

PD ABG-165

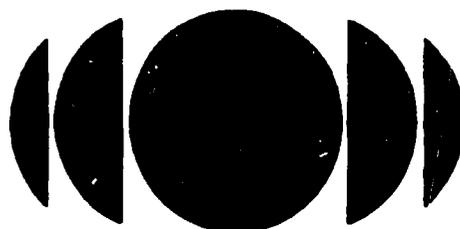
Nov 8 2017

**Clearinghouse on Development
Communication**

EIGHTH SEMI-ANNUAL REPORT

OCTOBER 1992

Clearinghouse on Development Communication



Eighth Semi-annual Report

March 1, 1992 - August 31, 1992

TABLE OF CONTENTS

- I. Introduction
- II. *Development Communication Report*
- III. Outreach
- IV. Electronic Networking
- V. New Publications
- VI. Subscriptions & DCR Mailing
- VII. Library & Documentation
- VIII. Information Requests
- IX. Budget

Appendices

- A. DCRs #76 & 77
- B. Information Requests
- C. Notes of Staff Meetings
- D. CDCNET Activities
- E. VOA Transcript
- F. Correspondence with Roy Colle, Cornell University
- G. Visitors to the Clearinghouse

I. INTRODUCTION

This Semi-annual Report covers Clearinghouse activities over the six-month period March 1, 1992-August 31, 1992. It also provides plans of Clearinghouse staff for the final year of the contract period.

Highlights of the past six months

During this period, the Clearinghouse underwent a major staffing change. Mike Laflin, who has been director of the Clearinghouse for the past 4 years, assumed directorship of the LearnTech project and is now based at the Education Development Center in Washington, DC. He will continue to work with the Clearinghouse as a consultant and is available to provide assistance. Although the Clearinghouse staff is sorry to see him go, we are pleased that he is only a phone call away and able to continue to help out as the need arises. Specifically, he will provide guidance in preparation of reports and DCRs, complete the **Development Communication Digest**, and advise the staff on issues as they arise. Steve Anzalone, Vice President at the Institute for International Research will act as CDC Principal Investigator and Valerie Lamont will take on the responsibilities of Acting CDC Project Director.

Following is a brief description of Clearinghouse activities conducted during this period:

- two new DCRs, #76 (environment) and #77 (health) were produced and distributed to more than 5,800 subscribers worldwide;
- although the number of paid subscriptions to the DCR decreased slightly, the number of paid information requests almost doubled from 73 to 138 during this period;
- 17 new exchange agreements were made with other international aid organizations;
- an article from the DCR #75 was the topic of discussion on a Voice of America broadcast;
- the Clearinghouse hosted a group of students from Cornell University;
- the DCR was distributed at three international seminars;
- CDCNET was used by more people including contacts in others countries.
- three new publications became available;
- a new format for the information packages was developed;
- all of the past DCRs were manually indexed in preparation for input on MICRODIS;
- fifty people visited the Clearinghouse library;
- the number of catalogued items in the library reached 7,346 documents;
- information requests increased from 264 last period to 297 this period.

Plans for the Future

This September begins the fifth and final year of the Clearinghouse contract. During this period the Clearinghouse plans to do the following:

1. Prepare the final 5 issues of the DCR:
 - DCR #78 (1992/3): Early Childhood Education
 - DCR #79 (1992/4): Development Communication: Where are we now?
 - DCR #80 (1993/1): Development Management and Communication*
 - DCR #81 (1993/2): Development Communication and Agriculture: Beyond Extension
 - DCR #82 (1993/3): Learning Technologies
 - *the order of the last 3 issues may change
2. Expand outreach activities:
 - increase accessibility by electronic networks
 - advertise the DCR in development-related periodicals (i.e. SID Development Connections, Monday Developments)
 - participate in SID Development Information Workgroups
3. Develop materials:
 - prepare new information packages and revise old ones
 - finalize and distribute Development Communication Digest
4. Increase paid subscriptions and information requests by targeting potential readers based in the U.S and Europe
5. Continue with cataloguing of library materials including indexing of the DCRs on MICRODIS, and follow up on putting the library database on CD-ROM

II. DEVELOPMENT COMMUNICATION REPORT

During the period of March 1 - September 1, 1992, two issues of *The Development Communication Report* were published.

DCR #76 (1992/1), **Environment and Development Communication**, was planned to precede the Earth Summit meeting in Rio de Janeiro, Brazil in June and featured articles on ways to communicate about the environment through journalism, children's magazines, training and other media.

The theme of DCR #77 (1992/2) was **Health Communication: What's New? What's True?** The issue contained major studies conducted as a part of the HEALTHCOM project, techniques of using video, counseling training and other case studies which showed old and innovative communication techniques side-by-side.

Readers' Page

The addition of the Readers' Page has not met with much success in the DCR. We receive mostly complimentary letters or article solicitations. Few readers write letters which critically respond to articles. For now, we have dropped this section as a regular section but will continue to print letters which are analytical and would be of interest to our general audience.

Reprints and Reproductions

- * Ohio State University asked permission to reproduce the article "Power to the People: Not just in developing countries," by D. Stephens (DCR no. 64) for use in a communications class taught in the Fall Quarter of 1992.
- * The Intermediate Technology Development Group asked if they could reproduce and use three articles from DCR no. 74 (Indigenous Knowledge) for their annual supporters meeting in London.
- * The University of Florida at Gainesville asked to reproduce and use 28 copies of the article "Communication Works Across Cultures: Hard Data on ORT," by A. Meyer, D. Foote and W. Smith published in DCR 1985/3, and 28 copies of "Avoiding Social Marketing Pitfalls," by T. Peigh from DCR 1987/4 for use in a Fall communications class.
- * *The Development Forum*, published by the United Nations Department of Public Information, Volume 20, number 4, July-August 1992, reprinted "Heating Up Environmental Education and Communication" by Anthony Meyer. This article was a reprint from the article.

"Environmental Education and Communication: Pulling it All Together", from DCR no. 76. Although it was published without permission from the Clearinghouse, they agreed to credit the Clearinghouse in a later issue.

- * The article "Demystifying Technology through Solar Power" by Bunker Roy in DCR no. 73 was adapted for OUTREACH no. 80 and retitled "Rural Youth Become Solar Energy Technicians." They also gave information about the Clearinghouse and how to subscribe to the DCR.

The *Health Education Network* quarterly newsletter produced in Nairobi, Kenya, said this about the DCR:

The Development Communication Report has interesting articles on evaluation or projects including guidelines for interviewing and designing questionnaires.

Letters to the Editor

Below are comments written to the editor during the period of March 1992 - September 1992.

It is a nice and very informative publication. Thank you very much for including me in your mailing list. Wish and pray all success in your efforts to help the developing world. **Gregory Karotenprel, CMI, Bishop of Rajkot, Saurashtra University, Gujarat, India.**

I am waiting for the next copy with great hope. In your edition no. 76, page 10, Charles Alexander says "There is never a situation without hope." Than I hope this next copy will come soon. **Belayneh-Hailu, Southern Wollo, Ethiopia.**

I read with so much interest the no.74 issue of your DCR. I found all the articles interesting and relevant especially the write-up on "Indigenous Communication and Indigenous Knowledge." I am currently pursuing

my masters degree in development communication. Your publication has given me insights and learning which I believe I could apply to my work and my studies. More power to you and your staff. **Helen Refalda-Lacson, Quezon City, Philippines.**

On behalf of CIKARD, I wanted to thank you for the wonderful piece of work you turned out on indigenous communication. The articles were so well written...Thank you for your wonderful work. **Kristin Cashman, Iowa State University, USA.**

Your last issue was fantastic! (no. 75) Not only was it interesting to read, I was also impressed at the range of computer communications services available. I congratulate you for your work. **Howard Frederick, Institute for**

Global Communications, San Francisco, USA.

I am a volunteer with the Peace Corps in Bamako, Mali at the National Center for Health Information, Education and Communication. Let me compliment you on the DCR. I find it a useful document for reviewing concepts that have worked in other parts of the world. **Timothy DeLantre, Mali.**

We received no. 76, DCR. Thank you very much for your valuable delivery. **Lilibeth Suzuki, Fundacion Suzuki, Argentina.**

I am a health worker in a village in central province in Iran. I am educated in following up the epidemiology of communicable diseases. I find your magazine very interesting and useful in my work. **Said Mohseni, Iran.**

I would like to express my desire to continue to receive your newsletter as the contents are very easy to read and quite comprehensible and useful. Wishing you the best of luck and God's favor. **Ikeh Stephen G. Ike, Imo State, Nigeria.**

Thank you for the wealth of information contained within your DCR. I will be communicating with Gary Garriott at VITA in connection with his article on packet radio in DCR no. 75. I am an Amateur Radio enthusiast and recently set up a packet radio system to communicate from a remote mountain site. Thank you for your communication. **Graham Tilbury, University of Natal, Durban, South Africa.**

The DCR is wonderful. Dr. Mark Siegmund, California, USA

I have used the DCR extensively as a unique literature for some of my courses in communication at the Department of Adult Education, University of Ibadan, Nigeria. **Dr. Dele Braimoh, Lesotho.**

This report gives us very useful information about various developmental and communication related activities all over the world. **Dhiren Avashia, Gujarat, India.**

Thank you very much for sending us your newsletter DCR. It has been made available to our staff and students who find it useful and interesting and we look forward to receiving future issues. **Ms. Lan Wang, Chonburi, VSO Librarian, Thailand.**

I have read DCR no. 75 1991/4 and found it very educative. Daystar University College has a communication course which would benefit from this report. **Beth Njogah, Librarian Daystar University college, Nairobi, Kenya.**

The Directors of three state continuing Education Units in Nigeria have asked me to forward to you their request to be put on your mailing list for your publications. The DCR will be greatly appreciated by them and will be available to all the health workers in their states. Thank you. **L. Ann Voigt, R.N. International Health Program Office, Georgia, USA.**

We are a small video studio the works with blood banks and AIDS prevention. Your DCR no. 77 was useful. Please send additional information on AIDS communication materials. **N. Patel, Laboratory and Blood Bank, Bombay, India.**

A copy of your Development Communication Report was sent to office by USAID and we found it of immense use and interest to our program. We are directly involved in environmental management and education in Sri Lanka and will be eager to have environmental news around the globe. Thank you.
**Ariyarante Hewage, Natural Resources and Environmental Policy Project/
International Resources Group, Ltd.**

I find the DCRs very useful. In fact, I am getting my notes from my DCR readings in preparation for some discussions on development communication. Please keep those valuable DCRs coming! More power to you and the Institute. **Edgar Bahala, Philippine Coconut Authority, Philippines.**

Thank you for the DCR. My colleagues and I found it very well produced and it contained a number of items of interest. **Aromar Revi, The Action Research Unit, New Delhi, India.**

III. OUTREACH

Voice of America

An article in the DCR #75, **The (Solar) Power to Communicate**, was broadcast on a recent program on the Voice of America. Gary Garriott of Volunteers in Technical Assistance (VITA) is interviewed on a weekly program of the Voice of America on technology-related topics. This interview is part of the Sunday Morning Program which goes out to all the English-speaking VOA stations (See Appendix E).

The program has direct broadcast capability to Africa. This means that VOA broadcasts directly to US Information Service stations in Africa where programs can be taped and downloaded for future programming. Transcripts are available on the VOA in-house wire service and sent to all language services that have the option of translating the interview in other languages. The actual voice over is also made available to the VOA foreign language service.

Listeners are invited to write to VITA for documents related to the topic of discussion. Copies of DCR #75 were provided to VITA for listeners of the program to write and request copies. As of August 31, VITA had received 100 requests for copies. VITA will provide the Clearinghouse with a list of the people who requested copies.

Workshops

For the third year in a row, the Clearinghouse hosted a group of students from the Cornell University Communication Planning and Strategy program, headed by Dr. Roy Colle. There were 22 students from all over the world including Indonesia, Tanzania, Philippines, Côte D'Ivoire, Malaysia, Turkey, China, Ethiopia, Kenya, India, Italy, Egypt, Sierra Leone and Pakistan. The Cornell group spent a morning at the Clearinghouse. The students were divided into three groups, with each group attending three 30-minute sessions, each headed by staff members:

Andrea Bosch & Mariel Escudero: DCR and the Digest

Earl McLetchie & Valerie Lamont: Library, CDCNET and Information services

Said Yasin: Clearinghouse videotapes

The Cornell group generated numerous information requests on communication applications which included education, health, agriculture, and the environment, back issues of the DCR and information packages. Many of the requests received immediate response and others were sent to the students in their home country.

The DCR was distributed at three conferences:

In May, The Washington Chapter of the Society for International Development held its annual conference in Washington, DC. The Clearinghouse rented table space at the Trade and Career Fair. It was estimated that about 300 international development professionals, students, and other interested individuals attended the conference.

The International Workshop on Digital Radio Technology and Applications was held in Nairobi, Kenya, 24-26 August 1992. Copies of DCR #75 were distributed at the Conference jointly organized by the International Development Research Centre (IDRC) and Volunteers in Technical Assistance (VITA). More than 64 participants were present. They represented international aid organizations such as UNHCR, UNEP and ICRAF, and PVOs such as PLAN International, SatelLife, CARE, ELCI (Environmental Liaison Centre International), Pan African Development Information System (PADIS), African Academy of Science, and the American Academy for the Advance of Science. Several universities were represented including the Universities of Surrey (UK), Zimbabwe, Malawi, Dar es Salaam, Ilorin, Nairobi, Zambia, Guelph, George Washington University, and UN University. Post and Telecommunications agencies from several African nations were also represented.

Benjamin Stafford of Management Training Development Institute (MTDI) requested 40 copies of DCR #75 for a Management Communication for Development Seminar held in August. This 2-week seminar focused on principles of

management, communication and technology transfer and is designed for participants from developing countries.

IV. ELECTRONIC NETWORKING

CDCNET

The Bulletin Board System has been fine tuned to make it more user friendly. Callers can select from an Announcements section that has been divided by sector into two main areas: upcoming events, and new publications. The other services include the following:

- Electronic library of CDC publications that are downloadable or viewable online - for example, the complete issues of the DCR.
- Catalog and ordering information of CDC publications (paper, video and disk-based publications)
- Messages
- Description of the Clearinghouse and its services
- In addition the CDC library can be contacted via INTERNET. The address is Earl McLetchie (1:109/349.521)

The Bulletin Board telephone number is (202) 296-7778.

Information requests about the CDC and its services via CDCNET

- Jim Arnold/AID Food for Peace (1:109/349.40)
- Bruce Bombere/Permanent 2400 (1:109/349.594)
- Tierno Bah
- Tia Murchie-Beyma
- Peter Mawarogo, AMREF/Kenya Health Education Radio

Outreach via CDCNET

Other BBS operators based in the U.S., Canada and Africa have been contacted via Internet or CompuServe in an effort to reach those individuals and organizations that may find the CDC services useful in their professional work:

- Bob Barad/the Baobab (1:109/151), Washington, DC
- David Hunsberger/uunet!compuserve Com!76266.1546 in Kenya
- Roy Pereira/CIDA, Canada
- Doug Rigby/Africa gate in Kenya

A sample copy of the letter sent to the above via INTERNET is included in Appendix D of this report.

Future outreach activities via CDCNET

The Clearinghouse intends to contact several other networks. One network of interest is the Association for Progressive Communicators (APC). Their members operate environmental education news and conference groups via electronic media. Their membership includes organizations located both in the industrialized and developing countries (See Appendix D).

Other networks with which contacts will also be initiated are:

- Alliance for Environmental Education
- Global Rivers Environmental Education Network
- International Education and Resource Network
- K-12NET
- KIDLINK
- North American Association for Environmental Education
- Technical Education Research Center - Global Laboratory

The initial contact will be undertaken by sending a letter similar to the one sent to the individuals mentioned above.

The output hoped for by these contacts is to develop relationships with organizations that use the electronic media, which in turn will lead to increasing the audience for the CDC and the DCR by individuals and/or groups that may not have heard of our services.

