ithaca, New York 14853	Cornell University	Project profiles, Learning Technologies Digest
120	Binwell Banda P.O. Box 574 Lilongwe, Malawi	Extension AIDS Branch	dcr back issues
121	S.M. Chimphonda P.O. Box 574 Lilongwe, Malawi	Extension AIDS Branch	DCR back issues
122	Angela Abuna Assistant Director P.O. Box 194 Abuja, Nigeria	Federal Capital Territory Commission For Women	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
123	Victor Appeah P.O. Box 1633 Accra, Ghana	GBC-TV Programmes	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.

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124	Abd El-Hady El-Gilany Director of Public Health Faculty of Medicine Egypt	Mansoura University	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
125	Mary Nguchu P.O. Box 8622 Nairobi		Local radio, and Communications Technology package.
126	A.S. Balasubramanya Chairman, Dept. of Mass Communication Dharawad -580003 India	Karnatak University	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
127	Alejandro Camino-IDS Jiron Junin 249 Lima 17 Peru		DCR back issues in Spanish; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
128	A.R.M.S. Rajabu Coordinator MTUU Technical Unit P.O. Box 9192 Dar Es Salaam, Tanzania	Ministry of Education & Culture	Communication practice package, and Communication Technologies package
129	Prince Aghoro Tungbawei Heldon Choiojobo P.A. via Warri Bendel State, Nigeria	Tuneica Foundation	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
130	Dr. Rao Sathyanarayana 1441 4th Cross J.S.S Hospital Ramanuja Road Mysore-570 004 Karnataka, India	Dept. of Psychiatry	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
131	International Gospel Broadcasting P.O. Box 21514 Nairobi, Kenya	Trans World Radio	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
132	Jose C. Alonzo, Sr. RET Central Luzon State Univ. Muñoz, Nueva Ecija Philippines	Research, Extension & Training Office	Information on Rural Development
133	Edward Guerra Curriculum Dev. Officer Ministry of Education P.O. Box 369 Belize City, Belize	Environmental Department	Material on Environment, coral reefs, rain forests, etc.

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134	Swets Subscription Service USCP Dept. - Sjaak van Dijk PO Box 849 2160 SZ Lisse Holland	Swets & Zeitlinger bv	DCR Catalogue
135	Marie Christine Bivert Universite Catholique de Lyon 30, rue Sainte-Helene 69002 Lyon, France	Ciedel Documentation	Material in French on health communication; distance education, radio broadcasting, and women in development
136	Vaasatia Poloma Komiti South Pacific Commission B.P. D5, Noumea, New Caledonia	South Pacific Commision	Request information on video productions to be included in SPC directory
137	Sudhir Gavhane Marathwada University Aurangabad 431 004 Maharashtra, India	Lecturing Dept.	Material on Dev. Com.; Int'l Directory of Dev. Com. Studies;
138	P.C. Sai Babu II Lane, Patel Nagar Bapatla - 522 101 Guntur Dt. Andhra Pradesh India		CDC Catalog
139	Carole Bonhomme 2962 Decatur Ave. Bronx, NY 10458		Material in Comm. in Rural Areas
140	Kirk Longpre Spectrum Community School 957 Burnside Rd., Victoria BC V8Z 6E9 Canada		CDC Catalog
141	Dr. Alice N. Ndu Anambra State Univ Awka Campus Nigeria	ASUTECH	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
142	Pat Ozele Radio Nigeria P M B 71 Abuja, Nigeria		Health package
143	Mrs. Joyce Abaliwano Uganda Women Tree Jinja Branch P.O. Box 212, Jinja Uganda	Planting Movement	Int'l Directory of Develop. Comm.

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144	Hayati Jamila Naleba Uganda Women Tree Mbale Branch P.O. Box 1132, Mbale Uganda	Planting Movement	Int'l Directory of Develop. Comm.
145	Louise Ogola Uganda Women Tree Tororo Branch P.O. Box 63, Tororo Uganda	Planting Movement	Int'l Directory of Develop. Comm.
146	Samantha Besecker Cuerpo de Paz Apartado 1412 Santo Domingo Republica Dominicana	Cuerpo de Paz	Spanish DCRs
147	Anjana Batra UJJWAL 5 Birbal Rd. Jangpura Extension New Delhi 110 014, India	UJJWAL	Material on Comm. with people w. disabilities
148	Boony O. Ezeh, Berc Box 595 Nsukka Anambra State Nigeria		DCR back issues; Directory of Souces of Assistance on Ed. Tech. for Dv't; Radio's Role in Dv't; Sourcebook on Radio's Role on Dv't.
149	Anne Briggs Women's Dev. Section P.O. Box 14 Nuku 'Alofa Tonga	Ministry of Agriculture	DCR back issues; Publications & Audiovisual Catalog
150	Professor M. Saleheen Department of Geography Savar Dhaka 1342 Bangladesh	Jahangirnagar University	DCR back issues; Publications & Audiovisual Catalog
151	Chris Koehler St. Paul Campus Library Serials Dept. 1984 Buford Ave., St. Paul, MN 55108-1012	University of Minnesota	DCR back issues
152	Librarian RELC Regional Language Centre 30 Orange Grove Rd. Singapore 1025	Southeast Asian Ministers of Education	DCR back issues

