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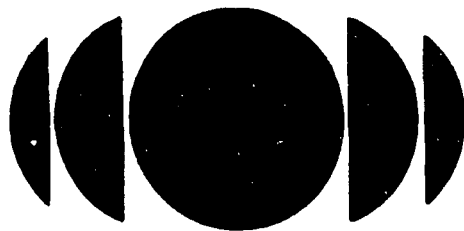
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**Clearinghouse on Development  
Communication**

**NINTH SEMI-ANNUAL REPORT**

**MARCH 1993**

# Clearinghouse on Development Communication



Ninth Semi-annual Report

September 1, 1992 - February 28, 1993

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## I. INTRODUCTION

The Clearinghouse on Development Communication is pleased to submit the Ninth Semi-Annual Report for activities completed during the period September 1 1992 to February 28, 1993.

Some of the Clearinghouse activities conducted during this period include the following:

- two new DCRs, #78 and 79 were produced and distributed to more than 6200 subscribers worldwide;
- the **Development Communication Digest** was completed and will soon be ready for distribution;
- an electronic mail system was recently installed onto CDCNET that will give the user the capability to send and receive private messages with another user having an Internet address;
- the number of catalogued items in the library reached more than 8,000 documents;
- a mass mailing was sent to 110 development and educational institutions in the industrialized world to publicize CDC services.

## II. *DEVELOPMENT COMMUNICATION REPORT* (prepared by Andrea Bosch)

During the period of March 1 - September 1, 1992, *The Development Communication Report* published two issues. DCR no. 78 (1992/3), was entitled **Early Child Development and Development Communication**. This issue concentrated on various forms of education and communication involved in the planning, set-up and evaluation of early child development. Contributions were made from authors around the world and a special effort was made to look back to the Education for All conference in Jomtien, Thailand in 1990, review the goals and analyze if and when early child goals had been achieved.

The second DCR published during this period, DCR no. 79 (1992/4), was entitled **Development Communication: Where Are We Now?** It provided an overview of the field, and attempted to provide practical information about what had been learned over the past decade. This DCR was slightly more theoretical than usual and provided more research findings (as opposed to how-to articles). Both of this two issues met with a good response from readers.

## **Future DCR Editions**

Future themes for DCRs include:

- \* DCR no. 80 (1993/1) : Agriculture and Development Communication  
(This issue was a "demand-issue." We received so many requests from visitors, readers and survey respondents, that we are putting together an issue based on these requests.)
- \* DCR no. 81 (1993/2) : Interactivity and Learning Technologies
- \* DCR no. 82 (1993/3) : Distance Education Revisited

## **Reprints and Reproductions**

The following describe how recent issues of the DCR were used by various groups.

- Intermediate Technology Development Group (ITDG) reprinted a passage from page one of the DCR #74 (Indigenous Communication) about passing fishing knowledge verbally through the generations in a Pacific Island Village, for their Annual Supporters Meeting. Clare Heyting wrote, "The Annual Supporters Meeting this year was entitled "Tales of the Unexpected," and explored the theme of communication, particularly the role of appropriate communication, non-written and non-formal means of communicating, and their importance in Development work. The passage that we reprinted was therefore very relevant to what we were conveying. You will find it in the centre pages of the programme."
- M. Miles of the Mental Health Centre in Birmingham, England wrote "No. 70 came just in time for me to quote R. Hornik in a chapter I'm finalising, for a book about community based rehabilitation...I have not only quoted Hornik, but also given a plug for DCR as a guide for the growing number of disability professionals and disabled self-advocates who wish to mass-communicate."
- Kinko's Copies at American University requested permission to copy the article, "Making Training Effective and Empowering for Women," by Suzanne Kindervatter (DCR #70) to be used in a coursework packet for Prof. Marcy Fink's course "Nonformal Education and Development" at the American University for the Spring 1993 semester for a class of about 40 students.
- The November 1992 issue of the IPPF *Open File* (p. 3), describes the article by Mark Rasmusson (DCR #77) on the detrimental effects of fear-based AIDS prevention campaigns.

- The *PCR Newsletter*, produced by the Participatory Communication Research Network, described issue #79 of the DCR, which focuses on the status of development communication after several decades.
- The September 1992 Issue of *Appropriate Technology* (Vol. 19, No. 2, p. 32) listed the Clearinghouse and the DCR in the section on communication resources.
- *Interlit*, A Quarterly Journal for Christian Communicators, requested permission to include a description of the DCR in an upcoming issue on development.
- Jan Servaes distributed 30 copies of DCR #79 at the IV Round Table on Development Communication held in Lima, Peru on February 23-26, 1993. Also, Alan Hancock requested 20 copies for UNESCO and Moncef Bouhafat requested 20 to give to UNICEF representatives in the field.

In addition, the DCR has received free publicity in several publications:

- Appropriate Health Resources and Technologies Action Group Ltd. (AHRTAG) includes the DCR in its 1992/3 edition of "Resource list of Free International Newsletters." This list includes details of 110 newsletters that are free of charge to readers in developing countries.
- The DCR is listed in the 1993 issue of *Free and Reduced Rate Periodicals for Peace Corps Volunteers*. This publication listing 99 periodicals is available through Peace Corps Information Collection and Exchange.
- The Program for International Training in Health (INTRAH) at the University of North Carolina, Chapel Hill, has included the DCR and other Clearinghouse materials in the 1992 *List of Free Materials in Family Planning/Maternal and Child Health*. This publication is also available in French.

## Letters

The following excerpts of letters include comments to the editor about the *DCR*.

We look forward to seeing the next issue of the DCR. Of all the publications we receive, it is my personal favorite. Wayne Sharpe, Program Manager, Developing Countries Farm Radio Network.

I have been a subscriber to the Development Communication Report for several years. I enjoy and appreciate the fine articles that are published there.  
Dr. Rafael Bedolla, Coahuila, Mexico

Thanks, and congratulations on a very useful and very readable issue (#78).  
**Frank Method, USAID/RD/ED.**

I have enjoyed receiving the Development Communication Report. The information presented is always clearly written, easy to understand, and very useful in developing programs for Latin America and the Caribbean.  
**Gloria Coe, Pan American Health Organization/World Health Organization.**

We are a non profit organization dedicated to train professional personnel from developing countries. We are on your mailing list for your excellent publication "Development Communication Report" and we thank you for that.  
**Alisa Katz, Librarian, The Golda Meir Mount Carmel International Training Centre, Haifa, Israel**

Your publications on development communication reports has greatly helped me to increase my general knowledge and I will equally benefit from information on other scopes you cover.  
**Mr. Anumba, P.C., Specialist Hospital, Nigeria**

Having gone through some of our publications of the Development Communication Report, I discover it quite a useful source of information spanning through various areas of science, social and act communication.  
**Patrick O. Ajoh, University of Ibadan, Nigeria**

I am an Indian scholar presently in England on post-doctoral research working in the area of DSC. I have come across many of the wonderful publications in your quarterly publication, Development Communication Report.  
**S. Talawar, Dept. of Adult Education, University of Hull, England**

Just a note to thank you for the fine job you did on our article...We look forward to the finished publication....  
**Catherine Kahn, Project Saturn Global, Los Angeles, CA**

I wish to congratulate you and your colleagues for this timely special issue on Development Communication. I will share it with my students and colleagues.  
**Jan Servaes, Catholic University of Nijmegen, Institute of Mass Communication, The Netherlands**

Please find enclosed herewith an article entitled "Video for Communication of Technology."....I enjoyed my visit to your centre in June this year.  
**Ranjit Singh, Punjab Agricultural University, India**

I would like to congratulate you for the new look DCR. It is certainly more attractive both in terms of layout and content and even the typefaces make the reading that much easier.  
**A.G. Mwaloma, Nairobi, Kenya**

### III. *THE DEVELOPMENT COMMUNICATION DIGEST* (prepared by Mike Laflin & Valerie Lamont)

Save for a few formatting changes, the **Development Communication Digest** is completed! Since leaving the Clearinghouse, Mike Laflin has worked towards its completion, adding new descriptions, and fine tuning the format (see Appendix G).

The Digest is a synopsis of information and lessons learned on the use of communications for development. It uses HyPlus software and the complete package uses one high density 3 1/2" disk. Copies of the disk will soon be available from the Clearinghouse.

The Digest is intended for use by development communication planners and practitioners. It is a collection of project descriptions accompanied by short analyses of the projects' processes and results.

The Digest allows the user to search among 135 development communication projects which can be sorted by sector, technology, communication strategy, and region. Each category includes the following subtopics:

**Sector:** agriculture, communication, education, environment, health, integrated development, nutrition, population, and women.

**Technology:** radio, television, audio, video, film, print, computers and other electronics devices, traditional media, and multimedia.

**Communication Strategy:**  
Applications such as social marketing and mobilization, grassroots initiatives, awareness and advocacy, and education, training and extension; and Community Training and Infrastructure.

**Region:** Africa, Asia and Pacific, Latin American and Caribbean, Middle East.

Projects can be searched under each of the above topic areas. Each project description includes the project type (sector), country, agencies involved, media used, project duration, the problem, objectives, target populations, strategy, overview, results, and bibliographic resources.

For users who do not have computers, we can print out copies of the descriptions with the accompanying introduction to each section and provide a custom-made monograph that responds individual needs. For example, if someone wants to know about radio technology used in Africa, we can simply search for those key areas, print out the profiles, include the introduction to the radio section, bind the pages, and send out a custom-made package.



#### **IV. OUTREACH (prepared by Earl McLetchie & Valerie Lamont)**

##### **Electronic Networking**

Advertisement of Clearinghouse services continues via the CDCNET Bulletin Board System (BBS). An e-mail system was recently installed that gives the user the capability to send and receive private messages with another user who has an internet address. Users are also able to participate in UseNet NewsGroups, which are distributed via Internet. Selected examples of NewsGroups which are received by the BBS are:

- comp.society.development/computer technology in LDCs
- sci. environment/environmental issues
- hiv.announce.
- hiv.resources.addresses
- soc.culture.african
- soc.culture.asean
- soc.culture.caribbean
- soc.culture.latin american

The attempts to contact individuals and organizations via CDCNET continues. An example of a response is from Graham Tilbury who lives in Durban, South Africa and works at the University of Natal, and is interested information on the application of communication technology to Third World problems.

##### **Visitors**

Twenty people visited the Clearinghouse during this period with some making repeated visits. Among the international visitors was Gabrielle Yesso of UNICEF, Cote D'Ivoire (development of a library system, information management); Kadidia Dienta of Mali, Alfredo Roniero of Venezuela, and Brian Bruns, a sociologist working in Thailand.

Anne-Marie Holenstein of KEK-CDC Consultants in Switzerland, in her fax to the Clearinghouse in November, 1992, said, "As a constant user of 'Development Communication' I appreciate the work of your Clearinghouse and would like to profit from my stay in Washington to make a visit to your center..." Her areas of interest included communication and women's programs and communication and democratisation processes.

Also, Dr. Garth Japhet, from the Institute of Urban Primary Health Care in South Africa visited in October. He was interested in media campaigns for health for use in the post-apartheid era. He was provided with literature from the Clearinghouse and contacts at other organizations to visit during his stay in the US.

## Mass Mailing

A mailing was sent to 110 organizations based in the industrialized world in an effort to increase the number of paying subscriptions. We have experienced a decline in the rate of increase from these countries and have had some subscriptions dropped. The organizations contacted include NGOs, PVOs, universities, government agencies, and other international organizations. The mailing list and sample letter are included in Appendix E.

## Audioconference

The CTO, Mr. James Hoxeng, and the former CDC Director, Michael Laflin, each delivered an audioconferenced seminar to faculty and students of Bowling Green State University on communication and education project design and implementation in developing countries.

## V. SUBSCRIPTIONS AND DCR MAILINGS (prepared by Mariel Escudero & Valerie Lamont)

The following two tables compare current new subscriptions and the DCR mailing rates with past subscriptions and mailing rates. The rate of increase for new subscriptions is slowing, but we are still increasing our numbers and have almost reached our goal of 6,500 subscriptions.

NEW SUBSCRIPTIONS					
	9/92-2/93	3/92-8/92	9/91-2/92	3/91-8/91	9/90-2/91
Paying Renewals	110	114	114	120	125
New paying subscriptions	43	48	84	72	128
New free subscriptions	310	421	505	962	552
New exchanges	7	17	8	10	17

The following table shows where the DCR has been sent over the past two years. Almost 5,000 go overseas and almost 1,300 are sent within the U.S. The numbers have been steadily increasing in both categories.

THE DCR MAILING						
DESTINATION	9/92-2/93		3/92 -8/92		9/91-2/92	
	#79	#78	#77	#76	#75	#74
U.S. Domestic	1,288	1,276	1,312	1,358	1,369	1,323
Overseas	4,856	4,674	4,481	4,461	4,297	4,200
*Multiple	21	21	44	44	25	35
TOTAL (U.S. & Overseas only)	6,144	5,950	5,881	5,907	5,716	5,669

\*Two copies sent to each of the addresses listed.

## VI. LIBRARY AND DOCUMENTATION (prepared by Earl McLetchie)

### The Library

The Library to date has 8026 documents catalogued and entered into the data base. Documents catalogued in this period is equally divided between documents already on the shelves and new material culled from journals, magazines and other relevant monographs received for review in the DCR and unsolicited material from organizations such as WHO, UNESCO, CIDA, IDRC and FAO. The library continues to receive journals and magazines exceeding 200 titles.

We exchange the DCR for journals and magazines from 61 institutions. During this period, two new exchanges were initiated: The Hunger Project, publishers of *African Farmer*, and Asian Institute for Development Communication, publishers of the *Journal of Development Communication*. Given our financial situation, the exchanges allow us to maintain a more up to date periodicals section.

SUBJECT	9th Period	8th Period	7th Period
Agriculture	305	280	240
Broadcasting, Telecom.	2,211	2,091	2,021
Communication Research	368	299	289
Development Com. Issues	507	482	442
Education	1,657	1,525	1,385
Environment	737	668	608
Folk Media	110	95	95
Family Planning	324	399	354
Health	1,355	1,290	1,144
Nutrition	199	161	114
Reference	47	47	47
TOTAL logged to date	8,026	7,337	6,729

## VII. INFORMATION REQUESTS

In addition to the requests for information that we have received directly, requests are still arriving at VITA following the broadcast discussing an article in the DCR on the Voice of America last summer. As of this writing, VITA had sent out all 200 of the DCR #75 and had requested 100 more copies. A list of the people who requested copies from VITA is included in Appendix B.

Some comments by individuals who have requested information from the Clearinghouse:

I appreciate very much the effort you put into mailing me materials on adolescent intervention programs and family life education. They were very useful during my recent trip to India.  
**Dr. Royal D. Colle, Cornell University**

Many thanks for the materials which are excellent. I greatly appreciate the quick follow-up on your part.  
**Gretchen Goodale, International Labor Office, Geneva, Switzerland**

Thank you very much for the materials you sent me for my presentation on the "Contribution of Development Communication for Women in Development" at the AECT conference in New Orleans.

**Mary C. Muller, Ph.D., Human Resource Development International Consultant.**

Earl, thanks so much for coming through for me again on the database search. I know of no other resource especially for development communications....If not for you and the Clearinghouse, I would be spending more time on the telephone being transferred from office to office at universities and government agencies! Within hours after our conversation, I received your fax containing bibliographic information on forty-five sources about community television and broadcast evaluation....like the *Development Communication Report*, your printouts on topical areas are a valuable networking and partnership tool, providing references to other organizations around the world which are doing compatible work.

**Lorraine Money Penny, Communications Coordinator, PACT**

We have just received a package of documents from CDC by surface mail. I would like to thank you very much for this information, which is of very high quality.

**Aromar Revi, Director, TARU, New Delhi, India**

Thank you for the articles you and CDC recently sent me. They are

extremely helpful to my research on indigenous communication. And your quick response was quite a surprise!  
**Frank Hairgrove, Professional International, Columbia, SC**

Thank you very much for the Information Package on AIDS Education and Communication and the Liberian Rural Communication Network. We will have a workshop on the preparation of instructional materials on AIDS Education for Non-Formal Education, Secondary and Tertiary Education. These materials will be very helpful to us during this workshop and for similar purposes in the future.

**Parita M. Guerra, The Philippines**

We acknowledge receipt of the materials you sent to PFEC. These materials are important addition to our library. The said materials will surely answer the increasing need of our clients (fisherfolks, farmers, tribal, academe, women, youth, and individuals) specifically on environmental issues and concerns.

**Janet Leigh T. Ganapin, Philippine Federation for Environmental Concern**

I will be taking all the materials ordered with me to Ulaanbaatar, Mongolia to teach English and develop a distance learning program for the Mongolian government and Foreign Language Institute....Thank you for your materials and any assistance you can offer in this endeavor.

**Charlotte D. Lofgreen, Professor of English, Brigham Young University, Provo, Utah**

The back issues and other publications you sent earlier have been a big help in my graduate work in DevCom. I found immediate application for the issues on rural radio and on evaluation of communication programs in the instructional broadcast series we are currently preparing to increase environmental awareness among Grade 5 & 6 pupils in a village school in Calamba, Laguna.

**Richard P. Burgor, Philippine Council for Agriculture, Forestry and Natural Resources Research and Development.**

We have received materials that you sent us about the environment and communication. This information would be very useful for users in our Library and Information Services.

**Jose Ruperto Arce, Librarian, Escuela de Agricultura de la Region Tropical Humeda (EARTH), Costa Rica**

The following table shows where information requests have come from over the past four reporting periods.

INFORMATION REQUESTS BY REGION					
Information Requests by Region	9-92-2/93	3/92-8/92	9/91-2/92	3/91-9/91	9/90-3/91
Africa	79	66	70	122	59
Asia/Pacific	75	58	89	147	24
Latin America/Caribbean	13	28	29	39	26
Middle East/N.Africa	5	7	3	8	7
Europe/N. America	127	138	73	104	101
Total	299	297	264	420	217

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Information requests were received from each of the following countries:

**Africa:**

Ethiopia (3), Ghana (3), Kenya (3), Liberia (1), Mauritius (1), Nigeria (44), Senegal (1), Sierra Leone (2), South Africa (5), Tanzania (9), Uganda (4), Zimbabwe (3).

**Asia/Pacific:**

Australia (1), Bangladesh (1), Hong Kong (1), India (41), Indonesia (3), Iran (1), Korea (1), Malaysia (1), Nepal (4), Pakistan (4), Palau (3), Papua New Guinea (1), Philippines (10), Sri Lanka (3).

**Latin America/Caribbean:**

Argentina (1), Bolivia (2), Costa Rica (1), Cuba (1), Ecuador (2), Jamaica (1), Peru (2), Trinidad & Tobago (3).

**Middle East/North Africa:**

Egypt (2), Israel (1), Saudi Arabia (1), Turkey (1).

**Europe/North America:**

Belgium (1), Canada (9), England (9), Ireland (2), Italy (2), Netherlands (2), Switzerland (2), United States (99).

REQUESTS FOR RECENT CDC PUBLICATIONS					
CDC PUBLICATIONS REQUESTED	9/92-2/93	3/92-8/92	9/91-2/92	3/91-8/91	9/90-2/91
DCR Back Issues	77	96	100	162	49
Spanish DCRs	3	7	15	17	6
French DCRs	1	10	13	16	17
Directory	17	32	71	111	26
Bibliography	8	17	33	46	49
AIDS info. pkg.	71	29	-	-	-
Other info. pkgs.	41	34	-	-	-
AID & Development Communication	9	4	-	-	-

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## VIII. BUDGET

The Clearinghouse had delivered 200 months of service by the end of February 1993. We expect to deliver 14 more months of service by the end of the contract period, August, 1993. Expenditures are \$1,434,277.51 as of February 28, 1993.

Because of the fast depletion of funds available to IIR, we have had to accelerate our activities. However, that will not diminish the quality of work performed by staff members. We have already reached most of the contract objectives and we expect to complete all of them by the end of the contract period.

We have implemented cost cutting strategies while still maintaining necessary Clearinghouse activities. Primarily, we have cut back on hours. The Project Director, Mike Laflin, left the Clearinghouse in June, 1992. He has since been available to provide up to 2 days of consulting time per month. Valerie Lamont, Information Specialist/Acting Director has cut back hours to approximately 50-60% time. Some of the time Mariel Escudero spent on the data base was cut back and undertaken by Pamela Orams, a part time employee. Andrea Bosch, DCR editor, has accelerated her time on the DCR to prepare the final issues ahead of time so that her work will be completed in March, 1993.



**APPENDIX A:**

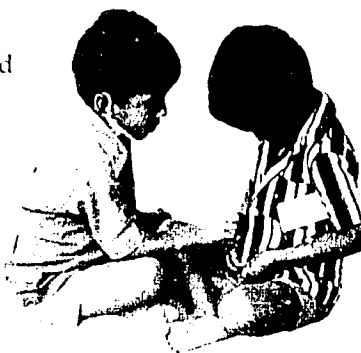
**DCRs #78 & #79**

## To Our Readers:

No. 78  
1992/3

In September 1990, the World Summit for Children, organized by UNICEF, challenged nations to explore new opportunities which would better the lives and futures of our children. Of four goals under basic education, one called for the expansion of early childhood development activities, and another, for the increased use of development communication strategies. This issue of the *DCR* focuses on what we have learned about early childhood development and development communication and how to meet the needs of young children during those important and formative years.

-- The Editor



Aya Khan

## Inside this Issue ...

### Principles into Practice

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Peasant Children Centers in Ecuador: Learning from Experience in Nonformal Education 10

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The Creative Use of Video: Early Child Health Education in Thailand 12

Understanding Child Development: The High Scope Curriculum 14

Communicating with Parents First 17

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Using Technology to Do Better Work 24

## Learning and the Young Child: Communicating the Challenges of the 1990s

by Cyril Dalais

**L**earning begins at birth—maybe earlier. There is little doubt today that the developmentally appropriate care children receive while they are young has a remarkable impact on their learning capacities, personalities and social interactions well into adulthood. The first two years of life involve such rapid

growth and significant change that by the age of two, most of the growth of the human brain is complete. By the age of six, a child's brain has grown to 90% of its adult weight. Clearly, the experiences and health during these early years are essential for both the lifelong perceptions of the world and the development of critical brain structures that

*continued on p.2*

## Communication and Community Development: Early Child Development Programs

by Fred Wood and Amy Jo Reinhold

**“W**ithout the empowerment of the community—without the involvement of patterns of self-help, self-reliance and self-activation; without the development of human resources in and of the community; without the fostering and support of local initiatives; indeed, without the community's assumption of responsibility and control for its own affairs and functioning—without all these, the success of the most well-meaning early childhood program will be partial, at best.” Ruth and Yehuda Paz, 1988.

Experience in many countries reveals that the most effective method of achieving program acceptance, success and sustainability in early childhood development programs is to build upon the community. By communicating program aims, objectives and methods to community-based groups organized around particular aspects of early childhood development (ECD), such as literacy, parent

*continued on p.4*



## 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 Research and Development, Office of Education, as part of its program in educational technology and development communication.

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## Learning, cont'd from page 1

fuels further behavioral changes and increases the child's abilities to learn.

A child's development is greatly enhanced if parents and other members of the family are actively involved. With love and attention, good nutrition and health care, and opportunities to play, explore, imitate, learn and feel loved, the child's mind and body will grow. In fact, research findings clearly indicate that early psychological and social development have a direct and measurable impact on the health, nutritional status and abilities of the child. Physically and mentally, socially and emotionally, the child's early years are critical to his or her development.

### Learning in Jeopardy

Unfortunately, families cannot keep up with child care needs. Urbanization, industrialization, migration, natural disasters and armed conflict are quickly changing our family structures. The model of a cohesive family in which a single male has sole economic responsibility and can provide for the wife and children was never the norm in many parts of the world. It is becoming less and less the reality.

Instead, the emerging trend in many countries in sub-Saharan Africa and Asia is that younger men are going to cities looking for work and leaving behind women with children and elderly on farms and rural villages. These women find themselves with heavier work loads and little time for nurturing and responding to their young children. Older siblings, especially girls, have to share the load, thus depriving themselves of an education while they look after their younger siblings.

And women have more economic opportunities. Combined with added responsibility, many familiar cultural practices and survival patterns developed by women over the years have been disrupted. With less time devoted to building strong foundations in children, the quality of parenting is changing and is likely to continue to change as the young child grows up deprived of adequate parental care.

## The Mauritian Model:

Off the coast of South Africa, southeast of Madagascar, lies Mauritius, a small sugar producing country, where parents mobilized around a preschool project linked to a long term research program on "at-risk children." Over two decades, the project has yielded some interesting advances in child development, young child initial education programs for normal, at risk and disabled children and a design and curriculum for communicating with adults about the needs and realities of child development.

In 1968, the World Health Organization Scientific Group on Neuropsychological and Behavioral Research in Psychiatry published a report which became the starting point of the Joint Child Health and Education Project (JCHEP). Mauritius was chosen as the best site to conduct interdisciplinary research due to its well-developed infrastructure, low cost, and its wide cultural diversity — the island is populated with descendants of Asian, African and European settlers.

The research involved screening 2000 three year old children and conducting a long-term study of their development. A sub-sample of 200 children were offered nursery school education and were observed. Later, as the children reached puberty, more observations and evaluations took place.

Community mobilization and communication strategies were used to bring people together. Project staff took great pains to inform the local authorities, explaining the Project and gathering input from the community through the local media and community meeting places. They met with religious and civic members to gain support and mobilize the community.

### Advocacy and Social Mobilization

Advocacy and social mobilization were the most crucial components not only during the



## Communication and Advocacy

early days, but throughout the period of 1972-86 when JCHEP had its most significant contribution to early child development programs. While the Project staff used the media and local networks, the JCHEP gave birth to a series of sub-projects including preschool services and training, nutritional programs for young children, school readiness schemes, child protection and safety, early screening and intervention for children with special needs, and finally, drug awareness.

Pilot nursery schools were established, with support from DANIDA, and a select group of young Mauritian educators were given 1500 hours of in-service training — half of which was supervised work with children. All trainees were introduced to techniques of administration, classroom organization and social communication. They learned specific communication skills to organize parent groups, focus groups and fundraising activities and were taught how to communicate face-to-face with anxious parents while reviewing a child's progress or to pass information to communities through the use of puppets, festivals or fund raising fairs.

Then, after the training component was repeated twice, the Mauritius Institute of Education took over the supervision of training and parents took more responsibility. The original 200 parents organized parent support groups which not only became participatory, but became influential in persuading the Government of Mauritius to provide adequate services for their children. Under parental demands and guidance, local authorities agreed to extend some of the teaching methodologies their children had benefitted from to other children in the community.

As more centers were opened, Resource Information Centers were set up at primary schools to inform parents and the community about the importance of child-centered activities and the family. They provided a preschool advisory service to counsel and guide parents, teachers and the community, a toy library service, a reference library on preschool education, and a training center.

### Conclusion: A Recipe for Success?

The JCHEP has had a remarkable impact on the Mauritian education system. The notion of the family as the primary social institution for nurturing the child was further reinforced — as was the need to reduce the overall burden on women and mothers so they could play a more active role in child care and education.

Today, preschool education is offered to a large proportion of the 94,000 children under five in Mauritius — ensuring that most children have access to adequate preparation prior to entering the formal education system at age 5. The training course has become a certified training course for preschool educators.

Looking back, the success of the JCHEP and spread of child development knowledge and programs in Mauritius can be attributed to number of factors.

- ❖ The child remained the focus.
- ❖ Information, training, focus groups and the media were used to spread information
- ❖ Parents were considered the first and best educators of their children. They bore the primary responsibility for their child's needs, moral direction and guidance.
- ❖ The project respected the cultural diversity of the Mauritian population while ensuring that each child had an equal opportunity to enter the economic mainstream. All the families participated in fairs, rallies, and cultural festivals.
- ❖ The emphasis was on the prevention of problems rather than on the resolution of problems.
- ❖ Continuous monitoring and evaluation ensured that children and parents alike were kept the main beneficiaries.

JCHEP grew into programs the communities understood and jointly wanted because Project staff facilitated a constant flow of information between projects, parents, families and communities. With this information and understanding, the community mobilized behind a cause in which they believed. ■

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*This preschool educator uses puppets to communicate with young children.*

Eddy Verasamy / UNICEF



education, and early childhood activities, people already involved in the community's welfare often become motivated to initiate larger programs. ECD interventions throughout the world have concluded that parental input, participation and investment —

community involvement — are the key elements to long-term ECD program success.

These conclusions are grounded in experience. Typically, as parents focus on their children's developmental needs, community motivation and initiative increases. For example, many literacy programs in Africa and Asia (Stromquist, 1992) have concluded that a shared agenda is essential to programs with adult learners. The care of young children — an area universally regarded as important — is probably the single most significant resource for consolidating and disseminating change. Thus, mobilizing parents around child development issues serves as a spring board for organizing a community's efforts and strengths for more general advancement.

#### Community Initiative

ECD has also become a classic area for community initiative because governments in developing countries can seldom meet the costs of early childhood programs alone. The rapid growth of various forms of services is frequently the result of a combination of efforts and resources between government and organized community groups. For example:

1. The Colombian national program of "hogares comunitarios" calls upon community women to devote a portion of their home to organized child care for minimal material reward. Parents pay a small charge;
2. The Indian Child Development Service subsidizes the payment of organizers; and
3. Kenyan parents construct basic preschool facilities, provide school lunches and subsidize a "teacher."

In such cases, the government plays a subordinate, supportive role, while the burden of program delivery and maintenance is carried by the community partners. The crucial features include:

- ✓ the relatively low cost,
- ✓ the often complex systems of cost-sharing,
- ✓ the links to capacity-building and employment generation among adults, and
- ✓ the accent on helping people develop a stronger voice in their own society.

The central element of the process — communication in and between communities — rests on understanding and tapping the traditional networks that keep the communities together. The community-based approach to ECD which has been successful in the developing world in recent years relies not upon the word of alien specialists, but on the organizing and understanding of local people who have learned to define their priorities and responses and communicate them among themselves.

#### Program Characteristics

Achieving an acceptable level of basic services involves training community people as effective early childcare workers and motivating community groups to organize themselves. These programs share several characteristics:

- ◆ children and adult learn side by side;
- ◆ adult learning ranges from women's literacy, to health, organizational issues or small-scale economic development;
- ◆ the intimacy with the community implies a strong cultural component, emphasizing mother tongue language learning, indigenous child-rearing practices and local working models;
- ◆ physical structures are minimal or non-existent—where they do exist, they are a direct contribution of the community and carry no long-term maintenance costs—where they do not exist, programs operate either in homes or in the context of women's groups;
- ◆ programs operate across generations and

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across sectors;

- ◆ capacity-building for the adults is a central focus — the assumption being that as capacity develops, it will transfer to other spheres of community life.

### Colombia: Community Development

In the remote coastal villages of the Choco region of Colombia, an organization called Promesa operates to strengthen the ability of families to attend to the needs of their children. In a classic case of community penetration through early childhood development activities, Promesa moved quickly into additional community projects.

The program began by working with mothers on designing their preschool children's educational games and activities. Mothers who traditionally had been convinced that there was little they could do to alter their child's environment found a new sense of personal competence and achievement.

With the initial experience of success, the process gained strength. The mothers became active agents of their children's education and eventually added an income generating activity to their agenda.

Promesa, through its planned group involvement and information sharing, moved relatively quickly into leadership development and replaced external organizers with leaders from the women's groups. With the added momentum and organization, they began to confront other priority needs in the villages, especially in environmental health and malaria control.

A 1990 study outlined the following accomplishments of the Promesa program:

- ◆ Participants' pride, self-confidence and ability to solve problems related to the healthy development of their children increased. As a result, people were better able to organize themselves in solving family and community problems;
- ◆ Groups learned to make effective use of the physical, human and institutional resources from their environments;
- ◆ Communities started relating productively to the broader socio-political context, both regionally and nationally;
- ◆ The perceived value of existing educational opportunities for their children and

themselves increased. They began to mobilize resources to develop new educational opportunities;

- ◆ Participants' children remained in school and performed better;
- ◆ Participants learned to influence schools and, thus, better respond to the needs of their children;
- ◆ Participants were more self-reliant and efficient in attending to the physical and psychological needs of their children.

As time passed, the community began to plan for the future. A process was established where the mothers organized and researched ways to meet current needs. They recognized they had a voice and constructive contributions to make. As a result, they adjusted and expanded the original blueprint of Promesa to meet broader community priorities.

### Ten Years of Erratic Growth: Some Conclusions

In very poor countries, successful programs remain scarce and are generally poorly evaluated. While there are various degrees of documentation on specific programs, there are also broad conclusions which can be drawn from a decade of loose experimentation:

- ◆ through communication, community women can be organized to provide basic early education services;
- ◆ the act of providing these services can mobilize women towards other development purposes;
- ◆ community-based early childhood activities can assist rural children over the cultural barrier of school;



*continued on p.6*

- ◆ a pattern of cost sharing is emerging, with most costs being carried by communities;
- ◆ governments and other technically qualified bodies can direct supportive services towards community-based ECD. (In general, the issue of how to provide resources to the informal education sector needs further exploration, however); and
- ◆ community development occurs through parental involvement in ECD activities.