Another benefit may be an increase in paid subscriptions for the DCR, which is needed to help in offsetting the growing cost of free subscriptions.

VITANET

In addition to CDCNET, the DCRs are also available on VITANET, a development-related bulletin board service provided by Volunteers in Technical Assistance. The DCRs (#73-76) are located in their own file section (#16) on VITANET (tel: 703/527-1086). Since the DCRs are a new service provided by VITANET, they are currently described in the opening screen that the user views upon logging onto VITANET.

V. NEW PUBLICATIONS

The following new Clearinghouse publications became available during this period:

- AID and Development Communication
- The Role of Telecommunications in Guatemala's Development
- Communicating Through Characters: Radio Drama and Behavior Change

Discussions are under way with University Press of America and Pam Brooke, the author of **Communicating Through Characters** to explore the possibility of publishing this monograph as a book. The intended audience would be expanded from developing country professionals involved in communication to include universities and international aid agencies.

A new format for the information packages is being developed. They are being streamlined for a shorter, simpler presentation. The contents are to include articles from the DCR, resources, periodicals, excerpts from the **Development Communication Digest**, and a short bibliography compiled from the library. An information package on AIDS Education and Communication has been prepared and is now being revised. We have already received 29 requests for this package which was advertised in the DCR #77.

Another information package on **Communication for Population and Family Planning** is close to completion. Other information packages will be developed and old ones will be revised in the new format.

The **Development Communication Digest** is close to completion. It will be made available on disk.

VI. SUBSCRIPTIONS AND DCR MAILING

New paying subscriptions declined and there was a slight increase in free subscriptions during this period. This leveling off is because it has about a year since the surge of increases that resulted from a notice in DCR #71 which offered free subscriptions to those who gave names of new subscribers, and #72 which advertised the availability of back issues. The Clearinghouse doubled the number of exchanges from 8 to 17 during this period. Unpaid subscriptions increased only slightly even with the recruitment of subscribers from the AID missions because several old subscriptions were dropped when recipients moved and left no forwarding address.

The mailing to AID missions last spring that requested names of organizations that would benefit from the DCR resulted in 88 additional names (last semester we received 96 names). These new subscriptions came from Ecuador, Fiji, Guatemala, Israel, Lesotho, Malawi, Mali, Madagascar, Kenya, Pakistan, Philippines, Sri Lanka, Tanzania, and Uganda.

Arranging exchange agreements with other organizations benefits the Clearinghouse by augmenting the collection with new free resources as well as provides the DCRs to other financially strapped organizations. New exchange agreements were initiated during this period with the following organizations:

ECO-ED
135 Hawthorne Avenue
Ottawa, Ontario, Canada K1S 0B2

UNESP - Universidade Estadual
Paulista
Secao de Intercambio
Av. Vicente Ferreira, 1278
Caixa Postal 603
17515-901 Marilia, SP Brasil

Philippine Federation for
Environmental Concern
No.88, 4th Street,
New Manila,
Quezon City, Philippines

University of Reading Agricultural
Extension and Rural Development
Department (AERDD)
3 Earley Gate,
Whiteknights Road,
Reading RG6 2AL, United Kingdom

FAO
Via delle Terme di Caracalla,
00100 Rome, Italy

Natural Resources Institute
Central Avenue
Chatham Maritime,
Chatham, Kent ME4 4TB
United Kingdom

African Council for Communication
Education (ACCE)
P.O. Box 47495

Interaction
1717 Massachusetts Avenue, N.W.
8th Floor
Washington, DC 20036

AT Source
P.O. Box 41 Wageningen, NL
The Netherlands

International Research & Training
Institute for the Advancement of
Women (INSTRAW)
Cesar Nicolas Penson 102-A,
Santo Domingo, Domingo Republic

International Journalism Institute
Celetna 2,
110 01 Prague 1, Czechoslovakia

Tembaletu Community Education
Centre
206 Burger Street,
Pietermaritzburg 3201 South Africa

Rehabilitation International
25 E 21 Street,
New York, NY 10010 USA Nairobi,
Kenya

The following two tables compare current new subscriptions and the DCR mailing rates with past subscriptions and mailing rates.

NEW SUBSCRIPTIONS				
	3/92-8/92	9/91-2/92	3/91-8/91	9/90-2/91
Paying Renewals	114	114	120	125
New paying subscriptions	48	84	72	128
Free subscriptions	421	505	962	552
Exchanges	17	8	10	17

THE DCR MAILING				
DESTINATION	3/1/92 - 8/31/92		9/1/91 - 2/29/92	
	#77	#76	#75	#74
U.S. Domestic	1,312	1,358	1,369	1,323
Overseas	4,481	4,461	4,297	4,200
*Multiple	88 (44)	88 (44)	50 (25)	70 (35)
TOTAL (U.S. & Overseas)	5,881	5,907	5,716	5,669

*Two copies sent to each of the addresses listed.

In addition to the above mailing, the Clearinghouse sends several copies of each DCR to the following organizations for distribution overseas:

Peace Corps (Information Collection & Exchange)	200
Academy for Educational Development/HealthCom	20
UNICEF Library	130

VII. LIBRARY & DOCUMENTATION

Interns

Salah Yasin Mohamud worked as an intern in the Clearinghouse library during June and July, 1992. His time was allocated between preparing announcements for CDCNET and learning the library cataloging system and preparing documents for addition to the library database. He was fulfilling requirements for a Bachelor of Science degree in International Business at Marymount College.

Bob Gaul, completing requirements for a graduate degree in Library Science, prepared in minute detail, the basis for indexing all the past DCRs to be placed on MICRODIS. The headings include title, author, article type (announcement, article, bibliography, introduction, report, other) type of review (publication, audiotape, film, videotape, other), page numbers, country/region, cross reference, and subject key words. This eventually could be put on CDCNET and made available on CD-ROM as well as hard copy.

The Library Collection

The library to date has 7346 documents catalogued and entered into the database which uses MICRODIS as the cataloging software.

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

Visitors

Fifty people visited the Clearinghouse during this period with some making repeated visits. Among the international visitors was Peter S. Mwarogo of AMREF, Kenya (the use of radio, cassette tape and video tape in health education in rural areas) and Eduardo H. Retes of Honduras (communication methods for educating the rural populace on prevention of water borne diseases, improving water sanitation and general health education).

Library plans

Over the next year, activities planned for the library include:

- creating more space in the library
- removing outdated documents
- maintaining contact with Paul Howard, LTS Corp. on the library database being added to CD-ROM diskette
- continuing to catalog new documents
- maintain periodical data base and attempt to increase periodical exchanges

VIII. INFORMATION REQUESTS

The number of information requests increased this period from 264 to 297. Several requests arrived following the advertisement for the AIDS Information Package listed in DCR #77 that was issued in July.

There were a few requests for items from the Interactive Radio Instruction collection. The nature of the requests revealed that this aspect of the Clearinghouse collection is incomplete - as we were unable to fill them. There are some bad tapes from the Honduras Family of Numbers group. Carleton Corrales of AED is planning on replacing these by increments. He will bring back tapes from his trips to Honduras.

Also, there are other materials that are at Education Development Center and the Academy for Educational Development are to be provided to the Clearinghouse. Tom Tilson, now at AED from EDC is assisting EDC staff in determining what items should be provided to the Clearinghouse. Mark Herling at the Academy is to make available computer disks that were prepared for IRI in Lesotho.

GEOGRAPHICAL BREAKDOWN OF INFORMATION REQUESTS				
Information Requests by Region	3/92-8/92	9/91-2/92	3/91-9/91	9/90-3/91
Africa	66	70	122	59
Asia/Pacific	58	89	147	24
Latin America/Caribbean	28	29	39	26
Middle East/North Africa	7	3	8	7
Europe/North America	138	73	104	101
Total	297	264	420	217

Information requests were received from each of the following countries:

Africa:

Benin (1), Côte d'Ivoire (3), Ethiopia (2), Ghana (4), Kenya (9), Lesotho (2), Liberia (1), Nigeria (17), Rwanda (1), Senegal (3), Sierra Leone (1), South Africa (7), Tanzania (3), Togo (1) Uganda (4), Zambia (2), Zimbabwe (4).

Asia/Pacific:

China (4), Hong Kong (1), India (23), Indonesia (4), Malaysia (2), Maldives (1), New Caledonia (1), Pakistan (1), Papua New Guinea (3), Philippines (13), Sri Lanka (1), Thailand (3), Western Samoa (1).

Latin America/Caribbean:

Argentina (5), Bolivia (5), Brazil (1), Colombia (1), Dominican Republic (1), Ecuador (2), Guatemala (2), Honduras (2), Jamaica (1), Mexico (2), Peru (1), Trinidad & Tobago (5).

Middle East/North Africa:

Algeria (1), Egypt (1), Israel (2), Morocco (1), Turkey (2).

Europe/North America:

Canada (2), Denmark (1), England (10), Germany (2), Italy (1), Lithuania (1), Netherlands (1), Switzerland (2), United States (118).

Information Requests

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

The following is a sampling from letters the Clearinghouse received after responding to information requests:

I went through your list of publications and felt rather cheated at not having contacted you before. **Aromar Revi, The Action Research Unit, New Delhi, India.**

This is a belated thank you for the information you sent last December 24....You sent very helpful information on the use of video in aiding development efforts. **Maggie Keenan, Graduate Student, International Agriculture Program, Cornell University, Ithaca, NY.**

Thank you for sending along 40 copies of the DCR #75. The participants attending our Management Communication for Development program in August will find this a useful resource. **Benjamin Stafford, Management Training and Development Institute, Washington, DC.**

I wanted to take a moment to thank you both (McLetchie, Lamont) for your time and assistance last week in helping me and in turn the Coalition become more acquainted with your facilities and research materials. I am sure USCEFA will greatly benefit from the availability of your library and I can assure you we will be utilizing it in the future.

**Kelly Jo Hayes, United States Coalition for Education for All,
Arlington, VA.**

The DCR and other information packets is very useful to us in continuing our endeavor in the area of development in this area. Thank you. **Dr. Ashok Dhabekar, Institute of Integrated Development, Nagpur, India.**

Thank you for the back issues of the DCR which I requested. They are valuable references for my classes in Development Communication 180: Communication Campaigns and Programs and Development Communication 208: Social Marketing for Development. In behalf of my students, thank you. **Teresa H. Stuart, University of the Philippines.**

From your reading materials, I was able to gather more ideas on extension works and research methodologies like conducting field interviews, focus groups and community broadcasting--very important tools in developing countries. **Crescente Gloria, Leyte, Philippines.**

IX. THE BUDGET

The Clearinghouse had delivered 186 months of services at the end of August 1992, 17 months more than the 169 person/months that we anticipated would have been spent by this stage of the project. The 17 extra person/months are largely accounted for by the technical services provided to Missions through buy-ins under the "add-on arrangements" described on page 19 of the contract (an issue that is being reviewed by the Contract Officer).

The expenditures to date of \$1,335,398 are \$167,251 more than we had expected to spend by this stage. The extra expenditures can be accounted for by the approximately \$200,000 buy-ins for technical services in Central America (the difference between \$167,251 extra expenditures and \$200,000 buy-ins is accounted for by the fact that not all the \$200,000 has yet been spent, and we have made considerable savings in other areas of operations).

APPENDIX A:

DCRs #76 & 77

Development Communication Report

To Our Readers:

No. 76
1992/1

This issue focuses on a theme both specific to regions and activities, and universal in its call to action: **The Environment and Communication**. With the upcoming Earth Summit (the United Nations Conference on the Environment and Development) this summer and increasing *think globally, act locally* campaigns, people across the globe are thinking about how we can work

together to sustain the environment. Building on *DCR* no. 65, this *DCR* looks at the role of development communication with a particular emphasis on environmental journalism and communication strategies related to the rural and urban environment. As the environment is a huge topic, we have only scraped the surface. Therefore, we invite you to pursue the resources and networks listed within.

-The Editor

Environmental Education and Communication: Pulling it All Together

by Anthony J. Meyer

Worldwide environmental issues ranging from the hazardous waste in your backyard to ozone depletion far away in the atmosphere can threaten our planet and compromise our quality of life. The positive

and negative effects of environmental interactions are just beginning to be better understood and addressed. Within this context, environmental education and communication have a remarkable opportunity to accelerate understanding and to mobilize national and community participation in change.

(continued on p. 2)

Communication for Conservation: Saving the Forest and the Golden Lion Tamarin in Brazil

by Lou Ann Dietz and Elizabeth Nagagata

The major threat to the survival of endangered species worldwide is the destruction of their habitat by people. To save the environment and its inhabitants, the problem must be tackled from all angles: by conducting research to understand the species and their interrelationships; by implementing long-term management and protection of habitat and the key individual species; and perhaps

most imminently, by gaining the support of the people causing the destruction. The following paragraphs document how World Wildlife Fund and its coalition of supporters changed behavior and is saving the habitat of the endangered golden lion tamarin.

Since 1983, the National

(continued on p. 4)

Inside this Issue ...

Trends

Communication Strategies to Prevent Occupational Illness & Injury 7

Magazines for Children 12

Principles into Practice

Willingness to Pay Communicating through Surveys 14

Gold in the Garbage 16

The "Mexicanization" of Project Learning Tree 18

UNCED: An Environmental Education Opportunity 24

Readers' Page 21

What's New, What's Coming 22

Resources 23



Development Communication Report

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

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

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

Clearinghouse on
Development Communication
1815 North Fort Myer Drive,
Suite 600
Arlington, VA 22209 USA
Telephone: (703) 527-5546
Fax: (703) 527-4661

Michael Laffin, Director
Andrea Bosch, Editor
Valerie Lamont,
Information Specialist
Earlington McLetchie,
Librarian
Mariel Escudero, Production &
Circulation Manager

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

Pulling it All Together, continued from p.1

Communication because it is the exchange of information. In social programs, its effectiveness depends on assessing audience needs and taking into account social, cultural and economic aspects of a problem as well as on the quality of educational messages and materials.

Education because it involves learning — learning how to think about an issue and its solution; how to acquire and refine skills for solving problems; how to transfer what is learned from situation to situation.

In social programs, communication and education together lead to increased public participation in problem solving and in activities which promote change. The participation of many individuals over time can lead to changed expectations for individual behavior and institutional practices.

The process of communication and education together might be thought of as the "heating up" of a society around an issue through the "saturation" of all available channels of communication. In a "hot" society, all channels of communication and the processes of individual and social change reinforce a message. From the perspective of designing an education and communication program, this might be called the "saturation" approach to social change.

An American Example of "Saturation"

Over ten years, the U.S. went from a pro-smoking society to one where smoking became socially taboo due to a "heating up" process. A decade ago, research information about the link between smoking and chronic disease, particularly cancer and heart attack, was communicated to health professionals in a hostile environment where smoking was considered socially "in." But information campaigns by government and cancer/heart associations put smoking on the public agenda. The result? Conversations about smoking increased within households, doctors offices, and in laboratories. Community organizations began to take action. Schools and the workplace joined in. Grassroots pressure forced municipal and federal regulations to

be updated. As smoking became a "hot" issue, the U.S. became "saturated" with negative information about the health effects and social horrors of smoking. Now, smoking in the U.S. is socially "out."

No smoking campaigns became a catalyst for change in attitudes and behavior in health with "smoking" as a unifying symbol. Under the umbrella of "smoking", the rituals and behaviors associated with smoking were individually affected by the saturation process. Therefore, other health activities related to smoking also reaped the benefits. Extending the impact of saturation can be applied to other contexts.

Today, a new global image is emerging — an image which represents the environment and unifies people behind its common cause. The symbol of a "Green" earth and the color "green" is perpetuating an environmental movement the result of and an inspiration to environmental education and communication efforts everywhere.

The evidence? In Europe, "Green" political parties are gaining popular support. All over the world, "green" label marketing approaches are influencing consumer behavior. Just as in the smoking example, acting upon the unifying symbol of "green" through environmental education and communication has the potential to strengthen programs and further heat up public consciousness. Environmental education and communication provides the opportunity to support policy change, institutional change and behavior change in highly segmented audiences.

