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DISSEMINATION PLAN FOR THE
LESOTHO RENEWABLE ENERGY TECHNOLOGY PROJECT

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PREFACE

The dissemination plan for the Lesotho Renewable Energy Technology (RET) project was developed by Ms. Erika Morgan, a renewable energy media and public education consultant for Associates in Rural Development, Inc. (ARD). Ms. Morgan spent six months at the Lesotho RET project during October and December, 1982, and January to March, 1983.

I. INTRODUCTION

A fuller discussion of the public education work being undertaken by the Lesotho RET project is presented in Ms. Morgan's Disseminating Renewable Energy Devices in Lesotho: A Consultancy Report, also available from ARD. That report gives the background and contextual information for this one, discusses the process that produced the dissemination plan and outlines the five main dissemination strategies being proposed. In addition, the consultancy report builds on the plan in that it estimates the budgetary and personnel requirements and makes specific recommendations concerning the RET project's implementation of the plan.

The dissemination plan in this report provides considerable additional detail on the project's overall approach to public education and explores the "tools" required for each technology, given the target audience(s)--villagers, multipliers, stores, etc.--and desired goal(s), whether people should buy and/or build the device. The tools are classified according to type and the technology they will be used with, and are further prioritized in terms of the immediacy of the project's need for them and how difficult they are to prepare.

The RET staff members who are responsible for implementing this dissemination plan should remember to prioritize their activities and should not hesitate to eliminate those that seem to be unworkable. It should also be noted that public education, even for a limited number of technologies, will always be incomplete. Thus, it is preferable to complete and distribute fewer items than to begin work on a number of educational tools that cannot be finished and put to use.

II. THE LESOTHO RET PROJECT CONTEXT

A. Technologies, Categories, and Priorities

Out of the many technologies that RET has looked into, there are 10 that the project wants to aggressively disseminate. These 10 were picked for two reasons: first, because of their potential impact on rural families; second, because of their readiness for village use. These 10 technologies can be put into three groups based on their dissemination requirements: field-fabricated, kit-assembled and manufactured.

In the first group are the "field-fabricated" technologies. These are the ones that village people can build themselves after they have been trained. Technologies in this group require no complicated skills or materials. It is also on these technologies that dissemination efforts will be focused first. There are six technologies in this category:

- stone paola,
- retained heat cooker,
- simple food dryers,
- sand and clay stoves,
- energy-efficient housing, and
- simple solar water heaters.

Because these technologies are built in the villages, they do not require aggressive marketing or selling. Therefore, the dissemination tools and activities for these items fall mostly under four of the five strategies described in Section IV.A. The dissemination steps recommended for each technology are described in Section IV.C through IV.G.

The devices in the second category, kit-built, require simple skills, but may use materials or tools that are generally not available to ordinary villagers. For this reason, these technologies are difficult for people to build themselves. Yet to put them with technologies that can be made only by craftspeople and sold would mean that the only people able to use them would be those who could afford to pay for contracted work. Instead, it is proposed that these technologies be disseminated through kits that remove the need for special tools and materials. In this way, these slightly more difficult technologies can be as widely available as those in the first category. There are two technologies in this category: grow-holes and the more complicated types of food dryers. Two, maybe three, models of food dryers could be available this way: the wooden model, and the metal one.

The third category is for "manufactured" technologies, those that people must buy. These are items that require special skills and materials. They are, therefore, most cheaply and efficiently

built by workshops that already have the right equipment. RET's goal is to start production by training the existing producers. Then, to ensure continued production, RET will help build demand for these units from both retailers and the general public. There are four technologies in this category:

- metal stoves,
- metal paolas,
- energy-efficient housing, and
- solar ovens.

A fourth group of technologies includes those that the Lesotho RET project follows and has information about, but does not plan to promote aggressively--manufactured solar water heaters, bio-gas, micro hydro and photovoltaics. For each of these, some information and limited technical assistance will be available from the project. It should be noted that three technologies appear in two different groups. First, food dryers, both simple and more complex models, can be either fabricated in the field or built from kits. Second, solar heaters can be similarly divided--simple models that can be built by villagers and more expensive, commercially available solar water heaters, which fall in the "manufactured" category. They will not be heavily promoted in the RET project's village-centered dissemination work, and so are classified as an "information-only" technology. Third, energy-efficient housing can also be promoted in two ways. At the village level, dissemination can stress retrofitting and other measures that villagers can easily accomplish. Design and construction audiences, as well as urban individuals who can consider designing and/or purchasing a new home can be reached through the project's marketing efforts with other manufactured technologies.

The four groups of technologies give a rough idea of the main strategy RET will use to promote each one. The details of these strategies will be discussed further in Section IV. The technologies have also been ranked in order of priority. Priorities were given based on two factors--which technologies have the most benefit for rural people, and which ones are closest to ready for dissemination to begin. This ranking helps determine which tools and activities should be worked on first. The 10 technologies, in order of priority, are:

- stone paola,
- retained heat cooker,
- food dryers,
- grow-holes,
- metal stoves,
- metal paolas,
- solar water heaters,
- sand/clay stoves,
- energy-efficient housing, and
- solar ovens.

B. Terms and Premises

Some background is needed to introduce the rest of this plan. Now that RET has developed the technologies, it must get them to the users--it must disseminate them. The term "disseminate" is used to cover all the steps in a long process. First, the source of the item must be clear. Is it made in villages or shops, or sold in stores? How do the people who sell it get it? Then, we must educate the general public to know what the item is. Public education is a very big part of the dissemination process. The education begins when we tell people that the technology exists. Once they have heard of it, we can tell them more and more until they know enough to take the action they want. The main steps in the public education process are discussed in Section III. In educating people, we help them learn about a number of steps they could take. Which one they do take, if any, is up to them. Promotion, however, tends to encourage a limited number of activities. Marketing is more specific still--you have something you want people to buy. Each of these items, and the steps it describes, are woven into the dissemination steps recommended for Lesotho RET.

Points about Lesotho were also important in planning the dissemination activities:

- Lesotho has very small and widely spread villages. For this reason, Lesotho RET should not limit its village dissemination to what can only be done by the staff. Multiplier audiences should be used as much as possible.
- Lesotho has a comparatively high literacy rate--53% of the population can read; 80% of the illiterate population has someone who regularly reads to them. Printed educational materials can therefore be used with rural as well as urban audiences.
- Lesotho RET project's village energy survey found that 40% of the homes in the Mokhotlong district have radios.
- There is already a distance teaching network in Lesotho. Through correspondence courses and some radios, the Lesotho Distance Teaching Centre prepares students for their JC and COSC exams. LDTC has shown that correspondence teaching methods can be successful in this country. RET should use these methods and network wherever possible.
- The project should rely on materials that are understood by non- or marginally literate, as well as literate, and on tools that combine visual clarity with ease and simplicity of production. Four kinds of tools are the backbone of this plan: posters, photostories, fact sheets, information booklets and radio.

- Lesotho will require more dissemination work than Lesotho RET can do. Tasks must be carefully assigned priority and done in sequence, recognizing that those of less importance may be left undone. Multipliers should be used in every way possible. Where possible, work should be contracted. Each tool should be designed to fit as many needs as possible.
- Lesotho's people are and will continue to be interested in Lesotho RET's technologies. But Lesotho RET's staff time is very limited. Demonstrations should be given only to multiplier audiences, and should be done primarily at the Khubetsoana workshop.
- Dissemination work on a technology should not begin until Lesotho RET has good answers to the most important consumer question: "Where/How can I get one?" This plan assumes that the answers will be in place before the dissemination work begins.
- Dissemination work begins with village-level activities. These activities will focus first on Mokhotlong district. Dissemination activities by Maseru/Khubetsoana will first support the needs of that district. This support will take two forms: a) the preparation of tools, and b) work with the central offices of multiplier agencies to get their support for district participation.
- Lesotho RET's dissemination work presupposes good technologies that generate sincere and self-supporting multiplier interest, technologies that largely sell themselves. RET does not have the staff, financial resources or mandate to provide all multipliers with the logistical support they will require, e.g., lodging and transportation during training. The technologies must motivate the organizations themselves to pursue and support the interest expressed by their field staffs. This means that Lesotho RET will increasingly refer requests for information back to organizations or individuals that Lesotho RET has trained; back to those places where institutionalization of the information has begun.

III. THE BASICS OF PUBLIC EDUCATION

A. Understanding the Audience

Whenever activities are expected to reach people, it is very important to know ahead of time as much as possible about the people to be reached. Who are they? What are their problems and interests? How do they live? These and other questions help to understand them better. Only with this understanding can RET expect to plan activities that will really capture the interest and excitement of these audiences. Three questions must be answered to begin preparation of awareness tools.

(1) Who is the audience? Answer these questions every time an awareness activity is planned:

- Where does the audience live?
- Where do they work and what kind of work do they do?
- What do they do during the day? If activities are planned during the day, will they be able to come?
- Can they read or do they have someone to read to them?

(2) What does the audience now know about the technologies or about RET?

- Unaware: Most people have never heard of renewable sources of energy. For this audience, capture attention, explain what Lesotho RET is, what energy is, and why it is important to them. The tools that do this best are the ones that attract attention and create drama. Radio announcements, advertisements, colorful posters and displays of the technologies in use all do this job very well.
- Aware: These people have heard about Lesotho RET and what it does, but only that. For this group, explain the concepts of energy conservation and the use of renewables; get them curious and excited about learning more. This is done in two ways: by showing them the technology face-to-face, or by presenting examples of how others have used the technology and benefited. The radio programs proposed will stress interviews with users to provide real-life examples. Skits, radio dramas and discussion meetings also work well to attract participation and help people understand the ideas that have been introduced.