There are several strong indications throughout the world that demonstrate the linkage between ECD and community development. The challenge now is to move this body of experience forward and harness community and government energies to meet the needs of the world's young children and the communities they live in.

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## Programming for Child Development: complementary approaches and models

Program Approach	Participants/ Beneficiaries	Objectives	Models
<b>Deliver a service</b>	<ul style="list-style-type: none"> <li>The Child</li> <li>■ 0-2 years</li>   <li>■ 3-6 years</li> <li>■ 0-6 years</li> </ul>	<ul style="list-style-type: none"> <li>■ Survival</li> <li>■ Comprehensive development</li>   <li>■ Socialization</li> <li>■ Rehabilitation</li> <li>■ Improvement of care</li> </ul>	<ul style="list-style-type: none"> <li>■ Home day care</li> <li>■ Integrated child development centers</li> <li>■ "Add-on" centers</li> <li>■ Workplace</li> <li>■ Preschools: formal/nonformal</li> </ul>
<b>Educate caregivers</b>	<ul style="list-style-type: none"> <li>■ Parent, family</li> <li>■ Sibling(s)</li> <li>■ Public</li> </ul>	<ul style="list-style-type: none"> <li>■ Create awareness</li> <li>■ Change attitudes</li> <li>■ Improve/change practices</li> </ul>	<ul style="list-style-type: none"> <li>■ Home-visiting</li> <li>■ Parental education</li> <li>■ Child-to-Child programs</li> <li>■ Mass media</li> </ul>
<b>Promote Community development</b>	<ul style="list-style-type: none"> <li>Community</li> <li>■ Leaders</li> <li>■ Promoters</li> <li>■ Members</li> </ul>	<ul style="list-style-type: none"> <li>■ Create awareness</li> <li>■ Mobilize for Action</li> <li>■ Change conditions</li> </ul>	<ul style="list-style-type: none"> <li>■ Technical mobilization</li> <li>■ Social mobilization</li> </ul>
<b>Strengthen national resources, capabilities</b>	<ul style="list-style-type: none"> <li>Program personnel</li> <li>■ Professionals</li> <li>■ Para-professionals</li> </ul>	<ul style="list-style-type: none"> <li>■ Create awareness</li> <li>■ Improve skill</li> <li>■ Increase material</li> </ul>	<ul style="list-style-type: none"> <li>■ Training</li> <li>■ Experimental demonstration projects</li> <li>■ Strengthening infrastructure</li> </ul>
<b>Advocate child development programs</b>	<ul style="list-style-type: none"> <li>■ Policymakers</li> <li>■ Public</li> <li>■ Professionals</li> </ul>	<ul style="list-style-type: none"> <li>■ Create awareness</li> <li>■ Build political will</li> <li>■ Increase demand</li> <li>■ Change attitudes</li> </ul>	<ul style="list-style-type: none"> <li>■ Social marketing</li> <li>■ Ethos creation</li> <li>■ Knowledge dissemination</li> </ul>

*Source: Children and Development in the 1990s: a UNICEF sourcebook on the occasion of the World Summit for Children, 29-30 September, 1990, United Nations, New York, page 164.*



# From Child to Child: Children as Communicators

by Richard Phinney and Judith Evans

**T**he care of younger children by their older siblings is a common sight throughout the developing world. Millions of children are left on their own for much of the day while both parents work long hours to make ends meet.

In recent years, a new approach to health education called Child-to-Child has been trying to turn this harsh reality into an opportunity. The goal is to train young child-minders to become communicators.

"We find that parents don't share information as much as children do", says Indu Capoor, Executive Director of the Centre for Health, Training, and Nutrition Awareness, which coordinates Child-to-Child programs in Gujarat, India.

"Child shares the message and awareness very quickly because they are always talking, playing and dancing."

If an older child is educated about important health messages, Child-to-Child advocates say, she (or he) will take better care of the younger child. She will also pass the message on to brothers and sisters, to parents, and to her neighbors. Many projects are aware of this pattern and work with children to reach out to the entire community, making it a healthier environment for all who live there.

## An Active Learning Approach

When the Child-to-Child approach was formally given a name in 1979 by a group of health and education professionals, it was already in use in several countries. Its guiding principles of active, child-centered learning were challenging the passive, byrote learning styles still present in many parts of the world. The Child-to-Child approach assumed that children only retain and communicate information effectively when they discover its meaning and importance themselves.

The strategy goes beyond health education. Many educators recognize Child-to-Child as a way of bringing active learning "through the back door" into schools that still use traditional methods.

But those expecting to be banded a "ready-to-serve" program will be disappointed. Advocates of Child-to-Child have tried to avoid pushing preconceived notions

of *how* people should actually apply the concept. The assumption is that those living within a community and culture are best able to adapt the approach to local conditions.

## Setting Up

The flexibility of Child-to-Child has been partly responsible for the movement's vitality and popularity. But it also makes it difficult for those wishing to introduce Child-to-Child to know what works and what doesn't. There have been few attempts to analyze what, in fact, can be accomplished through a Child-to-Child project. The Aga Khan Foundation (AKF) has made an attempt to fill this gap. Over a three-year period, it has supported, evaluated, and compared a cluster of seven very different Child-to-Child projects in India. The results of this unique experiment — now completed — may be useful to those interested in using the Child-to-Child approach in other countries. And a glimpse into the diversity of projects shows how personalized Child-to-Child can be.

The **Mobile Creche** organization runs 19 educational centers in Bombay for the children of migrant construction workers. The classrooms are improvised: a temporary shelter of sheetmetal and wood, or perhaps, a partially completed apartment. The center accepts children between the ages of one month and twelve years. Children normally attend for about six months before the family moves on to another construction site. Activity-based learning about hygiene, safe water, measles and other health issues is integrated into the teaching of other topics, such as literacy and numeracy.

The **New Delhi Municipal Corporation** school system provides a rather different setting in a lower-middle class suburb. While the facilities are better, teachers face the usual challenges of overcrowded classrooms, low salaries,

*continued on p.8*



*Child-to-Child activities include hygiene and participation in lunch service.*



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and minimal supervision or encouragement. Through a range of action-oriented activities students practice simple rules of health, hygiene and nutrition.

The project represents the first attempt in India to implement the Child-to-Child approach in a large government-maintained system. Beginning in 32 schools in 1987, the project expanded to 108 by 1990.

The **Malvani project**, on the other hand, began as a health clinic in community of resettled slum-dwellers in Bombay, supported by a local medical college. From the beginning, the project placed emphasis on identifying primary school students who could act as "mini-doctors" to assist the health center in reaching out to the community. The children diagnose basic conditions such as scabies, mobilize the community for immunization campaigns, and undertake health surveys. The mini-doctors have also conducted hundreds of Oral Rehydration Therapy demonstrations.

The **Aga Khan Education Service Boys and Girls Schools** in Bombay cater to low and middle-income groups, and are partially maintained by the Government. During the course of the project, the Child-to-Child approach was used to cover three Grade 5 topics—diarrhea, fires and burns, and eye care.

Finally, the Foundation selected three Child-to-Child projects for primary school children in rural Rajasthan and Gujarat. In each case, the local NGO was given training and technical support by the **Centre for Health and Nutrition Awareness**. Among the more popular techniques used in the projects were skits acted out by students for their parents.

### Lessons for Implementors

Evaluations found that all of the projects achieved positive results in increasing health knowledge of both children and teachers. It is less certain, however, how much of this knowledge spread to parents and the community. The difficulty in measuring the "outreach" component of Child-to-Child stems from the fact that people have many potential sources of information. Knowledge of how to mix oral rehydration solution, for example, could have come from a health worker, a neighbor, a television program, and/or a child participating in a Child-to-Child project. The evaluations only measured the knowledge, not the source.

Nevertheless, a comparison of the evalua-

tions reveals a number of practical lessons for those considering the Child-to-Child approach:

1. **Consider using schools for Child-to-Child projects.** The formal school system provides access to large numbers of children — a captive audience. They also allow others "to come in," whether in the form of visiting health workers, or experimental programs. Schools are highly valued and respected in the community. By comparison, outreach from health clinics to children can be costly, requiring an infrastructure that does not yet exist.

2. **Make teacher training a priority.** Often, too little attention and follow-up is provided with training. No matter how much teachers learn from a five-day training course, most will not be able to follow through on what they have learned unless they are provided with additional training sessions and/or regular meetings with others. If possible, more than one teacher at a school should be trained in the approach so they can share experiences. If the school has only one teacher (as is often the case in rural areas) then regular supervision and encouragement are required.

3. **Provide administrative support.** When the total organization is behind the effort, Child-to-Child is more easily accepted. Rather than leaving teachers on their own, the support of heads of schools/central administrators is a critical factor in getting programs off the ground.

4. **Make everyone feel involved.** All staff should feel involved in the decision making process. Those who are affected by the project in any way, whether or not they are directly involved with children, should be able to provide input from the time the project is initially presented.

5. **Don't underestimate the difficulty of changing teaching methods.** Teaching styles are not likely to become more child-centered simply because of the introduction of Child-to-Child. Teachers tend to teach in the way that they have been taught. If teachers have been expected to copy notes from the blackboard and memorize information that is not

linked with their own reality and experiences, then they are likely to try to pass on knowledge in the same way. To introduce the Child-to-Child approach most effectively, great emphasis must be placed on the development of appropriate pre- and in-service training for teachers.

**6. Use locally-made teaching materials.** While mass-produced Child-to-Child activity sheets are useful as models, it is more effective to have teachers create new activity sheets in training workshops. This is one of the best ways to teach teachers the purpose and their role in Child-to-Child, and to obtain their commitment to the approach.

**7. Integrate Child-to-Child into the official curriculum.** Teachers need to be convinced that Child-to-Child can help them to do their job better and more easily. If the topics covered are not part of the regular syllabus, this won't be the case. Using an active learning approach can take more time, and many teachers are under pressure to "complete the syllabus" no matter what the level of comprehension. Therefore, it is important to ensure that the Child-to-Child approach is fully and realistically incorporated into existing programs.

**8. Make topics relevant.** The more familiar children are with a disease, the more likely they are to learn and to practice better prevention and treatment. Similarly, the more often children are able to practice their knowledge, such as personal hygiene, the more likely they are to develop habits based on that knowledge. Discussions of the necessity of boiling water are likely to fall on deaf ears if there is little fuel, for example.

**9. Use a recognized authority to back up the information children are passing on.** Adults may be skeptical if children's messages are not reinforced from time to time by a respected "expert." In the Malvani project, the "mini-doctors" initially became discouraged when no one would listen to them. But after a health professional visited the community to confirm what the children were saying, the parents began believing the children. The "authority figure" can

vary — in central Bombay, educational television programs play a similar role in reinforcing health messages spread by children. Skepticism seems to be less of a problem in rural areas, however — perhaps because children are more likely to be the first generation within the family to attend school.

**10. Use incentives.** Introducing Child-to-Child techniques requires commitment from the teachers and workers on the "front-line." Often simple recognition is enough. Other effective incentives include free health checkups, training certificates, prizes and honoraria for participation in training courses.

Since 1979, Child-to-Child is being formally practiced in over 70 countries and the numbers are growing. The approach is being used for projects from community health education to early child education and development. Using the minds and energies of the children to mobilize communities, spread important information and better educate themselves, the Child-to-Child approach is one answer to many difficult communication questions.

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*A play about malaria enthalls village audiences in Gujarat, India.*

# Peasant Children Centers in Ecuador: Learning from Experience in Nonformal Education

by Enrique Tasiguano

**R**eaching marginalized peasant families through nonformal education is not a new concept in Ecuador. Since 1971, nonformal education techniques have reached out to children and adults who otherwise would be denied an education and the individual and community empowerment associated with it. Over the past two decades, a program in Ecuador has gone further — it has discovered the value of using nonformal education and communication techniques to promote the development of the whole child within a unique community design.

## Huahuanapao Huasi

In 1978, the Marginal Rural Development Fund at the Central Bank of Ecuador created Huahuanapao Huasi, or the Peasant Children Centers (CICA), to care for Ecuador's young, marginalized rural children. CICA took careful notes from other programs both in early childhood development and in nonformal education in the region. Along the Peruvian-Bolivian border, for example, a series of projects focused on young urban children and the importance of early childhood programs. Combined with Ecuador's experience in nonformal education, CICA was prepared to weave an integrated system relying on innovative communication methods and knowledge of child development and community traditions.

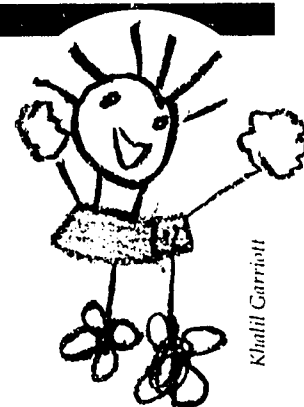
Like other early childhood programs worldwide, CICA had the ability to serve both children and their communities. While CICA's programs focused on children between three and six years, they also organized workshops and information networks to involve the community in the process from an understanding of child development to the implementation and management of the center. A management structure was designed to promote ongoing interaction between colleagues, organizations, and communities. Training was provided at national, provincial and community levels which introduced new concepts such as child psychology, child nutrition and health, traditional information such as cultural ancestry, and combinations of new and old knowledge such as management capabilities, community organization, and the utilization of materials from the environment. Case studies were analyzed so that particular groups, such as parents or coordinators, could more easily understand other groups and other projects.

## Communication and the Whole Child

CICA decided early on to be more than just a babysitting service or a place where children learn literacy and numeracy. Instead, it focused on the whole child and used games and interactive activities to encourage confidence, creativity and health. CICA's specific objectives were:

- ❖ to stimulate the child's psycho-motor development and sensitivity to the world;

- ❖ to support the child's creativity and problem solving in all areas through cultural and artistic expression; and
- ❖ to improve the child's diet and nutrition using the resources found in the community, and to influence the community as a whole.



CICA divided work areas within the center to reflect emotional, intellectual, linguistic and physical growth. Activities were constructed which used the environment and taught indigenous knowledge as well as contemporary alternatives. For example, puppets, cards, posters and blocks created by the parents or children allowed children to practice or express new ideas. Art, drama, dance, games, and traditional means of communication helped children to explore their feelings and practice new skills.

## Staffing and Cost

CICA's management, implementation systems and staff help the program provide an environment of security and care for children. Here, the personalities, interests, feelings and needs of the children are central. The staff is carefully chosen from within the community using criteria of sensitivity and ability to work with children. After participating in workshops, they use their natural skills with added expertise.

CICA uses three organizational levels to run the centers: a national work team, which performs technical tasks; a team of community coordinators; and a team of community promoters. Most are community members.

Currently, 92 CICAs exist in nine provinces and 4500 children are being served. Since it began, approximately 37,000 children have benefitted from this program.

But while the cost of each center is low and the demand for centers has grown across the country, economic austerity throughout Ecuador has made it impossible to keep up. Even though the programs have been widely accepted in the communities and the results of the management system and whole child philosophy have been highly successful, the centers, like the economy in Ecuador, are threatened.

Unfortunately, many decision makers still do not fully appreciate the importance of early childhood care and the lifetime difference it makes. With concentrated communication efforts, hopefully CICA will continue to grow and serve our marginalized rural children.

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# Project Entry-Point: Communicating through Intersecting Needs

*"Childhood is the initial stage of life as the foundation is the first design of a house. The house can be strongly built only if the foundation is laid strongly. We must make the early childhood days good."*

— Radha, a mother from Utter Pari, Surkhet, Nepal

Throughout Nepal, the vast majority of people are subsistence level farmers. In the division of labor, the major workload falls upon women as they fulfill multiple roles. In addition to their contribution to the family farm and household maintenance, women also undertake "informal" economic activities such as small trade, marketing, crafts and shop-keeping.

As mothers, women play a critical role in their children's development. But they are limited by time and other social conditions that deprive them of food, services, resources and information. The children are left unstimulated and in poor health.

Planning child development programs in Nepal must take account of the increasing stress women are under to meet subsistence needs. It must have a strong orientation towards health, nutrition, sanitation and parental education. The challenges, in this case, are to develop effective programs which address both the intersecting needs of women and children, and to continually communicate the benefits to the community.

## The Home-Based "Entry-Point" Program

The UNICEF-supported Production Credit for Rural Women (PCRW) designed a program which incorporated both the need to alleviate some of the women's burden and the need for better child development. PCRW realized that in Nepal, center-based child-care arrangements alone were not the answer. Instead, they developed these low-cost strategies:

- \* Home-based programs to be run by mothers themselves on a rotational basis for children up to 3 years;



*The women learn developmentally appropriate activities through the pictorial guide.*

- \* Community-based childcare centers for children 3-6;
- \* Parent education classes;
- \* A Child-to-Child program that would strengthen older children's abilities to promote the health, welfare, and development of younger children.

Interested women joined a group and each group received a kit of interactive communication materials and bamboo toys made by the fathers. Because the mothers were largely illiterate, a pictorial chart was enclosed to indicate a daily schedule of activities to introduce new skills and concepts to the children. At the same time, the mothers learned hygiene and health information.

Benefits from the "entry-point" program went beyond the children. The mothers gained new knowledge and confidence in their new roles and were able to participate in other income generating activities more freely. They learned to manage and plan their own programs and to use a group process and communication network. And as child development became integrated into a broader community development, parents learned the interactive nature of health, education and stimulation for early childhood development.

*Excerpted and adapted from Seeds, P.O. Box 3923 Grand Central Station, New York, New York 10163 U.S.A. This case study was prepared by Caroline Arnold for the Consultative Group on Early Childhood Care and Development.*



*Using homemade toys and the pictorial guide, this woman is able to give added attention and support to the children.*

# The Creative Use of Video: Early Child Health and Education in Thailand

by Nittaya J. Kotchabhakdi

**T**he declaration of the goal health for all and education for all by the year 2000 has created a movement in self-care and participation in health service management and community development. This change in attitude and practice is even more remarkable in developing countries where health personnel and government officials used to be authoritarian and subjected to centralized "top down" policy, and parents in remote or slum communities are mostly poor, less formally educated and often feel powerless concerning their children's health and quality of life. More than ever, there is a need to communicate with parents and the community about their rights, roles and ability to enhance their children's lives.

As communicators know, communication for behavioral change differs from the mere transmission of facts and figures. It requires an interesting presentation of clear and culturally sensitive messages with which the target audience can relate. To improve child health and development in Thailand, the Institute of Nutrition Research, Mahidol University and the Department of Pediatrics at Ramathibodi University has used a series of interactive videos to communicate with parents with encouraging results in both rural and urban settings.

## Interactive Video

The impact of a series of five interactive nutrition and education video programs, and the provision of a food

supplement, was studied in 12 villages in northeastern Thailand. Each interactive video tape is 25-30 minutes long with 8-10 interactions the group practices for another 15 minutes each. The tapes cover several topics:

*Luk-Rak* ("beloved child" and the name of the supplementary food product): compares the food and maternal behavior around two 15 month old boys — one malnourished, one normal;

*Let's Cook Supplementary Food*: shows how to cook and encourage the child to eat supplementary food;

*Value of Breastfeeding*: promotes breastfeeding, giving the infant "first milk", and the maternal diet during lactation;

*Here Comes Dr. Nit*: shows the perceptual and interactive activities of newborn babies, and children's needs for psychosocial stimulation and play materials; and

*Happy Valley Village*: presents the 5 food groups through a puppet show.

*Here Comes Dr. Nit (VTR-4)*: a module particularly oriented to child development, aimed at creating maternal awareness of the child as an individual with early perceptual abilities and at recognizing the importance of mother-child interaction, play and supplementary feeding.

The total audience of the VTR-4 were 478 men, 930 women and 3225 school children. Village mothers children under the age of two were interviewed individually prior to the introduction, and at 2, 10 and 14 months later when the VTR-4 had been shown 3, 4 and 7 times respectively in each village.

## Changes in Attitude

Infants and preschool children in these villages are "at risk" due to impoverished social and physical environments. Their mothers are overburdened and distracted by agricultural and other work and their cultural values and certain traditions regularly impede the child's early interactions with others. For instance, the Thai village culture values subtleness more than expressiveness. Newborn babies are usually fully wrapped and placed close to the mother in a basket for a few days. Generally, parents, relatives and neighbors do not openly express their admiration for the baby for fear that spirits will take the baby away. Instead, they say aloud, "What an ugly baby," in order to deceive the spirits.

In our survey, few mothers in northeast Thailand recognized the visual perceptual ability of infants, and therefore, did not know they were preventing the infant from natural interactions with the environment. In the pre-test, only 1.7% of mothers thought babies could see at one week and only 14.7% at one month. At the same time, 20% and 35% of mothers surveyed in a



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These children at a Child Nutrition Center laugh and smile as they play.

Bangkok slum thought that babies could see at one week and one month. Results of opinions about early perceptions of sounds were similar.

After VTR-4 was shown, surveys showed a strong impact on the expected age of seeing and hearing.

Another part of the pre-test showed only one-third of rural mothers and their urban-poor counterparts encouraged or played with their children. This in-

creased to over 85% two and six months after media exposure and declined to 50% 14 months later.

But the most successful outcome related to health and nutrition resulted from imitating desirable behavior. Rather than stopping the feeding process when infants turned away or thrust their tongues, a striking number of mothers learned to continue to engage and feed the child through distracting him or performing other behavior modeled on the video.

### The Media Matters

The choice of media made a difference. In a controlled study comparing the effectiveness of health education using just video, video and a radio spot, just radio, and nothing, the Institute for Nutrition Research at Mahidol University found that village mothers exposed to video or video and radio were significantly more knowledgeable and provided better nutrition to their 0-4 aged children. The video groups had improved interaction between mother and child and an enriched environment for young children — both targets of VTR-4.

Both the nutritional status of the children and maternal knowledge and attitudes toward childrearing were assessed. Random observation during home visits revealed behavior change related to the media exposure in mother-child interaction, existing play materials and the type of cradle chosen. More mothers stated their intentions to give their baby colostrum (first milk) in comparison to a control group. And while malnutrition did not decrease during the study period, it was clear that the integration of psycho-social components into nutrition education had a considerable impact on maternal knowledge, attitudes and elements of their childrearing practice.

With existing communication technology, using visual and audio messages can result in behavioral change regardless of literacy levels or remoteness. The integration of psycho-social components into nutrition education presented in the form of interactive video has had a promising impact on rural mothers' knowledge, attitudes and childrearing practice. In each case, by increasing maternal

## Learning Strategies

Particular interactive learning and motivation strategies were used in the videos to teach child development information:

**1. Discovery/Logical Conclusion.** The audience is exposed to certain information and then asked to make a decision which logically follows. *Example: a newborn baby can see, hear and imitate facial gesture.*

**2. Analogy/Logical Conclusion.** The audience is reminded of something familiar that works on the same principle as the idea being taught and draw conclusion about new information. *Example: Mother-child interaction is like being greeted at a new house.*

### 3. Observation.

**a. Description.** The audience observes an event and reports what was seen. *Example: Observe the face-to-face interaction of the doctor and 3 month old baby.*

**b. Comparison.** The audience observes two or more conditions and reports differences and/or similarities. *Example: Compare the behavioral responses of a malnourished child and a normal child.*

**c. Modeling of Desirable Behavior.** The audience sees desirable behavior and is asked to describe the positive behavior or some of its elements. *Example: Interaction between mother and child while eating supplementary food product.*

**4. Specification.** The audience is given a general principle and asked to apply it by giving specific examples. *Example: Play materials can be made from local materials. The audience is asked to name the plants and the home-made toys.*

**5. Generalization.** The audience is given specific examples and asked to conclude the general rule. *Example: The baby can hardly see while she is laying awake in a closed hammock.*

**6. Personal Opinion or Feeling.** The audience is asked to give their opinions about non-threatening subjects related to the topic. *Example: the audience is asked to imagine themselves seeing through the infant's eyes while she is in a closed hammock and after it is opened and then discuss.*

**7. Reinforcement.** After each interaction, an immediate feedback and reinforcement of the correct answer is given.

awareness, the naturally existing mother-infant relationship is enhanced.

With urban parents who are ordinarily exposed to a wider range of media and information services, the effectiveness of health communication using interactive video programs may depend more on its novelty and focus on the target audience. As communities become more sophisticated, specific issues and modes of presentation are necessary to capture the interest of the people as well as to make a difference in health behavior and childrearing practice.

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# Understanding Child Development: The High/Scope Curriculum

by David P. Weikart

**J**uan kneels on the floor — a three year old in a new nursery on the outskirts of Cali, Colombia. He fingers a toy truck, spinning the wheels of the truck over and over.

*When an adult approaches him and asks him a few questions, he doesn't reply. He continues to spin the wheels, lost in observation.*

*Dante is shouting with joy. Buried in blocks, he excitedly tells the adult that he built the biggest tower ever, it was "fiveteenton" miles high. In this Head Start classroom in Ohio, U.S.A., Dante and his friends begin to rebuild the tower together.*

*Devkumari stands in line, one of 40 four-year-old children. Beside her is another line of equal length. The adult signals and 80 children, her preschool class, break into song. With big smiles and some harmony, they dance their way to their classroom in their small school in Soweto, South Africa.*

When researchers and curriculum development specialists at the High/Scope Educational Research Foundation observe children, we see great variety in appearance, in the languages they speak, and in cultural aspects such as dress, toys, and ways of relating to adults.

Yet, children grow in much the same way and at much the same pace throughout the world. A trained adult will understand Juan's behavior as consistent with other children his age — focused on very concrete

items such as the wheel of a truck. Only after he has explored many items will he understand the truck as a "tool" to "haul wood."

Dante was becoming aware of the differences between big and little. "Fiveteenton", while not a real number, is a big concept in any language. Convincing all your friends to help build a tower incorporates cooperation and friendship into problem

solving — very important analytic and social skills for Dante's future.

Devkumari was singing harmony and dancing with the group. It displays considerable cultural experience and maturity beyond most preschool children. To an experienced eye, her behavior is significant.

Cross cultural examples of children at various stages of development suggest universal principles in the growth of all children. The High/Scope approach to curriculum is built upon these child development principles and tries to communicate them to teachers and parents everywhere.

## Communication Networks

The High/Scope Foundation believes in organizing early childhood programs through networks of trainers who spread information about the importance of attending to the young child and his/her experiences. The Foundation's innovative style of creating early childhood institutes worldwide where trainers and teachers learn important information about child development, and of preparing local communities to create early childhood programs from within, sets it apart as a communicator for young children.

The High/Scope early childhood curriculum works across borders and cultures because it is a framework where the community can fill in the blanks with their own cultural values and beliefs. With a little knowledge about child development, High/Scope believes adults and children can begin to initiate new communication networks — which share the responsibility of growing up and build the confidence and productivity of children so that they grow into adults who can problem solve and feel in control.

## The High/Scope Curriculum

Within the High/Scope framework, the teacher and child both plan and initiate activities and actively work together. While the underlying psychological theory is based on the theories of Jean Piaget, the application was developed by teacher-researcher teams over the last 30 years. In this model, children develop their own activities through a plan-do-review sequence. They are supported by adults who use developmentally appropriate key experiences to understand and interact with the children



and promote intellectual and social development.

These activities produce three outcomes important to developing confident and competent adults:

- 1) **Children learn to communicate their intentions through both gestures and actions.** For example, an infant picking one toy over another, or a preschooler guiding an adult to the material needed for play may not immediately seem like stepping stones towards effective communication skills and decision making. But as the children mature, they begin to feel in control of their experiences. The High/Scope curriculum calls children's expression of intent "planning."
  - 2) **Children generate experiences.** A high quality program offers opportunities for children to be actively engaged. Effective actions comes about when children are actively involved with people, materials, events, and ideas. Children need enough time for trial-and-error, generating new ideas, practicing and succeeding. Independence is the key to active learning by self-motivated children. In the High/Scope curriculum, children act on their intentions during "work time."
  - 3) **Children reflect on their experiences at play.** A high quality curriculum must provide time for children to reflect on their experience with increasing verbal ability and logic as they mature. Through this process, they begin to match words to their actions and construct memories and insights they will modify as their understanding increases. In the High/Scope curriculum, the time set aside for this process is called "recall" or "review."
- As the result of these three components, children develop a sense of self-control and self-discipline. This control is real power, not over other people or things, but over oneself. Understanding what is happening in their environment, recognizing that those around are genuinely interested, and knowing that their effort often leads to success — these elements create the type of control that promotes personal satisfaction and motivates productivity. This early sense of personal control has a permanent effect on

the child and is, perhaps, why high quality early childhood programs are so effective in altering the life course of participating children.

### **Training Institutes: A Larger Network**

Working with various groups in different countries, High/Scope Foundation is establishing independent institutes worldwide. Each institute belongs to an international registry which promotes training and coordinates quality control systems for the participating groups. Some institutes are independent charity organizations that work with local education and social service authorities. Other institutes are attached to universities which already do training on a national basis. Still others are private businesses which provide services to governmental bureaus.

The High/Scope strategy of training follows a train-the-trainer approach. Initially, High/Scope staff trains a group of 20 to 25 experienced child education or child service trainers in a participating country. The course is a seven week program spread over a one year period. It allows time for direct training, application by participants, and observation of their effectiveness in training. At the end of the course, two individuals from this group are selected to become national trainers and attend the High/Scope Residential Training of Trainers 15 week program in Ypsilanti, Michigan. A second group of experienced child education or child service trainers in the country is then trained with the two country trainers leading training and the High/Scope staff trainer directly supervising. With these three steps successfully behind them, the country trainers staff the national institute and continue the training of local trainers.

The network is growing. Currently, one institute is fully operational in the United Kingdom. A second has entered the training



*This teacher is helping the child learn about herself.*

*continued on p.16*



*Children  
grow in  
much the  
same way  
and at much  
the same  
pace  
throughout  
the world*

process in Portugal. Institutes in Singapore and Mexico are awaiting final approval. In South Africa, trainers are operating informally, and discussions are underway in Norway, Denmark, Finland, Turkey and China.

**Training Adults:  
Spreading Knowledge**

As adults become involved in long-term training, certain persistent issues emerge:

**Children are children.** Parents become aware that children are basically the same everywhere. Despite superficial differences, through observing children on videotape, in day care settings, or at preschool classrooms, parents see the stages of development through common behavior and responses. With this knowledge, adults are ready to accept the transfer of information, methods, procedures, and skills.

**Training follows a step-by-step process.** Understanding child development is not always easy — especially for cultures which have not previously emphasized this period of growth. But if a logical training process is followed, the importance of child development becomes more acceptable. For example, adults learn best and are most willing to change when perceived changes are not threatening or involve philosophical beliefs. In High/

Scope curriculum training and arranging the classroom environment into meaningful child-centered areas is generally an easy first phase and will immediately reduce behavior problems. Suggesting children make basic choices and

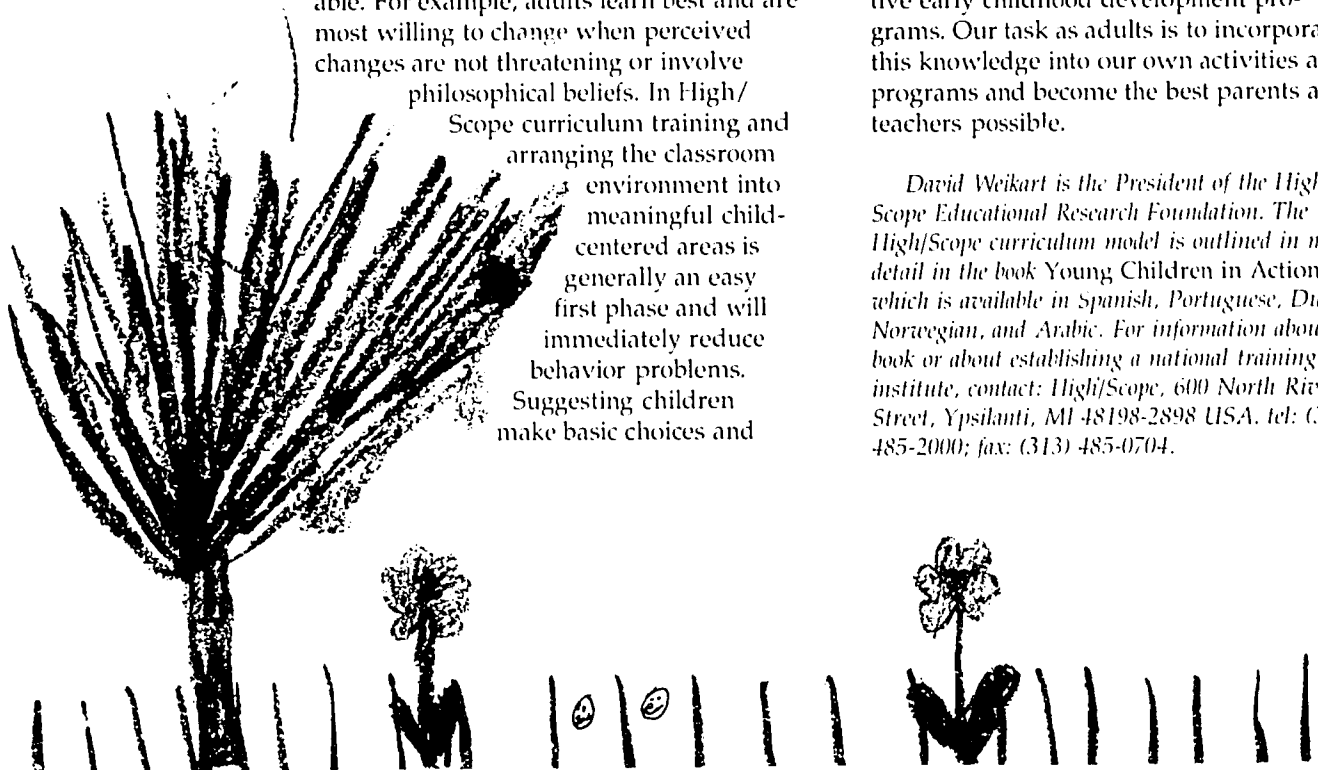
then supporting those choices may be a comfortable second phase. Finally, learning to observe and understand the developmental processes in individual child behavior can be a difficult step and should happen after the adults are committed to the program.

