

PD-ABG168

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**Clearinghouse on Development
Communication**

FIFTH SEMI-ANNUAL REPORT

MARCH 1991

Clearinghouse on Development Communication

Fifth Semi-annual Report

September 1st, 1990 - February 28th, 1991

...the report

1. CLIENT RESPONSE

...memberships

The reporting period has seen a significant increase in both requests for subscriptions to the DCR and CDC information services resulting in a total of 822 new and renewal subscriptions, and 217 requests for CDC publications and information requests. These numbers almost equal the 739 new subscriptions and 187 information requests registered for the whole of the two previous semesters (1989/90).

...overseas services

USAID/Guatemala is extremely pleased with the quality of services it has 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.

...information requests

Information requests totalled 217

Information requests were received from the following countries

Africa: Zaire, Madagascar, Nigeria, Burkina Faso, Sierra Leone, Cameroon, Ghana, Ethiopia, Togo, Sao Tomé, Gabon, Kenya, Côte d'Ivoire, Zambia, S. Africa, Niger, Sudan, Sénégal, Lesotho, Botswana

Asia/Pacific: Papua New Guinea, Philippines, Sri Lanka, India, Rep. Pop. China, Australia, Fiji, Pakistan, Palau, Nepal

Latin America/Caribbean: Nicaragua, Argentina, Trinidad, Cost Rica, Jamaica, Mexico, Peru, Venezuela, Brazil, Colombia, Ecuador, Dom. Rep.,Paraguay

Middle East/N.Africa: Israel, Algeria, Jordan, United Arab Emirates, Lebanon, Saudi Arabia

Eur/North America: Switzerland, Canada, U.S., France, England, Germany, Turkey, Spain, Italy, Belgium, Denmark, Iceland

...readers' survey responses

A readers survey was mailed with DCR no. 71. As of mid-March, we have received approximately 350 responses, approximately 7 percent of total subscribers.

...reprints

During the present review period, a number of publications have reprinted DCR articles and news items. They are listed as follows:

- The editor's "Talking it Out, by Radio" [DCR no. 70] was reprinted in Africom, December 1990, published by the African Council for Communication Education.

The ability to make use of faxes, telexes, electronic mail, bulletin boards and other new information technologies depends first and foremost on a reliable telecommunications infrastructure. However, many of the least developed countries lack the most basic elements: a broad, interlacing network of all-weather roads, rural telephone networks and postal facilities. It is said that the city of Tokyo has more telephones than the entire continent of Africa.

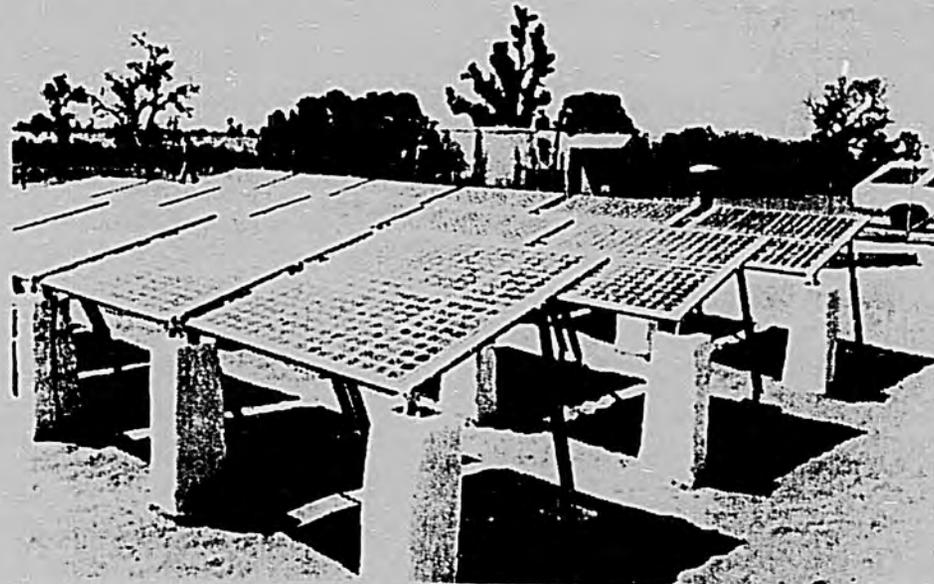
Even if low income countries manage to build roads, telephone lines and post offices, they may lack the financial and technical capacity to operate and maintain

by Mike Laffin

them. But West African countries may now have found a low cost, energy efficient solution to this problem.

Before the Pan African Telecommunications Network (PANAFTEL) was founded in 1974, most rural areas in West Africa did not enjoy telephone services, and long-distance calls between neighbouring countries had to be routed through London or Paris. In 1982, PANAFTEL put into operation a microwave communication system directly linking Senegal, Mali, Burkina Faso, Niger and Benin. When it was designed in the late 1970s, the natural choice to

Solar power links West Africa



Panels of solar voltaic cells in Thiès, Senegal, are more reliable than distant generators.

power the isolated stations was turbo-electric generators.

But, because of frequent power cuts, the system operated over the full 3,000-km diameter only 60 or 70 per cent of the time.

The root of the problem lay in the generators: they were not always able to handle the high power requirements; they required frequent and relatively sophisticated maintenance; the supply of fuel was problematic;

and fuel prices were higher than had been estimated.

In late 1985, photovoltaic panels were installed at several dozen stations at a cost of approximately \$120,000 per site, making this one of the first cases where an existing microwave system has been converted to solar power. By 1989, system availability had improved to 96 per cent, due in part to other improvements such as monitoring systems and more effective training programmes. Operating costs have been substantially reduced because there are no fuel charges. Maintenance has largely consisted of routine battery inspections and cleaning the desert dust off the panels.

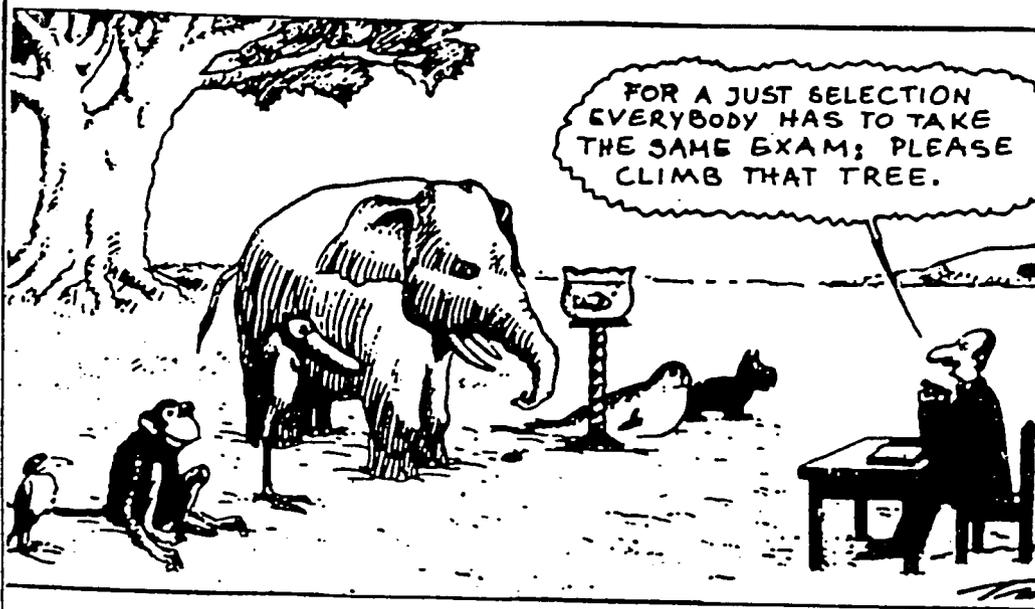
The capital cost for conversion to solar at each site is about four times the annual cost of fuel. However, since each unit should last for more than 10 years, the savings should be considerable. What is harder to quantify in economic terms is greater confidence in the system that higher efficiency will generate among users, and what new applications they may be encouraged to try. With any luck, electronic mail, faxes and other new information technologies will soon be making a difference in communications in West Africa.

Mike Laffin is Director of Development Communication Report, in which this article first appeared, published by the Clearinghouse on Development Communication.

ADULT EDUCATION AND DEVELOPMENT



The quality of the learning process may also have deteriorated. The quality of our text books, teaching methods, formative and diagnostic evaluations may also be contributory factors. As learning depends on many factors it is difficult to reason out causes of schooled illiteracy. It demands another research study to explore this further.



Tough Questions for International Literacy Year

are posed by Stephen Anzalone in *Development Communication Report No. 68, 1990/1*, pp. 19/20. He starts off with: "Literacy, yes! As we begin the 1990s with the observation of International Literacy Year and a renewed commitment to providing education for all, the importance of literacy has never been clearer". Later in the article he raises questions concerned with the following issues:

1. What is the value of "half a key"?
2. Children, adults or both?
3. Can literacy programs achieve significant results on a large scale?
4. Literacy as part of what?
5. How feasible is a post-literacy environment?

He concludes with the following statement: "It has been nearly two decades since the conclusion of the Experimental World Literacy Program and the subsequent resultance of the International community to embark on a global attack on the problem of adult illiteracy. Whether the time is now right for a large-scale mobilization of international effort remains to be seen. But during International Literacy Year we must face the hard questions that have so far gone unanswered. Not to ask them now might cause us to succumb to amnesia and miss the opportunity for critical thinking that could lead to finding new possibilities for effective action on behalf of literacy."

If you are interested in the full article, please contact the editor of DCR under the following address:

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

- The editor's review of papers on "Communications for Women in Development" [DCR no. 70] was reprinted in the Winter 1991 edition of the newsletter of the Association for Women in Development.
- "Tough Questions for International Literacy Year," by Stephen Anzalone [DCR no. 68] was reprinted in the September/October 1990 edition of The Ladder, the newsletter of Push Literacy Action Now, based in Washington, DC.
- "Solar Power Links West Africa," by Mike Laflin [DCR no. 67] was reprinted in the UN publication Development Forum, November-December 1990.
- "The Quality of Instructional Messages," by Jamesine Friend [DCR no. 63] appeared in the May/June 1990 issue of Innotech, the publication of the Regional Center for Education Innovation and Technology in Manila, Philippines.

...citations

Articles published in the DCR or the entire publication received free publicity in several publications:

- "Have Women Missed the Boat on Communication Technology" [DCR no. 70] was cited in "new articles" section of IFDA Dossier 80, Jan/March 1991.
- The Association for Women in Development Winter 1991 newsletter described DCR #70.
- A brief summary of Steve Anzalone's article, "Tough Questions for International Literacy Year" [DCR no. 68] as well as a notice about the entire issue on literacy appeared in the September 1990 edition of Adult Education and Development, published by the German Adult Education Association.
- A brief summary of "Alternex: A Computer-Based Network by and for NGOs" by Enzo Puliatti [DCR no. 67] appeared in Comunicando, September 1990. The bulletin is produced by the Centro de Estudio del Desarrollo en America Latina (CEDAL).
- Joao Oliveira's "Trends in Distance Learning," [DCR no. 63] was cited in a Review of the Literature on the Open Education Faculty by Ugur Demiray, Andolu University, Turkey.
- A brief notice about the Development Communication Report appeared in the March 1990 edition of Adult Education and Development.
- A short notice about the DCR and the Clearinghouse appeared in CICH CONNections, the alumni newsletter of the Center for International Community Health Studies at the University of Connecticut.
- A brief notice about the DCR and the Clearinghouse appeared in the November 1990 edition of Red de Recursos de Comunicacion Alternativa, published in Bolivia.
- The Clearinghouse was given a one-paragraph write-up in Educational Innovation and Information, nos. 63 and 64.
- The four French editions were briefly reviewed in Comunicando, December 1990.

...comments

"Keep up the good work with the Development Communication Report newsletter. I find it very useful and informative and I hope to include articles from DCR in future issues of CICHS Connections." **Martha J. Kolinsky, Center for International Community Health Studies, University of Connecticut Health Center**

"I have read DCR no. 71 and feel this is one of the best issues you have had (not because I have an article in it). You did a superb job editing it. I enjoyed working with you on my piece." **J.G. Rimon, Population Communication Services, Baltimore, Maryland 21202**

"I would like to take this opportunity to thank you for the DCR 1990/3, no. 70, on communicating with women. It was an excellent piece of work and a real challenge to women in media -- I being one of them... Keep it up." **Rachel S. Ogutu, Health Education Network Coordinator, Nairobi, Kenya**

"...I must tell the truth that I really enjoyed reading this report [DCR no. 70, 1990/3] Having gone through the report, I learned a few things ... I strongly support all that is said in this DCR about communicating with women, in favor of bringing and taking up the women into realization that all that is done by men in technology, culture, politics, and others, can as well be done by women." **Anatoli M.B. Kissesa, Medical Assistant, Sumve Hospital, Mwanze, Tanzania**

"I would like to compliment you and your colleagues on the issue on women and communication which I received today. It is very relevant to what I am doing and would like to congratulate you on the timely and important comments.... The Kathy Bond Stewart article is particularly interesting to me because I have been the technical advisor to a grassroots publishing venture in Cameroon..." **Leslie Cockburn, University of Guelph**

"Your DCR issue no. 70 on communicating with women is one that should be widely circulated and read." **William H. Smith, Editor, International Rice Research Institute, Manila, Philippines**

"I am concerned about the lead story in [DCR no. 70] and the negative message about breastfeeding. The article does a disservice to efforts to empower women to breastfeed...Given the theme of your issue, it is quite a contradiction." **Gayle Gibbons, Director, Clearinghouse on Infant Feeding & Maternal Nutrition, American Public Health Association, Washington, DC**

"We have been regularly receiving DCR and find it very useful, particularly since our organization has been involved in development communication ... for the grassroots groups ... We found the issue number 70 useful in many ways since it covers a sensitive issue of communicating with women." **Ms. C.P. Jayalakshmi, Energy Environment Group, New Delhi, India**

"Congratulations to the Clearinghouse for an excellent DCR on communicating with women. It was very timely and my issue is already just about worn out from carrying it around and lending it out." **Royal D. Colle, Department of Communication, College of Agriculture, Cornell University, Ithaca, New York**

"DCR no, 70 was really meaningful and to the point, but then we always find something in DCR anyway ... sharing communications is important." **L. Gunanidhi, New Hope, Rural Leprosy Trust, Orissa, India**

"I want to ... react to the article by Rashmi Luthra on 'Social Marketing: More Marketing than Social?' which appeared in no. 70.. I am very glad this subject has been brought for discussion..." **Alfonso Gumucio-Dagron, UNICEF-Lagos, Nigeria**

"The issue (no. 70) looks wonderful. I haven't read all the articles, but I certainly like what I have read so far. It's a real important issue, and I hope the other subscribers are as appreciative as I am. Congratulations on all your hard work!" Leslie Steeves, Assistant Professor, University of Oregon, School of Journalism

"We liked the report [DCR no. 70] very much, and will try in the future to keep in touch with you." Noeleen Heyzer, Coordinator, Women's Program Asian and Pacific Development Center, Kuala Lumpur, Malaysia

"...the last issue of the Development Communication Report (no. 70) ... will be a valuable addition to our documentation collection." United Nations International Research and Training Institute for the Advancement of Women, Santo Domingo, Dominican Republic

"I find it [the DCR] very useful for the development worker. At present, I am planning an adult education program for women. 'Getting Girls into the Classroom' [DCR no. 69] is very useful." Casmire Menezes, Karnataka, India

"Issue no. 69 just arrived via Nairobi -- very good, especially the social marketing pieces. It is a very 'solid' issue." Robert David Huggan, Information/Communication, International Network for the Improvement of Banana and Plantain, Montpellier, France

"No. 69 on Education for All is the best issue I've ever seen from DCR. Thank you for the insight and information." Richard Towne, San Diego, California

"We receive DCR regularly and we are impressed by its excellent articles and the role which it can play in bringing diverse and distant development networks and workers together." Helen Hamby, Research Associate, Women Environment and Development Network, Ontario, Canada

"Recently a colleague of mine brought me a copy of your newsletter, i.e. DCR no. 68 (1990/1) and I was quite impressed to go through it." Prof. Ibad Rashdi, Chairperson, Department of Mass Communication, University of Sind, Pakistan

"I have been benefiting from your esteemed news bulletin since 1 1/2 years. I want to continue the same....appreciating your good work." Rev. Vima Amalan, Director, Sathangai, Tamilnadu, India

"Besides my duties at the Center for Education Technology of this university, I have been working, since 1985, as a consultant to UNESCO and to other UN agencies ... The DCR has helped me a lot, as a very good source of information in this job." Paula Grait Psaom, Universidade do Estado do Rio de Janeiro, Brazil

"... Copies of DCR have made invaluable contributions to my research and teaching as a university lecturer." Dr. Dele Braimoh, Faculty of Education, University of Ibadan, Nigeria

"I am very much pleased to see your Development Communication Report ... Our organization is interested in introducing a course for youth in communications. So I am interested to have your report beneficial to the community in India." Y. Keerthi, Director, Vasavya Mahila Mandali, Andhra Pradesh, South India

"This is to express our sincere gratitude for sending us a copy of Development Communication Report. We truly find the newsletter very informative." Antonio Jovita Talag, Caritas Manila, Philippines

"DCR is most valuable newsletter that is doing wonders in my professional life and I appreciate the opportunity I have in sharing from the experiences of many world extension workers." P.M. Laymka, Chief Program Officer, Health Education, Ibadan, Nigeria

2. INFORMATION DISSEMINATION

...subscribers

The reporting period has seen a significant increase in both requests for subscriptions to the DCR and CDC information services resulting in a total of 680 new subscriptions, and 217 requests for CDC publications and information requests. This result compares favorably with the 739 new subscriptions and 187 information requests registered for the total of the two previous semesters (1989/90).

	This semester	Last Semester	One Year Ago
Exchanges:	17	41	17
Free:	552	345	238
Paying Renewals:	125	204	90
New Paying:	128	106	50
TOTAL:	822	698	395

...cleaning the mailing list

The Clearinghouse also engaged in the exercise of consolidating its membership list. Many people were entered as long ago as 1982 to receive free issues of the DCR. We wrote to everyone who was put on the mailing list before 1986 asking them to notify us if their address was correct and if they wished to continue to receive the DCR. 2,706 subscribers have not yet responded to our notification for address correction, and have been removed from the mailing list until they do. The Clearinghouse's free membership temporarily totals approximately 4,500 individuals.

...information for French and Spanish speakers

A French-language translation of DCR #70, *Communicating with Women*, was completed and produced December and January. This brings the total number of French-language editions to five. A brief notice about the editions was produced in French as a camera-ready advertisement and sent to about a dozen French-language publications with which we hold exchange agreements.

Spanish-language translations of DCR on four themes -- distance education, community radio, health communication, and environmental communication -- were completed and produced in December and January. We intend to promote the Spanish-language editions in a similar manner.

...information requests

Information requests doubled this semester.

Total Information requests	217	
Industrialized countries	101	(AID/USAID: 5)
Africa	59	
Asia/Pacific	24	
Latin America/Caribbean	26	
Middle East/North Africa	7	

...new CDC publications distributed

Spanish DCR	6
French DCRs	17
Dev.Com. Directory	26
Dist.Ed. Bibliog.	49
Women Com Inf.Pack	8

...new electronic networks

Pursuing the exploration of new communication services to broaden the audience of its information dissemination and gathering efforts, CDC has subscribed on a free trial basis to the World Press Center's Information Exchange Services, an international computer-based press, conference, and electronic mail forum focused on international and development affairs, used by AID, the UN and other organizations. Also, the Clearinghouse will soon operate its own electronic bulletin board.

...A.I.D. and the environment

The CDC has been assisting S&T/ED and S&T/FENR by hosting Brown Bag lunches on environmental communication.

...the Communication Digest

The Digest makes painstaking progress. Its quality is significantly higher than previously and we are confident that it will be one of the CDC's major accomplishments during this contract. Agnostics of computer-presented information have reported on its ease of installation and first use, and the facility with which it is possible to track down a particular experience.

3. PUBLICATIONS

...Development Communication Report

During the present review period, two editions of the *Development Communication Report* were published. DCR #71 (1990/4), which focused on the influence of communication on health and lifestyles in developing countries, was published in late December. The advisory editor for the issue was Dr. Jack Ling, former Director of Information and Education with the World Health Organization and currently Director of the International Communication Enhancement Center, Tulane University School of Public Health. Janet Hayman served as in-house editor, while Kathy Selvaggio took a three-month leave in order to work on the Development Communication Digest. DCR #72 (1991/1), which focuses on evaluation, was sent to the printer in mid-March and will be mailed in early April.

For reasons unknown, we received a greater volume of verbal and written comments on the DCR during this review period, the majority of them very positive. Selected comments from correspondence to the editor are included in an appendix to this report. Even more important, several articles in recent DCRs have generated thoughtful and sometimes heated comments from readers, a sign that we are covering critical and controversial issues.

The last semi-annual review reported that we were exploring possibilities for redesigning the publication in order to address the widely shared observation that the DCR was unattractive. In fact, many readers who returned the recent survey (see section below) complained about the appearance, especially difficulty with reading the typeface, the density of text, and relatively low number of visual elements. In October 1990, we contracted graphic designer Sue Wood to help us produce a new design and format for the publication. The entire process was completed with the final production of DCR no. 72. The most important changes are:

- The DCR now has a bolder, brighter appearance, with larger, more readable type and greater use of white space, photographs, graphics and other visual elements.
- It has increased in length to 24 pages. We decided to expand the publication when we discovered that it would cost less to print 24 pages than 20 pages -- the length of more than half the DCRs in 1989-1990.
- The new format presents several articles on the front page, allowing the reader to select those of interest.

For the past six months, we have used a new vendor, Automated Graphics Systems, for page production and printing of the DCR. We have been very satisfied with their services. Their managers have also been quite helpful in providing cost estimates and advice related to the new DCR design.

...future editions

DCR #73 (1991/2) will be a "readers' issue," featuring unsolicited articles submitted over the past two years. A significant number focus on communication issues related to agriculture or rural development. It should also be noted that many respondents to the recent survey suggested that we add a reader's page or column in each issue, giving readers an opportunity for regular contribution.

We deliberately decided not to plan future editions of the DCR until we consult with the newly established advisory board. In April, we will contact members of the board by mail and telephone and present them with a list of DCR themes proposed by CDC staff as well as readers. We hope that this process will broaden decision-making about the the content of the DCR as well as help us develop a wider network of contacts in the development communication field.

...readers' survey

A readers' survey was mailed with DCR #71. As of mid-March, we have received approximately 350 responses, approximately 7 percent of total subscribers. We plan to record and analyze the survey data in April or May 1991 and report results in a future edition of the DCR. However, several suggestions made repeatedly by respondents were already incorporated into DCR no. 72 -- for example, minimizing the continuation of articles on non-consecutive pages, listing authors' addresses and telephone numbers, expanding the resources section, and emphasizing resources distributed free of charge.

...Distance Education Bibliography

The bibliography on distance education was produced in October 1990. It was distributed at the International Council for Distance Education conference in Venezuela in 1990, where it reportedly generated considerable interest.

4. THE LIBRARY

..new acquisitions cataloged

A total of 821 new documents were acquired and cataloged this period (see the appendices for a complete list.

...CDCNET

An electronic network was designed that contains a bulletin board to announce upcoming events, a message center for users to ask for services, a publications list, and an electronic library where ASCII files of CDC-generated documents can be found and downloaded.

5. BUDGETARY MATTERS

At this stage in our contract, we projected that we would have spent \$747,688. We have actually spent \$736,035 out of central funds for central services.

Total expenditures, including buy-ins from Costa Rica and Guatemala, total \$761,433. The costs associated with buy-ins are likely to rise rapidly during March and April 1991 and the issue of a contractual amendment to accommodate the buy-ins is increasing in urgency.

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

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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

(continued on p. 10)



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.

The views expressed in the *Development Communication Report* are those of the authors and not necessarily of its sponsors. Original material in the Report may be reproduced without prior permission provided that full credit is given and that two copies of the reprint are sent to the Editor.

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Development Communication Report is produced using desktop publishing under A.I.D. contract DR-5831-Z-00-8028-00.

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-

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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 surveys 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-

servations 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-



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 woman should eat?" They respond by inserting slips of paper into the pockets.

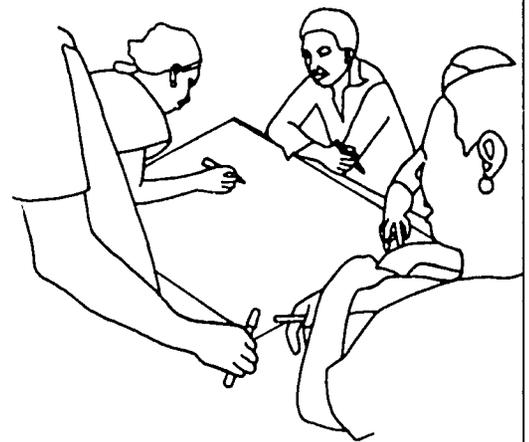
Self-drawing. Participants can be asked to draw themselves, their families, or key relationships in the community, using newsprint, the sand, or other locally available materials.

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 Pfohl (1986). See page 20 for information on ordering the book.



Source: Karla Kaynee/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 ...

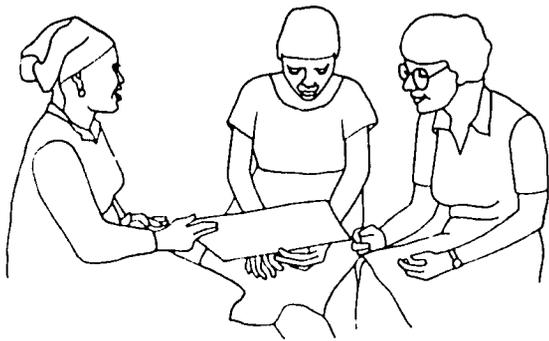
- Offend the respondent in any way.
- Offer comments which seem to place a value judgment on the respondent's answers
- Let your tone betray your thoughts - keep an even tone.
- Cut the person off in mid-answer, even if the answer doesn't seem completely relevant to the question.

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 the 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 Kugmee, World Education

Designing Questionnaires

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?).

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

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 surprisingly 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.▶ 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

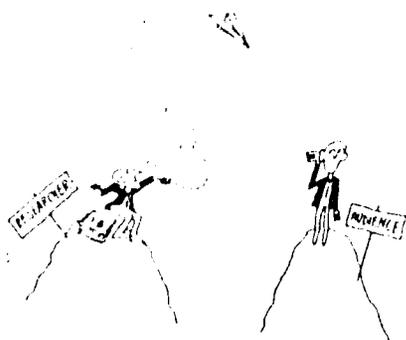
and Drug Administration, for example, uses computer graphics to present captivating on-screen slide shows. In addition to allowing professional wipes, fades, and other transitions, this program allows an evaluator to build text charts line by line, make the bars of a bar chart grow, move the lines of 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.

Michael Hendricks, PhD, is an independent consultant specializing in program planning and evaluation. For further information on any of these topics, contact him at the US Embassy, Shanti Path, New Delhi, India 110021



Radio Enriquillo: An Experience With Self-Evaluation



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-



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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

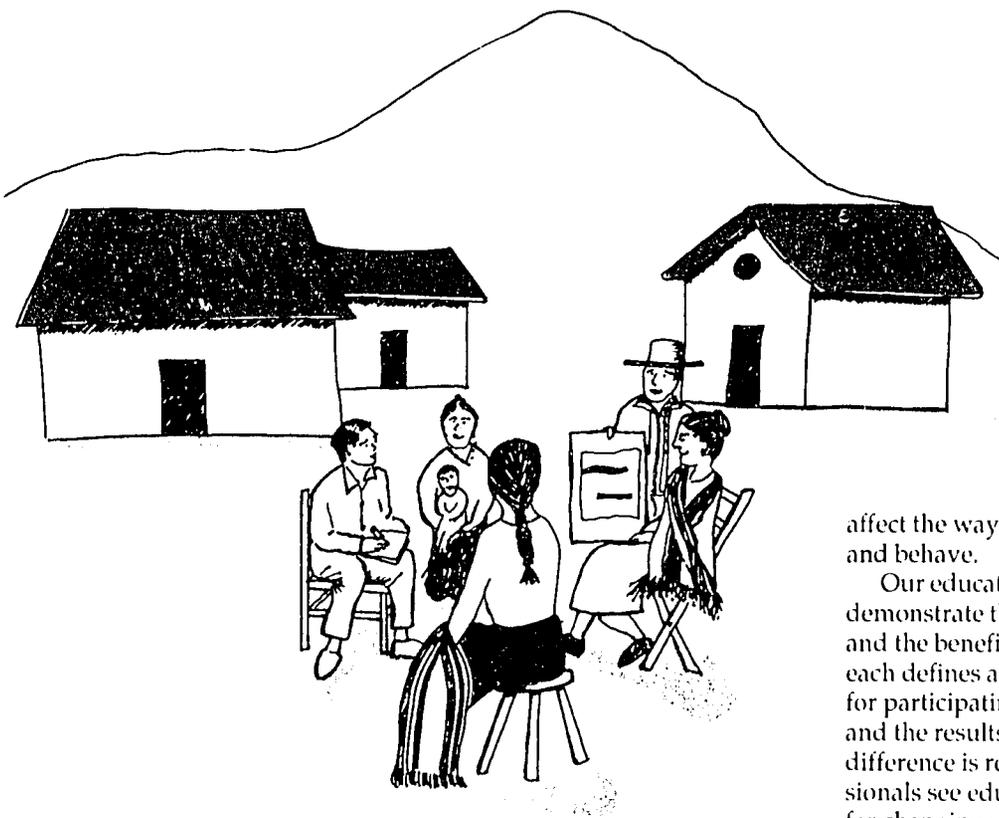
Chilean non-governmental organizations that control an important share of the non-public resources for development programs.

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



Rodney 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

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

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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.



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-

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

participatory 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.

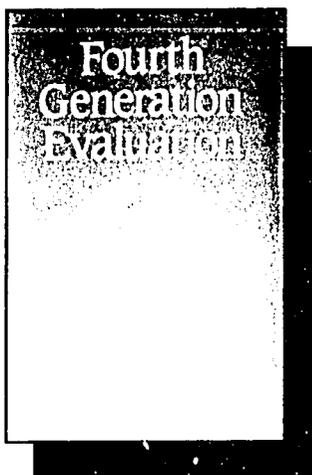
*Indiscriminate
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Horacio Walker, Director of the Latin American Information and Documentation Network for Education, has designed and carried out numerous evaluations of popular education programs. For further information, contact CIDE at Erasmo Escala 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/JPE, 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

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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 education 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.

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 Hersh César is Vice-President of Inter-cultural 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.

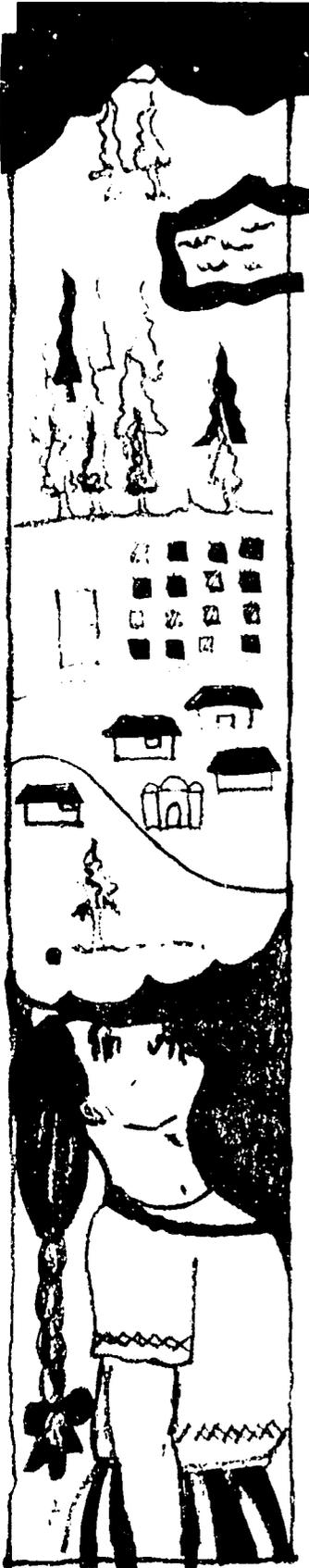
But we needn't make false choices between large quantitative surveys and rapid assessments, as though they were mutually exclusive alternatives. The idea that a multiple information-giving strategy lends itself to a single information-getting assessment is wishful thinking. Each approach has different 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

(continued on p. 23)



Maria Elena LaRoc

Communicating Disease through Words and Images

by Jack Ling

It is almost an article of faith among development communication practitioners that well-designed public education programs that combine media communication with community education will contribute to the adoption of positive public health practices. What has not yet been realized by many health professionals and the public is that the same modern communications technology, via the mass media, is now a factor in the increasing incidence of diseases that are related to lifestyles.

Lifestyles and Lifestyle Diseases

The term "lifestyles" reflects the new awareness of the choices each individual makes about how to conduct life on a daily basis. Our "lifestyle" includes, for instance, what we eat and drink, which products we choose to buy, how we spend our leisure time, and our sexual practices.

Lifestyles reflect cultural conditions and are shaped by changing realities. In time, old lifestyles give way to new ones. The explosive increase in international communication in recent decades, however, has dramatically quickened the pace of lifestyle change, with serious implications for health in the developing countries.

In many developing countries, survival issues still dominate and infectious diseases are major killers. In these countries, however, lifestyle-related diseases, such as obesity and heart disease from poor diets, cancer from smoking, AIDS and other sexually transmitted diseases from unsafe sex, have been increasing. Lifestyle illnesses also include drug and substance abuse, some traffic accidents, and various psychosocial and stress-related illnesses, as well as environmentally caused diseases.

According to the World Health Organization (WHO), lifestyle diseases already account for 40 to 50 percent of deaths in the developing nations. For example, WHO estimates that if the current smoking trend continues,

*(continued
on p. 2)*



Apartment buildings in Hong Kong are emblazoned with cigarette advertisements.

The DCR Needs You

Enclosed with this *DCR* you will find a reader's survey. Every two years, we distribute a brief survey to get your ideas about what you like and don't like about the *DCR* and how it might be improved. Please take a few moments to complete the survey. When you are finished, simply fold it as indicated, attach postage and mail it to us by April 1, 1991. Whether you are a longtime *DCR* reader or new to the publication, we would like to hear from you. Your response will help us make sure that the *DCR* meets your needs in the future.

Also, keep an eye out for a new *DCR* design and format in 1991!

—The Editor

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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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The *Development Communication Report* is produced using desktop publishing under A.I.D. contract #DHR-5831-Z-00-8028-00. It is printed by Automated Graphics Systems, in White Plains, Maryland.

Credits

With many thanks to the guest editor for this *DCR*, Jack Ling, Director of the International Communication Enhancement Center, Tulane University. We also thank Mona Greiser for providing referrals and feedback and Janet Hayman for acting as in-house editor.

Photo credits: Dr. Judith Mackay, p. 1; Brazilian Health Ministry, p. 4; Dr. G.N. Connolly, p. 16; Johns Hopkins University, Center for Communication Programs, p. 8; SLANA/Development Associates, p. 9; CIRDAP, p.15; Dr. G.N. Connolly, p. 16.

(LING, from p. 1)

close to one million Chinese, mostly males, will die of lung cancer annually by the year 2050. The current controversy over the US export of cigarettes to the Third World, with its attendant media promotion campaigns, has highlighted the worldwide spread and transportability of these life-style-related diseases.

Communication: A New Mode of Disease Transmission

Some seven years ago, Tan Sri Chong, President of the 36th World Health Assembly and Minister of Health of Malaysia, issued the first warning about a new channel of disease contagion: the mass dissemination of images and words. In his inaugural statement to ministers and delegates from more than 160 countries, Tan said matter-of-factly: "Lifestyles are no longer conditioned by climate and (traditional) culture. They are initiated as fast as communications speed information from one country to another."

Tan's insightful comment, though largely unnoticed at the time by the preoccupied delegates, had in effect identified a new type of communicable disease. In addition to bacterial/viral diseases (such as tuberculosis and pneumonia), and vector-borne diseases (like malaria and snail fever), Tan introduced the concept of a third group of diseases: those spread internationally through words and images.

Indeed, advances in communications technologies in the last four decades have been breathtaking. Telegraph, radio, disc, audiotape, television, transistor, videotape, computer, and satellite technology have vastly expanded the worldwide flow of words and images, altered the configuration of information and data dissemination, and changed the pattern of the diffusion of knowledge and learning.

As a result, the increased capacities of the mass media have given tens of millions access to new information. Immunization, oral rehydration therapy and other child survival interventions, all involving mass media support, bear witness to the positive effect of communication on health.

But the expanded flow of information has also helped to disseminate harmful health practices.

Exporting Media Programs

Low-cost imports of entertainment programs from industrialized countries have multiplied as developing countries' ac-

cess to broadcasting equipment has grown without a corresponding expansion in their ability to produce their own programs. The

popular soap operas of the industrialized countries, for example, which are

laden with cultural values and clearly express lifestyles, are widely broadcast in developing nations. At the same time, the increasing financial pressure on broadcasting stations in developing nations has meant that producers are increasingly expanding their use of these commercially sponsored entertainment programs and cutting back on public service time.

At the policy level, a number of countries have taken protective measures against this cultural invasion, instituting guidelines on the percentage of foreign imports permitted as compared with domestically produced programs. Few countries, however, have looked into the health consequences of the lifestyle influence of these imports.

Selling Lifestyles: The Confluence of Trade and Communication

The pressure to expand markets for such internationally distributed products as breastmilk substitutes, alcoholic beverages, and cigarettes, and the effect of these products on health is a recognized matter of concern for public health interests. It is urgent that public health officials, especially in developing countries, recognize and counteract the increasing use of the media for commercial purposes that promote lifestyles not conducive to health.