- Negative (aware, but not interested): These people may have been given incorrect information about the project or renewable sources of energy; they may not believe the simple devices will work; they may believe that "modern" energy sources are always better. Do not try to change these beliefs by telling people they are wrong. The only thing that may sometimes work to correct negative feelings is getting these people to build or use some of the devices themselves, and feel them working. Only the proof of their hands and senses can change the negative thoughts in their minds.
 - Curious: These people are interested, and their interest leads them to read things that Lesotho RET has printed, to come to workshops and take part in discussion groups and other activities. Handouts and booklets work well if the audience is literate; workshops and training work best in all cases.
 - Initiators: These people are very interested in some aspect of the subject. They will come to any workshop or demonstration that RET puts on. They will read or ask questions about the technology, and they may be ready to build one of the devices themselves. Get these people all the information they need so they can understand what to do next--booklets with directions, workshops, posters and photostrips with instructions or step-by-step drawings. With enough information, these people are ready to take action.
- (3) What motivates the audience? Three major themes attract much consumer interest. While these three overlap in some technologies, any one or all three may stimulate an interest in the audience and motivate them to seek more information. All of RET's technologies show benefits in one or more of these ways. By highlighting these points in introductory information, we can utilize universal interests to enlarge the listening audience.
- Most people want to live longer and happier lives. If we can show how the technologies reduce work or improve the quality of life, people are likely to be interested.
 - Most people want better lives for their families. They want their children to grow up happy and healthy. Technologies that reduce the likelihood of burns, for example, or improve children's diet are likely to attract people who feel this motivation.

- Most people want to save or earn money. The aspect of any technology that shows tangible reward in this category is very likely to catch much interest.

B. Basic Tools and Their Strengths

The four charts on the following pages show which tools do each awareness job most effectively. They are included to explain the use of the tools recommended for each audience and strategy that follows and to provide a framework within which those tools should be prepared. For example, radio announcements play a major role in the recommendations; the chart shows their success with audiences quite unaware of the subject being introduced. In the preparation of radio announcements, therefore, give only a small amount of information and explain it well. Do not attempt to introduce more than a few facts; the unaware audience will not understand, and the radio announcement will have missed its mark and been wasted.

C. The "Standard" Campaign

Imagine that a person walks into a cafe near her home and sees a poster. The poster announces a meeting about growing food year round, so she goes to listen. At the meeting she sees a film, takes part in a discussion with people who have and have not been able to grow food during winter, and takes home a booklet. At the end of this meeting it was announced that there will be a workshop in the next week to show how to build devices that provide a good growing place all year round. This person is now very interested in learning more, so she decides to go to the workshop.

The person in this example has been reached by several different awareness tools and activities. The poster, the film, and the booklet are all tools. The introductory meeting, the discussion that it included, and the workshop that followed are all activities. Each was chosen to help some people learn. Some tools, like the poster and film, are best at catching attention. Others, like the discussion, are useful for introducing concepts, and still others, like the booklet, explain how something is done. Altogether, all of the tools and activities help people learn a lot about a new subject. A person who knows nothing about the subject before seeing the first poster will have learned a lot by the end of the workshop. The complete series of tools and events is called a campaign. This example is a very short and simple campaign; others can be very long and complex. The following three subsections explain the pieces of a campaign, and how the standard pattern can be varied to fit special needs.

1. Elements of the "Standard" Campaign

- Message: The message includes all the facts about the technology that is being discussed, and sometimes

Basic Tools and Their Strengths -- Print Tools

<u>Type of Item</u>	<u>Audience</u>	<u>Purpose</u>	<u>Advantages</u>	<u>Disadvantages</u>
Handouts	Aware, curious	Create interest, introduce technologies.	Cheap, easy to produce, can reach many people.	Audience must read.
Booklets	Curious, initiators	Build interest, provide information for further action.	Provides complete information, easy to distribute.	Hard to produce; audience must read.
Newsletters	Curious, initiators	Build interest, highlight many aspects of project, keep many people informed.	Easy to produce, can cover many subjects, best for government audiences.	Hard to keep going; audience must read.
Articles in a newspaper or magazine	Unaware, curious	Attract attention, create interest, introduce project and its activities.	Low cost, easy to produce, reaches many people on many topics.	Will be read wherever newspaper goes, outside villages where project works; audience must read.

Basic Tools and Their Strengths -- Picture Tools

Type of Item	Audience	Purpose	Advantages	Disadvantages
Photo-comic strips	Aware, curious	Create interest, introduce concepts.	Relatively cheap to print; can reach many people; understood by most people.	Difficult to photograph, very hard to draw.
Photo-drawn posters				
a. to announce	Unaware, aware	Attract attention, announce events or the project, to introduce activities.	Cheap to print and distribute; reaches many people.	Time to prepare; must be done carefully to ensure that audience can understand.
b. to provoke discussion	Unaware, aware, curious	To present a picture for discussion of concepts.	Clear presentation of concept; good size for audience to see.	Difficult to design a clear and discussion-starting poster.
c. to explain construction	Curious, negative, initiators	To provide building information; to show clearly how to do each step.	Easy to do with photos, usually understood by most people.	Difficult to reproduce; almost impossible to do with drawings.
Slide shows				
a. to introduce and explain concepts	Unaware, aware, curious	To attract attention; create interest; introduce concepts, terms, and technologies.	Medium attracts much attention; most audiences identify w/ realistic situations. Best w/ educated professional audiences. Speaker gives more information than poster.	Difficult to get good slides; or to use where there is no electricity. Needs good presenter.
b. to provoke discussion	Unaware, aware, curious	To present a series of situations that show problem.	Vivid, clear medium; provokes good discussion.	Difficult to get good slides; or to use where there is no electricity. Needs good presenter.
c. to explain construction	Unaware, negative, curious	To provide building information; to show clearly how to do each step.	Best for construction training after actual construction; provides flexibility to pinpoint & discuss whatever audience asks.	Difficult to get slides; or to use where there is no electricity.
Film strips (same uses as slides)	Same as slides	Same as slides.	Cheaper, less complex equipment than slides.	Difficult to prepare; or to use without electricity. Equipment less available.
Videotape (same uses as slides)	Same as slides	Same as slides.	Draws more attention than slides; very immediate medium.	Very expensive and complex equipment; audience attention often distracted by medium; difficult to transport and to use without electricity.

Basic Tools and Their Strengths -- Sound Tools

Type of Item	Audience	Purpose	Advantages	Disadvantages
Radio - Ads and announcements	Unaware, aware, curious	To attract attention and create interest.	Easy to produce; reaches wide audience.	Cannot limit to one area; limited penetration of radios.
Radio dramas	Unaware, aware, curious	Attracts attention, creates and builds interest, introduces terms, provokes discussion.	Allows audience to identify w/ new situation; attracts much attention; reaches wide audience.	More difficult to produce; cannot limit area; limited penetration; one-way communication.
Radio talk shows	Aware, curious	To build interest, introduce terms and information.	Easy to produce; reaches wide audience.	Cannot limit area; limited penetration; one-way communication.
Radio teaching programs	Aware, curious, initiators	To introduce, explain & discuss terms and concepts, problems & solutions, all aspects of subject.	Allows much detailed information and variety of teaching formats; reaches wide audience.	More difficult to prepare; cannot limit area; limited penetration; should be accompanied by workbooks and discussion materials.
Radio campaigns	All audiences	All of the above.	Very comprehensive way to reach widest possible audience.	Time to prepare materials, trial-test; may be costly; cannot limit area; requires learning groups and discussion materials.
Cassettes	Aware, curious, initiators	To introduce, explain & discuss terms and concepts, problems & solutions; all aspects of subject.	Allows much detailed information and variety of formats; reaches wide audience; can limit area; can be used at any time.	Should be accompanied by learning group and materials, which must be carefully prepared and trial-tested.
Records	Unaware, curious, aware	To attract attention and create interest, introduce problems and provoke discussion.	Relatively cheap; attracts much attention. Best used w/ songs and simple messages. Distribution as wide or limited as desired.	Must be ordered from RSA. Sound quality extremely variable. More a gimmick than a teaching tool.

Basic Tools and Their Strengths -- Group Activities

Type of Item	Audience	Purpose	Advantages	Disadvantages
Workshops				
a. to introduce	Unaware, aware, curious	To create and build interest, introduce and explain terms, provide discussion of problems, concepts and solutions.	Face-to-face interaction allows discussion with audience; useful with discussion-provoking tools; best with working demonstrations.	Too often a one-way discussion from speaker to audience; difficult to create strong positive experience for the audience.
b. to build	Curious, initiators, negative	To build interest, show how to build, provide information for audience to take action.	Allows audience to do each action. Best where audience contains some negatives; workshops should be as participatory as possible.	Difficult to plan and organize to provide enough hands-on experience for the entire audience.
Games	Unaware, aware, curious	To attract attention, create interest and introduce terms.	Easy and fun to use; very good way to bring new concepts and information into village life.	Very difficult to develop, and to integrate energy concepts; requires villagers to help develop.
12 Skits, plays	Unaware, aware, curious	To attract attention, create and build interest; to introduce and provide solutions and provoke discussion.	Medium provokes much discussion and attention, involves the people concerned; perhaps the best technique for provoking discussion of problems and solutions.	Difficult to prepare; requires good facilitators and interested villagers. Plays especially require much preparation time.
Learning groups	Aware, curious, initiators	To build on interest and provide much solid information; to increase knowledge and understanding.	Perhaps the best environment for individual learning. Adaptable for many levels of information and tools. With good group leaders, can be a means of two-way communication.	Requires considerable village participation and much preparation of discussion and support tools. Necessary to find and instruct good group leaders.

additional information as well. Some campaigns introduce attitudes in addition to the basic information of the campaign, for example, the attitudes of independence and self-help. The theme of the campaign attracts attention. To do so, it must be short and clear; it must give a hint of the information to come, and, if possible, a taste of the attitudes that go with the information.