**Knowledge is be applied.** Training needs to be on-site so that participants can apply what is learned immediately to the children. The focus of training is to change behavior on a daily basis. Off-site training frequently is too abstract to genuinely change behavior.

**Training is slow and thorough.** Concepts learned in training should be repeated a number of times with different types of applied examples and points of view. Adequate time for practice and discussion is important.

Because of the long-term effectiveness of high quality early childhood care and education on the lives of children, their families and the community, the international interest in providing services to children is greater than ever. Today, much is known about how to organize complex and effective early childhood development programs. Our task as adults is to incorporate this knowledge into our own activities and programs and become the best parents and teachers possible.

*David Weikart is the President of the High/Scope Educational Research Foundation. The High/Scope curriculum model is outlined in more detail in the book Young Children in Action, which is available in Spanish, Portuguese, Dutch, Norwegian, and Arabic. For information about the book or about establishing a national training institute, contact: High/Scope, 600 North River Street, Ypsilanti, MI 48198-2898 USA. tel: (313) 485-2000; fax: (313) 485-0704.*



Onar Garratt

# Communicating with Parents First

by Nancy Donohue Colletta

**W**hile we are most familiar with early education programs which provide services directly to children, communication strategies which help children by focusing on their parents' behavior have some basic advantages. True, short-term child-focused programs are able to achieve improvements in children's development. But these gains may disappear a year or two after the program ends, especially if the children are exposed to unresponsive or unstimulating primary schools. Longer lasting effects seem to be possible when programs focus on the child's family through changing parental behavior.

Making permanent changes in the parents' attitudes, behaviors, and knowledge often has a dramatic and long lasting impact not only on the child in question, but also on other family members. And unlike child-focused programs, changes in parental behavior are likely to extend beyond the length of the program — particularly when the program is careful to communicate to parents that they are the child's first and most important teacher. This position emphasizes the central importance and competence of the family and de-emphasizes the role of the outside "expert."

There are other advantages to communicating with parents first. With a focus on the caregiver as the primary audience, programs do not need to bring children together in groups, are easily integrated into existing programs and are often lower in cost. Experience shows that parent-focused models of early education may:

- ❖ improve children's development;
- ❖ improve children's school adjustment;
- ❖ increase mother's interest in their own education;
- ❖ increase mother's feelings of control over problems in their lives;
- ❖ improve parent-child interaction; and
- ❖ improve parent's responsiveness to children.

## Media for Parent Education

One approach to parent involvement is simply to educate the parent about children and their development. Parent education

programs tend to offer training which directs changes in parental knowledge, attitudes and behaviors. Parent education messages may be delivered through channels already developed for other adult education programs such as mass media campaigns, health or literacy programs.

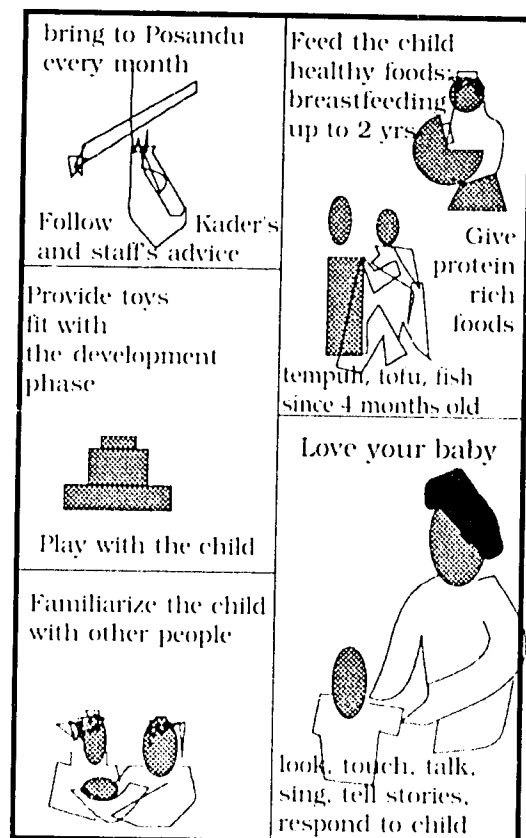
In Indonesia, a simple chart was developed to communicate basic knowledge to parents about predictable steps in children's development and the ways that parents can affect and improve their children's progress. (see page 18) The chart was modeled after the typical growth monitoring chart and consisted of one milestone for each of the first 36 months of life. Accompanying each milestone is simple activity which the parent could perform to encourage the child's development.

While simple, a tool such as a basic developmental chart can bridge cultural communication gaps and introduce the significance of the parents' role in preparing the child for his or her future. The chart serves as a continual reference and concrete starting place for parents to learn about child development.

The chart was designed to be:

- ❖ composed of culturally appropriate behavior indicators which are familiar to the child, important in the culture's value system, and useful for indicating specific interventions;
- ❖ focused on milestones most predictive of later development and covering many areas of development including cognitive, language, fine and gross motor, social and self-help skills;
- ❖ easy to administer in health centers without elaborate training or materials;

*continued on p.18*



*This Indonesian child development card shows parents ways to facilitate healthy growth and development.*

- ❖ easy for parents and health workers to understand;
- ❖ useful in focusing parents' attention on important developmental processes and in emphasizing the idea that children's development does not "just happen" but that parents play an important role in fostering their children's developmental progress;
- ❖ capable of strengthening parent-child interactions by increasing the parents' sensitivity to the children's needs and by increasing the parents' understanding of the importance of spending time with their children; and
- ❖ suggestive of simple interventions at each age.

Simple but direct communication tools such as the growth chart can be the beginning of parent education and early childhood development programs — especially when the tools are catered to the specific needs and interests of a community. Recently, for example, the developmental chart has been revised for use by mothers in their homes. The mother's

charts can then be brought on regular visits to the health centers, where the child's progress can be discussed with the health workers.

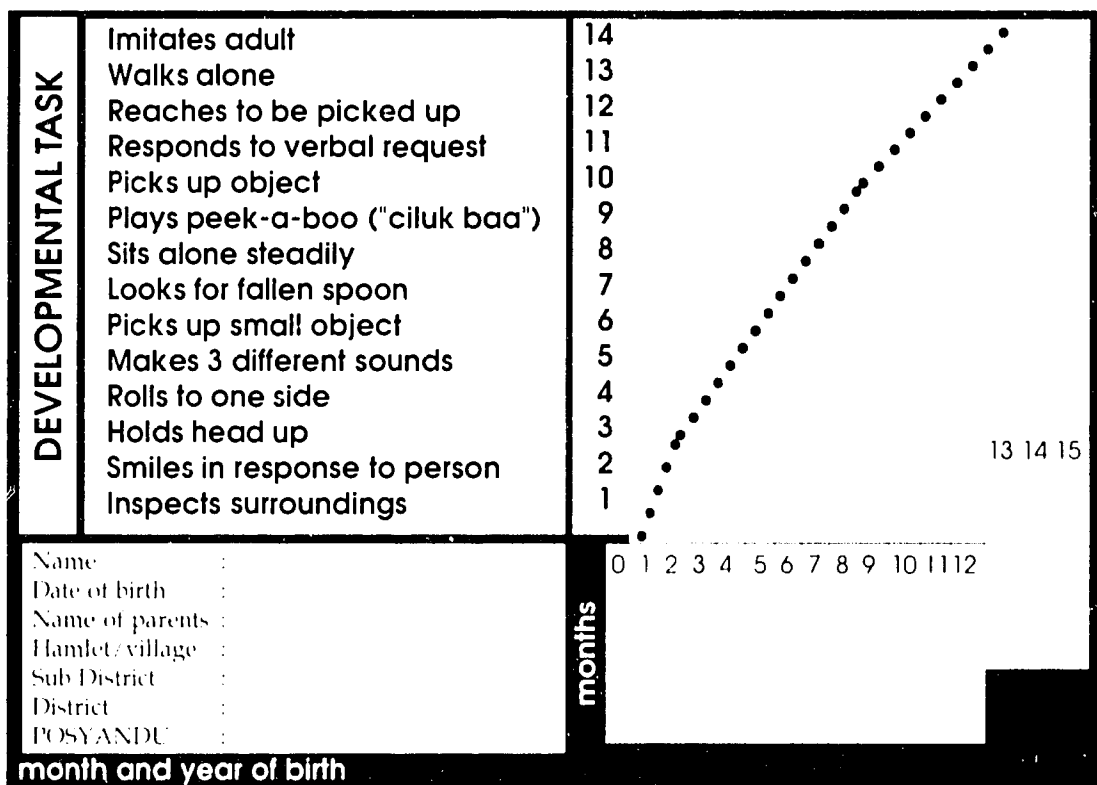
### Child Development in the Home

Entire early childhood programs can be created around child and parent interaction in the home. In home visiting programs, for example, a group of community members, usually neighborhood mothers, is trained to communicate basic child development messages directly to the parents. Visits are made on a weekly or biweekly basis and the caregivers are taught simple activities they can do with the child until the next visit. These programs make use of local materials and build on culturally appropriate practices. In comparison to center-based programs, home-based programs are geared to:

- ❖ reach the youngest children (0-2) who are seldom brought to centers;
- ❖ reach out to socially isolated or extremely poor families; and
- ❖ use familiar community members who are able to put both parent and child at ease.

Home visiting programs appear to be most effective when:

- ❖ the information learned in home visits is reinforced by monthly meetings of parents;
- ❖ all family members, not just the mothers, are involved;
- ❖ the home visits focus on specific activities the parents can do with their children; and
- ❖ the parents are active participants in planning the details of the activities.



This growth chart used in Indonesia (only partially shown) helps parents to understand developmental milestones. The back of the chart gives activities to do with children at these stages.

## An Indonesian Example: Communication Tools and the Home-Visiting Approach

The Pandai Project in Indonesia, run by Dr. Satoto out of Diponegoro University and funded by the Ford Foundation, integrates simple communication tools into a home-based model in order to work with parents. Started five years ago, the program aims to increase parental involvement in the development of their preschool children through verbal stimulation and appropriate activities. It was designed to function with limited funds, to take only a few minutes of the mothers' time each day and to make use of the in-place village volunteer system to staff the home visits. Trained at the local health center, the volunteer home visitors are supervised by a staff of volunteer government workers. The home visitors see their caseload of six families on a weekly basis for a year. Replication costs are kept to approximately US\$2.30 per family by making use of local materials found in the villages and by using inexpensive photocopied books and games. The curriculum, designed to emphasize verbal, emotional, and play stimulation for children between the ages of one and five, was displayed in cartoon format. A second grade literacy level is assumed for volunteers; no literacy demands are made on parents. Communication materials consist of:

A checklist of 130 developmentally sequenced activities for the home visitor to carry out with children;

130 activity cards which describe the activities in simple cartoon format; and  
Backup materials consisting of picture cards, counting cards, sequence cards, paper puzzles, and a dozen wordless story books.

Perhaps the most ingenious and effective of the materials were the wordless story books. As the name implies, the books depicted a story without the use of words. Highly prized by the families, the books encouraged family members to invent stories for their children from detailed pictures, and eventually, for the children to create their own versions.

To reinforce the notion that the parent,

## Understanding Child Development: A Guide for Communicators and Community Members

**Understanding Cross-Cultural Child Development and Designing Programs for Children**, edited by Nancy Donohue Colletta, produced by Christian Children's Fund, PACT, 777 United Nations Plaza, New York, NY 10017 USA. 140 pages. cost: US\$13.95 + shipping and handling. English. For more information, call: (212) 697-6222 or fax: (212) 692-9748.

This book looks at children living in the developing world and presents information about caregiving and child development in a simplified format. Each chapter begins with general or cross-cultural statements about children, moves to observations on a situation-specific level and then makes suggestions on how to apply these observations to local communication and design of programs to meet children's needs. The book suggests ways of modifying caregiving and programs to meet the needs of children at special risk. Easy to read, this book will serve as an aid to communicators, program designers, parents and university students worldwide.

rather than the visitor, is the most effective teacher of the child, during each visit the visitors followed three steps:

1. teach the mother the developmentally appropriate activity,
2. have the mother teach the child, and
3. help the mother to plan how to integrate the activity into her daily chores.

The evidence from this and other programs is convincing. When programs are highly focused, provide concrete models of new behaviors and reinforce individual learning through community meetings and communication strategies, they can change parents' behaviors in the homes. Parents can be taught skills, behavior, and techniques which facilitate their children's development. And the parents benefit as well. Evidence indicates that the approach is related to greater feelings of overall parental satisfaction and control.

*Dr. Nancy Donohue Colletta is a developmental psychologist at the Center for Infant Study, University of Maryland School of Medicine in Baltimore, Maryland. She can be reached there or at her Washington office: 5225 Connecticut Ave. N.W., Suite 313, Washington, D.C. 20015, U.S.A. tel: (202) 966-7189; fax: (410) 328-8339. A step-by-step guidebook for the adaptation, use and evaluation of a home-based mother's record is available from the World Health Organization, Programme of Maternal and Child Health, CH-1211, Geneva 27, Switzerland.*

# Materials Development: The Building Blocks

by the Bernard van Leer Foundation

**H**ow many times have you heard yourself saying: "if I only had a booklet, photograph, game, puzzle, video... or anything to help explain this idea to the children or their parents more easily?"

It happens to everyone. Some type of material is missing. And so begins the process of developing a new teaching aid, a new toy, a new reading book, or perhaps even an entire course for para-professionals.

Over the years, many of the Bernard van Leer Foundation-supported projects around the world have devised unique and imaginative materials that provide hours of enjoyment for young children; or convey complex health and nutrition messages to members of the community in an understandable manner so that they can begin to act to improve their situation; or offer role-play games so that trainees can get a taste of some of the real-life situations they may face; or provide parents with a set of ideas that will encourage them to play and to learn along with their children.

These are some of the building blocks needed for successful early childhood education or community development programs. They are essential, and yet, the materials themselves, no matter how innovative, clever or appealing, are worthless unless they are used — and used well.

## Creating Toys for Learning

One way that many projects have ensured that materials are used well is to involve the community in their production. For example, in Kenya, parents and members of the community participate with the teachers and educational authorities in the collection of stories, poems, games and puzzles that reflect the local culture. This reinforces their values and environment as well as the idea that everyone can make a contribution to early childhood education. It



*A child from Colombia uses wooden blocks to spell a word.*

also supports the cultural symbols of a child's daily life and makes life and education more integrated and compatible.

In another example Centre for Education and Human Development (CINDE) in Colombia has produced excellent materials for parents and the community on health, hygiene and the environment, as well as a wide range of materials on early childhood education. Rather than just designing written or illustrated materials, they have drawn diagrams on how to create toys from low-cost local materials such as bamboo. Once the parents start exploring the use of local material — puzzles, games, musical chimes — the diversity of ideas grows.

In Jamaica, the Resource Training Unit has turned "trashables" — things people usually throw away — into a large range of structures and toys to help children develop their physical strength and coordination, provide them with a sense of accomplishment and self-confidence, and help them to explore their environment.

In Oranim, Israel, an "outdoor activity yard" was set aside and stocked with items no longer used by adults: furniture, carts, old tires and other materials where children can have creative play. Team work and mutual assistance develops quickly among children when things need to be lifted, moved or built.

Along with the large structures, an almost endless variety of small toys and teaching aids can be made from discarded materials. Plastic containers can be turned into buckets, scoops, measuring cups, funnels and even little boats, cars or trains. Egg cartons, boxes or natural items such as flowers and twigs can stimulate creative impulses in both children and adults. (Adults should always check these items to make sure there are no sharp edges or small items that a child could put in her mouth.)

## Teaching Aids for Parents

Materials which assist parents and teachers learn about early childhood are also easy to construct. For example, a selection of 150 cartoon sequences on almost every aspect of child-rearing provides themes for discussion between English parents and their weekly home-based teachers in one Foundation project. Friendly and informal, the cartoons are reproduced on



Two young Khmer children take a small homemade cart for a test drive.

inexpensive paper to show parents that materials do not need to be fancy to be useful. Despite initial hesitation, nearly all the teachers have come to value the cartoons and were pleasantly surprised to find the parents responding to them as well.

In Kenya where they are pioneering a more participatory style of curriculum development, a National Center for Early Childhood Education (NACECE) has been established. In each of 18 centers of the NACECE, a team consults with a community to understand the traditions and lives of its people. Then, the teams work to mobilize the community and create community-based games, dances and children's songs relevant to the culture. These materials are used for both adult training and the early childhood learning.

Through the local development of "trashables" and other materials for children and the use of other local materials as additional teaching aids, these programs are directly involving parents, teachers and local leaders in making decisions about what should be taught to their young children. This approach has attracted the attention of educational authorities all over Africa as well as in the developed world and continues to make early childhood programs meaningful and affordable around the world.

Adapted from *Playing to Learn*, Bernard van Leer Foundation newsletter, Number 47. For more information, contact: van Leer Foundation, P.O. Box 82334, 2508 EH The Hague, The Netherlands. tel: (070) 3512040; fax: (070) 35 02373.

## Audiovisuals and Books

**Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials** by Alice S. Honig and Donna Sasse Wittmer, Child Development Division, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 USA cost: US\$8.75.

This guide compiles video, film, slide packages and audio cassette training materials for caregivers of children below the age of three. Rates quality, content, and price, and describes the intended audience. English.

**Options for Educators: A Monograph for Decision Makers on Alternative Participatory Strategies** by Lyra Srinivasan. PACT Communications Development Service, 777 United Nations Plaza, New York, NY 10017 USA. 152 pages, 1992. cost: US\$14.95 + shipping and handling.

Author of *Perspectives on Nonformal Adult Learning* and *Tools for Community Participation*, Dr. Srinivasan presents methods that trainers, educators or program staff can use to incorporate participatory strategies into their work. Using "educator" in the broadest sense, the monograph describes three different participatory approaches and what they can do in poverty-stricken countries. She discusses ways to change the attitudes and behavior of oppressed people from ones of low confidence and lack of trust to empowerment and creativity. A how-to section guides the trainer or manager through the methods, activities and workshops.

**Toward a Fair Start for Children: Programming for Early Childhood Care and Development in the Developing World** by Robert G. Myers. The Young Child and Family Environment Project 1990-95, Unesco, 7 Place de Fontenay, 75700 Paris, France. fax: (33-1) 40 65 94 05. 107 pages.

Available in nine major languages, Dr. Myers outlines what early childhood development means internationally and describes comprehensive programs worldwide. He makes arguments for investing in child development programs and presents communication strategies for building advocacy, organizational networks, and educating and changing the behavior of parents, community leaders and political figures. The book includes case studies from around the world.

High/Scope Foundation has a large assortment of training videos and books on subjects such as *Setting Up the Learning Environment*, *Shaping Educational Programs*, and others. For a free catalogue, write: High/Scope Press, 600 N. River Street, Ypsilanti, MI 48198-2898 USA. tel: (313) 485-2000, fax: (313) 485-0704.

## Resource Centers

The Early Learning Resource Center (ELRC) in South Africa, an active participant in the education of five million black preschool children, also provides innovative resources internationally. For information about their nonformal training programs, parent and community education programs and information dissemination and outreach activities, contact: Early Learning Resource Center, 37 Denver Road, Lansdowne 7764, Cape Town, South Africa.

The ERIC Clearinghouse on Elementary and Early Childhood Education (EECE) provides resources on topics from rural and urban early education to child development and classroom techniques. With sixteen clearinghouses, ERIC catalogues and distributes information from over 700 libraries and institutions worldwide. For more information, contact: ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL, 61801 USA. tel: (217) 333-1386.

# What's New, What's Coming

## Audiovisuals and Books

**Microcomputers in African Development: Critical Perspectives** edited by Suzanne Grant Lewis and Joel Samoff. Westview Press, 550 Central Avenue, Boulder, CO 80301 USA. tel: (303) 444-3541; fax: (303) 449-3356. 256 pages, 1992. Cost: US\$27 + shipping.

Using case studies and research in the Sudan, Ivory Coast, Kenya and Tanzania, the contributing authors analyze patterns of political and social change brought about by the rapid growth of microcomputer technology in Africa. Various perspectives and approaches are represented within diverse levels of organizations — schools, local institutions, and governments. Issues of control over information and censorship are addressed, along with potential changes and reactions within communities. A thoughtful and provocative piece, this book is appropriate for researchers, journalists or others interested in the impact of information technology upon Africa.

**Designing Messages for Development Communication: An Audience Participation-based Approach** by Bela Mody. Sage Publications, Sage Publications, 2455 Teller Road, Newbury Park, CA 91320, USA, 1991.

Part of the Communication and Human Values Series, this book is a 'do-it-yourself' text on audience based message design in Third World settings. It focuses on the difficulties of using development communication and pulls from the author's experience in advertising to show how and when communica-

tion strategies work. Topics range from effective communication messages to how and when to research and present an audience. Simple and direct, this text is helpful to anyone who studies and designs development communication or implements it in the field.

**Using Communication Theory: An Introduction to Planned Communication** by Sven Windahl and Benno Signitzer. Sage Publications, 2455 Teller Road, Newbury Park, CA 91320 USA, 1992.

This book outlines ways in which communication planning is informed by 30 years of communication theory. The author shows how advertising and public relations benefit communication theory.

**Women and the Media in the Asian Context. People in Communication, Inc., 3rd Floor, Sonolux Asia Building, Ateneo de Manila University, Loyola Heights, Quezon City, Philippines. 1990.**

This collection of country reports and papers presented in the Asian Sub-Regional Conference on Women and Media held in the Philippines in 1987. The reports chronicle women as portrayed in the media and women as media practitioners. They offer extensive insight and recommendations on how to deal with obstacles. While presented in 1987, the research and conclusions are still timely today.

**Communication Planning Revisited** by Alan Hancock, UNESCO, UNIPUB, 4611 Assembly Drive, Lanham, MD 20706-4391 USA. fax: (301) 459-0056, 220 pages, cost: US\$25 + postage and handling.

In revisiting development communication planning, the author evaluates what has been achieved in the past decade. He uses case studies and looks at the potential in planning institutions, networks, and communication system, and the extent to which planned can facilitate new ideas and concepts.

**The Grameen Bank's Experience: A Video: The Fondation pour le Progres de l'Homme (Foundation for Human Progress) in Paris, France has recently produced a video recounting the experiences of the Grameen Bank in Bangladesh. The video is useful for organizations or communities working towards establishing credit and self-management in micro-enterprise businesses. It provides a presentation of the groups of women involved in the credit groups, and the organization at the village level. The VHS**

## A Defender la Vida!

### Luchemos contra el cólera.

(In Defense of Life! Let's fight against cholera.)

MAP International has developed a comprehensive package of materials to spread information about the prevention and treatment for cholera. The package is designed for organizations and churches interested in working with communities and includes videos, radio materials, workshop guides and technical materials development by the World Health Organization and the Pan American Health Organization. The kit is available only in Spanish. US\$20 for 1-5 kits, \$15 for 5-10, \$10 for 11 or more. Send orders to: MAP International, Oficina Regional para América Latina, Avenida Los Shyris 3517 y Tornas de Berlanga, Casilla 17-08-8184, Quito, Ecuador. tel: (593 2) 452 373, fax: (593 2) 458 263.



video is available in French and English and is 35 minutes long. For information, contact: Mr. Oliveri, ICAD, Le Maret, 89113 Guerchy, France, tel: 86 73 72 16.

## Journals

*The Green Library Journal* is a new publication devoted to environmental topics in the information world. The product of a cooperative effort between many organizations, it provides articles, and information about new technologies and other resources around the environment and the world of information. Appropriate for libraries, organizations or interested individuals, the journal is published 3 times yearly. Subscriptions are US\$20 per individual, \$40 per US library or institution, and \$45 for institutions outside of the US. Each paid subscription pays for a free subscription for a library in the developing world. For more information or to subscribe, contact The Green Library, P.O. Box 11284, Berkeley, CA 94701 USA tel: (510) 841-9975, fax: (510) 841-9996.

## Conferences

The National Federation of Community Broadcasters will hold its 18th Annual Conference April 1-4, 1993 in Minneapolis, Minnesota, USA. The planning committee welcomes suggestions or ideas for themes, workshops or resources. Contact them at: NFCB, 666 11th Street, NW, Suite 805, Washington, D.C. 20001, USA. tel: (202) 393-2355.

The Association for the Advancement of Policy, Research and Development in the Third World invites proposals for research, papers, panels, round tables and workshops for possible inclusion in the 1993 International Conference on the State of Education and Development: New Directions in Cairo, Egypt. The conference dates are November 21-25, 1993. Contact: Dr. Mekki Mtewa, P.O. Box 70257, Washington, D.C. 20024-0257 USA. tel./fax: (202) 723-7010.

The Satellite Communications Users Conference will be held November 16-18, 1992 at the Sheraton Washington Hotel, Washington, D.C., USA. For information call (800) 525-9154, or fax: (303) 770-0253.

The Universidad de Guadalajara in Guadalajara, México is sponsoring The Sixth International Book Fair from November 28-December 6, 1992. During this event participants will meet to discuss "Open and Distance Education: Contributions and Challenges." The Book Fair will be divided into three activities: media and materials, a book fair with books in Spanish, Portuguese and English, and conferences and workshops on communication networks, media sys-

tems, and off-campus education. For information, contact: Public Information Center, A. Postal 39-130, 44170 Guadalajara, Jsl. México. fax: (36) 625 10 100. Cost: US\$155.

## Courses

Abhivyakti Media for Development has developed short-term courses to teach communicators how to broaden their effectiveness and access resources for their work. From November 14-18, 1992, *Communication Skills for Trainers* will be offered for Rs.500. For information about this course or a full schedule, contact: Abhivyakti Media for Development, 41, Anandvan, College Road, Nsik-422 005, India. tel: +70294.

The Centre for African Family Studies (CAFS), based in Nairobi and Lomé, is an independent, non-profit institution which provides training on communication and family planning in sub-Saharan Africa. Topics include: Family Health; Women and Health; Training of Trainers; Population Communication; Management of Community-based Programs; and Health Communication for Journalists. CAFS provides courses and seminars on a regional, sub-regional and in-country basis in French and English. For information, contact: CAFS, P.O. Box 60054, Nairobi, Kenya. tel: 448618; fax: 448621.

## RIO:

## An International Research Computer Network

ORSTOM (Institut français de Recherche scientifique pour le Développement en coopération) is expanding its network, the RIO (Réseau Informatique ORSTOM). This computer network will enable scientists working in distant laboratories to carry out common programs and to exchange data processing tools. As a result, the powerful computing resources of important laboratories will be available to less well-off research teams.

Recent vast development in these networks means that most research institutions in Europe and North America are linked to RIO. These networks allow researchers to share in the information age, facilitate technology transfer and dissolve some of the isolation of scientific teams in the developing world.

RIO covers 10 countries in the South so far, seven of which are in sub-Saharan Africa. For information, contact: ORSTOM, 213 rue Lafayette 75010 Paris, France.



# Using Technology to Do Better Work

yes but...

by The Foundation Center Staff

**A**n unspoken rule states that grass roots organizations should avoid technology in their daily work. The underlying concern is that "technology" may separate or alienate us from the communities we work with each day. This myth, however unfortunate, is disempowering in that it freezes the grass roots organization and ultimately stereotypes it as one which is out-of-the-mainstream, ineffective, and too idealistic. The myth serves to oppress the organization and deny its capacity in much the same way the people it serves are oppressed.

The real task is how to perceive and then access technology in support of the culture and peoples we serve. Fax machines, cellular phones, lap-top computers, video camcorders, etc., can be friends of the culture and available for the purpose of cultural maintenance, growth and support—tools for empowerment.

## A Grass Roots Organization

The Foundation Center is a grass roots organization which delivers high quality child development and family support services to over 2100 children of working poor and seasonal and migrant agricultural families. Its 240 teachers match the cultural and linguistic characteristics of its children and come from the same class and economic backgrounds as the parents.

As a grass roots organization, The Foundation Center has worked in situations where it has become known for its work in empowering the children. Yet the grass roots label has created barriers for The Foundation Center. Most of the barriers have been embedded in the attitude that, if you are truly grass roots, you are not sophisticated, you are sincere but not realistic, a "bleeding heart" but not a business person who has access to the kinds of tools which successful businesses utilize.

In part, The Foundation Center has been left alone to define itself. We decided to reject the militaristic, top-down, organizational structure and opted for a flatter style which depends on communication between people. In addition, we worked hard to avoid some of the problems of sister organizations which, following old-style ways of organizing, have created their own large bureaucracies, thereby effectively reducing the amount of money available for direct services.

The small organizational style allows us to give value to people's ideas so that they are given the tools to be creative and effective champions of their communities.

## The Benefits of Technology

The Foundation Center uses technology in many ways that most grass roots organizations do not. For example, The Foundation Center has fax machines at each of its 21 infant-toddler and child development centers. The centers span nine counties across the state of California. The fax machines establish communication between and among centers giving

them an opportunity to build a sense of team—of family and connectedness. The fax machines enhance the telephone-verbal communication as it provides a written, sometimes visual-graphic record. Messages can be received anytime without interrupting the work on the other end. They can also be sent anytime, thereby allowing the sender to utilize less busy time. The same message

can be sent automatically to one or 21 locations.

The fax also provides the "documentation" required by funding sources. How often has the grass roots organization receiving government or grant funds heard, "If it isn't documented, it didn't happen?"

Another advantage is that urgent or detailed information can be relayed accurately and completely. Both parties can be sure that information has been transmitted.

In The Foundation Center, we say, "The fax can speak Spanish!" By this, we mean that the writer can communicate in a native tongue and can do so effectively. This is another step on the road to empowerment.

And faxes permit the staff at various locations to express culturally appropriate courtesies—congratulations, personal support and encouragement. Faxes maximize the network.

The Foundation Center also uses cellular phones. Not only do they facilitate communication during long journeys between centers, they prepare the centers to deal with disasters, especially centers located along earthquake faults. During the 1990 Loma Prieta earthquake in the San Francisco area, the cellular phones were the only means of communication for several hours after the disaster. Parents, staff, and their children have the earthquake numbers so that they can stay in touch in the event of an emergency. During the April Los Angeles riots, the emergency phones kept us connected to the centers and facilitated emergency services.

Someone once said to the Executive Director of the Foundation Center, "But you people don't look like you have all this stuff, let alone know how to use it." And it is true that the administrative staff of the Foundation Center may look like a group who wouldn't make it in the world of technology. Yet, it uses the tools it needs to communicate quickly and completely. The lesson is: To accomplish our missions, grass roots organizers and organizations can use what are perceived as highly sophisticated tools and still be true to their work. Indeed, in The Foundation Center's case, those very tools make it more effective.

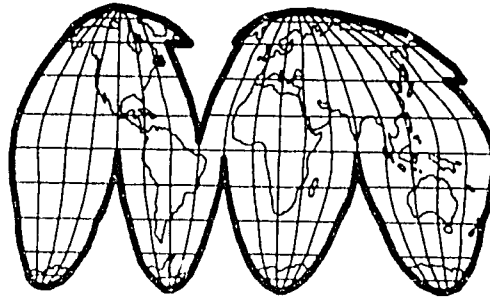
*Ritchell Yau, Marilyn Prosser, Antonia Lopez, David Schmitz, and Richard Truzuka at The Foundation Center for Phenomenological Research, Inc., contributed to the article. TF5, 1800 J Street, Sacramento, CA 95814 USA. tel:(916) 447-2087, fax:(916) 441-7059.*

## To Our Readers:

No. 79  
1992/4

After several decades of using communication strategies to further development goals, this issue examines the field of development communication and asks the question, where are we now? From advances in communication technologies to clearer evidence of what works and what doesn't, planners, practitioners, academics and entrepreneurs offer insight into how the field has progressed, what we have learned and what we still must explore to use communication for development in the most effective way.

—The Editor



## Development Communication Today: Optimism and Some Concerns

by Robert Hornik

**A** difficult contradiction results from any examination of the state of the art of development communication. On the one hand, good technical knowledge exists about how to do development communication well. On the other hand, as time goes on and external funds and technical advice are withdrawn,

early successes don't seem to stick. These paragraphs consider this contradiction: what we know, why it is difficult to sustain and some ideas for doing it better.