Sophisticated advertisements are culturally loaded. They no longer just tout the intrinsic value of a product: they promote the product by associating its use with desirable lifestyles. The advertisement may involve a macho car racer who uses a particular brand of deodorant, a skier going down a

Hard Facts

- ❖ According to the World Health Organization, tobacco is the single largest preventable cause of death in the world today, killing at least two and a half million people each year. Smoking is increasing in non-industrialized countries at an average of 2.1 percent a year.
- ❖ The consumption of imported liquor has been on the rise in Africa and Latin America. Beer has replaced tea as the beverage in many urban circles in Asia.

perilous slope for a refreshing drink, a young couple who need to practice oral hygiene involved in a romantic rendezvous with implicit sexual overtones, or a family enjoying fast food at a Sunday picnic. These situational advertisements convey messages about lifestyles that may introduce or reinforce new social norms – and often promote unhealthy practices.

Fighting Back: Using Media for Health

There are, however, encouraging examples of the use of mass media to foster lifestyles conducive to health. This issue of the *DCR* analyzes the use of media in Brazil, Uganda and Singapore to further positive health practices. (See pages 4, 10 and 12.) Many other examples of effective media input in helping to shape lifestyle changes can be found. Entertainment has been successfully combined with education to encourage family planning and responsible parenthood. (See page 8.) UNICEF, WHO, UNESCO, and USAID have formed a partnership with the media on a number of public health and nutrition projects.

There is, though, no organized worldwide effort to address public health issues related to lifestyles and the role of mass media in these issues. An agenda for action is needed. It should include at least four areas:

1. **Research.** More research is needed to study specific media effects on health-related social norms. We need to know more precisely how and to what extent the media shapes social norms that affect health and the comparative importance of media influence, compared with, for instance, peer pressure through interpersonal communication. Such research topics might include:

- The changing pattern of the flow of health information, the sources of health information for various population groups, the origins of health risk behaviors, and the methods of effective diffusion of positive health behaviors.
- Studies on how communication can coordinate with other actions for change, from advocacy at the policy level, through the broad dissemination of information to key segments of the public, to community education and the involvement of individuals for action. Careful chronicling and systematic analysis of these various elements of social mobilization may lead to more effective development communication paradigms.

- Media ethics in relation to public health: the potential and limits of using media as a health advocate, press bias in selecting news stories, the extent to which entertainment programs promote negative social norms, the impact of commercials on health-related issues.
- Longitudinal studies in the developing countries that trace media impact on health issues. Because such studies are lacking, researchers have extrapolated from studies in the industrialized nations to draw conclusions for health situations elsewhere. Given the grossly different cultural, social, and economic contexts, such extrapolation can lead to the wrong diagnosis of critical problems.

2. Partnership between Health and Media.

This is an opportune moment to launch a movement for partnership between the media and health sectors. It is clear that without the media's powerful outreach, the health sector cannot hope to keep the public informed about health issues or stimulate community action and involvement. Equally, the media sector cannot fulfill its obligation to serve the public interest without the technical input of health professionals.

Deliberate, systematic efforts to orient, acquaint, and update media professionals on health issues are necessary. The health sector must cease going to the press for help only in times of crisis and instead adopt a policy of working with the media as a full-time partner. This means keeping the media informed on a continuing basis about aspects of public health and involving the media in the planning as well as the implementation of public health projects.

Public health officials should also acquire an appreciation and understanding of the complexities of media organization and processes – for example, how agendas are set and the technical and time constraints on media production.

3. **Communication Training.** As health issues become more complex and technical, the need for communication training has grown urgent. Health and medical personnel at various levels must be appropriately prepared to communicate with the public, given a promotive orientation to health, and trained in needed communication skills.

To encourage healthy lifestyle choices, the public health sector must learn to take more assertive action against competing interests: in political and policy councils, in the legislature, in resource allocation, in the public debate, in communities, and in the minds and hearts of individuals. Such work demands communication skills.

4. **International Leadership.** In January 1990, WHO launched its Inter-Health program to focus attention on the threat of "non-communicable diseases." As the international authority on public health,

(continued on p. 11)

Advertising Influences Lifestyles Worldwide

- ❖ In the United States, most health authorities now believe that advertising contributes to the initiation and maintenance of tobacco habits in adolescents. More than 90 percent of all smokers begin to smoke as teenagers and 44 percent of all adolescents either experiment with or regularly use tobacco products. Children as young as six years have been shown to reliably identify cigarette advertisements. Such advertisement recognition has been shown to be closely associated with smoking status in teenagers.
- ❖ In Ecuador, migrants rapidly adapted their traditional dietary behavior to an urban pattern when exposed to mass media advertising promoting processed foods.
- ❖ In Hong Kong, women exposed to commercial advertising promoting baby formula began to doubt the quality of their own breast milk.
- ❖ In Bahrain, commercial food advertising was shown to have successfully persuaded women to alter their dietary behavior. Lower income women found the advertising most credible, but middle and upper income women also changed their food consumption patterns.
- ❖ In Japan, trade barriers to cigarette imports were removed in 1987. Two years later, television advertisements for cigarettes had increased tenfold, and cigarettes now rank second in terms of minutes of TV commercial air time.

Sources: "Smokescreen: How Tobacco Companies Market to Children," by John W. Richards, Jr., and Paul M. Fischer, in *World Smoking & Health*, Vol. 15, No. 1, Spring 1990, American Cancer Society; "Development Communications Digest," computer software program under development by the Clearinghouse.

Breastfeeding on Prime-Time in Brazil

by Hiran Castello Branco

Health professionals do not always trust marketing techniques, like advertising, as tools for implementing of health programs. But this approach can be highly effective. Advertising and the mass media not only reach a large audience, they can also stimulate a prompt response from opinion leaders and decision makers at all levels.

In 1982, the use of mass media to launch the National Breastfeeding Program in Brazil demonstrated the power of this approach. Mass media created a level of awareness that helped to get support for the program from legislators, regional health authorities, hospital managers, and entrepreneurs, besides giving the targeted population – mothers – the information and psychological support they needed in order to breastfeed.

Multifaceted Campaign Strategy

The primary objectives of the 1981-84 breastfeeding program were to increase the prevalence and duration of breastfeeding in Brazil. The media campaign was one part of a multifaceted strategy that identified various target groups and addressed policy, training, managerial, and community mobilization factors affecting support for increased breastfeeding. This strategy also included:

- disseminating information to national, state, and city policymakers and to the media establishment;
- implementing maternity laws for working women;
- creating a marketing code for breastmilk substitutes based on the international code developed by WHO/UNICEF;
- training health professionals, medical students and community leaders;
- changing hospital routines in order to enhance breastfeeding practices; and
- establishing support groups for breastfeeding mothers.

However, the decisive feature of the breastfeeding campaign was its mass communication component. Action to inform parents about the importance of breastfeeding began before the media campaign, but

encountered considerable resistance. Launched in August 1982, the mass media campaign was the significant factor that facilitated interpersonal communication and changed parental attitudes from resistance to cooperation.

Radio and TV were selected because of their ability to reach a wide spectrum of the Brazilian population and to deliver frequent messages directly to mothers. The central element of the campaign was a series of prime-time TV commercials. These commercials, created by advertising and market research professionals working closely with health professionals, were designed to remove the barriers against breastfeeding in people's minds, behavior, and day-to-day practices. Print advertisements, outdoor posters, radio spots and leaflets supplemented the TV spots.

The strategy adopted was intensive use of multiple media and channels during the 45-day launching period. One hundred TV stations and 600 radio stations aired the advertisements on national networks at a minimal cost; direct marketing was used through mailing print materials with utilities bills; and lotteries, competitions and street animations were held at community levels. The campaign was supported by the National Advertising Council and by contributions of free media air time from the private sector.

A Message for Each Audience

The series of TV commercials was based on qualitative research with the target audience, including extensive pre-testing. The format for each commercial was a testimonial by a local celebrity, in order to provide credible and popular sources of messages and role models. To establish a common goal, all commercials ended with the same slogan: "Breastfeeding – Six months that build up a life." Messages addressed the following individual and social barriers to breastfeeding.

Anxiety and breast size: This message was directed at mothers' doubts about their own capacity: "Will I have milk? Will I be able to breastfeed?"

Two actresses were cast for these ads. One, a recent mother, was shown breastfeeding in order to encourage



A poster circulated to workplaces urged Brazilian employers to allow mothers to breastfeed on the job.

viewers to overcome anxiety ("Don't stop in the first weeks") and demonstrate the correct way to breastfeed ("Let the baby suck"). The other actress also addressed fears that led to early weaning: "Small stature and small breasts do not hinder successful breastfeeding."

Working mothers and employers' support: This message pointed out employers' responsibility in the success of breastfeeding, calling attention not only to existing laws but also to responsibility toward housemaids, who have no legal protection.

Lucelia Santos, an actress known for her support of social causes, was shown breastfeeding her child – thus facilitating this act for other women. In the TV spot, she addressed her words to male employers, appealing to them as fathers.

Doctors' influence: Socrates, a famous soccer player who had studied medicine, testified that breastfeeding was the right of every child, and talked about its immunizing effect against disease.

"Machismo": One message addressed the "macho" attitude shared by many men that the breast is only a sexual object. Erasmo Carlos, a popular singer and male role model, appeared in this commercial with his wife and two children. He emphasized that both children were healthy as a result of breastfeeding and asked fathers to support mothers who dedicated time to breastfeeding their children.

(continued on p. 7)

Can Mass Media Affect Behavior?

Can television, video, and film influence behavior? Since many people watch television daily, and businesses spend billions on television advertising, clearly many people assume that they do. The effects are presumed to be both intentional, such as those of advertising and public service announcements, and unintentional, such as those resulting from viewing violent crime programs or sexually aggressive soap operas.

Changing behavior is difficult, however. Even laws threatening penalties often fail to change behavior. Certainly, people do not change their behavior simply because a health worker, political leader, or even a family member asks them to do so – even if that person appears on television or film. Rather, behavior change is a gradual, step-by-step process dependent on a person's experiences and his or her perception of the personal importance of the change. In this process simpler actions, such as seeking information or changing resistant attitudes, usually come first. More difficult or long-term changes, such as using condoms, must follow these intermediate changes.

Thus it is not surprising that many studies of mass-media impact on behavior find very little or no effects or else conflicting results. These studies cover areas as diverse as violent or aggressive behavior after seeing violent television programs; perceptions of cultural or demographic groups and their size; family planning adoption; children's readiness for school and positive social behavior; adolescent sexual behavior; voting behavior; smoking cessation; automobile seat belt use; and fire prevention.

The reasons for this apparent lack of consistent impact are not clear. On one hand, some programs or campaigns may in fact have no impact, perhaps because they were of poor quality or did not reach enough people often enough to make a measurable difference. On the other hand, mass media campaigns may have an impact, but it may be obscured for any of several reasons. One possibility is that, in the search for large-scale impacts on behavior change, intermediate and less dramatic effects were overlooked. Also, research on the impacts of mass media faces considerable methodological problems. For example, it is difficult to determine the direction of causality or to prove that observed changes resulted from mass-media exposure and not from other influences.

Conventional wisdom contends that mass media can best create awareness and inform, but interpersonal communication is more effective at changing behavior. This contention dates back to US research in the 1940s on the effects of radio advertising on voting and has been restated since. A number of studies now suggest, however, that under the right circumstances mass-media communication can influence overt behavior. Some of the latest evidence comes from studies on the use of television in family planning communication campaigns. For example, in Brazil a humorous animated TV spot in 1989 helped increase the monthly average number of vasectomies performed at the advertised clinic from 347 to 627 per month. In Enugu, Nigeria, in 1987 visits to a family planning clinic increased from 50 to

more than 120 per month after a TV variety show incorporated family planning themes into its drama segments and TV spots gave the clinic address. Some 45 percent of the clinic's clients cited the show as their source of referral.

Indeed, mass-media communication may be a more cost-effective way to influence behavior than organized interpersonal communication. Although the impact of mass media on any one individual may be slight, its cumulative effect on an entire population may be great because it reaches many people often. In Swaziland, for example, a radio campaign on oral rehydration therapy was found to be higher in overall effectiveness than clinic and outreach workers because it reached about 70 percent more people. Few countries can recruit, train, supervise, and support an extensive network of outreach workers but many countries can reach most of their citizens through the mass media.

A reexamination of research findings, looking for intermediate changes, shows that mass media can change behavior under certain circumstances. Mass-media communication is more successful at changing behavior when it:

- is designed to reach a specific audience;
- comes from a source – a person or group – that the audience likes, understands, and believes;
- comes through familiar communication media;
- provides a message that is engaging, personally relevant, and novel;
- tells the audience what to do and how to do it; and
- is coordinated with locally available supplies and services.

Well-researched mass-media campaigns that are entertaining as well as informative seem to have the greatest impact. ■

*This article is excerpted from "Lights! Camera! Action! Promoting Family Planning with TV, Video, and Film" by C.A. Church and J. Keller, **Population Reports**, December 1989. The journal is available from Population Information Program, The Johns Hopkins University, 527 St. Paul Place, Baltimore, Maryland 21202, USA.*

The Poor and TV Entertainment

Do TV and other broadcast mass media reach the very poor in developing countries? L. Gunanadbi, a health educator with the Rural Leprosy Trust in Orissa, India, offered the following observations in a letter to the DGR:

One of the greatest media to the poor is the cinema and television. Throughout the poorer countries, the cinema is a major social source of entertainment. It is a great means of "escaping" from the drudgery of their lives. The poorest will give up a meal to see a cinema. If we were in their position, we might also decide that a missed meal is not something new and miss a meal to see a good cinema where we can escape into another world,

and recall the story in our minds for days afterward. We can even sit a week later and fantasize on the cinema while we go without a meal!

The really poor, of course, don't have television, but have you ever seen the number of poor crowding around a shop at night in a city when the shop owner has left a television going? People will walk miles to watch the television in the shop window, night after night. Have you ever sat in a friend's house to watch a television program and been aware that there is a crowd outside the window also watching? We cannot ignore the fact that both [cinema and television] have an important role in poorer countries.

How Nigeria Built Child Survival Themes into National Television

by Gary Gleason

By 1984, the Ministry of Health in Nigeria was committed to the ambitious goal of providing universal child immunization to the nation's population of over 100 million. Even before it could put in place a nation-wide system for distributing vaccines and provide training for health personnel, it developed new approaches to health communication and public education to increase demand for immunization.

Staff from the Ministry of Health, UNICEF, the Nigerian Television Authority (NTA) and the Federal Radio Corporation of Nigeria (FRCN) began discussing how the mass media could more solidly support national primary health care.

Few Resources, Many Needs

NTA was run as a semi-autonomous government agency, and government austerity measures had limited its funds. Public service and public education broadcasts were thus less attractive options for stations than commercially sponsored programs, which produced revenue.

Public education programs also competed with one another for air time. Though NTA's chief executive supported the immunization program, he made it clear to the UNICEF representative that Nigeria was bursting with "worthy, socially relevant causes; from UNICEF – children, from FAO – trees, and from ILO – job safety." Within the primary health care program, government priorities included immunization, control of diarrhea and child nutrition. All of these needed NTA "donations" of free production equipment, creative resources, and scarce air time – which could be provided only on a limited basis.

A Long-Term Approach

Increased production of TV and radio spots was not seen as the most effective strategy to generate sustained public demand for primary health care services. Instead, it was recognized that broadcast media's role in public education needed to be institutionalized.

Toward this goal, the team from NTA, FRCN, the Ministry of Health, and UNICEF designed a long-term project aimed at

strengthening NTA's production capacity and giving a higher priority within each of its production divisions to health issues (including the news and entertainment units). Since NTA is organized in separate national and state units for radio and TV production, separate but coordinated activities were designed for each level.

At the national level, a permanent training, coordinating, and production unit oriented toward child survival was set up, staffed, and equipped. The unit's emphasis is on producing "spot messages" for public education on primary health care, on documentary coverage of health projects, and on providing mobile support for state level production. UNICEF assists with camera, editing, office, and training equipment and transportation.

Regional Workshops

A second project activity, new at the time to NTA and FRCN, was a series of regional workshops designed to orient both production and creative staff to national health problems and gain their support for incorporating health messages into programs of all types. The workshops explored how health messages could be priority themes in programs such as news, documentaries, and comedy and variety shows, as well as in "spot" advertisements.

In 1985-86, workshops were conducted in four regions, bringing together radio and television staff from all Nigerian states. Team members from the Ministry of Health reviewed the policies, major resources, and constraints related to topic content and production procedures at the state level, outlined the problems facing the country in maternal and child health, and emphasized the potential to educate the public in basic health knowledge and skills. Convinced by the need to address health problems, many producers and station managers offered to increase the production of health-oriented programs and spot messages on both radio and television, covering many of the over 40 local languages used for broadcasts.

A set of simple but technically accurate materials on health issues and the national public health programs was also distributed to each NTA station for use by production staff. In addition, each station was linked

with an officer in the state Ministries of Health, so that NTA staff had access to technical expertise and information about the progress and problems of health projects.

The workshops worked even better and more quickly than expected. For example, within weeks, one highly popular national comedy program worked messages on immunization into its script. The program concerned an adult education class trying to learn English. The teacher announced that the weekly topic would be "immunization." As usual, the class struggled to pronounce the appropriate English words. Why, asked one of the principal characters, a market woman, should she protect her children from "meesils"? "Meesils," she told the teacher, were what the Russians and Americans threatened to shoot at each other, not at her children. Other plays on words – on polio, on clean needles – and confusion about the immunization schedule also brought laughter from the audience.

The show's producers had discovered a new and valid subject area for their show, and health information had been repeatedly transmitted to the audience in a highly entertaining way.

Continuing Activities

Since these early efforts by NTA and FRCN, a number of new activities have evolved.

Under a joint Ministry of Health and USAID-assisted HealthCom project, for example, another group of state-level workshops has brought together media producers and writers from radio and television in an effort to build primary health care themes into their programs. Similarly, a Nigerian NGO, supported through the USAID-assisted Family Health Services Project, has organized workshops with electronic media writers and producers aimed at generating messages and themes on family planning within several popular Nigerian programs.

Since 1986, UNICEF has continued to build capacity within NTA with equipment, and funds for production and workshops. NTA and FRCN also signed an agreement further committing the major electronic media networks to support child and maternal health issues.

However, given the complexity of behavior change and the wide social and cultural diversity within Nigeria, communication strategies aimed at generating lifestyle changes require greater refinement, based both on local research and high levels of innovation, creativity, and commit-



ment. A clearly stated multi-year plan, with specific intermediate and long-term goals, expressed in terms of new individual and family behaviors, may also be necessary.

The innovation in Nigeria of bringing health themes and messages into existing broadcast programs – ranging from children's shows, to family entertainment, to documentaries – should be further evaluated. A useful comparative study might be done focusing on Nigerian media and on the efforts of the Harvard Alcohol Project, which has successfully permeated hundreds of US TV programs with messages and more detailed scripts to promote the use of a "designated (non-drinking) driver" to reduce alcohol-related accidents.

Still, even without a detailed evaluation, Nigerian efforts demonstrate the possibilities for creating and institutionalizing long-term, sustainable efforts to educate the public, increase demand for primary health care services, and bring new information into the community. If this information is reinforced with similar messages through other channels, large groups, including those frequently at the margins of service utilization, may well be more encouraged to improve their lifestyles related to health.

Gary Gleason is Senior Communication Advisor for the Commission on Health Research for Development, in Cambridge, Massachusetts.

(BRANCO, from p. 1)

Results Speak for Themselves

Media pressure was intense during the six-month campaign. Five years later, research showed that there was still recall of some spots. Evaluations in two major metropolitan areas conducted in 1987 showed significant positive changes in the duration and prevalence of breastfeeding, with better rates achieved when the program was at its peak.

An earlier evaluation, in 1983, had identified the professional use of mass media support and advertising as one of the key factors in assuring the success of the breastfeeding program. The Brazilian program demonstrated the value of focused media efforts as a catalyst to raise public awareness.

Hiran Castello Branco is a partner in HCA Advertising, Sao Paulo, Brazil. He coordinated the Brazilian Breastfeeding Campaign on behalf of the National Advertising Council.

Public Health Broadcasts: Who Pays?

Since broadcasting stations in developing countries are mostly government owned or run by public corporations, it is generally assumed that they are more inclined to air programs that have educational, rather than commercial, value. However, the economic basis of many broadcasting stations is changing fast, with serious implications for public health communication.

Broadcast Stations' New Mandate: Make Money

A trend is becoming evident in which more and more public broadcasting stations, like their commercial counterparts, are demanding fees for air time. In an increasing number of countries, government radio and television stations no longer receive adequate government funding. They are now required to be self-supporting, by generating independent income. Consequently, program directors are busy soliciting funds from institutions and corporations, who often have commercial messages to convey.

Through commercials, many stations are now engaged in selling services and products. Broadcasting therefore depends significantly on programs that achieve high audience ratings and so support stations' efforts to sell broadcast time. But popular programs do not always reflect public health interests.

Furthermore, there may be no legal restraints on commercial advertising. Whereas broadcast media in many industrialized countries are barred from advertising such products as cigarettes and liquor, there is no such ban in many developing countries and stations cannot resist the income from advertising these products.

Competing for Air Time

More important, the practice of charging a fee for air time has put the health sector at a very severe disadvantage. The understaffed and underfinanced health communication and education units of government agencies and institutions are hard-pressed to compete financially in their media outreach activities with the commercial sector.

In one large Asian country, for example, the director of children's programs only had enough regular budget funds to produce 40 percent of the needed

programs, and so had to fund the remaining 60 percent from outside sources. When health educators approached the director for support in disseminating a number of vital health messages for children, she refused to allow free air time. Unfortunately, this is not an isolated incident: increasingly, health professionals in developing countries are denied air time.

No Checks and Balances

In the United States, the Federal Communications Commission and the Federal Trade Commission are empowered by government to watch over the radio and television stations to protect the interests of the public and consumers. In many developing countries, this check and balance system does not exist.

Furthermore, government broadcast stations frequently have a monopoly of air time and there is usually no alternative channel that could be used for the mass dissemination of health information.

Advocacy and Leadership Needed

Should health messages and health information agencies be treated as just another source of income and be forced to compete with commercial interests in paying for air time? Public health officials and broadcasters should address this policy issue before it is too late. Data are needed to argue the case that the national financial burden of health care costs are reduced when the media fulfill their responsibilities to public health.

The international health community should also take immediate action, in line with the World Health Organization's program for "Health for All by the Year 2000." This issue should be taken up in various international fora, such as the International Telecommunication Union conference, where policy decisions about the use of air waves in the public interest are deliberated.

The health sector must move quickly. With the emergence of a worldwide market economy, use of the air waves might be preempted by those with more money and resources, to the exclusion of health education. This will have a negative impact on public health, leading to unnecessary human suffering and increased national health costs. There is little time to lose.

—Jack Ling

"Sing and the World Sings with You"

by Jose G. Rimón II

Today, public health depends on reaching the public. Public health is no longer purely a medical problem with purely medical solutions. In the final analysis, all public health is personal and depends on private life and personal lifestyles. This is where entertainment comes in.

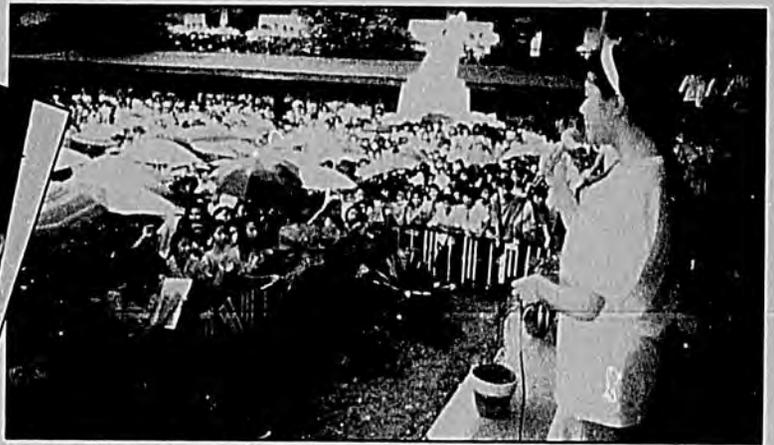
Entertainment has been used as a teaching tool for thousands of years. The "enter-educate" approach supported by USAID through the Population Communications Services of The Johns Hopkins University is based on the premise that the powerful appeal of entertainment is an effective vehicle for education and social messages.

The enter-educate approach builds on social learning theory. An important part of social learning is modeling; a person observes other people and uses their behavior as a model for future behavior. Moreover, the approach allows for penetration of the subconscious and the conscious mind, not as external ideas creating cognitive dissonance or imbalance, but as part of the unthreatening mainstream of popular culture. Entertainment both attracts attention and provides role models for desired attitudes and practices.

In the enter-educate approach, media and health professionals work together to produce quality products that have commercial and audience appeal as well as powerful, accurate social messages. Effective enter-educate projects incorporate the five Ps: they are personal, popular, pervasive, persuasive, and profitable.

Personal: Entertainment moves people.

People identify with the characters in a well-produced film, video, or radio soap opera. In the Philippines, an episode in the popular daytime television drama "Life in a



Despite rainy weather, nearly 7,000 Manila school children turned out to see Lea Salonga sing about sexual responsibility. Pepsi covered printing costs for the album cover of Salonga's hit single, "I Still Believe," which doubled as a poster (left).

Box" dealt with the sensitive issue of teenage pregnancy. The audience was able to share the emotional trauma of the character of Felice as she struggled to cope with an unwanted teenage pregnancy. Likewise, the male audience empathized with the character of Jonathan and his relationship with Felice.

This TV drama special generated additional media coverage and high awareness of the issue of teenage pregnancy, especially among young people. Over twenty newspaper articles hailed the show as exceptional and realistic. Viewing figures, and retention and recall of the program's content were high. Research in Manila on the "social impact" among the primary target audience of 17- to 24-year-old females showed that 27 percent watched the show, with 86 percent of these viewers watching with family and friends. A high 98 percent of these viewers found the show believable and informative.

Popular: Everybody likes to be entertained.

Two songs and music videos about responsible parenthood, "Choices" and "Wait for Me" sung by King Sunny Ade and Onyeka Onwenu, pushed Sunny's album to the top of the charts in Nigeria. The album was launched in a phenomenal media event: in only three weeks, more than 75 newspaper and magazine articles were written about the songs.

Mid-term evaluation of the campaign showed striking results. Within five months after the songs and videos came out, 88 percent of metropolitan Lagos had heard the songs on radio and seen the video. In the urban areas, the evaluation also found that 48 percent had spoken to their friends

about the songs, and 27 percent had spoken to their sexual partners about them.

Pervasive: Entertainment is everywhere.

In 1986, a project combined music recordings, radio, and television, in order to reach young people in Mexico and 10 other Latin American countries with messages encouraging sexual responsibility. Two songs, "Cuando Estemos Juntos" (When We're Together) and "Detente" (Wait) were recorded by the popular young performers, Tatiana Palcios and Johnny Lozada, and accompanying music videos and TV spots were produced. "Cuando" topped the charts in Mexico and Peru and both songs were in the top 20 of most other Latin American countries. The performers appeared on television talk shows, and the news media gave the project extensive national and international coverage.

Together, the songs, videos, television spots, and related publicity received over one million hours of free airtime. All this attention amounted to free publicity for the family planning message. Three years after the project ended, the songs were still being played on the radio, and over 50 percent of 1,200 young people surveyed in Mexico City and Lima in 1989 recalled both songs unaided.

Persuasive: Entertainment can change behavior.

In 1988, a three-month multi-media campaign in Turkey using the enter-educate approach persuaded over 240,000 women to begin using or switch to modern methods of contraception. A series of TV spots was developed around the per-

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sonality of the country's top comedian. Another emotionally powerful TV spot showed a series of portraits of a family as children are added over time. It ended with a portrait containing an empty chair for the mother, while haunting music rose in a crescendo. The picture described more powerfully than words the risk to a mother's health of too many children spaced too close together.

This campaign enlisted the help of both political leaders and the mass media. It began with a one-day symposium for over 600 policymakers and journalists to enlist their support. Because of the high quality of the TV materials, the Turkish Radio and Television Corporation offered free air time.

Profitable: Entertainment can attract commercial support.

Commercial support helps pay for good health messages. An innovative feature of a 1988 multimedia campaign to combat teenage pregnancy in the Philippines was its cost-sharing strategy. Campaign planners negotiated a total of US \$1.4 million from corporate sponsors – more than four times

the original cost of the project. Among others, Pepsi printed posters and donated pre-bought air time, Philippine Long Distance Telephone supported the salaries of counselors manning the telephone hotlines, and companies such as Johnson & Johnson, Close-up, Nike, and City-Club T-Shirts donated banners, notebooks, bookmarks and sample products to strengthen promotional activities.

This campaign, which was built around the songs and music videos of Lea Salonga, a local up-and-coming star and the international group Menudo, had two phases: the commercial and the institutional. The commercial phase established the songs and videos as hits, while the institutional supported the message of sexual responsibility through TV, print, and radio spots, and promoted a telephone counseling hot line, Dial-A-Friend.

The songs and their messages reached their audience. Of 600 young people, aged 15 to 24 years old, surveyed just after the song "I Still Believe" was released, 92 percent recalled the song and lyrics; 70 percent interpreted the message correctly, 51 percent said they were influenced by it, 44 per-

cent said they talked with their parents and friends about the message, and 25 percent sought contraceptive advice.

Campaign-related effects and activities still continue. In late 1990, it was announced that Dial-A-Friend has been included in a "Megabillboard" – a national electronic billboard – that will shortly be set up in the Philippines.

Today, those of us who are interested in improving health and educational standards are just beginning to learn how to utilize modern mass media techniques that combine entertainment with education to bring about a change in people's attitudes and behaviors. Projects in diverse countries and cultures have, however, indicated that the enter-educate approach can create public awareness, encourage information-seeking, and influence behavior.

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Sri Lanka: Anti-Drug Abuse Poster Contest

Education for healthy lifestyles is not only an issue for the mass media. Individual and community participation was stimulated in a national poster competition in early 1990 organized by the non-profit Sri Lanka Anti-Narcotics Association (SLANA).

Nearly 400 posters on the theme of "A Healthy Lifestyle through the Avoidance of Drug Use or Drug Abuse" were produced by citizens ranging in age from 8 to 64 years old. A travelling exhibit was developed from the contest material and will travel to several Sri Lankan cities.

SLANA's work recognizes the need for prevention before a problem gets out of control. Currently, 95.5 percent of the Sri Lankan population are unaffected by drugs and SLANA's objective is to ensure they remain so.

SLANA's operating premise is that every member of the organization can be part of an information network. It focuses particularly on youth – 50 percent of its 3,000 members are young people. Other educational activities include conducting discussions and seminars, a planned series of drug awareness telecasts, and a



Entries in SLANA's Anti-Drug Poster Contest. The poster on the left says that lives are like delicate flowers and can easily be destroyed. The poster on the right won a consolation prize.

planned national survey of drug awareness, attitude, and prevalence.

SLANA's activities are supported in part through the USAID-assisted Asia-Near

East Regional Narcotics Education Program.

Based on a report in *The Asian Drug Prevention Quarterly*, Vol. 1, No. 1, Spring 1990.

In Singapore, Superman Fights Nick O'Teen

by K.C. Heng and S. Arulanandam

In Singapore, lifestyle illnesses such as cancer and heart disease are now among the leading causes of death. For the last ten years, the Ministry of Health has focused its health education efforts in this area of public health. Smoking, as the most preventable cause of these illnesses, has received particular attention. Anti-smoking education has adopted a two-pronged approach, aimed at preventing youth from taking up smoking and at encouraging and helping smokers to quit.

Mass media campaigns have been an important part of anti-smoking education. With its small size and wide communication network, Singapore is ideal for a mass media campaign. Almost every household in Singapore has access to television, radio and newspapers. Over the past ten years, a variety of themes and strategies have been used in yearly media campaigns.

Get Them While They're Young

Early activities focused on public awareness. Following the 1979 National Campaign on Diseases Due to Harmful Lifestyles, a "Smoking and Disease" campaign was launched in 1980, directed at students and National Servicemen. A film to inform the public about the harmful effects of smoking was also telecast nationally.

An innovative campaign was designed to reach youth. A 1982 survey had shown that smoking started early: the average age of experimenting with cigarettes was between 13 and 15 years, and 25 percent had smoked their first cigarette before age 15. As a result, the media campaign was targeted at children aged 10 to 12 years, to inform them of the harmful effects of smoking and persuade them not to experiment with cigarettes. A "Superman" character was introduced over the media (TV, press, radio, pamphlets, and posters), and 50,000 children wrote in to "help Superman fight Nick O' Teen." Skills in "saying no to cigarettes" were also taught in schools through pamphlets and videos.

Deglamorizing Smokers' Image

Institutional support for the anti-smoking campaign was strengthened in 1986 with the launching of the National Program for Smoking Control, that chose the theme "Toward a Nation of Non-smokers." This

program involved 41 organizations, including ministries, statutory boards, educational institutions and professional organizations. The goals were to prevent the start of smoking, reduce smoking rates and create a social climate conducive to not smoking. Activities aimed at youth, including yearly mass media campaigns and face-to-face programs, continued to be central to the education strategy.

The 1987 media campaign set out to deglamorize the image of smoking among youth. A TV commercial with a lively song titled "Baby, Don't You Blow That Smoke at Me" illustrated the message that smoking was not socially acceptable, even to their peers – and that stained teeth and smelly breath spoiled their image. Posters promoting a non-smoking lifestyle were distributed to schools and other institutions.

Continuous Education Is Needed

The smoking rate among the overall population fell from 19 percent in 1984 to 13.5 percent in 1988. But the smoking rate for youth was less steady. Among those aged 15 to 19 years, the smoking rate was 5.1 percent in 1984, which fell to 2.9 percent in 1987. By 1988, this had risen slightly, to 3.6 percent. To arrest this trend, the Ministry of Health's 1990 campaign targeted youth, in keeping with the World Health Organization's theme "Growing Up without Tobacco" for World No Tobacco Day 1990.

The 1990 campaign combined mass media advertising and programs, community events, face-to-face communication, skills training, and workshops for health professionals in a multi-faceted education program.

The media campaign in TV, radio, and the press was based on a positive message: portraying *not* smoking as glamorous, trendy, and healthy. The TV commercial showed non-smoking teens having a good time at the beach, a barbecue, a night in town, at a disco, jogging, and playing tennis, with the slogan "Feel Good. Look Good. Don't Smoke." Campaign messages were also incorporated subtly into popular television programs, in the form of drama, songs, dances, quizzes, and interviews with studio audiences.

A five-day, step-by-step cessation program, telecast on prime-time television, was seen by 30,000 viewers. The program

was also reinforced in the main daily newspaper with helpful hints, charts, and personal stories from ex-smokers.

Active participation by the target group was also encouraged, as a way to increase learning about smoking and its consequences. Nine competitions, including song and rap composition, poster design, science projects, and board games, were open to those under 30 years of age. Advertised in handbills, radio, and the press, the competitions attracted 1,400 entries.

Local community and media events supported these activities. Smoke Free Week 1990 was launched with a Youth Rally. Young, well-known personalities (such as Sportsman of the Year, a rock singer, a television actor) shared their experiences and views on a smoke-free lifestyle.

Shopping centers were also used to bring the message to the public. A popular theater group presented a music and mime play entitled "The Better Choice," which illustrated how smoking harms health. Three pop concerts were also held in shopping centers. The anti-smoking messages were reinforced through questions and answers and skits with the audience.

Equally, if not more important, than the media events were the simultaneous face-to-face programs. In 1990, two buses converted into mobile exhibitions toured community centers, public places, schools and army camps for six months. The Smoke Buster Bus showed the effect of cigarettes on the human body. The Smoke Choker Bus, built like a ghostly tunnel, told the story of a deceased smoker who has returned from the dead to tell how smoking killed him.

Special teaching modules were also developed. Other planned programs include workshops for general practitioners on how to use the Stop Smoking Kit and counsel smokers, and Healthy Living Seminars for teachers and vocational institution trainers.

A combination of these educational efforts and a strong national policy that promotes non-smoking will together help Singapore achieve its goal of moving "Toward a Nation of Non-smokers."

K.C. Heng and S. Arulanandam are Health Education Officers in the Training and Health Education Department of the Ministry of Health, Singapore.

Nine Tips for Effective Media Advocacy

Because the mass media have been used so effectively to promote the use of harmful substances, the use of media to counteract such behavior appears equally promising. The media are rapid and effective channels to reach large numbers of people. But how can the glamorous portrayal of unhealthy lifestyles and behaviors in the media be most effectively counteracted?

Media advocacy addresses the social and political context for behavior change. It does not attempt to change individual behavior, but seeks to reframe public debate about health issues. Media advocates argue that the media, particular television, presents health messages that reinforce a view of illness and disease as apolitical, individual problems, rather than social issues. In news, talk shows, and entertainment programs, a specific perspective about the nature of health and disease is conveyed to the audience. In general, this view supports a medical understanding of health: if a person gets sick, it is a problem for the individual or the family – with a path to recovery through drugs, not through social action to affect the economic and political environment that affects health.

Media advocates focus on the role of the media in structuring public discussion around an issue. For example, the way a society thinks about and regulates cigarette smoking may be as or more important than getting relatively small numbers of people to quit smoking. Focusing attention on the structural support for tobacco use, such as industry marketing and advertising policies will create a more solid foundation for long-term change.