- Audience: Who is RET trying to reach? The questions given in Section III.A help figure this out. One special audience is made of people who talk to other people as part of their jobs. These are multiplier audiences. Every time RET reaches one multiplier, this person can help teach many others. Other audiences besides multipliers have also been addressed in this plan: villagers, organizations, rural areas, schools, extension agents--all of these are included in the strategies that follow.
- Objectives: The objectives tell how the audience will have been affected by the campaign, what they will be able to do, or what they have learned. Objectives should be clearly stated before any awareness activity or tool is undertaken. For each audience there may be several and/or different objectives. This is fine as long as each objective is clearly followed with appropriate tools and activities.
- Means: How will the objectives be reached? What tools and activities are planned to make sure that the audience learns what RET wants it to learn? Section IV describes many tools and tells which ones work best with each kind of audience. A simple rule to remember when choosing tools is: "People remember 20% of what they hear, 40% of what they see, and 60% of what they do."

2. Variations on the "Standard" Campaign

Often the message of the campaign is very precise. It may focus on a single technology--for example, solar housing, or on a simple objective--like getting people to buy something. For a "technology-specific" campaign, all the tools and activities would focus only on that technology. A campaign that tells people to buy something is a marketing campaign, and generally uses only tools and materials that attract a lot of attention while conveying little information.

3. Strategies

Audiences can be described by what is the same about the people in them, and the same is true for campaigns. A campaign that introduces solar water heaters to a village will be very much like a campaign that introduces simple solar food dryers to the same

village. To save time and effort, all items used in village work should be linked together, and, if possible, supported with the same awareness materials. In this plan, a group of similar campaigns or awareness efforts is called a strategy. There are five major strategies proposed for RET; each is described in the following section.

IV. RECOMMENDED DISSEMINATION STEPS FOR THE RET PROJECT

A. Overview of Strategies

1. Establishing the Project's Identity

Usually when talking to someone, your first step is to introduce yourself. This should always be Lesotho RET's first step as well, and as the project enters its dissemination stage, the introduction should reach beyond its neighbors, and include all of the people the project hopes to work with. Some introductions have been made already. Personal contacts and some demonstrations have introduced the project in Maseru. In Mokhotlong district Lesotho RET's presence at the Malefiloane Clinic has been an excellent way to introduce the project to pre-school mothers from many surrounding villages. Yet introducing through face-to-face meetings is slower than distribution of effective materials. Until the technologies are ready for dissemination, RET has been wise not to introduce itself too aggressively--to have accepted all of the invitations to speak would have been to court disaster. Now that some technologies are ready for local use, however, RET's first step should be to make its target populations aware of its existence. This should happen before the project undertakes any of the activities in the following sections, before it goes to villages and/or organizations with whom it wishes to pursue specific activities.

The project needs several items that describe "What is Lesotho RET?": a photostory, to introduce the project to a wider and mostly non-reading audience should get high priority. Other recommended tools are shown in the charts in Section IV.B. The combinations of these tools that suit different audiences are summarized in Section IV.C through IV.G.

2. Village Strategy

The strategy for technologies built in the village, or "field-fabricated," is based on the training of trainers. This strategy will result in a group of individuals trained to do training on RET's behalf, thus spreading RET information geometrically through the villages. The trainee can come from a village or from a multiplier audience, and can learn one technology or several.

Training will be offered to any individual who wishes to learn to build the device for others (for reimbursement) or to train other people to build it. Each person expressing interest in this training from RET will be encouraged to complete a series of training events. The training sequence and completion requirements will be different for each technology offered this way.

After completing each training sequence, it is proposed that the now-trained individual be certified as a "Village Technology

Specialist" (VTS). With RET certification, the VTS is then able either to continue training, or to build the items for reimbursement.

The VTS pattern could be a powerful tool in disseminating any or all of the field-fabricated technologies: stone paolas, simple food dryers, simple solar water heaters, and sand/clay stoves. In addition, once kits have been developed and marketed for the two kit-built technologies, grow-hole covers and more difficult food dryers could also be disseminated through VTS training.

VTS training is not recommended for either the retained heat cooker or for village-level energy-efficient housing ideas. In both cases educational demonstrations will be sufficient to introduce and explain the recommended steps. The measures used for retrofitting a rondavel, or the materials used in making a retained heat cooker, may vary quite a bit. Yet, within very broad guidelines, all will be equally adequate for their intended use. Builder certification is not deemed necessary in either case. Three concepts have led to development of the VTS strategy for village dissemination:

- Quality control. It is important that Lesotho RET maintain quality control over the devices built by non-RET staff. This is very important, particularly in the early days of the dissemination effort. Its importance also increases when the technology shows signs of catching on quickly. When people are eager to build something, important details may be forgotten, overlooked, or deliberately left out. RET must have a cadre of well-trained individuals to catch these mistakes and ensure that the technologies become localized in their fully correct forms.

The stone paola exemplifies this point. Training of villagers and multiplier audiences in stone paola construction has been underway in Mokhotlong district for several months, and has resulted in a substantial number of people introduced to the stone paola through construction demonstrations, generally one day in length. From these courses several people have either organized subsequent courses or built their own paolas. Yet the day-long demonstrations have been introduced to villagers as construction courses, adequate in themselves to teach trainees to be builders and/or trainers. The result has been a substantial number of satisfactory stone paolas, testifying to the quality of the one-day training course. But there has also been a significant number of stone paolas requiring follow-up modifications. The proposed VTS training sequence for stone paolas would lengthen the training and certification process slightly to the point where every resulting stone paola was correct.

- Multiplying project impact. The second concept behind the VTS proposal is that of multiplying RET's reach within the district. Qualified trainers in several villages means that RET does not have to travel that distance to teach. And from there, these trainers will spread the information to new territory even further beyond direct reach by the RET staff.

Trained VTSs in each technology also provide a means for gradually expanding the project's impact beyond the Mokhotlong district. Completion of the VTS training sequence gives the successful trainee the capability to train others anywhere in the country. Trained multipliers from Mokhotlong, for example, could be sent to train in other areas, as requested by organizations there. Or, at the discretion of the requesting organization, representatives from their region could participate in training in Mokhotlong. At present, however, RET has neither the staff nor the finances to support aggressive solicitation of training outside the district. Until these resources are identified, any VTS training done outside Mokhotlong district should be done at the initiation and expense of the requesting organization.

This multiplication of RET effort is critical--without it the project will have serious difficulty responding to the public interest created by any nationwide media work. The timing of VTS courses has been proposed so that a cadre of trainers exists before the completion of the media segment on that subject.

- Formality. It has long been known in marketing circles that people value something they pay for more highly than something that is given away, even if the two items are comparable in function and worth. By placing a "price" on VTS training, on completion of the training sequence, RET elevates the information in importance and ensures a higher level of motivation among those who commit themselves to training. Formal training also brings rewards--both intangible (pride in attaining the goal of course completion) and tangible (RET's written acknowledgment of the trainee's ability to build and/or train others for reimbursement). These rewards, small as they may be, will nonetheless balance the difficulty of completing the training sequence. They will simultaneously communicate to present and potential trainees that RET takes the technologies seriously, and values highly the trainers that assist in their dissemination.

Each person completing a training course would be recognized as qualified to build that technology for reimbursement,

or to train other trainers. The title of Village Technology Specialist is suggested because it reinforces both the village focus and the notion of specialty information, carefully acquired. Certification or other proof of course completion, or some statement of agreement between the project and the successful trainee (when, for example, the project and the trainee agree that the person is qualified by RET training to build good items and charge a given amount for them) would identify the technology in which the individual had been trained, and state what the trainee can now do. Any individual would be able to take additional VTS courses to acquire proficiency in several technologies, thereby approaching the original project concept of Village Energy Technicians.

VTS training sequences will vary in length, depending upon the technology to be covered. Each sequence would include these elements as a minimum: 1) learning construction with instruction and close supervision; 2) leading construction, with close supervision; 3) leading construction alone, with a follow-up inspection and corrections; and 4) a period of conditional approval. Final award of the certificate would follow completion of some number of fully correct units built without supervision.

The stone paola is currently serving as the prototype for this method of training and dissemination. A trial period for the proposed training sequence was scheduled to continue until mid-April. By this time enough training experience will have accumulated to show what modifications are needed in the training sequence.

The following chart gives an idea how VTS training on five of the field-fabricated technologies might fit into sequence. Each new training sequence offered by Lesotho RET must start well in advance of the radio campaign on that technology. Each radio campaign, as described in more detail in Section IV.A.5, has been planned to fit into the season most appropriate to the technology. VTS training on each technology will start gradually with development of the training and announcement of its availability through Mokhotlong district multiplier audiences.