### What We Know: Four Basic Principles

A widely shared current view of doing effective development communication is

*continued p.2*

## Back to the Future: Communication Planning

by Alan Hancock

**T**he general definition of communication planning has not changed drastically over the past decade. It still involves three main elements: development policy and philosophy, communication infrastructure, and the incorporation of innovative technologies. What has evolved, however, is the way in which these three components interact and the context and potential of communication to play a major role in political, economic, and social change.

Changes in technology are the most obvious and dramatic. On the one hand, satellites and computers have evoked far greater possibilities for international connections than was previously imagined. At the same time, due to the microcomputer, technologies have become more individualized, which means new forms of creativity, of social organization, and of working habits have evolved. Our experience of using these technologies has gone

*continued p.5*

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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 Research and Development, Office of Education, as part of its program in educational technology and development communication.

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## Communication Today, cont'd from page 1

summarized in four principles: good context, good messages, good channel use and good audience knowledge.

**Good context.** The first principle demands careful analysis of what change is possible in the environment. In some contexts, public communication will gain little success. For example, Judith McDivitt, an Annenberg communication researcher, describes a successful campaign in Jordan to encourage breast feeding within the first six hours of a baby's birth. However, routine practices in *private* hospitals did not encourage early initiation. Therefore, success was limited to particular settings—women giving birth at home or in public hospitals.

A communication campaign can respond to context in any of three ways: it can encourage corresponding changes in the context (initiating a campaign to stimulate demand for vaccinations only after assuring that the supply will suffice); it can tailor its recommendations to the context (promoting condom use only where condoms are readily available); or it can postpone or reject a suggested communication campaign until the context changes (deciding not to encourage adoption of new high yielding seed because needed credit facilities are not in place). Part of knowing how to do a communication campaign is knowing when not to do it.

**Good messages.** Message development is both a creative process and a technical process. While creative message development makes a real difference in the success of programs, the focus here is on the technical process.

A program's objectives are not the same as the messages most likely to achieve those objectives. Instead, good programs try to create messages that solve problems audiences recognize, and build on, or at least respond to, current behaviors. Much of the formative research that precedes the development of a communication plan involves research about understanding (a) what actions different segments of an audience are already taking, (b) what motivates particular actions, and (c) what keeps them from acting in the recommended way.

Thus, the Philippines EPI program found that timely vaccination improved as a response to messages about the age to bring a child for measles vaccine but not to messages

about the dangers of the disease.

There is widespread acceptance of this 'good messages' argument; indeed there is some need for caution in applying it. Sometimes programs have constraints: they have some urgency for initiating implementation; they have limited budgets to design materials for subgroups; they are unable to mount distinct local efforts, having no choice but to broadcast mostly homogenous messages, or take no action at all. Sometimes, the goal of message research may be to define an acceptable common message, rather than to create ideal localized messages. This is a modest goal and contains some risk. It leaves programs open to accusations that they are insufficiently respectful of cultural and social variation, and in fact, may mean that some subgroups are less effectively addressed. On the other hand, it may represent all a program can actually do.

**Good Channel Use.** Good channel use involves responding to often conflicting demands: channels must be effective *and* reach a wide and specific audience. Emphasis on effectiveness has led to a preference for face-to-face channels over media channels, given the reasonable belief that a good outreach agent is more effective per contact. However, there is also good evidence that much larger audiences can be reached through the mass media, and they can be reached repeatedly, at lower cost (DCR 77, p.3).

For example, in Swaziland, evidence shows that face-to-face channels were one and one-half times as effective as mass media channels; however, radio reached three times as many people. In total, radio appeared to be the more effective channel.

Similarly, using more channels is better than fewer channels: the audience reach is greater and it is more likely to receive reinforcing messages. On the other hand, the materials production task multiplies. At the same time, some channels (eg., theater troupes and mobile film, in some contexts) can be expensive while reaching relatively few people.

Strategies which emphasize multiple channels require unflinching trade-offs: likely effectiveness, cost of production, cost of diffusion, potential audience reach and frequency, possibility for sustained use, and available talent.

**Good Audience Knowledge.** Each of these principles demands that programs be client-oriented and that managers know their audiences well. This responsibility continues after the program is planned and messages are pretested. Programs need to create effective mechanisms for tracking their audiences: the initial shape of an educational intervention is often wrong, even with some planning research. The difficult task is to recognize when things have gone wrong and reshape the intervention in response.

**If we know so much, why doesn't it stick?**

While many programs do not follow these recommendations entirely, there are communication programs that do, and have demonstrated clear success. Despite initial success, however, the achievements are rarely maintained over a long period. What forces stand in the way of building and maintaining an effective development communication capacity?

First, one should be cautious in asking such a question. Large scale communication programs are often held up against unreasonable criteria. If everyone at risk doesn't change their sexual behavior immediately upon exposure to a six month AIDS education program, many are ready to declare AIDS education a failure. Expectations may be unrealistic.

Similarly, when a public communication effort is evaluated and lasts for one or a few years and then disappears, there is a frequent concern that it has not been institutionalized. While legitimate, the concern should be raised in two contexts: first, was the short term result worth something even if the program lasted only for a few years; second, how does it compare to other similar intervention efforts: do other efforts have longer lives? In many cases, immediate benefits may be enough to justify public communication efforts, even without institutionalization.

### **Barriers to Institutionalization**

**Limited Political Motivation.** Analysis of the survival of any intervention begins with some reckoning of political winners and losers. Sometimes, political actors are willing to sponsor an intervention because they believe it will do good for 'the people'.

However, it is also useful to understand

motivation from a more selfish point of view: how will it benefit the sponsor? Public communication, particularly mass media based intervention, does

provide some such benefits. Since media based programs are so clearly public, ministries gain credit for doing their jobs. Thus, Ministers of Health can appear on broadcasts advocating immunization and gain public credibility. However, when it comes to doing such programs effectively, investing in research with the audience, and making sure that supplies match demand created by mass media promises, the public rewards are fewer. Thus, political motivation for support over the short term may not last long enough to create a stable and effective communication office within a ministry.

When short term political backing fades, there are rarely others with a direct stake in institutionalizing the activity. Clients of health and agricultural services are demanding services rather than information. Ministries of education face demands for classrooms, traditional educational materials, and higher teachers' salaries. No one is in the trenches with demands for radio-based schooling. To the extent that allocation of resources among government departments is primarily a response to the demands of established constituencies, programs without this backing will have a limited future.

**Lack of Fit with Routine.** Serious public communication is an unusual activity for a sectoral ministry. Health educators are often given the basement corner office, literally and figuratively. When it comes to a choice between allocating money to radio broadcasts or urban hospital beds (regardless of their relative health benefit), it is difficult to imagine any health service choosing radio. Serious public communication, with its requirements for extended audience research, messages which reflect audience needs as well as expert prescriptions and channel



*Face-to-face interaction is a highly effective development communication strategy per contact, but the mass media reach many more people at once.*

*continued on p.4*

*The remarkable short term success of some programs has created an expectation that communication programs will always have rapid success*

analysis, doesn't have any precedent within most government bureaucracies. It is no surprise that once public communication staff lose outside funds, they find themselves returning to their prior status as basement health educators.

**Lack of Skilled Staff.** Health education staff are often paid far less and given much less status than others in the ministry. If outside funds are used to retrain or employ skilled communication staff, retention of that staff becomes a major problem once those funds disappear. If a successful program has sub-contracted audience research to a market research agency and preparation of media materials to an advertising agency, follow-up programs without outside funds may lack funds to sub-contract services and lack skills to do the work in-house.

These barriers to a sustained public communication capacity are closely linked to one another and produce a lack of stable budgets and staff. Is there any hope that things will improve?

#### **How do we do it better?**

Even without the establishment of major development communication capacity at the end of an effective program, there may still be a long lasting effect. The staff may use some of the orientation and skills when outside funding is gone. The health education department may maintain a routine of pre-testing or other ministry officials may think about prevention interventions in a more sophisticated way than before. Institutionalization effects do not have to be measured as 'all-or-nothing.' Nonetheless, there is more that may be possible.

The primary prescription is patience. The remarkable short term success of some programs has misled us. It has created an expectation that communication programs will always have rapid success and produce sharp changes under any circumstances. We acted as though such success would be sufficient to motivate institutionalization and that this class of intervention would quickly become standard operating procedure in government departments. On the contrary, we may need to adopt a patient view, both for the effects we achieve and for the institution building we seek.

Patience also relates to what outcomes should be expected from communication

programs. Without doubt, some behaviors are open to quick effects. Thus, it may be easy to encourage timely vaccination when vaccination itself is widely accepted and parents are trusting. It is more difficult to discourage smoking among those already well aware of health risks. Thus, the major declines in smoking behavior in the United States, have happened slowly—1 or 2 percent per year over 30 years. For some such behaviors, only the slow shift of social norms, potentially associated with long term public information programs, is likely to be associated with stable behavior change.

Patience means expecting to have to stay for the long haul, regardless of short term success. Two or three years of work—work whose success has depended on involvement of private outside agencies; work that has been successful because it was kept clear of the deadening clutches of ministry bureaucracies—these approaches will bring short term success, but may not be sufficient for institutionalization.

Institutionalization requires, at minimum, a consistent call on budgets and staff. Communication programs may need arrive at strategies which more fully express the support of sponsors and constituencies, such as addressing favored outcomes of senior staff, publicly attributing success to others' work, engaging the press and legislative attention and inspiring enthusiasm. These compromises may still leave room enough to do the real work.

From my perspective, this is both an optimistic time and a time for raising concerns about development communication. We have developed a set of technical approaches which have been shown to affect behavior even in large scale programs. We have not yet sorted out how to make such programs become a long term part of operating agencies. Our best prescription for the future remains patience, some satisfaction with what has been accomplished, and some understanding that strategies for short term success have to evolve into strategies for long term stability. ■

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far beyond a pilot stage of experimentation.

The changes in the world in general have also changed communication planning. The aftermath of the collapse of the Berlin Wall and the trends in social planning and political practice worldwide have altered the base of development action. They have also transferred a theoretical concern with participatory development into a whole environment, where the realities of social adjustment policies, the disappearance of centrally planned economies, the arrival of transitional and often ambiguous democratic forms have to be confronted.

These same forces have inevitably had their impact on communication systems, where pressures for deregulation, privatization, competition and pluralism have opened up possibilities (and hazards) for a whole new set of media actors: private press and radio, grassroots media, alternative media, and novel combinations.

These changes are reflected, for example, in the changing policies of UNESCO's International Programme for the Development of Communication (IPDC), which has diversified both its partnerships and its funding base to match the new pluralism. Some of these innovations are explored below.

### The Evolution of Communication Planning

The nature and degree of the support that communication can offer has deepened our understanding of development. When communication was first conceived as project support, the communication infrastructures envisioned went no further than an external communication unit. The technologies involved were audio-visual, group teaching and learning, extension activities and interpersonal skills. "Development" and the role of communication were not questioned to any great extent.

Subsequently, when development was seen as more programmatic, or campaign oriented, communication support grew. It relied on a battery of mass and audio-visual technologies, coupled with extension activities in an often quite sophisticated delivery system drawing on advertising, public relations and publicity techniques, and sociological theory. The theory of development underlying these efforts was still, however, one of modernization.

Later still, when concepts of participation and empowerment and "another development" became more accepted, development communication was more often based on alter-

native, local and community media, or community analysis and debate. Communication techniques were added which drew from anthropology, qualitative research, psychology and formative evaluation.

Over time, the technological range was extended. New individualized media were made available, including video, audio, and desktop publishing. Larger technologies could also be co-opted to support development, such as electronic mail and low orbit satellite systems. Throughout, however, there was still an implicit assumption in planning that communication was in some sense detached from the developmental process—a support, tool, a catalyst, a motivator—but always external.

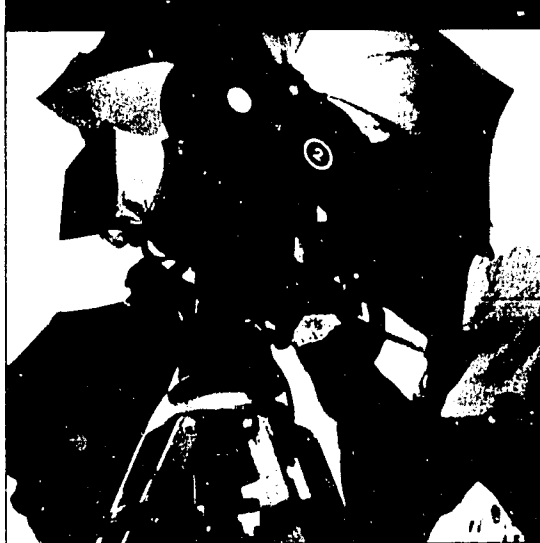
There have been several perspectives of the relationships between communication and societal development over the years. But the traditions of communication planning for development, including infrastructures, human resource development, and communication system planning and of communication as an independent entity have remained separate.

A first change in this perception came in the 1980s when information and communication began to be recognized as the fastest growing sector of modern and modernizing societies. This view was reinforced in turn by the treatment of information as a commodity with a value and a value-added potential.

### Communication and Democracy

In the late 1980s, the pressure for a holistic view of communication in development was growing. Now, in the early 1990s, the two traditions can no longer be held separate. In the pursuit of democracy, open and multi-sided communication is a key concern. Moreover, a free and independent press and other forms of open expression are increasingly accepted as an index of democratic society, not purely as channels for the transmission of information. The structures





of communication have opened up considerably to embrace new forms which, in the past, were discrete.

There are no longer firm divisions between public and private media. Increasingly, the two are mixed. Development initiatives draw upon the private sector for support and on advertising techniques for inspiration. Individual media services have grown up for special-focus audiences (the

Inter-Press Service or the Women's Features Services, based in India, for example), and the mass media spectrum is interspersed with alternative forms. Community radio, for example, has developed sufficiently to justify the establishment of a world association for community radio services—AMARC.

At the same time, the consolidation of new information technologies has opened up new possibilities—of combining satellites and computers, for example, in a multi-media mix which can cross cultural boundaries. (see DCR 75)

What this means is that communication planning for development is increasingly taking place in a real-life, real-time environment in which communication and information are seen as essential elements for democracy, not just marginal supplements. On the other hand, communication planning faces the same constraints of limited resources, pressures of popularization, and of the marketplace. The communication planners, the development planners, the industrial planners and decision-makers are all part of the same scenario.

### Communication Planning Now

Change does not come all at once. Nor is it total. Many traditions co-exist and will continue to do so. At UNESCO, for example, the largest project cluster is still concerned with infrastructure building and training for broadcasting and news agencies in Africa. Some significant projects are focused on local media—community radio in Bhutan, and in the Philippines. Others are problem-centered—against drug abuse in Colombia, for population education in Africa—or curricula and teaching materials which emphasize culturally rooted, developmental materials. Projects are underway at all

educational levels in distance learning—some featuring interactive methods or the search for appropriate technologies such as computer software for African and Asian languages. In Africa and Asia, rural radio and the rural press are to be combined with basic education and literacy programs in Africa and Asia. For UNESCO, communication planning has many "entry points" of technology, content, problem, or teaching styles.

A new kind of project focus is also emerging, designed to foster participation and diversity in the media and to be critical of the dialogue between decision makers and those affected by decisions. Some of these projects have stemmed from the seminar on press freedom and media independence held in Namibia almost two years ago, which led to a second meeting for Asia and the Central Asian Republics, in Kazakhstan in October 1992. In Africa, there are independent ventures for private, alternative press and publishing activities in Benin, Cameroon and Senegal; in Gabon, women lawyers have established their own journal *L'Égalité*; the Pan African News Agency is rethinking both its policies and its management and resource base. In Kazakhstan, new legislative and management practices for the media are being developed with UNESCO assistance. The overall premise is that governance and the democratic process are not only inseparable from development, but that communication is a main factor in establishing new lines and forms of participation.

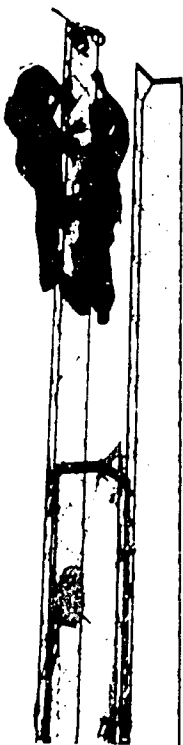
These innovations have left a vacuum in the available planning tools; communication planners have not yet found adequate substitutes for older, more comfortable methods of centralized economic planning. The fact that we now have more data and more sophisticated means of data collection and analysis is of limited use if the frameworks within which planning is conducted are either obsolete, or not yet developed.

The field of communication for development urgently needs a more creative coupling of actors, structures and planning processes to find a new balance between liberalization, participation and direction. At least, the effort is now being made center stage and not conducted on the sidelines.

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Unesco

*New sets of media actors are changing the possibilities for communication and democracy.*



# Talking to Development Bankers: Extension Workers Speak Up

by Bella Mody

There are several million of us agriculture extension workers around the world. The departments of health, nutrition, family planning and education depend heavily on front-line extension workers too. Worldwide investment in agriculture extension has doubled in the last decade. We feel good that many economic studies confirm that our labor has contributed significantly to increases in agricultural output. However, we do know that the emphasis on increases in output means that we spend the majority of our limited time in the field with medium and large farmers—not marginal and small farmers who have few other sources of information and need help most. In fact, our agriculture extension departments do not know what advice to give small and subsistence farmers who cannot afford the technologies we are being trained to “transfer” to them. If ability to pay was the criterion, we would never visit them.

If we had our druthers, we would recommend a participatory approach to agriculture extension that puts the farmer first. We would facilitate horizontal communication between farmers with similar constraints and cropping preferences to develop a consensus on their problems and successes. This critical communication from the grassroots to the researchers and extension staff will happen only if we demonstrate that together we can collaborate to resolve their unsolved problems. With this grassroots grounding, we would be in a better position to research answers and share suggestions sensitive to their needs. But this approach implies a fundamental change in how our top-down extension systems are structured.

## Magic Multipliers: Enhancing Extension Work?

Present extension design is labor-intensive. No extension worker can present the range of information needed to all farmers. In response, the mass media are being used to extend quality information to more farmers, especially in underserved areas. Accurate extension of research and extension expertise via the “magic multipliers” of mass media exposure can be designed to be very low cost per farmer and can level

information differences between large and small farmers, male and female farmers, and farmers who are farther away from headquarters than others.

Specially designed media programs can be targeted at the urban public, politicians and policy makers to ensure that they too understand current problems facing farmers. Unfortunately, the use of cassette recorders to document farmers’ needs, program preferences and innovations to help select program topics is neglected. Such “feed forward” or grassroots information flow can help remedy the problem of inappropriate content and form for particular audience groups. Continuous needs assessment is usually not the practice in agriculture extension agencies.

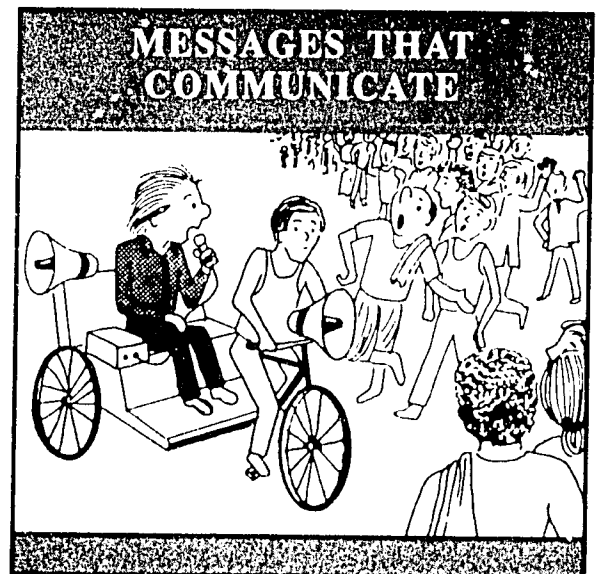
This new use of communication technology provides an opportunity to initiate changes in our normal practice. The technology can serve as a catalyst for structural change to include new client groups, new activities, and a new social organization of work. These changes would change extension work rather than enhance an old structure.

Specific implementation issues that need attention are related to the context of the project, its administrative structure, media channels and agricultural content:

(1) Context: The media work within the organizational context that deploys them. When media are commissioned by the extension system to carry its messages, their use is influenced by the external politics that affect the extension system, and the internal politics of the system itself.

For the most part, agriculture extension’s use of media is characterized by low budgets, little or no audience research prior to and during program development, production by jaded government-issue artists, undifferentiated audiences, and the impossible goal of persuad-

*continued on p. 8*





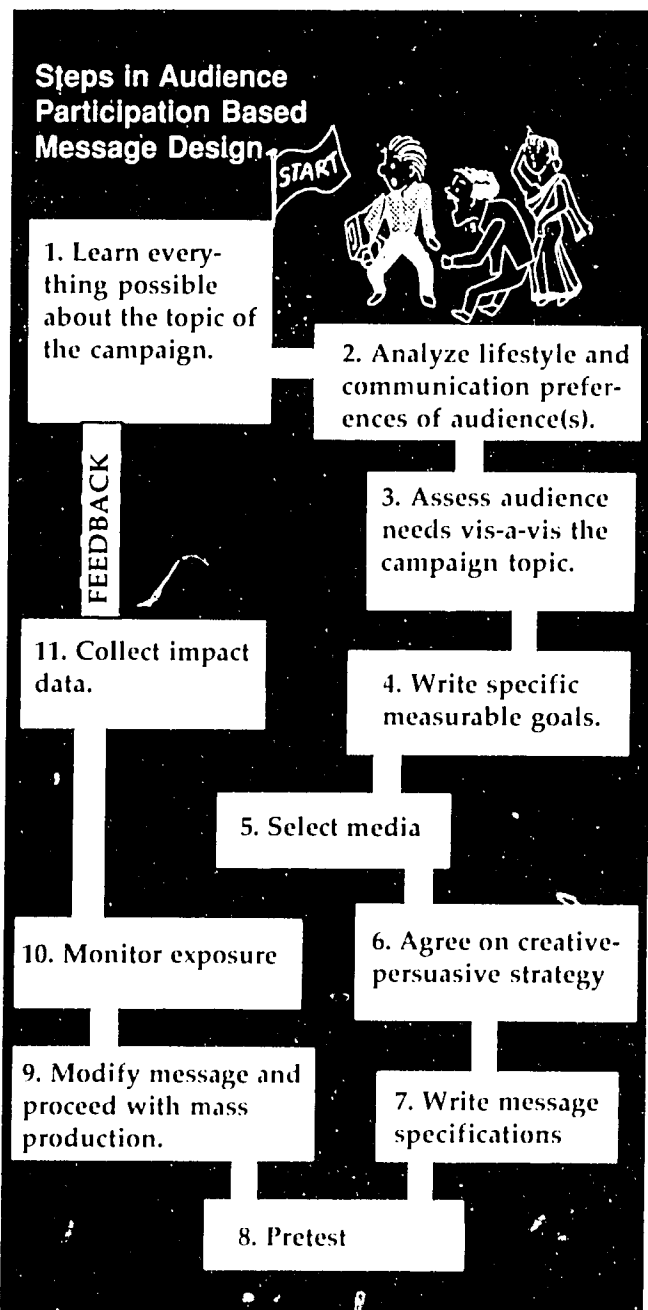
ing low-income farmers to make major changes in their historically-rooted family agricultural practices quickly. When such media programs produced by agriculture departments (and their sister agencies in health, nutrition and family planning) did not work, the recommendation was to parallel the media production practices of commercial advertisers more closely, thus leading to what we now call social marketing campaigns. The fundamental one-way information transmission context of media use in agriculture extension did not change.

sion agency, and media planners and producers in private and non-governmental organizations would help facilitate this goal. Extension communication is envisioned as a team activity encompassing public and private sector roles. Large bureaucracies run by historical precedent are generally incapable of producing the creative communication design required to attract and hold audience attention.

(3) **Media Channels:** In the first flush of excitement in the 1960s that saw mass media as "magic multipliers" of messages, little attention was paid to the content or the innovations that would be multiplied. Political scientists, sociologists and psychologists who studied mass communication automatically assumed the content of newly introduced media channels in the Third World would be supportive of national development, and that exposure to these magical channels would automatically lead to what was then called "modernization." The general finding after ten years of media support for development projects in the mid-1970s was no different from the Third World's experience with other development projects that used no media: very little real development occurred by just about any standard, and what little occurred accrued disproportionately to the better-off segments of society.

To development banks and governments who ask whether television is better than radio for agricultural extension, behavioral science research says clearly that audiences learn from all and any affordable media channels. Given availability of media channels that reach farmers, the selection of media channel should depend on the nature of the informational or instructional task (audio, visual or text, color-relevant or not, one-way or two-way, group or individual reception and so on), the information-processing ability of the specific audience segment, and the financial and organizational ability of the extension system.

(4) **Media content:** The benefits of media use in agriculture have been sub-optimal because the program content was designed (1) without farmer (audience) involvement and (2) without creativity. The greatest advantage can be derived from the use of commu-



(2) **Administration:** The administrative structures of the classic agricultural extension system, its crop-specific variants, and their more efficient incarnations are modified versions of colonial bureaucracies in the Third World. Note the irony: Innovation-resistant bureaucracies are expected to promote the adoption of innovations among farmers. The rigid structures of large top-down agriculture extension systems cannot accommodate the flexibility required to encourage participation by farmers. Thus, when farmer-first orientations are mandated, they are distorted and adapted out of recognition.

A prerequisite for farmer-first communication design is farmer-first extension design. Formative research for message design, subject matter specialists in the exten-

nication technology in support of agriculture extension when:

- (a) its content and format are based on audience needs and media preferences,
- (b) its content is transmitted through a combination of media, and
- (3) its content is planned in collaboration and coordination with field extension activities and other inputs.

Each of these three conditions is related to content, not the channels or media hardware. The audience must participate with extensionists in selecting content they need for goal-oriented communication design. Since every medium has its strengths and limitations, the extensionist who is committed to supplying farm audiences with content that meets their needs will rely on a combination of channels--interpersonal, group and mass media.

### Recommendations

Experienced extension workers do not recommend media use as a quick-fix addition to a top-down agriculture extension system. Media-based communication attempts are effective to the extent that their process of message design imitates the back-and-forth of sender-receiver dialogue in interpersonal communication. The bureaucrat-to-farmer top-down structure of the existing agriculture extension edifice parallels the old development paradigm and its parallel communication paradigm that was discarded as ineffective in the 1970s.

A unique Farmer-First Extensions and Communication-System must be fleshed out in each setting through local pilot projects. What will be common across countries is clear accountability to farmers, monitored by a continuous audience research and evaluation process that may be undertaken in-house or contracted out. A radio-based dissemination strategy combined with local television or video-cassette and print material (when affordable) and extension support (if available) will probably be the most sustainable agriculture extension media plan, and is perfectly adequate. Funding options include financing low-power television and radio stations as multi-sector rural integrated development information facilities, where they do not exist, as well as other basic

materials such as more vehicles, portable low cost audio and videocassette recorders, and laptop computers for rapid data analysis. If basic capability exists in-house, local retraining of existing extension staff as formative researchers would also boost program development.

Media planning and subsequent message design to meet agreed specifications is a specialized activity that would be best contracted out to a creative group that is also comfortable with the notion of proving their utility to farmers through systematic periodic program pretests and pilots. Systematic multi-method social research and behavioral science findings can be taught; creativity in media production cannot. That creativity does not survive in large government bureaucracies is evidenced by the uninspiring quality of present agricultural media programming output. The lack of audience involvement and media producer-audience-researcher interaction results in programming that ranges from know-it-all subject experts and progressive farmers talking down at audiences in one-shot plays with no dramatic value or cultural compatibility with farmers.

Could it be possible that some researcher will be here 10 years from now, in 2002, saying pretty much the same thing? Thomas Kuhn suggested that our critiques notwithstanding, dominant paradigms do not pass away until the power structure and economic conditions that support them change. Criticism of the orthodox top-down extension approach is a critique of neo-classical theory as applied to agriculture. Development banks are large agricultural extension lenders in developing countries; it is important that they contribute to change the rhetoric *and* the reality of agriculture extension.

*Adapted from "Energizing the Communication Component in Agriculture Extension" presented at the World Bank's 12th Annual Agriculture Symposium in 1992. Bella Mody specializes in communication technology and international development issues at the College of Communication at Michigan State University, Department of Telecommunication and Urban Affairs Programs, 130 West Owen Hall, Michigan State University, East Lansing, MI 48824-1109. E-mail: 21811MGR@MSU.bitnet tel: (517) 336-3378; fax: (517) 355 1772.*

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# The Growing Potential of Communication Technology: Project Saturn Global

by Andrea Bosch

**T**he world is a very small place indeed. Environmental forums remind us that reductions in rainforest in one part of the world and increased carbon emissions in another, affect the whole globe. Population and health problems, food shortages and low literacy are local and global issues commanding the attention and action of an informed world community. Whether we like it or not, the earth is a small place and we are intrinsically linked and interdependent upon each other.

With advances in communication technologies, these links can be more than just images of faraway people with faraway ideas. Through satellite technology it is possible to reach into the crevices of the earth to trade information and communicate with people from the hillside to the shores of a remote land. For the field of development communication, this presents an amazing opportunity which opens doors to unprecedented conversations and activity. And in a world climate which is advocating privatization and communication systems free of government control, there are new and interesting methods of gaining access to advanced communication systems.

## Project Saturn-Global

One entrepreneur dedicated to children's education and world health issues is showing how a partially non-profit, partially for-profit, nongovernmental organization can communicate with people around the world.

Electro-Romm, Inc. in a joint venture with World Audio Libraries, Ltd has developed the world's first all educational, 24-hour-a-day internationally distributed satellite radio network—  
Project Saturn Global.

Project Saturn Global is the brainchild of Catherine D. Kahn, president of Electro-Romm, Inc. In 1982, Kahn set down the plans for the world's first independent Global-Educational Radio Network. Now, a decade later, she is preparing the network's

first international satellite tests, signing up Saturn Global Country Partners and training broadcast teams worldwide.

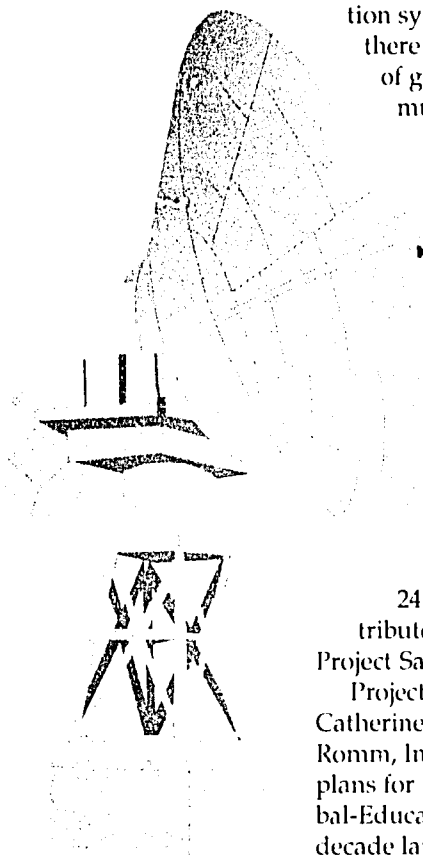
KAHN: "Our signal will originate daily from Los Angeles at 1600 hours GMT. The entire transmission will reach around the world with testing being done at stations in the North Pole, South Pole, east to Europe, Africa, Asia and back to the North American continent. Additional testing will be held on ships at sea and airplanes. Our PSG signal will illuminate the entire surface of populated earth ... remote reception from the banks of the Amazon to mountain villages in Nepal. From ocean going vessels, to airplanes in flight and to every city, town and village and to people...everywhere."

Project Saturn Global and other world satellite systems are largely the result of NASA innovation. For PSG, initial projections indicate an average daily audience of over 100 million listeners within the first 24 months. While the network began worldwide satellite tests on April 15, 1992, the actual network launch time is scheduled for January, 1993 with worldwide coverage scheduled for April, 1993. The network has already been on the air testing throughout North America (the United States, Canada, Mexico, Caribbean Nations and the Hawaiian Islands) for six weeks, and can be monitored on GALAXY 5 Transponder 7 5.7975 MGHZ, at 3.5KZ).

With the emphasis on education from primary school through high school, Project Saturn's programs reach all ages with subjects ranging from fairy tales to computer technology. The daily programming is drawn from an audio library of over 2,000 educational audio presentations with an average program length of 25 minutes. Programs are repeated every eight hours to accommodate global time zones and include hourly educational news featuring contributions from over 200 individual in-country PSG News Bureau Partnerships.