At a recent workshop sponsored by the US National Cancer Institute, the Advocacy Institute of Washington, DC, identified nine basic operating principles for effective media advocacy on smoking control:

- **Be flexible, spontaneous, opportunistic, and creative.**

Media advocacy requires the ability to react creatively to the evolving news environment; the media advocate is constantly on the hunt for breaking news stories that can provide a "peg" for a press comment on smoking.

- **Seize the initiative – don't be intimidated.**

Successful media advocacy requires confidence and the willingness to engage the media aggressively. A smoking control advocate is inherently credible because s/he is seen to be motivated by a concern for public health. Don't be silenced or intimidated by industry spokespersons.

- **Stay focused on the issues.**

Don't let debates or confrontations degenerate into personal animosity; avoid being sidetracked; frame the issue for debate through conveying your message in short 10 to 15 second "bites" or a handful of quotable sentences.

- **Make it local; keep it relevant.**

Local statistics, local role models, or local efforts to change public health policies may involve your fellow citizens and community leaders more than national stories.

- **Know the medium.**

Find out how much the medium is dependent on tobacco advertising for revenue. This will tend to be related to their willingness to cover smoking control issues. Learn about the full range of media outlets, expand your circle of media relationships, identify the kind of news stories that appeal to each medium.

- **Target your media messages.**

Know your audience and tailor your message to it. Learn who is watching the program or publication you are using.

- **Make sure your media know and trust you.**

To be trusted it is important to be, and to appear, credible. Authenticate your facts through footnotes giving the source of your information. Don't exaggerate; be known as a trustworthy source, rather than a predictable advocate.

- **Your best spokesperson may be someone else.**

Choose spokespersons objectively. The most knowledgeable person may not be the most skilled at public presentation, for example, for a TV show.

- **Wit and humor have many uses and virtues.**

Witty quotes are often included in a news story; humor can dispel the perception of anti-smoking groups as fanatics; biting humor can convey outrage.

*Excerpted from "Media Strategies for Smoking Control: Guidelines from a Consensus Workshop," January 1988, the Advocacy Institute, Washington, DC; and from "Improving Health Promotion: Media Advocacy and Social Marketing," by Lawrence Wallack, in **Mass Communication and Public Health**, edited by Charles Atkin and L. Wallack, Sage Publications, 1990.*

(LING, from p. 3)

WHO should go further to recognize the role of modern communication in a new configuration of disease causation for lifestyle illnesses.

WHO should put these non-communicable diseases on the agenda of its Executive Board and the World Health Assembly, so the issue gets the attention of the international health community. Furthermore, just as entomologists were asked to join in the campaigns against malaria and other vector-related infections, WHO should begin to involve communication

specialists in understanding this new carrier of disease – words and images communicated through modern media – and in finding innovative ways to fight the spread of these illnesses.

New Strategies Are Needed

There is an urgent need to act to prevent the proliferation of lifestyle-related diseases in developing nations. The rapid expansion of communication systems in these nations and the consequent increased influence of media must be understood as underlying factors causing these illnesses. As the new

millennium approaches, health communicators must act to ensure that the developing countries, still fighting to overcome infectious diseases, are not further overwhelmed by diseases of lifestyles.

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"The Life and Times of Philly Lutaaya," Ugandan Singer

by Margaret Kyenkya-Isabirye

Even as the HIV virus spread and the AIDS pandemic generated widespread attention, the subject of AIDS was taboo in many countries with a high infection rate. The conservative attitude towards matters of sex in those countries was deeply rooted in their cultures and traditions. Since the major mode of HIV transmission is through sexual activities, public education efforts against AIDS met with considerable resistance.

Uganda was one of those countries. Local NGOs and donor organizations, working in cooperation with the National AIDS Committee, had begun AIDS education in the late 1980s. The varied programs included use of the mass media for public service announcements, community education, and projects for in-school education. Nevertheless, cultural resistance hampered AIDS education efforts: the government banned any mention of condoms in the mass media, and many sectors of the public remained skeptical about the extent of HIV transmission.

In 1989, however, an Ugandan artist, working together with the media, acted as a catalyst to putting AIDS at the top of the public agenda.

Going Public about AIDS

In April 1989, Philly Lutaaya, a renowned Ugandan musician and singer living in Sweden, decided to go public about his HIV infection. In September, he left Sweden for Uganda, where he began to talk openly about AIDS. Knowing that he had little time to live, he pressed forward relentlessly with his campaign to reach the public, especially the young, with AIDS education.

As a pop singer with a considerable following, he was able to enlist media support, giving newspaper interviews and making appearances on radio and television. Initial public reaction, however, was mixed, revealing a potential barrier to using the media for education – namely, the credibility of the messenger. Some people, including a few in the music world, doubted that Lutaaya really had AIDS; others suggested that he was using the disease to attract attention to himself.

Lutaaya persisted in his campaign to inform the public about AIDS and to take away the stigma associated with the disease. He produced a new album, "Alone and Frightened," dedicated to those afflicted with AIDS. He gained the support of leading political figures, which helped to strengthen his credibility. Prime Minister Dr. Samson Kisekka believed him, took up the cause, and helped launch the new album in public.

Lutaaya's new album, "Alone and Frightened," dedicated to those afflicted with AIDS, . . . was a runaway success.

The album was a runaway success, while the headlines and prime-time programs gradually loosened up the public's attitude to discussing sexually transmitted disease. Within weeks of Lutaaya's return, AIDS and its methods of infection were no longer a taboo subject.

International Media Attention

Lutaaya's work attracted the attention of the international media. He cooperated with a Canadian television crew in the production of a film, "The Life and Times of Philly Bongoley Lutaaya," that documented his efforts to educate the public about AIDS. The Canadian Broadcasting Corporation, the US Public Broadcasting Service, and a number of other national broadcasting networks subsequently aired this very moving documentary.

Lutaaya Comes Home to Die

In November, Lutaaya returned to Sweden for a short visit. When his condition deteriorated he was flown back to Kampala on December 2 on a stretcher and rushed to Nsambya Hospital. His story made headline news for days.

As an expatriate Ugandan who had returned to Kampala on home leave in December 1989, I was astounded by the widespread public reaction. In Kampala, where a newspaper is not affordable by all,

I saw people scrambling to buy Vision, the government paper with the widest circulation. This and other publications carried banner headlines and stories that described the deteriorating health of the courageous and popular singer; radio and television programs closely followed Lutaaya's condition.

Lutaaya and his efforts to fight AIDS were the subject of prolonged, saturated coverage in the Ugandan mass media. As the artist was struggling bravely in the Nsambya Hospital, a lawyer friend of mine in Kampala summed up Lutaaya's work and his collaboration with the media in disseminating AIDS education and fighting discrimination against people with AIDS:

"Lutaaya is a very uncommon phenomenon in Uganda. He has gripped the country. Everybody knows and talks about him. Lutaaya is the man who has changed the story of AIDS in Uganda, and has made it real."

Margaret Kyenkya-Isabirye, from Uganda, is a Program Officer with UNICEF in New York.

Media's Increasing Impact: The Reasons Why

New evidence is emerging to challenge the old view that mass media campaigns have not proved to have specific effects on behavior. Jose Rimón, of the Johns Hopkins University's Population Communication Services Project, sees three main reasons for this change:

First, communication interventions have improved qualitatively. They are more research-based and better designed to influence behavior.

Second, evaluation instruments to capture the hierarchy of effects on behavior change have improved. More practical and sensitive methodologies are available.

Third, change in the social environment has occurred. People's central nervous system, individually and collectively, is more wired to the mass media. The global village has become a reality.

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Resources

• The International Communication Enhancement Center (ICEC), at Tulane University's School of Public Health and Tropical Medicine, fosters information exchange among students, faculty and professionals in the field of international health. ICEC offers communication courses and maintains a collection of materials, including a listing of organizations and bodies in the field of health and development. Contact: Director, ICEC, Tulane University, 1430 Tulane Avenue, New Orleans, Louisiana 70112, USA. Telephone: (504) 584-3542. Fax: (504) 584-3653.

• The Media/Materials Collection of The Johns Hopkins University Population Communications Services Project produces a series of resource packs that highlight examples of the successful use of media for health communications, primarily in the field of family planning. Packet 6, "Working with the Media," provides practical advice on how to expand and improve media coverage, with well-illustrated examples from around the world. The collection, supported by USAID, also provides information support. Contact: Population Communications Services, The Johns Hopkins University, 527 St. Paul Place, Baltimore, Maryland 21202, USA. Telephone: (301) 659-6300. Fax: (301) 659-6266.

• "Lifestyles for Survival," by William A. Smith, provides a brief state-of-the-art review of the role of social marketing in mass education, giving examples from past lifestyle-related campaigns. The paper is available from the USAID-assisted Healthcom Project, Academy for Educational Development, 1255 23rd Street, NW, Washington, DC 20037, USA. Telephone: (202) 862-1900. Fax: (202) 862-1947.

• Several publications from the World Health Organization's Global Program on AIDS (GPA) address health promotion for the prevention of HIV/AIDS. *AIDS Series 5: Guidelines for Planning Health Promotion Programs for the Prevention of HIV/AIDS* reviews and analyzes the necessary stages in health promotion campaigns intended to foster behavior and lifestyle change that will prevent the transmission of HIV/AIDS. The *AIDS Health Promotion Exchange* is a quarterly newsletter that focuses on successful projects and programs worldwide. Annual cost is \$16 for subscribers in industrialized nations, free for those who cannot afford to pay. Contact: Global Pro-

gram on AIDS, World Health Organization, CH 1211 Geneva 27, Switzerland. Telephone: (41-22) 730-368.

• GPA also houses the AIDS Health Promotion Resource Center. The center, which has a collection of over 5,000 AIDS educational materials, is linked with a network of collaborating resource centers in Tanzania, Mexico, Cameroon, Thailand, Trinidad and Tobago, Nigeria, and Brazil, and with the AIDS resource center at UNESCO headquarters, Paris. Contact GPA at the address in the above listing.

• Also available from WHO are materials on alcoholism, smoking, and other forms of substance abuse. *World Health Forum*, volume 11 (1990) features a discussion of important issues related to women and tobacco. Contact: Distribution and Sales Division, WHO, 1211 Geneva 27, Switzerland for a current publications and price list for WHO journals.

• *World Smoking and Health* is a quarterly journal that covers developments in the tobacco industry, government policies, and consumption trends world-wide. Contact: World Smoking and Health, American Cancer Society, Inc., 1599 Clifton Road, NE, Atlanta, Georgia 30329, USA.

• The Advocacy Institute conducts workshops and seminars and acts as a center for information on media advocacy for tobacco control. (See p. 11.) The Institute coordinates an international computer-linked network of 300 tobacco activist organizations and individuals. Contact: Advocacy Institute, 1730 M Street, NW, Suite 600, Washington, DC 20036, USA. Telephone: (202) 659-8475. Fax: (202) 659-8484.

• The new International Network of Women Against Tobacco, coordinated by the American Public Health Association (APHA), assists in smoking cessation and advocacy training for women, and in formulating strategies for action. A directory of women working in tobacco control throughout the world is forthcoming. Contact: APHA, 1015 Fifteenth Street, NW, Washington, DC 20005, USA. Telephone: (202) 789-5600. Fax: (202) 789-5661.

• *Tobacco Control in the Third World: A Resource Atlas*, by Simon Chapman and Wong Wai Leng, summarizes the most recent information on all aspects of tobacco use, disease, production and control in developing countries. Published by the International Organization of Consumers Unions, the Atlas is available for US \$15 (surface mail) from IOCU, PO Box 1045, 10830, Penang, Malaysia.

What's New, What's Coming

Conferences

African Cinema

FESPACO, the Twelfth PanAfrican Film and Television Festival, will be held in Ouagadougou, Burkina Faso, February 23-March 2, 1991. The theme will be "The Cinema and the Environment," focusing on the role of the African film maker as an agent of development. The festival will also be dedicated to African professional women in the cinema. Contact: Ouagadougou FESPACO, 01 BP 2505 Ouagadougou 01, Burkina Faso. Telephone: 30-75-38. Telex: 5255 BP. Or Paris Conseiller Culturel, Embassy of Burkina Faso, 159 Bd Haussman, Paris 75008, France. Telephone: 43-59-90-63. Fax: 42-56-50-07.

Courses

Distance Education

A new correspondence course for radio broadcast trainers is offered by the Asian Institute for Broadcasting Development (AIBD) in conjunction with Australia's Northern Territory University. The 36-week course includes theoretical and practical components and culminates with four weeks' training in the design and use of instructional materials at the AIBD in Kuala Lumpur. Contact: AIBD, PO Box 1137, Pantai, 50990 Kuala Lumpur, Malaysia.

Creative Arts

The Sangathai Center and Academy in Madurai, India, is devoted to furthering the use of the performing and creative arts (both traditional and modern) for the purposes of development, focusing particularly on Tamil literature and arts. Sangathai's Institute for Development Communications conducts training courses in communication skills for grassroots social activists in the fields of community development, health, education, and the environment and for those working with women and youth. A 10-day workshop on environmental development programs will be held March 12-22, 1991 and a 30-day course on youth development, April 21 - May 20, 1991. The fee for a 30-day course is US \$500; scholarships are available by request. Contact: Institute for Development Communications,

(from p. 13)

Sangathai Academy, Koodal Nagar,
Madurai - 625 018, South India.

Resources

Communication Studies

An "International Directory of Development Communication Studies" is now available from the Clearinghouse. The 57-page directory identifies educational institutions offering courses in development communications, and also includes information on fellowship programs and resource institutes worldwide. Available free of charge. Contact the Clearinghouse at the address and numbers listed on page 2.

A new international bi-annual publication, *The Journal of Development Communications*, was launched by the Asian Institute for Development Communication (AIDCOM) in June 1990. The journal provides a forum for scholars and development communications practitioners to examine the theory and practice of communication, with particular reference to the perspective of developing countries. Original contributions related to research and project experience are welcomed. Available at US\$10 per copy for readers in the industrialized countries and US\$5 per copy for readers in developing countries (prices include postage). Copies may also be distributed free of charge on request to NGOs and non-profit institutes from selected developing countries. Contact: AIDCOM, PO Box 312, Jalan Sultan, 46730 Petaling Jaya, Selangor, Malaysia. Telephone: (603) 756-7269. Fax: (603) 293-4792.

Environmental Education

A useful series of leaflets on "Daily Life and Environmental Problems" has been produced by the Hong Kong Environment Center. The bilingual leaflets, in English and Chinese, present information and guidance for action on such topics as toxic materials, automobiles, photocopiers, choice of detergents and clothing materials. A second series on "Global Environment Problems and Hong Kong" will be printed later this year. The Environment Center also maintains a resource collection of print and audiovisual materials related to environmental issues and publishes a quarterly journal, *Green Alert*, in Chinese. Contact: Hong Kong Environment Center, HK, GPO Box 167, Hong Kong.

New Books

Social Marketing, edited by Seymour Fine. Needham Heights, Massachusetts: Allyn and Bacon, 1990. 360 pp. US \$36

Social Marketing: Strategies for Changing Public Behavior by Philip Kotler and Eduardo L. Roberto. New York: Free Press, Macmillan, 1989. US \$ 29.95

Social Marketing, edited by Seymour Fine, marketing professor at Rutgers University, is an attempt to describe how the field originated and how it is used by public and non-profit agencies. This is essentially a descriptive, rather than a prescriptive, book and as such is more useful for its historical and theoretical perspectives than for its utility in the field.

Written by Fine and 19 contributors, almost all of whom are drawn from the US academic community, the book is divided into three principal sections: an introduction to the non-profit industry, the processes of social marketing, and case studies. Whereas Richard Manoff's 1985 book *Social Marketing* concentrated on public health issues, Fine draws examples from a wide assortment of public awareness, fund-raising, public relations and other issues in alcohol and drug abuse campaigns, university fundraising activities, family planning campaigns, political campaigns, sports events and other diverse examples.

The book makes for interesting reading but fails to help international communication practitioners on two counts. First, most examples are drawn from the North American experience. Aside from one chapter devoted to the UNICEF Brazil breastfeeding campaign of the 1980s, relatively little reference is made to the rich examples of work currently being undertaken internationally in a wide variety of fields. Second, the techniques reviewed and analyses offer little to the experienced practitioner. However, one chapter on ethics and social marketing does raise some interesting points pertinent to lifestyle issues.

Some of the above observations can also be applied to the book by Kotler and Roberto. Although more prescriptive in its approach to the subject and therefore of more value to the practitioner, the book still has a paucity of current international social marketing examples and is heavily biased in favor of US examples. However, the strategies and techniques of social marketing described in this book are very useful

and compare favorably with Manoff's book. The latter, however, remains the international social marketer's standard work, until the lessons learned from some of the more recent social marketing activities can be compiled and disseminated in book form.

—Mona Greiser

Development Support Communication in Indonesia, edited by Manfred Oepen. Proceedings from an International Seminar, October 27-31, 1987, Jakarta, Indonesia: The Indonesian Society for Pesantren and Community Development (Jl. Cililitan Kecil III, No. 12, Kalibata, Jakarta 13650, Indonesia). US \$5.50.

A publication from Asia highlights the continuing importance and relevance of traditional and group media to the development process. This collection of 22 articles examines development communications in Indonesia from international and local perspectives. This book covers such issues as the impact of mainstream government and nongovernment development programs on the poor majority and the contrasting effect of mass and traditional media: the latter usually instigate social interaction while mass media usually prevent it. Also featured are case studies of both top-down and bottom-up communications strategies used in rural communities and a selective bibliography of 169 resources.

Media Promotion of Breastfeeding: A Decade's Experience, by Cynthia P. Green. Washington, DC: Academy for Educational, 1989. Available free of charge. (Contact: Clearinghouse on Infant Feeding and Maternal Nutrition, APHA, 1015 15th St., NW, Washington, DC 20005, USA.)

This guide from program planners, which was developed by the USAID-assisted Nutrition Communication Project, summarizes recent experience in improving breastfeeding behavior from over 25 countries. The publication explores conceptual issues underlying how breastfeeding is promoted; reviews the role of popular media; provides guidelines on how to apply communication design principles to breastfeeding; and makes practical recommendations for future programs.

Developing a Pictorial Language: A Guide for Communicators by Indi Rana. New Delhi: DANIDA, 1990. (DANIDA, The Royal Danish Embassy, 2 Golf Links, New Delhi 110003, India.)

This book is both a stimulating and a practical publication that demonstrates the importance of the participatory approach (posters, comic books, or illustrations) in developing illustrated communication aids for rural people. The guide is based on a field survey carried out in rural Orissa on communicating about sanitation. The survey demonstrated that communicating with pictures is a subtle process, involving local cultural variations in perception, including acceptable style, content, symbolism, and detail. The guide reviews the theoretical background to the concept of visual literacy and offers a methodology for developing illustrations that communicate with rural people.

(GREISER, from p. 16)

response to the threat of regulation, tobacco companies invoke the extreme free-market position that any such restrictions characterize paternalistic and authoritarian regimes and that the choice should be left to the consumer as to what he or she purchases. They strenuously fought Hong Kong's ban on TV tobacco advertising. The same companies are openly breaking the stated regulations of China by advertising cigarettes. In countries like the Philippines, cigarettes are sold without the warning label and with higher tar content than in the US. Korea, Taiwan, and Japan have all suffered threats of trade sanctions if their markets are not opened up to US cigarettes. The pressure includes the reversal of bans against advertising on TV.

Only a unified and concerted effort at an international level will quell such commercial pressure. It is time that the United Nations called a conference for development practitioners and commercial broadcasters to discuss the role envisioned for media in the new global information age. Information and how it is understood and used is not necessarily benignly neutral, as the history of propaganda will attest. An international code developed by a representative international body may be the next step.

Mona Greiser is an independent development consultant, specializing in health and communication.

Learning by Example through Video

Success stories in development can be sources of inspiration and motivation. It is this belief that motivated the Center for Integrated Rural Development for Asia and the Pacific (CIRDAP) in Bangladesh to use video to document how local villagers have formed a cooperative to confront problems of rural poverty.

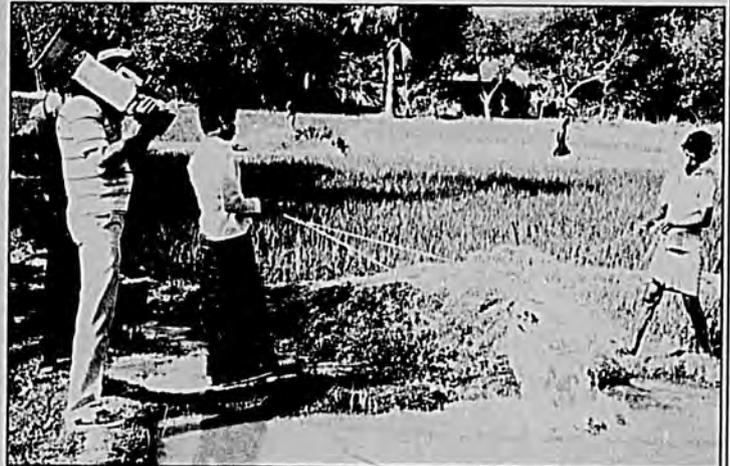
The Deedar Village Cooperative Society is owned and managed by villagers in

Kashinathpur and Balarampur, two adjacent communities 100 kilometers south of the capital city of Dhaka. It was founded in 1960 with an initial capital of nine annas (US \$.50), an amount that could fetch only nine cups of tea at the time. But cooperative members,

mostly small artisans, rickshaw pullers, and wage laborers, set out to prove that nobody is too small to save and soon the habit of saving became compulsive. Over time the cooperative accumulated a capital investment worth more than US \$75,000 today. The savings have supported school construction, health and family planning services, cooperative stores, and income-generating projects such as rickshaws and tractor rentals, and construction of irrigation facilities. Women members of the cooperative often persuade their husbands and sons to attend the weekly meeting -- in fact, the women are more serious about attending meetings, participating in training, and repaying loans promptly. Democratic self-management, leadership development, and membership open to all members of the community, regardless of race, religion, gender, or age, are essential elements of the cooperative's success. In fact, Md. Yasin, one of its founding members and currently its manager, received the Magsaysay award for leadership in 1988.

CIRDAP, a regional non-governmental organization which promotes participatory rural development, believed that other local communities as well as

development organizations in its 11 member countries might use the example of the Deedar cooperative as a model. After some debate over the appropriate communication medium, video was selected because it could capture a more dynamic reality than the more familiar slide-tape, and was less expensive to produce and distribute than 16-mm film. Yet since CIRDAP lacked in-house facilities and skills



CIRDAP staff use videotape to capture Deedar cooperative members in action.

for video production, they sought technical assistance from the Worldview International Foundation in filming and editing. An editorial board was formed to write the script in collaboration with representatives of Deedar cooperative. One problem filmmakers encountered was demonstrating the "before and after" difference the cooperative had made in the lives of its members: the 25-year time gap made it difficult for villagers to recall what conditions were prior to its founding.

The final, 20-minute version was distributed to institutions linked with CIRDAP throughout the Asia-Pacific region to be used as a training resource. But besides sharing their positive example with others, CIRDAP staff gained new communication skills, motivating them to use video to document similar stories in other member countries.

—K.A. Raju

K.A. Raju is the Documentation Officer for CIRDAP. The videotape is available in VHS for US \$40 (\$50 for U-matic) by writing to the organization at Chameli House, 17 Topkana Road, GPO Box 2883, Dhaka 1000, Bangladesh.

Yes, But Nothing Will Happen without Regulation

by **Mona Greiser**

In 1981, WHO published a Code of Ethics for manufacturers of baby formula and baby milk that resulted from several years of controversy surrounding the commercial promotion of bottled milk in developing countries. Such promotional efforts were demonstrated by UNICEF and other health agencies to be directly linked to malnutrition, diarrhea, and fatalities among infants. Side effects of advertising included low self-esteem on the part of mothers, many of whom felt their own milk was inadequate compared with commercial products. The companies implicated, however, showed an amazing insensitivity in the way they continued to promote product sales through direct advertising, free samples to hospitals, and free gifts to doctors, regardless of the evidence on human costs.

The WHO code's message was clear: infant formula marketers should not use the absence of sophisticated regulations in the Third World to try to get away with practices they would not dare attempt in the developed world. If you can't get away with it at home, don't try it elsewhere.

The New Promotional Threat

The impact of commercial product promotion on the health of the Third World consumers is once more an issue. This time the number of questionable products is much larger, embracing entire industries rather than individual items. The tobacco industry, alcohol industry, and processed foods industry are seeking new markets abroad, not just promoting brand switching, as they so often claim. For example, as in the West, youth and women are prime targets of cigarette promotion.

Through such media promotion, commercial companies contribute to new patterns of diseases known variously as diseases of choice, diseases of affluence, or simply "lifestyle diseases." There is no doubt that the social and of the cumulative effect of lifestyle illnesses is enormous.

Since the products involved are heavily promoted through the media, the ethical implications for the media are being questioned. The media profit by the revenues generated from advertising and therefore tacitly participate in this trend – not just through advertising but also through

regular programming. How much lifestyle diseases are causally related to media cannot be determined because there has been precious little research undertaken in the Third World. However, the enormous sums spent by industries promoting their goods through the media may be a clue that the media's impact – and potential for profits – are strong.



Spreading Consumerist Values

A further concern is the media's role in the dissemination of Western materialistic lifestyles, contributing to a distorted and inappropriate emphasis on consumption as the key to the "good life." As we move into an era of increasing global communication exchange, Western values and civilization will penetrate other markets as never before. For example, in 1991, AsiaSat will disseminate 12 channels of commercial English-language television programs by satellite 24 hours a day to 17 Asian countries. These programs will be supported by advertising revenues. Many of the broadcast programs will be imported from the US and UK, further promoting Western lifestyles on a grand scale.

Yet there is by now broad agreement among development planners that current levels of consumption are not environmentally sustainable. The need to contain consumption, and the social values which encourage it, is seen as urgent.

A final concern is the vulnerability of many of the potential consumers – those people described by Clifford Christian in his book *Media Ethics* as market illiterates. Market illiterates are men and women characterized by lower incomes, lower education, marginal incomes and naivete about the ways of the market. They are the new vulnerable groups at risk for market-induced diseases.

Marketing as such is not the problem. Governments and social communicators en-

thusiastically use advertising and programming to sell everything from new taxes to contraceptives, electricity to government bonds. It is the purpose for which the media are used that is in question.

Is Education Enough?

In industrialized countries, there are concerted efforts by private and public agencies to educate consumers to improve their health behavior, but the success of these efforts is often marginal. Even a well thought-out campaign frequently cannot counter the persuasive and attractive campaigns waged by product marketers. In developing countries, health and social communicators may also be fighting a losing battle, unable to screen out the "noise" from messages to adopt lifestyles that are negative. Even packaging a health message as attractive entertainment may be insufficient to counteract these negative messages.

This situation compels us to ask: Is it time to recreate the advocacy spirit of the early 1980s, and this time target the offending transnationals and industries? In the absence of international regulation, should companies be required to use the regulations of their own countries as arbiters of conduct? Should they be forced to comply with regulations in the developing world where they exist? Would anything short of major restrictions on promotion be effective?

Public health advocates would argue that it is time indeed to look at greater regulation – not just for tobacco but for a whole range of products conducive to poor health that are associated with attractive lifestyles in media images.

But perhaps the most effective goal of communication programs targeted at lifestyles is to create a climate of opinion among the public that furthers social pressures for legislation supporting health, rather than solely relying on changes in individual behavior. The media have an important part to play in the conscious creation and dissemination of models of sustainable, positive lifestyles conducive to health.

A broad regulatory campaign will not be easy. Government restrictions on broadcasting content are increasingly coming under attack by powerful multinational or transnational corporations. For example, in

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Communicating with Women

by Mallica Vajrathon

Why do development communicators and educators need to think about women?

The moral, human rights reasons are well known and need no elaboration. The practical development reasons why communicators and educators can make a difference through communicating with women and empowering them with information and skills are outlined below:

◆ Women are *economic agents*, although they are usually not perceived to be. Their work is not accounted for, and so their further development potential is grossly neglected.

◆ Women are *farmers*. In Africa, they produce some 80 percent of food, and they can produce more if other workload is reduced and if they receive training and technical information.

◆ Women are *key agents of environmental protection*. In rural areas, they live and work closer to the eco-system; they can understand its limitations and can safeguard its future by practicing sustainable agriculture and forestry. Therefore, they need support, technical conservation information, and sharing of their experience through communication.

◆ Women are the *key agents of human development*. They can improve the quality of life and optimize human responses in communities through reducing maternal and child mortality, reducing fertility, improving family nutrition, and managing safe drinking water and sanitation. They also teach their children (especially daughters) good health practices and other skills at home, thus supporting formal education systems.

When development communicators ignore women, they consciously or unconsciously slow down the pace of development and perpetuate the vicious cycles of poverty, illiteracy, starvation, and human suffering.

Women and Development Support Communication

Over recent decades, there has been growing recognition that communication based on people's background, culture and basic knowledge is a critical component of any development project, and that it must be systematically planned, budgeted for and evaluated. But, as with development planning in general, there is still a tendency to assume that development communication and information directed at a general audience will equally reach women.

In fact, women often do not have equal access to information, due to such factors as restricted mobility outside the home, lower educational levels, and sometimes men's control over information or media technology. Development communicators



Village woman in Togo speaks into tape recorder.

may need to "repackage" information in a form that is comprehensible to poor, illiterate women and to select those communication channels most appropriate for women. Furthermore, women will have different information needs and ways of treating knowledge. For example, women must be informed about life options in relation to marriage, safe contraception, and breastfeeding, in order to make choices in their own interest. Even then, development communicators need to ensure that they bring women information *as women* and not simply as intermediaries for children and families. For instance, a breastfeeding promotion campaign that focuses too much on child health goals might miss the fact that six half-hour feedings per day would seriously burden already over-

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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.

The views expressed in *Development Communication Report* are those of the authors and not necessarily of its sponsors. Original material in the Report may be reproduced without prior permission provided that full credit is given and that two copies of the reprint are sent to the Editor.

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The *Development Communication Report* is produced using desktop publishing under A.I.D. contract #DHR-5831-Z-00-8028-00.

Credits

Many thanks to Elaine Clift, Leslie Steeves, Marge Shuler and Suzanne Kindervatter, who provided referrals, advice and feedback at various points in planning this edition of *DCR*.

Photo and illustration credits: Anthony Fisher, United Nations, p. 1; Overseas Education Fund (top) and Water and Sanitation for Health Project (inset), p. 6; T.S. Nagarajan, UNICEF (top) and Overseas Education Fund (bottom), p. 10; Community Publishing Program, p. 12; Porise Lo, Isis International, p. 20.

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worked and time-constrained mothers. Thus development communicators must become much more sensitive to women's problems and listen to their own ideas of how to solve them.

It is also essential that more women be given an opportunity to be trained in skills that will enable them to become development communicators themselves. Such skills range from interpersonal communication techniques, to production skills in folk media, small controlled media and mass media, as well as use of new high-tech information technologies as communication tools for development.

Women and the Media

During the 1970s and 1980s, especially during the United Nations Decade of Women (1976-1985), the international women's movement made media producers, communication planners, and others aware of the need to think about women and the media in the context of development. Many national and several international meetings were organized on the subject of "Women and the Media," raising such questions as how the mass media treats issues of concern to women, and women's participation in various capacities in the production of mainstream media.

Social analysts and critics have pointed out that mass media — newspapers, television and radio — are used by those who have access to them. Until now, men in all cultures have had both access to and control of the printing press, broadcast technology, computer-based technologies and production resources that determine the design and content of programs. Traditionally, men have communicated through the media on behalf of all humankind, influencing public opinion, and bringing about political, economic and social change from their point of view. But because parents bring up girls differently than boys in most cultures, women experience life quite differently and so bring a uniquely female perspective to many issues of local as well as global importance. In recognition of this gap, there has been a significant entrance of women into mainstream media — much more in Western than Third World countries, but to a noticeable extent in the latter as well.

At the same time, those attentive to issues of national and international development raised the question of whether the strategy for participation of women in the

media should concentrate on getting women into mainstream media or creating "alternative" media institutions to serve the interests of women and meet the communication needs unserved by male-controlled media. Women's own media also allow an opportunity for open dialogue without domination by men. Psychologists have observed that in a group composed of men and women, the men usually set the agenda, choose topics for discussion, and tend to answer most of the questions posed during the group discussions.

The present challenge is how to counter the negative reactions when "women's issues" are brought up at national or international development discussions.

While the debate has continued, women have felt compelled to work on *both* strategies, depending on their local situations and, of course, their own vocational preferences. The last ten years have seen an enormous expansion of women's own media: international networks of women's development information, development manuals for women, films and videos by and about women.

However, it can be argued that neither strategy has succeeded in making a significant enough difference in Third World women's access to information and skills relevant to them and useful for contributing to development in their communities. Despite larger numbers of women professionals employed in mainstream print and broadcast media in developing countries, they still tend to be concentrated in sex-stereotyped posts such as announcing or children's programming, and are largely absent from management and decision-making positions. Several recent studies show that factors push women who work in media to become "one of the boys" in order to achieve recognition and status within the profession, neglecting women's interests in the process. Mass media treatment of women's issues, while broader than before, is too often confined to a "women's page" or program rather than integrated into broader content, and many stereotypes and negative images of women prevail in media content as well as advertising. The use of alternative media, when sus-

Convincing USAID Staff

The new GENESYS Project of the Office of Women in Development, US Agency for International Development, is designing a multi-media communication strategy to get policy makers, planners and technical staff throughout the agency to "buy into" the notion of integrating gender considerations into every aspect of their work.

The campaign's central message is that women are active contributors to economic development and, conversely, development that ignores women is wasteful and more likely to fail. Agency bureaucrats and field staff are the primary target audience, but the project also intends to direct messages at the US Congress, NGOs, women's organizations and leaders in developing countries. A specially tailored message and strategy will be developed for each audience.

The multimedia approach is one element of a broader effort to stimulate ac-

tion on gender issues. Research, training, and technical assistance are all coordinated with communication.

The project is now completing a limited survey of USAID policy and technical staff on their attitudes, knowledge and practices related to women in development. The first issue of a newsletter is just off the press, success stories are being packaged for dissemination through a mixture of media, and computerized economic models and videos are in the works.

"The message is simple, but powerful: women are more than half the world's population and A.I.D. cannot afford to define them as a special interest," declares Chloe O'Gara, Deputy Director of USAID's Office of Women in Development. "Women in development concepts must become an integral element of all development assistance. Communication can play a critical role in this process."

tained, has indeed had an impact on women's knowledge and skills and is capable of reaching significant numbers of local women. But these have been relatively rare phenomena, with small, alternative media constantly struggling to survive and dependent on financial support from donor agencies due to women's inability to pay for such information flows.

Communicating with Policy Makers

Currently, there is an enormous need to use communication to heighten male leadership's understanding of the importance of accepting women on an equal basis in development. Development communicators, men as well as women, need to use their skills to reach policy makers and opinion leaders to make the case that women are agents of development, that their work has an economic value and that due to their special role as family caretakers and community activists, their needs and potential must be properly taken into account in development strategies and programs.

The present challenge for development communicators is how to counter the negative reactions when "women's issues" are brought up at national or international development discussions. These negative reactions come not only from male decision-makers, but also from female decision-makers. Communication strategies

must be developed to address three stumbling blocks:

- Many development professional and policymakers hold deep-seated beliefs that women are not men's equals, and that economies and societies are correctly organized to reflect this inequality.
- Some believe that it is inappropriate to "export" a cultural ideology of women's advancement from one society to another, especially when the export is from a dominant donor society to a poorer recipient society. Many critics claim that to introduce the gender equality notions of the West into development programming in Africa, Asia and Latin America is a form of cultural neocolonialism.
- Many development professionals resist raising women's concerns in development discussions as a separate issue to be analyzed and assigned programs. They cannot see how they could begin to generalize about approaches to women in development that could be useful since women are represented in rich and poor, rural and urban, educated and uneducated, all ethnic, religious, cultural, tribal and other groupings.

Breaking Barriers

Presenting women's viewpoint in development through interpersonal and mass media will explode several myths of

patriarchal society, especially those assuming that "male-defined reality" is the only reality, that political and economic systems created by men are superior and that women must merely be integrated into these systems. Likewise, men should be brought into "female-defined reality," that is, the reality of child rearing and education of the new generation. Men have the advantage of better nutrition and education, and one question development communicators might pose is whether society ought to give greater responsibility for caring and educating children to the best qualified among us – the men.

A more gender-balanced communication requires that there be a process of redefinition and change in all areas of human activity. It's a tall order, and a challenge to development communication professionals in the coming decade.

Mallica Vajratbon, from Thailand, is a Senior Technical Officer in the Education, Communication and Youth Branch of the United Nations Population Fund in New York. She has written widely on women's education and communication, and has produced films and other audio-visual materials in support of development efforts.

Talking It Out, by Radio

Local Zimbabwean women and national development planners are carrying out a weekly dialogue on key development issues – via radio. At the same time, women who cannot afford radios are gaining greater access to national radio programming.

Under the experimental project initiated by the Federation of Africa Media Women, women who form radio listening groups at the local level receive a radio/cassette player. They meet regularly to discuss their own concerns and priorities without interference from outsiders, recording their conversations on audio-cassette tape. The cassettes are passed onto a broadcast program coordinator, who selects passages for presentation to government and non-government development officials. Conversations and responses are woven into a thirty-minute program, which is broadcast every Monday at 2:00 p.m. on Radio Four, Zimbabwe's educational channel. Since the project's initiation in 1988, three listening groups contribute regularly to the program.

Based on a report in INSTRAW News 12.

Agricultural Extension and African Women

by H. Leslie Steeves

For more than a decade, development scholars and practitioners have known that women grow 80 percent of food in Sub-Saharan Africa. However, a review of studies and project documentation for the region indicates that the primary channel for transmitting information on agriculture – agriculture extension systems – still largely ignores the needs and situations of African women farmers.