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153	Luz Magallanes Librarian, Reg. Ctr. Educational Innovation & Tech. INNOTECH Bldg. Commonwealth Ave. Diliman, Quezon City, Philippines	Southeast Asian Ministers of Ed. Org.	Material on Literacy; Radio; curriculum devt.; teaching materials; nonformal ed. material;
154	Suleiman Salau Centre for Adult Education ABU Zaria, Kaduna Nigeria		Materials on Population, Health and Environment
155	Bernice N. Mwaniki Africa Challenge P.O. Box 21514 Nairobi, Kenya	International Gospel Broadcasting	Material for radio program on Health, Agric, Maternal & Childcare, Educ, Lifestyle & Community
156	Mary Ngechu P.O. Box 8622 Nairobi, Kenya		DCR back issues, radio forum programmes, and rural broadcasting materials
157	Lawrence Pruski 56 West 11 St., #3FW New York, NY 10011		CDC Publications Catalog
158	Dr. Royal Colle Department of Communication Cornell University Kennedy Hall Ithaca, NY 14853		B. Mackie's paper on packet radio; Material on environmental education/communication; bibliography from library
159	John Seng 230 Garth Road #5 F1 New York, NY 10583		CDC Publications Catalog; DCR back issues; Biblio. of DistEd;
160	Komandur S. Rajan Indian Telecomm. Eng. Service 15/294 Subedarpet Mellore 524 001 India		Directory of Training & Study in Dv't. Comm.
161	Fr. Jacob Srapickal SJ Ravi Bharati Inst. of Comm. Patna 800 010 Bihar, India		DCR back issues
162	Tijani MST c/o Michael Faustine College Office Ibadan Nigeria	College of Medicine	Dev. Comm. Studies Directory

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163	Randy V. Woodard National Marketing Director 4663 Van Epps Road Cleveland, OH 44131	Diamond Engineered Space	Publications Catalog
164	Hubert J. Charles UNESCO Rep. to Barbados P.O. Box 423 Bridgetown, Barbados	UNESCO	Material on Special Education; Distance Ed. in the Third World; Ed. Broadcasting in Africa
165	Musema Zombo 56 Boulevard Mobutu BP 236 Kikwiti Zaire	RADAR Developpment	French DCR's
166	IDRC Library Serials Dept. P.O. Box 8500 Ottawa Ontario, Canada K1G 3H9	IDRC	DCR back issues
167	Nkuanga Nkuanga PROMAVI Boite Postale 156 Tshela/Bas-Fleuve Region du Bas, Zaire	PROMAVI	French DCR's
168	Anne M. Cordon Dept. of Health Services 1700 Pacific Hwy. San Diego, CA 92101-2417	County of San Diego	Publications Catalog and Low Literacy Materials
169	Nandana Karunanayake Jana Kendraya 55, Pengiriwatta Ln. Gangodawila, Nugegoda Sri Lanka	Centre for Media & Policy	Radio education teacher training material
170	Trinidad & Tobago Association of Social Workers P.O. Box 1105 Port of Spain, Trinidad	Cont. Ed. Program	DCR back issues; Biblio. of DistEd;
171	Kate Mason Columbia Univ. Center for Pop. & Family 60 Haven Ave., B-3 New York, NY 10032	Columbia University	Publications Catalog; DCR back issues
172	Dr. Nandana Karunanayake 55 Pengiriwatta Lane Gangodawila, Nugegoda Sri Lanka		Material on Open Univ. & Distance Ed.

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358	Antonio G. Moran Univ. of Philippines Los Baños 4031 College, Laguna Philippines	College of Agriculture	Int'l Directory of Develop. Comm.