Stage 1: Setting the Public Agenda

Globally, the public is already talking about the environment. Numerous single issue environmental groups and educational programs are already in operation. At some point, major public events — including natural disasters, the threat of cholera in a country or a global activity such as the United Nations Conference on the Environment and Development in Rio de Janeiro — combine with steadily increasing interest. People become ready to talk about, think about

and support environmental activities. Membership in existing environmental groups increases, and new programs and opportunities for popular participation appear.

Stage 2: Engaging Key Institutions

Building alliances and collaboration among institutions creates a network. Lead institutions reach out to other institutions representing social processes — education, work, religion and government — and initiate collaborative educational activities. For example, school systems integrate environmental modules within existing curricula and initiate teacher training and youth eco-clubs. (See Salgado, P. 18) Community based action increasingly addresses local issues such as garbage collection and industrial pollutants. Media coverage responds more frequently and positively.

Stage 3: Establishing a New Environmental Order

Governmental and non-governmental institutions become the initiators of environmental education and participation becomes broader and more diverse. Specific target audiences begin to modify their role with regard to particular environmental problems. Community mobilization increasingly generates demand for appropriate regulatory change. Expectations for appropriate individual and social behavior begin to change. Finally, "Green" positions become "in," "non-Green" positions "out."

Ensuring Excellence: Applied Research

Experience with development communication in other sectors leads to optimism in reaching new levels of excellence in combining environmental education and communication. Perhaps the most important element in "pulling it all together," however, is to maintain commitment to well tried applied research procedures.

- Investigation of target audience characteristics (including socio-economic, gender and cultural) and attributes (attitudinal and behavioral) in relation to local environmental issues provides insight into an appropriate models of behavior change and effective educational strategies, messages and materials.
- Limited testing of innovative strategies devised for local situations will uncover refinements needed

Environmental Education and Communication ...

- Sets a public agenda which generates widespread discussion, helps to define issues and builds consensus for action;
- Legitimizes environmental policies and programs;
- Increases broad participation in decision making and action;
- Supports change in individual behavior and institutional practices required to improve the environment;
- Cuts across single-issues to generate change in social norms and expectations for safeguarding the environment; and
- Accommodates local agendas, national regulations and international agreements.

for broader application.

- Comparison studies between the impact of different educational strategies with similar objectives will provide a basis for future strategic choices.
- Standardized indicators of impact and evaluation studies will provide an assessment of the progress and impact of programs and, to some extent, the relative power of different components within the programs.
- Content analyses of mass media over time will provide profiles of societies "heating up" on environmental issues.
- Description of the differences between industrialized country and developing country objectives, program content and impact will provide a source of new insight about the process of social and individual change.

In addition, applied research can also advance the state of the art for environmental education and communication when properly field-tested. There are two major sources for such innovation:

- (1) the refinement of social change theory at universities and research firms;
- (2) "creative" concepts with proved efficacy in other sectors such as the "enter-educate" approach (education through entertainment) in the population sector.

This description of the potential and progress of environmental education and communication is, in reality, a call to action. The "heating up" of societies on environmental issues is technically within our reach through environmental education and communication programs. It is up to us to develop the funding, the research-based strategies — and the communication among professionals about results, both successes and failures — required to make it happen. ■

Dr. Anthony Meyer is a Development Communication Specialist in the Office of Education at the U.S. Agency for Development. He can be reached at: AID, R&D/ED, SA-18, Room 611A, Washington DC 20523, USA. telephone: (703) 875-4782, fax: (703) 875-4949.

Golden Lion Tamarin, continued from p.1

Zoological Park, Smithsonian Institution, The Friends of the National Zoo, Wildlife Preservation Trust International, the National Science Foundation, and the World Wildlife Fund have supported the golden lion tamarin project (GLT) in collaboration with Brazilian governmental and nongovernmental organizations. The golden lion tamarin is a tiny and beautiful endangered monkey that lives in its lowland Atlantic Forest habitat in the area of Rio de Janeiro, Brazil — one of the most endangered tropical forests in the world. The coalition recognized that the hazards of deforestation not only threaten the future of the golden lion tamarin and the rainforest, but over the long term, the world.

Public support can be gained in two ways: by providing economic alternatives which maintain the natural ecosystem, or through targeted environmental education and communication programs. Using a combination of the scientific expertise of the biologist and the technology and communication skills of the environmental education specialist, The GLT project chose a social marketing approach. A systems model was designed (see chart) to focus efforts on priority problems, systematically suggest appropriate solutions, and provide a continuous feedback loop.

Understanding Environmental Education

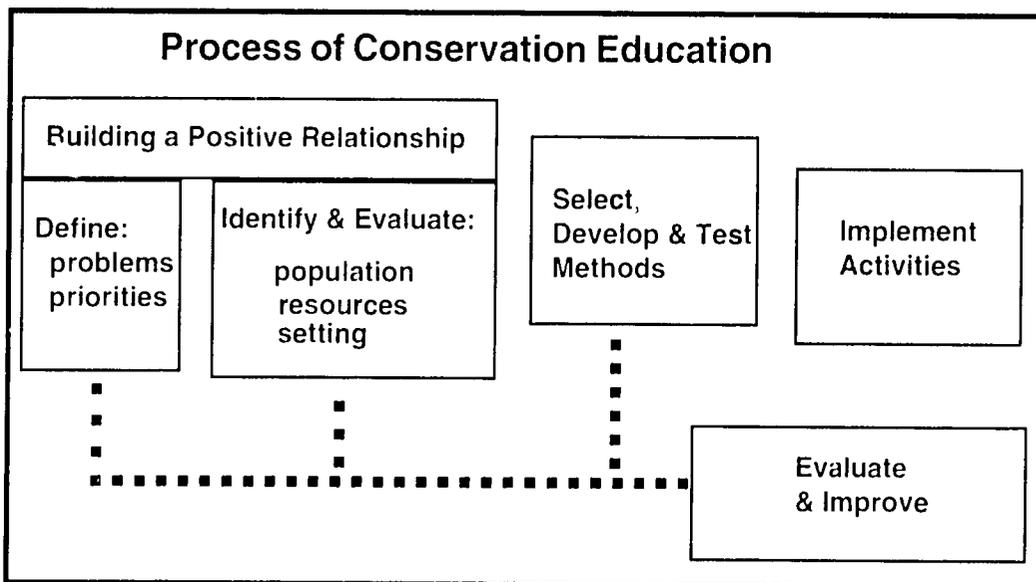
To understand concepts such as *ecological*

interdependence, people need direct experience. Environmental education is one of the most important factors associated with positive attitudes towards animals. Research shows, for example, people express more immediate affection for animals who have human-like characteristics. Therefore, because primates are somewhat related to humans in intelligence and often in their social structure, and, like other mammals, nurture and suckle their young, they are generally good entry points for environmental education programs about the tropical rainforest. Once people begin to learn about the complexity of the environment, then their own impact can be reflected upon more easily.

To affect change, people at *all levels of influence* should be involved. The rural peasants, the public officials, the landowners, and the entrepreneurs — no one set of people is responsible. Therefore, The GLT project not only took a multi-media approach, but targeted several audiences simultaneously.

Finally, finding the appropriate mode of communication is central to environmental education. In the GLT project, surveying the rural community surrounding the forest produced an unexpected communication opportunity. While the local communities were largely illiterate, did not have electricity or

telephones, and did not have an obvious forum for environmental education, the GLT project educators found that 80% of the residents regularly viewed televisions powered by car batteries and 99% listened to radio. These findings enabled communicators to design and begin delivering information about the golden lion tamarin to their audience. Without the in depth study of the area, WWF would have most likely misjudged this media opportunity.



The Means Define the Ends

By creating the systems model, the GLT project staff was able to be guided through their procedures systematically and to make revisions as needed. Here's how:

Prioritizing and Strategizing

The teamwork of the biologist and educator was of utmost importance. Biologists studying the ecology of the golden lion tamarin identified the major threats. While hunting and capturing for the pet trade was a concern, habitat destruction was the principal problem. Then, the biologists and educators together prioritized conservation objectives and determined which objectives could be addressed through education.

The GLT Project planned to protect enough forest to sustain a genetically viable population of golden lion tamarins. They needed support from the public to protect the habitat in the Poço das Antas Biological Reserve as well as the support of private landowners to protect forests on their land. Reducing the capture of tamarins for pets was the second objective.

Assessing the Population, Resources, and Setting

Initial surveys assessing knowledge and attitudes indicated that 41% of the interviewed adults living within the habitat of the golden lion tamarin did not recognize the animal from a photograph. Most of the adults interviewed did not even know the Poço das Antas Reserve existed. At the same time, much of the population lacked pride in their local region. For example, when asked what they would show to a newcomer, many interviewees said, "Nothing. All we have is forest here." Creating pride in local natural resources became an important part of the strategy.

This kind of information served as a basis for planning strategies and capitalizing on interests the target population had in common with the conservation objectives. Because interviews indicated no negative attitudes towards the monkey, WWF used the tamarin to increase



Colton/Sentis/sonian

The golden lion tamarin monkey will die if its habitat is destroyed.

awareness about the relationships of wildlife, habitat, and the ecosystem.

The interviews also uncovered valuable information about the potential of the communication media and the target audience. As a result, the media effort targeted illegal animal purchasers in Rio and Sao Paulo, government bureaucrats and politicians in Rio and Brasilia, and the public at large.

Building a Positive Relationship

Building relationships and soliciting participation within the community can make the difference. At the beginning of the project in 1983, GLT staff spent weeks conducting informal conversations with community leaders. Soon, these leaders began to envision the reserve and the educational program as a local resource and a source of positive public attention.

Methodology

With community input, the GLT project selected methods which interested the local leaders and which seemed most likely to have the widest results for the least cost. The golden lion tamarin was an obvious symbol for forest conservation. To save tamarins, we must save forests; by saving tamarins, then, we can save all the elements of their forest ecosystem. The chosen educational materials were multi-purpose, short, simple, and low-cost. Since almost no information existed in Portuguese on the local flora and fauna, WWF included as

Golden Lion Tamarin, continued from p.5



much up-to-date information as possible. This included not-yet-published results of the ecological studies underway in the Reserve. Since 41% of the local adults had no formal education, nonprint

media were vital. All materials were tested and revised before final production.

Materials produced by the tamarin project since 1983 include press releases; video copies of news and other programs on local conservation; 30-second public service messages for radio and TV; educational posters; pamphlets; school notebooks with an educational story on the cover; a slide collection for the reserve; slidetape programs; information packages for landowners; a logo for the Reserve which identifies all materials; an electric question/answer board; a travelling exhibit for local festivals; T-shirts, stickers and buttons; and a course manual in teaching basic ecological concepts to elementary school children. Cost per product were all low.

Implementing Activities

The project began work in one municipality, gained momentum and experience, and progressed to two other municipalities with a total primary target population of 180,000 people. At the same time, the project emphasized efforts to achieve mutual objectives with existing groups and maintain direct contact with the public through interns, volunteers, and five young graduates of a local teacher-training high school. The activities continue to be developed and/or changed as the need arises in the local communities.

First hand experience in the forest itself remains the most important activity. Educational field trips to the Reserve are conducted for farmers, school groups, and families. These visitors can see the tamarins in their natural habitat, and follow a guided nature trail which encourages observation and discovery of the forest.

Recent activities include personal visits to landowners to encourage them to register their remaining forest as permanent private reserves. If they do not already have wild golden lion tamarins on their land, they qualify to receive captive-born tamarins on their land as part of the project's reintroduction program.

Evaluation/Findings

Evaluation is crucial. GLT preliminary results indicated significant changes in knowledge and attitudes of local adults after two years of project activity.

The following are some examples of findings which mid-term evaluations proved to be among the most useful:

- To save a species or habitat, the public must be able to recognize and relate to it.
- In our educational activities, the habits of tamarins were emphasized both to interest people and to communicate the relationships of both the tamarin and human with the forest.
- To understand which methods reached the most adults, interviewers asked where people had heard of the tamarin. The survey results reconfirmed the choice of television and radio as appropriate the communication media.
- Delegating responsibility to local people increases sustainability. Ten landowners have agreed to protect their forests to receive tamarins on their land. They, their families, and farm workers are actively involved in monitoring the animals' progress. Twenty-one more are included on a waiting list. Other communities in the city of Rio de Janeiro have also initiated their own Atlantic Forest conservation activities.

Refinement

Continual evaluations improve the methodology. The results of the first formal evaluation of the program as a whole have enabled us to determine the cost-effectiveness of individual program activities. With this information, the team can better decide which conservation education activities to continue in the region over the long term.

The work has only just begun. The GLT project has educated the local public about the problems of deforestation. But widespread behavior changes require a continued effort over the long-term. We need the action of many more people to guarantee the conservation of enough forest for the golden lion tamarin and many other species to survive. We are convinced that it is a continued systematic team effort - including ecological research, habitat and species management, and building public support, which will assure that these endangered species and their environment will have a future.

■
Lou Ann Dietz is the Senior Brazil Program Officer for the World Wildlife Fund. Elizabeth Nagagata, a native of Brazil and graduate student at Michigan State University, also works closely with the project. For more information, contact WWF-Brazil Program, 1250 24th Street, NW, Washington DC, 20037-1175, USA. tel: (202)293-4800. fax: (202)293-9211.

The Urban Environment:

Communication Strategies to Prevent Occupational Illness and Injury

by Barry S. Levy

Imagining a safe and sustainable environment traditionally conjures up visions of lush green forests and lively animals, agricultural abundance, clean air and germ-free water. In these images, a major part of the environment and a source of global degradation is commonly overlooked: the urban environment and industry. Not only is understanding pollutants and urban environmental health problems crucial to our global survival, but because of rapid industrialization, the workplace — often the center of industrial activity — is the site of unrecognized long-term environmental health hazards. With the exposure to massive urban pollution and environmental destruction in eastern Europe and the exploration of occupational health issues around the world, it is time to recognize the workplace as an integral part of the environment and develop strategies to prevent serious long-term problems.

Workplace hazards that result in worker illness or injury are present throughout the world, but they are generally more prevalent and more severe in developing countries for various reasons: the import of hazardous materials and industries from developed countries, the high unemployment rates that deter workers from complaining about on-the-job hazards, insufficient numbers of well-trained health and safety professionals, inadequate health care facilities and programs, inadequate laws and regulations, and, perhaps most importantly, a lack of awareness and information about occupational and environmental hazards.

Two types of interventions traditionally curb occupational and environmental health hazards — education and communication strategies, and environmental change strategies. Relatively, the importance of communication strategies in occupational health efforts may be greater in developing countries. While environmental changes such as

engineering measures and the substitution of hazardous materials or processes with safer ones are crucial and must be considered, sometimes common sense measures are sufficient alternatives. Education and responsibility around the handling and disposal of toxic chemicals, use of machinery, and other behavior oriented work activities, for example, can dramatically reduce worker health problems.

Still, the best occupational health programs use a combination of both strategies. By following simple guidelines, occupational health specialists and communicators can combine their expertise and create effective and sustainable environmental health programs.

Assessing Communication Needs

Because information needs differ depending on the location, industry, and the dynamic within the workplace, assessing communication needs is important before designing an intervention. In many places in eastern Europe, for example, while a fair number of people are technically trained in occupational safety and health and an industry may already have an appointed health professional, the legal and



Poorly designed pesticide applicators and improper clothing endanger the health of workers.

Occupational Health Hazards:

- **Chemical hazards:** pesticides, solvents and degreasers; inorganic dusts like asbestos and silica; organic dusts like grain dust and cotton dust; and other chemicals ranging from formaldehyde to vinyl chloride that can cause respiratory, neurological, skin, reproductive, and other acute reactions or chronic problems, such as cancer.
- **Physical and mechanical hazards:** from safety hazards to loud noise, vibration, and excessive temperature.
- **Biological hazards:** a wide range of infectious agents from malaria and schistosomiasis, which may be potential occupational hazards to agricultural workers, to tuberculosis, hepatitis B, and AIDS, which are risks faced by health-care workers.
- **Psycho-social hazards:** stresses from machine-paced work and shift work to disease risks posed by the social disruption of people migrating to large cities in search of jobs.

then becomes the equivalent to the US safety officer. As the preferred technique for the World Health Organization (WHO) and the International Labor Organization (ILO), this approach is a featured component of a new multi-country occupational health program. Presently, for example, ILO and the Finnish Institute of Occupational Health are organizing extensive Train the Trainer programs in more than 20 countries in Africa and Asia.