Women Overlooked

Extension programs are typically operated by a Ministry of Agriculture. Furthermore, most extension programs are based on Everett Rogers' diffusion model, which assumes that a combination of mass and interpersonal communication can move individuals from awareness (usually of a new technology) through interest, evaluation, trial and finally adoption. The diffusion model has been criticized for its "top-down" nature, that is, its underemphasis on the participation of recipients – particularly the poor – into development decisions and processes. Another criticism has been its relative neglect of communication strategies beyond interpersonal and group communication.

Although the application of the diffusion model has changed over time in efforts to reach more poor rural people, research shows that women are neglected. While much has been written about the "training and visit" (T&V) system (one adaptation of the diffusion approach that relies on "contact farmers") the literature contains little reference to women. Little reference to women usually means that women are not included. In a 1985 study, Jean Due and her colleagues found that extension agents in northeastern Tanzania visited significantly fewer female farmers than contact farmers (all male) or non-contact male farmers. Also, the T&V focus on specialized training for agricultural agents (usually male) will most likely be to the detriment of any agricultural training for home economics agents (often female), who may be best able to reach women farmers.

In Africa, as elsewhere, most change agents are men (about 95 percent, according to the Food and Agriculture Organization), and the few studies that have been reported indicate that these men are not

reaching poor women farmers. In a mid-1980s study of a project in the northwest province of Cameroon, Adam Surla Koons found that male extension workers paid far fewer unsolicited visits to women than to men. These male agents held such strong stereotypes about women's supposed lack of interest and inability to learn technical information that they could not be easily swayed by contradictory evidence. Women likewise believed that the extension workers only served men and they seldom requested visits. Similar findings have been reported elsewhere, including in a five-country study (Kenya, Malawi, Sierra Leone, Zambia and Zimbabwe) conducted by the FAO.

Kathleen Staudt studied a sample of female-managed and jointly-managed farms in Western Kenya in the mid-1970s. She found that "female-managed farms always received fewer services than jointly managed farms, and gaps increased as the services became more valuable." Such services included home visits by extension workers, group demonstrations, short courses, disseminating loan information and access to the services of cooperatives. Inequities resulted in a decline in female managers' relative yields and other performance indicators. Staudt's recommendations for extension systems included:

- recruiting more female agricultural extension agents, and/or provide agricultural training to home economics extension workers;
- placing more emphasis on group extension; and
- making greater use of women's groups and networks.

These recommendations constitute three themes recurring in the recent literature on women and agricultural communication.

More Female Extension Agents

The desirability of hiring female extension workers seems obvious in African and other societies with sharply divided gender roles. Put simply, women are likely to communicate well with other women. In some instances, husbands' jealousies of their wives' interactions with male extension agents, or other taboos against women's interaction with non-family males or against women's interaction with males on certain

topics (e.g., family planning) makes the need for female extension agents even more apparent.

However, there has been little research to find out what kinds of barriers women extension agents face or through what types of training male agents might be able to reach women. Certainly this research must examine the macro-level of decision-making where women are seldom present. But research is also needed to examine more localized constraints. For example, a recent CARE and Peace Corps project to locate and train female extension workers in northern Cameroon sought women aged 20-35 (to assure credibility in working with village women), unmarried and divorced women (to avoid conflicting family responsibilities), a junior high school education level, and fluency in French as well as in at least two other local languages. It was felt that these criteria were essential, but it was almost impossible to locate qualified and available women. In Malawi, where it is similarly difficult to find many female extension workers, Anita Springs and others found that male agents could be trained to reach women more effectively. At the same time, female home economics agents were given agricultural training to enable them to supplement other extension efforts and to better meet their clients' needs.

Recent studies indicate that female agents are more effective in some respects than male agents. The FAO five-country study provides some evidence that women farmers prefer women agents. Koons found that men in northwest Cameroon claimed the responsibility for passing information to their wives, but in fact it was seldom done. Even when information was relayed, reasons for new practices were seldom given, reducing women's motivation to change. Koons also found that women agents from the same local area as their clients paid more unsolicited visits to women farmers and that their participatory style in meetings was more effective in eliciting questions and facilitating learning. However, women farmers did not *request* any more visits from female than from male agents. Also the female agents were somewhat handicapped by their unwillingness to ride motorcycles, as well as by a perception of their lower status by both client farmers and other agents.

Using Group Extension Approaches

Another issue is the need to use group techniques to reach more people. Staudt found that an emphasis on individual visits tended to overlook most poor farmers, including most women. Yet there is also evidence in Africa that men dominate in mixed-gender extension workshops, and women are silent.

For example, Louise Fortmann and Dianne Rocheleau found that while Kenyan women are the primary users of agroforestry products (for fuelwood, fodder and fiber), in mixed-group extension meetings only men spoke up. However, in the women-only meeting, women not only exchanged information freely, but they also named many useful shrubs and species unfamiliar to forestry and agricultural agents. Furthermore, Koons found that female extension agents in northwest Cameroon did a better job of engaging women in groups than male agents. However, the female agents' responsibilities to male as well as female farmers reduced their available time to meet with groups of women.

In sum, there is evidence that group extension may be more effective with gender-segregated sessions, particularly when women agents lead the sessions, and also that women have important agricultural knowledge to share that should be gathered and incorporated into extension research, planning and outreach.

Working Through Women's Groups

Numerous scholars and practitioners have noted the value of using women's groups in development projects, and the strategy has received a great deal of attention in recent writings. The strategy is important because it moves beyond the more traditional extension practices of interpersonal and group communication.

In Africa, women's groups form initially for many reasons (related, for example, to religion or economic need). During the 1975-85 International Women's Decade, national women's groups and affiliated local groups were greatly strengthened and they now constitute a significant political force. They are also important facilitators of "women's projects" in development, including extension programs for women.

However, many observers caution that often only the wealthier and better-educated women have the time to participate in organizations and it is these women who are likely to assume leadership roles. Maria Nzomo of the University of Nairobi recently observed that despite the high growth rate

of women's groups in the 1970s and 1980s, more than 90 percent of the women in Kenya – primarily the very poor – do not belong to organizations. So while it is important to draw on the help of women's groups, care must be taken not to exclude those who are most vulnerable and least apt to be represented by these organizations.

Planning Communication Strategies

There is no question that the above three strategies will greatly increase the sensitivity of agricultural extension to women in Africa. But there are many more strategies that extension could draw upon.

In general, just as most development communication theory and practice has not considered women, most approaches to women and extension in Africa have not drawn on a broad range of communication theory and strategy. These studies seldom cite development communication theory beyond diffusion or suggest strategies beyond interpersonal and group communication – despite the fact that some studies comprehensively assess women's agricultural practices and their roles in the farm-home system, hence, their information needs.

The determination of communication strategies requires the same careful attention as the determination of proper technologies and messages for women and for men. The diffusion model alone is an inadequate guide for researching and planning extension communication. The substantial recent work on the meaning of "feedback" in development communication can provide guidance. Further, there is much empirical research and anecdotal evidence (some reported in *DCR*) that mass media, small controlled media, and indigenous forms of media can often be effective in development and may be worthwhile to consider along with the more usual practices. Finally, the failure of most development communication projects in Africa to consider women and of gender-sensitive extension projects to examine a variety of communication possibilities indicates a need for critical analyses of all development communication programs. ■

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Women Farmers Listen

In the bush-savanna area of Cote d'Ivoire, women subsistence farmers gather in the evenings several times a month to learn about farming methods and animal-raising. Their extension agent: audiocassettes speaking in their local Baoule language.

The project is one NGO's way of tackling the problem – if at a small scale – that most agricultural education in the country is directed at men literate in French, even though it is mainly illiterate women who raise food crops. In 1987, the Institute des Affaires Culturelles took the agricultural course normally presented in French-language booklets, translated it into Baoule dialect, and transferred it onto audiocassettes. Lessons covered choosing and preparing land, crop cultivation, preventing soil erosion, and even animal-raising, an activity usually under men's control.

Listening groups of women were formed in seven villages, with each group receiving a cassette player and tapes. None of the participants had any schooling and most eke out a living raising cassava and vegetables on two hectares of land, selling the surplus in the market.

So far, approximately 130 women have joined. "Local women were pleased to have any attention at all paid to their educational needs," notes project director Kenneth Gilbert. In several cases, the course has strengthened local women's groups and encouraged the formation of farming cooperatives. Still, the field coordinator remarked that the project required "a lot of patience." Sessions were often postponed due to women's heavy workload, and the adult women did not learn as quickly as literate youth and men.

An evaluation conducted last year revealed that not only did women score well on oral exams – and they enjoyed getting high marks – but they applied much of their new knowledge in the field. However, results suggested that they might have benefited from direct demonstration or visual materials to understand difficult concepts (e.g., composting). Women also expressed interest in information not covered, such as marketing their produce, and obtaining agricultural credit.

Based on correspondence and evaluation report from Kenneth Gilbert, Institute des Affaires Culturelles, 01BP 3970, Abidjan 01, Cote d'Ivoire.

Women and Water: The Bucket Stops Here

by May Yacoub

Consider for a moment how, on coming home, the average resident of the United States turns on a tap and easily obtains his or her daily requirements for bathing, cooking and cleaning. On the other hand, consider the two billion people in developing nations who, because of severely limited water supplies, must decide which use should be given priority on any particular day. The average woman in a developing country survives on less than ten liters of water a day – less than what we use each time we flush a toilet. Plus, where there is no running water, drinking water or toilets, women spend many hours hauling water and caring for family members with waterborne diseases.

Educating Women Is the Key

Early in the International Drinking Water Supply and Sanitation Decade, which began in 1980 and ends this year, the sponsoring development agencies agreed that the role of women in water supply and sanitation involves more than equitable treatment or women's rights. Their role in managing water was recognized as a key determinant of their families' health and well-being. But early research on reduction of diarrheal diseases showed that the installation of water systems *alone* had no meaningful impact on health. Instead, the greatest benefits resulted when water and sanitation systems and hygiene education were an integral package. It became clear that decisions about how much water to use and for what purpose were critical in controlling almost 80 percent of the diseases commonly causing mortality and morbidity among infants, and that these decisions could be influenced by learned behavior. These decisions largely fall to women because of their responsibilities for household management and child care.

It also became clear that water and sanitation systems bring direct benefits for women. Time saved by no longer having to haul water and care for chronically ill family members translate immediately to additional time to rest, cook, care for children and, perhaps, engage in income-generating activities. If young women do not have to

spend hours hauling water, parents are more likely to allow their daughters to attend school. Women recognize these important benefits and, for that reason, they are willing to invest the time required to make water and sanitation projects sustainable. As one village woman in Togo remarked during an evaluation of water projects funded by the US Agency for International Development, "Now that I don't have to carry water three times a day, I have time to work with other women in improving the lives of our children."

As a result of their involvement in community water and sanitation projects, women are also more likely to participate in other development efforts. For example, the Aga Khan Foundation found that in its community health projects in Pakistan, women tended to come to clinics for mother and child health services and family planning once improved sanitation practices had been adopted. And a study conducted in Togo and Indonesia by the Water and Sanitation for Health project (WASH) found that the children of women who had been involved in participatory water projects tended to have a higher rate of completed immunization series and that the women themselves had greater knowledge of oral rehydration therapy.

Ensuring Sustainability

At one time, the prevailing wisdom in the water supply and sanitation development community was that once improved technology was supplied, people would realize the importance of such innovations and use them. However, it quickly became apparent that the benefits of improved facilities did not occur automatically. Project experience clearly indicates that health benefits will not result unless sustainability is ensured. Sustainability refers to the long-term ability of communities to use



A woman in Togo enjoys better health and more time with a water system (inset), but most African women haul water miles each day.



Hygiene education must have its roots in existing community ideology, values, religion and myth.

and manage their facilities. Success, therefore, must be measured not in terms of how many wells are constructed or latrines built, but in terms of whether the necessary community institutions are developed and how well community members are trained to take responsibility for and manage improved systems.

Water supply improvement typically involves a relationship with communities that can last from one to five years, depending on the system being constructed. During this process, community members, guided by extension agents, learn and apply skills related to problem-solving, planning and evaluation. Seeking

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How to Improve Child Well-Being? First, Increase Mothers' Self-confidence

by Marcia Griffiths

For years, research has been done with women in an attempt to bring their perspective to the design of child survival and nutrition programs. We have documented their child-rearing practices, and brought to light some of the constraints they face. Such factors as time, formal education, position in the household, community and society, control over family resources, and health status have been used to explain mothers' behavior.

However, there is still a gap in our understanding because we do not know the context in which mothers operate and make decisions. By this, I refer to what a woman wants from life, her aspirations for herself and her children, what her dreams and fears are, what makes her feel inadequate or happy, how much she feels she is in control or can influence things.

Probing Mothers' Feelings

Recently, the importance of female self-confidence has emerged as a critical issue for sustaining the health promotion behaviors advocated in many women's health and child survival programs. Several investigations clearly illustrate its importance in decision-making related to child feeding. For example, through research in the Gujarat and Maharashtra districts of India, we found that mothers shared the following attitudes and perceptions:

- They believed that their role is to serve their husbands, mothers-in-law and children. They made no decisions since their mothers-in-law are powerful and their husbands control all the money.
- They believed that they are not worthy of going outside the home for any activity except agricultural labor.
- They said that they will do what they can for their children, but universally they felt helpless to ensure good care in the presence of constraints such as lack of money, lack of facilities and circumstances dictated by God.
- They believed that they cannot give food until the child asks for it, and only when he/she asks for it, and that they must stop giving foods when the child rejects them.

- They feared that doing something new or different will cause problems. Therefore, they wouldn't try.
- They refused to do anything special for themselves for fear of calling attention to themselves, and they seldom thought it was important to do anything special for their children, at least for the girls.

We concluded that no matter how well we created our messages about health and nutrition, we would achieve little unless the education improved mothers' sense of self-confidence in their ability to care for their children and helped them see that small decisions and actions they take on a daily basis could improve their lives and those of their children.

Since this initial research, we have looked at the issue of self-confidence in Indonesia, Cameroon and Swaziland, where we worked with colleagues to improve infant feeding practices under the USAID-assisted Weaning Project. We found that maternal self-confidence and self-concept can differ markedly among cultures. In Swaziland mothers mostly seemed confident in their abilities and were willing to try new approaches, as long as they were affordable. Specifically,

- Mothers felt relatively confident about their ability to raise healthy children.

They said a good mother is one who is clever, who knows what her child needs, and who tries to satisfy those needs.

- While they believed that their role is to serve their family, they strived for economic independence and usually believed that it could be achieved.
- They had difficulty coping in their daily lives, but they saw the future as holding better opportunities for their children. They saw themselves as different from their mothers. Their desire for information was high.
- They appeared to be in control of child feeding, persisting more with their children and, on occasion, practicing force feeding when the child refused to take food.

But in Indonesia and Cameroon, a lack of confidence was apparent again. In both these countries, the research had a new approach: focus group discussions were held with mothers with well-nourished children and mothers with undernourished children, allowing the perceptions of each group to be compared. Mothers selected for the two groups were from roughly the same communities, the same economic background, and the same literacy level. What distinguished them initially was the nutritional status of their children.

In Cameroon, mothers in general seemed to lack confidence, could not articulate much about the future, and seemed concerned with daily problems and chores. But all of these tendencies were more pronounced among mothers of undernourished children, as were the following tendencies:

Bringing Women Together

L. Gunanadhi, a health educator with the Rural Leprosy Trust in Orissa, India, wrote the DGR with some ideas about women's participation in health education programs. We share them with you here.

How many health educators will acknowledge that it is hard to get a group of women together for classes? It is alien to the illiterate to sit and learn.

If we surveyed the actual people who come to health education classes in the day or even in the evening, would we find the women... who one might say "need the education most," i.e., do we find the mother who has had five children but lost three all under the age of two years? ... [Or] is it the women who brings her children to an immunization program that

attends such classes? In our experience, it is often the woman who does not bring her children to immunization that also doesn't come to health education discussions.

Now take a video player to the same village, regularly every two weeks or once a month, and see who comes... If video is adopted, then the films shown need not be just "health education." They can be shown with commercial films too. Those mothers and children who come to see the educational film pay no fee, those that only come for the commercial film pay... We should be starting to realize that video is the most easily understood health education medium [for use] in the poor areas where there is electricity.

- They were more likely to decide to begin giving food to their children when the child asks for it, or when he/she is ready to accept it.
- They were more likely to classify food by what their child likes, rather than by other criteria.
- They often believed that illness is prevented only by God and that they have no capability to "cure" their children's illness.

In Indonesia, mothers generally saw their role as one of obedience. They felt they must be happy with what they have. But the following differences between the two groups of mothers were apparent:

- Mothers with well-nourished children seemed more confident, articulate, and future-oriented than mothers with undernourished children.
- Although all mothers viewed children as their own persons, able to convey what they want, mothers of undernourished children seem more influenced by this perception. They were more likely to stop breastfeeding when the child is still young, attributing it to the child's lack of interest. They were also more fearful of the negative consequences of trying something new or insisting on giving the child food.

While there are many explanations for women's feelings, it seems clear that the more confident mothers feel in their abilities and themselves, the more likely it is that their children will be better nourished. Maternal confidence seems to influence such practices as the initiation and duration of breastfeeding; the timing of the introduction of foods; the willingness to try new foods or practices; the quickness with which the mother will take action when there is a problem; and the willingness to persist in feeding when the child doesn't want to eat.

Next Steps

The research challenge is to develop techniques that allow us to explore these issues, which are often difficult to elicit, even in the United States. The techniques must be ones that minimize researcher-determined responses. They must allow women who have never articulated or possibly even thought about these issues in the abstract to say what they feel or think. Currently, we are using a variety of techniques to explore these topics in both focus group discussions and in-depth interviews. For ex-

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Social Marketing: More Marketing than Social?

Social marketing – a strategy that applies techniques of commercial marketing for social goals – has been celebrated as being responsive to the desires and needs of people. The strategy is gaining wide popularity among development communication specialists, especially for health and child survival promotion. But the experience of the Family Planning Social Marketing Project in Bangladesh raises questions about how responsive the methods are to those who fall largely outside the reach of market mechanisms – in this case, poor rural women.

The project, which began in 1973 and is still ongoing, aimed to massively increase the use of contraceptives in Bangladesh, especially among low-income families in rural areas. Currently, the project sells approximately 115 million condoms, 6 million oral contraceptive cycles, and 3 million foaming tablets each year at below-market prices through mass retail outlets. To promote sales of the product, Bangladeshi market research firms and advertising agencies were hired.

Through market surveys, researchers concluded that Bangladeshi men do the shopping and are the major decision-makers on family planning, and therefore they should be the primary target audience for promotional messages. The project gave major emphasis to the formal mass media – television, radio, and the press – because they were considered most cost-efficient and because advertising firms' expertise lay in mass media. Yet in Bangladesh, these channels are primarily accessible to men, especially urban men, and least accessible to rural women. Initially, the project made only minimal use of informal media and interpersonal communication, which had proven more effective in reaching women.

As a result, information on who should use the contraceptives, how they should be used, and potential side-effects was not adequately available to the end users of the pills and foaming tablets – the women. This became a problem when pill-users began to suffer unpleasant side-effects. The only information about side-effects was included in printed package inserts (even though most rural women were illiterate) and, in fact, the printed inserts played down side-effects by reassuring women that they would disappear after a few monthly cycles. As early as 1977,

project staff became aware that women were complaining of side-effects from the pills. But it was not until sales began to fall off in 1979 that they took women's concerns seriously enough to redirect the marketing strategy.

Subsequently, a household distribution scheme was adopted in which saleswomen made one-time visits to women in their homes. Although they were effective in boosting sales to rural women, this approach was quite costly and therefore was discontinued. Yet from this scheme, and a similar effort in 1987, it became apparent that repeat visits with women were required to address their concerns about side-effects. But project staff felt that intensive repeat direct communication "wasn't compatible" with the mass marketing strategy.

Also in response to the problem of side-effects, project planners also decided to introduce a new low-estrogen pill. Following standard marketing convention, project planners decided to "differentiate" the new pill by making it more expensive and marketing it to an urban, literate audience. It was felt that more educated women would better understand the explanations of possible breakthrough bleeding with use of the low-dose pill. Yet since there was evidence suggesting that the side-effects from the high-dose pill were most severe in malnourished women, this strategy deprived precisely those women who needed the low-dose pill most.

In sum, nearly every decision made during the project – the reliance on market research and advertising agencies, the use of mass media, distribution through mass retail outlets, the two-tiered product differentiation and even the manner of direct communication with women – was driven mainly by marketing and sales signals as defined by Western commercial marketing practice, rather than by users' health needs and concerns. On the whole, these decisions privileged men and disadvantaged women, especially poor rural women. This experience illustrates some problems that can occur as a result of the tensions between the "marketing" and the "social" dimensions of a social marketing campaign.

– **Rashmi Lutbra**

Rashmi Lutbra, from India, is a research fellow at the University of Wisconsin. This article is based on her doctoral dissertation research.

Making Training Effective and Empowering for Women

by Suzanne Kindervatter

Four years ago, Antonia Ayala made a profit of about \$2.50 a day raising chickens and pigs and selling snack foods in a northern Honduran village. Today, she earns \$20 a day – eight times her original earnings – making and selling cheese and butter. With her increased income, she paid off what she owed on her house, bought a motorcycle to increase her delivery to the surrounding community and was better able to meet her four children's daily needs. When asked what made the difference in her life, Antonia and over 500 sister grassroots entrepreneurs credited a program which provided them with business training, loans and access to new technologies.

The women naturally valued the loans and new technologies, but also stressed how vital the training was to their improved standard of living. As one woman said, "Before the training, I did a lot of work and I had nothing to show for it. Now, for the same amount of work, I make much more." The training enabled these Honduran women to assess their markets better, to determine how to make their products more attractive than a competitor's, to track business costs and income better and to develop creative marketing strategies. It enabled them to maximize the potential of the new sources of capital and technologies available to them – and to turn a higher profit.

Women and Training Needs

The importance of training to women in Honduras, as well as in other Third World countries, should not be surprising in light of women's low educational status and high rates of illiteracy. Yet, women's responsibilities for family and community welfare are expanding, as female-headed households continue to increase and women's vital roles in development – from providing basic health care to preserving the environment – are better understood.

Women, who have been denied schooling, cannot expand their roles without access to new knowledge and skills. But what training strategies work? What factors enable training to make a significant and positive difference in women's lives?

This article addresses these questions, drawing lessons from programs which have involved thousands of women in Asia, Africa and Latin America over the past fifteen years. The programs were sponsored by Overseas Education Fund (OEF) International, a Washington, DC-based non-governmental organization, and indigenous partner organizations throughout the Third World. When the grassroots training efforts began, relatively little was known about how to design and implement successful training programs involving women; the succeeding years have been a true exercise in "learning by doing." The programs encompassed various sectors – from health, to community development and organization, to agroforestry, to income generation – but the insights into effective training have been markedly constant across sectors.

Outlined below are five keys for creating training programs that motivate women to attend and result in concrete changes in their standards of living and status.

1 Training must be appropriate in content and to the context of women's lives.

Most basic to effective training is the relevance of the subject matter to the trainees. Programs need to develop out of a thorough understanding of women's needs and problems and of their views about them. What women need to learn should be defined by them, from their own perspective, rather than by technical experts. Taking income generation programs as an example, village-level women and program planners generally agree that the choice of which economic activity to pursue greatly influences prospects for profitability. However, their view of the factors involved in selecting a business idea can be dramatically different. Some economists tend to see the challenge in terms of rigorous market analysis, assuming that if needed products and services are identified, women will participate in technical training programs to learn requisite skills. From the women's viewpoint, however, there are other variables besides marketability which affect their motivation, such as: how the economic activity fits with roles and responsibilities in the home;

whether the activity is culturally acceptable; how much time will be needed to learn the new skills; and how much economic risk is involved.

In order to take all these factors into account, OEF International evolved a woman-centered approach to training for starting or reviewing an economic activity. In the training, women conduct their own feasibility studies on a business idea by following a series of steps that include finding out if people will buy the product or service, determining how the business will operate, and calculating projected business expenses, income and profitability, as well as possible social costs and gains. The input of technical specialists is factored into the process, but the women themselves – rather than experts – are the decision-makers on what economic activity to do and how to do it. Using this approach, women feel an ownership of the business ideas and are usually highly motivated to succeed. Also, women learn essential entrepreneurial skills by actually carrying out their own business analysis.

Understanding women's points of view can be accomplished by providing women with the opportunity to discuss their situations and by attentive listening. In OEF's experience, informal group discussions or even half-day workshops have proven particularly fruitful for gaining insights into women's perspectives. Training sessions can then be designed to present a priority list of issues to the women based on their discussion, involve them in analysis, awaken in them a need to know new information or develop new skills, and provide them with opportunities to do so.

Even the best developed content, however, is affected by a range of contextual considerations. For example, time and location for training activities are particular concerns. Women's time use, both over the course of an average day and over the course of a year, must be taken into account so that women are able to attend a program and apply new knowledge or skills after the program. Likewise, training should be conducted in a convenient and friendly environment, where women feel comfortable expressing their ideas.

Another critical factor is women's interface with men in the program, a factor which varies greatly depending on culture. The support of husbands and community leaders may be needed for women to even participate in a training program, as in Morocco where women needed written permission from their husbands or in

Thailand where village headmen had to approve activities. For some, this may seem antithetical to programs which aim to enhance women's status, but efforts to change status must start with women's present realities. The issue of mixed or women-only training groups is also important to consider in cultures where mixed groups are possible. Generally, the issue to address is "when," rather than "either or." In situations where women are comfortable discussing their ideas with men, mixed groups can be a means to involve women in mainstream development activities; where this is not the case, or where women want to meet to develop solidarity, then women-only groups are appropriate or may precede a mixed group.

2 Development of materials should be rooted in the field.

One of the materials OEF developed for enabling women to expand marketing strategies for their products or services is a board game. As players move around the board, they answer simple and true-to-life "true or false" questions about the four facets of marketing: the product, distribution, pricing and promotion. Each of these four facets is represented by a symbol. When the game was originally conceived in Central America, "promotion" was depicted as a chicken with a fancy hat. But, when the game was used in Senegal and Somalia, the fashionable chicken made no sense to village women and had to be replaced with more concrete representations of "promotion," such as signs or handbills.

A materials development process that is firmly rooted in the field is a means to ensure that symbols, such as those in the marketing game, and other learning aids and methods are suitable and understandable for a particular group of women.

In addition, field-rooted materials development increases the likelihood that materials will be easily usable by trainers and further reinforces content appropriateness.

In OEF's experience, however, field-rooted materials development means more than just field testing a particular learning game, poster, story, or photograph. Effective materials development involves four stages. First, a variety of training activities should be tried, in informal meetings or half-day workshops. Since most women at the village level are not literate, this "trial and error" stage is a means to identify how to promote learning with little or no written word. When planning these short-term, rather than on-going activities, it is critical to bear in mind women's severe time constraints and to structure the activities so that women benefit from them.

The second phase of materials development involves creating a training curriculum and compiling a guide that can be used by a trainer. Third, trainers need to actually use the materials as a package, to determine if instructions to trainers are clear and adequate and if the activities are organized in a way that makes sense.

Fourth, the training package needs to be revised based on the experience of the field applications.

When this process was used in a program of the Women's Bureau in Sri Lanka, trainers – many of whom were men and had not worked with village women before – readily used the materials, and women were highly motivated to attend the training sessions. Thus, "from the field to the field" materials development also serves to expand the cadre of trainers willing and able to work with grassroots women.



3 Participatory methods are most effective.

Program planners sometimes underestimate or ignore the value women place on *how* learning takes place.

In an isolated land settlement in rural Thailand, OEF International worked with staff of a local training center to create a pilot community development/income generation program for village women and to train women leaders as trainers. The center cook, who was a village woman herself, told staff what she had heard from women in the program: "You know what these women are talking about? This is the first time people are listening to and respecting their ideas. That's very special to them."

In many cultures, traditional roles and responsibilities isolate women, giving them an inaccurately limited view of their potential and self-worth. Participatory methods, which catalyze dialogue within groups of women and involve them in "learning by doing," provide a means for women to gain a different perspective of themselves, their relationships with one another, and their options for taking action to improve their circumstances. In OEF's experience, this sense of personal efficacy and group support is the foundation on which new knowledge and skills can be built. When women are provided the opportunity to appreciate their strengths and to realize they share common problems with other women, they are more likely to participate in development activities.



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4 Select trainers for their sensitivity to women's needs and train them on the job.

Do trainers need to be women for programs to be effective? Generally, yes, due to cultural norms in many countries and the need participants feel for examining their situation from a gender perspective. However, whether the trainer is a man

or woman, the ultimate selection criteria should be an individual's respect for women's potential and recognition of the structural constraints they face in their societies. In some cases, male trainers can be advantageous, since they can become advocates for women's participation and open doors to mainstream development programs. In West Africa and Sri Lanka, men have proven to be effective trainers

with grassroots women after conscious preparation for their new roles. Specifically, the male trainers spent time with village women, with the expressed purpose of gaining an understanding of their realities and perspective, and also had structured discussions with female colleagues about women's roles and obstacles to participation in development.

(continued on p. 18)

Women's Training Needs: Notes from a Trip to Africa

In June of this year, I traveled to Senegal, Zimbabwe, Kenya, Tanzania and Egypt and interviewed more than 60 staff members of African, European, and US NGOs, the Peace Corps, and UN agencies. Most of them were engaged in supporting women's economic activities, particularly poor women in rural areas who have little or no formal education. The main purpose of my trip was to assess their needs for training materials and to identify problems in getting access to and using existing training materials. While some needs and problems were specific to individual groups, many were common to all groups. Below is a brief summary of my findings and recommendations that grew out of the dialogues.

First, a general observation is in order. In all countries I visited, information, like other valuable resources, is usually accessible to the person with the most authority and control (almost invariably a man), and that person often uses it to bolster his own political and social status at home, at work or in a community. Adding to the problem is women's own lack of awareness about information or their lack of confidence in seeking it out, particularly when it means approaching someone from outside their own village. Thus the delivery of training and information *directly* to rural women is a function that needs more technical, material, and financial support.

I found a series of further obstacles:

- ◆ Problems in the delivery of training arose from trainers' lack of experience in using participatory, nonformal education methods, which have proven most effective with women. Throughout Africa, the legacy of a colonial education system that sets up a strict hierarchy between teachers and students poses an enormous obstacle to adopting learner-centered approaches. The transition requires trainers' empathy with the learner, time, commitment to the process from all project staff and funders,

and appropriate incentives for evaluation of qualitative and quantitative results.

- ◆ Trainers' lack of familiarity with core training materials or how to adapt them to the local context suggested the need for practice workshops. When workshops are not feasible, companion facilitators' guides and videotape cassettes (when resources permit) could demonstrate a book's purpose, content, and possible application.

- ◆ When training is conducted in urban capitals away from project sites, it is less likely to benefit rural women. One group discovered in evaluating their training workshop that those who attended often were not field staff but heads of organizations. In many cases, village women are unlikely to leave their village because of custom or lack of an identity card. Moving training programs to rural sites where new skills can be directly practiced would enhance the delivery of programs to women.

- ◆ The effectiveness of government extension workers in reaching women is hampered by politics and traditional attitudes, as well as lack of resources. An extension worker may be responsible for liaison with hundreds of women, cover every aspect of community development from health to business, and have irregular access to a vehicle. Women's dependence on them for information and assistance could be lessened through "barefoot" extension schemes or peer training by village members.

- ◆ Too often, field workers with technical knowledge are not prepared to convey what they know and the skills they have in ways that are relevant and applicable to users. What's more, many technical concepts and jargon do not translate easily into local languages. In reality, *everyone* on a development project is a communicator. Training in communication skills and participatory methods should be provided to all extension agents and technical experts.

- ◆ A related problem is the lack of materials that "scale down" technical information in a form and level appropriate to women at the grassroots, particularly information relevant to their roles as income-earners and food producers. Furthermore, little printed material exists in local languages, a particular problem for low-literate women since literacy training is usually provided in local languages. However, a handful of groups are successfully using desk-top publishing to reproduce and adapt literacy and post-literacy materials in different language versions with locally specific drawings. The best results occur when editors and artists accompany trainers to develop and test materials based on real-life experiences, local history and custom.

- ◆ Dissemination of training and educational materials is a serious problem. I found few resource centers for women, or other centers where development practitioners could go to obtain books, posters, games, slides, audio and video cassettes, computer programs, periodicals and other materials. Furthermore, training resources from abroad usually require spending scarce foreign currency. In commercial bookstores, exchange rates and taxes make the prices of imported books quite high. Libraries are resource poor and usually serve academia and a literate general public. These problems pointed to the need for greater support for local distribution networks: rural library branches that would serve adult education needs, subsidies to broaden NGO access to material from abroad and the promotion of exchange forums among local and regional development associations and NGOs. As one field worker said, "In Africa, there's a hunger for public education material. Anything relevant gets eaten up."

— Nena Terrell

Nena Terrell is Publications Manager for OEF International, in Washington, DC.



Community Publishing as a Strategy for Women's Development: A Zimbabwean Experience

Traditional communication methods meet high-tech communication: this article on grassroots publishing was handwritten by the author (and decorated with the illustration above) but arrived to the DCR from Harare via facsimile transmission.

by Kathy Bond Stewart

The Community Publishing Program was established five years ago by the Zimbabwe Ministry of Community and Cooperative Development. The program aims to promote development through books, other media and workshops, which build up the practical and analytical skills, confidence and creativity of village leaders and development workers nationwide.

Women are playing a leading role in the program at all levels. The ministry is led by two women, four of the five members of the National Book Team that coordinate the program are women, and 95 percent of the 6,000 village community workers who introduce the books throughout rural Zimbabwe are women.

A Grassroots Process

The books are produced collectively and democratically using the following process. The book team travels around Zimbabwe, *listening* to what local people want in a book. They meet a wide variety of people and get ideas and information from them on the book's themes. The visits are followed up through correspondence. The

book team then puts together a first draft, based on the research trips and supporting documentation. The draft is widely tested, and workshops are held to reach a national consensus on the final form of the book. Finally, the books are printed, translated into all five Zimbabwean languages, and distributed. Through follow-up workshops, participants learn how to use the books effectively and create their own media on local themes not covered in the books.

Guiding Principles

Several principles guide the community publishing program:

Process. The process is as important as the product. We do not begin with a pre-established curriculum and text books. Rather, we regard the involvement of participants in the design of their own curriculum and training materials as one of the most important aspects of their training. Method should reinforce content. We not only write about creative democratic ways of organizing development, but practice these in the way in which the books are produced.

Accessibility. By basing the program on the village community workers, we ensure that the books will be available in every village. The books are also accessible in terms of language level, and available in all the national languages, as mentioned above.

Decentralization and coordination. At the national level, books are produced on

national themes, with contributions from all Zimbabwe's 55 districts. At the local level, the production of local media is encouraged.

The End Products

So far we have produced two books: *Let's Build Zimbabwe Together: A Community Development Manual*, and *Building Wealth in Our Villages: An Introduction to Rural Enterprises*.

We are currently compiling a book on women in development (the title is still to be chosen), which has generated two local books. The women's book is being produced democratically by well over 1,000 participants, from all Zimbabwe's districts and the agencies, governmental and nongovernmental, that relate to women. Village women have contributed many stories, poems, drawings and research, as well as participated in the planning and testing of the book. The book is structured in a way that is both problem-posing and confidence-building.

The book is composed of six volumes, between 80 and 120 pages per volume. It covers an overview of women in development; women in history; women's economic, social and cultural, legal and political situation; areas of special concern (elderly women, disabled women, young women and prostitution); organizing for the future; and a directory of contributors. It will be accompanied by posters and

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songs and, in 1992, will be launched through 1,500 nationwide workshops and is expected to generate the widest discussion of women's issues ever to take place in Zimbabwe.

Local Initiatives

Village-based participants sent us so much material for the women's book that it was clear in some areas that they were ready to start producing a book of their own. In June of this year, participants in the province of Mashanaland Central and the remote mountainous district of Chipinge began working on their own local books. They have elected their local book teams and the national book team will guide them through all stages of book production in a series of five workshops over two years.

The experience will be written up in another book on "How to Produce a Local Book," to encourage the publication of more local books throughout Zimbabwe. The first two local book teams are mobilizing participants very effectively. For example, in Chipinge, participants from all 180 villages will contribute to the book, ranging from village women and youth to extension workers, chiefs, traditional leaders and district councillors.

Future Plans

We are planning to produce five more national books, on topics ranging from children and youth in development to health, population, and civics. We have surveyed district reading needs as a first step in beginning to plan rural libraries. Beginning later this year, we will sell a share of our books commercially, to ensure that the program will be financially viable in the long-term. Eventually, we hope to encourage the formation of a local book team

New Clearinghouse Resources

The following resources are now available from the Clearinghouse on Development Communication: a bibliography on distance education (cost: \$5; free to readers in developing countries); and French and Spanish translations of *Development Communication Report* editions on distance education, community radio, environmental communication and health communication (cost: \$2.50 each, free to readers in developing countries). Contact the Clearinghouse through the address or phone listed on p. 2.

in each district, with a wide range of media, adult education and development skills.

What Have We Learned?

We can draw a number of lessons from our first five years.

First, our program has generated tremendous response because we chose the right starting point and participatory methods. We based the program on 6,000 newly elected village development communities and the community workers who serve them. We realized that all development begins with people's intellectual development. In the early years, we concentrated all our energies and limited resources on building a nationwide network of talented and committed people, although we had no office and no equipment. In other words, it is important to begin with people, rather than with offices and things

Second, our work is based on consultation and the giving and receiving of criticism. This has promoted the quality and popularity of the books.