The demand will build gradually for each training sequence. As RET trains villagers and multipliers, the ability to respond to new requests will then gradually shift from RET to the trained VTSSs themselves. By the time of the corresponding media campaign, VTSSs should be able to respond almost entirely to demand for the training that arises from radio coverage. As VTSSs do more and more of the training, RET should continue to do spot-checks in areas where VTS training is heavy. Each VTS training sequence will be offered for 4-6 months. At the end of that time, RET staff should begin preparation of the next VTS offering. Even after the new training sequence is being offered, RET may be called upon to do infrequent training where there are not as yet

SEQUENCE FOR VTS TRAINING ON FIVE FIELD-FABRICATED TECHNOLOGIES

<u>Technology</u>	<u>Start of VTS Training Effort</u>	<u>End of Intensive VTS Training Effort</u>	<u>End of All VTS Training</u>	<u>Total Time VTS Training Available</u>	<u>Period of Maximum Project Effort</u>	<u>Time Between Starts of VTS Training Efforts</u>	<u>Period for Associated Media Campaign</u>
stone paolas and lorena stoves	Jan. 1, 1983	April 30, 1983	June 30, 1983	six months	March-April, '83	--	July, '83 - Sep. '84
energy-efficient housing	Apr. 1, 1983	Aug. 30, 1983	Oct. 31, 1983	seven months	July-Aug., 1983	four months	Oct. - Dec., 1983
solar dryers	Sep. 1, 1983	Dec. 31, 1983	March 31, 1983	seven months	Nov.-Dec., 1983	six months	Jan. - March, 1984
grow-holes	Jan. 1, 1984	June 31, 1984	Sep. 30, 1984	nine months	April-June, 1984	four months	April - June, 1984
solar water heaters	July 1, 1984	Dec. 31, 1984	Feb. 15, 1984	8½ months	Oct.-Dec., 1984	six months	Oct. - Dec., 1984

any VTSs. By and large, however, as a new sequence begins, RET should be able to refer any training requests for past subjects to VTSs in the appropriate area. This sequence stretches five VTS courses over the same period of time as six quarterly radio campaigns. Allowing for requests that come in after each radio campaign is finished, each field-fabricated technology should be available to village audiences for 7-9 months. Toward the end of each period, RET may focus on multipliers from other districts. After December 1984 all RET training and media work on these 10 technologies will be done. By this time all field-fabricated technologies should be in the hands of villagers, multipliers, and institutions. It is assumed that subsequent field training of media work after December 1984 would focus on technologies now in the early stages of research and development.

The proposed VTS model tries to address several requirements:

- the need to have as many trained VTSs as possible in each technology PRIOR to the onset of the complementary media campaign;
- the need to stretch VTS offerings over as many months as possible, to allow maximum participation by villagers and multipliers; and
- the seasonality of the media campaigns, each of which must be preceded by their respective VTS training periods. The proposed sequence stretches five technologies evenly over the next two years. Sand/clay stoves, the sixth field-fabricated technology, is omitted pending completion of its user tests.

3. Multiplier and Institutional Audiences

We have already mentioned multipliers several times, and in this section their use will be stressed again. Multiplier audiences get their name from their ability to multiply the number of people who receive RET information. Multiplier organizations are networks of field staffs or extension workers, individuals who regularly meet large numbers of people to whom they pass on information. Village health workers, agricultural extension workers, rural development district staffs, teachers, and clinic staffs--all these can be multipliers of RET's efforts. Multiplier audiences carry RET information because they combine it with information they carry as part of their jobs. Institutions can also incorporate RET information into the work they do. RET's work with solar housing, for example, will encourage the use of this information by two audiences: the prime audience, designers and architects, are multipliers. The secondary audience is made up of individuals and institutions that can also use the information--for example, local builders, contractors, etc.

Taking advantage of both multiplier and institutional audiences begins with those most able to use RET information. Then, from the numerous possibilities, the project must focus its efforts on a limited number of organizations and/or institutions. In making its selection of multiplier audiences, the project should consider several factors--how extensive is the organization, where are its representatives based, and how do they interact with village people? How amenable to cooperative effort with RET are the central staff and/or district authorities governing the field work done by this network? Ultimately, a decision must be made to choose multiplier audiences on which RET will concentrate. While this decision must finally come from all RET staff and decision makers, it is recommended that the project focus its efforts on three groups: village health workers and clinic staff, agricultural and nutrition extension workers, and school personnel, teachers and cooks.

- The village health workers and clinic staffs are two mutually reinforcing parts of the rural health care network. Training for clinic staffs, particularly in food related technologies, can be passed on to the mothers of pre-school children during their monthly pre-school clinics. Training for village health workers enables them to follow up the monthly health care lecture with information in the village. RET staff in Malefiloane are currently working with the clinic staff there to prepare lectures to supplement the demonstrations that have been offered at the clinic for several months.
- While less numerous, the agricultural and nutrition extension agents are another important dissemination audience. Applicable RET information should be made part of the in-service training for these groups, and should focus on building usable models of each technology at the Farmers Training Center.
- The third priority group, school personnel, is composed of two audiences. Teachers are important because of their ability to institutionalize renewable energy concepts in the next generation, and because of the reach they enjoy in the community. In addition to the teachers, however, another important audience exists in the mothers who cook for the school. These people provide another direct link to the community. The School Feeding Program, while useful as a training strategy, reaches these mothers more directly than the teachers themselves.

A two-pronged approach is recommended for school personnel: First, RET's participation in Food for Work can introduce the stone paola and grow-hole to schools with active school gardens. Second, curriculum materials should be developed to show teachers how these technologies can be useful additions to course work.

Several steps are followed in the cultivation of any multiplier audience. In the first, RET introduces itself to the group and speaks in general terms about its work and the training opportunities coming. Special emphasis should be put in these introductory meetings on the VTS courses that RET has on the near horizon. The involvement of the multiplier audiences in VTS courses can be initiated by RET, by the organization, and/or by the interested individual(s) themselves. In this introductory period, multipliers should be offered introduction to the technologies through demonstrations at the Khubetsoana workshop. As a rule, demonstrations should not be offered to the general public except as a carefully controlled event supporting a segment of the media campaign, i.e., Cooking Days during the segment on Cooking and Heating Options, July-September, 1984. In the instance of special audiences whose input could benefit RET's dissemination efforts, demonstrations can be booked in advance at Khubetsoana. Other dissemination uses of Khubetsoana should be limited to the regular monthly tour days available to the public and inaugurated during the Introduction to RET segment of the media campaign, July-September, 1983.

4. Marketing Strategy

Marketing is typically associated with expensive advertising campaigns and repetitive radio time. Where products rely on brand recognition rather than performance to catch buyer interest, that kind of high-profile, aggressive promotion may be justified.

In contrast, with RET's technologies, demand for items is likely to be the least of the problems. For the foreseeable future, ensuring a supply to rural areas is a far greater roadblock.

The marketing strategy proposed concentrates on capturing the interest of manufacturers, wholesalers, and retailers. Before there is anything to be retailed, manufacturers must be identified, trained and escorted into production. Tools are proposed to support a three-part process:

- Confirm suppliers. At least one supplier should be identified for each manufactured technology. One staff person should be identified to work very closely with that manufacturer, and to take the lead on getting them the training and production help they need. Builders' guides and construction slide shows are recommended to support training in each technology.
- Establish local sources. This can only begin once the source and price of each item has been confirmed. For marketing in the Mokhotlong district only, Lesotho RET should initiate direct contact with the largest stores, who should in turn begin to supply the slowly growing demand. Unless the manufacturer can or must supply

quantities at a time, it is best to have only a small quantity of units available for local purchase. Allow requests for the item to grow, both from buyers and from other stores. All consumer information should be provided to stores that carry the item(s): Photostrips for rural areas, fact sheets and users' guides. If marketing is to be undertaken outside the district, work in two directions. First approach the major retailers with introductory information. Then directly approach the major retailers in each district. Tell them to make their requests through the wholesaler. Motivational strategies for retailers should be pursued. Consider developing a group of local small business people-retailers to discuss and "trial-test" ideas for incentives. Should, for example, the retailer purchase all units from RET and set his/her own price? Should RET establish all prices but require reimbursement only as units are sold?

- Finding buyers. When local sources are established, RET can begin marketing more aggressively. Two tools are proposed to help buyers find suppliers--a fact sheet listing every supplier should be maintained and distributed as widely as possible. Radio announcements, to alternate between creating awareness and marketing information, will be scattered throughout the media campaign. These supplier announcements can be aired any time. Assuming local suppliers are in place at the start of the media campaign on that topic, the three-month radio spotlight will also do much to market the technologies.

5. National Awareness Strategy

This component of the dissemination plan unites all of the preceding efforts. It provides a crowning push to all that has gone on so far. But at the same time it is largely dependent upon all other pieces being firmly in place before its impact will be positive.

The primary tool of the media campaign is radio. It is complemented by the use of three nationwide newspapers. Through these two alone RET information would reach a high percentage of Lesotho's population. These two media are both best at catching attention and creating awareness. And, while they are bringing word of RET activities and technologies to a great number of people, they will also be turning people toward the other information sources that RET has prepared: clinics and schools where they may have seen one of the technologies at work; to extension agents who may have already mentioned the technologies and can answer their questions; to village technology specialists who can build one for them or teach them to build their own; or the shopkeeper who has one or more of the items to sell.

The chance to talk with people who know a little about the technologies, to perhaps see them being used and perhaps pick up

some printed information, all these get people involved in learning more about the item. The radio announcements and programs attract their attention and remind them where to go. From the various contacts that might be in their villages, they can learn the next step to take. Each listener/reader will pursue those steps at the pace that is right for them.

The backbone of the national media campaign is the six bi-monthly radio segments. Each segment will include at least one radio program on the topic of the campaign, and all the topics have been chosen by the season in which they are most appropriate. Each radio program will be preceded by radio announcements and supplemented by a newspaper story in one of the three newspapers.

The media campaign is scheduled to begin in July, 1983, and last for 18 months. The three months preceding the July start are critical. They are needed to give RET as much of a start as possible on developing the tools needed to support the campaign. The introductory segment and the segment on energy-efficient housing have been chosen to start because their materials are either already completed or underway. This delay also gives RET time to focus on perhaps the most important aspect of dissemination, assuring the production mechanisms. Two VTS programs and marketing of both kits, should be well underway before radio promotion begins. Ideally, training of manufacturers would also begin during this period, to provide confirmed prices and retail sources for the manufactured items (metal stoves, metal paolas) well before media promotion begins.

Finally, radio announcements should precede every campaign, and announce every course or event planned as part of it. Similar announcements should also introduce the availability of new devices for sale as soon as they become available. Radio announcements should be frequent, once a week minimum, and should reflect exactly what is coming next in RET's efforts. They are not listed separately in the next sections of the plan as they will have to be tailored to fit the situation at the time of airing.