Using the Mass Media

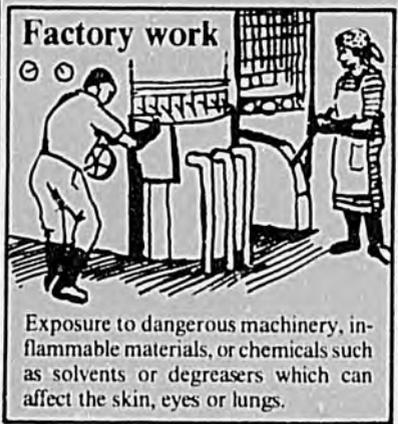
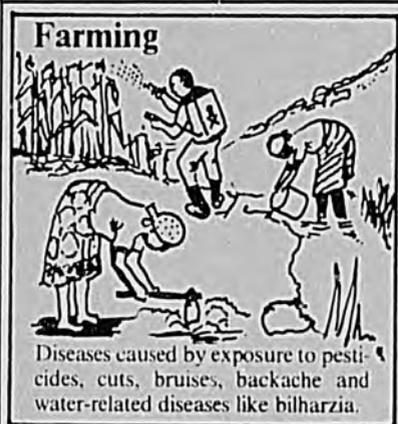
Use of the mass media is important to introduce and reinforce information provided in other contexts. Public awareness also increases the potential for important political support for occupational health and safety programs. Over the last several years, for example, newspaper articles have begun to focus on environmental health at the workplace in Kenya. This added exposure reflects the new public interest in the topic, and points to the untapped opportunity of training journalists to recognize environmental issues..

Researching Legal Support

Supportive laws can strengthen the occupational health effort. In the United States and certain other developed countries, 'Right to Know' or Hazard Communication laws and regulations have served to ensure that information on potential workplace hazards (primarily chemical hazards) is made available to workers, health professionals, and others who need this information to protect themselves. Similar laws and regulations are beginning to be developed in some newly industrialized and developing countries.

Merging with Other Communication Efforts

Occupational health and safety training should be incorporated into the mainstream of training at work, vocational training programs, the training of physicians and other health care professionals, and environmental education programs for the public. In one example in Kenya, occupational health



Kenyan magazine Mazingira presented important occupational health information in cartoon form.

management infrastructure to facilitate change is not there. Therefore, the communication needs in many eastern European countries consist of learning how to develop, plan and administer environmental and occupational health programs.

In most developing countries, on the other hand, technical knowledge is also lacking. Here, efforts may instead initially concentrate on communicating directly with the workers, managers, and professionals using public awareness campaigns. As workers may have lower literacy, an educational program that relies on visual images or on dramatic presentations of certain workplace situations may be a more effective tool.

Identifying Strategies

Approaches that begin with training of trainers have traditionally worked well and are sustainable beyond external funding. The process includes identifying peer trainers and providing them with the materials and expertise to train others. In many cases, a designated person

specialists worked with *Mazingira*, a colorful, well-illustrated magazine for schoolchildren, to develop an issue on "Hazards Around Us". In stories, games, and other attractive means, the issue sensitized children to hazards in their own environments and their parents' work environments. (See *Children's Magazines*, p. 12; see also, DCR no. 65, p.6)

Sharing Responsibility

Occupational health training should promote the concept and the practical implementation of shared responsibility. Realistically, industrial hygiene and worker safety can easily become a highly political and economic issue. Including representatives with different objectives both in and outside the government broadens and protects the programs. In Kenya, for example, a six week occupational health and safety course was developed by 15 individuals representing a range of institutions and sectors of society — medical, law, and other professional schools, research institutes, government consultation and enforcement agencies, nongovernmental organizations, business and labor organizations, and other groups. Participation builds support.

Communicating within a Context

Training materials should be based on actual workplace hazards that trainees are likely to encounter. They should focus on low-cost, practical and less technical ways for workers and managers to reduce or eliminate hazards. For example, while highly toxic pesticides should be banned, long sleeved cotton clothing can reduce the amount of skin exposure to less toxic pesticides and does not rely on sophisticated equipment. Communicating this type of message reaps results.

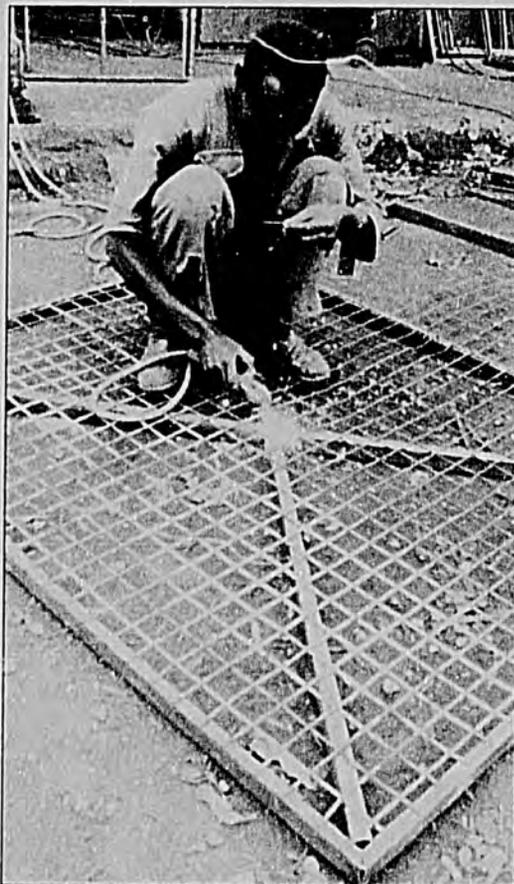
Finding Resources

Finding professional resources to assess the occupational health aspects of an industry does not have to be difficult. The International Labor Organization and World Health Organization both have lists of resources in developing countries. Ministries of Labor and universities often know what assessment strategies are

succeeding elsewhere. Other resources also exist. For example, ILO has published a book, *Low-Cost Ways of Improving Working Conditions: 100 Examples from Asia* by Dr. K. Kogi. With 143 illustrations and a "how to" approach, Dr. Kogi's ideas can be easily integrated into a successful environmental communication effort.

True, communication strategies alone cannot prevent all work-related illnesses and injuries. But combined with other solutions, they can significantly contribute to problem prevention.

For more information about occupational health and safety hazards and how these problems can be addressed in developing countries, contact: Dr. Barry Levy, Director, Program for Environment and Health, Management Sciences for Health, 400 Centre Street, Newton, MA 02158, USA. tel: (617) 527-9202, fax: (617) 965-2208. To order books from the ILO, contact: ILO publications, International Labor Office CH-1211 Geneva 22 Switzerland.



This worker risks his sight by welding without adequate eye protection.

Workplace hazards that result in worker illness or injury are present throughout the world

Environmental Journalism:

10 Steps to

Hope for the Future

by George Krinsky

"Some of you have said we must have optimism about the future, but how can I have any? Where can I find hope?"

The words, spoken haltingly, were met with a silence by a normally effusive audience gathered around a table in an ancient Florentine orphanage.

Barbara Cieszewska, a reporter for the newspaper *Rzeczpospolita* in Katowice, Poland, posed the question after telling colleagues about widespread illness among children in her native district of Silesia — the result of unchecked industrial pollution.

It was not a question to be answered casually, but Charles Alexander, *TIME* magazine's senior editor for environmental news, broke the silence. "There is never a situation without hope," he began.

Apologizing for the presumptuousness of easy advice, he went on to say that journalists have an enormously important role to play by offering guidance about solutions, and campaigning for reform. His remarks unleashed a torrent of ideas around the room. They ranged from the specific to the sublime, from an appeal for more information-packed press kits to infusing Tom and Jerry cartoons with the ethics of global survival. Cieszewska and her colleagues furiously took notes.

"Just five years ago, who would have believed that a group of hardened journalists would be holding such a discussion?", exclaimed Varinda Tarzie Vittachi, former deputy director of UNICEF. "We have seen that a great deal can change, can be accomplished, and can be hoped for".

Seminars for journalists like this one on Children and the Environment held at UNICEF's International Child Development Centre (ICDC), March, 1991, in Italy, have begun to play a key role in communicating information about the environment and development around the world. Journalists still require assistance in improving the breadth, quality and accuracy of their coverage. To that end, organizations like the Center for Foreign Journalists in Reston, Virginia, USA have designed environmental journalism seminars in Latin America, Asia, North America and now, eastern Europe.

Urban growth and the destruction of natural resources have made the environment a target of worldwide concern. We must now look to global solutions. The goals of environmental journalism seminars are twofold: to impart to journalists advanced information about environmental issues, problems, solutions, policies and research; and to improve the professional skills and techniques necessary to communicate these issues effectively. What we need now are proven models for the most effective way of getting these messages across to journalists, and, in turn, to the public.

George Krinsky is the Executive Director of the Center for Foreign Journalists. Portions of this article were also published in the UNICEF newsletter, First Call. For more information about environmental journalism or upcoming seminars, contact the Center for Foreign Journalists, 11690-A Sunrise Valley Drive, Reston, Virginia, USA 22091. tel: (703) 620-5984 fax: (703) 620-6790.

"Now more than ever, the general public is aware that without conservation of the environment and natural resources, a normal life will not be possible for our children and grandchildren. For this reason, journalists and communicators have one basic rule: to familiarize people with the issues, to make them understand. It is not sufficient to make news, it is more important to educate".

- Barbara D'Achille, Peruvian journalist and conservationist

Journalists provide a needed communication link to local people. What they choose to report and how well they report it can translate into a change in the activities and priorities of readers. But environmental seminars also serve another function. If well organized, they have the potential to bring together representatives from different social and political sectors and concentrate upon a particular environmental issue. By involving the public through the media, the seminar can change the priority given to the environment.

Seminars and conferences are not synonymous. Seminars differ from the larger, mainly informational sessions which compose conferences because they are participatory sessions dedicated to the sharing of ideas. Communication within a seminar is multi-directional and interactive. These ten steps spell out how laypeople can organize an interactive environmental seminar for journalists, and extend the benefits to the larger community.

Step 1: Analysis and Reflection

Analyze the communication and environmental context of the seminar and decide upon the objectives. A team of planners should choose the appropriate theme based on the findings. Typical findings which indicate need for an environmental seminar include:

- a) the public is not adequately informed about particular themes;
- b) journalists cannot engage the public due to limited information;
- c) the mass media (press, radio, and television) do not give sufficient space to

Organize a Seminar for Journalists

the environment or distort information; or

d) conservation organizations have not yet established alliances with the press.

Step 2: Definition of the Theme and the Topics

Include a well defined and single theme followed by several related topics of discussion. Searching for the central theme involves probing into the national context. What are the most misunderstood topics? The most controversial topics? What are the most important topics for the area receiving the least attention through communication media?

Avoid purely academic, political or scientific perspectives or language. Choose a theme which is open to discussion among the journalists.

Step 3: The Seminar Program

Learn from patterns at other seminars:

An average amount of time for a seminar of this type is 3 days — 2 days of work and 1 day of discussion, conclusions, and social activities.

Programs generally begin with brief introductions or plenary sessions led by the main organizations and are followed by a round of presentations from others. Breaking into smaller groups (usually in the afternoon) facilitates the seminar style.

Use a facilitator at each small group who will encourage participation of all members and will redirect discussions when needed. This person should be sufficiently versed in the topic, but should not be overbearing.

Write a specific agenda and include breaks for refreshments. Social activities should be included. The time spent socializing is prime time for discussing issues with

other participants.

Step 4: Identifying the Participants

To insure the active participation of the journalists, limit the number of participants to no more than 50. For the greatest exposure and results, the selection process is crucial. Here are a few guidelines:

- make a complete list of information channels in the region, including television, radio, and the press.
- identify the directors of those media.
- identify 2 or 3 journalists in each media through the directors who have reported about the environment in the recent past.
- send notices to everyone on the list describing the schedule of talks, the speakers, dates and locations, and sponsoring institutions.

Step 5: Identifying the Presenters

Choose presentations based on the central theme and which build on the experiences and interest of the participants.

Invite a diverse group, preferably from various countries and specialities. Because the environment is a global topic, this will insure a more global perspective.

Request manuscripts of presentation before the seminar itself, both for publication and to spot unclear areas.

Step 6: Publicizing the Seminar

Although the seminar is a closed door event, involve the public. Contact the communication media, conservation institutions, NGOs, universities, government agencies, schools, and cultural organizations and open public discussion about the issues.

Step 7: Logistics

Re-evaluate the planning process regularly within the planning team. The coordination of transportation; hotel; the

location of the seminar with small rooms for the groups to meet; the refreshments, secretarial work including materials distribution, photocopying, the equipment; and the package of materials for the participants including participant list, the program objectives, the agenda and pertinent publications all should be arranged in advance. If participants are charged a fee for the seminar, or sponsors are found, costs will be more manageable.

Step 8: The Work Plan

Organizing the seminar will take approximately 3 to 6 months. Create a timeline and work plan early on and revise it as often as necessary.

Step 9: The Actual Seminar

Plan coordination of the event in advance. One person should act as coordinator of the presenters and institutions, a second person should coordinate the participants, and a third person or group should handle photocopying, etc.

Step 10: Publicizing the Results

A collection of presentations, discussions and recommendations can be easily compiled if videotaping or manuscripts were provided along the way and if there is a coherent plan for their use. Addresses for people to write for more information should be included and be made easily available.

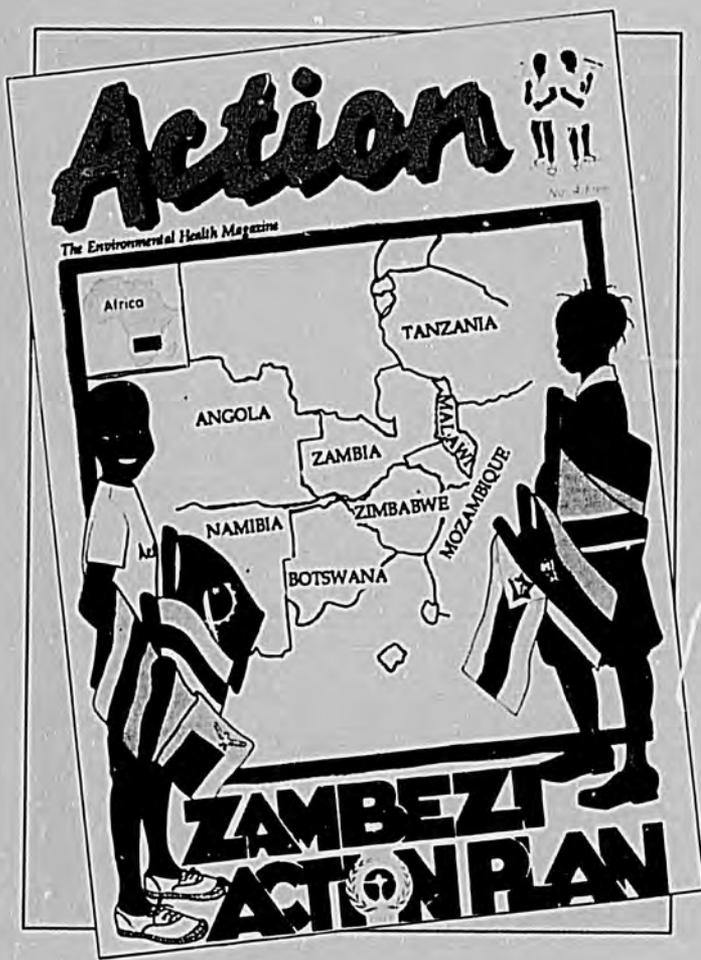
Adapted from the guidebook "Diez Pasos para Organizar un Seminario para Periodistas" written by Alfonso Gamucio-Dagron for Conservation International (CI). It is the first guidebook of a series entitled *Comunicación y Medio Ambiente* published by CI. For more information, contact Conservation International, 1015 18th Street, N.W., Suite 100, Washington DC 20036, USA. fax: (202) 887-5188.