Third, we teach participants to deal with conflicts and opposition constructively. By recognizing the humanity in our opponents, we have converted many of them into supporters. Unity can be built by developing a common vision and shared values, by accepting diversity as stimulating and by developing individual talents within a collective framework.

Finally, in order to change women's situation, it is very important to work with communities and all agencies that relate to women, rather than with women alone and to work on as large a scale as possible. In other words, women's concerns should be brought into the center of all national development, rather than marginalized. Whatever women's problem is being dealt with, it is essential for people to link economic, social, cultural, legal, and political strategies. In the women's book we provide a framework for doing this. Also, we mobilized hundreds of men to work on the women's book and this is promoting a widespread male interest in the book. Our

The Response from Participants

Last year, we invited 100 village-based participants to review the Community Publishing Program and the results were very encouraging. Following are some of their comments:

- ❖ "We are very proud of our books. They have given us courage and built unity."
- ❖ "We see the whole nation contributing to the program. The books belong to the whole people."
- ❖ "We have never read anything with such depth and truth."
- ❖ "The way these books have helped us as communities is very important. They have changed our attitudes and our working style. They were an eye-opener to community leaders and to us as development workers."
- ❖ "The Community Publishing Program will become the fastest and most effective way of spreading ideas and messages nationally."
- ❖ "In this program, we practice democracy at its maximum. Our involvement makes us feel happy, stimulated, honored and fulfilled."

On the women in development book,

- ❖ "Tradition did not permit women to show their intellectual strength. I'm overjoyed to be given this opportunity of expressing our views as women in Zimbabwe. We feel very much honored by the notion. I believe this book will liberate many women in our country."

—K.B.S.

male participants are very useful for changing the attitudes of more chauvinistic men.

The only problem we have encountered so far is that our collective, democratic methods are very labor-intensive. We are trying to address this by training participants in coordination skills, and by handing over responsibilities to participants as soon as they are ready to cope with them.

We are operating within an unusually long-term time frame. While we have been encouraged by the positive response to our program so far, we feel that we have hardly even started. In fact, we have planned in detail activities up to the turn of the century, and we are thinking in outline about the following two decades. We feel a long-term perspective is necessary in order to accomplish deep and widespread social transformation.

Kathy Bond Stewart coordinates the Community Publishing Program of the Zimbabwe Ministry of Community and Cooperative Development.

Funding Communication for Women in Development

I. What Women Want

by Anne Firth Murray and Gretchen Sutphen

The Global Fund for Women, a grantmaking agency that provides funds to initiate, strengthen, and link organizations promoting women's interests, has chosen to emphasize communication as a program area. Since its founding three years ago, we have awarded 115 grants ranging from \$500 to \$10,000 to grassroots non-governmental organizations mostly in developing countries; approximately 30 percent are in the area of communication.

The emphasis on communication evolved because women's organizations worldwide have made it clear that communication is vital to women's empowerment. Women want to communicate – locally, regionally, globally. They want to share their experiences, learn from one another, and devise collaborative strategies to deal with the difficult issues they face. Moreover, women's organizations are at a critical stage of transition. Having articulated specific needs, principles, and goals in their own organizations, women are now ready to make an impact on the larger society. They see communication as critical to that objective.

The Global Fund maintains a data base of some 800 funding requests that it has received from women's organizations throughout the world. We have examined that data base to suggest some generalizations about what kinds of communication support women are asking for. The following is a summary of our results.

Groups writing to The Global Fund stress not only the *importance* of communication but the *variety of needs* in the area of communication. Proposals include requests for general support for women's media organizations, sponsorship for attendance at communication-related conferences, seed grants to establish information centers, donations to purchase communication equipment and technology (especially computer equipment and fax machines) and support toward publishing and film ventures. We have found that these requests can be grouped in three categories:

- efforts to use communication media;
- efforts to obtain communication technology; and
- efforts to increase the emerging power of an organization through the creation or expansion of networks, coalitions, associations, and conferences on local, national, and international levels.

Although no one project or style characterizes a given nation or continent, we have found some region-specific patterns in the kinds of needs expressed by women's groups.

Africa: Documentation Centers

Women in Africa express a need to come together to exchange equipment, skills, knowledge and experience necessary to the development of effective programs. The majority of requests are to create or improve women's research and documentation centers. A typical example is the Women's Research and Documentation Project of Dar es Salaam, Tanzania. The project, which promotes the study and documentation of women's issues, submitted two requests to attend international conferences for training in using computers for on-line networks, establishing data bases and general administration, and strengthening information exchange with local and international organizations. By these means, the groups sought to be able to collect, organize and disseminate practical resources to grassroots organizations in order to be a more effective source of consciousness-raising and skills training for local women. Similar requests for documentation research projects come to us from women's organizations throughout Africa.

In all, we have received some 20 requests for communication support from groups in Benin, Burkina Faso, Nigeria, Senegal, South Africa, Sudan, Tunisia, Uganda, Zambia and Zimbabwe. Each articulates the need for support of women's self-empowerment through communication. SPEAK, a South African group addressing women's issues through the publication of materials, noted: "There was no organization or group that was produc-

ing media around women's issues, and we felt that it was important. . . ."

Latin America: Policy Changes

In Latin America, we also see women coming together to affect policies about women in relation to legal or other female human rights issues (e.g., domestic violence). Often, these groups request support for radio programs, printed publications and, in one case, a traveling theater troupe. For example, Coletivo de Mulheres Negras da Baixada Santista of Santos, Brazil, uses the media to "increase . . . the role of black women in their community as agents of change." Another grantee states: "We want to reinforce the necessity of a space on the radio where the women's movement can communicate . . . ideas and denounce abuses. . . . [We] need to have our voices listened [to] and ourselves respected." These feelings are echoed in most of the 27 communication proposals we have received from the region.

Asia: Women and Mass Media

Many groups in Asia writing to The Global Fund also emphasize the need for non-sexist mass media. The National Council of Women of Thailand and the Center for Instructional Technology in India, for example, requested support toward workshops to generate critical awareness about the destructive images of women in Asian mass media.

Other women's organizations in Asia battle to eradicate sexism in the mass media by promoting women's participation in the field as writers, broadcasters, producers, etc. Depthnews Women's Service in Manila, Philippines, for example, which promotes non-sexist news stories by and about women in Asia, requested support for linking with grassroots groups to obtain a diversity of women's experience and linkages for broader dissemination of their news stories. They stressed the importance of women reporting on issues so that the media are sensitive to women's concerns and explore them with "greater accuracy and fairness."

Other Regions

The importance of communication to women's empowerment appears in different forms in other regions of the world as well. Women want to increase their participation in media, and international networks are central to their efforts. The Women's News Service of the World Press Center in England and the Women's Inter-

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national News Gathering Service in the United States are examples of groups that want contact with overseas media women. So too does the International Women's Media Foundation in Washington, DC, which plans an international conference on women and the media in the 1990s.

To generalize about women's needs in one region or another risks distracting us from what women's struggles have in common, regardless of locale. Each request we receive expresses a need for change. In every region there is a lack of funds for women's efforts in communication. And across all regions, we are seeing a rising interest in the application of computers, faxes, video and other new information technologies for women's education and organizing efforts.

Moreover, generalizing by region discounts the diversity of women's experiences within that region. Given this diversity, The Global Fund tries to be flexible and respectful in responding to each group's specific needs.

Women's groups are growing in number and developing in effectiveness. Our three years of experience have made one thing clear: women want to communicate, to teach, to learn, to be empowered – for their own sake and for the sake of humanity.

Anne Firth Murray is President and Gretchen Sutphen is Grants Officer of The Global Fund for Women.

II. What Donors Support

"What kind of communication activities for women do you support?" The *Development Communication Report* put this question to officials from a small sample of donor agencies, both private and governmental, with grants ranging from several thousand to millions of dollars. Although all respondents provided descriptive accounts, most were unable to provide dollar figures, since women's components were frequently integrated into larger communication programs. A summary of their responses follows.

For years, women in their roles as mothers and family caretakers have been the primary target of the US Agency for International Development (USAID) health and nutrition communication programs. Communication to promote breastfeeding, oral rehydration therapy and child survival practices has been almost exclusively focused on women. Women prostitutes and pregnant women are a primary target

audience for safe-sex messages of the agency's AIDS communication programs in Latin America and Asia and new projects are underway to target a more general female audience for AIDS prevention messages. In other cases, such as in Lesotho, women have been the prime beneficiaries of projects integrating basic education into microenterprise training activities. Currently, a major USAID agriculture communication project is being redirected toward women farmers.

Similarly, the **Canadian International Development Agency (CIDA)** has long made women a primary target group for its communication components within health, agriculture, microenterprise, basic education and community development projects. For example, the communication component of an immunization program in Pakistan trains traditional female birth attendants in motivational skills for raising villagers' awareness about child immunization. In addition, CIDA finances media and communication activities by international NGOs such as Worldview International, which trains women development officers and rural women in the use of video for documentation, consciousness-raising and "videoleters" to government officials, and Fempress, a project that promotes women's alternative media throughout Latin America. CIDA also supports the News Concern International Foundation's programs, which train men and women reporters from the Third World to cover rural dwellers' concerns.

Many of the multilateral agencies of the United Nations have made major commitments to communication for women in development. The extensive communication programs of the **United Nations Fund for Population Activities (UNFPA)** focus mainly on population and sex education and are targeted at girls and young women. The agency has also supported research on sexual and reproductive attitudes and behavior among adolescents. Increasingly, however, the agency's communication campaigns promote male responsibility for sexual behavior as well as equal treatment of boys and girls within families and communities. An interesting new initiative trains census-takers in India and Nepal to collect data on women's paid and unpaid work while also using mass media to raise women's awareness about correctly reporting their economic activities. Finally, women must make up at least half of the trainees in UNFPA's training programs in interpersonal and mass media skills.

Recognizing that women grow the lion's share of the world's food, the **Food and Agricultural Organization (FAO)** attempts to make all of its development support communication programs responsive to women's needs. FAO places strong emphasis on training women as communication planners, researchers, and media producers. Since child-care and home responsibilities often prevent women from attending agricultural training sessions far from home, FAO has developed special audiovisual packages to bring training directly to village women. It also supports the use of video and other audiovisual tools for consciousness-raising and confidence-building among illiterate rural women.

The **United Nations Children's Fund (Unicef)** supports national and regional initiatives, such as an NGO's publication on women and communication and a program to train women daycare providers to communicate child health information about to mothers. In the wake of the Education for All conference earlier this year, Unicef is gearing up for massive mobilization campaigns using communication to promote girls' enrollment in primary schools. Women must comprise at least a third of Unicef's communication officers as well as trainees in communication skills workshops.

UNESCO has focused on improving women's participation in the mass media, providing major support for the Women's Feature Services, which were established a decade ago as a means of increasing mass media coverage by and about Third World women. The substantial research on women's employment in the mass media as well as the media's portrayal of women across various countries has been largely funded by Unesco. A recent three-year program trained women journalists in French-speaking and English-speaking Africa in television and radio production, photojournalism, and media management skills. Courses in development communication techniques were also provided to women trainers.

The **United Nations Development Fund for Women (Unifem)** occasionally supports communication projects at the local and regional level, such as the founding meeting of the African Women and Development Communication Network, and the subsequent publication of the network's magazine. Two recent Unifem-supported efforts stress marketing approaches: assistance to the Women's

Feature Services in their effort to develop financial self-sufficiency through better marketing of their news reports; and assistance to appropriate technology groups in developing communication strategies for marketing and disseminating food processing technologies to rural women.

Among private donor agencies, the Chicago-based **MacArthur Foundation** supports a sizeable communication program in four target countries – Mexico, Brazil, India and Nigeria – focused on family planning and women's reproductive health. A major objective is to develop culturally appropriate, indigenous media for reaching women bypassed by the mass communication approaches often used in population campaigns. The foundation is also financing the establishment of an African organization that will conduct media training for groups throughout the continent, including women's organizations. Because the foundation's grants are awarded on the scale of hundreds of thousands of dollars, it farms out funds to other groups such as the **Global Fund for Women** to award small grants to grassroots women's organizations (see p. 14).

Since 1986, the London-based **World Association for Christian Communication** (WACC) has held a series of regional and national workshops on women and communication in Africa, Asia, and Latin America, one giving rise to the "Women in Communication – Asia Network" in September 1989. The regional network launched a newsletter and is currently setting up a data bank and resource center addressing women's communication activities. WACC also offers training in media skills for women. The organization supports only activities based in Christian faith.

Intermedia Associates, affiliated with the US National Council of Churches, directs about a third of its funds in small grants (average US \$5,000) to women's media projects in developing countries. Projects have emphasized women's alternative media, communication skills training, networking and information exchange, and use of media for consciousness-raising about women's issues. Health education is reportedly the most common concern expressed in proposals from women's groups.

Clearly, approaches and scale of programs vary widely among donor agencies. But with few exceptions, officials surveyed agreed that communication with and for women – in all its various forms – would be a high priority in years to come. ■

New Books

Communications at the Crossroads: The Gender Gap Connection edited by Ramona R. Rush and Donna Allen. Norwood, New Jersey: Ablex Publishing Corporation, 1989. 316 pp. \$17.50

"This book . . . is about the silence of women. . . If all women could communicate, including being published, we would not have any book to write."

So declare the editors in the preface to this collection of articles that examine the relationship between women and communication. The breadth of perspectives on the question is impressive – spanning women's employment in the media field, the images of women in mainstream media, mass media coverage of women's issues, women's alternative media, the development of a thesaurus for on-line databases on women and much more.

In all, 24 women from the US, Europe and Latin America contributed to this volume. At least 10 of the book's 23 chapters are concerned with development issues. Two contributions stand out: an overview tracing the rise of the women's alternative media in Latin America by Adriana Santa Cruz, founder of *Fempres*, and an essay by the late Martha Stuart, exploring her concept of "equitable development communication" and her experience with using video to put these ideas into practice through a family planning project in Indonesia.

Women and Media Decision-Making: The Invisible Barriers. Paris: Unesco, 1987. 121 pp. US \$9.00

If you are looking for women in the broadcasting field, don't look in the technical or senior management posts, because you probably won't find them there. You might find women in presentation and announcing, but if you search in the creative areas, you're more likely to discover them in children's and educational programming than in news and current affairs.

That is the recurrent message in the five country case studies presented in this book, each focusing on women's representation in decision-making positions in broadcasting. The consistency is more remarkable considering that the countries studied – Ecuador, Egypt, India, Nigeria and Canada – have widely diverse cultural traditions and are at different levels of economic development. All studies present original statistical data. Several go behind the statistics to explore attitudes, beliefs

and organizational procedures which continue to discriminate against women, despite legal protection.

Down with Stereotypes! Eliminating Sexism from Children's Literature and School Textbooks by Andree Michel. Paris: Unesco, 1986. 105 pp. US \$9.50

This book is at once a research review and a practical aid for the teacher, textbook writer or illustrator who wants to overcome prejudice against women and girls. Divided into two sections, the first section broadly discusses the extent of sexism in textbooks and children's literature across countries, summarizing research from China, Peru, Zambia, France, Norway, the Ukraine and seven Arab nations. The second section focuses on eliminating sexism, providing guidelines for recognizing sexist bias in educational materials, and how to produce non-sexist text and visual materials.

Among the many practical tools included in the book are: a questionnaire titled "Teachers, are you guilty of sexist discrimination in your class?"; a checklist for evaluating whether educational materials perpetuate sex-role stereotyping; and ten pages of textbook and storybook illustrations, counterposing sexist with non-sexist images. A useful educational resource.

"Communications for Women in Development." Papers presented at International Consultative Meeting, October 24-28, 1988, Santo Domingo, Dominican Republic: United Nations Institute for the Advancement of Women (INSTRAW). US \$25.00

This series of 29 papers comprises the proceedings of a conference that, in contrast to so many earlier meetings on "women and the media," focused on the role and potential of communication and communication technology for women in development. The series includes three overview papers examining trends, twelve case studies of communication projects or approaches, and separate reports from ten UN agencies and six international NGOs on their communication activities and experiences. With a few exceptions, the papers are mercifully short, although they vary considerably in quality – and in their willingness to stick to the topic of communication. Several outstanding contributions include the overview by INSTRAW Director Dunja Pastizzi-Ferencic and case studies on the use of radio in Zimbabwe, TV in Nigeria, and TV in China for various objectives related to women's development.

(YACOUB, from p. 6)

to establish viable community committees has meant encouraging women's interest groups. While the process varies from one culture to another, the objective remains the same: reaching women and integrating them into local information dissemination systems and into system management. At the management level, this usually means ensuring that women are well-represented in workshops on water and sanitation held for ministries of health, natural resources, and local government. Women engineers, social scientists, and economists are increasingly sought for both in-country and technical assistance assignments, and efforts to use women extension agents, educators and other professionals to reach village women have become the rule rather than the exception.

Developing Change in Health Behavior

The sustained behavioral change that results in health benefits does not occur by itself. Nor does it result from "targeted messages," disseminated through impersonal mass media channels. A WASH study of the impact of radio messages to women and men in Thailand showed that while such messages were useful for raising general awareness, they did not appear to influence health practices. If hygiene education is to bring about behavioral changes in water use and sanitation practices, it must have its roots in existing community ideology, values, religion and myth. It is also most successful when it involves those in the community who are traditionally responsible for these functions: religious leaders, birth attendants and village elders. Furthermore, it must be developed within a context of training village-level institutions in problem-solving skills. This takes time and resources, and it can only be done using face-to-face interaction.

The focus of learning and training should not be on "missing gaps," where information and education is seen as supplying what communities don't know or don't do. Rather, it should be on belief systems and "ways of doing things" already found in communities. One example of such an approach occurred in Sudan, where sayings on cleanliness from the Koran were used as the basis for a hygiene education component. These sayings were then broken down to behavior activities that the community is obligated to follow in the course of religious practice. When these kinds of approaches are used, the belief that preven-

tion does work provides the basis for changes in cultural beliefs and practices.

An Example from Yemen

An experience from the Yemen Arab Republic illustrates how women, even in so-called "traditional" communities, can integrate health education at an early stage of water and sanitation projects. First, it is important to understand women's position in relation to others in that society. Yemeni women are highly valued in their culture. Their future husbands spend their youth as migrants toiling in neighboring countries just to earn the bride's price and women, as spouses, feel honored to be such valued possessions.

In a culture so protective of women, government policy is sensitive to projects that propose to focus on them. Focusing on women, just like focusing on any aspect of someone's possessions, can invite the "evil eye." Thus, in introducing health education to government planning agencies, a concern for the entire community with regard to water and sanitation use was emphasized. The broad scope served to allay the fears usually associated with projects where women are the target group.

To reach women, the project had to meet them in their habitats. Unfortunately, primary health-care workers, government-trained sanitarians and especially engineers putting water systems in place shared a disabling characteristic: they were all men. In identifying the institution best able to reach women, the women's extension service of the Yemeni Ministry of Agriculture was selected.

While it was critical that educators were women, it was a boon that they were also Arab. Such women represented convincing role models for behavior change — role models sufficiently close to home that Yemeni women emulated them. Identifying water and sanitation practices among women took time and patience. Questionnaires did not work. Even sitting in their company, the educators could not turn quickly to talk of sanitation or domestic water use. The trend of conversation progressed from marriage to husbands, to children, to fertility and infertility, to children's disease, and only then to behaviors regarding defecation and excreta disposal.

In some villages, male community leaders wanted to meet a project's intermediaries before permitting access to their women. In such situations, it was worth citing references from the Koran about the

importance of "learning" for improving the general well-being of the community. The respect this implied for Islamic tradition provided a common link, a shared behavioral value to assure them that their women would not be misled into the ways of foreigners.

Lessons Learned

We can draw several important lessons about the role of education and communication in water and sanitation projects from our field experience:

- A successful community water and sanitation effort requires commitment by top officials as well as local leaders to conduct hygiene education as an integral part of water system construction. This may require re-orientation of project staff and relevant government agencies.
- Training of community health workers should include communications and presentation skills as well as substantive technical knowledge about water and hygiene.
- If education is directed at women, it may be necessary to involve men in the community level in planning and sanctioning the education effort.
- In cultures where sex roles are strictly separated, women health educators clearly facilitate the education process with women audiences.
- Health behaviors are developed from "the bottom up." New information to villagers should be presented in terms of what they already know, building upon indigenous models of health beliefs.
- Audiovisual materials should be entertaining as well as informative. Images and speakers should be given locally appropriate names, dress, and use local dialect. If the messages require action by women, the main image or speaker should be a woman. Rather than be the focus of instruction, the materials should serve as reference points for open-ended discussion.
- Small group sessions and individual house-to-house visits are usually more effective than larger sessions. Sessions should be planned around women's daily schedule, and sessions in homes may help establish credibility with entire families.

■
May Yacoub is a medical anthropologist concerned with social and behavioral sciences. She has been the Associate Director of the WASH project for the past five years.

(KINDERVATTER, from p. 9)

As for training trainers to conduct learning activities with women, guided hands-on experience works best. Rather than discussing participatory training, trainers should be immersed in these processes. Then, following a particular training session, trainers can meet together to analyze what happened and the problems they encountered. This enables trainers to develop the ability to adjust their approaches continually to fit the needs of particular groups of women.

5 Link programs to other resources and services.

Training, particularly for women, does not operate in a vacuum. Many conditions external to the training govern the extent to which new knowledge and skills can actually be applied. For example, in income generation programs, women may learn new technical skills, but then be denied access to needed capital by local banks. Or, women's child care responsibilities may not be fully understood by programmers, so that expectations of the time women have available for activities are unrealistic.

To ensure that training is translated into action, program planners and trainers need to expand their roles to become "brokers

(GRIFFITHS, from p. 8)

ample, we present open-ended stories of daily situations of fictitious women, and ask women to finish the stories. Or we present photographs of different women and ask the viewers to describe the women and identify the ones that are most like herself.

The programmatic challenge is to translate mothers' concerns into advice and activities that will help them. While a good deal of the success depends on the society's willingness to promote women's status, small inroads can be made by women's health and child survival programs. For example, more information should be targeted to fathers and mothers-in-law, relieving the burden of responsibility for children's health always placed on mothers. In addition to addressing specific behaviors, communication could be used to reinforce the idea that women can do more, they do know better than their children, and they do have something to offer.

One beginning has been made in India, where a weekly radio soap opera was

of opportunity" with other service and resource organizations. In designing a program, they need to anticipate which external factors most critically impinge on the women with whom they are working. Then, they need to address these factors either directly in their own program or by linking with other organizations. For instance, in programs with which OEF has worked in Central America and Senegal, planners recognized the need for time-saving technologies and established connections with organizations working in this area. Similarly, finding or organizing child care is typically a high priority need.

By taking these external linkages into account, and keeping the other four keys to effective training discussed above in mind, trainers will enable women to experience the impact as expressed by this participant in Sri Lanka: "The training program did not come like the monsoon, quickly deluging us and as suddenly going away. It was like a gentle rain, steady and penetrating, and we shall never forget what we learned here."

Suzanne Kindervatter, EdD, has lived and worked in 10 countries during her 20 years of experience in training and development. She currently serves as Director of Technical Services with OEF International, where she has been based since 1979.

designed to raise women's self-confidence. The idea is to air it like any radio program so people can listen at home, but women are encouraged to gather at child-care centers, where there is an opportunity for discussion following the show. Mothers and mothers-in-law listen to "The Story of Lakshmi," a woman like them who faces many constraints, but who, under the guidance of a school teacher, has the courage to think through a situation, make small decisions, influence people, and do things every day that she has learned will make a difference in her life and in the lives of her family and friends. Lakshmi's mother-in-law often enters the program and is frequently heard remembering what it was like when she was a daughter-in-law, a memory that seems to elude most mothers-in-law.

The hope is that by addressing women's innermost thoughts and doubts we can open the way to help them really see their role in family health promotion.

As President of the Manoff Group, Inc., Marcia Griffiths applies social science and marketing research techniques in maternal and child nutrition projects.

What's New, What's Coming

Communication Conference

The Stony Point Conference Center, Maryknoll Mission Institute, and Intermedia will jointly host a conference on "Communication and Information: A Basic Human Right," November 15-17, 1990, at the conference center near New York City. Conference themes include information distortion and control; influence of global communication on traditional cultures; communication and development; and the role of churches and community organizations in providing alternative sources of information. Cost for tuition, meals and accommodation is US \$165. Contact: Stony Point Center, Stony Point, NY 10980, USA. Telephone: (914) 786-5674.

Radio for Health Contest

The League of Red Cross and Red Crescent Societies announces the sixth bi-annual radio competition to promote primary health care in Africa. Cash prizes will be awarded to the three best radio programs on primary health care themes. A separate prize will go to the two best programs on AIDS communication. The competition is jointly sponsored by the Union of National Radio and Television Organizations in Africa, the World Health Organization and UNICEF. Those interested should register immediately and submit recordings (15 to 30 minutes long) by November 15, 1990, to the League of Red Cross and Red Crescent Societies, PO Box 372, CH-1211 Geneva 19, Switzerland. Tel.: (41-22) 734-5580.

Employment Opportunity

The Food and Agriculture Organization is seeking a Development Communication Specialist to develop, implement, and evaluate a system of communication among agricultural researchers, extension personnel and farmers. The individual will also train field staff. Field experience in development support communication and training experience are required. The 18-month assignment will begin in early 1991. For more information, contact: Development Support Communication Branch, FAO, via delle Terme di Caracalla, 00100 Rome, Italy. Telephone: (396) 5797-3251. Fax: (396) 514-7162.

Resources

✓ The Clearinghouse on Infant Feeding and Maternal Nutrition manages a collection of 8,500 print materials and 400 audiovisual materials. Education and communication materials for promoting breastfeeding, nutrition, and child survival are a central focus of the collection.

Through a computerized database, the clearinghouse's friendly staff provide information support and technical assistance primarily to staff of USAID-funded projects. Its newsletter *Mothers and Children*, published three times a year in English, French and Spanish, reaches 27,000 readers worldwide. Contact: American Public Health Association, International Health Programs, 1015 15th St., NW, Washington, DC 20005. Telephone: (202) 789-5600.

✓ The Women's Information Network for Asia and the Pacific (WINAP) was formed under the auspices of the regional UN Economic and Social Commission to promote the exchange of information among women in the region. Last year, WINAP sponsored a two-week workshop on management of women's information centers in the Pacific, covering research and data collection techniques, production and acquisition of low-cost media materials, uses of computers and new information technology, and the experience of a multi-media campaign against domestic violence in Papua New Guinea. The semi-annual *WINAP Newsletter* publishes news and viewpoints on women's initiatives throughout the region. Contact: WINAP, ESCAP Social Development Division, UN Building, Rajadamnern Avenue, Bangkok 10200, Thailand.

✓ Our own 50-page "Information Package on Development Communication and Women" presents selected articles on the topic, profiles of communication projects designed to benefit women, and an extensive list of resources organizations and materials. Available for \$5 by contacting us at the address and telephone listed on p. 2.

✓ For 15 years, the International Women's Tribune Center has been assisting grassroots women's organizations in Third World countries through information exchange, training activities and production of print and audiovisual resources. For example, the Tribune Center offers training workshops in desk-top publishing to local women's groups. Among dozens of publications, a March 1989 newsletter "Women

Using Media to Effect Change" offers how-to strategies for using the mainstream media to women's advantage, plus a thorough listing of Third World women's media groups and their activities. The newsletter succeeds an earlier collection, "Women Using Media for Social Change," which presents the experiences of women creating "alternative" media. The Tribune Center also distributes three books of clip-art featuring black-and-white drawings of "women in action" and simple text that is easily understood by low-literate women. Materials are available in both English and Spanish and are free to readers in developing countries. Others should write the Tribune Center for a resource and price list at 777 United Nations Plaza, New York, NY 10017, USA. Telephone: (212) 687-8633.

✓ Isis International Women's Communication and Information Service, with offices in Santiago, Chile, and Manila, Philippines, is also engaged in networking, information exchange and training for Third World women's groups. One major activity is the coordination of the Latin American and Caribbean Women's Health Information Network through regional events and a bimonthly newsletter. Each edition of the Isis quarterly journal is written, edited, and produced by a regional women's organization in the Third World. *Women's Data Base*, published twice a year, reprints bibliographical listings and abstracts from the Isis computer data base and is accompanied by a thesaurus of terms, useful for organizing information about women. Annual cost: US \$30 per year. Available from Isis International, Casilla 2067, Correo Central, Santiago, Chile.

✓ Also from Isis, *Powerful Images* is a valuable resource guide for women who are discovering that audiovisuals can be an important tool for training, documentation, and consciousness-raising. This well-illustrated book presents first-hand experiences by Third World women's groups in making and using slideshows, films, and videos and practical instructions for using audiovisual equipment. The book's centerpiece is an annotated catalog of more than 600 audiovisuals produced by and about women, including addresses for producers and distributors. Available for US \$19 (individuals) or \$27 (institutions) from Isis International at the address listed above.

✓ "Into Focus: Changing Media Images of Women" is a new multi-media resource kit designed to help media professionals and action groups analyze how the Asian mass media portray women and to

demonstrate how media can be positively used in women's interest. The kit's five modules make use of illustrated text, videocassettes, booklets and slides to address topic of major concern to Asian women: family, health, violence, work and the media itself. The Asia-Pacific Institute for Broadcast Development developed the kit, drawing on material from 11 Asian countries. Available for \$50, plus postage (US \$24 for South and East Asia, \$50 for Europe, US, and Africa) by writing the Institute at PO Box 1137, Pantai Post Office, 59700 Kuala Lumpur, Malaysia.

✓ The annual *Directory of Women's Media* provides complete contact addresses and telephone, cost information, and brief descriptions for more than 1,000 groups and 500 individuals concerned with women's media. Categories include: periodicals, presses and publishers, news services, radio and TV programs, speakers' bureaus, bookstores, library collections, and production groups for women's radio, television, video, cable, film, music, theater, art and graphics, and multimedia. At least a third of the listings are for groups based in the Third World. After 15 years of publishing the directory, the Women's Institute for Freedom of the Press has just passed the baton to the US National Council for Research on Women, which will publish the next edition in 1991. The 1989 edition is available for US \$25. Contact the council at the Sara Delano Roosevelt Memorial House, 47-49 East 65th St., New York, NY 10021, USA. Telephone: (212) 570-5001.

✓ Well-designed popular education and training materials are a hallmark of the Overseas Education Fund's programs to strengthen women's economic status (see p. 9). OEF's handbook *Women Working Together for Personal, Economic, and Community Development*, based on community-level training experiences in Central America and Thailand, consists of more than 40 participatory learning activities. One module presents instructions for a skit on "women's work," complete with cut-out models for puppets, another focuses on how to communicate with authority figures. Available in English for \$11, Spanish and French for \$13. "Video Technology Applications for Development Projects Designed to Benefit Women" presents six brief case histories demonstrating the use of video for training, community mobilization, evaluation and other purposes. Cost: \$5. Contact: OEF, 1815 H Street, NW, 11th floor, Washington, DC 20006, USA. Telephone: (202) 466-3430.

Have Women Missed the Boat on Communication Technology?

by Heather Royes

Good news, good news! After 20 years of raising concerns about the media's treatment of women, women have fought and won several major battles. The most important are struggles related to promotion of women media professionals to higher levels of decision-making and improvement of the images of women in media content and commercial advertising.

Who remembers the First World Conference of Women Journalists in Mexico City in 1969, organized by the Women's Federation of Mexican Journalists? It was inspiring listening to testimonials and "witnessing" the plight of women journalists. The most heart-rending cases came from developing countries, where rigid cultural and social barriers blocked improvements. Case studies and country reports by women media workers from these countries reflected hardcore stereotypical representations of women in news, analysis and visual images, as well as a professional arena that was essentially "a man's world."

Then came a number of United Nations conferences on women and the media during the Decade of Women (1975-1985), as well as women's gatherings at regional communication conferences. They provided a forum for women who had been isolated from positions of power and seniority in production and management of broadcasting, newspaper, publishing, film, etc. At the same time, many women began to argue that, rather than rely on the mass media to raise women's awareness and bring them relevant information, particularly poor women in developing countries, women should develop their own media. A consensus emerged that small "lightweight" media – e.g., simple print media, slideshows, video, audiocassettes, posters, etc. – as well as traditional folk media and interpersonal communication were most appropriate for reaching the masses of women in developing countries. By the end of the Decade, much had been done to address these concerns through training programs and communication projects and to increase the visibility of women's issues in mass and alternative media.

But while women were concentrating on these issues, they were neglecting larger



Those formulating major national and international media policies are all men from the circles of science, technology, broadcasting, telephony and telegraphy.

changes in the communication and media field. Communication is not the same as it was 20 years ago. With the widespread adoption of satellite and computer-based information systems during the 1980s, communication has become increasingly sophisticated and expensive. The shift toward high technology has polarized the field, so that differences in technical resources, skills and capabilities among countries are vast. By its very nature, communication now comes almost totally under the control of industrialized countries. Access to state-of-the-art equipment, and opportunities provided by satellite linkages, telecommunication, and information technology fall primarily to the economically and politically powerful nations of the North.

Not only has high-technology communication become the province of the wealthier countries, but it has fallen almost totally under the control of men. Those formulating the major national and international media policies are all men from the circles of science, technology, broadcasting, telephony and telegraphy. As a result, the regional and international organizations that now control the "global village" have

few women in senior positions. Those women that occupy such positions are usually administrators or political appointees, not technical experts – much less advocates for women's interests.

For example, the glamorous First World Electronic Media Symposium and Exhibition held in Palexpo, Geneva, in 1989 was a sumptuous affair. Sponsored by the International Telecommunications Union (one of the wealthiest and most powerful UN agencies), it offered numerous presentations, mainly on technical topics such as satellite systems, allocation of broadcast frequencies, selection of equipment and systems and international technical standards. Of the total 173 presenters and panel members, an estimated 5 percent were women. And most of them played minor roles – except for a presenter from Canada and another from the People's Republic of China, both of whom are frequently paraded as the token women in the international communication arena. A string of earlier international gatherings by such agencies as INTELSAT, INTERSPUTNIK, and regional Third World satellite associations were similarly devoid of women.

Perhaps these institutions had good cause to exclude women. Women had not prepared themselves for these fields and showed little interest in such apparently uncreative topics. They had allowed their agenda to be interpreted as "lightweight" media (as though they could not manage more complex, "heavyweight" issues), with minimal target audiences, and they had chosen to work in isolation from national and global trends. True, limited opportunities for scientific and technical education had left women unprepared. Yet even when educational opportunities are available, women have not entered these fields in large numbers, especially in developing countries. So women have excluded themselves and have been excluded from the "hard" technoscientific arena of communication systems and policies.

The field of international communication is changing. The developing countries must catch up with the rest of the world. And women in both developed and developing countries must move on to catch up with the rest of the field.

Heather Royes is a private media consultant in Kingston, Jamaica. She formerly served as Director of Information for Jamaica, and has represented her government at international conferences on communication and telecommunication.

CDC MEETING: February 14, 1991; 10a.m.

1. The purpose of the meeting will be to review plans for Clearinghouse activities, specifically for 1991, but also to assess our overall goals until August 1993, when this contract ends.
2. Please review the attached plans, and add sections or objectives that are relevant to your work. These revisions should either be handed to me or included in the matrix we will develop during the meeting.
3. Please note that at our meeting on February 7, it was decided that:

Outreach

- a. A one-page order form/list of publications should be included once a year in the DCR. This would probably run as part of the newsletter, not as an insert.
- b. A box advertising Clearinghouse services will be run as often as possible in the DCR (space permitting), but at least once a year.
- c. Earl would continue with the strategy of informing Embassies about CDC services and requesting them to provide us with the names of appropriate contacts in the relevant national ministries and forward a information package about the CDC to those contacts.
- d. We would also consider preparing advertisements/press releases about CDC services and forwarding them to relevant journals, both English, French, and Spanish-speaking.
- e. We would consider ways to build up institutional links, particularly those that could connect via electronic networks (such as a possible link with the University of West Indies). These institutional links might be expressed in practice through such activities as joint monographs, staff exchanges, regional DCRs, database exchanges, and joint proposals.
- f. Kathy suggested proposing suggesting a panel and/or workshop on the theme of "Women and Communications" for the AWID Conference next October. The deadline for proposals is April. All concurred with this suggestion.

Other

- g. The new DCR design will start with the upcoming issue (no. 72).

ACTIVITY	91/1	91/2	91/3	91/4
MGT	CDC evaluation Ed. Advisory Group formed	Set up CDC electronic bulletin board		
PROMO/REPRES	CDC booth at SID meeting	Discuss representa. at Brazil 1992 meeting	Contact colleges to inform Communicatns Studies about CDC	Class visits on request AWID Conference panel/workshop?
DCR	71:Lifestyle 72:Evaluation	73:Readers' Issue	74:	75:
TECH PAPERS	TP1: Marketing development in small radio statns Research for environm. comm.	TP2: Case studies in environmtal communicatns "Guide to Handbooks"?	TP3: Intro to envrnmtal communicatns TP4:Guatemala NFE "10 Best in different sectors" ?	
INFO PACKS				
DIGEST				
WORKSHP/ TECH. ASSISTANCE	3 projects in Guatemala NFE/telecomm NGO review		DevCom in '90s develop workshop model?	