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359	M. Miles 4 Princethorpe Rd. Birmingham B29 5PX United Kingdom		Int'l Directory of Develop. Comm.
360	Preston D. Hardison Smithsonian Tropical Research Inst, APO Miami, FL 34002-0011	Smithsonian, Panama Office	Radio broadcasting material
361	Yoshimitsu M. Hisano 20-17 2-Chome Danjo-cho Nishinomiya, Hyogo 663	Japan	CDC Catalog, Teleconferencing material
362	Kathryn Hodge Centre Medical N'Guigmi Niger		Resource List; French DCRs; Health & Mass Media Materials
363	Chukwuka Emepuru P M B 1, Mgbidi Orula, Imo State Nigeria		Int'l Directory of Develop. Comm.
364	Charles H. Kinzel 3424 Rockefeller Ave. Everett, WA 93201		Int'l Directory of Develop. Comm.
365	Richard Badwen Faculty of Agriculture & Rural Dev. Hawkesbury, Bourke St. Richmond, NSW 2753 Australia	Univ. of Western Sydney	Material on Theater & Rural Development
366	Kristin Rideout P.O. Box 3603 Harrisburg, VA 22807	James Madison University	Material on Childhood Ed.
367	Esthela Camacho MAP Int'l Casilla 17-08-8184 Quito, Ecuador		Bibliography on Distance Ed.
368	Herbert Batta General Hospital Oron Akwa Ibom Nigeria		Int'l Directory of Develop. Comm.
369	Gerry Pearson 18-796 Wolseley Ave. Winnipeg, Manitoba R3G 1C6, Canada		DCR #70

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370	Library Netherlands University NUFFIC P.O. Box 90734 The Netherlands		Int'l Directory of Develop. Comm.
371	Marc A. Mahoney 1547 Cooms Dr., Apt. 2 Tallahassee, FL 32308		Int'l Directory of Develop. Comm.
372	Folarin Akinremi People's Express Newspaper P.O. Box 5571, Totoro P.O. Abeokuta, Ogun State Nigeria	Editor, Publisher	Int'l Directory of Develop. Comm.
373	Erika Ludeke Friedrichsruher Str. 21 1000 Berlin 33 Germany		Bibliography; CDC Catalog; Mss Comm in Indonesia
374	Acquisitions Dept. The Library Macquarie University NSW Australia 2109	Australian Univ	Two project profiles
375	Anna Barney Federacion Mexicana P.O. Box 10096 El Paso, TX 79991	Asoc. Salud y Desarrollo	Int'l Directory of Develop. Comm.
376	Madame Diane Viel Ministere de l'Education 1035, De La Chevrotiere, 12e etage Quebec, G1R 5A5 Canada	Dir. Relation Exterieures	Material on Girl's Ed. in Dev. Countries
377	Susane Morris MTDI P.O. Box 23975 Washington, DC 20026		DCR back issues
378	Mary Sue Carvalho Pereira J.R. Alves Cx. Postal 15158 Rio de Janeiro, Brazil		Spanish DCR's
379	Jane Lynn 4419 North 15th St. Arlington, VA 22207		Int'l Directory of Develop. Comm.

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380	K.N. Kittur N ^o 1 Inst. of Rehabilitation Olatpur, P.O. Baroi Cuttack, Orissa 754 010 India	Ministry of Welfare	
381	Teresa Development Associates 6911/A Strathmore St. Chevy chase, MD 20815		Material on Adult Literacy
382	Jyotsna Kapur 1S Pleasant Grove Apts. Ithaca, NY 14853		Training manuals on video comm
383	Liz J. Foster National AIDS Info. Clearing. P.O. Box 6003 Rockville, MD 20850	AIDS Clearinghouse	Xerox copies on AIDS docs.
384	Sabine Leucht Donaustr. 102 1000 Berlin 44 Germany		Int'l Directory of Develop. Comm.
385	Paula Pierce 102 Daisey Lane Malvern, PA 19355		CDC Catlaog; Thesaurus on Dev. Comm.
386	Martha Uwing INMED 103 Lovindown St., SW Leesburg, VA 22075		Int'l Directory of Develop. Comm.
387	Jane Hutchcroft W. Apartado 508 San Pedro Montes de Oca 2050 San Jose Costa Rica		Int'l Directory of Develop. Comm.
388	Dr. Nandana Karunanayake 55 Pengiriwatta Lane Gangodawila Nugegoda Sri Lanka		Distance Education package
389	G.M. Malik State Resource Centre 1/17 Naseem Bagh Campus Hazratbal, Srinagar 190 006, India	University of Kashmir	Adult Literacy Material