Learning about the Environment: Magazines for Children

ACTION in Zimbabwe, Zambia and Botswana, *Rainbow* in east Africa, *Pied Crow* in Kenya, *Tortoise* in Nigeria, Bolivia, Argentina, and Ecuador, and *Greenlove* in Liberia all have one thing in common: they are among a new trend of magazines which supply information about the environment to children.

Magazines with comic book format, narrative text, incorporate games and puzzles, and communicate about the environment are rapidly becoming a staple in cost effective environmental education. Designed as supplements to school materials, these magazines present environmental information in an understandable and fun manner. Many include teacher's booklets, posters, activity charts, community guides or radio programs to maximize the message and all are designed to be adapted into a teacher's current curriculum. The theory is that children will then teach their often less literate parents and subsequently, the community the environmental messages — and the theory seems to be holding up in practice. The magazines' histories suggest why.

The OUTREACH Network



This issue of Action magazine was devoted to ways children can protect the Zambezi river.

In 1982, The New York Zoological Society commissioned Dr. James Connor to write a relevant textbook for east African secondary schools. Researching the textbook, Dr. Connor saw the impracticality of developing a textbook for the secondary level when most students drop out of formal school during or after primary school. Fleur N'Gweno's magazine, *Rainbow*, had been available for children since 1976, but a 1981 issue funded

by Canadian support entitled "World Environment Day Special" caught Connor's eye.

With support from the Television Trust for the Environment (TVE), Connor provided the funding and the environmental information that N'Gweno needed for three more editions, totaling 50,000 copies. *OUTREACH* became the umbrella network and expert on children's magazines for environmental and health communication.

Pied Crow: *OUTREACH*'s first Magazine

Targeted to the primary school level, *Pied Crow* was printed in Kenya and was a supplement to the original *Rainbow* magazine. Entitled *Pied Crow*, the magazine became independent from *OUTREACH* after one year and operated under the auspices of CARE-Kenya. Today, *Pied Crow* costs less than US \$20 per copy to produce, is 16 pages long, and consists of articles, cartoons and illustrations by local artists. The issues cover a variety of topics ranging from natural resources to population to AIDS.

Children are not the only recipients of *Pied Crow*. The magazine is sent to District and Provincial Education Officers, Teacher Advisory Centers and the National Museum. Thousands more copies are sold to NGOs to support specific projects, such as resource kits to serve as supplementary materials. The demand surprised everyone.

ACTION: For Environmental Health

The second *OUTREACH* assisted magazine, *ACTION* magazine, is a children's health and environment magazine produced in Harare, Zimbabwe. It began in 1987 when a United Nations Environmental Programme initiative sought to develop support materials for environmental and health education in Zimbabwe, Zambia and Botswana.

It takes a
70 years to
survive



minutes to cut down a tree that took
y. But without trees people will not



Modeled on the Pied Crow magazines produced in Nairobi, a multi-national team with no central office, telephones or

equipment developed *ACTION* in their spare time. According to its producers, the response was overwhelming.

The magazine now produces three issues a year and estimates that it is read by up to 30,000 teachers and a million pupils within the region. The print-run for each edition has increased to 80,000 — enough to provide ten copies to every primary and secondary school in Botswana and Zimbabwe. Up to 15,000 are sent to Zambian schools. Copies are then shared among the children.

During its development, the magazine consulted with Ministry departments, NGOs and concerned individuals working in environment and health related fields. Topics are chosen in consultation with curriculum development specialists in Ministries of Education, teachers and NGOs and the contents are finalized only after a thorough evaluation of a rough draft by all concerned. Often the topics are timed to fit with health or environmental awareness campaigns. *ACTION* therefore complements and reinforces environmental awareness groups, and responds to local needs and issues. Topics covered so far have included: food for health, trees and tree plantin, water and health, population, wildlife, health and hygiene, and AIDS. Copies of the magazine come out three times a year and are free in Zimbabwe, Zambia and Botswana.

Hope for Seeds: A Comic Book for Children and Adults

Founded by Father Vincent Busch, the comic book *Hope for Seeds* documents the destruction of the ecology in the Philippines to a more mature audience and shows how local people can work together to combat destructive behavior.

Through the use of folktales and art, the stories offer a sense of cultural pride and responsibility for the land. Clad in tribal clothing, the rural people grapple with ecological issues with the reader in Tagalog, English, Cebuano, Ilongo or simply through visuals.

A Growing Trend: Other Environmental Magazines

Now, children's environmental magazines are popping up all over. *Greenlove* in Liberia and *Tortoise* in Nigeria, Bolivia, Argentina and Ecuador focus on conservation. Both new, they use games, puzzles and contests as tools for learning. Two new children's health and environment magazines have started up in Francophone Africa: *Alam* is produced by the IUCN Sahel Programme in Niger, and *Kacheche* is produced by the Zaire Institute for the Conservation of Nature. *FUNDACION DE VIDA SILVFSTPE ARGENTINA* is putting together a children's health and environment section to run once a month in the Sunday section of *LA NACION*. In Bolivia, CIEC has just produced *LA HORMIGA* (The Ant) in color. For more information or to find out about children's magazines in your area, see the addresses below or contact *OUTREACH*.

For a more literate clientele, *OUTREACH* organizes biweekly information packets. Still presented in a easy-to-read style, *OUTREACH* now compiles selected articles written all over the world.

And *OUTREACH* is planning to broaden its communications efforts even further. Plans are underway to expand *OUTREACH* into an integrated radio, TV and print approach in Southern Africa funded by TVE and World Wide Fund for Nature. The survey showed that recipients were

continued on p. 20



The informal cartoon style positively introduces environmental health issues.

Willingness to Pay: Communicating through Surveys

by Jeff Hughes

Surveys have a long history of being important communication tools. Recently, Willingness to Pay (WTP) surveys have been used in water and sanitation projects to open lines of communication between planners and project beneficiaries. If done properly, the surveys can provide planners with a clear vision of what types of projects people want and are willing to pay for.

Uncovering "Demand"

An expensive public standpipe water system in Haiti has never attracted many users. A WTP study revealed that the community for which the system was designed had a very low WTP for standpipe water. At the same time, the population expressed a high WTP for piped water delivered to their houses — an option that planners had previously dismissed after judging it to be too expensive.

Throughout the world, many people rely on water vendors for home delivery of water, yet very few water agencies have accurate information concerning the extent of vendor service. If people are presently paying a high price for home delivery of vended water, it is easy to assume that a less expensive, but more inconvenient

"improved" public standpipe system will not attract a significant numbers of users. Without a WTP survey, however, it may be difficult to predict.

Many ambitious water and sanitation projects have failed because there was little demand for the services they provided. Accurate information concerning demand, or 'the economic benefit users associate with a service' can help planners avoid designing projects that people are not willing to pay for. Often in environmental projects, planners perceive services such as water and

approach is not sustainable because poor municipal governments cannot be relied on to fund expensive water and sanitation systems long term, and donor organizations, while able to make an important contribution, can only provide a fraction of the required ongoing cost. The alternative — incorporating community input through the use of the WTP survey technique not only enhances communication and participation, but also leads to services which can be more easily integrated into the local social and economic system.

Designing a WTP Survey

Relying on user revenue to support systems requires designing systems — and questionnaires, which uncover what people want and are willing to pay. Surveys should always be designed cooperatively by survey specialists, and a variety of local people ranging from municipal officials to anticipated survey respondents. A WTP survey seeks direct information about:

- the existing situation - what services are available, their effectiveness, and the need;
- user perceptions of services;
- the users' socio-economic status; and
- Willingness to Pay - quantitative estimates of what individuals or households would pay to have access to particular service.

If designed properly, a WTP survey can not only provide information on what people are presently using, but also their attitudes concerning water and sanitation service. WTP questionnaires can and should contain questions seeking information about which types of systems users like and dislike and the attributes that they consider most important — water quality, water cost, or distance to the water source.

Assets and Liabilities

WTP surveys allow users to speak their mind and give planners and officials the opportunity to listen. As an excellent communication tool, they can get project designers into the field to discuss issues with their clients. Experience shows that



WTP/Paul Mitchell

A Somali refugee collects water for the Ethiopian health center where she helps out.

sanitation as basic rights — something that should be provided whether people are willing to pay for it or not. This "top down"

planners and officials are routinely surprised by what they learn from a WTP survey. One Ghanaian water official during a recent WTP survey stated "I had no idea people felt like this". Insights from increased communication routinely change stubborn perspectives and can lead to new creative approaches.

Over the last 10 years, there has been significant progress in developing a methodology for administering WTP surveys by economists. During the last few years, the surveys have evolved from research studies to operational components of field projects. All prove

that the face to face interaction allows WTP to provide many of the benefits associated with increased communication. Still, it is much easier to run a poor WTP study than a good one — survey questions must be carefully designed using proven techniques to minimize the amount of biased information. After numerous research studies, experts have identified common obstacles in acquiring unbiased information and have developed methods to minimize their effects. Therefore, it is important to consult a trained specialist when designing a WTP questionnaire.

Despite some of their weaknesses such as short term expenses and time needed in development, WTP surveys have a variety of important benefits and should be considered as a valuable communication tool

for planning. WTP surveys are a method of formalizing the communication between planners and project beneficiaries. In deciding whether the benefits of a communications improving endeavor such as a WTP survey are worth the extra investment, planners need only look at the range of unsuccessful projects in which user demands and attitudes were not incorporated into the project design — the question then becomes, can planners afford not to make the investment and not to listen to the people?

■
Jeff Hughes is an Environmental Engineer who specializes in international urban environmental management. He can be reached at University of North Carolina, International Public Health Programs Office, 210 North Columbia Street, Chapel Hill, NC 27599-8060, USA. telephone: (919) 966-3751, fax: (919) 966-7646.



WFP/Paul Mitchell

With clean running water, these Indian women noticed less illness in their families.

Gold in the Garbage:

Media Support for Indonesian Scavengers

by Manfred Oepen

Rivers and canals clogged by plastic bags, smoldering piles of garbage on the streets and unofficial dumpsites in vacant compounds are a common sight in many developing countries. In Indonesia, major cities suffer from water and air pollution caused by 'wild' dumping and burning of waste. There is a group of people counteracting this disaster, driven not by ecological consciousness

but by dire straits — scavengers.

The position of those rural migrants in the informal urban sector is controversial as they are regarded as criminals, tramps, or even untouchables by officials and the public. However, scavengers

serve important functions. Environmentally, they shoulder part of the ecological costs of development through recycling waste. As they are self-employed, the state saves the economic costs of social security payments. And the raw material from recycled waste turns to gold for the formal economy as it has a yearly value of US \$50 million in Jakarta alone.

The scavengers' problems lie in their insecure legal and social status. Together with a lack of overt productivity and economic dependency, they are easy targets for harassment, eviction, corruption and exploitation from middlemen, the private sector and local authorities. And the scavengers have traditionally been denied access to local decision-making, loans, education, public services and the media — their contributions left unrecognized.

An Integrated Media Approach

Some people did recognize the needs and contributions of the scavengers, however. The

"Scavenger Development Program", financed by Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and supported by the Indonesian Home Affairs Department has been in operation since mid-1991. Implemented by NGOs in three major cities, Jakarta, Bandung, and Surabaya, the program uses an integrated media approach to promote the welfare of the scavengers, foster their social and communication competence, and heighten awareness about waste management, recycling and the plight of the scavengers. The integrated media approach plans to affect change at various political, economic and social levels by:

- lobbying for policy changes to improve their legal status;
- improving their public image and social status;
- increasing their productivity and the value-added of recycled products through increasing bargaining power;
- enhancing their participation in local decision-making;
- developing appropriate technologies within the context of an urban Integrated Resource Recovery System; and
- educating the public about the environment.

The strategy chosen aims to be not 'about' or 'for' the scavengers, but 'with' and 'by' them. The process of change is designed to occur internally within the scavenger population by increasing their self confidence and ability to command respect and resources, and externally, within the broader urban population by communicating with people about the lives, hardships and contributions of this scavenger community.

Street Theater of the Scavengers

Theater can at any time, at any place, and almost at any cost, be staged once the principal techniques and concepts have been acquired. When linked to lobbying and development activity at the *local level*, the power of the performance increases dramatically.

Looking closely at this example, the scavengers' structural poverty was connected to a lack of bargaining power, that is, a lack of the ability to articulate the



These performers use a makeshift stage for their drama.

key factors of daily life needed for active participation in the social, political and economic sphere. The scavengers live in a 'culture of silence' — they have learned from experience that it is safer to keep one's mouth shut as long as housewives, policemen, shopowners or city officials are more powerful and regard them as outlaws. However, when their own views are translated into a medium, like theater, that is informative and entertaining to the public at the same time, communication works. Given this chance, the scavengers are able to communicate with people who otherwise would not even take notice of them.

The training necessary to achieve this communicative competence is organized by community media activists from a local NGO. The storylines not only concentrate on problems, but also on solutions suggested and assistance needed by the scavenger groups. The scavengers do the research for the scripts on their own. Their own life stories, humor and word games, local idioms and other forms of interaction become outlets for criticism and eye-opening insights in a form socially acceptable to an audience of neighbors and local officials from the communities where the scavengers live and work. Often, theater performances become a starter for a more continuous dialogue. Always, the performances increase awareness.

Exposure Programs for Journalists

Radio and press journalists from major regions are then invited for one-day workshops where 'hard facts' on the scavengers are covered. Afterwards, the journalists are exposed to the real life of the dump shacks, waste processing workshops, and self-initiated scavenger cooperatives and schools. Very often, first-hand experience and discussions with the scavengers result in more positive articles and features about their role in society and their environmental contribution.

Political Dialogue

Also on the *regional* level, exposure programs, seminars and political dialogue are held with officials, private businesses, and banks and donors — partially using

media produced in cooperation with them — so the scavengers can lobby for a better legal, economic and social status.

National TV Series

On the *national* level, a series of 13 episodes on the scavengers' living conditions and their ecological and economic contribution to society will be broadcast on the new Educational Channel (TEP). The programs are produced by the same NGO that does the theater training. The scavengers participate in scriptwriting, directing and acting which results in an unusually authentic series. The partly documentary, partly dramatized episodes also show the considerable gains by the scavengers in their newly established competency and cross-cultural communication skills. At the same time, commentators in the series suggest ways to help the scavengers recycle waste for ecological and economic reasons.

Through the integrated media project, the scavengers have gained bargaining power in their living situations and at their jobs. The communication process the mediating NGOs support provides this non-privileged group with access to small and large media and to decision making institutions in the political and economic sphere. Evident through increased recognition outside their own communities, the scavengers have gained self esteem and confidence in themselves, competence in formulating their problems and needs and, ultimately, respect and rights from other groups of society. The public is also benefiting from the project. Whereas the public had perceived the scavengers to be intellectually crippled, now, two daily newspapers in Surabaya and Jakarta and a radio station in Bandung have begun regular columns or programs to recognize the complexity of the informal sector. The success belongs to the use of the media delivery system. Not used as an exercise of power and persuasion with scavengers as passive targets, the informative, educative and entertaining capacity of the media could not just give people a voice, but work for everyone to make it heard and understood.

Manfred Oepen is a private consultant based in Germany who specializes in community communication. For further information, contact him at Kleine Tiverte 3, 3002 Wedemark 2, Germany, telephone and fax: +49 5130 79-803.