## Program Agenda and Distribution

In addition to other programming, The Saturn Foundation, the nonprofit component of PSG has designated over 5,000 30-second public service announcements to be



aired annually for education in the prevention of cholera and dysentery. These spots will play on a regular daily basis worldwide and be distributed to worldwide radio stations in the seven official languages of the United Nations. Called the "Boil Your Water/Wash Your Hands" campaign, these programs advocate basic hygiene. PSG-NIGERIA among other Saturn Partners throughout Africa, Asia and South America are working on a series of regional musical concerts to reinforce these messages.

PSG exemplifies the potential of satellite programming. It can be distributed over standard radio broadcast where time and space is available, through audio cable, satellite receiver downlink, and telephone by party line. The PSG research and development division has developed a solar powered-transceiver/ satellite downlink especially for use in third world countries. This system will offer viable PSG listening in remote areas while re-transmitting the signal up to two miles farther either by FM or AM frequency. Reception is easy and affordable and is recommended through solar powered low cost transistor radios currently off the shelf in the Asia radio marketplace.

### **Communication: Granting Access**

PSG is creating news divisions in each participating country. The news division will be responsible for coverage of their own country's educational news as it applies to a global audience and in the production of their own "Country Day" as celebrated on PSG. The country day is one of three broadcast days per week dedicated to an individual country. During that day's broadcast schedule, dozens of 60-second news items about the chosen country are broadcast worldwide. At the end of the broadcast day, the local news division is honored and takes part in the presentation of a one hour special program salute to their country. The program is run three times during the 24 hour broadcast schedule and is offered for sale to the listening audi-

ence by audio cassette through the PSG program mail order service.

In accordance with the goals of the United Nations, Project Saturn has also committed thousands of 30-second Public Service Announcements to The Peace Corps, WHO, UNICEF and many others.

### **Funding in a Capitalist World**

Perhaps one of the most interesting aspects of Project Saturn-Global is how it is funded. Project Saturn Global is not affiliated with any government, religious or political organization. Instead, it is commercially sponsored with the majority of its funding generated by the institutional advertising of large corporations which promote ideas and products on the air.

As an entrepreneurial endeavor, Project Saturn Global aims to be useful to sponsors around the world. With this in mind, PSG has begun to include in-country promotional events advertising in its monthly International Program Guides as well as unique international licensing opportunities for its advertisers. PSG has 92,000 commercial availabilities annually and hopes to be self-supporting within 18 months.

For the listeners, the network is aired free of charge. Programming is available to radio stations, cable stations, for audio channel distribution and in some cases, via telephone to the general public.

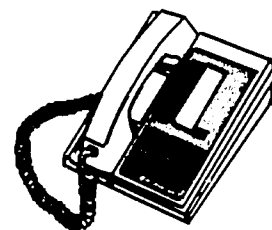
### **Satellite Technology: The Future**

Now, firmly in the Information Age, the globe continues to shrink. With privatized funding mechanisms and the communication technology to transmit messages around the globe instantly, the field of development communication is surely seeing a new dawn. The potential of the communication era for developing countries continues to unfold.

*Those wishing to take part in the development of Project Saturn Global may write to: Project Saturn Global(PSG) Attn: Development Director 691 S. Irolo St. Suite 2008 L.A., CA 90005 USA tel: (310) 285-3655; fax: (213)-388-4222. PSG-Program Demonstration Telephone: (213) 891-3959*

## **Prospects for the Future: The Telephone Tutor!**

As part of its future global educational agenda, PSG has initiated development on a Telephone Tutor. This system will hold between 3-5,000 educational audio/visual programs which can be accessed over a common telephone. Participating in-country telephone companies will be encouraged to allow local calling access with a minimum monthly flat rate access charge. The programming will be translated into the seven official languages of the UN. A prototype was demonstrated earlier this year with actual manufacturing and implementation to begin in 24 months.



# Variations in Technology: Computer Drawing Made Easier

by Cliff Missen



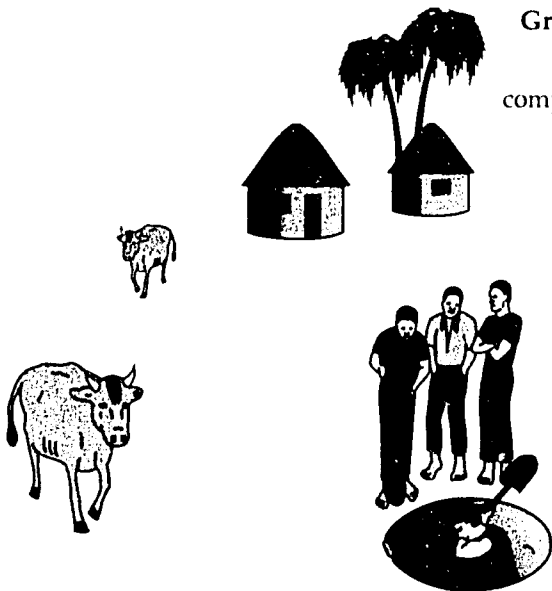
O.K. Call me lazy. But when I'm in the situation where I need a good graphic to highlight a point in a brochure, poster or video, I panic. Or at least I used to. A new generation of computer drawing packages has changed my outlook and may be changing the way communicators design materials.

Unless one is a natural artist or has plenty of free time, creating original graphics can be a tedious, if not painful, task. For development communication projects, we know that our work needs to be field tested and reworked several times before the product is final. For those of us who work in several communities simultaneously, graphics may also require many versions to suit local needs.

Over the past few years, a quiet revolution has occurred in the world of computer graphics. Programs have become cheaper, more specialized and easier to use. Today's computer graphic technology promises many practical choices for the creative development communication specialist. (see DCR 73, p. 10)

## Bit Mapped vs. Vector Based Graphics

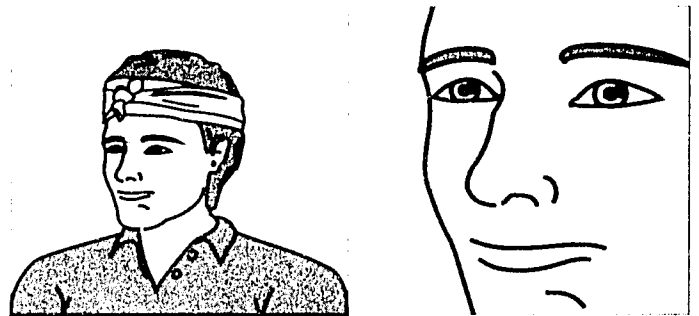
When choosing between computer graphics programs, it is useful to understand the underlying technologies and their advantages. Most older and many contemporary computer illustration programs employ bit mapped graphics. Using bit mapped software, one draws as if on a grid, turning individual points called pixels on or off. One can change the color of these pixels, change



*A vector-based image used for training in well digging.*

whole groups of pixels at one time, or cut and paste pixels from one drawing to another.

Vector based drawing software, a newer technology, uses techniques borrowed from architectural and mechanical design pro-



*Vector-based enlargement printed from Corel Draw software. (stretched from the drawing on the left)*

grams. Instead of patterns of pixels, the vector based software defines the parts of the drawing as mathematical equations. A line has a beginning point, an end point, and a certain degree of curve in between. It can then be filled with a particular pattern or color.

Each element of the vector based illustration is a separate object which can be assigned qualities like width, color, texture, and orientation. To alter a vector based graphic, one can point at the object and simply indicate, "make this green" or "make the outline larger" and the computer does the rest.

The difference between bit mapped and vector-based software is obvious when changing a graphic. Drawing a bit mapped graphic is much like painting on a canvas—one applies paint continually covering the old with the new. With vector-based software, drawing is more like arranging cut-out figures on a felt board—objects can be repositioned endlessly by overlaying, rotating, and tilting the artwork. Vector-based files are also much smaller than many other graphics files, and therefore, easier to transport from one program to another.

Bit mapped graphics have certain limitations: one must create the graphic in its intended size or suffer distorted images if you change the size of the graphic. This is the source of those saw-toothed drawings often associated with computers. With advanced vector based drawing software,

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however, resized graphics remain clean and undistorted from pocket guides to poster art. If one enlarges a graphic to twice its original size, the software simply doubles the appropriate parts of the object's equation and redraws the object accordingly. Once drawn, an object can be resized and reused over and over which makes it easy for the communication specialist to develop a toolbox of ready-to-use images.

Most importantly, you don't need to be



*Bit mapped enlargement printed from Corel Photo Paint.*

a math wizard to use any of these drawing packages. The internal workings of vector based software are hidden behind clever user interfaces which make drawing easy. For example, to define a curve the artist is given a set of handles at each end of a line which can be adjusted to bend the line and create any kind of curve imaginable.

### The Possibilities are Endless

All computer graphics can easily be integrated with text through desktop publishing for textbooks, manuals, newspapers, posters, brochures. It is one of the biggest advantages. Vector-based software can also expand to meet other communication needs. Because the software can manipulate text and graphics, it can lay out slides and title videos easily. Through integrating the media, crisp color slides can also be made with a standard computer slide recorder.

While older and less versatile, bit mapped software still provides the only way to edit images, such as photographs, which have been scanned into the computer. Most vector based software can inte-

grate bit maps into your artwork.

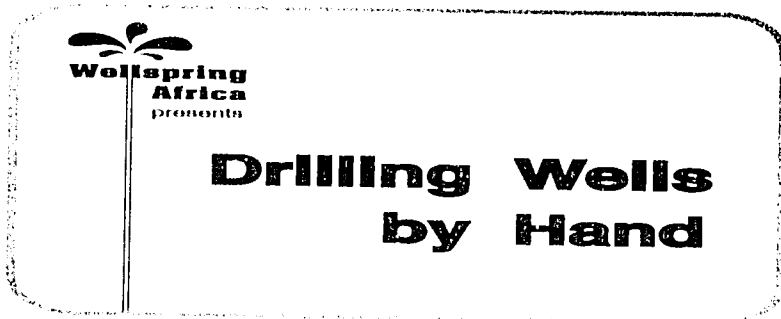
### Hardware and Software

There are many low-cost bit mapped and vector-based softwares available. An IBM personal computer (most programs require Windows software, thus requiring a 286 processor) or a Mac SE will run most drawing packages. As with anything graphic, one wants as much RAM memory and disk storage space as possible and faster machines are recommended, but not necessary.

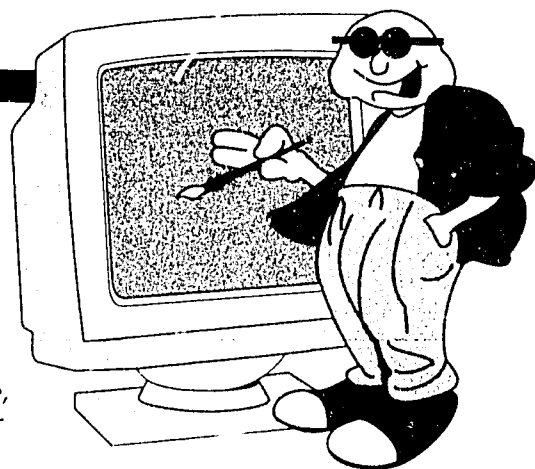
Printer choice is a matter of quality. A laser printer which supports PCL5 or Postscript will provide the best output with the least jagged edges. Standard dot matrix printers produce excellent drafts and, if necessary, can produce final copy.

The advances in computer graphics have revolutionized publishing, advertising and graphic communications. With reduced costs and better quality software, there is no reason these advances cannot enhance the lives and effectiveness of development communicators everywhere.

*Cliff Missen is the Director of Wellspring Africa, a small non-profit organization which is reviving hand powered water well drilling technology for village level development. He is also collecting a uatabase of vector based clip art pertinent to third world development. Contributions are welcome. He can be reached at: 715 George Street, Iowa City, IA 52246 USA. Internet: Cliff-Missen@UIOWA.EDU tel: (319) 335-7880; fax: (319) 335-7330.*



*This vector-based logo can be integrated over and over onto posters, brochures or videos.*



# Selecting Grassroots Alliances: Practical Considerations

by Moncef M. Bouhafa

**A** relatively recent addition to development communication theory is the use of strategic allies and partners for either "demand generation" campaigns or to ensure that services are used effectively. Through the practical application of social mobilization in the field, strategic allies have been identified as key factors in achieving tremendous gains in immunization coverage and family planning in developing countries—especially in areas where the reach of the mass media is limited.

Allies have always been important. In the 1960s, an Indonesian Family Planning Program showed that involving strategic allies could result in increased success. In the 1980s, child survival campaigns used the private sector to help broaden the perception of preventive health from a "medical" issue to one that is vitally important for the community as a whole. Recent experience in social mobilization with the police in Latin America, soldiers in Africa, well-known playwrights in Nigeria, and teachers and religious leaders everywhere points to the same lesson—when we involve others, programs can achieve more.

## Identifying Partners

Unfortunately, finding potential partners in some countries, like Nigeria, can take several months and be relatively expensive based on the large number of nongovernmental organizations (NGOs) and large areas alone. In some smaller countries, NGOs may be scarcer but data on the reach of the organization may be limited. While the initial effort may seem great, the simple counting of allies will not help to evaluate their credibility (or lack of it) and their potential virtue or harm for a program. The care involved in building alliances is important.

In order to ensure that the right allies are used to the

maximum effectiveness, they need to be identified and involved in a systematic manner. The social mobilization analysis (SAM), a well researched tool, is a comprehensive assessment of a country's mass media as well as a look into community level networks. The guidelines for the SAM have been developed through many years of practical application and are regularly refined based on field experience. These guidelines, available through the Programme Communication Section of UNICEF's New York office, provide a practical methodology which can be adapted to a specific country situation.

## Building Partnerships

Building partnerships with *all* local organizations is not easy or even necessary. While some may not be interested, other interested groups may lack valuable community credibility. Still others may be "enlistable" but require extra skill in negotiating around mutually felt benefits. One practical way to build partnerships involves exchanging ideas about how a potential ally can help in language that group members can understand. For example, religious leaders understood the relevance of the Facts for Life communication projects (see DCR no. 66, page 8), when health messages were linked to the Holy Koran through the Child Care in Islam Initiative. Agricultural extension workers in Ghana included health messages in their work only when they saw benefits to their own drive for increased food production at the community level. Defining mutually felt interests helped the groups build commitment and alliances so both partners could benefit.

## Assessing the Allies

The more information one has about potential allies, the better. An organizational analysis (or strategic allies and partners study) combines the criteria necessary for an ally to be useful (see chart) with other project information. Gener-

Sample Chart Assessing Criteria for Potential Allies and Partners

Potential Resource	Communication Ability	Access to Target Groups:		Credibility with Target Groups:		Commitment to Project Objectives	Capacity to be Mobilized	Decision
		Primary	Secondary	Primary	Secondary			
Drug Sellers	yes	yes	no	yes	no	no	no	no
Muslim Leaders	yes	yes	no	yes	no	yes	yes	yes
Church Leaders	yes	yes	yes	yes	yes	yes	yes	yes
CDR's	?	yes	yes	yes	no	yes	yes	yes

## Criteria and Questions for Selecting Allies

ally, qualitative research that uses directed interviews with organizations and establishes baseline data about each potential partner can provide helpful data. The resulting annotated inventory of organizations is much more useful than a mere listing, particularly when matrices are used, as in this example from Ghana. They provide a means of comparing organizations on scores of overall criteria.

The secondary analysis of partners can be facilitated by the use of another simple matrix presently gaining acceptance in West Africa. The matrix is used after the inventory and is introduced in structured workshops where decisions are made about priority partners. Each organization in the inventory is assessed as to its most useful role in the program (development, financing, implementation) as well its relative importance (critical, important and useful).

This simple framework can help avoid a "laundry list" approach to allies and can help identify agencies as potential donors with and without technical capacity. It can identify certain organizations with tremendous credibility within the community and match them with technical experts. At the same time, organizations that lack credibility with the community but are politically powerful can be listed as "useful only when absolutely necessary."

### Coordinating the Results Reaching Your Partners

Following their identification, potential allies need to become integrated into the program. This involves a number of negotiating skills and a great deal of coordination. In some immunization programs, coordination meetings were held on a daily basis for three months. In Ghana, a structure of social mobilization committees was put into place at regional, district and zonal levels.

The organizations need to understand the goals of the program and their role as early as possible. Simply worded, non-technical communication material is needed. The first activity in many cases includes a short meeting with all the allies in order to distribute this information, seek feedback, and define an integrated strategy. In some cases, further negotiation must take place. For example, in order to use the village chiefs in Senegal, the Ministry of the Interior first had to be convinced.

Finally, before the allies are expected to work together, a mechanism to handle internal communication and activities should be set up. Once designed, it is important to work as much as possible within these existing mechanisms. In Ghana and other areas, social mobilization committees have

ment when choosing an ally is to make sure they can bring additional reach to your communication objectives. Do they have large numbers of staff? Are these staff spread throughout the country where the beneficiaries of your programs are located? Do they have their own internal means of communication (such as a newsletter)? How are they structured? These are among the questions that need to be asked early on.

The mass media are often an automatic choice under this heading. School teachers in Senegal, two popular singers in Nigeria, an Egyptian soap opera producer, and popular theater producers in Nigeria and Burkina Faso have also become important allies for communicating health messages.

**2. Allies must have access to families.** To what extent does the potential ally have genuine access to families within communities that you are trying to reach? How close are they to your target audience?

Community organizations, such as the Naam village movement in Burkina Faso, and religious leaders in Sierra Leone and Indonesia have proven to be important allies in communicating basic health messages. Village chiefs in a number of African countries were also very strategic in achieving increases in immunization coverage.

**3. Allies must have credibility with the community.** Some organizations may be very powerful in terms of reach, but have little local credibility. Are they respected? With whom?

Paramount chiefs in Sierra Leone, and private press leaders in Morocco and elsewhere have all added credibility and mobilized communities for national immunization programs. Independent political parties may also become more significant allies in the 1990s in Africa with the trend towards democratic pluralism.

**4. Allies must have overlapping interests.** Allies must be committed in some way to your program objectives (whether child survival or environmental education). What are their own interests? How do these fit with your program?

International NGOs as well as multinationals often have mutual interests with health programs. Rotary International, for example, has become a key ally in worldwide immunization programs. In Gabon, a recent analysis revealed the potential interest of some multi-nationals to join in promoting breastfeeding.

**5. Allies must have technical competence.** What are the technical capabilities of the organization? How are these organized? What kinds of training have the staff received?

Advertising agencies, market research companies in Morocco and in Egypt have contributed their technical skills to family planning programs. In addition, alliances of performing artists in The Congo and in other West African countries have helped identify and convince producers and playwrights to develop communication materials.

*continued on p.16*



# Spreading News and Literacy in Nepal:

## Alliances, cont'd

been established to keep the program coordinated and operating. There is no ideal structure for social mobilization, however, because it is dependent on what is available in each country.

Building alliances is based on experience. Currently, Nigeria is undertaking a major social mobilization analysis in order to identify strategic partners at many levels. Ghana is assessing the impact of the social mobilization committees set up to involve partners. In time, both exercises should provide more useful lessons on how to successfully involve and integrate strategic partners in communication projects.

*Moncef Bouhafa is the Senior External Relations Officer in UNICEF's regional office for West and Central Africa and is responsible for communication strategies in the region. He can be reached at: UNICEF, BP 443, Abidjan 04, Cote d'Ivoire, tel: 213131; fax: 225 227607. Luis Rivera, Gary Gleason and Sylvie Cohen also contributed to the development of this methodology.*

**A** novel kind of print material, the wall newspaper, has come to be accepted as an alternative means of communication among rural populations in Nepal.

Widely distributed, the newspaper presents graphics, photos and printed materials in large type on one side of a large news sheet.

When villagers receive their wall newspaper, it is pasted on public premises such as village chautaras (public gathering spots), school and office walls. Passers-by stop by the newspaper and read the information materials during work breaks or community gatherings.

### Need for an Alternative Press

Access to information is basic right of human beings guaranteed by the Constitution of Nepal. In reality, however, the majority of the people do not enjoy this right. The conventional modes of mass communications have a heavy urban bias and publicize predominantly urban events and

ideas. The result has been that the general masses have not been able to benefit from the mass media or other means of information. While a glut of reading and audio-visual material is available in the urban centers, there is a severe lack of informational materials of any kind in the rural areas.

The Nepal Forum of Environmental Journalists (NEFEJ) with assistance from the World Conservation Union (IUCN), has been publishing a wall newspaper, Batabaran (Nepali for the environment), every two months for the past three years with the objective of compensating for the lack of relevant news and information in rural villages, providing a forum for rural events and issues and raising environmental awareness.

The wall newspaper offers the advantages of print and visual media and is an effective medium in communities where the literacy rate is growing but the purchasing power of the people is very low. The principal motto is: "Large type, simple language, true stories, a lot of pictures and graphics, and above all, accessibility for readers who

**सिंचाइले वातावरण पनि सफाई**

वातावरणको साथी गोबरग्यास

आगो वनको शत्रु हो

वातावरणको साथी गोबरग्यास

आगो वनको शत्रु हो

गाउँतह नदी नियन्त्रण गर्दैछन्



# Participatory Communication for Social Change: Reasons for Optimism in the Year 2000

by Jan Servaes and Randy Arnst

**T**he face and expectations of development communication have changed over the past two decades from approaches which purely facilitate "technology transfer" to more participatory methods. Communicators, development professionals, and indeed, many world leaders are recognizing that in order to promote social change, they must work with the groups they wish to help to share ideas, develop new ideas and negotiate knowledge. While theories of participation are not new, practical experiences have shed light on realistic ways of involving people.

## Participation Begins with People, Not Projects or Policies

The predominant approaches to development communication originated in the West and saw the relationship as unilinear, from "source/developer" to "receiver/developpee." Development and development communication have been, and remain, largely an approach of unidirectional marketing and monologue planned to

change behavior in a predesigned manner. But participation has increased in popularity and become more important in development communication projects. With participation, people gain real control over resources and processes under which change/development is expected to occur. And perhaps, as it has been suggested, it is only through participation that sustainable social change can be achieved. Information may be simply disseminated; knowledge, meaning or social change cannot.

If the goal of the development effort is to assist the poor, the endeavor should begin in their context, not in the planning office, not in the research station, and not from theories and constructs of far-removed institutions. As a result, participation is not a supplementary mechanism "diffused" to expedite external agendas, or a means to an end. It is a legitimate goal in itself.

Rural people possess a wealth of knowledge germane to peers, development personnel, and academicians. Indigenous knowledge can provide a different understanding and analysis of a situation which was formulated in response to the environment and relevant cultural issues. The claim is not that rural farmers are the fore-

most experts in macro-level planning, but they are often the most qualified to decide how, or if, such information applies at the local level.

## Towards a Participatory Communication Model

We perceive a number of changes in the field of communication for social change which are reasons for optimism, and which will also have considerable consequences for communication planning and policymaking:

- ❖ The growth of a deeper understanding of the nature of communication itself: Since the 1970s, the emphasis of communication has become more on the process or exchange of meaning, the



*This group is analyzing a problem conveyed through pictures and discussing various options.*

social relationships created by communication and the social institutions and context which result from such relationships.



- ❖ A new understanding of communication as a two-way process: Today, the interactive nature of communication is increasingly recognized. At least conceptually, communication is seen as fundamentally two-way rather than one-way, interactive and participatory rather than linear. Communication has to be looked upon as a constructive process to build and share means of understanding.
- ❖ The trend towards participatory democracy: The end of the colonial era has seen the rise of many independent states and the spread of democratic principles, even if only at the level of lip-service. The world's communication media are still largely controlled by governments or powerful private interests, but they are more attuned to and aware of democratic ideals. At the same time, literacy levels have increased and people's ability to use communication technology has improved. Compared to a few decades ago, more people have access to the mass media.
- ❖ Recognition of the imbalance in communication resources: The inequity of communication resources between different parts of the world is increasingly recognized. As richer nations develop their resources, the gap becomes greater.
- ❖ Recognition of the 'impact' of communication technology: Some communication systems (e.g., audio- and video-taping, copying, radio broadcasting) have become cheap and so simple that the rationale for regulating and controlling them centrally, as well as the ability to do so, is no longer relevant. However, other systems (for instance, satellites, remote sensing, transborder data flows) have become so expensive that they are beyond the means of smaller

countries and may not be accessible to local environments.

- ❖ A new understanding of the integration of communication channels: Modern mass media and alternate or parallel networks of folk media or interpersonal communication channels are not mutually exclusive. They are more effective if appropriately used in an integrated fashion, according to the needs and constraints of the local context. The Western model of the mass media is seldom truly integrated into institutional structures in Third World societies. However, modern and traditional channels can be effectively combined, provided a functional division of labor is established and the limits of the mass media are recognized.

#### Watch out! Barriers to participation

- ❖ Rigid and general strategies for participation are neither possible nor desirable. It is not an innovative formula that "experts" use to diffuse information to the masses. It is a process that unfolds in each unique situation. Authentic participation, though widely espoused in the literature, is not in everyone's interest. Such programs are not easily implemented, highly predictable, or readily controlled.
- ❖ Behavioral response to planned mes-

*If the goal  
of the  
development  
effort is to  
assist the  
poor, the  
endeavor  
should begin  
in their  
context*

*continued on p. 20*

UNDP



*These participants are analyzing the possible roles of a pump committee in their village through a variety of "props." (activity from Tools for Community Participation, by Lura Srinivasan.)*

rather the inclusion of government programs and services as per the informed and autonomous choice of the poor.

❖ The assertion of a knowledge gap, of a disparity in valid knowledge between "experts" and local people, is wrong--unless the "experts," through cooperation and learning from local people, can apply their knowledge in the context and to the benefit of local "expertise."

❖ Participation does not always assume cooperation or consensus. It can often mean conflict and usually poses a threat to existing structures. As a result, the question whether participation

is appropriate in all contexts should be raised.

❖ Attitude is paramount for the facilitator. She or he must truly believe the participants are not only capable, but are indeed the most qualified persons for the task at hand. Some of the most threatening obstacles to participation are large egos. The most important expertise, technique, or methodology cannot be diagrammed. What is needed is a change of attitude, the patient fostering of trust, and the ability to listen.

sages i. not participation. Neither is it a strategy to make "target audiences" feel more involved. Striving for behavioral change is a means to an end, but should not be confused with participatory methods.

❖ Participation can involve the redistribution of power at local and national levels. As such, it directly threatens those whose position depends upon power over others. Reactions to such threats are often manifested as less visible, yet steady and continuous resistance.

❖ The interaction between development organizations and rural people is indeed cross-cultural communication. Various groups structure, indeed live within, different realities. A major assumption of development practitioners is that their own logic and world view is correct, universal, and applicable to all.

❖ Participation should not be construed as the inclusion of the poor in government programs and services, but

*Jan Servaes is a Professor of International Communication at the Catholic University of Nijmegen in the Netherlands, and visiting professor at Cornell University in the United States. He coordinates the Participatory Communication Research Network, and is involved in the UNFPA/UNESCO project on Integrated Approaches to Development Communication. Randy Arnst is program coordinator for a number of communication and education projects of World Education in Laos. For further information, write to Weezenhof 64-29, NL-6536 AV Nijmegen, The Netherlands. tel: 31-80-444545; fax: 31-80-613073.*

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## Books

**Entangling Alliances: How the Third World Shapes Our Lives**, by John Maxwell Hamilton, seminar guide prepared by Elise Storck and Joan Joshi, Seven Locks Press, P.O. Box 27, Cabin John, MD 20818 USA, tel: 800-537-9359.

This book traces the connections between events in the Third World and the effect they have on the lives of people in industrialized countries. The supplementary guide presents exercises for students to go through to learn how they can deal with the real issues policy makers address everyday. The exercises set the stage for problem solving and show participants how they can use their community as a laboratory for change. The guide provides detailed instructions for each exercise. An excellent tool for interactive training or seminars.

**Communication in Development**, edited by Fred Casmir. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 USA. Cost: US\$32.50, 352 pages.

Fifteen authors from around the world offer their perspectives of the role and approaches of development communication. From Wimal Dissanayake's Buddhist approach to Guido Grooscors' essay on communication policies and development, this book gives a broad spectrum of theoretical and practical information about the evolution of the field and where it is today.

**New Communication Technologies: Research Trends, Reports and Papers on Mass Communication**, no. 105. Unesco, UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 USA. tel: (301) 459-7666; fax: (310) 459-0056. Cost: US\$10.

This document and the others in the series analyze the role of mass communication in developing countries. While most of the research conducted on mass

communication has been done in industrialized countries, the authors look at research emerging from both developed and developing countries. This report looks at legal issues, cultural issues involved in new communication technologies and their relationship to social change and democracy.

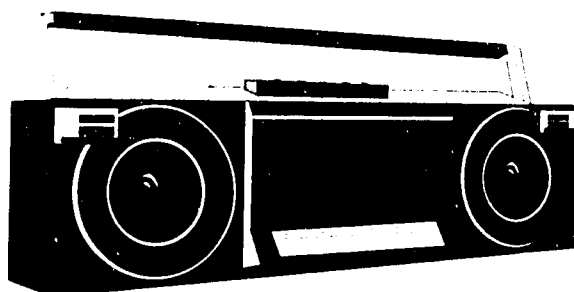
## Speaking Out! A Women's Radio Forum

Radio Internacional Feminista or Feminist International Radio Endeavor (FIRE) is a new radio program broadcast once a day in magazine format on Radio for Peace International, a shortwave radio station in Costa Rica.

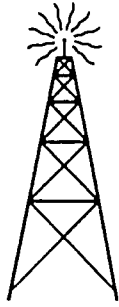
FIRE can be heard at 0600 and 0030 UTC (Universal Coordinated Time), 15.030 MHz and 7.375 MHz. Presently, broadcast in English, FIRE will soon expand to a second Spanish hour and plans to continue to add other languages later.

Listeners are invited to send tapes of programs about women's issues. They should be recorded in mono, be less than 60 minutes each, and be on professional quality tape. The sender's name, address and phone number should be included.

For more information, contact:  
WINGS, P.O. Box  
5307, Kansas City,  
MO 64131, USA. tel:  
(816) 361-7161, or  
Radio for Peace  
International,  
Apdo. 88, Santa  
Ana, Costa Rica,  
tel: 50 6-49-1821.



# What's New , What's Coming



## Low Cost, Reliable FM Transmitters

Petrie Telecommunications, Ltd. announces the availability of low power broadcast transmitters and engineering services catered to small remote communities. For a package of transmitter, antenna and 20 meters of RC8/U cable the cost is: \$1895 Canadian dollars. Engineering services include: calculation of VHF and UHF coverage area for a broadcast station; design and manufacture of specialized antennas; and planning to ensure the most economical broadcast service. For more information, contact: Petrie Telecommunications, Ltd., 22 Barran Street, Nepean, Ontario, Canada K2J 1G4. tel: (613) 825-1560; fax: (613) 825-2249.

## Books and Audiovisuals

**Ten Practical Tips for Business and Economic Reporting in Developing Countries** by Paul Hemp 50 pages. The Center for Foreign Journalists, 11690-A Sunrise Valley Drive, Reston, VA 22091, USA. tel: (703) 620-5984; fax: (703) 620-6790. Cost: US\$5. Bulk prices available.

A handbook on covering the financial world for working journalists. Written by a Boston Globe business reporter, the book draws on actual examples from business reporting in the developing world. Includes tips for clearer writing, more interesting coverage, improving accuracy and gathering information. Includes a glossary of common technical terms in business reporting.

**A Passion for Radio: Radio Waves and Community**, edited by Bruce Girard, Black Rose Books, C.P. 1258, Succ. Place du Parc, Montreal, Quebec H2W 2R3 Canada. 212 pages. Cost: US\$19.95. English, Spanish and French.

Written by people actively and passionately involved in the medium, this book presents the experience of twenty alternative radio stations located around the world. From the Salvadoran guerrilla-operated Radio Venceremos to the native-owned Wawatay Radio Network in Northern Ontario, the book describes the role alternative and community radio stations play in giving an ear and a voice to those at the margins of society. Bruce Girard, the editor, is the founder of the World Association of Community Radio Broadcasters (AMARC).

**Effective Nutrition Communication for Behavior Change: Report of the Sixth International Conference of the International Nutrition Planners Forum (INFP)** by Cheryl Achterberg, The Nutrition Foundation, Inc., 1126 Sixteenth Street, N.W. Washington,

D.C. 20036, USA. 24 pages. Cost: single copies free to people in developing countries. English, French, Spanish.

This report summarizes the INFP meetings held 4-6 September, 1991 in Paris, France and provides key principles for successfully planning collaborative communication interventions. It offers a synthesis of the discussions generated, an overview of eight case studies worldwide, and theories, methods and outcomes learned by nutrition practitioners, education professionals and media specialists from around the world.

## Conferences

**The Dutch Health Education Centre will hold The Third Annual Conference on Mass Communication, Mass Media and Health Education from May 24-26, 1993 in Amsterdam, The Netherlands.** For more information, contact: Marianne Smit, Dutch Health Education Centre, P.O. Box 5104, 3502 JC Utrecht, The Netherlands; fax: 31-309640-82.

**The Indian Environmental Society is planning a Global Forum on Environmental and Development Education from September 24-28, 1993 in New Delhi, India.** For more information, contact: Dr. Desh Bandhu, President, Indian Environmental Society U-112 (3rd Floor), Vikas Marg, Delhi-110092, India.