The chart on the next page shows how the four main dissemination strategies complement each other. (The national awareness and marketing strategies are both implied in the section labelled "Media Campaign.") VTS training is done initially by RET staff to the consumers in the immediate area (Mokhotlong district) who express interest. As more multipliers receive training and become qualified Village Technology Specialists, the amount of training conducted by others continues to grow, while that done by RET stays level and then reduces as a new VTS course is introduced. VTS training is scheduled to precede by several months any media work on the same topic. Once such coverage is begun, however, consumer demand for training and/or information is also likely to grow. By that time it is assumed that VTSSs will be available to assist RET staff and multipliers in their response to this demand.

B. Dissemination Steps

It has been stated in the 1983 RET Annual Plan that there will be a different dissemination campaign for each technology. This plan has already discussed the ways these campaigns will be similar; each will use the five major strategies to the extent practicable for the specific technology. Each will use a similar mix of tools, again in the manner best suited to the technology-specific information. And each focuses on the range of attitudes present in the audience (Section III.A) and takes advantage of motivational messages as appropriate to the technology. Yet for each technology there will be a slightly different mix of means, message and materials. In effect, there will be 10 different campaigns.

The following sections describe each technology in terms of the tools that the audience will see. Village audiences are (initially at least) those in the Mokhotlong district. Most of what is herein labelled village tools, however, would be equally appropriate for villages and interested individuals throughout the country. At such time as RET/ATS expands its dissemination effort to other districts, many of the village tools will find additional use as "national" tools. The intent is to show the sum total of information and material available to anyone pursuing a specific interest. For this reason, each tool is listed under as many types of audiences as would find it useful. The charts on the next 4 pages clarify the number of individual items by sorting the tools into their respective categories. Section V.B narrows the number further by recommending a priority order. In the sections that follow, then, the four types of technologies (field-fabricated, kit-built, manufactured, and information-only) are further described by the separate items needed to make the technology accessible to each of its target audiences: villagers, multipliers, purchasers. (Tools in the third category are those that support marketing efforts, either local or national.)

C. Establishing Project Identity

- Village Tools

Village audiences will learn about RET mostly from their neighbors. Villagers who learn about training opportunities offered by the district staff will invite RET to give a demonstration or course in their village.

- Photostory: Introducing RET
- Introductory poster on each technology
- Slides/pictures for discussion of village needs
- Models or examples of field-fabricated technologies
- Outdoor poster mounts
- Indoor poster mounts

PRINT TOOLS

<u>Technology</u>	<u>Fact Sheets</u>	<u>Booklets</u>	<u>Articles</u>
Establishing Project Identity	<ul style="list-style-type: none"> • What's available at Khubetsoana 	<ul style="list-style-type: none"> • RET Project Brief • Guide to Khubetsoana displays 	<ul style="list-style-type: none"> • RET newsletter • Intro articles in 3 papers
Stone Paola	<ul style="list-style-type: none"> • Construction reminders • How to can with your stone paola • List of VTS trainers • RET's Food for Work project 	<ul style="list-style-type: none"> • Builder's guide 	<ul style="list-style-type: none"> • Introducing stone paola during media campaign Could focus on schools that have been using them
Retained Heat Cooker	<ul style="list-style-type: none"> • Where to get materials 	<ul style="list-style-type: none"> • Builder's/User's Guide 	<ul style="list-style-type: none"> • 2nd article in Intro to RET campaign, include recipes from user's guide
Food Dryers (simple) (kits)	<ul style="list-style-type: none"> • How to use your food dryer • Where to buy materials • List of VTS trainers 	<ul style="list-style-type: none"> • Builder's guide • User's guide 	<ul style="list-style-type: none"> • Recipes for dried food in media campaign
Grow-hole Kits	<ul style="list-style-type: none"> • Retailer's sheet • Where to buy kits 	<ul style="list-style-type: none"> • Builder's guide • (Some user's guide) 	<ul style="list-style-type: none"> • 2nd article on kits, in media campaign
Metal Stove	<ul style="list-style-type: none"> • Retailers' sheet • Where to buy kits • (Some FFW fact sheet) • List of VTS trainers 	<ul style="list-style-type: none"> • Builder's guide • User's guide 	<ul style="list-style-type: none"> • What is a grow-hole? answered by schools using one
Metal Stove	<ul style="list-style-type: none"> • Where to buy metal stoves • How to care for chimneys • Manufactured stove options 	<ul style="list-style-type: none"> • How to install chimneys 	<ul style="list-style-type: none"> • Mentioned in same articles with other heating and cooking options
Metal Paola	<ul style="list-style-type: none"> • Where to buy metal paolas • Manufactured stove options (same as above) 		<ul style="list-style-type: none"> • Mentioned in above articles
Solar Water Heaters (simple)	<ul style="list-style-type: none"> • Introducing the range of solar water heaters (simple plus purchased) • Sources of materials • List of VTS trainers 	<ul style="list-style-type: none"> • Builder's guide to simple solar water heaters 	<ul style="list-style-type: none"> • Newspaper article on water heaters for every budget
Sand/Clay Stoves	<ul style="list-style-type: none"> • Post-course construction reminders • How to care for chimneys • List of VTS trainers 	<ul style="list-style-type: none"> • Builder's guide • How to install chimneys 	<ul style="list-style-type: none"> • Mentioned in articles on heating and cooking options • Feature story on local stove owner
Energy-Efficient Housing	<ul style="list-style-type: none"> • Designers & architects who do this work 	<ul style="list-style-type: none"> • Toward a Warmer Rondavel 	<ul style="list-style-type: none"> • Spotlight built & successful designs
Solar Ovens	<ul style="list-style-type: none"> • Where to buy them • How to use them • Mentioned in fact sheet on solar water heaters • Mentioned in fact sheet on manufactured stoves 		<ul style="list-style-type: none"> • Mentioned in articles on heating and cooking possibilities
Information-Only Technologies	<ul style="list-style-type: none"> • Photovoltaics: what they are and how to use them • Where to buy photovoltaics • Micro hydro: current status in Lesotho • Bio-gas: current status 		

PICTURE TOOLS

<u>Technology</u>	<u>Posters</u>	<u>Photostories</u>	<u>Slide Shows</u>
Establishing Project Identity	<ul style="list-style-type: none"> ● Introduction to each technology ● Discussion pictures/photos for "problem" discussions in villages w/o electricity 	<ul style="list-style-type: none"> ● Introducing RET 	<ul style="list-style-type: none"> ● Discussion slides ● Intro to RET slide show
Stone Paola	<ul style="list-style-type: none"> ● Construction posters to go with training; steps in building 	<ul style="list-style-type: none"> ● Introducing stone paola with other cooking options 	<ul style="list-style-type: none"> ● Stone paola construction slides
Retained Heat Cooker	<ul style="list-style-type: none"> ● To go with demonstrations--how to make and use 	<ul style="list-style-type: none"> ● What is a RHC? 	
Food Dryers (simple) (kits)	<ul style="list-style-type: none"> ● Steps in making simple food dryers--to go with course ● How to assemble kit 		<ul style="list-style-type: none"> ● How to build the several types of food dryers (simple kits) ● Slide Show for makers of kits
Grow-hole Kits	<ul style="list-style-type: none"> ● Assembly steps to go with training for villagers 	<ul style="list-style-type: none"> ● Introducing grow-hole and what it does 	<ul style="list-style-type: none"> ● Slide show on construction of kits, for kit makers
Metal Stove		<ul style="list-style-type: none"> ● Introducing several cooking options 	<ul style="list-style-type: none"> ● To accompany construction training
Metal Paola		<ul style="list-style-type: none"> ● Introducing several cooking options (same as above) 	<ul style="list-style-type: none"> ● Slides to go with sheet metal training
Solar Water Heaters (simple)	<ul style="list-style-type: none"> ● Construction posters to go with VTS training 	<ul style="list-style-type: none"> ● Photostrip showing use of solar water heaters (simple & purchased) 	<ul style="list-style-type: none"> ● Construction of several kinds of water heaters
Sand/Clay Stoves	<ul style="list-style-type: none"> ● Construction posters to go with VTS training 	<ul style="list-style-type: none"> ● Included in photostrip introducing several cooking options 	<ul style="list-style-type: none"> ● Slide show on construction showing variations
Energy-Efficient Housing	<ul style="list-style-type: none"> ● Posters on recommendations of Toward a Warmer Rondavel 	<ul style="list-style-type: none"> ● The need and ways of tightening your house 	
Solar Ovens			<ul style="list-style-type: none"> ● Slide shows for training metal workers
Information-Only Technologies			

RADIO TOOLS

Technology

Announcements

Programs

Establishing
Project
Identity

- Of kick-off campaign
- Awareness raisers--several announcements with stories, problems, terms introduced

- Talk show: Intro to RET

Stone Paola

- Of stone paola program
- How to participate or learn more

- Introducing, describing, and discussing stone paola, during media campaign. Interviews with school cooks, villagers who have used them.

Retained
Heat Cooker

- Where you can buy RHC materials
- How to get more information

- Program as part of Intro to RET campaign, with RHC users

Food Dryers
(simple)

- Announcement of program
- How to get more information
- Where to get materials to make simple food dryers

- Interviews with home economists and food dryer users, during media campaign

(kits)

- Where to buy kits

Grow-hole Kits

- Where to buy kits
- Announcing program
- How to get more information

- Interview school teacher with good grow-hole on how it has worked

Metal Stove

- Where to buy metal stoves
- What they are; for more information, contact....
- Announcement of cooking day(s)

- Mentioned in radio programs on heating and cooking options
- Radio interviews with ladies at cooking day.

Metal Paola

- What they are; for more information, contact....

- Mentioned in above programs

Solar Water
Heaters (simple)

- Awareness of simple kinds; for more information....