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390	John Helwig Suite 400 1255 23rd. St. Washington DC	AED	Dist. Ed. Bibliography; Radio Math Nicaragua; LTP Digest
391	Lydia Hearn CINDE 2801 E. Oakland Park Blvd. #414 Ft. Lauderdale, FL 33306-1662	CINDE	Radio project profiles
392	Joachim Goske General-Pape-Strasse 32 1000 Berlin 42 Germany		Int'l Directory of Develop. Comm.
393	Douglas Norman RPCV/Liberia P.O. Box 5126 Pembroke, NC 28372	Pembroke State University	Material on Environment/Radio
394	Norminda Naluz 52 Matimtiman St. Teachers Village, Diliman Quezon City Philippines		Int'l Directory of Develop. Comm.
395	David McCarthy Management Sci. for Health 165 Allandale Rd. Boston, MA 02130		Distance Education: how to set up handbooks
396	Sidikou		Educ. TV & Radio in Sahel
397	Gloria Coe Health Promotion Program PAHO/WHO 525 23rd St., NW Washington, DC 20037	PAHO/WHO	100 copies of DCR #71; subscription back issues- health
398	Veronika M. de Palma INCAP APDO 1188 Guatemala		DCR -Radio - Spanish
399	Binwell Lilambwe Banda Extension Aids Branch PO Box 594 Lilongwe, Malawi		Project Profiles: Radio

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400	Raquel Schlosser Emerson 119-501 CP 11560 Mexico DF, Mexico		The LRCNA Sourcebook on Radio's Role in Development; Radio campaign for family planning for youth; The use of Radio in Family Planning; FP 2 65, Chapter III, IV
401	Tsegaye Alemu PO Box 1234 Addis Ababa, Ethiopia		Project profiles 1988
402	Dr. H. Achmad Tiar Health Office South Sea Malaria Province Palembang, Indonesia	Cornell Group	Project profiles 1988
403	Jane Kuna Crescent Medical Aid P.O. Box 33041 Nairobi, Kenya	Cornell Group	Info packages on Dev. Com. & Women; Radio Assisted Community Basic Education (RADECO)
404	Emmanuel Tukmashbwe AIC Kampala PO Box 10446 Kampala, Uganda	Cornell Group	Project profiles on health, population
405	Saifuddin Ali-Awa Pahlawan No. 1 Semarang, Indonesia	Cornell Group	Project Profiles; Vocational Skills training Semarang;
406	Qamar-ul Islam Siddiqui Senior Health Educ. Officer NIH-CIDA C-18 Islamabad, Pakistan	National Inst. of Health	Material on Radio; Video on Dist. Ed
407	Verson Henry Manchichi Extension Aids Branch Box 594, Lilongwe Malawi		Material on Agric; Visual Comm; Radio & Rural Dev.
408	Jaime P. Ronquillo Communication Department IIR, Silang Cavite, Philippines		Material on Agric.; Comm.; Environment; Radio; TV; Develop.; Women; Health Educ.; & Family Planning
409	Bob Susilo K Intan I Blok V/2S Duta Persada Bekasi 17144, Indonesia		Visual Comm., Community Info pack I&I and H.L. 4.1.075, H.L. 4.47, H.L. 4.042

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410	Dr. Njoku E. Awa Department of Communication Cornell University Ithaca, NY 14850		Project Profiles; Info on LTP Digest
411	Binwell U.L Banda Extension AIDS Branch PO Box 574 Lilongwe, Malawi		List of Newsletters on Environment
412	S.M. Chimphonda PO Box 574 Lilongwe, Malawi		List of newsletters on the Extension Aids Branch
413	Ria Sukarno J.\L Pangkalan Jati No. 6 Rt 08/05 Jakarta 13620, Indonesia	Cornell Group	Past DCRs on nutrition
414	Educational Dev. Ctr. Attn: Tammy Woodsun/Int. 55 Chapel St. Newton, MA 02160		Spanish Math Grade 2 Teacher Training Guides
415	Cristina Veloso 4901 Seminary Road Apt. 1414, #7, Alexandria, VA 22311		Material in Radio
416	Maria Beatrice Gradeci		ref. to JHV Medial Materials, WB videotape, etc.
417	Dan Hovey Ashoka, Suite 1120 733 15th St., NW Washington, DC 20007		CDC Catalog, brochure, and DCR
418	Tara Knott Evaluation Resources 4646 Poplar St. 509 Memphis, TN 38117		CDC Catalog
419	Bernie Bustos Indigenous Communication Association (505) 775-3215		DCR on local radio, DCR article on participatory radio in Bolivia; Radio stations run/controlled by native people in other countries
420	Debbie Johnson Stanford University 1197 Noel Drive Menlo Park, CA 94025		Stanford University