*Theater
can be staged
at any time,
at any place,
and almost at
any cost once
the principal
techniques
and concepts
have been
acquired.*

The "Mexicanization" of Project Learning Tree

by Rafael Salgado

Like the majority of countries in the world, Mexico is stricken with serious environmental problems. But with semi-dry regions in the northern part of Mexico and temperate forests, jungles, and humid tropics in the south, Mexico is as diverse ecologically as it is culturally. Therefore, environmental programs must be catered to the region and the culture to be successful.

Protección de la Fauna Mexicana (PROFAUNA), has fought misconceptions and apathy in Mexico through environmental education programs for thirteen years. A Mexican non-governmental organization, PROFAUNA also has its own philosophy. It believes if programs are structured so that various factions of society are able to provide

input and become expert communicators, information spreads quickly and people support the decisions that are made. To support this philosophy, its professional staff receive extensive courses on communication and the environment both in Mexico and the USA. Its volunteer staff comes from the specific region of instruction and includes preschool, elementary, high school and college teachers, natural resource managers, government officials, students, and community participants. As integral parts of their communities, they help adapt the environmental programs to fit particular audiences and the chosen educational level. Then they teach the environmental curricula to their colleagues and their students.

Despite their efforts, PROFAUNA was not initially recognized by government agencies and local organizations in Mexico because they accepted American (gringo) materials. But PROFAUNA believes that it is a grave mistake to ignore the environmental education programs that other countries have researched and implemented for years simply because of an exaggerated sense of Mexican national pride. Instead of duplicating cost and effort, practitioners in the field should transform and guide imported programs so they are consistent with the national and regional cultural identities. Why not merge the expertise of proven environmental projects with cultural priorities and social organizations? With the "mexicanization" of Project Learning Tree, PROFAUNA proved that this methodology is not only cost effective, but it is implementable.

Today, PROFAUNA's strategy is recognized nationally by other environmental organizations and government agencies. Internationally, Project Learning Tree, PROFAUNA's chosen environmental education program, is gaining renown for the hard work of its volunteers and its Mexican success. In southern Mexico where the project is new, qualms may still be heard about the "gringo" environmental project. But in the north where the project has matured, Project Learning Tree is working.

What is Project Learning Tree?

An environmental education program sponsored by the American Forest Foundation and the Western Regional Environmental Education Council, Project Learning Tree has been implemented by teachers in the USA, Canada, Sweden, Finland, and now, Mexico. PLT helps students to develop an advanced knowledge base and problem solving skills to make positive decisions and take action to preserve their environment.

PLT does not disrupt the individual teacher's style. Instead, PLT presents ways to include information about the environment in science or math exercises, in language studies, in music, art or almost any other subject. This multi-disciplinary approach preserves the integrity of the classroom and takes little additional time from the teachers.

Within PLT, the environment is perceived from several angles, each offering information about how the student can understand and make a difference. The subtitles of the two manuals (preschool through US grade six, and grade 7 through grade 12) reflect the diversity and progression of learning:

- environmental awareness
- diversity of forest roles
- a cultural context
- societal perspectives on issues
- management and interdependencies
- life support systems
- lifestyles

Interest has been generated by what's going on in Mexico and foreign interest in PLT is higher than ever. In response, PLT is in the process of developing new materials which will better respond to the needs of programs outside the U.S.

Finding an Adaptable Program

PROFAUNA wanted to expand its technical base and develop a broad environmental education program in Northern Mexico. As an initial measure, a team was chosen to travel to international workshops and explore environmental education packages.

Consistent with PROFAUNA's strategy, the team was chosen from the people who would contribute the most throughout the process of "mexicanization". They included: natural resources managers knowledgeable of current problems in Mexican natural resources; employees of government agencies to lend legal support; teachers because they are the implementers of activities and understand the world of children; and students, the final recipients of this program.

Within a year, PROFAUNA discovered Project Learning Tree (PLT). The program was selected as the best choice for several reasons:

- it was the most popular and the easiest to adapt because of its simple, multi-disciplinary style.
- the activities went beyond the initial appreciation stage of environmental education and into an understanding of factors that affect the environment, and a level of knowledge about what can be done to protect and sustain the environment.
- PLT did not treat environmental education as a separate discipline, but rather as activities which could be readily integrated into a teacher's personal curriculum.

Mexicanization

When the workshop participants returned to Mexico, they translated, tested, adapted and evaluated (mexicanized) the American program. Summer pilot courses for children were organized to field test particular activities. The teachers who participated in the workshop also tested the program in their own classrooms. After a year and a half, the Project Learning Tree curriculum became accessible through PROFAUNA.

Never dormant, the adaptation process

continues in diverse areas in Mexico. Because all the PLT resources are still not in print in Mexico due to limited economic resources, instructors receive a package with certain PLT

activities compiled by PROFAUNA which they share among themselves. Through their own initiative, the activities are implemented into their curricula.



These primary school teachers are learning about the environment so they can better inform their students.

Project Learning Tree Works

Adapting Project Learning Tree has been successful in Mexico. Every year for the past sixteen years, the city of Saltillo, Coahuila in Northern Mexico has sponsored Tree Day. On this day, school age children are supposed to plant thousands of trees around the city. If all has gone as planned, today Saltillo would have more trees than any other Mexican city. However, it did not. This year a new tactic was tried. PROFAUNA volunteers organized an event in the center of the city for children from different schools who received special training in certain PLT activities. At the end of the activities, the children were given the trees so that they would plant them upon returning to school. The results were positive. A survey taken eight months later revealed that more than 80% of the planted trees survived. The children who participated in PLT activities, followed through.

Project Learning Tree also affects the parents and community. For example, on the last day of the first summer education course for children, parents were invited to the final class activity. One of the parents stood up and told a story. "Our family is used to going camping every year", he said, "but this year it

(continued on p. 20)

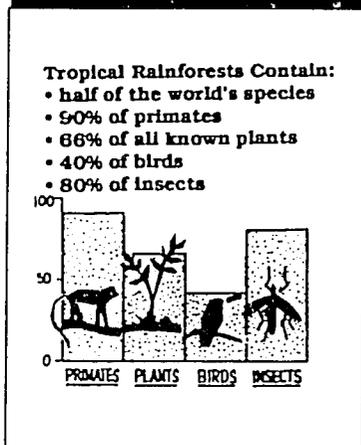
The "Mexicanization", continued from p. 19

was different. Two weeks ago, we packed our equipment and traveled to the mountains. Once there, we searched for the best and cleanest site we could find, but it is difficult to find a clean place because trash is everywhere. The following day after enjoying a beautiful day with nature, we were pleasantly surprised to see our son picking up the trash that we had accumulated and were going to leave there ...and then the trash other people had left behind before us. When I asked him why he was doing it, he explained to me all that he had learned about the effects trash and garbage have on the trees, animals and on

people. I learned a great lesson from my young son that day and I hope that parents will have the same opportunity to learn about the importance of nature and the environment through programs like Project Learning Tree." These examples regularly affirm the success of the program. For this family and for many others, Project Learning Tree works. ■

Rafael Salgado is a Program Director at CAL-Wood Environmental Education Resource Center in Colorado, USA and a member of PROFAUNA. For more information, contact: PROFAUNA, APDO Postal 486 Centro Saltillo, Coahuila, Mexico. tel: 811 2 3557.

Magazines for Children, continued from page 13



Visual graphics help bring messages home.

satisfied and demand for more tools like *OUTREACH* and its children's magazines was high.

Conclusions

By no accident, these children's magazines are working to promote communication about the environment and health. Strategically, they have filled a niche that environmentalists and communicators have long recognized — and have gone one step further. Here are some of the reasons for their success.

- The informal cartoon style approach is a positive way to introduce development issues. The nonthreatening comic characters and thought provoking games can introduce information without stepping on political, ethnic or social toes. Because the games are interactive, they initiate the participation of the children who can, in turn, spread the information to their potentially less literate parents and community.
- Supplying schools with supplementary materials can be a cost effective way to provide information and integrate it into a formal or nonformal educational format. Comparatively, revising curriculum or other large scale projects

can prove cumbersome and costly.

- The focus on primary school rather than secondary school involves more people more quickly. Not only is the science curriculum more flexible at the primary level, but far fewer children have dropped out.
- The participation of the Ministries and local NGOs not only increases support and accuracy, but it also promotes cooperation among environmental efforts.

Partially adapted from "Case Studies in Environmental Education and Communication" by Mona Grieser, 1991. For more information on OUTREACH, contact UNEP at Information and Public Affairs, PO Box 30552, Nairobi, Kenya; ACTION, Steve Murray, 20 Samora Machel Avenue, PO Box 4696, Harare, Zimbabwe. Tel: +707942, fax: +795150; TORTOISE at NCI, PO Box 74638, 5 Moseley Rd, Ikoyi, Lagos, Nigeria; 230, Agadez, Niger. Tel: (277)440340; Kacheche, Programme d'Education Virunga, B.P. 106, Goma, Nord-Kivu, Zaire; or Hope for Seeds, Dr. Vincent Busch, c/o Claretian Publications, UP Box 4, Quezon City 1101, Philippines. See DCR no. 65, p. 6 for information on Mazingira Magazine in Kenya.

Readers' Page

Letter to the Editor:

Readers, this issue we received a special request from the newly opened eastern block — a request to be in closer contact with the rest of the world. If any of you are interested in corresponding with Gorlov, or would like a pen-pal in another discipline, please let us know. Thanks for contributing, Gorlov!

Dear Foreign Comrades,

Best wishes from Samara, a Soviet town on the Volga river. I am a medical surgeon who teaches at the medical institute. All my life, I have wanted to learn English, but the process has gone slowly as we have few resources. I read in a journal that you reply to development communication requests from all over the world. It is wonderful.

I would like to have a pen-pal, especially one within the medical field with whom I can exchange opinions on medicine and events in my country. I await an answer.

Best wishes!
Gorlov S.A.
at 2 1767

440351 Samara USSR



Call for Papers

The Eighth ACCE Biennial Conference will be held in Cairo, Egypt in October, 1992 on "*Communication and the Environment in Africa: Challenges for the Future*". The sub-themes include: Communication Research and Environmental Issues; Media and the Ecology; Communication, Child Survival and Development; and Media Training and Environmental Issues. Full papers should be submitted to: The ACCE Executive Coordinator, P.O. Box 47495, Nairobi, Kenya by June 30, 1992.

The 15th Annual Pacific Telecommunications Conference planned for January 17-20, 1993 in Honolulu, Hawaii is announcing its call for papers. The theme will be the convergence of telecommunications and information technology and topics include political and social issues, economic issues and technological issues. For information, contact PTC, 2454 South Beretania Street, Suite 302, Honolulu, Hawaii 96826-1596 USA. tel: (808) 941-3789; fax: (808) 944-4874.

What's New, What's Coming

New Publications

Communication for Development in the Third World: Theory and Practice by Srinivas R. Melkote, Sage Publications Inc., 1991. pp. 292, (2455 Teller Road, Newbury Park, CA 91320 USA)

Srinivas Melkote provides a concise historical review of the field of development communication, and a comprehensive discussion of international theory and practice since the 1940s. He discusses how the role and perception of communication has evolved and examines the need for a constructive use of culture and indigenous communication systems for and by beneficiaries.

This book is excellent for students, practitioners, and seasoned professionals in the field of development communication. It contains charts and case

studies to guide the reader through theory and a broad range of ethical questions. Finally, an innovative perspective is outlined in practical language.

Africa Media Monograph Series: Video for Development (no. 8) by Matthijs de Vreede, African Council for Communication Education, 1992. pp.98 (P.O. Box 47495, Nairobi, Kenya. tel: +216135; telex: 25148 ACCE KE)

This book analyses the opportunities for using video for development projects in developing countries and tries to help solve several of the difficulties which prevent video technology from being more effective. Introducing video as an extension of the culture and people who use it, the author spells out how to write scripts, produce, and use video for training

Indigenous Press

Publicaciones Etnicas (Ethnic Publications), a leading indigenous organization in Mexico, has recently created its own magazine *Etnias* to serve as a platform for communication about indigenous issues. Along with other indigenous groups, they are also organizing the first international meeting of the indigenous press to coincide with the 500th anniversary of the arrival of the European conquerors. For more information about either the international meeting or *Etnias*, contact Genaro Bautista, *Etnias*, Madero 67-611, Col Centro, Mexico 06000, DF. tel: (5) 576 50 99.



Correction

The telephone number for Technoserve given to get information about the International Development Computer Users Network in the last issue should have been: (203) 852-0377. Sorry for any inconvenience!

and communication, and for communicating with people. Practical and easy to read, this book is available for US\$10 + US\$16 for postage.

Conferences and Seminars

ECO-ED will hold the "World Congress for Education and Communications on Environment and Development" October 17-21, 1992 in Toronto, Canada. Many partner events will take place October 15 and 16. ECO-ED plans to bring together key stakeholders including educators, communications professionals, NGOs, business and labor representatives, public officials, scientists and others to discuss sustainable development and communications. Sponsors include UN Educational, Scientific and Cultural Organization (UNESCO), and the International Chamber of Commerce in cooperation with UN Environmental Programme (UNEP). For more information, contact ECO-ED at 191 Niagara Street, Toronto, Canada M5V 1C9. telephone: (416) 860-1772 fax: (416) 860-0380.

The Institute for International Communications (IIC) will hold its annual conference in Montreal, Canada from September 9-11, 1992, at the Four Seasons Hotel. Topics include the role of communications in the 90's; the role of the communications industry in pursuit of economic, social and cultural objectives; and social and economic implications of new technologies. Contact: IIC, Tavistock House South, Tavistock Square, London WC1H 9LF. telephone: 071 388 0671. fax: 071 380 0623. telex: 24578 IICLDN G

The Course Developer in Distance Education (ICDE) will hold its 16th World Conference from November 8-13, 1992. Entitled "Distance Education for the Twenty-First Century", the conference is

situated at the Sukhothai Thammathirat Open University in Bangkok, Thailand. The cost is US \$425 for members, \$470 for non-members before June 30, and \$510 for non-members after June 30. Contact: 16th ICDE World Conference, Sukhothai Thammathirat Open University, Pakkred, Nonthaburi 11120, Thailand. tel. (662) 573-5849, fax: (662) 573-5890.

The Centre for Distance Learning will hold an intensive 3 day ICDE preconference workshop for course developers and instructional designers from November 6-8, 1992, in Bangkok, just prior to the ICDE conference. Courses are geared to practitioners and use small group activities. The cost is US \$300. Contact: Centre for Distance Learning, Monash Distance Education Centre, Churchill, Victoria, Australia, 3842. tel: 61 51 226 277. fax: 61 51 226 578.

As a follow-up to the UNCED conference in June, "Latin American Congress for Communication Research Workers" will be held August, 1992 in Sao Paulo, Brazil and will focus on the theme "Communication and Free Trade". For more information, contact: ALAIC, ECA-USP Building, Av. Prof. Lucio Martins Rodrigues, 443, Bloco A-Sala 3, Cidade Universitaria, 05508 Sao Paulo, SP, Brazil.

News in Crisis will be the theme of a colloquium organized by the International Catholic Association for Radio and Television (UNDA) in Brussels, Belgium from May 25-27, 1992. The purpose is to raise questions about the role of journalism in modern society and during crisis. Jean Dondelinger, European Commissioner for Audiovisuals, Information, Communication and Culture will open the workshop. There will be translation in English, Spanish and French. For more information, contact UNDA, rue de l'Orme 12, 1040 Brussels, Belgium. tel: +(2) 7349708; fax: +(2) 7347018.

Resources

Audio-Visuals

Audio-visuals for the Environment, The International Centre for Conservation Education (ICCE) Services, Greenfield House, Guiting Power, Cheltenham, Glos GL54 5TZ, UK. telephone: (0451) 850777 fax: (0451) 85075

ICCE has developed a collection of audiovisual materials which provide information about the environment in interesting and innovative ways. Ranging from global warming to population, pollution, wildlife preservation, coastal ecosystems, and conservation and religion, the collection presents issues clearly. All materials list the level of instruction (primary, secondary, or general), and the language of the text and audiovisual (English, French, German or Spanish). Videos are in VHS, Beta or PAL formats. Prices range from UK £ 3.75 to UK £ 20. Catalogues are available at the above address.