- Talk show--interviews with users

Sand/Clay Stoves

- Awareness of simple mud stove as option--where to get more information
- Announcement of cooking day(s)

- Mentioned in above programs--heating and cooking options and cooking days

Energy-Efficient
Housing

- Benefits of good design--where to get more information
- Announcements of tours, open houses, and courses

- Taped program of solar (open) house
- Talk show with designers, users on general subject
- Program on design guidelines

Solar Ovens

- Where to buy them; what they are

- Mentioned in programs on heating and cooking

Information-Only
Technologies

ACTIVITIES AND SPECIAL CONSIDERATIONS

<u>Technology</u>	<u>Demonstrations</u>	<u>Training</u>	<u>Special Considerations</u>
Establishing Project Identity	<ul style="list-style-type: none"> ● Displays at Khubetsoana 		<ul style="list-style-type: none"> ● Models or examples of each technology ● Outdoor poster mounts ● Folders for fact sheets ● Indoor poster holders ● 1st segment of media campaign--Intro to RET, July-September 1983
Stone Paola	<ul style="list-style-type: none"> ● Displays at Khubetsoana 	<ul style="list-style-type: none"> ● Training for village builders & trainers (VTS) ● Training available to multipliers 	<ul style="list-style-type: none"> ● Stone paola model ● Included in 5th segment of media campaign--Heating & Cooking Options, Winter, July to September 1984. Also mentioned in 1st segment, July-September 1983.
Retained Heat Cooker	<ul style="list-style-type: none"> ● Demonstrations of how to make and use, given by RET staff using these tools 		<ul style="list-style-type: none"> ● Included in 1st segment of media campaign--Intro to RET, July-September 1983 ● Mentioned in curriculum unit for home economics students
Food Dryers	<ul style="list-style-type: none"> ● Demonstrations given by RET staff 	<ul style="list-style-type: none"> ● Training for village builders & users (VTS) ● Training available to multipliers 	<ul style="list-style-type: none"> ● Curriculum unit & construction/use lab for home economics curricula ● 3rd segment of media campaign--Ways to Dry Food, January to March 1984
(kits)	<ul style="list-style-type: none"> ● Demonstrations of kits 	<ul style="list-style-type: none"> ● Training for kit makers 	
Grow-hole Kits	<ul style="list-style-type: none"> ● Regular Q&A sessions at each center on grow-hole use 	<ul style="list-style-type: none"> ● Training in building kits, for village builders & users (VTS) & multipliers ● User training ● Training for kit makers 	<ul style="list-style-type: none"> ● FNCO packet gets fact sheets & user's guide ● curriculum units for science, agriculture, and economics, through NCDC
Metal Stove	<ul style="list-style-type: none"> ● Permanent display at Khubetsoana ● Cooking days, on all cooking devices 	<ul style="list-style-type: none"> ● Training for welders, how to build 	<ul style="list-style-type: none"> ● Included in 5th segment of media campaign--Heating & Cooking Options, winter, July-August 1984
Metal Paola	<ul style="list-style-type: none"> ● Permanent display at Khubetsoana ● Cooking days, as above 	<ul style="list-style-type: none"> ● Training for sheet metal workers 	<ul style="list-style-type: none"> ● Included in 5th segment of media campaign, same as metal stoves
Solar Water Heaters (simple)	<ul style="list-style-type: none"> ● Permanent display at Khubetsoana of both simple and purchased 	<ul style="list-style-type: none"> ● Training for village builders & multipliers (VTS) 	<ul style="list-style-type: none"> ● Curriculum unit and lab experiment for science classes ● Included in 6th segment of media campaign--Solar Water Heaters, October-December 1984
Sand/Clay Stoves	<ul style="list-style-type: none"> ● Permanent display at Khubetsoana ● Cooking days at Khubetsoana (same as above) 	<ul style="list-style-type: none"> ● Training program for village builders & multipliers (VTS) 	<ul style="list-style-type: none"> ● Included in 5th segment of media campaign--Heating & Cooking Options (as above)
Energy-Efficient Housing	<ul style="list-style-type: none"> ● Tours of demonstration houses/buildings for both residential & commercial sectors 	<ul style="list-style-type: none"> ● Presentations to design audiences 	<ul style="list-style-type: none"> ● Included in 2nd segment of media campaign--Energy-Efficient Housing, September-October 1983
Solar Ovens	<ul style="list-style-type: none"> ● Used at Khubetsoana cooking days 	<ul style="list-style-type: none"> ● Training for metal workers 	<ul style="list-style-type: none"> ● Include fact sheets in FNCO extension packets ● Included in 5th segment of media campaign--Heating & Cooking Options, June-August 1984

Many village people will also hear about RET during the first segment of the media campaign, scheduled to begin July 1, 1983.

- Multiplier Tools

The last section describes the pattern RET follows in getting to know and work with multipliers: demonstration, VTS training, then distribution by the multipliers of RET information and/or VTS training. Members of most multiplier groups will probably hear about RET first through friends, or through RET's approach to their organization. The tools needed to support this introductory demonstration are listed below. The VTS training and other materials the multipliers will be asked to distribute for RET are listed under their respective technologies. Finally, in addition to this list, it is recommended that RET begin a small monthly newsletter to keep multipliers apprised of RET and activities. Other multiplier tools:

- RET project brief
- Introduction to slide show
- Introductory posters on each technology
- Indoor poster mounts
- Fact sheets (listed under each technology) and fact sheet holder
- Guide to Khubetsoana displays
- Scheduled demonstrations at Khubetsoana workshop

- Marketing Tools

RET's efforts to introduce the project to retailers, manufacturers, wholesalers, and other marketers will happen largely on a face-to-face basis, in the context of the individual technology. Tools to support these meetings and the joint efforts that arise from them are listed under the respective technologies. For national audiences, the first segment of the media campaign attracts attention and starts the introduction process. During this campaign regular once-a-month guided tour opportunities should be started at Khubetsoana. One morning a month during hours that RET specifies, visitors to the workshop will be able to look around, read the Guide to Displays, and have their questions answered. This will be discouraged all other times of the month. As a result of the first segment of the media campaign, people will be encouraged to contact RET for more information.

- First segment of the media campaign, July-September 1983
- 1-4 radio programs
- 1-3 newspaper articles
- Photostory: Introducing RET
- RET project brief

D. Field-Fabricated Technologies

1. The Stone Paola

- Village Tools

The stone paola is the highest priority technology, and the first to be pursued as a Village Technology Specialist training course. For village use, the VTS course, supported with posters of the construction process, is the main tool.

- Photostory: Introducing the Stone Paola
- Fact sheet: Stone Paola Construction Reminders
- Stone paola model

- Multiplier Tools

- Photostory: Introducing the Stone Paola
- VTS course, with posters
- Stone Paola Builder's Guide
- Fact sheets: Stone Paola Construction Reminders
How to Can Food on a Stone Paola
- Cooking days at Khubetsoana

- Marketing Tools

Marketing tools are not really necessary for the stone paola. National audiences will hear about this field-fabricated technology during the segment of the media campaign that focuses on cooking and heating options. This is planned for July-September 1984. As this campaign will focus on several items, only two media tools will be developed specifically for the stone paola. The campaign will talk about information on the stone paola that is available through:

- One radio program on the stone paola, with mention of it in other programs on cooking and heating options
- One newspaper article
- Photostory: Introducing the Stone Paola
- Stone Paola Builder's Guide
- Fact sheets: Stone Paola Construction Reminders
How to Can Food on a Stone Paola
List of VTS Stone Paola Trainers

2. Retained Heat Cookers

- Village and Multiplier Tools

Retained heat cookers are such simple and easily built devices that VTS training is not necessary. Neither is

much beyond introduction of the technology to the various audiences and some user information.

- Builder's/user's guide
- Posters showing construction and use
- Fact sheets: What Materials to Use and Where to Get Them
Recipes for the Retained Heat Cooker

There are, however, two specific multiplier audience avenues where this information should be particularly pushed. Retained heat cooker information (photostory, fact sheets, and builder's guide) should be made available to FNCO for inclusion in their field kits for extension workers. The same information (or, if necessary, an adjusted version of the same) should be provided to NCDC and LDTC for use in formal and non-formal curriculum materials.

- Marketing Tools

Little marketing information is necessary for the retained heat cooker. Mention of stores selling commercial Wonderboxes will be made on the fact sheet "What Materials to Use and Where to Get Them." National mention of retained heat cookers will be made in the first segment of the media campaign, Introduction to RET. The retained heat cooker represents the concepts of energy conservation and simple technologies, and can be used as an example of the work that RET does.

- Photostory: What is a Retained Heat Cooker and Why Use One?
- Builder's/User's Guide to the Retained Heat Cooker
- Fact sheet: What Materials to Use and Where to Get Them
- One newspaper article on just the retained heat cooker
- One radio program, on just the retained heat cooker
- Cooking days at Khubetsoana

3. Simple Food Dryers

- Village Tools

Because of the models of food dryers that are available, this technology covers both field-fabricated and kit-built options. As a field-fabricated technology, the emphasis is primarily on village use and VTS training. Although the mix of tools for kit-built food dryers differs from that for the simpler models, many of the tools will cover both types.

- VTS training, with posters
- Models of simple food dryers
- Builder's Guide to Simple Food Dryers

- User's Guide to Food Dryers
- Fact sheets: How to Use a Food Dryer
Where to Get Materials for Food Dryers

- Multiplier Tools

For multiplier audiences the list is slightly longer. A member of a multiplier group would get information in the tools listed below. In addition, like the retained heat cookers, simple food dryers should also be shared with FNCO, NCDC and LDTC channels to multiplier groups like teachers and extension agents. The fact sheets, Builder's and User's Guides should be distributed in this way.