**The Fifth World Print Congress will be held from February 28-March 4, 1993 in New Delhi, India.** The theme 'Print Communication: A Global Vision' attempts to analyze the need for free flow of information globally and the potential of the print media. For information, contact: the All India Federation of Master Printers, E-14 South Extension Part II, New Delhi-110 049 India.

**The International Conference on Education for Human Rights and Democracy will be held in Montreal, Canada in March, 1993.** It will examine educational approaches and methods as they relate to democracy. Contact Unesco, 7, place de Fontenoy, 75007 Paris, France, or the United Nations Centre for Human Rights.

## Courses

**Cornell University's short course in Communication Planning and Strategy will be offered from June 2-29, 1993.**

The course covers topics such as developing a communication strategy, analyzing audiences, message design issues, media selection, mobilization of resources, interpersonal communication, social marketing and communication research. For information, contact: Joan Payton, CPS-93, Dept. of Communication, Cornell University, Kennedy Hall, Ithaca, NY 14853 USA. tel: (607) 255-6500; fax: (607) 255-7905; e-mail: JEP@CORNELL.CIT.CORNELL.EDU.

**The International Extension College and Department of International and Comparative Education of the Institute of Education, University of London are running a four month course on Distance Education for Development from April 13-July, 30, 1993.** For more information, contact: Short Course Assistant, Dept. of International and Comparative Education, University of London, Institute of Education, 20 Bedford Way, London WC1H0AL, England. tel: 44-71-612-6606.

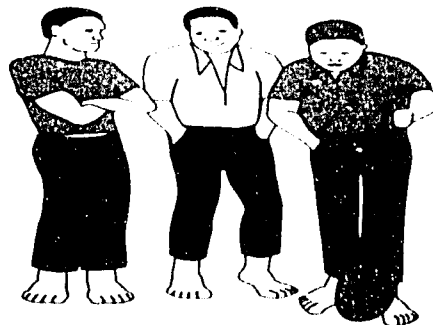
**The Radio Nederland Training Centre, a non-profit organization and part of the Federation of Institutes for International Education in the Netherlands, has various courses to train broadcasters from developing countries.** Radio Nederland broadcasts daily in nine languages via transmitters and partici-

pants in the course have the opportunity to meet and establish contacts with broadcasters from around the world. The courses vary from Agricultural Sciences and the Media to Aerial Survey and Earth Sciences. For more information, contact: Radio Nederland Training Centre, P.O. Box 222, 1200 JG Hilversum, The Netherlands. tel: 31-35-47779; fax: 31-35-724532.

## Scholarships and Grants

**The Asian Development Bank Scholarship Program announces the availability of about 50 scholarships for masters and doctoral studies for up to three years.** The scholarship includes tuition, travel and other allowances. The candidates must be nationals of a developing country member of the ADB and have at least two years work experience. For information, contact: Manager, Education, Health and Population, Asian Development Bank, 6 ADB Ave., Mandaluyong, Metro Manila, The Philippines, tel: (63-2) 711-3851; fax: (63-2) 741-7961.

**The World Bank offers graduate scholarships for masters and doctoral studies to students who are under the age of 40 from developing countries which are members of the World Bank.** For information, contact: Administrator, Graduate Scholarship Program, World Bank, 1818 H Street, NW, rm. M-4033, Washington, DC 20533, USA. tel: (202) 473-6849; fax: (202) 676-0962.



## Two new journals invite contributors

**Adult Education and Development**, a bi-annual journal for adult education published by the German Adult Education Association, Department for International Cooperation, invites authors to submit articles on:

- ↗ Culture and Communication,
- ↗ International cooperation,
- ↗ Evaluation and research,
- ↗ Literacy, print and electronic media,
- ↗ Technology: innovations, transfer and alternatives,
- ↗ Global and local concerns: environment and peace,
- ↗ Teaching, training and learning,
- ↗ Gender issues,
- ↗ Role of institutions, organizations and associations, and
- ↗ Financing, legislation and lobbying.

Graphics and photos are also welcome. For information, contact: Herbert Hinzen, editor, Adult Education and Development, Deutscher Volkshochschul-Verband, Fachstelle Fur Internationale Zusammenarbeit, Rheinalle 1, D-5300 Bonn 2, Federal Republic of Germany.

The Community Education Development Centre is also looking for submissions. Its new journal, **The International Journal of Community Education**, is aimed at policy makers and practitioners in any sector of education. For information, contact: ICEA International Office, Lyung Hall, Blackberry Lane, Coventry CV23JS, England.



# Have We Become Surrogates for Failure?

yes but...

by Richard K. Manoff

**M**auritius is a fascinating case study. As Cyril Dalais stated in the last issue of the DCR, I, too, have experienced Mauritius' "well-developed infrastructure...its wide cultural diversity."

From my experience as a consultant to the National Institute of Nutrition in 1987, I was also impressed with its family planning program—the only success in Africa and perhaps in all the developing world.

I came away convinced that Mauritius is a prime example of the principle that "when poverty ends, development flowers." In that sense, I was pleased to note from Dalais that among the factors responsible for JCHEP's success is "that each child had an equal opportunity to enter the economic mainstream."

In the Mauritius that I recall, the eminent achievement is its virtual elimination of poverty. The effects are visible in its health statistics: morbidity and mortality have shifted from infectious diseases to the chronic ailments of heart disease, cancer, stroke, diabetes, etc.—all the dubious blessings of affluence.

In such an economic environment, social marketing programs have their best chance of success. The history of the developed world bears testimony to this. Of course, Mauritius is a small island country of little more than a million people. Its modest size makes problems easier to deal with and program objectives more readily attainable. But there are other countries—*island and non-island*—that prove smallness does not necessarily assure successful outcomes.

This is the notable lesson from Mauritius: for those engaged in development efforts: the prerequisite is "equal opportunity to enter the economic mainstream." Economic opportunity reduces the hardships of survival, eases time and energy demands on human effort and introduces the new value of convenience, with its liberating lifestyle. Certain earlier struggles are now won and the mind, spirit and energy are more available to the possibilities of education and development, self-improvement and health.

Mauritius is an exquisite cameo of such achievement. As explained to me, its prosperity derives from a British Commonwealth price guarantee for Mauritian sugar on the world market. These are circumstances peculiar to Mauritius—but we *can* provide "equal opportunity" without the means to build a capital base for internal development.

This is no novel insight. But have we social marketing/communication experts factored it into our work? Don't we usually approach maternal and child health or family planning programs with the same missionary zeal that they will make a difference? And have they? Can they, under less-than-equal "equal opportunity" circumstances?

I have spent more than 30 years propagating the theory and practice of social marketing, convinced to this day that it is an indispensable component of every program. Evi-

dence of its effectiveness for these programs mounts. But how successful are the programs themselves? How much notice have we taken of the impact of limited "mainstream economic opportunity" on program outcomes? Shall we remain content to struggle with well-intentioned, well designed, effectively social-marketed programs while binding ourselves to the foreboding that, at best, we are merely ameliorating a critical condition with no assurance that even this modest improvement can be sustained?

Are we, too often, unwitting surrogates for failure?

There must be a way of devising an "eligibility formula" for development programs—some means for ascertaining in advance whether the "equal opportunity" of target populations is sufficient to liberate them for effective response to programs and messages. If it isn't, then we have two responsibilities: 1) to factor this into our expectations of program outcomes; and 2) to address the need for creating the essential "equal opportunity" which may be the most important development program of all. I can hear a chorus of voices: "We know that. We know that."

Well, if we do, isn't it incumbent on us that we reject the role of "surrogates of failure" and become "equal opportunity" advocates, foresworn not to give it up? Let us start with our economic planners from whom we would like to hear.

Tell us: what can be done in a developing country—any one or all of them—to emulate the Mauritian example of providing the economic basis for success in development? And, in the interim, how can we devise the "eligibility formula" so that we may realistically set objectives for program outcomes or to know that certain ventures are patently ineligible even to be tried?

*Richard K. Manoff is the author of Social Marketing: New Imperative for Public Health and President of Manoff International, 950 Third Avenue, New York, New York 10022, USA. tel: (212) 72807710; fax: (212) 751-1786.*



*Assessing the "equal opportunity" of target populations is a needed precursor to social marketing programs.*

**APPENDIX B:**  
**INFORMATION REQUESTS**

# CDC INFORMATION REQUEST LOG

From September 1, 1992 to February 28, 1993

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
<b>SEPTEMBER 1993</b>			
1	Frank Method RD/ED USAID	RD/ED	DCRs #78
2	Owi Joint Bank Library 1875 I Street, NW 6th Floor Washington, DC	Joint Bank Library	photocopy from 2 issues of DCR via fax
3	Dr. Jayashree Ramakrishna National Institute of Mental Health & Neuro Sciences Bangalore-560029 INDIA	Nat'l. Institute of Mental Health & Neuro Sciences	AIDS Pkg.
4	Dele Oladimeji P.O. Box 24529 Mapo Hill Mapo Post Office Ibadan, NIGERIA		subs. info, AIDS pkg.
5	Lukman Lawal Dept. of Pharmacy University of Ibadan PO Box 24529 Mapo Post office Ibadan, NIGERIA	University of Ibadan	AIDS pkg.
6	Susmita Ghose Programme Officer Voluntary Health Association of India Tong Swasthya Bhavan 40 Institutional Area Near Qutab Hotel New Delhi-110016 INDIA	Voluntary Health Association of India	AIDS Pkg.
7	Sara Shields Documentalist CIMCA Apartado 5828 La Paz, BOLIVIA	CIMCA	AIDS Pkg.
8	Nosa Owens Ibie P.O. Box 21805 University Post Office Ibadan, NIGERIA		AIDS Pkg.

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
9	M. Van Lear Coordinator Baptist Mission of Nigeria Private Mail Bag No. 5113 Baptist Bldg. Ibadan, NIGERIA	Baptist Mission of Nigeria	AIDS Pkg.
10	Osuagwu Charles C. PO Box 13 Umunama Ezinihitie Mbaise Imo State, NIGERIA		AIDS Pkg.
11	Mrs. Ndegi Bernice Gatere Trans World Radio PO Box 21514 Nairobi, KENYA	Trans World Radio	AIDS Pkg.
12	Singh V. Parmjit Teacher Education Department Punjab Dingarian Adampur Doaba Jalan Dhar 144 102, INDIA	Education Department Punjab	catalog, AIDS Pkg.
13	Josephine Okeke Program Officer B.E. Medical Services PO Box 6233 Lagos, NIGERIA	B.E. Medical Services	AIDS Pkg.
14	C. Chave Periodicals Section, Library International Labour Office CH-1211 Geneva 22- SWITZERLAND	International Labour Office	back issue, #76
15	Ade Adedaja FADU Programme Co-ordinator Farmers Development Union TDS Box 341 Agodi, Ibadan, NIGERIA	Farmers Development Union	back issues #64-71
16	Michael Conklin Chief, Readers Services U.S. Dept. of the Treasury 1500 Pennsylvania Ave., NW Room 5030 Washington, DC 20220	U.S. Dept. of the Treasury	general info.
17	Nena Terrell Information Services Abt Associates Inc. Hampden Square-Suite 500 4800 Montgomery Lane Bethesda, MD 20814-5341	Abt Associates Inc.	general info.

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
18	Ugwu Vitus Chukwuma PO Box 96, Ogbede Igbo-Etiti L.G.A. Enugu State, NIGERIA		AIDS Pkg.
19	Linda McKenna Education Development Center 1250 24th St., NW Ste. 300 Washington, DC 20037	Education Development Center	DCRs #63-78, Stanford books, DCR radio issue, IRI handbook, RLAP Kenya book, library materials
20	Nancy Cosway PO Box 978 Stonewall, Manitoba R0C 2Z0 CANADA		Info Pkg., Women
21	Patricia Hinds Trinidad & Tobago Assn. of Social Workers PO Box 1105 Port-of-Spain, TRINIDAD	Trinidad & Tobago Assn. of Social Workers	AIDS pkg.
22	Sara Shields Documentalist CIMCA Apartado 5828 La Paz, BOLIVIA	CIMCA	Library materials
23	Ariyaratne Hewage Deputy Director NAREPP/IRG 3 St. Kilda's Lane Colombo 3 SRI LANKA	NAREPP/IRG	catalog, subs.
24	Geoffrey Njoku Federal Radio Corporation of Nigeria P.M.B. 71, Garki-Abuja Abuja, NIGERIA	Federal Radio Corporation of Nigeria	AIDS pkg.
25	Richard P. Burgos Philippine Council for Agriculture, Forestry & Natural Resources R&D Paseo de Valmayor Los Baños, Laguna P.O. Box 425, PHILIPPINES	PCAFNRRD	DCR back issues, Cover to Cover, profiles, photonovels, bulletin #11, Directory
26	Arbind Sinha Indian Space Research Organisation Space Applications Centre Ahmedabad-380 053 INDIA	Indian Space Research Organisation	DCR #77, subs. info, catalog

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
27	Georgina C. Padilla Ecosystems Research & Development Service Dept. of Environment & Natural Resources Region X, Cagayan de Oro City PHILIPPINES	Dept. of Environment & Natural Resources	DCR #74-77, catalog, subs. info
28	Reymlani Pelayo Sullera Central Mindanao University University Town, Musuan, 8710 Bukidnon PHILIPPINES	Central Mindanao University	environmental information
29	Frank Hairgrove 7103 Frost Ave., #68 Columbia, SC 29203		library materials
30	James Gray Library Annenberg School of Communication University of Pennsylvania 3620 Walnut St. Philadelphia, PA 19104-6220	Annenberg School of Communication	DCRs #21 & 22
31	Len Bernstein FDA Foods Library HFF-37 200 C Street, SW Washington, DC 20204	FDA Foods Library	DCR #68, general info.
32	Mike Laflin Director, LearnTech Education Development Center 1250 24th St., NW Washington, DC 20037	Education Development Center	4 copies of RADECO book
33	Leddy Library/2ACU3404 Serials Invoicing University of Windsor Windsor, Ontario CANADA N9B 3P4	University of Windsor	DCRs, # 1-77
34	Abid Attique Health Education Officer National AIDS Centre Public Health Division National Institute of Health Islamabad, PAKISTAN	National AIDS Centre	AIDS pkg.
35	Brónach McConville AHRTAG 1 London Bridge Street London SE1 9SG UNITED KINGDOM	AHRTAG	DCR #75

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
36	Surendra S. Kushwaha E-36, Bajaj Nagar Extn. Jaipur 302017 INDIA		AIDS pkg.
37	Dr. C.M. Malpani The Community Health Research Programme Ashish Tardeo Bombay 400 034 INDIA	The Community Health Research Programme	AIDS Pkg.
38	Belayneh-Hailu P.O. Box 322 Dessie Southern Wollo ETHIOPIA		AIDS Pkg.
39	J. P. Dangoji P.O. Box 324, Jalingo Taraba State NIGERIA		AIDS pkg.
40	L.P. Dharmasiri Public Health Inspector Thalawatta Udukawa Denipitiya SRI LANKA		AIDS Pkg.
41	Sonde Smart Head of Resource Unit Green-den Education Center 50 Ndidem Usang Iso Road PO Box 3491 Calabar, NIGERIA	Green-den Education Center	back issues #73-77, catalog, general info.
42	Mirabiy Meaza PO Box 176 Dessie, Wollo ETHIOPIA		AIDS pkg.
43	I.S.B. Hunu Novisi Women Development Group P.O. Box 7 Saviefe Agokpo Volta Region GHANA	Novisi Women Development Group	general info, catalog
44	N. Patel R. Patel Memorial Blood Bank I.O. Bank Bldg. Naya Padkar Lane M.G. Road Anand-388 001 Gujarat, INDIA	R. Patel Memorial Blood Bank	AIDS pkg.

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LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
<b>OCTOBER 1992</b>			
45	Matthew Dick Peace Corps Box 158 Koror, Palau 96940	Peace Corps	small business, general CDC information
46	Paschal Preston Director, COMTEC Dublin City University Dublin 9 IRELAND	COMTEC	general information, publications list
47	Davinder Kaur Uppal Reader, Dept. of Mass Communication Makhanlal Chaturvedi National University of Journalism PO Box 60 Ravishankar Nagar Bhopal 462016 INDIA	Makhanlal Chaturvedi National University	AIDS info. pkg.
48	Ananda Mohan De Sector D, Pocket 4, Flat No. 4231 Vasant Kunj New Delhi 110030 INDIA		issues #64, 65, 66, 71, Directory
49	Abdulsalam Adebayo Oba Kwara State School of Health Technology Environmental Health Department P.M.B. 430, Offa NIGERIA	Kwara State School of Health Technology	DCR #77
50	Dely Gaudario Leddy Library Serials Invoicing Section University of Windsor Windsor, Ontario N9B 3P4 CANADA	University of Windsor	DCRs #21, 23, 65
51	Linda Sawtelle 111 Ward Street Larkspur, CA 94939		Directory
52	Parita M. Guerra 1630 Dian Makati 1200 Metro Manila PHILIPPINES		AIDS info. pkg.
53	Tinioye Adekurle PO Box 4033 Ilorin Kwara State NIGERIA		readers' survey



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54	Andy Bell, MHS Development Consultant Lembaga Studi Pembangunan Indonesia 114-116 Jl. Dipati Ukur Bandung 40132 INDONESIA	Lembaga Studi Pembangunan Indonesia	children's magazines info.
55	A.M. Ityobo Uli Village KM 50K-ALA/2-Biam Road PO Box 657 Katsina-ALA Benue State NIGERIA		general info
56	G. Siva Narayana Research Scholar 86-B.S. Tilak Hostel B.H.U. Varanasi 221-005 INDIA		CDC library documents on traditional media
57	Prince Shafiqur Rahman Executive Director Asia-Bangladesh PO Box 5112 Dhaka-1205 BANGLADESH	Asia-Bangladesh	invitation to CDC
58	Save the Children Fund Overseas Supplies Mary Datchelor House 17 Grove Lane Camberwell London SE5 8RD UNITED KINGDOM	Save the Children Fund	10 copies of the DCR
59	A.S. Shabuddin Director Rural Organization for People's Health & Education No. 44 New Musilim Street Tiruvannamalai 606 601 INDIA	Rural Organization for People's Health & Education	info. on funding agencies
60	Tricia Harris Boasberg Valentine-Radford 4600 Madison Ave. Kansas City, MO 64112	Boasberg Valentine- Radford	Subscription information
61	Carolyn Restak 4737 Fulton St., NW Washington, DC 20007		AIDS document from CDC library
62	Pat Ward Indiana University Libraries Serials Department/1ACK3860 Bloomington, IN 47405-1801	Indiana University Libraries	issue #76

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63	Chukwunyelu Igwilo c/o Box 110 Okposi Ohoazara L.G.A. Abia State NIGERIA		AIDS info. pkg, general CDC info.
64	M.W. Ibn-Sule PO Box 2132 Minna Niger State NIGERIA		AIDS info. pkg, general CDC info
65	Omotoso E.A. P.O. Box 900 Ado-Ekit Ondo State NIGERIA		AIDS info. pkg.
66	Janet Leigh T. Ganapin Deputy Coordinator Philippine Federation for Environmental Concern 88 4th Street New Manila, Quezon City PHILIPPINES	Philippine Federation for Environmental Concern	DCRs #68-78, Cover to Cover, RADECO & IRI books, Info. pkgs. on literacy & AIDS, & AID & Development Communication
67	Jeff Hopkins c/o International Nepal Fellowship PO Box 5 Pokhara, NEPAL	International Nepal Fellowship (INF)	general CDC info
68	Ifiok O. Archibong Dept. of Animal Science University of Ibadan Ibadan Oyo State, NIGERIA	University of Ibadan	DCRs # 63-71, 73, Directory, scholarship info.
69	Dr. Grade O. Imoh Health Education Branch Federal Ministry of Health Onikan, Lagos NIGERIA	Federal Ministry of Health	DCRs # 63-71, Directory, library search on educational technology
70	To Whom it May Concern 8 Hill Street Freetown, SIERRA LEONE		AIDS info. pkg, 1990 DCRs, social marketing search
71	Dr. C.N. Malpani Community Health Research Program "Ashish" Tardeo, Bombay 400034 INDIA	Community Health Research Program	AID & Development Communication; Communicating through Characters; Info pkgs on television, women & communications & visual communications; & Photonovels, Comics & Graphic Literature

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72	Linda Little/Sheryl Barto Schenkein/Sherman Relations 1125 17th Street Suite 1400 Denver, CO 80202	Schenkein/Sherman Relations	issues # 63, 66, 68, 69
73	Dr. Hakeem-Kheen Hakeem-Kheen Nigeria Limited PO Box 333 Enuwa-Sq. Ife Osun State NIGERIA		Clearinghouse library documents on public health
74	Tom Tilson Academy for Educational Development 1255 23rd St., NW Washington, DC 20037	Academy for Educational Development	Communicating through Characters
75	Linda McKenna Education Development Center 1250 24th St., NW Ste. 300 Washington, DC 20037	Education Development Center	KENYA RLAP books
76	T.C. Subhash Sarada Nivas M.O. Ward Alappuzha - Kerala INDIA 688 001	Sarada Nivas	Info. pkg. on AIDS
77	Fitsum Hailu PO Box 30219 Addis Ababa ETHIOPIA		AIDS info pkg.
78	Falakhe Tobias Malunga PO Box 619 Botha's Hill 3660 REPUBLIC OF SOUTH AFRICA		AIDS info pkg.
79	Geoffrey Njoku Federal Radio Corporation on Nigeria Broadcasting House Gwagwalada Abuja, NIGERIA		AIDS info. pkg.
80	Njoku E. Awa Cornell University College of Agriculture & Life Sciences Department of Communication 336 Kennedy Hall Ithaca, NY 14853-4203	Cornell University	LRCN Kit

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81	Dr. John Lidstone School of Social, Business & Environmental Education Faculty of Education Queensland University of Technology Locked Bag #2, Red Hill Brisbane, Queensland 4059 AUSTRALIA	Queensland University of Technology	DCR #76
82	Periodicals Room Ewha Womans University Library Seoul 120-750 KOREA	Ewha Woman University Library	DCR #69
83	Dr. C.D. Jebasingh India Communications Institute 15 Vaibhav Buildings Wadala (East) Bombay 400 037 INDIA	India Communications Institute	Directory, general info
84	Susan Saudek Johns Hopkins University PIEGO 1615 Thames Street Ste. 200 Baltimore, MD 21231	Johns Hopkins University	DCR #68
85	Ann Stingle American Red Cross 431 18th St., NW 4th Floor Washington, DC 20013	American Red Cross	5 copies of DCR #75
86	Save the Children Field Offices	Save the Children	50 DCRs #78
87	Stewart Lee OLSET Box 785777 Sandton 2146 SOUTH AFRICA	OLSET	photocopies of RLAP worksheets
88	Randy Hatfield Academy for Educational Development 1255 23rd St., NW Washington, DC 20037	Academy for Educational Development	RLAP photocopies, Apprendamos Ingles on disk, audio dupes of RLAP scripts
89	David J. Schmitz The Foundation for Phenomenological Research, Inc. Administration A1800 J Street Sacramento, CA 95814	The Foundation for Phenomenological Research, Inc.	DCR #4

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<b>NOVEMBER 1992</b>			
90	Peter Niyi PO Box 1765 Festac Town Lagos State, NIGERIA		back issues of DCR
91	Mike Laflin Education Development Center 1250 24th St., NW Ste. 300 Washington, DC 20037	Education Development Center	RLAP sample scripts for Grade 1; Radio: The Interactive Teacher video
92	James Kailie Christ the King College PO Box 100, BO SIERRA LEONE	Christ the King College	AIDS info. pkg.
93	Lee Medema 932 Hathaway Street Moscow, ID 83843		catalog
94	Alison Condie AHRTAG 1 London Bridge Street London SE1 9SG UNITED KINGDOM	AHRTAG	subscription information
95	Michael G. Flemister Ohio University School of Curriculum & Instruction 129 McCracken Hall Athens, OH 45701-2979	Ohio University	subscription information
96	Matt Dick PCAA PO Box 3000 Koror, Palau 96940		CDC library documents on small businesses; DCR #57, French DCRs on Radio & environment
97	Professor Zhou He Department of Journalism & Mass Communications San Jose State University 1 Washington Square San Jose, CA 95192-0055	San Jose State University	Videos: Masagana 99 & Radio Math in Nicaragua
98	TELESAT Corporation Library 1601 Telesat Court Gloucester ON K1B 5P4 CANADA	TELESAT Corporation	issue #77

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99	Teresa Lara-Meloy Ashoka Innovators for the Public 1700 North Moore Street Suite 1920 Arlington, VA 22209	Ashoka	general info
100	Ruj Komonbut 3217 N. Hoyne Ave. Chicago, IL 60618		Directory
101	Shittu, R.A.A. Dept. of Mass Communication Ahmadu Bello University Zaria, NIGERIA	Ahmadu Bello University	Directory
102	Sally Smith Media for Development International 9111 Guilford Road - Suite #100 Columbia, MD 21046	Media for Development International	5 copies of directory
103	Mary Muller 2221 Monica Place Sarasota, FL 34235		DCRs #70 & 74-78, directory, women info pkg., & general info.
104	Centro Internaz. di Formazione Dell'Org. Internaz. Del Lavoro C.So Unita d'Italia #125 10127 Torino, ITALY	Centro Internaz. di Formazione	'92 back issues
105	A. Washeed' Aziz Khan American & Youth Club Post Box 882 Rawalpindi-46000 Pakistan	American & Youth Club	Info. Pkg. on AIDS
106	Celine Suogang CARITAS Manila 2002 Jesus Street, Pandacan 1011 Metro Manila PHILIPPINES	CARITAS Manila	Info. Pkg. on AIDS
107	Edwin K. Mayor 1795 Gallarde Street Digos, Davao del Sur 8002 PHILIPPINES		Info. pkg. on AIDS
108	Janet Leigh T. Ganapin Philippine Federation for Environmental Concern 88 4th St. New Manila, Quezon City PHILIPPINES	Philippine Federation for Environmental Concern	DCRs #63-71, Bibliography, Directory

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109	Owais Aslam Ali Pakistan Press International Press Centre Shahrah-e-Kamal Ataturk PO Box 541 Karachi PAKISTAN	Pakistan Press International	Directory
110	Samira Ammar No. 10, Road 12 Maadi 11431 Cairo EGYPT		Directory
111	Simon Uweh 29 Adadiaha St. P.O. Box 167 Ikot Ekpene Akwa Ibom State NIGERIA		AIDS info. pkg.
112	Tammi Woodsum Education Development Center 55 Chapel Street Newton, MA 02160	Education Development Center	RLAP, Nicaragua Math, Honduras Math materials including worksheets, notes, audio cassettes, computer disks
113	Gloria Coe Advisor in Social Communication Health Promotion Program Pan American Health Organization World Health Organization 525 Twenty-third Street, NW Washington, DC 20037-2895	PAHO/WHO	Subscription info. & issues #77, 78 & 71 to 14 colleagues in Latin America
114	Samuel Hyatt West Indies College, Mandeville Manchester JAMAICA, W.I.		DCRS #65, 67, 74, 75, & Bulletins #4 & 5
115	Dr. N. Usha Rani Lecturer Dept. of Journalism & Mass Communication Manasagangotri Mysore 570 006 INDIA	University of Mysore	info. on Folk Media including DCRs #77 & ITDG info.
116	Gregory Rake MAP International Oficina Regional para America Latina Pasaje Muirriagui Donoso y Av. America 4451 Casilla 8184 Quito, ECUADOR	MAP International	catalog

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117	Michael Oladipo Ogundele PO Box 69 Agege Lagos, NIGERIA		AIDS info. pkg.
118	Adam Adamou Training Officer International Centre for Conservation Education Greenfield House Guiting Power Cheltenham Glos. GL54 5TZ UNITED KINGDOM	International Centre for Conservation Education	subscription info., exchange proposal
119	Peter Roberts 7314 - 111 Street Edmondston AB, CANADA T6G 1H1		general info.
120	Patrick O. Ajoh Faculty of Pharmacy University of Ibadan Ibadan, NIGERIA	University of Ibadan	Directory, li-t of organizations involved in international education
121	Teddy E. Iniove "I Am That I Am" PO Box 3564 Airport Road Benin City Bendel State, NIGERIA	"I am That I Am" Foundation	DCRs #64-71, Bibliography, Directory
122	Victoria Roberts Ogilvy, Adams & Rhinehart 676 St. Clair 9th Floor Chicago, IL 60611	Ogilvy, Adams & Rhinehart	general info
123	Ariyaratne Hewage NAREPP/IPG 3 St. Kilda's Lane Colombo 3, SR! LANKA	NAREPP/IRG	general info
124	Dr. Syed Anwar Khursheed TAIF Coaching Centre PO Box 1332 Taif, SAUDI ARABIA	Taif Coaching Centre	general info. pkg.
125	Ibrahim Mahuta Kano State Agency for Mass Education PO Box 5 Kafin Mai Yaki Kiru Local Government Kano State, NIGERIA	Kano State Agency for Mass Education	issues #63, 64, 66, 68, 70



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126	Roberto Beretta Dept. of Social Ministries Convencion Evangelica Bautista Argentina Rivadavia 3461 1203 Buenos Aires, ARGENTINA	Convencion Evangelica Bautista Argentina	Spanish DCRS & Subs. info.
127	Sikandar Ali Voice of America Listeners Club House No. 5, Street Hunjra Mohalla Roshanpura Sheikhupura City Punjab, PAKISTAN	Voice of America Listeners Club	general info.
128	Dolores Alvino Education Development Center 55 Chapel Street Newton, MA 02160	Education Development Center	Communicating Through Characters
<b>DECEMBER 1992</b>			
129	Roy Colle 121 Pine Tree Road Ithaca, NY 14850	Cornell University	family planning campaigns for teens, DCR #1989/3
130	T.K. Rajesekaran Madurai Kamaraj University Dept. of Journalism & Science Communication Madurai 625 021 Tamilnadu, INDIA	Madurai Kamaraj University	radio materials including DCRs #73, 75, issue of Radio, Profiles on Radio
131	Margaret Mathai Women & Health Project, CAFS Pamtech House, Woodvale Grove, Westlands PO Box 60054 Nairobi, KENYA	Women & Health Project	communication courses
132	Carleen Maitland 1111 Pine Street #101 San Francisco, CA 94109		telecommunications info., general info, directory
133	Michael Goldberg President Waban Creek Associates 780 Northstar Lane Grand Rapids, MN 55744	Waban Creek Associates	radio & television in Eritrea
134	Manuel M. Ortigoza, Jr. c/o Ma Cristina T. Sanchez New Forestry Residence Hall, U.P. Los Banos College, Laguna 4031 PHILIPPINES	New Forestry Residence	attitudes on garbage handling & disposal

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135	A.M. Ityobo PO Box 657 Katsina - Ala Benue State, NIGERIA		adult education info.
136	Reymlani P. Sullera ERDS-DENR, Region X 9000, Purtod, Cagayan de Oro City Mindanao, PHILIPPINES	ERDS-DENR	info on MINKA magazine, agroforestry
137	Tom K. Reis Manager of Marketing & Dissemination W.K. Kellogg Foundation One Michigan Avenue East Battle Creek, MI 49017-4058	W.K. Kellogg Foundation	Radio's Role in Development
138	Fungayi Foya Parirenyatwa Hospital Adlaw House Room 251 Box 8036 Causeway Harare, ZIMBABWE	Parirenyatwa Hospital	medical educational materials
139	Catherine Guerrero Administrative Assistant AWID PO Box 66133 Washington, DC 20035	AWID	general CDC info. for data base
140	Steve Smith DSR, Inc. 9111 Guilford Road Suite 100 Columbia, MD 21046	DSR, Inc.	LRCN Pkg. & RISP evaluation
141	Kuruhiira G.M.A. District Culture Officer Ministry of Women in Development, Culture & Youth PO Box 7136 Kampala, UGANDA	Ministry of Women in Development	general info.
142	S. Mohan CHESS 5/26-A Salem Main Road Nallampally (PO) Dharmapuri - 36 807 Tamilnadu, INDIA	CHESS	directory, general info.