New Publications

"Women, Poverty and Environment in Latin America" by Michael Paolisso and Sally W. Yudelman, International Center for Research on Women, 1717 Massachusetts Avenue, NW, Suite 302, Washington DC, 20036 USA. telephone: (202)797-0007 fax: (202) 797-0020.

This 1991 report explores the ways by which women in the region contribute to protecting natural resources and the environment. This report identifies how local organizations are supporting women's environmental efforts. It offers specific recommendations for donor support in solving the dual problems of persistent poverty and environmental degradation in Latin America by enhancing women's environmental roles and communications networks. Cost: US: \$2.00 for first three copies, \$.50 for each additional; international: US \$3.50 for first three publications, \$.75 for each additional. Available in Spanish.

Coastal Resources Management: A Guide to Public Education Programs and Materials, by Michele H. Lemay and Lynne Zeitlin Hale, Kumarian Pres, Inc., 630 Oakwood Avenue, Suite 119, West Hartford, CN 06110-1529 USA. 1989.

This guide explains how to design and implement a public education program. It provides a convenient list of materials on coastal resources, tells where to obtain them, and shows which ones are available free. The book reviews individual materials according to their

appropriate audience, the languages in which they come, the cost (if any), and how they can best be used. The book is well designed for the practitioner looking for diverse materials to be used internationally. Many of the materials come from developing countries and are specific to a coastal region. 57 p.

In addition, free papers about The International Coastal Resources Management Project are available in Spanish and English from The University of Rhode Island, Coastal Resources Center, Publications, Narragansett Bay Campus, Narragansett, RI 02881, USA, telephone: (401) 792-6224, fax: (401) 789-4670. This project is funded by USAID in cooperation with University of Rhode Island, USA; Coast Conservation Department, Sri Lanka; Direccion General del Medio Ambiente, Ecuador; and Office of the National Environment Board, Thailand.

Just Stir Gently: The Way to Mix Hygiene Education with Water Supply and Sanitation, Technical Paper Series #29, by Marieke T. Boot, International Water and Sanitation Centre, P.O. Box 93190, 2509 AD The Hague, The Netherlands, telephone: 31(0)70 33 141 33, fax: 31(0)70 38 140 34 (1991)

This "how-to" manual explores the relationship between water supply and sanitation projects and hygiene education and offers concrete ways to integrate them into project formulation, planning and management. The book links the technical aspects of sanitation and user practices in a comprehensive way so that it can be used cross-culturally rather than being culture or region specific. The process of behavioral change, the organizational integration of education and community participation, phases and approaches to hygiene education, workplans and budgets, and the role of communication are all covered extensively.

The Pesticide Code Monitor by Gretta Goldenman and Sarojini Rengam, Pesticide Action Network, P.O. Box 1170, 10850 Penang, Malaysia. tel: 60-4 870271 fax: 60-4 877445 (1989)

This resource book for trainers provides information about monitoring harmful pesticides and organizes trainings for community activists. US \$10. Other communication materials on pesticides are available from the same address.

Periodicals

Connect: The UNESCO-UNEP Environmental Education Newsletter, 7 place de Fontenoy, 75700 Paris, France.

The Connect newsletter has published four issues yearly in six languages since 1975. The newsletter covers articles, international conferences and publication listing about environment education. It is available in French, Spanish, Russian, Arabic, Chinese and Hindi. *Connect* is free.

UNCED: An Environmental Education Opportunity?

An Interview with John Kirk, Organizer of Earth Rest Day

The United Nations Conference for the Environment and Development (UNCED), otherwise known as the Earth Summit is taking place this year in Rio de Janeiro from June 1 - 12. People from around the world will be discussing the future of this planet. What does it mean to have a global summit?

This global summit means that world leaders from over 160 countries will gather together to discuss the breakdown of natural systems which support life and the steps that need to be taken to repair the damage to planet earth. This is no easy task and there will be many apparent contradictions, confusion and heated debate. UNCED is a call to governments, business, peoples and individuals to exercise responsibility for the planet as a whole.

Why can we talk about the environment in global terms?

We must talk about the environment in global terms because actions taken in one part of the world can adversely affect life thousands of miles away. It is time all of us realize that earth is, in truth, a global village. We must take precautions to protect and enhance life in all segments of that village.

How is this conference different than others before it?

It is the largest summit meeting in the history of the world. In addition to the meetings conducted by the heads of state, there will also be a Global Forum running concurrently in Rio de Janeiro and there will be over 10,000 individuals representing over 150 different organizations such as women's groups, indigenous people, and the Third World Congress. They will be discussing environmental problems from their own particular vantage points and they hope to have the results of their meetings included in the final deliberation of the official delegates.

Why is UNCED an environmental education strategy in itself?

Any conference is an education strategy. That is its purpose. But UNCED is different. It is also a global communication effort. Four PREPCOMs, or preparatory committee meetings, with delegates from all over the world determine the major issues to be reviewed and discussed by the world leaders at UNCED. At and around the conference, environmental issues will be addressed through different avenues. For example, I am the Sabbath Coordinator for the UN Environmental Sabbath/ Earth Rest Day which takes place the first weekend in June. Its purpose is to call upon religious leaders throughout the world to share with their congregations information concerning environmental degradation and the immorality of destroying the earth. Other groups will address environmental issues through other forums — the workplace, government, the need for grassroots activity.

The Earth Charter is said to build consensus around environmental issues. What is it?

The Earth Charter is a constitution for the world. It reviews and discusses the type of behavior that is necessary in order

for people to sustain the globe. Representatives from different countries discuss and sign it.

Why is consensus building a powerful part of environmental education and action? How can people emulate this process in their communities?

Worldwide, people's actions interrelate and produce results which impact on all of us. Today, we are aware that participation builds commitment. A consensus building tool like the Earth Charter allows people to participate in the process and show [or not show] their support. As a communication tool, it spreads information about the environment, the responsibilities of everyone, and asks people to sign their commitment for change. A similar 'Community Charter' or local Earth Charter can effectively build consensus anywhere with small or large groups of people.

Many developing countries have complained that UNCED is geared towards the needs and solutions of the industrialized world — that consensus is not possible.

Much of the distrust of the consensus process by the South is based on economic factors rather than environmental ones. Because of the gross exploitation of the South by the North in the past, the South does not want to be left behind or blamed for all environmental problems. But this does not have to preclude the consensus building process. Hearing different perspectives is vital to the process.

The environmental education activities related to UNCED are enormous. Can you describe some of the various activities?

The Global Forum, the PREPCOMs and other groups plan to publicize their results. Also, summary reports, videotapes of certain activities, and in some locations, extensive satellite coverage on Ted Turner's Cable News Network (CNN) will keep people informed. Numerous newsletters, compilations of articles and sessions will be available. The EcoNet electronic mail network will also carry ongoing information and electronic conferences (see DCR #75 for information about EcoNet).

Other conferences and seminars will also result from UNCED. The Eco-Ed conference (see p. 22) will be the largest environmental meeting ever with 4000 delegates from over 50 countries talking specifically about environmental education. ■

Dr. John Kirk is the Director of the New Jersey School of Conservation, the largest resident environmental field center operated by a university in the world. For more information about the Environmental Sabbath, contact him at: New Jersey School of Conservation, Montclair College, R.D. 2, Box 272, Branchville, NJ 07826, USA. tel: (201) 948-4646, fax: (201) 948-5131. For a list of resources or other information, contact The UNCED Secretariat at 160 route de Florissant, Case Postale 80, CH-1231 Conches, Switzerland. tel: (41-22) 789 1676, fax: (41-22) 789-3536, E-mail: cdplunced; the UNCED Liaison, c/o UNDP, PO Box 30218, Nairobi, Kenya, tel: (254-2) 333 930/520 600, fax: (254-2) 520 724/520 711; or Network '92: Palais Wilson, 52 Rue des Paquis, CH-1201 Geneva, Switzerland.

42

Development Communication Report

To Our Readers:

After over a decade of innovation and evaluation in the field of health communication, this issue of the DCR focuses on Communication and Health: What's New, What's True? Research results, trends and case studies are represented to show the diversity of what has been learned, what remains good practice and future challenges for development communicators. Not just for those in health, this issue will inform practitioners from all fields who use communication.

-The Editor



No. 77
1992/2

Inside this Issue ...

Focus Groups 5

Counseling 9

Collaborating on Safer
Birthing Methods 11

Training Videos: The Next
Best thing 12

"Comuniquemonos
Ya!": 13

Beyond Fear: AIDS from
a Different Angle 14

Rural Market 18

Mass Media and Behavior
Change 20

Safeguarding Health 21

What's New,
What's Coming 22

Resources 23

Yes, but 24

HEALTHCOM: Lessons from 14 Years in Health Communication

by Mark Rasmuson, Holly Fluty and Robert Clay

Once a misunderstood and mistrusted add-on to public health programs, health communication has now been widely embraced by governments and private voluntary organizations, by international donors and United Nations agencies, by universities, epidemiological research organizations, and non-governmental organizations throughout the

world. Now after fourteen years of experience and some very convincing evaluations, one multi-million dollar health communication program reveals the lessons learned, lessons reconfirmed, and the insight gained about the future challenges of communication and development.

In 1978, the U.S. Agency for International

continued p.2

Mass Media Entertainment for AIDS Communication in Zaire

by Julie Convisser

The use of popular entertainment to convey messages of health and sexual responsibility is rapidly becoming one of the most innovative and effective behavior change approaches in health communication today. The methodology is not new; entertainment has been a forceful communication tool as long as people have sung and performed for each other. But now, health communicators are recognizing the power of entertainment

and the mass media for health promotion. And the beat plays on...

Nowhere has AIDS hit harder than in east central Africa. In Zaire, the HIV or AIDS virus is officially estimated to be carried by 6% to 8% of those who live in major cities and over 3% of the rural population. Unofficial reports show the rates to be much higher. In the absence of a vaccine or cure, communication

continued p.6



Development Communication Report

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

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

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

**Clearinghouse on
Development Communication**
1815 North Fort Myer Drive,
Suite 600
Arlington, VA 22209 USA
Telephone: (703) 527-5546
Fax: (703) 527-4661

Michael Laflin, Director
Andrea Bosch, Editor
Valerie Lamont,
Information Specialist
Earlington McLetchie,
Librarian
Mariel Escudero,
Circulation Manager

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

Lessons Learned, cont'd from p. 1

Development launched an innovative research-and-development project in two countries, Honduras and The Gambia. Called the Mass Media and Health Practices Project, the purpose of this effort was to explore how a systematic communication approach could help teach rural villagers an emerging new health technology: oral rehydration therapy (ORT).

From this modest beginning, A.I.D.'s investment in health communication has grown into a sustained 14 year \$50 million dollar program implemented by the Academy for Educational Development known as Communication and Marketing for Child Survival (HEALTHCOM). HEALTHCOM has provided technical assistance to the child survival programs of more than 35 countries, and played a global leadership role in health communication and social marketing. Over the years, two key research and development objectives have been maintained: (1) continued refinement of an effective communication methodology, and (2) rigorous evaluation of the methodology's application in specific countries.

The 5-step methodology pioneered by the initial project in Honduras and The Gambia—Assess, Plan, Pretest, Deliver, and Monitor—(Figure 1) has gone through many twists and turns through the years. While the process has been delineated variously by those working in different development technologies, at the heart of the process is one central concern — the consumer comes first. HEALTHCOM takes this priority seriously and program decision making systematically reflects the consumer's perspective in program planning through formative research, testing of communication materials, and monitoring of program effects.

Between 1985 and 1991, the Center for International Health and Development Communication (CIHDC) at the Annenberg School for Communication, University of Pennsylvania conducted 10 major pre- and post-intervention survey studies of HEALTHCOM programs in eight countries. The results of these studies afford a wealth of information about health communication. This article summarizes some of the most important of these lessons and challenges.

Lessons Learned

Lesson 1: Health communication works.

HEALTHCOM's programs have demonstrated definitively that health communication can work in the broadest sense — to increase immunization coverage, use of ORT, consumption of vitamin A capsules, and improve breastfeeding and other healthy practices.

- In four out of six sites where HEALTHCOM supported immunization programs relative coverage rates ranged from 25 to 85 percent.
- In Lesotho, the communication program helped boost ORT use from 39% to 60% and any treatment of a diarrhea case from 58% to 75%.
- HEALTHCOM's media campaign in Jordan contributed to an increase from 38% to 56% of mothers who initiated breastfeeding within six hours after their child's birth.
- In Central Java, Indonesia, vitamin A capsule consumption increased from 24% to 40% in districts with a health post following a one year communication effort.

Lesson 2: It doesn't work by itself.

Communication by itself is rarely enough to change health behavior. People must have the opportunity to perform a recommended behavior and the environment must be able to sustain the behavior change. Elements such as access to an immunization service, access to oral rehydration salts (ORS) or condoms, and/or physicians and nurses who support healthy practices must be considered. In HEALTHCOM's experience in Ecuador, for example, immunization rates were dramatically improved as a result of a combined service delivery/ communication approach, whereas the use of oral rehydration salts was improved only temporarily by communication in the absence of a continuous supply of ORS. In Jordan, increases in early initiation of breastfeeding following a communication campaign were much higher in public hospitals, where physicians and nurses supported early initiation, than in private hospitals where they often did not.

Lesson 3: It does more than create demand.

The creation of demand and motivation for higher use of health services have been important functions served by health communication programs. But they have not been the only functions served. Communication programs have had important positive "side effects" beyond their principal demand creation objectives. In the Philippines, for example, HEALTHCOM's communication campaign on measles did indeed significantly increase measles immunization coverage. Yet it also had a positive effect on the timeliness of measles immunization, and boosted coverage rates for other immunizations as well.

Lesson 4: It works differently for different interventions.

Different health interventions require

different communication strategies — some inherently more difficult than others. Teaching how to mix an oral rehydration solution in the home is a thornier

communication challenge than informing parents where and when to go for their child's next immunization. Even for the same intervention, the communication issues vary depending on the "maturity" of the program and the special problems it encounters. HEALTHCOM has found, for example, that increases in immunization coverage are easier to achieve through communication in programs with relatively low coverage rates at the start than in programs with higher rates. Moving a program from 70% to 90% coverage, which often means targeting hard to reach groups like the urban poor, is harder than boosting rates from 40% to 70% using a standardized informational campaign approach.



Channel	% Exposed (a)	Effect of Exposure (b)	Channel Effect (a) x (b)
Clinic	22%	18.1%	4.2%
Outreach	16%	20.1%	3.2%
Radio	60%	13.6%	8.2%

Lesson 5: It may not work as dramatically as public health officials expect.

Public health officials often have unrealistically high expectations of how communication can help a health program, setting short-term goals of 80 per cent immunization coverage or 60 percent adoption of a new health technology like ORT. Such goals can inadvertently set up communication planners for failure and disappointment.

Lesson 6: Interpersonal channels are important.

A longstanding tenet of development communication theory and practice is that interpersonal communication is vital in motivating behavior change. HEALTHCOM's research results confirm that tenet. In Swaziland, for example, CIHDC's research found that clinic staff and outreach workers were more effective channels in increasing knowledgeable use of

ORT than radio. Each type of interpersonal contact was associated with a 20% greater likelihood of appropriate use of ORT, while heavy contact with the radio was associated with about a 13% greater likelihood of appropriate use.

Lesson 7: But so are the mass media!

In the Swaziland example cited above, health workers reached only 22% of the population and outreach workers only 16%, while radio reached nearly 60% of the population. Thus, even though it was less effective per contact, because radio could reach many more people, it was more effective overall. By one calculation (table), CIHDC concluded, 8.2%

continued p. 4

Lessons Learned, cont'd from p. 3

more of the entire population was using ORT appropriately as a result of exposure to radio, while only 3.2% resulted from contact with interpersonal sources. CHDC's other evaluation studies supported this finding: in the 16 interventions they studied, exposure to mass media messages was sharply associated with the level of program success. Of the 6 programs operating in environments where only light exposure to mass media was achieved, only 2 were considered successful. Of the 9 programs which achieved high media exposure, 7 were associated with substantial change in behavior.