- VTS training with posters
- Models of simple food dryers
- Builder's Guide to Simple Food Dryers
- User's Guide to Food Dryers
- Slide show on the construction of different kinds of food dryers
- Cooking days at Khubetsoana
- Fact sheets: How to Use a Food Dryer
Where to Get Materials for Food Dryers
List of VTS Food Dryer Trainers

- Marketing Tools

Marketing efforts for the food dryer will focus on the kit-built food dryers. Members of the national audience will hear about simple food dryers through the media campaign, and will then be able to write or pick up any of the following tools:

- Fact sheets: How to Use a Food Dryer
Where to Get Materials for a Food Dryer
List of VTS Food Dryer Trainers
- Builder's Guide to Simple Food Dryers
- User's Guide to Food Dryers
- VTS Training in Simple Food Dryers (from a VTS)

4. Simple Solar Water Heaters

- Village Tools

Like the food dryers, solar water heaters also require division into two categories; and again, the manufactured solar water heater will be covered as an information-only technology.

- Photostory: Introducing Solar Water Heaters
- VTS training in simple solar water heaters, with posters

--Fact sheets: The Range of Solar Water Heaters
Where to Get Materials for Simple
Solar Water Heaters
How to Use Your Solar Water Heater

- Multiplier Tools

Schools are a major multiplier for this technology as well. Model lessons and lab experiments for use in JC and COSC Integrated Science, Physics, and Biology curricula. In addition, for the other multiplier audiences the following tools are recommended:

--Photostory: Introducing Solar Water Heaters
--Builder's Guide to Simple Solar Water Heaters
--Fact sheets: Where to Get Materials for Simple
Solar Water Heaters
The Range of Solar Water Heaters
List of VTS Trainers in Simple Solar
Water Heaters
--VTS training in simple solar water heaters
--construction slide show

- Marketing Tools

Only one marketing tool, in addition to radio announcements, is proposed--the fact sheet listing sources of materials. Media efforts for simple solar water heaters will also be combined with those for manufactured solar water heaters, and included as the last segment of the media campaign, October-December 1984. National audiences, then, will hear about simple solar water heaters through:

--1-4 radio programs
--1-2 newspaper articles
--Photostory: Introducing Solar Water Heaters
--Builder's Guide to Simple Solar Water Heaters
--Fact sheets: Where to Get Materials for Simple
Solar Water Heaters
The range of solar water heaters
List of VTS trainers in simple solar
water heaters
--VTS training in simple solar water heaters (by VTS)

5. Energy-Efficient Housing

- Village Tools

This technology differs somewhat from others in this category because there is no single device around which to structure demonstrations or training. There is instead a range of steps that people can take to make

their homes warmer in winter and cooler in summer--more comfortable year round. Aggressive marketing will promote these concepts in the forms more appropriate for non-village audiences, i.e., for the designers and builders better reached by media and marketing tools. These will be described in Section IV.F, under Manufactured Technologies.

--Photostory: The Need & Ways to Tighten Your House
--Posters of suggestions from Toward a Warmer Rondavel

- Marketing Tools

--Two programs in second segment of media campaign
October-December 1983
--1-2 newspaper articles highlighting the benefits
of ways to do simple retrofits
--Photostory: The Needs & Ways to Tighten Your House
--Toward a Warmer Rondavel

6. Sand/Clay Stoves

- Village Tools

Sand/clay stoves are the lowest priority field-fabricated technology.

--Photostory: Introducing Cooking Options
--VTS training in sand/clay stoves with posters
--Fact sheets: Sand/Clay Stove Construction Reminders
How to Care for Chimneys

- Multiplier Tools

--Photostory: Introducing Cooking Options
--VTS training in sand/clay stoves with posters
--How to Install Chimneys
--Construction slide show
--Cooking days at Khubetsoana
--Fact sheets: Sand/Clay Stove Construction Reminders
How to Care for Chimneys
List of VTS Trainers for Stoves

- Marketing Tools

Tools for national audiences will be combined with those for the cooking and heating options, and all will be introduced during the fifth segment of the media campaign, July-September 1984.

--One radio program, featuring a stove user
--One newspaper article

- Photostory: Introducing Cooking Options
- Builder's Guide to Sand/Clay Stoves
- How to Install Chimneys
- Fact sheets: Sand/Clay Stove Construction Reminders
- List of VTS Trainers for Sand/Clay Stoves
- How to Care for Chimneys

E. Kit-Built Technologies

Both kit-built technologies (grow-holes and food dryers) combine aspects of the technologies in the other two categories. Like manufactured technologies, the kits must be distributed through stores or other retail outlets. They should, therefore, receive marketing support to create a demand for them. As kits, however, the technologies have been simplified to the point that they can be easily built by villagers, and can, therefore, be taught as VTS courses. As a result, both types of food dryers, those in kits, as well as the simple ones, can be taught in the third VTS course. In the fourth VTS offering, focusing on grow-holes, the grow-hole covers are also made from a kit. For each of these two technologies, then, tools for introducing them to villages and for ensuring both market supply and demand, are stressed.

1. Food Dryers

- Village Tools

For village audiences, training in assembly of the kits should be combined with training in construction of simple food dryers. This is possible during the VTS course, obviously, if the kits are available. In either case, whether the VTS training contains only simple food dryers or both types, the elements for village use will be:

- VTS training in food dryer kits, with posters
- Builder's Guide for Food Dryer Kits
- User's Guide for Food Dryers
- Fact sheet: Where to Buy Food Dryer Kits

- Multiplier Tools

Multiplier audiences, particularly agriculture extension workers, will be an important audience for kits as well as for simple food dryers. Information will be available to them through:

- VTS training in food dryer kits, with posters
- Builder's Guide for Food Dryer Kits
- User's Guide for Food Dryers
- Fact sheet: Where to Buy Food Dryer Kits

- Builder's Guide to Grow-hole Kits
- Grow-hole User's Guide
- User training for specific audiences
- Regular question-and-answer sessions at each RET center
- Fact sheets: Where to Buy Kits
 - List of VTS Trainers in Grow-holes
 - Basic User Techniques

In addition, the photostory and fact sheets will be included in FNCO packets for extension agents. Builder's and User Guides will be offered as curriculum supplements to NCDC, LDTC and NTTC for integration into formal and informal curricula in human and social biology, integrated science, biology and botany.

- Marketing Tools

Marketing tools work in two directions: each VTS trainer should distribute the fact sheet "Where to Buy Grow-hole Kits," and each dealer should distribute the list of VTS trainers to make sure that buyers of kits can get help putting their kit together, if they need it. The media campaign on grow-holes comes in the fall of 1984, and will, therefore, stress preparation of the grow-hole for winter vegetables and greens, and subsequent use for summer seedings. People outside the previous groups will learn about the grow-hole through the following tools:

- fourth segment of the media campaign, April-June 1984
- 1-4 radio programs
- 1-3 articles
- Photostory: Introducing the Grow-hole
- Fact sheets: List of VTS Trainers in Grow-holes
 - Where to Buy Grow-hole Kits
- VTS training in grow-holes, with posters
- Builder's Guide to Grow-hole Kits
- User's Guide to Grow-holes

F. Manufactured Technologies

These items are manufactured for sale to the consumer, so ensuring a source of supply is the highest priority dissemination activity. Village tools consist primarily of those needed to show villagers what the item is, and tell them how they can get, install and use it.

1. Metal Stoves

● Village Tools

For villagers, four items should fill these needs:

- Photostory: Introducing Several Cooking Options
- Booklet: How to Install Chimneys
- Fact sheets: How to Care for Chimneys
Where to Buy Metal Stoves
How to Use the RET Metal Stove

● Multiplier Tools

Marketing tools consist of those the dealer distributes as well as those needed to get the stoves to the dealer:

- Construction training for metalworkers
- Construction slide show
- Fact sheets: Manufactured Stove Types
How to Care for Chimneys
How to Use the RET Metal Stove
Where to Buy Metal Stoves
- Booklet: How to Install Chimneys
- Fifth segment of the media campaign, Cooking and Heating Options, July-September 1984
- One newspaper article on metal stoves
- One Radio program on metal stoves
- Mention of metal stoves will be made in other programs that discuss the range of cooking and heating options
- Photostrip: Introducing Several Cooking Options

2. Metal Paolas

● Village Tools

Dissemination steps for this technology are virtually the same as the last one. Three village tools let people know what the metal paola is:

- Photostory: Introducing Several Cooking Options
- Fact sheets: Where to Buy Metal Paolas
Manufactured Stove Types

● Multiplier Tools

The above tools are used for multipliers and included in the FNCO packet for extension workers. These materials may also provide the basis for introducing into JC Domestic Science classes a review of several new stove types, for the section of the curricula that

discusses selection and operation of different stoves.