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143	A.S. Sankara Narayanan Native Medicare Charitable Trust 2/232, Somayanoor Thadagam (VIA) Coimbatore - 641-108 Tamilnadu, INDIA	Native Medicare Charitable Trust	general info., AIDS pkg.
144	A. Peter Applied Interdisciplinary Development Research Institute 10, Nelso Manickam Road Second Floor Choolaimedu Madras-600 094 INDIA	Applied Interdisciplinary Development Research Institute	AIDS pkg.
145	P.H. Naidu Project DIRECTOR LORD Opp. Fire Station Sanjay Gandhi Nagar Bellary - 583 104 Karnataka - India	LORD	AIDS pkg.
146	William Lobulu Editor, Primary Health Care Magazine Ministry of Health CEDHA/WHO Box 1162 Arusha, TANZANIA	CEDHA/WHO	AIDS info. pkg
147	Ifiok O. Archibong Dept. of Animal Sciences University of Ibadan Ibadan, NIGERIA	University of Ibadan	Commonwealth Broadcasting Association HQ
148	Mohamed Esmat El-Shaima Bldg. 12 Floor El-Saa Square, Victoria Alexandria, EGYPT		agricultural extension info
149	Mohammed Kuta Yahaya Dept. of Agricultural Extension Services University of Ibadan Ibadan, NIGERIA	University of Ibadan	development communication using radio; Agricultural pkg. & profiles; fellowships info.
150	Onkar Kakade Sub-Editor/Reporter Prajavani 66 M G Road Bangalore 560 001 INDIA	Prajavani	farm school broadcasting

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151	Adegbite Johnson Bolarin Faculty of Administration Dept. of Accounting O.A.U. Ife, NIGERIA	Faculty of Administration	population profiles
152	Janet Hayman FHI/AIDSCAP 2101 Wilson Blvd. Ste. 700 Arlington, VA 22201	FHI/AIDSCAP	Communicating Through Characters
153	Pat I.N. Fans Yayasan Alfa Omega Jl. Tim-Tim, Km 13 PO Box 98 Kupang, NTT 85001 INDONESIA	Yayasan Alfa Omega	general info & how to start a newsletter
154	Tanimu M. Lawee Theatre Department P.M.B. 2113 Jos, Plateau State NIGERIA		back issues of DCR #72, 67, 69, 63; Radio's Role; Communication Media & Technology
155	Alleh Okpeh Alleh Epumoga Foundation for Nature Box 53, Ugbokolo PA Via Otlulpo Benue State NIGERIA	Epumoga Foundation for Nature	General info., DCRs #78, 71, 70, 67, 65, 76, Directory, info pkgs on AIDS & Women
156	Frank Byrnes Winrock International 1611 N. Kent St. #600 Arlington, VA 22209	Winrock International	Case Studies in Environmental Education & Communication; AIDS & Ag referral to FHI
157	James Rajasekaran PARD PO Box 87 Madurai 625 020 Tamilnadu, INDIA		AIDS pkg, general info
158	Sra. Lic. Gabriela Hernandez Asesora en Comunicacion PAHO/WHO Apartado No. 3745 San Jose, COSTA RICA	PAHO/WHO	subscription, general info
159	Stephanie Barret Senior Librarian State Education Department The University of the State of New York Albany, NY 12234	University of State of New York	DCR #74

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160	Kamardeen Adedotun PO Box 9707 U.1. Post Office Ibadan, Oyo State NIGERIA		info pkgs on agriculture & television; DCR #1987/2; health profiles;
161	S. Chinhengo Secretary for Maunganidze Rehabilitation Centre PO Box 325 Chipinge, ZIMBABWE	Maunganidze Rehabilitation Centre	donations, materials; referred to ATI
162	Firoozeh Derakhs'ari 12 Amir Parviz - Vanak Square Tehran 19699 IRAN		dialog, recommendations on development communication
163	Surendra S. Kushwaha B-86 Bajaj Nagar Extn. Jaipur 302017 INDIA		how to start a Clearinghouse
164	Charlotte Lofgreen Assistant Professor 3176 JKHB Brigham Young University Provo, UT 84604	Brigham Young University	general CDC info., IRI materials
165	Augustine Okeke Message of Jesus Christ PO Box 5 Monitobi L.G.A. Imo State, NIGERIA	Message of Jesus Christ	biblical materials; sent general CDC materials
166	Frances Rubin Planning & Evaluation Unit Oxfam 274 Banbury Road Oxford OX2 7DZ UNITED KINGDOM	Oxfam	general info.
167	Zziwa Ssulati Chairman, UGAGEA PO Box 8610 Kampala, UGANDA	UGAGEA	improved farming & marketing techniques; ag. communication materials
168	Sandrine Tiller The Mallows, The Chase, Knott Park Oxshott, Surrey KT22 OHR UNITED KINGDOM		subscription info
169	J. DeWitt Webster Africare 45, Ademola Street Ikoyi S.W. Lagos PO Box 52839, Falomo NIGERIA	Africare	AIDS info pkg., general info.

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170	A. Nathaniel Director SASD 10-2 317/44/1 Vijayanagar Colony Hyderabad 500-457 A.P. India	SASD	general info., DCRs #65, 68, 70, Project Profiles
171	Matt Dick Palau Community Action Agency Cheldellel A Urreor-NG-Klungiolel Belau PO Box 3000 Koror, REPUBLIC OF PALAU 96940	Palau Community Action Agency	AIDS Info Pkg.
172	Linda Sautelle 111 Ward Street Larkspur, CA 94939		Info. Pkgs. Agriculture, Women, Environment; Thesaurus; Communication Media & Technology; Video: Communication for Change.
173	Bob Mash SACLA Health Project PO Box 117 Philippi 7781 SOUTH AFRICA	Sacla Health Project	AIDS Info. Pkg
174	Lorelei Dickey C/O FOSCO-TPRA PO Box 61982 New Orleans, LA 70161-1982	FOSCO-TPRA	DCRs #65-74, Cover to Cover, Info. Pkgs. on Environment, Women, Visual Communication; Profiles; photonovels, Bulletin #5.
175	Ade Adedoja FADU Program Coordinator Farmers Development Union FADU Office, Brown House (2nd Floor) Monatan Bus-Stop P.M.B. 56 Agodi, Ibadan NIGERIA	FADU	DCRs #58, Spcl Issue, 64, 65, 72, 73; Cover to Cover; AID & Development Com.; Info Pkgs.: Environment, Women, Television, Mass Comm. & Radio for Health; Ag Com., & Visual Com.; Profiles; RADECO; Bulletins # 4, 5, 8, 9, 11
176	Elayne C. Clift 11320 Roven Dr. Potomac, MD 20854		DCRs # 70, 75, 76, 77
177	Peter Roberts 7314 - 111 Street Edmonton, AB CANADA T6G 1H1		DCR #56, 66, 72, 74; Cover to Cover; Communicating Through Characters; Directory

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178	Petra E. Woodard International Secretary World Neighbors 4127 NW 122 Street Oklahoma City, OK 73120-8869	World Neighbors	DCR subscriptions to 4 field offices; Spanish issues sent to 2 offices
179	Rodney M. Jackson The African-American Institute 833 United Nations Plaza New York, NY 10017	The African-American Institute	general info
180	Gabriel Ayo Ogunniyi PO Box 1765 Festack Town Lagos State NIGERIA		general info. & '92 issues
181	E.W. Shetto Arusha International Conference Centre PO Box 3081 Arusha, TANZANIA	Arusha International Conference Centre	general info; bibliography
182	Most Rev. John Mweresa Kivuli II African Israel Nineveh Church Nineveh Headquarters PO Box 701 Kisumu, KENYA	African Israel Nineveh Church	general info
183	Damra M. Umar PO Box 25 Zuru Kebbi State, NIGERIA		AIDS info pkg.
184	A. Lawal Rotaract Club of Eruwa The Polytechnic Ibadan PO Box 24529 Mapo Post Office Ibadan, Oyo State, NIGERIA	Rotaract Club of Eruwa	AID & Dev. Com.; Cover to Cover; Info. Pkgs on Women & Environment, DCR #70
185	Michael w. Nageri CRAT BP 2435 Dakar, SENEGAL	CRAT	general info
186	Lionel Remy 13A Regent Lane Belmont Port of Spain, TRINIDAD WI		DCR #63, Bibliography
187	Kwretu F. Nepe Executive Director The Liberian Forum Publication PO Box 5119 Monrovia, LIBERIA	The Liberian Forum Publication	publishing assistance

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188	Irene Huli for OLI Librarian Open Learning Institute of Hong Kong Rm. 1004 Trade Department Tower 700 Nathan Road, Mongkok Kowloon, HONG KONG	Open Learning Institute of Hong Kong	general info.
189	Patrician Hinds Trinidad & Tobago Association of Social Workers PO Box 1105 Port-of-Spain TRINIDAD, WI	Trinidad & Tobago Association of Social Workers	distance education materials; Int'l Conference for Distance Education info;
190	S. Arul Selvan Dept. of Journalism & Science Communication Madurai Kamaraj University Madurai 625 021 INDIA	Madurai Kamaraj University	Bulletins #4 & 9, Radio Math in Nicaragua; Radio Math Project: Nicaragua 1974-75; Interactive Radio Instruction; RADECO
191	O.A. Moronkola Health Education Unit Dept. of Physical & Health Education Federal College of Education P.M.B. 1089 Oyo, NIGERIA	Federal College of Education	AIDS info pkg.
192	Royal D. Colle Dept. of Communication Cornell University Kennedy Hall Ithaca, NY 14853	Cornell University	videocassette: Distance Education
193	Kwadno Boye Mobile Eye Clinic Goka, Brong Ahafo GHANA	Mobile Eye Clinic	DCR #56-71, Bulletins #4-11; Profiles; Radio Lessons for Children; Teaching English by Radio; RADECO; IRI; Bibliography; Directory; AID & Development Com.
194	Glenn Laverack Kumasi Metropolitan Assembly PO Box 1916 Kumasi-Ashanti GHANA	Kumasi Metropolitan Assembly	general info
195	John D. Hess Akses News Parklaan 2 B-9100 Sint Niklaas BELGIUM	Akses News	general info



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196	Steve Anderson National Language Project PO Box 378 Salt River 7925 SOUTH AFRICA	National Language Project	DCR subscription info
197	Georgina C. Padilla Department of Environment & Natural Resources Ecosystem Research & Development Service Region X Cagayan de Oro City, PHILIPPINES	Department of Environment & Natural Resources	Reports: AID & Dev Com, Directory, Communicating through Characters, Photonovels, Teaching English by Radio, Radio Lessons Bulletins # 4, 5, & 11; Info pkgs.: Women, Environment, Visual Com., Television, & Agriculture
198	A. Jean MacGregor 402 1530 - 15 Avenue SW Calgary, CANADA T3C 0X9		catalog, general info
199	Gloria Ponjuan PROINFO Apartado 2019 Codigo 10200 La Habana, CUBA	PROINFO	Bibliography, general info
200	Rietje van Eeuwijk Central Library Royal Tropical Institute 63 Mauritskade 1092 AD Amsterdam, THE NETHERLANDS	Royal Tropical Institute	catalog
201	A.M. Ityobo PO Box 657 Katsina ALA, Benue State NIGERIA		DCRs # 57, 58, 61, 63, 68, 69, 70; Cover to Cover, Directory, Bibliography; Info Pkgs: environment, women, agriculture, visual com.; Education Project Profiles; Bulletins #4, 8, 11; Books: IRI, & RADECO
202	Charlotte D. Lofgreen B.Y.U. English Dept. Provo, UT 84602	Brigham Young University	DCR #63, Communicating Through Characters; Visual Com.; Teaching English by Radio, Producing Radio for Children; Videos: Radio, The Interactive Teacher, Distance Education

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203	Phillip Manyadza School of Army Health P. Bag 6314 Cranborne Harare, ZIMBABWE	School of Army Health	Photonovels, Bulletin # 5; Directory, DCR #59 & 63, Videos: Vital Fluid, New Voice in the Village
204	Patrick H. Corr The Queen's University of Belfast Department of Computer Science Belfast BT7 1NN NORTHERN IRELAND	The Queen's University of Belfast	DCR #75, catalog, subs.info
205	Bezalel Yannai Deputy Director Ministry of Agriculture Tech. Assistance & Foreign Relations PO Box 7011 Hakirya 61 070 Tel-Aviv, ISRAEL	Ministry of Agriculture	general info, subs. info
206	Giorgio M. Bulgarelli Istituto Tecnico Statale Commerciale e per Geometri Leonardo Pisano Via Umberto Maddalena 31 1-00012 Guidonia RM ITALY	Istituto Tecnico Statale Commerciale e per Geometri	DCR #75
207	Lynne Cascio 663 Locust St. #5H Fleetwood, NY 10552		general info
208	Victor M. Zamora Calle José Martí #492 Urb. Maranga Lima 32 PERU	Calle José Martí	DCR # 74, 71, 66, 57, & 2 Spanish DCRS on Health & Distance Education; AID & Dev. Com.; Profiles on Nutrition, Health, Population
209	Andy Bell Lembaga Studi Pembranunan Indonesia Kotak POS 1722 Bandung, INDONESIA 40017	Lembaga Studi Pembranunan Indonesia	Info Pkg on Women; Directory, Cover to Cover, Photonovels, Project Profiles, DCRs #74 & 60
210	Yinka Akindayomi 5 Ibezim Obiajulu Street PO Box 334 Suru-Lere Lagos State, NIGERIA		general info, DCR
211	Garth Japhet Multi-Media Health Promotion Campaign 33 Arkwright Ave. Wynberg, Sandton SOUTH AFRICA	Multi-Media Health Promotion Campaign	back issues of the DCR

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212	R.D. Colle Dept. of Communication Cornell University Kennedy Hall Ithaca, NY 14853	Cornell University	Bibliography
213	Craig Fisher AID/PRE/IBD Rm 100 SA2 Agency for International Development Washington, DC 20523-0229	Agency for International Development	general information, subscription; DIGEST info
<b>FEBRUARY 1993</b>			
214	Phidelis Musafiri D. Mtity St. Francis District Designated Hospital PO Box 73 Ifakara, TANZANIA	St. Francis District Designated Hospital	DCRs #57, 61, 60, 66, 63, 68 72, 74; AID & Development Communication, Interactive Radio Instruction
215	M. Subbarao MASSES 216/14E. Valayanandapuram GUDUR - 524 101 Nellore Dt., A.P. S. INDIA	MASSES	AIDS info pkg.
216	Anand Luximon Dr. Jectoo Street Curepipe Road MAURITIUS		DCR #78
217	Diane J. Langston Rt. 2, Box 264A Amelia, VA 23002		3 back issues of DCR for inclusion of DCR in <b>Free Magazines for Libraries</b>
218	Jan Servaes Catholic University of Nijmegen Institute of Mass Communication PO Box 9108 Thomas van Aquinostraat 2 6500 HK Nijmegen, THE NETHERLANDS	Catholic University of Nijmegen	20 copies of DCR #79
219	Moncef BOUHABA UNICEF Regional Office for West & Central Africa	UNICEF	50 copies of DCR #79 for field distribution
220	Alan Hancock Director, PROCEED UNESCO 7, place de Fontenoy 75700 Paris, FRANCE		30 copies of DCR for UNESCO

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
221	Singh V. Parmjit Education Department Punjab Ingarian Adampur Doaba Jalan Dhar 144 102 INDIA	Education Department Punjab	Info Pkgs. environment, women, health & community, agriculture, visual communication; project profiles; list of periodicals free to developing countries
222	M. Miles Commissary Mental Health Centre 4 Princethorpe Rd. Birmingham B29 5PX UNITED KINGDOM	Mental Health Centre	DCR #78
223	Onkar Kakade Sub-Editor/Reporter Prajavani 66 M G Road Bangalore 560 001 Karnataka, INDIA	Prajavani	general info about IIR
224	Martin LoMonaco 1590 Church Road Wantagh, NY 11793		articles in DCR #40, 42, 44 on Bahai Radio in Ecuador
225	Sashma Kapoor AIDS Prevention Program 10th Floor UNICEF 3 United Nations Plaza New York, NY 10017	AIDS Prevention Program	AIDS Info. Pkg.
226	Erin Neough Telemedicine Centre Memorial University of Nfld. St. John's Newfoundland A1B 3V6 CANADA	Telemedicine Centre	Bibliography
227	Fr. Diosnel Centurion Head, Com Arts Dept. Divine Word Institute PO Box 483 - Madang PAPUA NEW GUINEA	Divine Word Institute	Directory
228	Barbara Weyermann Communication & External Relations UNICEF/South Asia PO Box 5815 Lekhnath marg Kathmandu, NEPAL	UNICEF/South Asia	Info. Pkg. on AIDS

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229	N. Haridasan World Vision of India Eighth Floor Khaleel Shirazi Estate 344 Pantheon Road Egmore, Madras 600 008 INDIA	World Vision of India	AIDS Info. Pkg.
230	Graham Hobbs Educational Technology Abstracts Carfax Information Systems PO Box 25 Abingdon, Oxfordshire OX14 3UE ENGLAND	Educational Technology Abstracts	DCR #78
231	Mohd Zaki Bin Hassan JKR 31P, QTRS Pergigian 17700 Air Lanas, Kelantan MALAYSIA		Back issues of DCR, Subs. info.
232	S. Parker The Commonwealth of Learning Post Office Box #10428 #1700-777 Dunsmuir Street Vancouver, British Columbia V7Y 1K4 CANADA	The Commonwealth of Learning	Video: Distance Education; Directory, AID & Development Communication
233	The CE Coordinator Continuing Education Southern Zone PO Box 86 Mtwara, Tanzania		DCRs #63-71, bibliography, general info.
234	Mr. G.A.K. Malalo Zonal CE Coordinator PO Box 476 Mwanza, TANZANIA	DCRs #63-71, bibliography, general info.	via AHRTAG
235	Ms. Mary Magomi Eastern CE Coordinator Box 1060 Morogoro, TANZANIA		DCRs #63-71, bibliography, general info.
236	Dr. E.N. Chenya PO Box 458 Kigoma, TANZANIA		
237	Principal PHC Institute PO Box 235 Iringa, TANZANIA		DCRs #63-71, bibliography, general info.
238	The Librarian CEDHA PO Box 1162 Aursha, TANZANIA		DCRs #63-71, bibliography, general info.

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239	Margaret Elson Resource Centre Officer AHRTAG 1 London Bridge Street London SE1 9SG UNITED KINGDOM	AHRTAG	Bibliography
240	Michael Keogh Stuart Public School RR1 Box 13 Stuart, NE 68780		DCR # 67, 73, 75, 79, general info.
241	Gabriel Ayodele Ogunniyi PO Box 1765 Festac Town Lagos State, NIGERIA		DCRs # 57, 61, 67, 69, 72, 73; Cover to Cover; Project Profiles
242	Fabienne Hélie Acquisitions Service Office of Library & Health Literature World Health Organization Room E 161 (HLT) 1211 Geneva 27-SWITZERLAND	World Health Organization	Radio's Role in Development
243	Batemyetto Jacob District Labour Officer Mubende Labour Dept. PO Box 56 Mubende, UGANDA	Labour Dept.	AIDS Info. Pkg.
244	A.S. Snkara Narayanan Native Medicare Charitable Trust 2/232, Somayanoor Thadagam (VIA) Coimbatore - 641 108 INDIA	Native Medicare Charitable Trust	Info. Pkgs. on AIDS, Environment, and Women & Communications; Cover to Cover,
245	Liaison Officer Mechi Programme/SNV-Nepal PO Box 1966 Kathmandu, NEPAL	Mechi Programme/SNV-Nepal	general info
246	Doug Hattaway 1715 U ST., NW #2 Washington, DC 20009		subscription info
247	Madelle Hatch Communications & Research MAP International Av. Los Shyris 3517 Quito, ECUADOR	MAP International	general info
248	Nicole Cheetham Clearinghouse on Infant Feeding & Maternal Nutrition-APHA 1015 Fifteenth St., NW Washington, DC 20005	APHA	general info

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249	Teresa Zorrilla Ashoka Innovators for the Public 1700 North Moore St. Ste 1920 Arlington, VA 22209	Ashoka	general info
250	Varol Akman Computer Eng. Dept. Bilkent University Bilkent Ankara 06533 TURKEY	Bilkent	#79
251	M.G. Mony Director, SHED Post Box No. 18 Rayagada Orissa, INDIA 765001	SHED	AIDS Info. Pkg.
252	G.G. Gangadharan Executive Director Lok Swasthya Parampara Samvardhan Samithi PB No. 7102 Ayurvedic Trust Complex Trichy Road Ramanathapuram Coimbatore 641 045 INDIA	Lok Swasthya Parampara Samvardhan Samithi	AIDS Info. Pkg.
253	Rabi Narayan Panda Institute for Youth & Disaster Preparedness Sananayapally, P.O. Thanapally Kalapathar - 754009 Puri, Orissa, INDIA	Institute for Youth & Disaster Preparedness	AIDS Info. Pkg.
254	Victor M. Zamora M. Calle José Martí #492 Urb. Maranga - Lima 32 PERU		AIDS Info. Pkg.
255	Daniel Dravet Communications Officer UNICEF Phnom Penh PO Box 5747 New York, NY 10163-5747	UNICEF Phnom Penh	AIDS Info. Pkg.
256	Dr. S. V. Gore Sevadham Trust C/O Manoj Clinic 1148 Sadashiv Peth Pune 411 030 INDIA	Sevadham Trust	AIDS Info. Pkg.
257	Dr. J.F. Carasco Makerere University PO Box 7062 Kampala, UGANDA	Makerere University	AIDS Info. Pkg.

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259	Dr. R. Kannan Madurai Institute of Peace Science Gandhi Museum Madurai - 625 020 TN, INDIA	Madurai Institute of Peace Science	AIDS Info. Pkg.
260	Raghunath ASHA Kamakshanagar - Dhenkanal - 759018 Orissa, INDIA	ASHA	AIDS Info. Pkg.
261	Lucas Babu Director RIDO HQ Morappur Dharmapuri DT Tamilnadu, INDIA 635 305	RIDO	AIDS Info. Pkg.
262	Dr. Arun Chandan Executive Director ERA Nataji Bhavan V.P.O. Duhak 176075 (Palampur) Himachal Pradesh INDIA	ERA	AIDS Info. Pkg.
263	Shanti Ranjan Behera SODA Post Box No. 16 Baripada - 757001 Orissa, INDIA	SODA	AIDS Info. Pkg.
264	Ana Maria Harkins Ashoka Innovators for the Public 1700 North Moore Street Suite 1920 Arlington, VA 22209	Ashoka Innovators for the Public	AIDS Info. Pkg.
265	Renee Houston 1830 West Pensacola #5 Tallahassee, FL 32304		Books: IRI, Radio Math, Teaching English by Radio (Kenya); library search: radio math, radio instruction



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<b>TELEPHONE REQUESTS</b>			
266	Mark Sanetz 202/529-0694		Population/India
267	Lisa Ponce Ogilvie Mather Public Relations 776 Nth St. Clair Chicago, IL	Ogilvie Mather Public Relations	DCR/general info
268	Jane Plotke 602/640-2320		CDCNET
269	Shawn McDonald	Ashoka	DCR/general info
270	Terry Cappuccilli	Peace Corps	DCR/general info
271	Diego Palacio 950 25th St., NW #523N Washington, DC 20037		DCR/general Information
272	Nancy Kaelber 301/468-6555		DCR/general information
273	Liz Burch Dept. of Telecommunications College of Communication Michigan State University East Lansing, MI 48824-1212	Michigan State University	Solar power applications/rural areas/radio/all sectors/developing countries
274	Patricia McCormick Dept. of Telecommunications College of Communication Michigan State University East Lansing, MI 48824-1212	Michigan State University	Telecommunications Industry/Privatization developing countries Africa Telecom 1990
275	Bela Mody Dept. of Telecommunications College of Communication Michigan State University East Lansing, MI 48824-1212	Michigan State University	Telecommunications Industry/Privatization developing countries
276	Lorraine Moneypenny PACT Inc. 777 United Nations Plaza New York, NY 10017	PACT Inc.	Television/education Instruction/video/evaluation Democracy/Africa/Latin America
277	Shirley Kapron Librarian School of International Training Brattleboro, VT 05301	School of International Training	Library Holdings AID Library information
278	Nicole Ward Panos Institute 1717 Massachusetts Ave., NW Ste. 301 Washington, DC 20036	Panos Institute	AIDS Communication Caribbean/Strategies

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278	Nicole Ward Panos Institute 1717 Massachusetts Ave., NW Ste. 301 Washington, DC 20036	Panos Institute	AIDS Communication Caribbean/strategies
279	Maurice Odine Tennessee State University Dept. of Communication Nashville, TN 37209	Tennessee State University	Health & agriculture communication, Africa
280	William Miller School of Telecommunication Ohio State University Athens, OH 45701	Ohio State University	Participatory Communication
281	A. Dokeniya #D8, 521 E. Henry Street Bowling Green, OH 43402		Family planning, nutrition, & agricultural communication, technology transfer
282	Napoleon Juanillo Dept. of Education Kennedy Hall Cornell University Ithaca, NY 4853	Cornell University	AIDS education
283	Randy Hoag Food for the Hungry 7807 East Greenway Rd. Ste. 3 Scottsdale, AZ 85260	Food for the Hungry	General Information/CDC
284	Michael Goldsberg Superior Radio Network 780 North Star Lane Grand Rapids, MN 55744	Superior Radio Network	General Information
285	Kathy Long 301/916-4077		Distance learning technology
286	Mary Lynn Youngwerth 210 Lincoln Street Boston, MA 02111		General Information
287	G. Minert 79 East 12th Avenue Columbus, OH 43201		Maternal child health, health communication
288	Holly Massert 2568 Nth Clark Street Chicago, IL 60616		AIDS education, developing countries
289	Michael Cacich Research & Reference Services USAID PPC/CDIE/DI, Rm. 209, SA-18 Washington, DC 20523-1802	USAID	Distance education/health

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290	Jamie Hartzell Small World Productions Ashbrook Road London N19 3DF UK	Small World Productions	General Information/DCR
291	Sally Strain		DCR/environment issue
292	Joyce Hill		Interactive Radio
293	Van Crowder University of Florida 307 Rolis Hall Dept. of Ag. & Communication Gainesville, FL 32611		
294	Polly E. McLean Assistant Professor School of Journalism & Mass Communication University of Colorado Boulder, CO	University of Colorado	Project profiles;radio/Africa, rural development
295	Alia Asi 314 Valley Park South Bethlehem, PA 18018 215/868-7596		Computer applications, developing countries
296	Jennie Bravinder USAID/Asia/RD/TR Room 3214 NS Washington, DC 20523-0021	USAID	DCR #78
297	Mary Jane Fromm Berkshire Community College West Street Pittsfield, MA 01201 413/499-4660		Project Profiles -Agriculture, sustainable agriculture
298	Zhou He Professor of Journalism San Jose State University San Jose, CA 95192 408/924-3284	San Jose State University	Radio math in Nicaragua
299	Patty Martin International Center for Research on Women 1717 Massachusetts Ave., NW Washington, DC 20036	ICRW	Primary education, women in education, Pakistan, Bangladesh, Malaysia

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**APPENDIX C:**  
**INFORMATION REQUESTS GENERATED BY VOA BROADCAST**

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Germany

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#7 NICHOLS AVENUE  
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Cyangugu, Rwanda

SOLAR POWER COMMUNICATIONS ( Kenya: 164288 )  
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P.O. Box=53876  
Nairobi, Kenya

SOLAR POWER COMMUNICATIONS ( Ethiopia: 164572 )  
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4400 NAGA CITY, PHILIPPINES

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ANHUI INFOR. INSTITUTE OF SCIENCE & TECH.  
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Hefei, Anhui  
Peoples Rep. China

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SOLAPUR 413003, MAHARASHTRA, INDIA

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Yo-Yang County  
Hunan  
Peoples Rep. China

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A.A. AJAYI  
LAGOS STATE POLYTECHNIC, DEPT. OF CIVIL ENGR.  
PMB 21606  
IKEJA, LAGOS STATE, NIGERIA

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ENERGY

OKECHUKU OBOWU  
P.O. BOX 5707  
RIVER STATE, NIGERIA

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ZHONGSHAN NORTH ROAD  
SHANGHAI 200062, PEOPLES REP. CHINA

XU HUILIN  
LANE 863 #21  
KANGDING LU  
SHANGHAI 200040, PEOPLES REP. CHINA

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ENERGY

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AY. KASHANI EXPWAY  
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SHAO SHI ZHONG  
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GANYU COUNTY LIAN YU  
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SOLAR POWER COMMUNICATIONS ( Nigeria: 165552 )  
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DELTA STEEL CO., LTD., RESEARCH & QUALITY CONTROL  
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OVIAN ALADJA, DELTA STATE, NIGERIA

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6000 CEBU CITY, PHILIPPINES

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SOLAR POWER COMMUNICATIONS ( Nigeria: 165869 )  
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BAYO AJAYI  
P.O. BOX 7396  
SOMOLU ONIPANU, LAGOS, NIGERIA

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SOLAR POWER COMMUNICATIONS ( Cameroun: 165965 )  
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TAKANG SYLVAIN  
C/O LUMA EWOKO, SUB TREASURY  
LIMBE, S.W. PROVINCE, CAMEROON

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ENERGY

R. ALABI  
R.A.N.E.  
P.O. BOX 479  
SHOMOLU, LAGOS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic): 16  
ENERGY

MRS. OU XIAO LI  
90 TAIPING STREET DAXIN  
GUANGXI 532312, PEOPLES REP. CHINA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 165927 )  
ENERGY

ONIFADE SEGUN STEVENS  
N.N.S. AMBE, NAVAL BASE  
APAPA, LAGOS, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Ethiopia: 165979 )  
ENERGY

ADIS BERHANU  
BOX 25776  
ADDIS ABABA, ETHIOPIA

SOLAR POWER COMMUNICATIONS ( Nigeria: 166010 )  
ENERGY

A. ALEX-UKUT  
NIGERIAN INST. OF MASS COMMUNICATION TECH.  
P.O. BOX 1172  
IKOT EKPEN, AKWA IBOM STATE, NIGERIA

SOLAR POWER COMMUNICATIONS ( Philippines: 166118 )  
ENERGY

NESTOR L. CIMA FRANCA  
UPPER LUKE WRIGHT STREET, C/O MRS. WENA ADLAWAN  
6200 DUMAGUETE CITY, PHILIPPINES

.....

SOLAR POWER COMMUNICATIONS ( Ghana: 166074 )  
ENERGY

DIVINE D'APHETTU  
EBBC, BOX 2  
ADA-FOAH, GHANA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 166492 )  
ENERGY

JOSEPH IGBO  
5-A NWOSU LANE  
ODOAKPU  
ONITSHA, ANAMBRA STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 166080 )  
ENERGY

NDAH EKANEM  
#11-A OYO EFAM STREET  
CALABAR, CROSS RIVERS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic):  
ENERGY

LIU HONGJUN  
12 SHIBANTANG  
STATION ROAD  
GUANGSHUI CITY, HUOEI 432721, PEOPLES REP. CHINA

.....

SOLAR POWER COMMUNICATIONS ( Mozambique: 166082 )  
ENERGY

THOMAS BROWN  
UNDP/UNV MAPUTO MOZAMBIQUE  
P.O. BOX 1608  
GRAND CENTRAL STATION  
NEW YORK 10163-1608, NEW YORK

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 166610 )  
ENERGY

YAKUBA T. SABO  
MINISTRY OF AGRIC.  
PMB 68  
BAUCHI, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 166096 )  
ENERGY

FRANCIS OBENDE  
AKOKO-EDO AREA CUSTOMARY COURT  
C/O JOSHUA E. AIKIGBE  
IGARRA, EDO STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 166625 )  
ENERGY

ADEUYI K. VICTOR  
NIGERIAN PRISONS SERVICE  
PRIVATE MAIL BAG 2035  
ABEOKUTA, OGUN STATE, NIGERIA

SOLAR POWER COMMUNICATIONS ( Sierra Leone: 166673 )  
ENERGY

LT. M.F. KANU  
ARMY ENGR., WILBERFORCE BARRACKS  
FREETOWN, SIERRA LEONE

SOLAR POWER COMMUNICATIONS ( Indonesia: 167341 )  
ENERGY

BAGUS SATYAGRAHA  
JALAN GAYUNGKEBONSARI 2/56  
KELWRAHOM KELIMAANG  
SURABAYA, JAWA JIMIOR, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Great Britain: 166993 )  
ENERGY

MRS. JANICE E. SAMUEL  
10 Dudley Road  
Southall, Middlesex UB2 5AR  
United Kingdom

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 167342 )  
ENERGY

SELAMET SETIABUDI  
JL. RONGGOWARSITO 17  
MALANG, JAWA TIMUR 65111, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 167002 )  
ENERGY

AHMAD MUHAMMAD TANGAZA  
BOX 4099  
SOKOTO, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 167552 )  
ENERGY

MR. SYAMSIMI  
RT. 12, #233 J  
BANJAR, MABIN 70127, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Singapore: 167025 )  
ENERGY

K. AHETO  
KOTA ABADI, P.I.L. BLDG.  
140 CECIL STREET  
SINGAPORE, SINGAPORE 0106

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 167560 )  
ENERGY

SRI MURTJOJO  
JL. KARAH 113-B  
SURABAYA, INDONESIA 60232

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 167142 )  
ENERGY

JOSEPH EDOKPAIGBE AJARI  
AZARI RESEARCH LAB.  
P.O. BOX 5308  
BENIN CITY, EDO STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Ghana: 167625 )  
ENERGY

ROGER HARDY  
WARDROP ENGINEERING INC.  
BOX 5  
TAMALE, GHANA

SOLAR POWER COMMUNICATIONS ( Saudi Arabia: 167627 )  
ENERGY

THOMAS L. WEBBER  
AGRIC. MACHINERY & MATERIALS CO., LTD.  
P.O. BOX 11318  
JEDDAH 21453, SAUDI ARABIA

SOLAR POWER COMMUNICATIONS ( Cameroun: 168027 )  
ENERGY

TAKANG SYLVAIN  
SUB TREASURY  
C/O LUMA EWOKO  
LIMBE, S.W. PROVINCE, CAMEROON

.....