PROPOSED ACTIVITY PLAN FOR 1991

PERIOD	MGT	PROMO/ REPRESENT	DCR	TECH PAPERS	INFO PACKS	DIGEST	WORK- SHOPS/TA
91/1	Ed Adv Group CDC Evalua	SID Booth Broch.	71 72	TP 1 Research TP2			Guate mala pro- jects
91/2	Bulletin Board?	Discuss Brazil 92	73	TP 2 Handbook Guide?			
91/3		Invite comm. studntto CDC	74	TP 3 TP 4 10 Best?			DevCom in 90s: develop workshop model?
91/4		Comm. studs. visits AWID Conf?	75				
92/1			76	TP5:DevCom in 90s? TP 6 Guatemala projects?			
92/2			77	TP 7 Comm. sector assmnt?			
92/3			78				
92/4			79				
93/1			80				
93/2			81				
93/3			82				

PLANNING

11

MINUTES OF CDC MEETING: February 14, 1991

The purpose of the meeting was to review the draft work-plan for 1991, revise it to reflect realistic workloads and agreed-upon priorities, and decide who would be responsible for carrying out any new tasks.

General Points of Discussion:

1. **Overall focus of CDC activities.** Much of the work in the first two years of the CDC contract was devoted to reorganization and consolidation of CDC systems (cataloguing the library, revising and improving the mailing lists, etc.). This phase is now well on the way to completion.

We agreed that over the next year we would focus on ways to disseminate information about and products from the CDC. A major target audience would be information officers and field practitioners at the middle-management level. All CDC staff would be involved in this process, as their workload allowed.

Specific new suggestions for promotion/dissemination included contacting David Wolf of the Peace Corps to offer CDC support for their new program to train volunteers in setting up Resource Centers, and writing a feature article for Frontline that brings CDC services and links with developing countries to life.

2. **Delegating tasks.**

- (i) We noted that arrangements were being made to resolve the conflicting demands on Kathy's time from the DCR and the Digest. A freelance writer/researcher has been hired to work on one section and other assistants can be hired to assist with other sections, as needed. During 1991, Mariel will gradually assume more responsibility for DCR layout and desktop publishing.

- (ii) We discussed the possibility of farming out the data entry procedure for new subscribers to a commercial mailing house. It was noted that this might cause delays in responding to new subscribers and/or result in a less accurate list. We agreed to table the question for now, but, if the rate of subscriptions increases, additional staff or outside help may be necessary.

3. **Identifying content areas for CDC publications.** We discussed ways of identifying topics and issues that could be developed into information packs or technical papers. The schema developed for the Digest was agreed to be an appropriate set of categories that could be used to plan mini-information packs (depending on reader requests).

..letters

1210 Allerton St.
Kent, Ohio. 44240.

January 25, 1991.

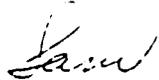
Dear Mike,

I hope you and the whole staff of the Institute are fine and still doing a wonderful service to the people who visit your institution. I should like to thank you for the great help you offered to me while working in your office. I really appreciated the special treatment you provided to me. I also appreciated the assistance I got from all the staff.

It seems I still have to come back to the institute for more research in the near future. I need a few more information from your office. If I am not coming this coming March, I may be coming next October.

Once again thank you very much for everything.

Yours Sincerely,



Sam Safuli.

1 Secretary,
DCR

I appreciate your concern to ensure your mailing DCR to reach me and to ensure you are really communicating with us.

DCR is most valuable newsletter that is doing wonders in my professional life and I appreciate the opportunity I have in sharing from the experiences of many world extension workers. I should attempt forwarding some of my Unit's field work reports for editing and publishing, in fact these are no research activity but health extension effort carried out.

My former mailing address was PMB 5362 but due to the new reforms occurring in civil service, offices were merged and some of postal boxes and bags were cancelled. So, my mail address continues as attached at the back or enclosed.

Thanks.

P. M. Layman (Layman)
Chief Programme Officer/Health E.C.

DEVELOPMENT COMMUNICATION REPORT (DCR)

16 Nov. '90

MAILING LIST UP-DATE

October 1990

3706201
JERRY R. ENTWISTLE
DIRECTOR
INSTITUTO DE LAS AMERICAS
CLARO SOLAR 525
CASILLA 95
TEMUCO, CHILE

Dear Sirs: I greatly appreciate your work on the DCR and know by first hand experience that it is most valuable. I am very grateful that you have kept me on the mailing list

Please return this portion

(over)

Please keep up your work. And, be sure that those who decide over the ^{DER} budget ~~DER~~ are kept informed of the importance of its achievements so as not to lose the funding it deserves.

most sincerely yours,

Jerry White

U.S. Citizen living in the
Napueki Indian region for 10½ years.

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26 November 1990

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1815 North Fort Myer Dr., # 600
Arlington, VA 22209
USA

Dear Ms. Selvaggio:

Your dcr issue No. 70 on communicating with women is one that should be widely circulated and read. If you have extra copies, would you please send one each to M. S. Swaminathan and Lisa Anne Smith. I am enclosing address labels.

Thank you.

Cordially,



William H. Smith
Editor

College of Agriculture and Life Sciences

Department of Communication
336 Kennedy Hall
Ithaca, NY 14853-4203

Telephone: 607 255-2111
Facsimile: 607 255-7905

November 2, 1990

Dr. Michael Laflin, Director
Clearinghouse on Development Communication
1815 North Fort Myer Drive
Suite 600
Arlington, VA 22209

Dear Dr. Laflin:

Congratulations to the Clearinghouse for an excellent DCR on communicating with women. It was very timely and my issue is already just about worn out from carrying it around and lending it out. (I finally photocopied it for others.)

I've enclosed \$5 for the Information Package on Development Communication and Women. We've got several graduate students working on these issues and it would be useful.

Best wishes.

Sincerely,

Royal D. Colle, ca

Royal D. Colle
Professor and Chairman
of the Department

RDC/ca
enclosure

69
Sent - 11-9-90



UNIVERSIDADE DO ESTADO DO RIO DE JANEIRO

Rua São Francisco Xavier, 524 - RJ - CEP 20550



November 15, 1990

Dear Mr. Editor,

I am glad to send you back the confirmation of my address and to thank you very much for sending me the JCR during all those last years.

Besides my duties at the Center for Educational Technology of this University I have been working, since 1985, as a consultant to UNESCO and to others U.N. agencies in short-term missions in Africa, mainly in portuguese-speaking countries. The JCR has helped me a lot, as a very good source of information in this job, also.

I would like to present you a very special request. I would appreciate if you could send a JCR's subscription to the national staff of a project in Sao Tome and Principe, a very small country, as you know, on the west coast of Africa. This group is working to introduce contents of Population and Family life Education into the country's educational system. The project is barely funded by the UNFPA, with a very reduced budget and they have a strong need of bibliographic resources in Education and Communication. I have been working with them last July to September and I am sure that the possibility of subscribing JCR would be of extreme value for them, specially if you are able to send the French version - in order to reach a larger number of readers. The address of the head of the staff is

Dr. VITOR BONFIM
MINISTERIO DA EDUCACÃO
C. POSTAL 41
SAO TOME
SAO TOME AND PRINCIPE

I thank you very much for your interest!

Sincerely yours

18/11/90
12.6.90

Andre Roussel
Information Specialist
Clearinghouse on
Development Communication
1815 N. Ft. Myer Drive, Sixth Floor

Ref No: 3710267

Dear Roussel,

Thank you very much for your continuous past cooperations. I am pleased to inform you that I had come to U.S.A. last mid January to pursue my higher studies in Agricultural Journalism at the University of Wisconsin-Madison.

I was receiving your Development Communication Report regularly in Bangladesh. This Report helped me a lot in my professional field. Really it is a good report for a communication professional. I think this will help me also in future at Wisconsin. I would like to receive it in future to my following address:

Serajul Islam Bhuiyan
Ph.D. candidate
Department of Agricultural Journalism
University of Wisconsin-Madison
Madison, WI 53706
U.S.A.

Would you please extend your hand to send me a copy of Development Communication Report regularly. It would help me in my professional carrier in future.

Thank you again for your heartiest cooperation.

Best regards,

Sincerely yours,



Serajul Islam Bhuiyan
Ph.D. candidate





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INIFAP

Durango, Dgo., January 29th, 1991.

Institute for International Research
1815 North Fort Myer Drive
Arlington, VA. 22209
E.U.A.

Dear Development Communication Report Staff:

I want to respond to your letter dated
October 1990, enclosed here.

Please take note of my new address:

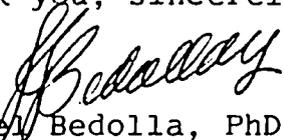
RAFAEL BEDOLLA, PhD.
CIFAP - DURANGO
Apartado Postal # 186
Durango, Dgo. 34000
MEXICO

I am now in charge of the Communication
Department of this Research Center, and will continue to do
research in communication on my own. I am now, more than
ever interested in receiving your report. Please include my
name in your mailing list for all types of materials.

We conduct research in agriculture,
cattle raising and forestry. For this reason we are particu-
larly interested in the literature related to this area.

I have learned many valuable lessons
from your report, and hope to contribute to it, eventually.

Thank you, sincerely,


Rafael Bedolla, PhD.

RB*pr

Federal Department of Forestry,
Block 432, Zone One, Wuse,
P.M.B. 135,
Abuja, NIGERIA

30th August, 1990

The Editor,
Clearinghouse on Development Communication,
1255 23rd Street, N.W.,
Washington D.C. 20037 U.S.A.

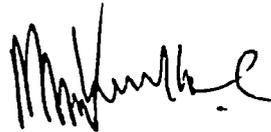
COMMENDATION

I wish to commend the DCR in bringing readers closer to the sources of useful information on Development Communication.

2. Through information in DCR Nos. 65, 66 & 67, I have contacted and received valuable information materials from the following:

- (i) Television Trust for the Environment (TVE), England;
- (ii) World Neighbors, USA;
- (iii) DTCF/UNDP Training Programme on Development Communication in Philippines;
- (iv) CONNECT Newsletter in Paris; and,
- (v) AHRTAG, England

3. please keep it up.



Philip O. Bankole

...CDCNet

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The Digest is a reference tool for planners and practitioners.

The operating program and the data are contained on x 3.5" high density diskettes or x 5.25" low density diskettes. It can be run on any PC (an IBM machine or clone) with 560 RAM.

It assembles in the form of abstracts and syntheses what has been learned about the application of communication strategies and technologies to issues in development. It is organized so that searches can be carried out by sector, technology, strategy and region. Its architecture allows the searcher to move swiftly around the Digest, finding the desired information quickly and comparing experience easily.

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for the period of September 1, 1990
to February 28, 1991

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Page 1

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VIVAS, LUIS	3711547	11/90	UNIVERSIDAD DEL ZULIA	VENEZUELA	FREE
MENNAS, MACHAWIRA	3711548	11/90	-0-	ZIMBABWE	FREE
BALLALAI, ROSUTO	3711549	11/90	-0-	BRAZIL	FREE
ALVES, JOAO ROBER	3711550	11/90	ASSESSORIA EDUCACIONAL	BRAZIL	FREE
MARTINEZ, JOSEPH	3711551	11/90	UNIVERSITY OF COLORADO-DENVER	-0-	FREE
OCHOA DE LEE, EDITH	3711552	11/90	U.N.A.	VENEZUELA	FREE
LISBOA G., OCHELIA	3711553	11/90	UNIVERSIDAD NACIONAL ABIERTA	VENEZUELA	FREE
MORENO CASTANEDA, MANU	3711555	11/90	UNIVERSIDAD DE GUADALAJARA	MEXICO	FREE
CERDEIRA, TEOLDOLIND	3711556	11/90	UNIVERSIDAD DE BRASILIA	BRAZIL	FREE
MOGANA, DHAMOTHARA	3711557	11/90	UNIVERSITY OF MALAYA	MALAYSIA	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
AZEVEDO DE PAULA G, AR	3711558	11/90	SENAI	BRAZIL	FREE
TAFUR VARON, JAIME	3711559	11/90	UNIVERSIDAD DEL VALLE	COLOMBIA	FREE
ELIZONDO SOLIS, FERNAN	3711560	11/90	UNIVERSIDAD ESTATAL A DISTANCI	COSTA RIC	FREE
PESSINA, ROSA M.	3711561	11/90	CTRO DE ENSINO TECNOLOGICO	BRAZIL	FREE
MONTOYA PADILLA, FRANC	3711562	11/90	UNIVERSIDAD DEL VALLE	MEXICO	FREE
GARCIA, ESPERANSA	3711563	11/90	PENNSYLVANIA STATE UNIVERSITY	-0-	FREE
FEANHOLC, BEATRIZ	3711564	11/90	MINISTERIO DE EDUCACION	ARGENTINA	FREE
LEON, RICARDO	3711566	11/90	INST NACIONAL DE APRENDISAJE	COSTA RIC	FREE
THIAGARAJAN, JAMONA	3711567	11/90	INST OF CORRESPONDENCE EDUCAT.	INDIA	FREE
LEAL, TEODORO	3711569	11/90	UNIVERSIDAD LISANDRO ALVARADO	VENEZUELA	FREE
MATEO BIOCCA, DR SAUL	3711570	11/90	-0-	ARGENTINA	FREE
ARNOBIO, MAYA	3711572	11/90	SERVICIO NAL. DE APRENDISAJE	COLOMBIA	FREE
SERNA, HERNAN	3711573	11/90	IDEL	COLOMBIA	FREE
OLIVERA PACHECO, NANCY	3711575	11/90	UNIV NAL. FEDERICO VILLAREAL	PERU	FREE
MANCHOUCK, MAUREEN	3711576	11/90	NAT INSTITUTE OF HIGHER EDUCAT	TRINIDAD	FREE
RAMIREZ GUERRA, MACRIN	3711577	11/90	EXTENSION TECNOLOGIA EDUCATIVA	VENEZUELA	FREE
MARTINEZ, ERLAND	3711578	11/90	UNET	VENEZUELA	FREE
KALA, N.	3711579	11/90	MINISTRY OF EDUCATION & CULTUR	ZIMBABWE	FREE
PARSHAD, R.	3711580	11/90	WAPCOS	INDIA	FREE
	3711581	11/90	VILLAGE EDUCATION RESOURCE CTR	BANGLADES	FREE
	3711582	11/90	UNESCO / WISMA UN	MALAYSIA	FREE
RIZEQ, MIRA	3711583	11/90	SAVE THE CHILDREN	ISRAEL	FREE
MUDARIKI, TIRIVANHU	3711584	11/90	-0-	ZIMBABWE	FREE
ROBINSON, CLAUDE	3711587	11/90	JAMAICA BROADCASTING CORPORATI	JAMAICA	FREE
URGOITI, GABRIEL	3711588	11/90	UNIVERSITY OF CAPE TOWN	SOUTH AFR	FREE
KING, DR. LINDA	3711591	11/90	ASHOKA	MEXICO	FREE
	3711593	11/90	PAKISTAN CHILD SURVIVAL PROJEC	PAKISTAN	FREE
VILLARAM, CONCORDIA	3711594	11/90	DEVELOPMENT PROGRAM / ANTIQUE	PHILIPPIN	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. - 0	SUB TYPE
DARBOE, MARIAMA	3711598	11/90	UNIFEM/UNDP	SENEGAL	FREE
SHRESTHA, VIJAYA	3711601	11/90	RURAL WATER SUPPLY & SANITATIO	NEPAL	FREE
GATES, ELARIA	3711602	11/90	THE PARTNERSHIP FOUNDATION	SEYCHELLE	FREE
RANGBO, XIA	3711604	11/90	EDUCATION COMMUNICATION &	PEOPLE RE	FREE
ADEBOWALE, BAYO	3711607	11/90	AFRICAN HERITAGE RESEARCH LIB	NIGERIA	FREE
JOSLIN, WILLIAM	3711608	11/90	AMERICAN EMBASSY / WARSAW	-0-	FREE
TOWERY, GARY	3711609	11/90	USAID / MASERU 2340	-0-	FREE
ESPRIT, SOBERS	3711610	11/90	ECPTO	*DOMINICA	FREE
OKWECHIMO, UCHE	3711611	11/90	-0-	NIGERIA	FREE
FLORIDA, NIGEL	3711612	11/90	CUSO	*GAMBIA	FREE
	3711613	11/90	INSTITUTO DE APERFEICOAMENTO	MOZAMBIQU	FREE
SOOMRO, IFTIKHAR	3711615	11/90	NATIONAL CTR/TECHNOLOGY TRANSF	PAKISTAN	FREE
	3711617	11/90	VASAVIYA MAHILA MANDALI	INDIA	FREE
GUMUCIO DRAGON, ALFONS	3711618	11/90	UNICEF / LAGOS	-0-	FREE
ABOUBAKR, YEHIA	3711619	11/90	-0-	-0-	FREE
	3711620	11/90	DEVELOPMENT EXCHANGE CENTER	NIGERIA	FREE
MPUNZWANA, C.M.	3711621	11/90	RANCH HOUSE COLLEGE	ZIMBABWE	FREE
WARRITAY, BATILLOI	3711622	11/90	-0-	KENYA	FREE
RIVEROS, JUAN CARLO	3711623	12/90	APECO	PERU	FREE
AMALU, BONY	3711624	12/90	NIGERIAN TELEVISION AUTHORITY	NIGERIA	FREE
	3711625	12/90	UNIQUE SERVICES ORGANISATION	NIGERIA	FREE
BONFIM, DR. VICTOR	3711626	12/90	MINISTERIO DA EDUCACAO	S.TOME P	FREE
OZIGI, Y.O.	3711628	12/90	DEPT. OF COMMUNITY MEDICINE	NIGERIA	FREE
IZE IYAMU, DR.U.M.	3711629	12/90	JOY SPECIALIST HOSPITAL	NIGERIA	FREE
	3711630	12/90	HILL HOUSE LIBRARY	SRI LANKA	FREE
	3711631	12/90	SEHRDEP, INC.	PHILIPPIN	FREE
MBOROKI, GUANTAI	3711632	12/90	UNIVERSITY OF NAIROBI	KENYA	FREE
RASHDI, PR.IBAD	3711636	12/90	DEPARTMENT OF MASS COMMUNICATN	PAKISTAN	FREE
SOLIS, BEATRIZ	3711638	12/90	OPCION, S.C.	MEXICO	FREE
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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
SINHA, DR.INDU	3711639	12/90	MATERIAL & MEDIA, DEEPAYATAN	INDIA	FREE
EJEA, GABRIELA	3711640	12/90	ORGANIZACIONES CAFETALERAS	MEXICO	FREE
PLECAN, JUNE	3711641	12/90	NAIVASHA PEACE CORPS TRAINING	KENYA	FREE
SHARMA, L.R.	3711642	12/90	VIKAS SADAN	INDIA	FREE
DE BARROS BARRETO, NEL	3711643	12/90	PROYECTO DE ECOLOGIA HUMANA	PARAGUAY	FREE
AUSTINE NNELI, DIGBO	3711644	12/90	-0-	NIGERIA	FREE
KUEPER, WOLFGANG	3711645	12/90	CONVENIO MEC-GTZ, PROYECTO EBI	ECUADOR	FREE
	3711647	12/90	JOURNALISTS RESOURCE CENTRE	PAKISTAN	FREE
DANIELES, ADELINA	3711648	12/90	C/O LEYTE COOP.RURAL BANK, INC	PHILIPPIN	FREE
NUNES, ARLENE	3711649	12/90	LICEU LUDGERO LIMA	*CAPE VER	FREE
MARTIN, TONY	3711652	12/90	THE POPULATION COUNCIL	MEXICO	FREE
ATIBIOKE, DR.A.O.	3711653	12/90	ATIBIOKE CLINIC & MATERNITY	NIGERIA	FREE
ABDUL MUTALIB, RASHIDA	3711654	12/90	SUDAN OPEN LEARNING UNIT	SOUDAN	FREE
WAMBEYI, GEORGE	3711655	12/90	-0-	KENYA	FREE
HEWAVITHARANA, SUNIL	3711656	12/90	COLLEGE OF JOURNALISM & COMM.	-0-	FREE
ROCHA, ANA REGINA	3711657	12/90	FEDERAL UNIVERSITY OF RIO DE	BRAZIL	FREE
CHI OKEREKE, PETER	3711658	12/90	CAPITAL IDEAS LIMITED	NIGERIA	FREE
THOMPSON, MEG	3711659	12/90	WILDLIFE CONSERVATION SOCIETY	ZAMBIA	FREE
URGOITI, GABRIEL	3711660	12/90	UNIVERSITY OF CAPE TOWN	SOUTH AFR	FREE
	3711662	12/90	SOUTH PACIFIC ALLIANCE FOR	*TONGA	FREE
LOVEL, HERMIONE	3711663	01/91	LEC TROPICAL CHILD HEALTH	ENGLAND	FREE
LOUW, STEPHANUS	3711664	01/91	-0-	SOUTH AFR	FREE
WEST, EDITH	3711666	01/91	SUMMER INST. OF LINGUISTICS	PAPUA NEW	FREE
GIL, ANDRES	3711667	01/91	-0-	MEXICO	FREE
	3711668	01/91	CEFOD DOCUMENTATION	*CHAD	FREE
TEJADA, GAMALIEL	3711669	01/91	COTTON RESEARCH & DEV. INST.	PHILIPPIN	FREE
LOPEZ ARZOLA, ADOLFO	3711670	01/91	-0-	MEXICO	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
MELES, DAVID	3711671	01/91	S.H. ARCHIVE & RESOURCE CENTRE	PAPUA NEW	FREE
OKWECHIME, UCHE	3711672	01/91	COLLEGE OF EDUCATION	NIGERIA	FREE
SORUCO, JUAN	3711673	01/91	C.E.D.O.I.N.	BOLIVIA	FREE
ILLESCAS, ALFREDO	3711674	01/91	CONET	ARGENTINA	FREE
DIAZ LOPEZ, JORGE	3711675	01/91	ITESM-ZONA CENTRO	MEXICO	FREE
SAFULI, SAMUEL	3711676	01/91	MALAWI INSTITUTE OF EDUCATION	-0-	FREE
ADAN, WILLIAM	3711677	01/91	MSU-SCH.OF MARINE FISH.& TECH.	PHILIPPIN	FREE
LUNDSTROM, KARL	3711678	01/91	DAYSTAR UNIVERSITY COLLEGE	KENYA	FREE
ANZOLA, PATRICIA	3711679	01/91	A.V.R.D.C.	REP OF CH	FREE
	3711680	01/91	ASOC COLOM DE INVES COMUN	COLOMBIA	FREE
MAHTAB, SHAHABUDDI	3711681	01/91	BANGLADESH INSTITUTE OF LAW &	BANGLADES	FREE
MEIKANDAN, DURAISAMY	3711682	01/91	AVVAI CHILD CARE CLINIC	INDIA	FREE
MOHANTY, BIBHUTI	3711683	01/91	INDIAN INST OF MASS COMM.	INDIA	FREE
BALOGUN, PROF T.A.	3711684	01/91	UNIVERSITY OF IBADAN	NIGERIA	FREE
MUBARAK ELTAYEB, DURIA	3711685	01/91	AGRICULTURAL EXTENSION ADMINIS	SUDAN	FREE
REVERIEN, NTUKAMAZIN	3711686	01/91	AGRICULTURAL RESEARCH INSTITUT	BURUNDI	FREE
MBANDO, RICHARD	3711687	01/91	MINISTRY OF AGRICULTURE	*MALAWI	FREE
MAHMOUD, HASSAN	3711688	01/91	ABDO PHARMACY	JORDAN	FREE
LOYOLA, ARACELI	3711689	01/91	PHILIPPINES COCONUT AUTHORITY	PHILIPPIN	FREE
DZREKE, VERONICA	3711690	01/91	MINISTRY OF AGRICULTURE	GHANA	FREE
LIUMA, LUCY LYNN	3711691	01/91	BLANTYRE AGRICULTURAL DIVISION	*MALAWI	FREE
PARK, JINSOO	3711692	01/91	KOREAN WOMEN'S DEV. INSTITUTE	KOREA	FREE
DAYANG, LOUISA	3711693	01/91	MINISTRY OF AGRICULTURE	GHANA	FREE
VARMA, PRAGYA	3711694	01/91	-0-	INDIA	FREE
SIDDIQUI, NASRIN	3711695	01/91	-0-	INDIA	FREE
RAMULU, M.A.	3711696	01/91	NATIONAL INSTITUTE OF RURAL	INDIA	FREE
KOHALY, V.K.	3711697	01/91	MINISTRY OF AGRICULTURE	INDIA	FREE
ESCALANTE, PACITA	3711698	01/91	VISAYAS COLLEGE OF AGRICULTURE	PHILIPPIN	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
SIMET LUTIN, MARIE	3711699	01/91	CGIEF, CENTRE D'EDUCATION	*GUADELOU	FREE
JAIME, CONSUELO	3711700	01/91	PHILIPPINE LIBRARIANS ASS., INC	PHILIPPIN	FREE
NYERENDA, JUMA	3711701	01/91	DEPT. OF MASS COMMUNICATION	ZAMBIA	FREE
FRENCH, TONIE	3711702	01/91	NATIONAL LEPROSY/TUBERCULO SIS	SIERRA LE	FREE
GERWING, LISA	3711703	01/91	GED TEAM	KENYA	FREE
NDUNGU, JOSEPH	3711704	01/91	MINISTRY OF EDUCATION	KENYA	FREE
NIKIEMA, DENIS	3711705	01/91	OFFICE NATIONAL DES TELECOM.	BURKINA F	FREE
SAKALA, R.L.	3711706	01/91	AFRICA LITERATURE CENTRE	ZAMBIA	FREE
ROJAS CARDENAS, RODRIG	3711707	01/91	INST NAT INV FORESTAL Y AGROPE	MEXICO	FREE
VALENCIA MENDEZ, PROF	3711708	01/91	EDUCATION PLANNING DEPARTMENT	BOLIVIA	FREE
REIMERS, FERNANDO	3711709	01/91	HARVARD INST FOR INT'L DEV	-0-	FREE
DYKGRAAF, DAVID	3711710	01/91	-0-	NIGERIA	FREE
CONCEPCION, B.C.	3711711	01/91	MINISTRY OF AGRICULTURE	PHILIPPIN	FREE
CAMPILAN, DINDO	3711712	01/91	DEPT OF DEV. COMMUNICATION	PHILIPPIN	FREE
MUZIC, VLADIMIR	3711713	01/91	DEPT EDUCATION FACULTY PHILOS	YUGOSLAVI	FREE
ADETONA, OYEGOKE	3711714	01/91	PUBLIC HEALTH	NIGERIA	FREE
YALI, JONATHAN	3711715	01/91	DEPARTMENT OF ENGA	PAPUA NEW	FREE
RUIZ, JOSE E.L.	3711716	01/91	ASEAN ASSN FOR PLANNING & HSG	PHILIPPIN	FREE
SANCHEZ HERNANDEZ, G.H	3711717	01/91	AMERICAN SCHOOL FOUNDATION AC	MEXICO	FREE
DOOLODA, PURMANAND	3711718	01/91	-0-	MAURITIUS	FREE
IYANAR, A.	3711719	01/91	PLOT No.24, 25 VOC NAGAR	INDIA	FREE
	3711720	01/91	COMMUNITY ED. TRAINING CENTER	FIJI	FREE
DOMINGO, INES VIVIA	3711721	01/91	-0-	-0-	FREE
NEMCSEK, ZOLTAN	3711722	01/91	LBJ SCHOOL OF PUBLIC AFFAIRS	-0-	FREE
DOMATOB, JERRY	3711723	01/91	E.W. SCRIPPS SCHOOL OF JOURNAL	-0-	FREE
MASELEKA, MTAFU	3711724	01/91	ZINTEC	ZIMBABWE	FREE
ASSOUMOU, MVE	3711725	01/91	CAMEROUN RADIO TELEVISION	CAMEROON	FREE
KRUGER, DR. JAN	3711726	01/91	-0-	SOUTH AFR	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. - 0	SUB TYPE
PEREZ, PROF JCY	3711727	01/91	SCHOOL OF COMMUNICATION	PHILIPPIN	FREE
CARRENO, ADELINA	3711728	01/91	RADIO STATION D.Y.A.C.-AM	PHILIPPIN	FREE
AGBEVE, THOMAS	3711729	01/91	GBC TELEVISION	GHANA	FREE
BAFFA TARAUNI, ABDU	3711730	01/91	-0-	NIGERIA	FREE
	3711731	01/91	BARANGAY HEALTH WORKERS ORGANI	PHILIPPIN	FREE
DHAMMIKA THERO, REV U.	3711732	01/91	-0-	SRI LANKA	FREE
SANIEL, MONTANA	3711733	01/91	UNIVERSITY OF SAN CARLOS	PHILIPPIN	FREE
PETROS, GEBREWOLD	3711734	01/91	-0-	ETHIOPIA	FREE
	3711736	01/91	OSCARD	INDIA	FREE
CHUNG, PH.D., EUNYONG	3711738	01/91	AID/S&T/N	-0-	FREE
DAGDAG, JULIET	3711739	01/91	DEPARTMENT OF AGRICULTURE	PHILIPPIN	FREE
DWI SURYA, WIDIYANTO	3711740	01/91	UPLB	PHILIPPIN	FREE
	3711741	01/91	CATHOLIC RELIEF SERVICES-USCC	BOLIVIA	FREE
HAZO, FILIPINAS	3711742	01/91	MINISTRY OF EDUCATIO & CULTURE	PHILIPPIN	FREE
TIRADO, NAZARIO	3711743	01/91	UNICEF	BOLIVIA	FREE
DOPEOLA, MODUPEOLA	3711744	01/91	COLLEGE OF ARTS AND SCIENCE	NIGERIA	FREE
	3711745	01/91	MATHESON LIBRARY	PAPUA NEW	FREE
ROMERO, ALFREDO	3711746	01/91	FONAIAP	VENEZUELA	FREE
JOHN, JOSEPH	3711747	01/91	MINISTRY OF EDUCATION	TANZANIA	FREE
RANDRIANARISON, OLGA	3711748	01/91	MINISTERE DE L'INFORMATION	MADAGASCA	FREE
ZHANG, CHENG	3711750	01/91	BEIJING INST OF ARCHITEC DESGN	PEOPLE RE	FREE
PAPADOPOULOS, CHARILAO	3711751	01/91	CYPRUS BROADCASTING CORP	*CYPRUS	FREE
BELLO, BALA	3711752	01/91	SCHOOL OF HEALTH TECHNOLOGY	NIGERIA	FREE
HENDERSON, ANTHONY	3711753	01/91	MARPIN TV COMPANY LTD	DOMINICA,	FREE
LARCON, O.P., FR.ROGE	3711754	01/91	COLEGIO DE SAN JUAN LETRAN	PHILIPPIN	FREE
LONGE, A.C.	3711755	01/91	INSTITUTO TECNOLOGICO QUERETAR	MEXICO	FREE
IMON SULE, ADAMU	3711756	01/91	SALI PHARMACEUTICALS LTD	NIGERIA	FREE
ACHUHI, J.M.	3711758	01/91	UNESCO	KENYA	FREE
KHTAR, SHAHID	3711759	01/91	IDRC	**CANADA	FREE
HAFFAR, OSAMA	3711760	01/91	T.R.D.	EGYPT	FREE
MURTIN, LESLIE	3711761	01/91	AID/S&T/POP/IT	-0-	FREE
OMY, T.J.	3711762	01/91	AGRICULTURAL DEPT KERALA	INDIA	FREE

SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S.- 0	SUB TYPE
TELFORD, JOHN	3711763	01/91	COLEGIO IZAPA	MEXICO	FREE
PIERDANT, ALBERTO	3711764	01/91	UNIV. AUTONOMA METROPOLITANA	MEXICO	FREE
	3711765	01/91	MINISTRY OF HEALTH	*BOTSWANA	FREE
YADAVA, PROF. J.S.	3711766	01/91	INDIAN INST MASS COMMUNICATION	INDIA	FREE
ABUGHARARAH, OSAMAH	3711767	01/91	GENERAL AUDIT BUREAU	SAUDI ARA	FREE
	3711768	01/91	CARRIBEAN CONSERVATION ASSN	*BARBADOS	FREE
KAUFMANN, ISAAC	3711769	01/91	THE MEDICAL RESEARCH & PUBLIC	ISRAEL	FREE
RIBEIRO, LUISA	3711770	01/91	A.N.O.P.	PORTUGAL	FREE
CHIRCOP, SAVIOUR	3711771	01/91	MEDIA CENTRE	*MALTA	FREE
ABRAHAM, RONALD	3711772	01/91	MARPIN TV	*DOMINICA	FREE
GOODWILLIE, DIANE	3711773	01/91	WORLD YWCA	FIJI	FREE
ATENDA, ADEWALE	3711774	01/91	MEDICAL & HEALTH WORKERS UNION	NIGERIA	FREE
SOEDOMO, MR.	3711775	01/91	COODINATING MINISTRY/PEOPLES'	INDONESIA	FREE
SULAIMAN, DR.A.B.	3711776	01/91	PLANNED PARENTHOOD FED.NIGERIA	NIGERIA	FREE
EFFIONS, EDU	3711777	01/91	-0-	NIGERIA	FREE
NDOMBI, PIUS	3711778	01/91	TEACHERS SERVICE COMMISSION	KENYA	FREE
RAYANNA, DASARI	3711779	01/91	A.P. SCHOOL HEALTH ASSOCIATION	INDIA	FREE
	3711780	01/91	EDUCATION PLANNING DEPARTMENT	SIERRA LE	FREE
LUTHFI, MUHAMMAD	3711781	01/91	-0-	INDONESIA	FREE
WOLDE, MARTIAM	3711782	01/91	OFFICE OF THE COUNCIL OF	ETHIOPIA	FREE
ABUGRI, PHILIP	3711783	01/91	-0-	GHANA	FREE
,	3711784	01/91	MSU AT NAAWAN	PHILIPPIN	FREE
GUNTHIER, RUDOLF	3711785	01/91	SMALL BUSINESS PROMOTION PROJ	NEPAL	FREE
RICHARDS, EVADNE	3711786	01/91	P.M. HOSPITAL	DOMINICA,	FREE
MELCHING, MOLLY	3711787	01/91	CULTURE / AFRICA DEVELOPMENT	SENEGAL	FREE
BAER, LILLIAN	3711788	01/91	AFRICA CONSULTANT INTERNATIONA	SENEGAL	FREE
ENGELBERG, GARY	3711789	01/91	AFRICA CONSULTANTS INTERNAT'L	SENEGAL	FREE
GECOLEA, ROMEO	3711791	01/91	UNDP / DTCP	PHILIPPIN	FREE
ATTAOCHU, PAUL	3711792	01/91	FEDERAL AGRICULTURAL COORD UNT	NIGERIA	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. - 0	SUB TYPE
ZASON, ROMY	3711793	01/91	RADIO STATION DXSY	PHILIPPIN	FREE
HUNTER, J.FRANCOIS	3711794	01/91	RADIO ST. LUCIA	ST LUCIA,	FREE
LA FORCE, JOHN	3711795	01/91	ST LUCIA PLANNED PARENTHOOD	ST LUCIA,	FREE
TULADHAR, SUMON	3711797	01/91	-0-	-0-	FREE
RONCHI, ROBERTO	3711798	01/91	-0-	ARGENTINA	FREE
KOUALIS, TASOS	3711799	01/91	DEPARTMENT OF AGRICULTURE	*CYPRUS	FREE
CALIBJO, M.D., FRANCIS	3711800	01/91	-0-	PHILIPPIN	FREE
ISKANDAR, PH.D., ANDI	3711801	01/91	DIRECTORATE GENERAL OF ESTATES	INDONESIA	FREE
SHEARS, DAVID	3711802	01/91	CUSO	SIERRA LE	FREE
AJIERO, DR.P.N.K.	3711803	01/91	CHRIST THE KING MEDICAL FOUNDT	NIGERIA	FREE
DZIEKPOR, YAO	3711804	01/91	GHANA BROADCASTING CORPORATION	GHANA	FREE
LUTHER, DAVID	3711805	01/91	INST DOMINICANO DESARROLLO	DOMINICAN	FREE
OKECH, ANTHONY	3711806	01/91	CENTRE/CONTINUING EDUCATION	UGANDA	FREE
PRIMUS, WILMA	3711807	01/91	CARRIBEAN DOCUMENTATION CENTRE	TRINIDAD	FREE
HAGAN, A.	3711808	01/91	WORLD VISION UGANDA	UGANDA	FREE
PRAMOD, B.	3711809	01/91	SYNDICATE BANK	INDIA	FREE
LARA PANTIN, ELEAZAR	3711810	01/91	NUTRICION CLINICA	VENEZUELA	FREE
DAVIDSON, FRANCES	3711811	01/91	AID/S&T/N	-0-	FREE
MOROLONG, PAUL	3711819	01/91	-0-	*LESOTHO	FREE
FAZAL, ANWAR	3711820	01/91	-0-	MALAYSIA	FREE
BHANJA, DR SHARAT	3711821	01/91	CIBT	INDIA	FREE
GUERRA GARDUNO, LUIS M	3711822	01/91	INAINÉ	MEXICO	FREE
	3711828	01/91	SALZBURG SEMINAR LIBRARY	AUSTRIA	FREE
SCHMUCKLER, BEATRIZ	3711829	01/91	G.E.S.T.	ARGENTINA	FREE
GOPAL SINGH, SIMITRA	3711830	01/91	-0-	INDIA	FREE
YEN, BARBARA	3711831	01/91	-0-	MALAYSIA	FREE
CHOON SIM, CECILIA	3711832	01/91	DEPT OF EXTENSION EDUCATION	MALAYSIA	FREE
NJAU, P.WANGOI	3711833	01/91	SOCIOLOGY D.PARTMENT	KENYA	FREE
NZIOKI, ELIZABETH	3711834	01/91	PUBLIC LAW INSTITUTE	KENYA	FREE
OKEDIRAN, ADEFOLAKE	3711835	01/91	DEPT OF PUBLIC & INT'L LAW	NIGERIA	FREE
DUMA, PR.JOSEPH	3711836	01/91	-0-	KENYA	FREE
SENE, DR ABDOULA	3711837	01/91	INSTITUT DES SCIENCES DE	SENEGAL	FREE
SENE DIOUF, BINTA	3711838	01/91	DPT DE GEOGRAPHIE DE L'IFAN	SENEGAL	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
MANUH, TAKYIWAA	3711839	01/91	INSTITUTE OF AFRICAN STUDIES	GHANA	FREE
ARDAYFIO SCHANDORF, DR	3711841	01/91	DEPARTMENT OF GEOGRAPHY	GHANA	FREE
BORTEI DOKU, DR. ELLEN	3711842	01/91	INST OF STATISTICAL, SOCIAL &	GHANA	FREE
CHIMEDZA, RUVIMBO	3711843	01/91	DEPT OF AGRICULTURAL ECONOMICS	ZIMBABWE	FREE
COULLIBALY L., SUZANNE	3711844	01/91	SAED	BURKINA F	FREE
GATA, N.R.	3711845	01/91	-0-	ZIMBABWE	FREE
HAILE, FEKERTÉ	3711846	01/91	-0-	ETHIOPIA	FREE
KYEWALABYE, DR.E.	3711847	01/91	TROPICAL DISEASE RESEARCH CTR.	ZAMBIA	FREE
MOSENENE, LETLAMOREN	3711848	01/91	FORESTRY DIVISION	*LESOTHO	FREE
SOW, DR FATOU	3711849	01/91	DEPARTMENT OF SOCIAL SCIENCE	SENEGAL	FREE
WILLIAMS, DR STELLA	3711850	01/91	-0-	NIGERIA	FREE
INSULAR, VIRGINIA	3711852	01/91	DEPARTMENT OF AGRICULTURE	PHILIPPIN	FREE
ARCELO, MILA	3711853	01/91	THE LIBRARY	PHILIPPIN	FREE
PONTES, ELICIO	3711854	01/91	UNIV OF BRASILIA	BRAZIL	FREE
,	3711856	01/91	C/O CAMA	*BOTSWANA	FREE
MASEKO, JOYCE	3711857	01/91	TINKHUNDLA ADMINISTRATION	*SWAZILAN	FREE
HADLOW, MARTIN	3711858	01/91	FOR ASIA / UNESCO	MALAYSIA	FREE
SHANK, GERALD	3711859	01/91	MENNONITE CENTRAL COMMITTEE	BOLIVIA	FREE
SALAS R., ARQ., FERNAN	3711860	01/91	AUMM	BOLIVIA	FREE
SEUTLOALI, VINCENTE	3711861	01/91	LESOTHO DISTANCE TEACHING	*LESOTHO	FREE
PIZZUTO, DR ANTON	3711862	01/91	-0-	*MALTA	FREE
SOETOJO, R.	3711863	01/91	RADIO TV FILM DEPT OF INFO	INDONESIA	FREE
ANGELIDES, ODYSSEAS	3711864	01/91	CYPRUS BROADCASTING CORP.	*CYPRUS	FREE
YEBOAH, KEN	3711866	01/91	FULCOM	GHANA	FREE
MOSES, DR VIJAY	3711867	01/91	AGA KHAN HEALTH SERVICES, INDIA	INDIA	FREE
SAVAGET, ELZA	3711868	01/91	-0-	BRAZIL	FREE
NG, MARIA	3711873	01/91	IDRC	SINGAPORE	FREE
MARTINEZ, DOMINADOR	3711879	01/91	QUIRINO LIVELIHOOD & DEVT CTR.	PHILIPPIN	FREE
MAITAVA, KEVIN	3711880	01/91	EXTENSION SERVICES	FIJI	FREE
STRONG, DR MICHAEL	3711883	01/91	ICDDR, B/DHAKA	-0-	FREE
LAMBERT, OKEKE	3711884	01/91	GENERAL HOSPITAL	NIGERIA	FREE
MUBENGA, TSHIKALA	3711885	01/91	INTELSAT, TRANSLATING SERVICES	ZAIRE	FREE