- Marketing Tools

As with stone paolas, metal and lorena stoves, metal paolas will also be mentioned in the fifth segment of the media campaign, Cooking and Heating Options, June-September 1984:

- One newspaper article, just on the metal paola
- One radio program, just on the metal paola
- Photostory: Introducing Several Cooking Options
- Fact sheets: Where to Buy Metal Paolas
Manufactured Stove Types

3. Energy-Efficient Housing

- Village and Multiplier Tools

Village tools concentrate primarily on the tightening of existing houses, things that village people are likely to find interesting and of immediate use. Multiplier audiences will be asked to take that information to their own groups, using some new tools (the last three items listed are for specific technical audiences):

- Photostory: The Need and Ways to Tighten Your House
- Posters from Toward a Warmer Rondavel
- Fact sheets: Designers Doing Solar Work
How to Use Your Solar House
- Plans for prototype housing
- Technical presentations to design audiences

- Marketing Tools

Marketing efforts for this technology will take place largely through the media campaign, by directing listeners toward designers, for those in the new house market, and to Toward a Warmer Rondavel and the retrofit steps people can take on their own:

- Second segment of the media campaign, October-December 1983
- 1-3 newspaper articles
- 1-4 radio programs (these should rely heavily on the experiences of people with solar buildings)
- Photostory: The Need and Ways to Tighten Your House
- Toward a Warmer Rondavel
- Fact sheet: Designers Doing Solar Work

4. Solar Ovens

- Village Tools

This technology is the last one on the priority list because of its combined high cost and unusual use patterns. On the basis of R&D work, the project will decide if dissemination is wise. If so, village tools to introduce the solar ovens will rely on demonstrations by staff, supplemented with two fact sheets mentioned before, and two new ones:

- Fact sheets: Manufactured Stove Types
Range of Solar Water Heaters
Where to Buy Solar Ovens
How to Use a Solar Oven

- Multiplier Tools

Multiplier audiences will meet the solar oven in a few more places. The same four fact sheets should be supplemented by use of the solar ovens during the Cooking Days at Khubetsoana and all four fact sheets should be included in the FNCO packets for extension workers. For ensuring a source of solar ovens:

- Construction training for sheet metal workers
- Construction slide show
- Four fact sheets

- Marketing Tools

National mention of the solar ovens will be made in two segments of the media campaign:

- Cooking and Heating Options, July-September 1984
- One radio program on just solar ovens
- Solar Water Heaters, October-December 1984
- Mentioned with other manufactured solar water heaters
- Same four fact sheets

G. Information-Only Technologies

A brief mention of each of these might be made during the Introduction to RET segment of the media campaign. No aggressive dissemination is planned on bio-gas and micro hydro. One fact sheet is planned on each subject, to simply explain the technology:

- Micro hydro: Current Status in Lesotho
- Bio-gas: Current Status in Lesotho

The market for photovoltaics is more nearly ready, and the equipment is readily available. On this basis two fact sheets are proposed for photovoltaics:

Photovoltaics: What They Are & How to Use Them
Photovoltaics: Where to Buy Them

Manufactured solar water heaters are also in the information-only category primarily because the technology is readily available commercially, manufactured, marketed and installed, without need of promotion by RET. Several fact sheets are proposed to ensure that adequate information is available for distribution in response to inquiries. These purchased solar systems will also be mentioned in the last segment of the media campaign, October-December 1984:

Photostory: Introducing Solar Water Heaters
Fact sheets: Introducing the Range of Solar Water Heaters
Where to Buy Solar Water Heaters

V. SUMMARY AND PRIORITIES

A. Summary of Dissemination Activities and Prerequisites

As mentioned in the last section, all of the proposed dissemination activities are, to some extent, interrelated. Publications support multipliers who in turn train villagers, who then want kits, publications or a chance to buy the finished item. Just as many different dissemination tools support related items or activities, so too must the dissemination component of Lesotho RET rely on support from the technical side. The dissemination plan has thus far examined the activities proposed to widely distribute the technologies themselves. Complete and accurate publications, or successful training, however, require the results of both lab and user tests, which in turn require the dissemination team's effort in assembly as the final booklet or training.

1. Required Research and Development Support

Lab and user tests are two important sources of information used in the preparation of consumer information on the technologies. Shown on the bottom line of the next chart, the lab testing must develop and refine designs for the manufactured and kit-built technologies scheduled for promotion during later 1983 and 1984. User tests on metal stoves, metal paolas, and solar water heaters will reveal answers to likely consumer questions about using the item. For simple food dryers and sand/clay stoves, user tests are an important step in the development of VTS training sequences in construction as well. Tests for these categories of information must be scheduled sufficiently in advance to allow preparation of the training programs, booklets, or fact sheets needed to share the results with the intended audience. The chart extrapolates back from the ideal sequence of dissemination activities continued in Section IV to propose suggested timing for the prerequisite testing and preparatory activities.

2. Dissemination Support Activities

Two additional steps are required before the four dissemination strategies can come into full play. Prior to promotion of any technology, its source must be clear: manufacturers must be in place, and/or the tools needed for village and/or multiplier training must be ready. The chart examines what tool and training needs are implied by the proposed timing of dissemination activities. Working backward from the anticipated date of each VTS or media segment, the chart extrapolates when each item or activity should be ready, and allots an approximate amount of time to its completion. In the preparation of this time line and that for the R&D components mentioned above, the monthly breakdown contained here was closely

meshed with the weekly workplan covering the same period, developed by the RET Technical Supervisor.

B. Priority by Type of Tool

1. Highest Priorities

These are items needed to introduce RET to the people and organizations we need to work with to begin implementation of dissemination efforts. Also included are tools needed for the first two VTS courses, and for the first two media segments.

● Print Tools

--Fact Sheets

What's Available at Khubetsoana	As Soon As Possible
Stone Paola Construction Reminders	ASAP Underway (U/W)
How to Use Your Food Dryer	ASAP
Lorena Stove Construction Reminders	1 April 1983
How to Care for Chimneys	1 April 1983
Where to Get Materials for RHC	1 July 1983
Guide to Khubetsoana Displays	ASAP

--Poster Series

Introducing RET Technologies	ASAP Done (D)
Problem/Discussion Posters	ASAP
Steps in Stone Paola Construction (for VTS)	ASAP D
How to Make Lorena Stoves (for VTS)	1 May 1983
How to Make Simple Food Dryers (for VTS)	1 September 1983
How to Make and Use RHC	1 July 1983

--Booklets

RET Project Brief	ASAP U/W
Grow-hole User's Guide	ASAP U/W
Stone Paola Builder's Guide	ASAP U/W
Builder's Guide to Lorena Stoves	1 May 1983
How to Install Chimneys	1 May 1983
RHC Builder's/User's Guide	1 July 1983 U/W
Builder's Guide to Simple Food Dryers	1 September 1983
Builder's Guide to Food Dryer Kits	1 September 1983
User's Guide to Food Dryers	1 September 1983 U/W

--Photostrips

Introduction RET	ASAP
What Is a Retained Heat Cooker?	1 July 1983
The Need and Ways to Tighten Your House	1 October 1983

- Activities Proposed

- Training

VTS Course in Stone Paolas	1 January 1983 D
VTS Course in Lorena Stoves	1 May 1983
Training for Makers of Food Dryer Kits	1 May 1983
VTS Course in Simple Food Dryers	1 September 1983
Training for Makers of Grow-hole Cover Kits	1 September 1983

- Slide Shows

Intro to RET/Overview Slide Show	ASAP
Problem/Discussion Slides, for introducing RET	ASAP D
For VTS: Stone Paola Construction Slides	ASAP U/W
For Kit Makers: How to Make Food Dryer Kits	1 May 1983
For VTS: Food Dryer Construction Slides	1 September 1983
For Kit Makers: How to Make Grow-hole Cover Kits	1 September 1983

- 2. Medium Priorities

These are necessary items not needed until later 1985, or easily produced items needed near the end of 1983.

- Print Tools

- Fact Sheets

RET's Food for Work Project	1 July 1983 U/W
Where to Get Materials for Food Dryers	1 September 1983
Retailer Sheet: Food Dryer Kits	1 September 1983
Where to Buy Food Dryer Kits	1 September 1983
Designers and Architects Doing Solar Work	1 October 1983
List of VTS Trainers in Food Dryers	1 January 1984
Retailers Sheet: Grow-hole Kits	1 January 1984
Where to Buy Grow-hole Kits	1 January 1984
Where to Buy Metal Stoves	1 July 1984

- Booklets

Toward a Warmer Rondavel	1 October 1983 D
Plans for Prototype Solar Houses	1 October 1983 D
Grow-hole Builder's Guide	1 January 1984
Builder's Guide: Simple Solar Water Heaters	1 July 1984

- Posters

How to Assemble a Food Dryer Kit	1 September 1983
Posters or Recommendations of Toward a Warmer Rondavel	1 October 1983 D
How to Assemble a Grow-hole Cover Kit	1 January 1984

--Photostrips

Introducing Grow-holes	1 January 1984
Introducing the Stone Paola	1 July 1984
Introducing Several Cooking Options	1 July 1984

● Activities Proposed

--Training

Presentations to design audiences on passive solar techniques	1 October 1983
VTS Course in Grow-hole Kits	1 January 1984
Grow-hole User Training	1 January 1984
Training for Makers of Metal Stoves	1 January 1984
Training for Makers of Metal Paolas	1 January 1984
Training for Makers of Solar Ovens	1 January 1984

--Slide Shows

Construction of Metal Stoves	1 January 1984
Construction of Metal Paolas	1 January 1984
Construction of Solar Ovens	1 January 1984

3. Lower Priorities

These are easy-to-do items not needed until later, items for which exact need or form is unclear.

● Print Tools

--Fact Sheets

VTS Trainers in Stone Paolas	1 July 1984
VTS Trainers in Lorena Stoves	1 July 1984
VTS Trainers in Grow-holes	1 April 1984
How to Can with Your Stone Paola	1 July 1984
Manufactured Stove Types	1 July 1984
Where to Buy Metal Stoves and Paolas	1 July 1984
Sources of Materials for Simple Solar Water Heaters	1 July 1983
Where to Buy Solar Ovens	1 July 1983
VTS Trainers in Simple Solar Water Heaters	1 October 1984
Range of Solar Water Heaters	1 October 1984
Where to Buy Manufactured Solar Water Heaters	1 October 1984
Photovoltaics: What They Are and How to Use Them	
Photovoltaics: Where to Buy	
Micro hydro: Current Status in Lesotho	
Bio-gas: Current Status in Lesotho	

--Poster Series

How to Make Simple Solar Water Heaters 1 July 1984

--Photostrips

Introducing Solar Water Heaters 1 October 1984

Activities

--Training

VTS Course in Simple Solar Water Heaters 1 July 1984

Installations, Tips, and Reminders for
Purchased Solar Water Heaters 1 July 1984

--Slide Shows

Construction of Simple Solar Water Heaters 1 July 1984

Installation of Purchased Solar Water
Heaters 1 July 1984