.....

SOLAR POWER COMMUNICATIONS ( Kenya: 167674 ;  
ENERGY

ERIA OMUTANYI KUTSWA  
P.O. BOX 293  
BUTERE, KENYA

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic):  
ENERGY

DONG QING YUAN  
HONGSHAN BRANCH OFFICE OF WUHAN TELECON. BUREAU  
#1 HONGSHAN ROAD  
SHUIGUOHU DIST.  
WUCHANG, WUHAN CITY, HUBBI PROV., PEOPLES REP. CHINA

.....

.....

SOLAR POWER COMMUNICATIONS ( Sierra Leone: 167712 )  
ENERGY

FODAY J.K. BAINDA  
147-L WILKINSON ROAD  
LUMLEY, FREETOWN, SIERRA LEONE

SOLAR POWER COMMUNICATIONS ( Philippines: 168074 )  
ENERGY

L.G. GHIU  
SUNSHINE HOMES PH.2 B-1 L-1  
GEN MARIANO ALVAREZ 4117  
CAVITE, PHILIPPINES

.....

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 167969 )  
ENERGY

A.O. LEOSO  
P.O. BOX 9052  
IKEJA, LAGOS STATE, NIGERIA

SOLAR POWER COMMUNICATIONS ( West Germany: 168172 )  
ENERGY

DR. BAI KARGBO  
EICHGARTENALLEE 110  
6300 GIESSEN, GERMANY

.....

.....

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic): 167995 ) SOLAR POWER COMMUNICATIONS ( Nigeria: 168251 )  
ENERGY ENERGY

GUO WEIMIN  
INDUSTRIAL & COMMERCIAL BANK OF CHINA  
WU HAN BRANCH, QING SHAN OFFICE  
WU HAN, QING SHAN, PEOPLES REP. CHINA

ALOYSIUS MANUFOR  
NATIONAL HORTICULTURE RESEARCH INSTITUTE (NIHORT)  
PMB 1076 (MBATO SUBSTATION)  
OKIGWE, IMO STATE, NIGERIA

SOLAR POWER COMMUNICATIONS ( Indonesia: 168469 )  
ENERGY

MR. NAHRAWI  
KP. CIKUNIR RT 01/02 #59  
KEL. JAKA MULYA, BEKASI 17146, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 169496 )  
ENERGY

GABRIEL AYODELE OGUNNIYI  
P.O. BOX 1765  
FESTAC TOWN, LAGOS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 168612 )  
ENERGY

TM. NURUL E.  
JL. DR. WAHIDIN 5/RT. 7  
PLANDI, NGAJUM  
MALANG, JATIM 65164, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 169516 )  
ENERGY

ADAMU ZAILANI  
P.O. BOX 242  
POTISKUM, YOBE STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 168927 )  
ENERGY

DAVID LEONG  
16 ILIR LRG, HIMALAYA 520-A  
PALEMBANG 30122, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 170422 )  
ENERGY

M. IRSYAD  
JLN. SEKOLAH 66  
KEC. RUMBAI  
PEKANBARU 28266 RIAU, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( India: 169071 )  
ENERGY

K.C. BIJU  
KALLANICKAL HOUSE  
MULLARIKUDY  
MUNIYARA, IDUKKI 685564 KERALA, INDIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 170942 )  
ENERGY

MOZES KELLY  
PT. KOB-TIN  
P.O. BOX 19  
PANGKALPINANG, BANGKA 33181, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 169475 )  
ENERGY

ANTHONY ONWUEGBUCHE  
EZIAMANTA LORJI, LORJI  
ABOH MBAISE, IMO STATE, NIGERIA

SOLAR POWER COMMUNICATIONS ( Indonesia: 170948 )  
ENERGY

DWI SEDYA UTAMA  
JL. TRENGGULI III/21  
SEMARANG 50241, INDONESIA

SOLAR POWER COMMUNICATIONS ( United States: 171248 )  
ENERGY

EDWARD MASTERNAK  
MED-MAGNETIC TECK, INC.  
17 WEST GRAY STREET  
CHESTER, PENNSYLVANIA 19013

SOLAR POWER COMMUNICATIONS ( Nigeria: 172060 )  
ENERGY

ADEKOYA AUSTIN DRISCOL  
43, DUROSIMI STREET  
SHOMOLU, LAGOS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Ethiopia: 171885 )  
ENERGY

CAPT. JEBESSA GENDE  
ETHIOPIAN SHIPPING LINES  
P.O. BOX 2572  
ADDIS ABABA, ETHIOPIA

.....

SOLAR POWER COMMUNICATIONS ( Sri Lanka: 172261 )  
ENERGY

B.A.R. DEWAPURARATHNA  
KIRIBAMUNA  
IBBAGAMUWA, SRI LANKA

.....

SOLAR POWER COMMUNICATIONS ( Pakistan: 171936 )  
ENERGY

IHSAN ELAHI  
HOUSE 502 W-3, PIR RAMZAN GHAZI STREET  
INSIDE HUSSAIN AGAHI  
MULTAN 60000, PAKISTAN

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 172321 )  
ENERGY

IHEANYI K. DIKE  
BOX 24  
ONICHA, EZINIHITE-MBAISE, IMO ST., NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( India: 171959 )  
ENERGY

C. AWANT  
1-9-1112/E3  
VIOYANAGAR  
HYDERABAD 500044, ANDHRA PRADESH, INDIA

.....

SOLAR POWER COMMUNICATIONS ( Algeria: 172381 )  
ENERGY

SHMED LAZALI  
19 RUE DE LA POSTE  
BORDJ EMIR KHALED 44120 AIN-DEFLA, ALGERIA

.....

SOLAR POWER COMMUNICATIONS ( India: 172027 )  
ENERGY

HIMADRI NARAYAN DEY  
THE TRIPURA TIMES  
P.O. BOX 50  
AGARTALA 700001, TRIPURA, INDIA

.....

SOLAR POWER COMMUNICATIONS ( Colombia: 172395 )  
ENERGY

JIM HARTLEY  
APARTADO AEREO 16569  
SANTAFE DE BOGOTA 1 D.E., COLOMBIA



SOLAR POWER COMMUNICATIONS ( Indonesia: 172558 )  
ENERGY

M. LOHONALUMAN  
SEVENTH DAY ADVENTIST OFFICE  
P.O. BOX 1  
TAHUNA NORTH SULAWESI 95802, INDONESIA

SOLAR POWER COMMUNICATIONS ( Nigeria: 173165 )  
ENERGY

FIBERESIMA DOCTOR MACS  
P.O. BOX 7673  
PORT HARCOURT, RIVERS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 172674 )  
ENERGY

OCHEOKA OKOJI  
NDI-NDU, AMABA AMOKWE, C/O AMEKE-ITEM  
BENDE, ABIA STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( Papua New Guinea: 173681 )  
ENERGY

THOMAS TOHIANA  
DEPT. OF NORTH SOLOMONS PROVINCE, WORKS SECTION  
PMB RABAU  
BUKA DIST, PAPUA NEW GUINEA

.....

SOLAR POWER COMMUNICATIONS ( Guyana: 172717 )  
ENERGY

NYRON DUNCAN  
145 FIFTH STREET  
ALBERTTOWN, GEORGETOWN, GUYANA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 174640 )  
ENERGY

RAFLIZA HASJIM  
UNIV. SYIAHKBALA, CAMPUS RADIO KAMPOS  
BANDA ACEH 23111, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Indonesia: 173005 )  
ENERGY

WAHYU WIDODO  
TOLAI  
SULAWESI TENGAH 94372, INDONESIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 174830 )  
ENERGY

PATRICK EZENO  
UNIVERSITY OF NIGERIA  
J-321 KENETH DIKE HALL  
ENUGU CAMPUS  
ENUGU, ENUGU STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( India: 173119 )  
ENERGY

Y. SEKARBABLU  
POTHUKATLA  
PRAKASAH, ANDHRA PRADESH 523169, INDIA

.....

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic): 17  
ENERGY

XILIN LIU  
WJHAN MARITIME COMM. RESEARCH INSTITUTE  
P.O. BOX 70005  
WJHAN 430070, PEOPLES REP. CHINA

SOLAR POWER COMMUNICATIONS ( India: 175412 )  
ENERGY

B. PARIDHASAN  
1/33 WORKSHOP GATE  
MEYVELI 607802, TAMIL MADU, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175692 )  
ENERGY

RAJENDRA BASAD  
VILL & P.O. SHRIMATPUR  
EKCHARI  
BHAGALPUR 813204, INDIA

.....

SOLAR POWER COMMUNICATIONS ( Nigeria: 175657 )  
ENERGY

GORSUCH M.O. EREFAMOTE  
GOVERNMENT SECONDARY SCHOOL  
AKASSA  
BALGA, RIVERS STATE, NIGERIA

.....

SOLAR POWER COMMUNICATIONS ( India: 175693 )  
ENERGY

THOMBARE SURENDRA  
ASHWI (K), IRRIGATION COLONY  
TAHSIL-SANGAMNER  
AHMED NAGAR 413738, MAHARASTRA, INDIA

.....

SOLAR POWER COMMUNICATIONS ( China (Peoples' Republic): 175675 ) SOLAR POWER COMMUNICATIONS ( India: 175703 )  
ENERGY ENERGY

WU WEI SHEN  
HANGZHOU INST. OF ELECTRONIC ENGR.  
HANGZHOU, ZHEJIANG, PEOPLES REP. CHINA

RAJENDRA TANWAR  
MOCHIAN-KA MOHALLA  
RAMGARH SHEKHOW-ATI  
SIKARL RAJ 331024, INDIA

.....

SOLAR POWER COMMUNICATIONS ( India: 175684 )  
ENERGY

PANKAJ KR. JAISWAL  
C/O SDEVI, HESAL, RATU ROAD  
SUKHDEONAGAR  
RANCHI 834005, BIHAR, INDIA

.....

SOLAR POWER COMMUNICATIONS ( India: 175704 )  
ENERGY

UMESH KUMAR YADAV  
MOHAMMADABAD  
FARRUKHABAD 206451, INDIA

.....

SOLAR POWER COMMUNICATIONS ( India: 175687 )  
ENERGY

LAXMAN SHARMA  
SATYAWATI SECONDARY SCHOOL  
PRITHWI HIGHWAY  
ADAMGHAT, DHADING, NEPAL VIA, INDIA

.....

SOLAR POWER COMMUNICATIONS ( India: 175710 )  
ENERGY

KAMLESH PRASAD SHARMA  
PARPORI  
TEHSIL-SAJA, DURG, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175711 )  
ENERGY

DIWAKAR PRASAD PANDEY  
KHAMHARIYA  
SAZA, DURG, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175732 )  
ENERGY

RAGHVENDRA TIWARI  
KHORIDIH  
GADHWA, GIHAR 822114, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175726 )  
ENERGY

RAJESH KUMAR TYAJI  
SHRI RAM PRAKASH TYAGI POLICE STATION  
BADAGANW, JHANSI, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175733 )  
ENERGY

DHARAMPAL SINGH  
KHOHAR, ALWAR  
RAJASTMAN, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175729 )  
ENERGY

HANDKISHOR R. CHAUDHADI  
ARTHE K.D., SHIRPUR  
MAHARASHTRA 425427, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175755 )  
ENERGY

MR. AAKAR  
C/O ANAND WIKETAR  
BEHIND MAHAMANDIR RAILWAY STATION  
JODHPUR RAJ 342010, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175730 )  
ENERGY

SUSANTA KUMAR GOPAL  
KHANATARA, KALAHANDI  
TAMBACHHADA, ORISSA 766015, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175757 )  
ENERGY

SURESH KUMAR DIWAN  
AKOLI, MANDHAR  
RAIPUR, MADHYAPRADESH 493111, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175731 )  
ENERGY

RUSTAM KHAN  
BAMINIDIN  
BILASPUR 495660, INDIA

SOLAR POWER COMMUNICATIONS ( India: 175758 )  
ENERGY

SHATRUGHAN KAPAR  
SRI GANESH KAPAI L.M. HIGH SCHOOL  
PUPRI, JANKAPUR ROAD  
SITAMARHE, BIHAR, INDIA

115

**APPENDIX D:**  
**VISITORS TO THE CLEARINGHOUSE**

# Guests

Date	Name	Address
1/23/92	ROYAL D COLLÉ CORNELL UNIVERSITY	STREET KENNEDY HALL CITY ITHACA STATE NY 14853
1/26	ELIZABETH Sobo Family Plann	STREET CITY STATE
5/26	JEAN M GUILFOYLE Family Plann	STREET CITY STATE
7/1	Alexander Campbell USAID <sup>Reports</sup> population assistance	232 GLACIEN ST Kitchener ONTARIO N2M 2M5 CITY STATE
1/8	Aina Gianzero VITA	1600 WILSON BVD ALLINGTON VA 22201 CITY STATE
7/21	MWAROGI, PETER S AMREF NAIROBI KENYA	P.O. Box 30125 NAIROBI STATE KEYA
7/22	EDUARDO H. RETES MD. MPH & M. Consultant HONDURAS, Central America	Palмира 4 <sup>th</sup> ave. "A" #342 Tegucigalpa MDC. HONDURAS CITY STATE
"	ELLEN <del>WYER</del> Vector Biology & Control Project	1901 N. Fort Myer Dr Arlington VA 22209 CITY STATE
7/27	Jim Dunn AFRICA Technical Dept, World Bank	Washington D.C. STATE
8/2	CHARLIE HENN EMORY UNIVERSITY	2105 Summit Parkway Atlanta, GA STATE GA
8 -	Anne DeWolf NFI	1666 Red Fox Run Lilburn GA STATE GA
8/5	Peter, MWAROGOS AMREF, NAIROBI, KENYA	P.O. Box 30125 Nairobi STATE Kenya
8/11	GAIL KOSTINIKO	UNICEF Consultant <del>P.O. Box 3307 Margaret Mt</del>
1/09/92	Gabrielle YESSO	UNICEF LIBRARIAN ABIDJAN STATE COTE D'IVOIRE
		04 BP 443 ABIDJAN 04 Tel. 21 31 31 STATE

Date	Name	yucces	Address
1/7/92	Linda MCKENNA EX		STREET 1250 24 <sup>th</sup> St. N.W. CITY WASHINGTON STATE D.C. 20037
"	CORKETON CORRALES AED/LEARNTECH		STREET 1255 23 <sup>rd</sup> St. N.W. CITY WASHINGTON D.C. STATE 20037
"	RANDY HATHFIELD AED/LEARNTECH		STREET AS ABOVE CITY STATE
1/30/92	Alfredo Romero S. FOUAD/MARACAY ARAGUA/VENEZUELA		STREET FOUAD. VIA EL LIMON. G. GUEBER CITY APDO 2103. MARACAY. ARAGUA. VLA Tel. STATE 703 461-5603
2/30/92	- - ditto		STREET CITY STATE
0/07/92	James W. Lepkowski Information on IIR		STREET 64 Blackberry Lane CITY KEENE, NH 03431
9/19/92	Jean-Marc DESIR VISITOR (Consultant)		STREET 96 Roger-Emanuel Desir 2251, Sherman AV N.W. 541 East CITY W. D. C. 20001 STATE U.S.A.
2/26/92	Jean-Marc Desir Visitor (Consultant)		STREET 96 Roger-Emanuel Desir 2251, Sherman AV N.W. 541 East CITY W. D. C. 20001 STATE USA
0/27/92	KADIDIA DIENTA Hubert H. Humphrey Fellow		STREET Peace Corps/Nharela BP 85 CITY BAMAKO STATE MALI
2/2/92	GREG APOSTOLU Bar Allen + Hamilton		STREET 5253 GREENSBORO DR CITY MCLEAN STATE VA
11/9/92	BARBARA ROUSSEN-PASELL BUSINESS USERS NETWORK		STREET P.O. BOX 33507, WASHINGTON D.C. CITY 1250 24 <sup>th</sup> St. N.W. 4th FL. 20037
11/12/92	Mark Sametz		STREET 1522 Hemlin St., NE CITY Wash., STATE DC
11/30/92	Anne-Marie Hleutenik		STREET KERIC Consultant, Universitatsh. 69 CITY 5006 Zurich STATE Switzerland
12/9/92	Shawn MacDonald, Radu Costin, Greg Loth from Ashoka		STREET 1700 N. Moore St. #1920 CITY Arlington STATE VA 22209
12/8	ANDRE HESSELE SELF		STREET GETTERAL T/fe CITY STATE

Date	Name	Guests	Address
	Bryan Bruns		STREET 39/1 Ban Dann Ngeun CITY A. Pong, Phayao STATE 56140 Thailand
12/11	BARBARA RUEBEN-Powell		STREET 1250 24th St. N.W. 4th FL. CITY Washington DC STATE 20033
	Biomass Users Network		
1/2	DAVID MEYERS		STREET 110 Hartwell Avenue CITY Lexington MA 02173-3198
	ERG Inc		
	EASTERN RESEARCH GROUP		STREET 110 HARTWELL AVENUE CITY LEXINGTON MA 02173-3198
4/	DAVID COAHNEY		STREET 110 HARTWELL AVENUE CITY LEXINGTON MA 02173-3198
	ERG Inc		
2/23	Paisilla Lee		STREET 4401 Lee Highway, #54 CITY ARLINGTON VA STATE 22207
	GW University Graduate Student		
3/8	Martin Hoffmann		STREET Nassau Comm. College CITY Garden City STATE NY 11530
3/22	Larissa Brickach		STREET 4201 S. 31st St. CITY Arlington STATE VA
	Univ. of Maryland grad student		
4/25	Bill Black		STREET 50 F St N.W #900 CITY WASHINGTON STATE DC 20001
	ACDI		
			STREET
			CITY STATE
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APPENDIX E:

**MASS MAILING LETTER AND ADDRESSES**



February 26, 1993

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Dear 2~:

This letter is to inform you of the services of the **Clearinghouse on Development Communication** and to invite you to join our worldwide network of professionals involved in development communication. The Clearinghouse, funded by the U.S. Agency for International Development for the past 20 years, is a resource available to development communication professionals worldwide.

The *Development Communication Report* is our quarterly publication, available for a \$10.00 annual subscription (free to requesters from developing countries). Each issue covers a topic related to development communication. Recent issues focused on the environment, health, and communication strategies for early childhood development. Future topics will include agricultural communication, distance education, and learning technologies.

In addition to the *Development Communication Report*, other services provided by the Clearinghouse include:

- responding to information requests from practitioners in the field on topics related to development communication;
- maintaining a library of over 15,000 publications on many development communication-related subjects;
- maintaining an electronic bulletin board system, CDCNET, which is accessible to anyone with a computer and a modem (E-mail address via Internet: [cdc @ permanet.org](mailto:cdc@permanet.org)).

Visitors are welcome to the Clearinghouse and its library, conveniently located next to the Rosslyn Metro Station at 1815 N. Fort Myer Drive, 6th floor, in Rosslyn, Virginia (right outside of Washington, DC). Please call to arrange an appointment. Phone: (703) 527-5546. Fax: (703) 527-4661.

For your information I have enclosed the most recent issue of the *Development Communication Report*, subscription form, brochure, and the publications catalog. I have enclosed an extra subscription form for you to pass on to a colleague. Please let me know if the Clearinghouse can be of further assistance to you in your development communication activities.

Sincerely,

Valerie Lamont  
Associate Director

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Professor M. Sweeting  
University of Surrey  
Guildford Surrey  
ENGLAND GU2 5XH

Dr. Wesley Tanaskovic Ines  
United Nations University  
ICTP Box 586  
34100 Trieste  
ITALY

Dr. John B. Black  
University of Guelph  
Ottawa  
CANADA N1G 2W1

Mr. Stefano Trumpy  
CNUCE Institute of CNR  
36 VIA S. Mazia 56100 Pisa  
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Mr. Luvembe Kigada  
George Washington University  
8332 Draper Lane  
Silver Spring, MD 20910

Dr. Gary Garriott  
Volunteers in Technical Assistance  
1600 Wilson Blvd., Suite 500  
Arlington, VA 22209

Mr. David Balson  
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American Association for the  
Advancement of Science  
1333 H Street, NW  
Washington, DC 20005

Mr. Smith Malcolm  
UNHCR  
154 Rue De Lausanne CH 1202  
Geneva  
SWITZERLAND

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APPENDIX F:  
**NOTES OF STAFF MEETINGS**

## Clearinghouse Staff Meeting Notes

February 4, 1993

Jim Hoxeng, R&D/Education  
Peter Kapakasa  
Andreas Bosch  
Mariel Escudero  
Earl McLetchie  
Valerie Lamont

We met briefly with Jim Hoxeng to discuss the next semi-annual report, look at implications for CDC of Andrea's move to LearnTech, and review activities to date.

Jim announced that \$2,000 extra has been approved and earmarked for CDC from R&D/Education.

We discussed the Readers' Survey which is to be included in the agricultural issue of the DCR. We discussed ways in which to increase readers' incentives to complete and return the survey and came up with a brief list of free publications that are available from other organizations.

Valerie mentioned the topic of the next SID Information Working Group meeting will be on evaluation communication and will feature Jerry Hursh-César of Intercultural Communications, Inc. He was asked to present at this meeting because he had written an article in the DCR on how to make communication evaluation more useful.

We also discussed the need to check the contract to make sure we are on target for what we are expected to implement for the remainder of the contract period.

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**Clearinghouse Staff Meeting  
Notes**

November 25, 1992

Peter Kapakasa  
Andrea Bosch  
Earl McLetchie  
Mariel Escudero

The meeting was held to discuss the financial situation of the Clearinghouse from now until the end of the contract period, August 31, 1993.

Peter presented a projection of costs between now and August. This projection does not include the disallowances made by the AID Contracts Office. Peter is in the process of appealing these disallowances. The financial situation is extremely tight.

Time allowed until the end of the project for the participants is as follows:

Andrea: 2.5 months (not including October and November billing)  
Valerie: 75% time until August 31  
Mariel: 30% until August 31  
Earl: 100% until August 31

Suggestions to keep costs down:

Valerie expects to spend more time on proposals. Andrea is to talk to Mike on Wednesday to arrange the LEARNTECH issue of the DCR (to be prepared by LEARNTECH). Mariel and Valerie may help out more with the remaining two issues. Mariel may spend more time on EPAT (although it is unclear how much can be spent here).

Peter cautioned against spending too much time away from the project and spending it on other areas. We still need to get the work done and we don't want to charge too much to other areas (such as G&A).

Mike had made a verbal agreement with Danuta Lockett of Creative Associates to decrease Andrea's time on the Clearinghouse. We need to have this in writing to clarify this agreement. Valerie will be in touch with Mike to draft a letter to this effect.

We plan to meet again in early January and monthly thereafter to be sure we are all aware of how the costs are being incurred.

**APPENDIX G:**  
**SAMPLE FROM THE DEVELOPMENT COMMUNICATION**  
**DIGEST**

## OVERVIEW OF COMMUNICATION TRAINING PROJECTS AND INSTITUTIONS

### SCOPE OF TRAINING

In the name of "communication training" (rather than training in a specific domain of skills such as radio production, for example, or training in writing correspondence courses), there appear to be two broad emphases.

First, in programs whose objective is institutional strengthening (e.g. training the Motivation and Education unit of the Nepal Department of Forestry), training objectives tend to be narrower in focus and more practical in nature: the capability to design, pretest and produce extension and training materials, organize district and regional meetings, and conduct field communication support studies. (Nepal <C:\2\ENV12.TXT>).

Second, in training programs that focus on communication objectives (e.g. specific changes in health-related behavior), the training tends to reflect its more theoretical basis. For example, on a training program in Nigeria, health personnel were trained in "social marketing methods to conduct formative research to guide the development of appropriate educational materials; to apply techniques from social marketing, behavior analysis, anthropology and other disciplines; to integrate multiple channels of communication; and to monitor and evaluate the process and results of communication activities." (Nigeria <C:\2\IM5.TXT>) "There seemed to be a general awareness of the importance of doing research on current knowledge and practices before developing messages, of considering the target audiences carefully and of pretesting materials before they are diffused." (Lesotho, <C:\2\OR11.TXT>)

### PURPOSES OF TRAINING

Local radio projects have often provided training to local volunteers or representatives of client groups as a means of increasing access or enhancing a two-way flow of information. (Ecuador, Radio Latucunga <C:\2\ID2.TXT>, Liberia's Rural

Communication Network <C:\2\ID7.TXT>). Some projects have used video as a means of communication training in order to empower minorities or women. (Nepal <C:\2\W6.TXT>).

Communication training programs for extension workers often focus on improving the communication skills of field staff. For example, in Nepal's forestry extension service, an assessment determined that most forestry field workers were technically trained but had little knowledge of extension methods, and even less of communication methods. Therefore, training programs were conducted to equip field workers with skills in interpersonal communication. (Nepal <C:\2\ENV12.TXT>). This project determined that, after the pilot, knowledge in the experimental groups was almost double that of the control groups. However, the extent to which improved communication techniques contributed to these gains (as opposed to greater availability of instructional materials or clearer communication objectives) is not stated.

## OUTCOMES OF TRAINING

Training in communication appears to have the capacity to affect the structure of relationships between technicians and their clients as well as the capacity to convey information. In Chad, it was the qualitative changes in relations between villagers and technicians that were most notable. Forestry agents, who previously were perceived by rural people as repressive, learned to cooperate with villagers in carrying out the actions they wished to accomplish. The different actors in the campaign -- forestry agents and NGO field workers -- discovered a new way to deal with rural people. In turn, communities became more appreciative of and responsive to the new approach. (Chad <C:\2\ENV14.TXT>)

Training in the use of computers for wordprocessing, desktop publishing and E-mail appears to have been successfully accomplished in both Maldives and Honduras (Maldives, <C:\2\C3.TXT>, Honduras <C:\2\A2.TXT>). The use of computers for designing magazines, newspapers and textbooks seems to be gaining swift acceptance. Many programs now use computers routinely for scriptwriting for educational broadcasting (e.g. Bolivia <C:\2\OR6.TXT>).

Social marketing approaches have demonstrated impressive results in increasing trial and accurate use of oral



rehydration therapy. However, some social marketing campaigns have failed to institutionalize the approach in developing countries health services beyond the project period. (Egypt <C:\2\OR3.TXT> Ecuador <C:\2\OR4.TXT>) Other social marketing projects have shown that collaboration with local Ministry and/or university staff can develop skills to carry out social marketing campaigns – e.g., research, message development, materials testing, pretesting, and monitoring. (Indonesia <C:\2\N39.TXT> Lesotho <C:\2\OR11.TXT> Nigeria <C:\2\IM5.TXT>)

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Project Name: COMMUNICATION FOR DEMOCRACY (PRONDEC)

Project Type: Communication training

Country: Argentina

Agencies Involved: National Program for the Democratization of Culture (PRONDEC)  
Unesco  
International Program for the Development of Communication

Primary Media: Radio, cartoons, posters, newsmagazines, workshops and community group discussions

Problem: Although Argentina was undergoing a transition to democracy, authoritarian ways and anti-democratic behavior prevailed in many institutions throughout the nation.

Objectives: To promote the gradual elimination of the deeply rooted cultural values of authoritarianism.

Target Population: Members of academic, political, student, women, youth, and workers groups.

Strategy: Educational activities using social communication media to create public awareness and promote the elimination of authoritarianism.

Overview:

The National Program for the Democratization of Culture (PRONDEC) proposed a program based on research, national and regional meetings and seminars, the publication and distribution of books and texts, and massive social communication campaigns. The campaigns consisted of broadcasting anti-authoritarian messages through several media and various formats.

The following project activities were conducted:

Four workshops on participatory radio (25 participants), popular press (17), popular communication (19) and video (17).

Two short courses on communication planning (34 participants) and communication and group community encouragement (29).

Humorous cartoons, posters, and bulletins, broadcast of sports on 160 radio stations, a 30 minute newsmagazine, 15 television scripts for 10 spots four one-minute video.

Publication of a book on the history and perspectives of the project.

Total projects costs were US \$30,000.

Results:

PRONDEC probably overestimated the role of communication in contributing to the achievement of the goals. PRONDEC's programs were insufficient to produce a major impact on massive behavioral change in a short time.

The project's program and budget made evident a sizeable gap between the magnitude and complexity of the problem and its solution through communication support.

Bibliographic Resources:

Aguinis, M. *Memorias de una siembra. Utopia y practica del PRONDEC.* Buenos Aires, Planeta, 1990.

Abstract contributed by: UNESCO, Communication Development Division/Communication, Information and Informatics.

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Project Name: COMMUNICATION FOR COMMUNITY REFORESTATION

Project Type: Environment, Agriculture

Country: Nepal

Agencies Involved: Department of Forests, Community Forestry  
and Afforestation Division  
Food and Agricultural Organization/UNDP  
Asia and Pacific Program for Development  
Training and Communication (DCTP)

Primary Media: Flipcharts, booklets, posters, radio,  
films, T-shirts

Project Duration: 1978 - ongoing

Problem: Over the past three decades, deforestation has caused the disappearance of one quarter of Nepal's forest area, largely because the country's rural population depends on forests for fuelwood and animal fodder. Previous attempts to reduce deforestation by nationalizing forests and controlling tree-cutting were difficult to enforce and ultimately failed. Rural farmers generally viewed forestry field workers as "police officers," whose role was to enforce restrictions.

Objectives: To build the capability of local and regional forestry field workers to educate, inform and motivate villagers; to create greater responsibility for forest management and forest protection among the population in the rural hills of Nepal.

Target Population: Extension workers for the Nepal Department of Forestry; villagers and non-foresters; teachers and students in primary and secondary schools.

**Strategy:** To use communication skills and materials to decentralize forestry management and create greater support for forest protection among rural villagers.

**Overview:**

In 1978, the Government of Nepal adopted a new policy to hand national forest lands over to rural communities and give them responsibility in reforestation and forest protection. Communities in turn received full rights to the products of the forest for direct use or for sale.

The transition required the establishment of an extension service for the Department of Forestry to motivate villagers to protect forest lands and to educate them in forest management. An Education Unit was established to develop technical forestry and extension materials for staff at various levels, including training materials, teaching aids and audio-visual materials.

An assessment determined that villagers' demand for extension services and information about techniques was high. It also determined that most forestry field workers were technically trained but had little knowledge of extension methods, and even less of communication methods. Therefore, training programs were conducted to equip field workers with skills in interpersonal communication.

Communities were selected that had suffered acute deforestation problems and that indicated readiness for participation in the program. The local forestry field worker then held information and motivation sessions to explain the program to leaders, school teachers, villagers, and other groups in the community. Flip-charts were used in group sessions and booklets were used to support interpersonal and group communication. Since most rural people were illiterate, interpersonal communication and visual aids were the primary means used.

Mass communication media also served to motivate villagers: a weekly 10-minute radio program broadcast from Katmandhu disseminated news of field activities around the country, and promotional posters were distributed throughout towns and villages.

## Results:

A survey conducted in 1982 showed that extension and training materials were widely disseminated, reaching most division and panchayat (district) levels. Nearly all community forestry field workers had received copies of the materials. Also in 1982, a

survey of 900 household and 180 ward leaders revealed that the level of knowledge about forestry management issues in project areas was double that in control districts -- 79 percent compared with 39 percent.

A review of the project in 1983 showed that the Motivation and Education unit of the Nepal Department of Forestry had acquired the capability to design, pretest and produce extension and training materials, organize district and regional meetings, and conduct field communication support studies.

By 1990, the project had expanded to 40 of the 75 districts in Nepal.

## Bibliographic Resources:

Manandhar, P.K.; Pelinck, E., and Gecolea, R.H. "Extension and Training Components of Community Forestry Development in Nepal." Report presented at an FAO/SIDE Seminar on Forestry Extension, Semarang, Indonesia, January 18-30, 1982.

Pelink E.; Manandhar, P.K., and Gecolea, R.H. "Forestry Extension, Community Development in Nepal." *Unasylva*. Vol. 36, 1984/1, pp. 2-12.

Correspondence from Cesar Mercado, Asia and Pacific Program for Development Training and Communication Planning, January 25, 1991.

Abstract contributed by: Clearinghouse on Development Communication, Arlington, VA, USA.

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Project Name: COMMUNICATION FOR COMMUNITY REFORESTATION

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A survey conducted in 1982 showed that extension and training materials were widely disseminated, reaching most division and panchayat (district) levels. Nearly all community forestry field workers had received copies of the materials. Also in 1982, a

survey of 900 household and 180 ward leaders revealed that the level of knowledge about forestry management issues in project areas was double that in control districts -- 79 percent compared with 39 percent.

A review of the project in 1983 showed that the Motivation and Education unit of the Nepal Department of Forestry had acquired the capability to design, pretest and produce extension and training materials, organize district and regional meetings, and conduct field communication support studies.

By 1990, the project had expanded to 40 of the 75 districts in Nepal.

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