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HARRIS, RACHID	3711886	01/91	PC RESURCE CENTER	MOROCCO	FREE
HEGDE, SAVITA	3711887	01/91	-0-	INDIA	FREE
DAVIES, ROSCOW	3711888	01/91	BAHAMAS TELECOMMUNICATION CORP	*BAHAMAS	FREE
	3711889	01/91	NIGERIAN BAPTIST THEO SEMINARY	NIGERIA	FREE
VAKASINOLA, SEINI	3711890	01/91	F.S.P.	*TONGA	FREE
KAMSON, DOLAPO	3711891	01/91	UNICEF	NIGERIA	FREE
	3711892	01/91	UNIV FED DO ESPIRITO SANTO	BRAZIL	FREE
MOTSA, ARCHIE	3711893	01/91	RED CROSS SOCIETY	*SWAZILAN	FREE
GARCIA MIER, ING HECTO	3711900	01/91	BANCO DE MEXICO-FIRA	MEXICO	FREE
SUHARTO,	3711901	01/91	FOREIGN COOPERATION BUREAU	INDONESIA	FREE
SUHARYO, HUSEN	3711902	01/91	FOREIGN COOPERATION BUREAU	INDONESIA	FREE
WIRATMADJA, DR RUYAT	3711903	01/91	MINISTRY OF AGRICULTURE	INDONESIA	FREE
PAZ MENDEZ, HUGO	3711904	01/91	MATUTINO EL MUNDO	BOLIVIA	FREE
SAWA, OLIVE	3711909	01/91	-0-	NIGERIA	FREE
	3711910	01/91	VANI	INDIA	FREE
	3711911	01/91	UNIV FED DE UBERLANDIA	BRAZIL	FREE
	3711912	01/91	INDIAN INST OF RURAL MANAGEMNT	INDIA	FREE
KAMALUDDIN, MOHAMMAD	3711913	01/91	ARBAN	BANGLADES	FREE
UMEN, ADEMU	3711914	01/91	LAVUN LOCAL GOVT	NIGERIA	FREE
SILAMBI, MS P.	3711915	01/91	SOCIETY / RURAL DEVELOPMENT	INDIA	FREE
	3711916	01/91	FEMAP, ATTN:ANNA BARNEY	-0-	FREE
NTIWANE, EDITH	3711917	01/91	-0-	*SWAZILAN	FREE
VITZ, MICHI	3711918	01/91	KEROKA RESOURCE CENTER	KENYA	FREE
FRIDAY, GILLIAN	3711919	01/91	-0-	*GRENADA	FREE
	3711920	01/91	OMAR DENGO FOUNDATION	COSTA RIC	FREE
HUQUE, DR MANFUZU	3711921	01/91	BANGLADESH AGRICULTURAL UNIV.	BANGLADES	FREE
	3711922	01/91	PLANNING-EST S.A.	PERU	FREE
	3711923	01/91	MIDNAPUR INT'L RURAL DEV CNCL	INDIA	FREE
VASIMALAI, M.P.	3711924	02/91	PRADAN	INDIA	FREE
	3711925	01/91	SOCIETY FOR RURAL DEVELOPMENT	INDIA	FREE
	3711926	01/91	SRI LANKA STATE PLANTATIONS CO	SRI LANKA	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
	3711927	02/91	FACULTY OF HEALTH SCIENCES	KENYA	FREE
NDAMANE, B.N.	3711928	02/91	-0-	SOUTH AFR	FREE
	3711929	02/91	CENTRO DE ORIENTACION FAMILIAR	MEXICO	FREE
LUBANSA, REV.D.M.	3711930	02/91	PAN AFRICAN INST /DEVELOPMENT	CAMEROON	FREE
DORVAL, PIERRE	3711931	02/91	TELECOMMUNICATION S D'HAITI	HAITI	FREE
BIBI, HAMIDAN	3711933	02/91	MINISTRY OF PRIMARY INDUSTRIES	FIJI	FREE
MTHETWA, BARBARA	3711936	02/91	SWAZILAND BROADCASTING & INFO	*SWAZILAN	FREE
	3711937	02/91	UNIVERSIDAD DE ANTOFAGASTA	CHILE	FREE
AVILES DE SALAZAR, XIM MESA, AATY MA J.	3711938	02/91	-0-	ECUADOR	FREE
	3711939	02/91	PHILIPPINE INFORMATION AGENCY	PHILIPPIN	FREE
BEKELE MULUGETA, DEMIS	3711940	02/91	EDUCATIONAL MEDIA AGENCY	ETHIOPIA	FREE
MAHIMIRO, KATEABO	3711941	02/91	UNIVERSITE NATIONALE DU ZAIRE	ZAIRE	FREE
JOACHIM TABENGWA, PUSS	3711942	02/91	SOLIDARITY CREDIT UNION COOP.	ZIMBABWE	FREE
OPUBOR, PH.D., ALFRED NAYVE, POTIA	3711944	02/91	UNDP/UNPF	COTE D'IV	FREE
	3711945	02/91	PROSAMAPI, ISAROG FARMS	PHILIPPIN	FREE
GEORGE, JACOB	3711946	02/91	-0-	*LESOTHO	FREE
ALEXANDER, RAJAN	3711947	02/91	-0-	INDIA	FREE
ALMONTE, ROMEO	3711948	02/91	DEPT OF ARTS & LETTERS	PHILIPPIN	FREE
	3711949	02/91	TRANSFORMATION RESOURCE CENTRE	*LESOTHO	FREE
SETHI, SID	3711950	02/91	GABORONE SCHOOL OF MGMT & ACCT	*BOTSWANA	FREE
CHRISTENSEN, PHILIP	3711951	02/91	BANFES PROJECT	*LESOTHO	FREE
	3711954	02/91	INT'L INST / ADULT LITERACY	IRAN	FREE
MARQUINA ARDILES, J.A.	3711955	02/91	JOMARA	PERU	FREE
	3711956	02/91	CODESRIA DOCUMENTATION & INFO	SENEGAL	FREE
	3711967	02/91	UNICEF LIBRARY H-12G	-0-	FREE
MATHIBA, SEBETLELA	3711969	02/91	EDUCATIONAL BROADCASTING UNIT	*BOTSWANA	FREE
MONAJJEM, FARHANG	3711970	02/91	-0-	BRAZIL	FREE
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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
	3711971	02/91	USAID/BOLIVIA/LA PAZ	-0-	FREE
	3711973	02/91	CO-OPERATIVE DEVELOPMENT CENTR	*SWAZILAN	FREE
SANTIAGO, TERESITA	3711974	02/91	SINAUT AGRI TRAINING CENTRE	*BRUNEI	FREE
LIBROJO, FDCC, SR HAYD	3711975	02/91	CANOSSA ACADEMY	PHILIPPIN	FREE
VENERACION, CYNTHIA	3711976	02/91	INSTITUTE OF PHILIPPINE CULTUR	PHILIPPIN	FREE
ALIEDE, JONATHAN	3711977	02/91	UNIQUE SERVICES ORGANISATION	NIGERIA	FREE
DANQUAH, SAMUEL	3711978	02/91	MINISTRY OF HEALTH	GHANA	FREE
VARMA, PRAGGA	3711979	02/91	CAPART	INDIA	FREE
MPETA, MATEBOHO	3711980	02/91	MINISTRY OF AGRICULTURE & COMISION	*LESOTHO	FREE
PAREDES, MARCIA	3711981	02/91	FULBRIGHT	PERU	FREE
SUNDAR BARIK, M.S., SH	3711982	02/91	QR.#L/B 22, 2nd. PHASE	INDIA	FREE
RAMOS, MIGUEL	3711983	02/91	INPPARES	PERU	FREE
RUIZ DE CHAVEZ, SALVAD	3711984	02/91	COPLAFAM	MEXICO	FREE
DAWSON, DR. PENNY	3711985	02/91	C/O JSI	NEPAL	FREE
PRIESS, FRANK	3711986	02/91	PROYECTO L.A. TELEDUCACION	PERU	FREE
JAYAGOPAL, R.	3711987	02/91	DEPT. OF ADULT & CONTINUING ED	INDIA	FREE
LLANO, LUIZ	3711988	02/91	CENTRO DE ORIENTACION FAMILIAR	BOLIVIA	FREE
	3711989	02/91	CUERPO DE PAZ	ECUADOR	FREE
	3711990	02/91	C.I.I.D./IDRC	URUGUAY	FREE
SHONDIE HULUKA, TADELE	3711991	02/91	ASMARA SCHOOL OF HEALTH ASSIST	ETHIOPIA	FREE
MERCY CHARLES, MS.T.	3711997	02/91	-0-	INDIA	FREE
SEYMOUR, DANIEL	3711999	02/91	BATELCO-OSP CONST PERPALL TRAC	*BAHAMAS	FREE
	3712000	02/91	NOPWASD TECHNICAL LIBRARY	EGYPT	FREE
GAHILA, LUCCHERI	3712001	02/91	-0-	GABON	FREE
LEE, ROBERTA	3712002	02/91	SCHOOL OF NURSING	PAKISTAN	FREE
BLANCO, DESIDERIO	3712004	02/91	UNIVERSIDAD DE LIMA	PERU	FREE
	3712005	02/91	LINGUISTIC LIBRARY	PERU	FREE
BEDOLLA, RAFAEL	3712007	02/91	CIFAP - DURANGO	MEXICO	FREE
POUDYAL, RANJAN	3712008	02/91	SAVE THE CHILDREN FUND (UK)	NEPAL	FREE
EDINA, ALEJANDRO	3712010	02/91	USAID/SAN SALVADOR	-0-	FREE
ANEGAS, LUIS	3712011	02/91	FAO	PERU	FREE
HALED, ZUBAIDA	3712012	02/91	PAK-GERMAN/ E.E. SECTION	PAKISTAN	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S.- 0	SUB TYPE
SAVAGE, MICHELLE	3712013	02/91	SCHOOL/COMMUNITY HEALTH NURSES	*GAMBIA	FREE
MODIBETSANE, DAVID	3712014	02/91	TOWN & REGIONAL PLANNING	*BOTSWANA	FREE
VELASQUEZ A., DR. ANGE	3712015	02/91	ENTEL PERU S.A.	PERU	FREE
ALVA, WILSON	3712016	02/91	MINISTRY OF HEALTH	PERU	FREE
HORTOP, SCOTT	3712017	02/91	INTERNATIONAL CHILD CARE	HAITI	FREE
GARGUREVICH, JUAN	3712018	02/91	-0-	PERU	FREE
	3712019	02/91	SKYWAY USA INT'L BOX CENTER	-0-	FREE
ORDEN, MANUEL	3712020	02/91	VILLAGE SERVICES & RESOURCES	PHILIPPIN	FREE
CHARITRA, MUKESH	3712021	02/91	FIJI BROADCASTING COMMISSION	FIJI	FREE
SOBERON, LUIS	3712022	02/91	GREDES	PERU	FREE
TELLO CHARUN, MAX	3712023	02/91	UNIVERSIDAD DE LIMA	PERU	FREE
KAELEY, GURCHARN	3712024	02/91	EXTENSION STUDIES DEPARTMENT	PAPUA NEW	FREE
CARMICHAEL, HEATHER	3712025	02/91	WOMEN'S CHRISTIAN HOSPITAL	PAKISTAN	FREE
	3712026	02/91	CHINA ENVIRONMENT NEWS	PEOPLE RE	FREE
BORQ, REV. J.	3712028	02/91	SOCIAL COMM. COMMISSION	*MALTA	FREE
BIN HASSAN, AMINU	3712029	02/91	-0-	NIGERIA	FREE
BALE, MANOA	3712031	02/91	USAID/RDO SOUTH PACIFIC	FIJI	FREE
MKHONTA, FAITH	3712035	02/91	SOCIAL SCIENCE RESEARCH UNIT	*SWAZILAN	FREE
AKPOROTU, BRANTLEY	3712037	02/91	NIGERIA TELECOM. LTD.	NIGERIA	FREE
URIBE, S.J., EDUARDO	3712038	02/91	FAC DE EDUC UNIV JAVERIANA	COLOMBIA	FREE
MKHWANAZI, ALMON	3712039	02/91	UNIVERSITY OF SWAZILAND	*SWAZILAN	FREE
QUEBRAL, NORA	3712040	02/91	UNIVERSITY OF THE PHILIPPINES	PHILIPPIN	FREE
	3712042	02/91	MINISTRY OF HEALTH	NIGERIA	FREE
KANJANASTHITI, EUWADEE	3712043	02/91	SUKHOTAI THAMMATHIRIT OPEN	THAILAND	FREE
RAIVOCE, MRS. ANA	3712044	02/91	MINISTRY OF EDUCATION	FIJI	FREE
BROOMES, DESMOND	3712045	02/91	UNIVERSITY OF THE WEST INDIES	*BARBADOS	FREE
TILLER, SANDRINE	3712047	02/91	DIR. DE EDUCACION EDO.BOLIVAR	VENEZUELA	FREE
ORTIZ, SALVADOR	3712048	02/91	DPTO ESTUDIOS ECONOMICOS	MEXICO	FREE

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S.- 0	SUB TYPE
PANT, DR.T.N.	3712052	02/91	MINISTRY OF FINANCE	NEPAL	FREE
KLEIN, ROBERT	3712054	02/91	C/O US EMBASSY/ GUATEMALA	-0-	FREE
MALIK, DR. G.M.	3712055	02/91	STATE RESOURCE CENTER	INDIA	FREE
PILZ, GEORGE	3712056	02/91	ESCUELA AGRICOLA PANAMERICANA	HONDURAS	FREE
ANZOLA, CONSTANZA	3712059	02/91	-0-	COLOMBIA	FREE
WELSH, WILLIAM	3712060	02/91	FACULTY OF EDUCATION	*BRUNEI	FREE
BUCHELI, LILY	3712061	02/91	PROFAMILIA	COLOMBIA	FREE
ROMERO, CARLOS	3712063	02/91	I N I C T E L	PERU	FREE
SMITH, JOYCE	3712064	02/91	HEALTH DEPT.	*BRUNEI	FREE
	3712067	02/91	PROJET RADIO RURALE	CENT AFRI	FREE
RISSER, SARA	3712068	02/91	FOUNDATION NUEVA VIDA	ECUADOR	FREE
GEORGE, IVY	3712069	02/91	GOVERNMENT OF THE B.V.I.	**VIRGIN	FREE
HENG ANN, MR GAN	3712070	02/91	-0-	MALAYSIA	FREE
	3712071	02/91	CARE NEPAL	NEPAL	FREE

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Subscription category: RENW (SUB- new paying, RENW- renewals; EXCH- exchange)

	3700999	09/80	MARYKNOLL OVERSEAS EXT. SERV.	-0-	RENW
	3701561	08/80	JOURNALISM READING ROOM	-0-	RENW
MENOU, MICHEL	3701887	08/80	-0-	FRANCE	RENW
SHUTE, JAMES	3701996	08/80	UNIVERSITY OF GUELPH	**CANADA	RENW
	3702325	08/80	INST OF DEVELOPMENT STUDIES	ENGLAND	RENW
BUTLER, PHILLIP	3703858	10/80	INTERDEV	-0-	RENW
	3705302	03/82	LIBRARY, INTRAH	-0-	RENW
	3705471	12/86	COMMONWEALTH SECRETARIAT	ENGLAND	RENW
	3705663	09/82	WASHINGTON STATE UNIVERSITY	-0-	RENW
	3705839	12/82	RYERSON POLYTECHNICAL INST.	**CANADA	RENW
RICE, ANGELA	3706064	03/83	APSO (TRAINING DIVISION)	IRELAND	RENW
COLLE, ROYAL	3706117	06/83	CORNELL UNIVERSITY	-0-	RENW
MAYER, ARNOLD	3706178	03/82	JOHN BROWN UNIVERSITY	-0-	RENW
BROWNE, DONALD	3706229	02/83	DEPT. OF SPEECH COMMUNICATION	-0-	RENW
G1274032,	3706523	02/85	SECRETARY OF STATE CANADA	**CANADA	RENW
SHEARS, ARTHUR	3706526	08/89	SHEAR. COM. SERVICES	**CANADA	RENW
TOBIN, JUDITH	3706539	06/84	TVONTARIO, INTERNATIONAL AFF.	**CANADA	RENW
COMBIER, ELIZABETH	3706570	09/84	ECOMEDIA INTERNATIONAL, INC.	-0-	RENW
HARRISON, PATRICK	3706586	09/84	-0-	-0-	RENW
SIDEL, M.	3706635	09/84	UNIVERSITY OF SOUTH CAROLINA	-0-	RENW
	3706679	11/84	WESTERN CONS. BAPT. SEM LIBRARY	-0-	RENW
JALLOV, BIRGITTE	3706725	02/85	-0-	FRANCE	RENW
SANER, RAYMOND	3706840	02/85	-0-	SWITZERLA	RENW
	3706853	04/85	GEORGIA UNIVERSITY LIBRARIES	-0-	RENW

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S. = 0	SUB TYPE
MOLNAR, HELEN	3707003	07/85	-0-	AUSTRALIA	RENW
KASEJE, DAN	3707075	02/81	-0-	SWITZERLA	RENW
	3707383	04/86	LIBRARY ACQUISITIONS-SERI ALS	**CANADA	RENW
PETERS, JOAN	3707632	06/88	SCHOOL OF NUTRITION AND	**CANADA	RENW
	3707710	07/86	SERIALS DEPARTMENT CB#3938	-0-	RENW
RISHEL, BRAD	3707777	04/86	-0-	-0-	RENW
MELKOTE, SRINIVAS	3707895	09/86	BOWLING GREEN STATE UNIVERSITY	-0-	RENW
MUELLER, CLAUS	3707908	09/86	GSR PROGRAM - MEDIA	-0-	RENW
MYLIUS, RAY	3707917	08/81	HALSODEL	AUSTRALIA	RENW
	3707957	09/86	JENKINS RESEARCH LIBRARY	-0-	RENW
CAREY, JOHN	3708107	10/86	GREYSTONE COMMUNICATION	-0-	RENW
P.O. J 00976346,	3708122	12/86	ASSOC VOL SURGICAL CONTRACEPT.	-0-	RENW
RE:22153241,	3708449	01/86	NUFFIELD INST./HLT.SER.STU DIES	ENGLAND	RENW
PETT, DENNIS	3708765	10/89	I. S. T.	-0-	RENW
	3708767	05/87	UNIVERSITY OF IOWA, T 73686	-0-	RENW
MORRISON, JOY	3708769	05/87	-0-	-0-	RENW
	3708798	10/87	TELESAT CANADA	**CANADA	RENW
NETTLETON, GRETA	3708819	10/87	-0-	-0-	RENW
ABRAMS, LINDA	3708886	07/87	INSTITUTE FOR TRAINING & DEV.	-0-	RENW
MURPHY, KAREN	3708941	08/87	-0-	-0-	RENW
	3708947	08/87	LIBRARY	**CANADA	RENW
	3708948	08/87	DONALD B. WATT LIBRARY	-0-	RENW
ROBERTS, ROBERT	3709147	10/87	DEPARTMENT OF JOURNALISM	-0-	RENW
FARSAD, FOROUZ	3709188	10/87	FOOD & AGRIC. ORGANIZATION OF	-0-	RENW
DECKER, PHILIP	3709222	11/87	ENLACE:CENTRO DE COMUNICACION	-0-	RENW
ARMSTRONG, CORINNE	3709233	11/87	WILLIAM CAREY INT. UNIVERSITY	-0-	RENW
COSWAY, FRANK	3709254	12/87	-0-	**CANADA	RENW
16196082,	3709264	01/88	BRITISH LIBRARY	ENGLAND	RENW
HILL, HELEN	3709303	02/88	-0-	AUSTRALIA	RENW
GARDINER, LAUREL	3709320	02/88	-0-	**CANADA	RENW
	3709348	01/88	UNIVERSITEITSBIBL IOTHEEK	NETHERLAN	RENW

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GOODELL, GRACE	3709357	03/88	THE JOHNS HOPKINS UNIVERSITY	-0-	RENEW
MAYER, DOE	3709367	04/88	JOHNS HOPKINS UNIVERSITY, PCS	-0-	RENEW
	3709368	05/88	THE RESOURCE CENTER	-0-	RENEW
CROWDER, VAN	3709382	04/88	INST OF FOOD & AG. SCI	-0-	RENEW
BURGELMAN, J. CLAUDE	3709391	04/88	FREE UNIVERSITY OF BRUSSELS	BELGIUM	RENEW
BENT, MURIEL	3709392	04/88	CANADIAN BAPTIST OVERSEAS MIS.	**CANADA	RENEW
MCCREA, EDWARD	3709453	05/88	NORTH AMER ASSOC OF ENVIR ED	-0-	RENEW
CORNELL, JAMES	3709506	08/88	INTERN'L SCI WRITERS ASSOC.	-0-	RENEW
NICHTER, MIMI	3709651	09/88	-0-	-0-	RENEW
WEINGER, MERRI	3709653	10/88	-0-	-0-	RENEW
RE:17066719,	3709743	11/88	KONINKLIJK INSTITUUT/ TROPEN	NETHERLAN	RENEW
PAULSEN, J.	3709748	11/88	WARDROP ENGINEERING INC.	**CANADA	RENEW
	3709778	11/88	UNESCO BIBLIOTHEQUE	FRANCE	RENEW
MOORE, DOUGLAS	3709827	12/88	-0-	-0-	RENEW
faxon 1134478,	3709837	12/88	EINDHOVEN UNIVERSITY OF TECHNO	NETHERLAN	RENEW
	3709856	09/89	BAHA'I INT'L COMMUNITY	-0-	RENEW
SENIOR, DR. MAXWELL	3709857	02/89	USAID/DHAKA	-0-	RENEW
BIRT, PETER	3709858	01/89	PETER BIRT COMMUNICATIONS	**CANADA	RENEW
BROWN, RAYMOND	3709867	01/89	RAY BROWN & ASSOCIATES	-0-	RENEW
KLEIN, STEPHEN	3710117	12/90	-0-	-0-	RENEW
GOODALE, GRETCHEN	3710158	01/89	-0-	FRANCE	RENEW
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WEBSTER, MARJORIE	3710203	02/89	ACADEMY FOR EDUCATIONAL DEVL.	-0-	RENEW
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HODGE, SANDRA	3710248	03/89	-0-	-0-	RENEW
SEIDER, R. WILLIAM	3710255	04/89	-0-	-0-	RENEW
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PLOPPER, SUZANNE	3710270	09/88	-0-	-0-	RENEW

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INMAN, WILLIAM	3710311	04/89	-0-	-0-	RENW
SHEAR, DAVID	3710316	04/89	INT'L MANAGEMENT & DEVLPMT GRP	-0-	RENW
BROOKE, PAM	3710324	04/89	-0-	-0-	RENW
FREIMUTH, VICKI	3710518	07/89	UNIVERSITY OF MARYLAND	-0-	RENW
GO989817,	3710530	08/89	UNIVERSITY OF PENNSYLVANIA	-0-	RENW
KENYON, JANET	3710541	08/89	LWF - DEPT FOR MISSION & DEV	SWITZERLA	RENW
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MERCHANT, VASANT	3710557	08/89	-0-	-0-	RENW
TOWNE, RICHARD	3710563	08/89	-0-	-0-	RENW
BRADLEY, SARRAH	3710568	08/89	-0-	ENGLAND	RENW
DUBLIN, SELMA	3710595	08/89	INTERNATIONAL TECHNICAL SVCES.	-0-	RENW
RE: 26154609,	3710617	09/89	AUSTRALIAN INTERNATIONAL	AUSTRALIA	RENW
VISVANATHAN, NALINI	3710619	09/89	SCHOOL FOR INTERNATIONAL	-0-	RENW
WINNARD, KIM	3710620	09/89	JOHNS HOPKINS UNIVERSITY PCS	NIGERIA	RENW
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	3710700	10/89	SATELLIFE	-0-	RENW
E7974472,	3710709	10/89	CENTER FOR COMMUNICATION PROG.	-0-	RENW
HYAMS, ANITA	3710733	10/89	-0-	-0-	RENW
FLORA, CORNELIA	3710735	10/89	VIRGINIA POLYTECHNIC INSTITUTE	-0-	RENW
ROGERS, MICHAEL	3710749	11/89	LYNDON B JOHNSON SCHOOL	-0-	RENW
DEE, JULIA	3710766	11/89	-0-	-0-	RENW
	3710857	01/90	C.I.P.P.T.	ITALY	RENW
LEIN, PR. DIETER	3710863	01/90	WORCESTER POLYTECHNIC INSTITUT	-0-	RENW

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	3711217	06/90	SAVE THE CHILDREN FUND	ENGLAND	RENEW
GRIESER, MONA	3711412	11/88	-0-	-0-	RENEW
SNYDER, LESLIE	3711428	09/89	UNIVERSITY OF CONNECTICUT	-0-	RENEW
ROLING, NIELS	3711429	09/90	EXTENSION SCIENCE	NETHERLAN	RENEW
faxon 1188872,	3711505	11/88	UNIVERSITEITSBIBL 500	NETHERLAN	RENEW
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P.O. 791042004804,	3711616	11/90	UNIVERSITY OF CONNECTICUT	-0-	RENEW
06290,	3711634	12/90	INDIANA WESLEYAN UNIVERSITY	-0-	RENEW

TOTAL FOR CATEGORY RENEW - 125

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HUGGAN, ROBERT	3709513	08/88	INIBAP	FRANCE	SUB
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ROLING, NIELS	3711461	10/90	AGRICULTURAL UNIVERSITY	NETHERLAN	SUB
EVANS, DAVID	3711465	10/90	CENTRE FOR INT'L EDUCATION	-0-	SUB
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2AGF1693,	3711488	11/90	UNIVERSITY OF MINNESOTA	-0-	SUB
THOMPSON, PETER	3711504	11/90	WORLD PRESS CENTER	ENGLAND	SUB
	3711509	11/90	DUBLIN CITY UNIVERSITY	IRELAND	SUB
GARTLEY, PR. JOHN	3711511	11/90	CENTER FOR COMMUNICATION ARTS	-0-	SUB
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FOGERTY, DOUGLAS	3711554	11/90	MAYFIELD EDUCATION CENTRE	AUSTRALIA	SUB
ARGER, GEOFF	3711565	11/90	DISTANCE EDUCATION CENTRE	AUSTRALIA	SUB

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SUSAN	3711568	11/90	IBM INSURANCE INDUSTRY	-0-	SUB
PH.D., ROBIN	3711571	11/90	EDUCATION & TRAINING SECTION	**CANADA	SUB
DR. BRENDA	3711574	11/90	FERNUNIVERSITAT	NETHERLAN	SUB
	3711586	11/90	WOMEN'S INT'L LEAGUE/PEACE &	-0-	SUB
LINDSAY F. WILLIAM	3711589	11/90	-0-	**CANADA	SUB
	3711592	11/90	ALBERTA VOCATIONAL COLLEGE	**CANADA	SUB
PAT	3711595	11/90	INSTITUTE OF EDUCATION	ENGLAND	SUB
DR. WOLFRAM	3711596	11/90	FERN UNIVERSITAT HAGEN	NETHERLAN	SUB
RON	3711597	11/90	-0-	-0-	SUB
ELIZABETH	3711599	11/90	INTERCULTURAL COMMUNICATION, IN	-0-	SUB
SARAH	3711600	11/90	-0-	-0-	SUB
LL PHELAU, MS. S	3711603	11/90	-0-	-0-	SUB
48061,	3711605	11/90	MSU/CASID	-0-	SUB
CRISTINA	3711606	11/90	FUNDESCO	SPAIN	SUB
OM, JUDITH	3711614	11/90	SCHOOL OF COMMUNICATIONS	-0-	SUB
NTS, TYLER	3711627	12/90	DS-40 THE CLEMENTS NETWORK	-0-	SUB
LEY, CATHY	3711633	12/90	THE COOLIDGE CENTER	-0-	SUB
PATTY	3711635	12/90	-0-	-0-	SUB
NS, PHIL	3711646	12/90	RYERSON POLYTECHNICAL INSTITUT	**CANADA	SUB
IA, HARRY	3711661	12/90	ECHO, INC.	-0-	SUB
IAMS, WALKER	3711735	01/91	HITOTSUBASHI UNIVERSITY	JAPAN	SUB
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MAN, JUDY	3711757	01/91	-0-	-0-	SUB
HEIMER, JOHN	3711790	01/91	-0-	-0-	SUB
	3711796	01/91	ROY H. PARK SCHL. OF COMMUNICATN	-0-	SUB
BANE, SEBILETSON	3711812	01/91	-0-	-0-	SUB
ON, LYNN	3711813	01/91	-0-	-0-	SUB
SS, WILLIAM	3711814	01/91	-0-	-0-	SUB
PHY, STEVEN	3711815	01/91	-0-	-0-	SUB
KE, BETH	3711816	01/91	-0-	-0-	SUB
N, BILL	3711817	01/91	UNIVERSITY OF WASHINGTON	-0-	SUB
IS JOSEPH, DOROTHY	3711818	01/91	-0-	-0-	SUB
ARD, SUSAN	3711823	01/91	-0-	-0-	SUB
LANC, GLENN	3711824	01/91	-0-	-0-	SUB

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SUBSCRIBER'S NAME	IDNUMBER	START DATE	ORGANIZATION	COUNTRY* *U.S.- 0	SUB TYPE
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AYILLEY, PH.D., GEORGE	3711826	01/91	-0-	-0-	SUB
BASGALL, SANDRA	3711827	01/91	JOURNALISM, CC	-0-	SUB
MACKENZIE, DR FIONA	3711840	01/91	DEPARTMENT OF GEOGRAPHY	**CANADA	SUB
FISHMAN, CLAUDIA	3711851	01/91	PORTER/NOVELLI	-0-	SUB
GALVIN, ELIZABETH	3711855	01/91	GENERAL BOARD OF GLOBAL	-0-	SUB
LANNERT, JOYCE	3711865	01/91	-0-	-0-	SUB
JOHNSON, NORMA	3711869	01/91	-0-	-0-	SUB
HOLM, IRENE	3711870	01/91	-0-	-0-	SUB
GROCE, NORA	3711871	01/91	-0-	-0-	SUB
FISHBACK, TAMMY	3711872	01/91	LOS NINOS	-0-	SUB
COON, PR STEVE	3711874	01/91	IOWA STATE UNIVERSITY	-0-	SUB
HOEWICH, ABIGAIL	3711875	01/91	IPPF/WHR	-0-	SUB
SIMON, LYNNETTE	3711876	01/91	USDA/OICD/DRD	-0-	SUB
MOORE, MARY BETH	3711877	01/91	PATH	-0-	SUB
BRUNGARDT, SAM	3711878	01/91	EDS	-0-	SUB
TOUT, EDWIN	3711881	01/91	AIDSCOM/AED	-0-	SUB
SULANOWSKI, BARBARA	3711882	01/91	UNIV. OF WISCONSIN-MADISON	-0-	SUB
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LAMPERT, LINDA	3711895	01/91	TAI	-0-	SUB
DEAN, CINTHIA	3711897	01/91	-0-	-0-	SUB
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MICHELSON, CAROL	3711899	01/91	-0-	-0-	SUB
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BARDIE, DR. JOHN	3711932	02/91	FLEC EDB 528	-0-	SUB
MOORE, DR.G.A.B.	3711934	02/91	-0-	**CANADA	SUB
BACHY, CATHIE	3711935	02/91	-0-	-0-	SUB
	3711943	02/91	ALBERT R. MANN LIBRARY	-0-	SUB
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SMITH, KATIE	3711957	02/91	-0-	-0-	SUB
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SEBRECHTS, MARIE	3711960	02/91	-0-	-0-	SUB
ZHAO, JIAXIN	3711961	02/91	-0-	-0-	SUB
MARSH, PAMELA	3711962	02/91	-0-	-0-	SUB
GIBBINS, MAUREEN	3711963	02/91	-0-	-0-	SUB
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GRAJALES HALL, MYRIAM	3711965	02/91	AGRICULTURAL COMMUNICATIONS	-0-	SUB
COLI, BILL	3711966	02/91	-0-	-0-	SUB
HOLTZ, PH.D., BRIAN	3711968	02/91	-0-	-0-	SUB

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MCNULTY, MICHAEL	3711972	02/91	UNIVERSITY OF IOWA	-0-	SUB
	3711992	02/91	ATHABASCA UNIVERSITY LIBRARY	**CANADA	SUB
LEET, MILDRED	3711993	02/91	TRICKLE UP PROGRAM	-0-	SUB
NOBELSPIES, KARIN	3711994	02/91	-0-	FED REP G	SUB
ROGERS, PR.EVERETT	3711995	02/91	ANNENBERG SCH./ COMMUNICATIONS	-0-	SUB
PRAEGER, ALEXANDRA	3711996	02/91	-0-	-0-	SUB
ENGE, PROF KJELL	3711998	02/91	DEPT OF ANTHROPOLOGY	-0-	SUB
WASILEWSKI, ANIA	3712003	02/91	INTERNATIONAL DIVISION	**CANADA	SUB
RIGBY, DR.COLLEEN	3712006	02/91	TIGER OATS LIMITED	SOUTH AFR	SUB
SEIMS, LA RUE	3712009	02/91	CAMBRIDGE CONSULTING CORP.	-0-	SUB
MANDELSTAM, PETER	3712027	02/91	-0-	-0-	SUB
MONTEALEGRE, FABIOLA	3712030	02/91	-0-	-0-	SUB
MCGOVERN, COLLEEN	3712032	02/91	-0-	-0-	SUB
ZUCKERNICK, ARLENE	3712033	02/91	-0-	**CANADA	SUB
ABEYTA BEHNKE, MARY AN	3712034	02/91	-0-	-0-	SUB
LEE, ELIZABETH	3712036	02/91	POPULATION REFERENCE BUREAU	-0-	SUB
BOYLAN, DELIA	3712041	02/91	OVERSEAS DEVELOPMENT COUNCIL	-0-	SUB
NEIL, SUZANNE	3712046	02/91	-0-	-0-	SUB
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DEROSE, TOM	3712050	02/91	-0-	-0-	SUB
SWANSON, BURTON	3712051	02/91	INTERNATIONAL AGRICULTURE ED.	-0-	SUB
DARGIS, JULIE	3712053	02/91	1923 BILTMORE STREET, NW	-0-	SUB
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PAN, DIANE	3712062	02/91	-0-	-0-	SUB
WALLIS, JANET	3712066	02/91	-0-	-0-	SUB

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TOTAL SUBSCRIPTIONS FOR THE PERIOD: 823

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...information requests

CDC INFORMATION REQUESTS LOG

Fifth Semester

From September 1, 1990 to February 28, 1991

<u>LOG DATE #</u>	<u>NAME & ADDRESS</u>	<u>ORGANIZATION</u>	<u>SERVICE RENDERED</u>
090490-01	Anne Marie Holenstein Krokusweg 7, 8057 Zurich, Switzerland		DCR back issues
090690-02	Dr. A.S. Mungala, 16 Ave.Basoko, Kinshasa- Gombe, B.P. 15030 Kinshasa, Zaire	Cellule Evaluation & Perspective	CDC brochure, catalog, DCR backs & French DCRs
090690-03	Lon Kightlinger, B.P. 2, Ranomafana 312 I f a n a d i a n a , Madagascar		French DCRs
090690-04	B.Laba, PO Box 5770 Boroko, Papua New Guinea	National Library Service	Satellite PPs, Referral to AED
090690-05	Oluyinka Adekola, PO Box 1194, Agodi, Ibadan Nigeria		Health Education resources, Health PP, "Mtu Ni Afya"
090690-06	Joyce Ogho Ogbodu, Ibadan, Nigeria	D e p t . o f Communication & Language Arts, Univ. of Ibadan	IRI DCRs backs, "Radio: Five Strategies for Use", "RADECO", "Tele Niger"
090690-07	Jacqueline Hart, 1717 Mass. Avenue, NW, Ste. 302, Washington, DC 20036; 797-0007	Int'l Center For Research on Women	Bibliography on Agricultural Extension & Community Development in Africa; NFE Journals
090790-08	Peter Kiwanjui, 800 Hornby Street, Vancouver, BC V62 2C5, Canada	Commonwealth of Learning	Video: Radio:the Interactive Teacher
091190-09	Amalia Cuervo	AID/S&T/Ed	Copy of "Drug Abuse: Public Awareness Campaign Manual"
090790-10	Mark Herling	AED	25 copies of IRI Handbook

091290-11	Cipriano Sequeira Martinez, Apdo. Postal 3599, Managua, Nicaragua	INAA	"Cover to Cover"; DCR Backs, CDC brochure & catalog
091390-12	Eseme Ibanga, Surulere, Lagos state, Nigeria	Modular Theatre, Lagos University Teaching Hospital	"Mtu Ni Afya"; DCR Back issues
091990-13	M. T. Andrieu, Documentalist, 10Rue Antoine Chantin, 75014 Paris, France	CEDAL	French DCRs
091990-14	Dr. Cliff Block	AID/S&T/Ed	40 copies of DCR #69 (EFA), DCRs #65, 68, 63, LTP Digest, French DCR on Distance Education
091990-15	Roberto Ronchi, La Paz 260, 3100 Parana, ER, Argentina		PPs
091790-16	Victorio N. Sugbo, 176 P. Gomez St. 6500 Tacloban City, Philippines		DCR Backs, CDC Catalog, "Cover to Cover"
092590-17	The Director, Trinidad & Tobago Forensic Science Centre, Port- of-Spain, Trinidad & Tobago	Ministry of National Security	Bibliography on Substance Abuse
092590-18	Cecile Johnston, 1612 N. Randolph Street, Arlington, VA 22207		5 copies of DCR #69 (EFA)
100190-19	Michael Rogers, LBJ School of Public Affairs Austin, TX 78713	University of Texas	Bibliography on educational technology; LTP digest; referral to AED: Will Shaw
100190-20	Jerry Komia Domatob, Scriffs Sch. of Journalism, Athens, OH 45709	Ohio University	Bibliography on Communication Technologies & Africa
100290-21	Alain Roisin, 01 BP 7009, Ouagadougou, Burkina Faso	DEP Sante, Centre de Documentation	French DCRs

100390-22	Dolores Alvino, 55 Chapel Street, Newton, MA 02160	EDC	Videos: "IRI Compilations", Spanish versions
101590-23	James I. Grieshop, Davis, CA 95616	Univ. of California, Dpt. of Applied Behavioral Sc.	"Int'l Directory of Dev. Com Studies Programs"
101590-24	Olga Gladkikh, Communications Coordinator Antigonish, Nova Scotia, Canada B2G 1C0	Coady Int'l Institute St. Francis Xavier Univ.	"Int'l Directory of Dev. Com. Studies Programs"
101590-25	Charles E. Feasley, Director, Independent & Correspondence Study Dpt., Stillwater, OK, 74078-0404	Oklahoma State University	"Int'l Directory of Dev. Com. Studies Programs"
101590-26	Joan Allen Peters, Wolfville, Nova Scotia, Canada BOP 1X0	Acadia University	"Int'l Directory of Dev. Com. Studies Programs"
101590-27	Thomas T.S. Juana, Biology Teacher, PO Box 106, Bo, Sierra Leone	Christ the King College	"Int'l Directory of Dev. Com. Studies Programs"
101690-28	Mary Sebree, 800 K street, NW, Ste 740, Washington, DC 20001	T A T C	Bibliography on Visual Communication/Media
101790-29	Richard Huntington Forbes	USAID/Madagascar	French DCRs, DCR backs
101890-30	H. Juan Dyk, BP 1501 Yaoundé, Cameroon	Editions CLE	French DCRs
101890-31	Betty L. Sullivan, Box 17407 Dulles Airport, Washington, DC 20041	ANPA Foundation	Bibliography on Non-formal Education, DCR backs, CDC Catalog
101890-32	Jean Ando, H-12G, 3 UN Plaza, New York, NY 10017	UNICEF Library	Bibliography on Communication Strategies & Infant Feeding
101990-33	Paul Attaochu, P.M.B. 5517, Ibadan, Nigeria	Fed. Agriculture Coordination Unit, Development Communication Section	"Int'l Directory of Dev. Com. Studies Programs"

102290-34	Dr. Sabati Angabu, BP 4174, Kinshasa, Zaire	Club Unesco de Développement Rural	French documentation on literacy; referral to IDRC; French DCR on Distance Education
102290-35	Cathy Crumbley, 1675 M a s s . A v e . , Cambridge, MA 02138	Coolidge Center	DCR backs
102690-36	Marianita De Dablio, Iponan, 9000 Cagayan de Oro City, Philippines		"Distance Education Bibliography"; "Int'l Directory of Dev. Com. Studies Programs"; "RADECO"; "Teaching English By Radio in Kenya"; PPs
103090-37	Dr. Judith D.C. Osuala, Senior Lecturer, Nsukka, Nigeria	Dept. of Adult Education, Univ. of Nigeria	"Distance Education Bibliography"; referral to Distance Education Training Institutions; CDC Catalog
103090-38	Olga Vilaplana, Apdo. 1032-2050, San José, Costa Rica	Fundacion Omar Dengo, Programa de Informatica Educativa	"Distance Education Bibliography"; CDC catalog
103090-39	Daniel A. Ansong, P . O . B o x 117, Nkawkaw, Ghana		IRI Books; referral to Distance Education Training Institutions
103090-40	Rovin Deodat, Burnaby, BC V5A 1S6, Canada	Simon Fraser University	DCR Backs
103090-41	Karen J. Drozdale, 518 Cross Street, Harrison, NJ 07029		CDC brochure, Catalog
103090-42	Kathleen Buchanan Bondi, Triton College, 2000 Fifth Ave., River Grove, IL 60171	TKN-TV	CDC Catalog
103190-43	Duncan Wells, Pembroke Place, Liverpool L3 5QA, England	Liverpool School of Tropical Medicine, Informatics Development Coordinator	DCR #47: Microcomputers for Ed. in LCDs
103190-44	S. Toeche-Mittler G M B H , Versandbuchhandlung, Hindenburgstrasse 33, D-6100 Darmstadt, Germany		DCR #66: Popular Video for Rural Development in Peru

103190-45	Jean Wilson, 72 Hope Road, Kingston 6, Jamaica W.I.		DCR Backs, Bulletins #4, 11; Cover to Cover
103190-46	Anna M. Ryan, 201 Wall Street, Blacksburg, VA 24060		CDC brochure & Catalog, DCR #70
103190-47	Dr. Betty Taska, English Teaching Office	American Embassy, Mexico City	Video: "Radio the Interactive Teacher"
103190-48	Reuben Ausher, Division of Crop Protection P.O.Box 7054, Tel Aviv, Israel	Ministry of Agriculture, Extension Services	AID, IDRC, CDC Bibliographies on Microcomputer applications in Ag. Extension, Education & Training in LDCs; DCR #47: Microcomputers in LDCs
110190-49	Richard Huntington Forbes, Ph. D.	USAID/Madagascar	Search on applications of cellular telecommunications in education; documentation on mobile telecommunications systems; referral to telecom. manufacturers; LTP digest
110690-50	Elisabeth Bryant, 902 Smith Street, Landsing, MI		Bibliography on telecommunications to reach women; referral to Women & Telecom. organizations
110790-51	Awodiran Felix Adekanmi, PMB 1008 Oyo, Nigeria	Oyo Local Gov., Health Dept.	Dist.Ed. Bibliography; DCRs on Education; Int'l Directory of Dev. Com. Studies Programs
110990-52	Barbara K. Sulanowski, 337 W. Main St., #11, Madison, WI 53703		"Information Package on Dev.Com. & Women"
110890-53	Abdellah Hayoun, 19 Blvd. Benelouizdad 2500 Constantine, Algeria	Université Paris-Nord	AID Bibliography on AID role in book and print media projects
110790-54	B. Bakheet, Librarian, P.O.Box 77 Um Summaq, Amman Jordan	Al Quds University	"Distance Education Bibliography"
110790-55	Dr. Angel Velazquez Abarca, Las Begonias 475, San Isidro 27 Lima, Peru	ENTEL Peru	-id-

110790-56	Michael Molenda, Ph.D., Chairman Instruc-tional Systems T e c h n o l o g y , Bloomington IN 47405	Indiana University, School of Education	-id-
110790-57	Rameswok Shresdha, 750 California Street, Tallahassee, FL 32304		-id-
110790-58	D r . N a n d a n a Karunanayake, 157/4 B a n d a r a n a i k e Mawatha, Katubedde, Moratuwa, Sri Lanka	Centre for Media & Policy Studies	-id-
110790-59	Murat Barkan Ph.D. Eskisehir, Turkey	Anadolu University	-id-
110790-60	Joaquim Monteiro, PO Box 7682, Dubai, United Arab Emirates		-id-
110790-61	Mrs. Sushma Gupta, Librarian, P.O.Box 33945, Addis Ababa, Ethiopia	A d d i s A b a b a University	-id-
110790-62	Amalia Dozzi, 403 Sturwood Way, Lawrenceville NJ 08646		-id- Bibliography on dist.ed. for primary ed. and health; referrals
110790-63	Roberto Ronchi, La Paz 260, 3100 Parana, Argentina		"Dist.Ed. Bibliography"
110790-64	Komlan Adanlessossi, B.P. 74 Sotouboua, Togo	Centre D'Animation Rurale d'Adjengre	-id-
110790-65	Margaret Elson, 1 London Bridge Street, London SE1 9SG, England	AHRTAG	-id-
110790-66	V.P. Pulla Reddy, Karvetinagar 517 582, Chittor Dist., India	District Institute of Education & Training	-id-
110790-67	Touffic Houry, Al- Khodari Bldg. 9th Floor, Cola Square, Beirut, Lebanon	Islamic Center for Education	-id-

110790-68	Yilun Feng, Rm 1905 Hangzhou, P.R. China	China National Rice Research Institute	-id-
110990-69	Dr. Royal Colle, College of Agriculture and Life Sciences	Cornell University, D p t . o f Communication	"Information Package on Dev.Com. and Women"
110990-70	Karen Sandeno, 1007 N. Summit Street, Iowa City, IA 52245		-id-
111390-71		UNICEF Library	-id-
101590-72	Douglas M. Foggerty, Coordinator Dist. Ed. Prog. Mayfield Educ. Center, Malvern, Victoria 3141, Australia		"Dist.Ed. Bibliography"
111890-73	Ochelia Lisboa G., Professor, Centro Local Sucre, Venezuela	Universidad Nacional Abierta	Spanish DCR on Distance Ed.
111690-74	Edith Ochoa de Lee, Ciudad Bolivar, Edo. Bolivar, Venezuela	Universidad nacional Abierta	-id-
111590-75	Joseph P. Martinez, TV Producer, Lawrence at 11th street, Denver, CO 80204	University of Colorado	"Dist. Ed. Bibliography"
111690-76	Joao Roberto Moreira Alves, Caixa Postal 15.158, 22.231 Rio de Janeiro, Brazil		Spanish DCR on Dist. Ed.
111590-77	Rosuto Ballalai, Rua Belfort Roxo 271-601, Rio de Janeiro 22.020, Brazil		"Dist.Ed. Bibliography"
111590-78	Luis R. Rivas, Grano de Oro, Apdo. 526, Maracaibo, Venezuela	Universidad del Zulia	IRI Books, Radio Math in Nicaragua books
111590-79	Miriam Ledezma, Caracas 1070, Venezuela	ACUDE	IRI Books, Radio Math in Nicaragua

111590-80	Armando Marino, Cumana, Estado de Sucre, Venezuela	Universidad de Oriente	IRI Books, Radio Math in Nicaragua
111590-81	Lino Linares, Cumana, Edo. de Sucre, Venezuela	Universidad Nacional Abierta, Centro Local Sucre	IRI Books, RLAP Kenya, Radio Math in Nicaragua
111590-82	Freddy di Paulo, Professor, Caracas 1080, Venezuela		IRI Books
111690-83	Yolanda Plazas, Apdo 7984, Bogota, Colombia		IRI demo package; Spanish DCR on Dist.Ed.
111590-84	Luis Espina, Director General, 35080 Las Palmas, Gran Canarias, Spain	Fundacion ECCA, Radio ECCA	"Dist.Ed. Bibliography"
111690-85	Dolores Alvino, 55 Chapel Street, MA 02160	EDC	Video: IRI compilation tape; PAL Beta & VHS NTSC
111690-86	Duncan Wells, Liverpool L3 5QA, England	Liverpool School of Tropical Medicine, Informatics Development	IDRC Bibliography on Computers in LDCs; E-Mail inquiry on Computer maintenance in LDCs; referral to Royal Tropical Institute, Netherlands
111990-87	Philip Lee, 357 kensington Lane, London SE11 5QY, England	World Association for Christian Communication	Referral to Global Fund for Women
111990-88	Emmanuel Mariampillai, Nungambakkam, Madras 600 006, India	Educational Multi Media Association	Bibliography on Dist.Ed. for Health Training; referral to Health Ed. Institutions
111590-89	La Rue Seims, 1716 Wilson Blvd., Arlington, VA 22209	Medical Service Corp. Int'l	DCR backs; Cover to Cover; Radio Math in Nicaragua books; Mtu Ni Afya; Health, Pop., Nutr. PPs (English & Spanish); Video: "A Way to Bridge the Distances"; "A Global Solution" (Spanish)

112090-90	Erin Masson, Women in Development, 1990 K Street, NW ste. 8660, Washington, DC 20526	Peace Corps	90 copies of DCR #70: Women & Dev. Com.
112090-91	Pr. Gouri Banerjee, Assistant Professor, Dpt. of Geography, Boston, MA 02215	Boston University	PP
112090-92		UNICEF Library	Copies of "Development Communication: the search for a participatory paradigm"; "Need for Interactive Radio Instruction for Out of School Girls in Rural Nepal"
112890-93	Tim Tomlinson, Department of Communication, 3003 North Snelling Ave., St. Paul, MN 55113	Nothwestern College	"Dist. Ed. Bibliography"
101090-94	Beverley A. Hind, 9 Kitchener Street, Woodbrook, Trinidad & Tobago		Bibliography on Folk Media; copies of "Laedza Batanani: Organizing Popular Theatre"; "Laedza Batanani: Folk Media Development"
112990-95	Eleonor Krakauer, 1600 Pierce Street, Lakewood, CO 80214		DCR#69
113090-96	Michel Delorme, 300 Slater, 18e étage, Ottawa K1A ON2, Canada	Ministère des Communications	French DCRs
112290-97	Rotacio Gravoso, College Laguna, Philippines	UPLB	"Dist.Ed. Bibliography"; referral to College of Environmetal Science and Feorestry, SUNY, Syracuse
120390-98	Anne Marie Hostenstein, Krokusweg 7, Zurich, Switzerland		French DCRs
120390-99	Joyce Ogho Ogbodu, Ibadan, Oyo, Nigeria	Univ. of Ibadan, Fac. of Arts, Dept. of Communication & Language Arts	Bibliography on Indigenous communication and rural women; "Information package on Dev. Com. & Women"

120490-100	Anne Marie Holenstein, Zurich, Switzerland		LRCN Kit
120490-101	Sushma Gupta, P.O.box 33945, Addis Ababa, Ethiopia	Institute of Ethiopian Studies, Univ. of A.A.	"Dist.Ed. Bibliography"; "Information Package on Dev. Com. & Women"; DCR backs: Health Com.; Environemnt; Dist.Ed.
120490-102	Sharon Lanhorn, 1100 J street, ste 535, Sacramento, CA 95814	Assembly Office of Research	AID, CDC Bibliography on Education in Jamaica
120590-103	Jonathan E.C. Alide, President, Unique Services Organisation, P.O.Box 45, Onueke, Ezza, Anambra state, Nigeria	E z z a L o c a l Government	CDC brochure/catalog
120590-104	Eamon Raftery, Catechist Training Centre, Ogabia, P.O.Box 13, Otukpo, Benue State, Nigeria	The Vincentians	"Dist.Ed. Bibliography"; "Info. package on Dev.Com. & Women"; DCRs on Environment, Community Radio, Health Communication, Dist.Ed.
120690-105	Dr. Victor Bonfim, C.Postal 41 Sao Tome, Sao Tome & Principe	Ministerio da Educaçao	French DCRs
120690-106	Jambu Kumar Jain, Kota 324009, Rajasthan, India	Rural Development & Youth Training Institute	CDC brochure/catalog; "Dist.Ed. Bibliography"
121090-107	Cathy Crumbley, 1675 Mass. Ave., Cambridge, MA 02138	The Coolidge Center	Video:"Population Change & Economic Development"
121090-108	Heinz Hunke, Via Santa Maria dell'Anima 30, 00186 Rome, Italy	IDOC	Referral to Global Fund for Women
121090-109	Georges Azzibrouck, P.O.Box 943, Masuku, Franceville - Gabon	Fac. des Sciences, Univ. des Sc. & Tech. de Masuku	French DCRs
121190-110	Librarian, P.O.Box 13 Umunama, Eunihitte Mbaise, Imo state, Nigeria	Community School Oboama	"Dist.Ed. Bibliography"; DCR backs

121190-111	Toufic Houry, PoBox 14-5355, Beirut, Lebanon	Islamic Center for Education	"Dist.Ed. Bibliography"
121190-112	W o l d e m a r i a m Wolde-semaite, Radio & TV coordinator, Dist. Ed. Div., P.O.Box 4921, Addis Ababa, Ethiopia	Adult & Continuing Ed. Department	"Dist. Ed. Bibliography"
121190-113	Peter Mandelstam, 313 West 29th Street, NY, NY 1001-4769	Apropriate Technology Associates	DCR #70: Communication & Women; DCR's Index
121190-114	A r u n K u m a r , Manpower Planning & Scholarship Unit, P.O.Box 2211, Suva, Fiji	Public Service Commission	Bibliography on Human Resource Development
121190-115	Marilyn Merritt	AID/ST/Ed	50 DCRs #69 (EFA)
121390-116	D r . N a n d a n a Karunanayake, 55 Pengiriwatta Lane, G a n g o d a w i l a , Nugegoda, Sri Lanka	Center for Media & Policy Studies	"Dist. Ed. Boibliography"; DCR Backs
121390-117	Dolores Alvino	EDC	25 DCRs #69 (EFA)
121490-118	Edward Maibach, 1599 Clifton Rd. NE, Atlanta, GA 30329 (404/727-8741)	Emery School of Public Health	DCD Bibliography on mass media to promote environmental awareness in LDCs
121790-119	Rahim Yar Abbasi, Bahawalpur, Pakistan	Islamia University	CDC catalog/brochure; "Int'l Directory of Dev. Com. Studies Programs"
121790-120	Dr. Justin Nwabufo Ljiezic, MB; BS, P.O.Box 538, Onitsha, Anambra State, Nigeria		"Dist.Ed. Bibliography"; DCR #63: Dist.Ed.
121790-121	Yoyo Albert Mogga, Southern Sudan Program / Juba , P.O.Box 34459, Nairobi, Kenya	A g e n c y f o r Cooperation in Research & Dev.	CDC brochure/catalog; referrals to HEALTHCOM, TALC, AHRTAG, WHO

121790-121	Fr. Cedric Prakash, SJ, Director, P.O.Box 4088, Navrangpura, Ahmedabad 380009, Gujarat, India	Center for Orientation R e s e a r c h & D o c u m e n t a t i o n (CORD)	"Inf.package on Dev. Com. & Women"
121790-122	Mercedes Millan Ruiz, Jefe Div. de Formacion a Distancia, P.O.Box 60088, Bogota, Colombia	Min. de Trabajo Y Seg. Soc., Servicio N a c i o n a l d e Aprendizaje (SENA)	Spanish DCR on Dist. Ed.; "Dist. Ed. Bibliography"
121890-123	Patricia Hind, 9 Kitchener St., Woodbrook, Trinidad & Tobago		Referral to:"Coping with natural disasters: the role of local health personnel & the community", WHO/Red Cross
121890-124	John Helwig	AED	Duplication of RADECO lessons scripts and tapes; Shipping of same to Costa Rica Min. of Ed.
122090-125	COTA, library, Rue de la Sablonniere, 18 - B- 1000 Bruxelles, Belgium	COTA	"Inf. Pack. on Dev.Com. & Women"
122090-126	Prof. Zhen Kai Yuan, Dept. of Agriculture, Nanjing 210018, P.R. of China	Southeast University	Referral to IIEP
122690-127	George Wambeyi, Health Education officer, P.O.Box 2060, Nakuru, Kenya		"Dist.Ed. Bibliography"; DCR backs
122690-128	Munks gaard, Norre Sogade 35, Postboi.s 2148, DK-1016 K o b e n h a v n K , Denmark	D a n m a r k s PaedagogiskeBibliotek	DCR backs
122790-129	Dr. Zohair A. Sebai, P.O.box 40024, Al- Khobar 31952, Saudi Arabia	King Faisal University	CDC brochure/catalog
122790-130	Maew Chinvarasolak, 2924 Columbia Pike, Arlington, VA 22204		"Int'l Directory of Dev.Com. Studies Programs"

122690-131	Mike Rogers, LBJ school of Public Administration, University of Texas, Austin, TX	Texas Univ, Austin	Bibliography on Education & mass Communications in the West Indies
122790-132	Cathy Hardman, Peace Corps Volunteer, Koror, Palau 96940, South Pacific	Peace Corps	"Inf. pack. on Dev.Com. & Women"
010191-133	Project Coordinator, P.O.Box 9939, Accra, Ghana	Partners in Development	DCR Backs, "Dist.Ed. Bibliography"
010191-134	Ellen Zunon, 08 B.P. 499 Abidjan 08, Côte D'Ivoire		"Cover to Cover", PPs: Education, Nutrition
010191-135	Dr. Jawahar Swaminathan, 37 New fairlands, Salem 636 016 Tamil Nadu, India		"Dist.Ed. Bibliography"
010291-136	P.Y. Nthenga, P.O.box 22017, Kitwe, Zambia		"Dist.Ed. Bibliography"; DCR backs
010291-137	Emma Onyedeké, PMBI Mgbidid, Oru LGA, Imo State, Nigeria	Community Development	-id-
010291-138	Al-Hassan D. Aliyu, Niger State Council, PMB 2224, Minna, Niger State, Nigeria	Medical & Health Workers Union of Nigeria	-id-
010291-139	Robert Bishop, PCAA P.O.B, 3000, Koror, Palau 96940, South pacific		Bulletin #4:"Radio: Five Strategies for Use"; PP: agriculture, Nutrition
123190-140	Elizabeth Zankel, 2440 Virginia Ave., Ste D-102, NW, Washington DC, 20037	Intercultural Communication, Inc.	Referral to Educational Assistance resources
010291-141	Library, 32 College Road Nungambakkam, madras 600 006, India	Educational Multi Media Association	"Dist.Ed. Bibliography"; DCR backs; bibliography on dist.ed. & heath training

010291-142	Dr. Gabriel Urgoiti, Rondebosch, Cape 7700, South Africa	University of Cape Town, Dept. of Paediatrics & Child Health	Documentation & CDC publications on Radio & Health Education; PPs; DCR backs; CDC bibliography
010391-143	Rev. Dr. J. Awudu, Ichi, Via Nnewi, Anambra State, Nigeria	Eleazar Anne Institute	Referrals to Women organizations
010391-144	Al-Hassan D. Aliyu, Niger State Council, PMB 2224, Minna Niger State, Nigeria	Medical & Health Workers Union of Nigeria	DCR Backs
010391-145	Rodolfo Lopez Arzola, Apdo 1379 Oaxaca 6800, Mexico	ASHOKA	CDC brochure/ catalog
010391-146	Gamaliel D. Tejada, batac, Ilocos Norte, Philippines	Cotton Research & Development Institute	PPs: Agriculture, Radio
010891-147	Chakounte John Ivo, BP 233, Loum- Moungo, Cameroon	Bureau d'Hygiène Urbaine	"Dist.Ed. Bibliography"
010891-148	Howard J. Grossman, Executive Director, 1151 Oak Street, Pittston, PA 18640- 3795	E c o n o m i c Development Council o f N o r t h e r n Pennsylvania	Documentation on telecom- munication technology in Dist. Ed.; referrals to Nat. Clrgs on Dev. Ed; and to Global University in the USA
011191-149	Edwin K. Mayor, M.D., Rural health Physician, Malalag, Davao del Sur, Philippines	Barangay Health Workers Org., Rural Health Unit	DCR backs
011191-150	Rev. Dhammika, Nawagamuwa, Ranala, Sri Lanka		DCR backs
011491-151	Wa E. Obondo, Secondary School Teacher, P.O.Box 39, Kyavakali, Maragoli, Kenya		"Dist.Ed. Bibliography"; "Inf. pack. on Dev.Com. & Women"; DCR backs
011491-152	Samson Jayasinghe, National Secretary, Talawa Farm, Sri Lanka	SAMASEVAYA	"Dist.Ed. Bibliography"

011191-153	Peter Schutof, SNU BP 10110, Niamey Niger		French DCRs
011191-154	Chukwuka Emeperu, PMB 1 Mgbidi, Imo State, Nigeria		"Dist.Ed. Bibliography"
011191-155	Manfred Oepen, Kleine Twiete 3, 3002 Wedemark 2, Germany		"Int'l Directory of Dev. Com. Studies Programs"
011591-156	Mike Rogers, LBJ School of Public Affairs, Austin TX	University of Texas, Austin	Copies of Educational Media documents
011591-157	Arun Kumar, Suva, Fiji	Manpower Planning & Scholarship Unit, Public Service Commission	Copies of Human resource development documents; referrals educational resources
011591-158	Vernon Clarke, 1855-1 Hudson Crossing Road, Tucker, GA 30084		DCR Backs & bibliography on Visual Communication
011591-159	M.J.R. David, Institute of Development Communication, Laguna 4031, Philippines	UPLB	Referral to funding sources for Dev. Com.
011191-160	Lauren Pelletier, 512 Conti St. #2, New Orleans, LA 70130		CDC brochure/catalog
011891-161	Dr. A.B. Sulaiman, Exec. Dir., PMB 12657, lagos, Nigeria	Planned Parenthood Federation of Nigeria	Bulletin #4: "Radio: Five strategies for use"
011891-162	Philip A. Abugri, P.O.box 88 Bawku U.E. Region, Ghana		DCR backs, "Cover to Cover", "Mtu Ni Afya"
011891-163	Edu Effiong, Box 760 Eket, Akwa, Ibom, Nigeria		DCR backs; "Cover to Cover"; "mtu Ni Afya"; CDC brochure/ catalog
011891-164	Sheila Miller, Morrilton AR 72110	WINROCK, Int'l	DCR #70
011891-165	Rudolf Guthier, P. O. B o x 3 6 7 6 Kathmandu, Nepal	GTZ, Small Business Dev. proj.	CDC brochure/ catalog

012491-166	Mustafa Elawad Abdalla, P.O.Box 96, Atbara, Sudan		"Dist.Ed. Bibliography"
012491-167	Vernon Clarke, Tucker, GA 30084		"Int'l Directory of Dev.Com. Studies Programs"
012491-168	Martha Kolinski, Health Center, Farmington, CT 06032	University of Connecticut	-id-
012491-169	Timothy Essier, General Hospital, Oron, Akwa Ibom, Nigeria		CDC Catalog; DCR backs/health; referrals to Health resources; "Mtu Ni Afya"
012491-170	Dr. P.N.K. Ajiero, Director General, P.O.Box 90 Ukpok, Nnewi LGA, Anambra State, Nigeria	Christ the King Medical Foundations	DCR backs/Health; CDC catalog; "Mtu Ni Afya"; referral to Health resources
012491-171	Soley S. Bender, Assistant Professor, Dept. of Nursing, Eirbergi, Eiriksgotu, 101, Reijkjavik, Iceland	University of Iceland	Referral to J. Hopkins Univ/PCS
012591-172	Molly Melching, BP 409 Thies, Senegal	Culture for Africa Development	French DCRs
012591-173	Lillian Baer, BP 5270, Dakar-Fann, Senegal	Africa Consultant Int'l	French DCRs
012591-174	Gary Engelberg	-id-	French DCRs
012891-175	Scott V. Fedale, Chair, College of Agriculture & Home Economics, Pullman, WA 99164-6244	Washington State Univ.	"Int'l Directory of Dev.Com. Studies Programs"
012891-176	Donald Ely, Syracuse Univ., NJ 13244-2340	ERIC	-id-
012891-177	Flor L. Oamil, Librarian, P.O.Box 50 Brunswick, GA 31521-0050	MAP Int'l	-id-

012891-178	Carol A. Kilmon, Assistant Professor, School of Nursing, Galveston, TX 77550- 2782	University of Texas Medical Branch	DCR #70
012891-179	Mamojalefa Lenomo, P.O.Box 686, Maseru, Lesotho	Min. of Interior, Chieftainshipaffairs & Rural Development	"Int'l Directory of Dev. Com. Studies Programs
012991-180	Patricia Rice, Penn State University, Rm E-506, University Park, PA 16802	PATTEE, Penn. State Univ.	Referral to REDUC universities
012991-181	Elizabeth Cockburn, Dept. of Rural Extension Studies, Guelph, Ont. N1G 2W1 Canada	Univ. of Guelph	French DCR #70 on Dev Com. and Women
013091-182	Frank E. Cosway, Box 978, Stonewall Manitoba, R0C 2Z0, Canada		"Int'l Directory of Dev. Com. Studies Programs"
013091-183	Charles E. Feasley, 01 C l a s s r o o m B l d g . / O . S . U . , Stillwater, OK 74078		-id-
013091-184	Flore Oamil	MAP Intl	Spanish DCRs
013091-185	Judy Aaker, casilla 8184, Quito, Ecuador	MAP Int'l	-id-
013091-186	Lic. Milton Tejada C., G a z c u e , S a n t o Domingo, Dominican Rep.	CEDEE	-id-
013191-187	Freedom Ruel Owili, Coordinator Practicals, P.O.Box 231, Nchia Eleme, Gotelga, R/State, Nigeria	Min of Health < Public Health Div., Student Field Practical Unit	DCR backs/Health; "Mtu Ni Afya"; referral to Health resources
013191-188	Ing. nelson de Barros, Director, Human Ecology Project, Casilla 1711, Asuncion, Paraguay	Univ Nacional de Asuncion, Fac. de Ingenieria Agronomica	IRI Books

013191-189	Karen Rebecca Brown, 80 Parkway Road, Apt. 2B, Bronxville, NY 10708		PPs
020191-190	Rev. D.M. Lubansa, P.O.Box 133, Buea, Cameroon	Pan African Institute for Development	"Radio: Five Strategies for Use"; "Directory of Sources of Assistance in Ed. Tech for Dev."; "Sourcebook on Radio's Role in Development"; CDC catalog; PPs: Radio; IRI DCR backs
020191-191	George Wambeyi, Health Educator, P.O.Box 2060, Nakuru, Kenya		Dist.Ed. books ordering referrals
020191-192	Martine Visser, Communication Specialist GIIS - Rm A237, Via Terme di Caracalla, 00100 Rome, Italy	FAO	Documentation on Visual Communication; DCR backs; "Photonovels, comics and graphic literature, popular print media for development"; bibliography
020191-193	Richard Towne, 1143 - 21st street, San Diego, CA 92102-1817		"Int'l Directory of Dev. Com. Studies Programs"
020191-194	Bawa Mohammad, P.O.Box 364, Jos Plateau, Nigeria		"Dist Ed. Bibliography"
020491-195	David Kealy, Po Box 553000, Opa Locka, FL 33055-0401		IRI Books; IRI DCR backs
020491-196	Angel Matthews	J. Hopkins Univ/ PCS	30 Copies of DCR #71:Life Styles
020591-197	Bruce Girard, 3575 Boul. St. laurent, Ste 602, Montréal, Que., H2X 2T7 Canada	AMARC	CDC catalog
020591-198	James F. Evans, Head, College of Agriculture, 67 Mumford Hall, 1301 W. Gregory Dr. Urbana, IL 61801	Univ of Illinois @ Urbana Champaign, Office of Agricultural Communication	"Int'l Directory of Dev. Com. Studies Programs"
020591-199	Sid Sethi, Principal Lecturer, P.O.Box 40192, Gaborone,	Gaborone Sch.of Management & Accountancy	"Dist. Ed. Bibliography"

Botswana

020591-200	Jonathan Aliede, P.O.Box 45, Onueke, Anambra State, Nigeria	Unique Services Organisation, Ezza Local Government	DCR backs
020591-201	Daniel Kayode Adeyemo, P.O.Box 311, Ejigbo, Oyo State, Nigeria	Comprehensive Health Centre	CDC Catalog; "Dist.Ed. Bibliography"
020691-202	Greta Nettleton, P.O.Box 75, Palisades, NY 10964		"Int'l Directory of Dev. Com. Studies Programs"
020691-203	Gwyneth van Heerden, Centre for Adult Ed., P . O . B o x 3 7 5 Pietermaritzburg, 3200 South Africa	University of Natal	DCR #68: Literacy
020791-204	Tom Pool, Ed. & Training, Div. African Technical Dept., 1888 H Street, NW, Rm. J- 7106, Washington, DC 20433	The World Bank	DCR catalog/brochure; DCR Backs
020791-205	Mac Hill, Bo Town, Sierra Leone		"Int'l Directory of Dev. Com. Studies Programs"
020791-206	Lise Cavanagh, IBD, 626 Library Place, Avanston, IL 60208	Int'l Business Development, Northwestern University	Bibliography on Technology Transfer & the environment
020891-207	Tom Tilson	EDC	Custom Clearance of Honduras' IRI Educational Materials
020891-208	Ania Wsawilewski, Information officer, Int'l Div., 151 Slater Ottawa, Canada K1P 5N1	Association of Universities & Colleges of Canada	"Int'l Directory of Dev. Com. Studies Programs"
021191-209	Jhada Dajani, 1079 Commonwealth Avenue, Apt. 310, Boston, MA 02215	Boston Univ.	Bibliography on Curriculum Development in Jordan, Egypt, the Middle East

020891-210	Dr. Colleen Rigby, Human Resources Development, 85 Bute Lane, Sandown, Sandton 2196, Johannesburg 2000, South Africa	Tiger Oats Ltd.	"Dist. Ed. Bibliography", bibliography on Literacy & Adult Ed.; CDC catalog/brochure; DCR #68: Literacy
020891-211	Pragya D. Varma, Guru Nanak Foundation Bldg., New Mehrauli Rd., New Delhi 110 067, India	Council for Advancement of People's Action & Rural Tech	CDC catalog/brochure; DCR backs
021191-212	Gina Coleman, Librarian, Third World Resource Centre, 350 Victoria Street, Toronto, Ont. Canada M5B 2K3	Ryerson Polytechnical Institute	"Int'l Directory of Dev. Com. Studies Programs"
021191-213	Catherine R. Beckett, Resources Coordinator, 101-259 Pine St., Nanaimo, BC Canada V9R 2B7	Global Village	"Int'l Directory of Dev. Com. Studies Programs"; "Dist. Ed. Bibliography"
021391-214	Tony Hwett	UNICEF	PP
021391-215	Iain McLellan, 5270 Hutchinson, Montreal, Canada H2V 4B3		PP
021491-216	Karen Kocher, 1511 Kilwood Rd. Apt. B., Austin, TX 78722		"Information Package: Environmental Education"; referrals to: Fund for Int'l Community Assistance; AMIC
021491-217	Dr. G.J. Urgoiti, Dept. of Paediatrics & Child Health, Cnr Sawkins & Liesbeek Roads, Rondebosch, Cape 7700, South Africa	University of Cape Town	Copies of documents on Radio for Health; referrals to: URTNA; ALER; Manoff Int'l; Univ. of the West Indies, Medical Learning Resource Unit