Lesson 8: It needs to be sustained.

HEALTHCOM's programs have consistently demonstrated a clear correlation between different levels of communication programming and rises and falls in the practice of new behaviors. The fact that some level of communication needs to be maintained in order to sustain new behaviors is old news in the world of commercial marketing and advertising -- Coca Cola keeps on spending millions in advertising even though it is the market leader. Unfortunately, it is another fact not always well appreciated in the public health community where another mistaken expectation is that once a communication program has helped boost a new health product or practice, it is there to stay.

Lesson 9: It must be multi-disciplinary.

Effective health communication is a mix of science and art -- a blend of solid consumer research and highly creative design. It continues to be influenced by many other disciplines. Marketing has been particularly important in providing an overall planning framework which

includes supply elements as well as demand. Social and behavioral psychology, anthropology, and epidemiology have also been influential. In practice, health communication requires the collaboration of a team of program managers, researchers, and communication professionals -- each contributing their special expertise.

Lesson 10: It is difficult to institutionalize in developing countries.

Good health communication requires capable well-trained professionals and resources for critical activities like formative research, media production, and program monitoring. While policy makers in many developing countries are now embracing the potential of health communication to improve public health programming, Ministries of Health, often strapped financially, are still lagging behind in committing the resources necessary to enable trained health communicators to effectively practice their profession.

Challenges for the Future

The final three lessons underscore two of the major challenges which face health communicators in the future: (1) How can health communication programs best be designed for developing countries to support multiple interventions over the long term at an affordable price, encompass strategies and resources for both sustaining behavior changes achieved in the past, and target new behavioral challenges as required? (2) What more can be done to enhance the prospects for institutionalizing an effective health communication capacity in developing countries? Three strategies currently being followed by the HEALTHCOM Project are:

- to strengthen health communication curricula in developing country training institutions;
- to develop streamlined methods of research and planning which can be more easily adopted in developing world settings; and
- to conduct communication cost studies which will demonstrate to policymakers the cost-effectiveness of health communication.

Another challenge is posed by shifting epidemiological patterns in much of the developing world. As patterns of morbidity



How to Conduct Focus Groups: Researching Group Priorities Through Discussion

and mortality shift more in the direction of the "lifestyle diseases" characteristic of industrialized countries (e.g. heart disease), health communication, as a key influence on health behavior, becomes ever more important. But it also becomes more difficult: motivating a prevention behavior which has no immediate positive consequence is inherently harder than motivating a treatment behavior which cures an illness. This challenge calls on health communicators to sharpen communication strategies. In environments which are cluttered with thousands of competing messages, effective health communication programs will need to develop strategies which:

- Target specific audience **segments**.
- Account for where people are on the **behavior change** spectrum, from awareness through intention, trial, and adoption.
- Offer people a genuine **opportunity to behave** in a new way.
- Promote **benefits** people want.
- Mitigate **barriers** to new behaviors.
- Appeal to the **emotions** as well as the intellect.

Mark Rasmuson is the Vice-President for Health Programs, Asia Region, for the Academy for Educational Development (AED) and a senior advisor for the HEALTHCOM Project. He was Director of HEALTHCOM from 1985-92. Holly Fluty is the Cognizant Technical Officer for HEALTHCOM and Robert Clay is the Chief of the Health Services Division, in the Office of Health, Agency for International Development. For more information about HEALTHCOM, contact AED at 1255 23rd St., NW, Washington D.C. 20037. tel: (202) 862-1900, fax: (202) 833-6617; or the Office of Health, Bureau for Research and Development, USAID, Washington D.C. 20523-1817, tel: (703) 875-4526, fax: (703) 875-4686. For additional information about the evaluation results, contact Robert Hornik, CIHDC, Annenberg School for Communication, University of Pennsylvania, 3620 Walnut Street, Philadelphia, PA 19104-6220 USA (215) 898-7057, fax: (215) 898-2024.

How many times have health projects failed because project designers did not understand the priorities and beliefs of a community? Conducting focus groups is one way to open up dialogue with community members and uncover hidden beliefs and agendas.

Focus group discussions enhance the project process for several reasons. They give diverse community sub-groups the opportunity to express concerns and have a voice before the project begins. They stimulate ideas and conversation which may not emerge during a one-on-one interview. And they allow project monitors to have a baseline of information to which they can later refer to see if group attitudes or priorities have evolved.

Beliefs are not always consistent across a community. Mothers of small children may have a different interpretation of oral rehydration therapy than women who do not have children. Factory workers may appreciate the implications of urban pollutants differently than religious leaders. The focus group gives an outsider the ability to understand important differences and come to some conclusions about overall attitudes.

In order to ensure that the data collected is meaningful, it is important to have a discussion outline and to focus the groups upon particular areas of concern. Here are other guidelines on how to make focus groups effective and keep sessions consistent across distinct sub-groups:

- Each session should last between 60-90 minutes
- Groups should consist of 8-10 participants
- Sub-groups should represent the diversity within the community.
- Sessions should inspire a sense of openness and comfort (for example, beginning with songs or stories)
- Topics of discussion should be consistent across groups.
- Groups should be designed so that individuals are minimally inhibited (for example, if farmers are dependent on middlemen, they may not be as candid if middlemen are present)
- Questions should be carefully designed to not reveal a facilitator's bias
- Discussions should be focused and facilitated, but should not direct the group to "right" or "wrong" conclusions
- Information shared within the groups should be kept confidential. Members should discuss this point.

While they may not provide all the data needed to make qualitative comparisons, focus groups can be an excellent mechanism to learn about a community and the positions of its sub-groups. Quick, easy and informative, they may reap unexpected results.



HEALTHCOM

This focus group in Malawi begins with songs.

Entertainment, cont'd from p. 1



strategies stressing prevention are the only options open to a country like Zaire.

In 1988, Population Services International (PSI) launched an AIDS mass media project in collaboration with the Zairean government's National AIDS Program and with funding from the U.S. Agency for International Development (USAID). The project was created as a complementary effort to the PSI Condom Social Marketing Project in Zaire.

Two expatriate communication specialists employed by PSI acted as project directors and were matched by two counterpart specialists from the Zairean National AIDS Program. They were supported by a local technical production and research staff. Through collaboration with other Zairean organizations, they designed a comprehensive national media campaign utilizing television, radio, print materials, drama and life music.

Strategy: Young and Urban

While Zaire's urban citizens are more susceptible to AIDS, they also have the greatest access to the media. The country's 11 regional capitals are linked by television satellite and an estimated 13 million urban residents have access to TV sets. This, combined with patterns of AIDS prevalence, led project leaders to first target young Zaireans in the cities.

Youth aged 12-19 were selected first for their proportionately large group size, their high-risk behavior and evidence that most people with HIV

in Zaire were infected in their early teens.

Another population segment — those from 20 to 30 identified as "young and prospective parents" — was added as a second target population during 1990. Research in Zaire and other African countries indicates that the AIDS threat to the health of children (such as transmission from mother to child) is a strong motivating factor for behavior change among parents.

Entertaining the Facts

In its first year, the project worked with students from the National School of Performing Arts to produce and pretest a series of television and radio spots aimed at influencing prevailing attitudes and behavior related to HIV transmission. Five spots were produced with the National Broadcasting Network and translated into Zaire's five official languages.

A longitudinal program impact study involving the University of Kinshasa School of Public Health showed that the first TV and radio spots effectively addressed fallacies about AIDS. After nine months, surveys indicated a decrease of 14% for those who responded "yes" to "Can you avoid getting infected with the AIDS virus simply by avoiding contact with people who look sick?"

Music: Getting to the Heart

Zaire, the heart of the African beat, boasts some of the world's most talented and highly visible musicians. As Neil Henry, a Washington Post African correspondent wrote, "The air is filled with rhythms. From the street corners and back alleys, from the countless shacks of wood, cinderblock and corrugated tin... the strains of music pour." Thus, the project sought out to enlist this community of eloquent and persuasive musicians.

And it struck a responsive chord. The Zairean music community has not been unscathed by AIDS. Zaire's most famous musician, Franco-Luwambo, released a song about AIDS nine months before dying of the disease. Franco's song and startling death paved the way for the project to mo-

tivate other popular musicians to raise their voices against AIDS.

After sponsoring a contest among Zaire's leading bands, the project selected three AIDS songs. The songs were released in four month intervals over a year and were guaranteed daily playtime through agreements with national and regional radio stations.

The public response was positive. "Step by step/hand in hand/let's all fight AIDS..." the refrain of the first released song by the well known Empompo Loway could be heard on the lips of rural schoolchildren and sophisticated Kinshasa residents alike. In a Kinshasa post test six months after the song's release, 65% of a sample of the target audience had heard of it. Of these, 90% could sing a verse or two on request. Most importantly, 93% of those who had heard the song retained the key AIDS messages and 85% of the same group said it affected their behavior.

Of the latter group, one in three said it discouraged them from having multiple partners. One in four said it encouraged abstinence and one in six said it motivated them to be faithful to a single partner.

Buoyed by the response, the project sponsored a World AIDS Day concert in 1989, where Empompo sang his song. When a video of the performance was released just three weeks later, Empompo was dead from AIDS.

Five more songs soon joined the original three — each addressing a slightly different audience by selecting musicians with different styles and appeals. Similarly, the messages evolved over time. Due to the growing AIDS awareness, later songs veered away from the basic 'do's and don't's and stressed more emotional appeals to change behavior patterns. For example, one of the most recent songs avoids the word AIDS altogether. Instead, a man and woman sing to each other of their marital trespasses and — in the face of "dangers all around us today" — renew their love and commitment to mutual fidelity.

For the 1990 World AIDS Day, the project sponsored a nationally broadcast concert featuring live renditions of six AIDS songs by the original artists. Excerpts were edited into five music videos, with cuts of musicians and other popular figures giving advice on AIDS prevention. The video-clips were then broadcast on a rotating schedule,

and cassette tapes are distributed to AIDS prevention groups throughout the country.

The Drama of AIDS

Working with Zaire's best loved drama group, Troupe Nzoi, the project produced a four part radio/TV series aimed at the "prospective parents" group. Its underlying behavioral messages: 1) avoid having multiple sex partners; 2) practice mutual fidelity; 3) use a condom in high risk situations.

The drama, about a young woman who learns after her wedding night that her husband has AIDS was the first mass media treatment of many sensitive AIDS related issues in Zairean culture. They include widespread marital infidelity and the link between the economic and social plight of women and widespread prostitution. Moreover, two specific scenes provided a first time opportunity for an explicit televised discussion of the advantages of condom use for AIDS prevention. The entire series was shown twice in 12 months.

Public response to the drama's realism and sensitivity was overwhelming. Follow-up research verified that presenting messages through a culturally relevant radio/TV drama effectively motivates individuals to adopt safe practices. Four "day after" surveys among a representative sample in Kinshasa showed that over two-thirds of the intended audience watched each episode on tv. Of these, two-thirds could recount the plot of the episodes they watched. And more than two thirds retained the drama's AIDS messages. Almost 75% indicated they intended to change their behavior. Finally, more than 50% discussed the content with friends or family. 90% wanted to see another episode.

AIDS in print

To reinforce the AIDS messages broadcast on radio and tv for schoolchildren, the project presented "myths and realities" about AIDS on below market-price school notebooks. Working with a popular comic strip artist, the project designed three 1991 calendars for teens and adults, each featuring an eye catching comic strip. The first, targeted to working men and women, subtly underlines the importance of fidelity. The second, for teens, indicates the risks of promiscuity. The third, for distribution to bars and hotels, humor-

...continued on p. 8

*In the
absence of a
vaccine or
cure,
communication
strategies
stressing
prevention
are the most
effective
options*

ously presents the advantages of condoms.

Regional Strategies

By the end of the project's second year, Zaire's 13 million urban residents were receiving an average of 10 minutes a day of consistent televised AIDS prevention messages. But what about outside the big cities? What about the remote villager or the women hawking wares from the river barges, whose only mass media exposure are songs and programs broadcast in the local dialect from the radio station of their regional capital?

Working through the National AIDS Program, the project identified 4 of the country's 11 regional radio stations in high priority areas. After several initial visits, two producers from each of the four radio stations were trained in an intensive workshop and asked to submit a year-long action plan for an AIDS radio campaign.

By the end of the first year, the regional radio stations had produced and broadcast in 13 local languages 28 AIDS feature programs, 22 radio spots, 8 AIDS radio dramas, 2 songs, and 5 AIDS messages via their local radio stations.

The results were promising. In the region of Haut Zaire, for example, villagers far from the radio station created an AIDS song in their local musical style and invited the radio station to record it. The song became one of the radio station's most requested tunes.

Results comparing one of the target regions (Sud-Kivu) with a "control" region (Equateur) indicate that the higher level of exposure to AIDS messages in the target region greatly affected knowledge and attitudes about AIDS. According to the study, the difference in level of knowledge regarding AIDS transmission between the "control" and target regions was 18%.



In one drama, the newly married Pembele discovers that her husband contracted AIDS in a pre-marital affair.

Conclusions

Results over the project's first two years conclude that using entertaining media to promote safer sexual behavior can effectively reach target audiences and inspire behavioral changes. The following results from the second phase of the longitudinal program impact study conducted in August 1990 indicate the following:

Increase in awareness regarding asymptomatic carriers.

The ratio of people who think "you can avoid getting infected with the AIDS virus simply by avoiding sexual contact with people who look "sick" dropped from 56% to 42%.

Increase in abstinence and mutual fidelity for AIDS prevention.

When asked "how have you changed your behavior in the face of AIDS", 16% more people spontaneously responded "by becoming mutually faithful" in the second study.

Increase in knowledge and acceptance of condoms for AIDS prevention.

Those who named condoms as their first mode of AIDS prevention increased from 5% to 13%. The ranks of those who had ever heard of condoms increased by 11%.

Increase in condom use for AIDS prevention.

When asked how they had changed their behavior in the face of AIDS, 5 times the number of people responded "by using condoms". Indeed, annual sales of condoms offered through PSI's Condom Social Marketing Project increased by more than 1,000% over the course of the media campaign — from 900,000 in 1988 to 18 million in 1991. According to an equation developed by Family Health International, the 18 million condoms sold in 1991 prevented nearly 7200 cases of AIDS in Zaire.

Julie Convisser, a communications specialist with Population Services International (PSI), served as the director of the Zaire Mass Media Project. PSI suspended mass media activities in November 1991 with the withdrawal of funding by USAID due to political and social unrest in the country. PSI is now replicating this project in 8 other countries in Africa and Asia and applying this technique to an HIV prevention project in the U.S.A. For more information, contact: PSI, 1120 19th St., NW, Suite 600, Washington DC 20036 USA. tel: (202) 875-0072. fax: (202) 785-0120.

50

Innovations in Counseling: Do They Make A Difference?

by Young Mi Kim and Rita Meyer

Health communication programs around the world rely on face to face communication between a health care provider and a client. Therefore, the quality of a counseling interview can influence whether clients begin or continue to use healthy behaviors. Yet, often health care providers are uncaring, rude, or misinformed — sometimes without insight into the repercussions of their actions. People do not want to go to them even if their service sites are well-stocked. These findings have convinced policymakers and planners in many countries to integrate interpersonal communication and counseling skills training into their health communication programs.

But does counseling training actually improve the quality of care? A counseling evaluation in Ogun State, Nigeria was the first to address this question and the definitive answer is yes.

Improving Performance

To improve the quality of service delivery in its clinics, Nigeria's Ogun State Ministry of Health (MOH) incorporated three days of counseling training into its family planning training curriculum for nurses. Assisted by the Johns Hopkins University Population Communication Services (JHU/PCS) and its subcontractor, the Program for Appropriate Technology in Health (PATH), the MOH compared the skills of nurses trained in counseling with the skills of nurses who had not been trained in counseling. The Ogun training represented an unusual opportunity for evaluators to compare "trained" and "untrained" skills because, at the time of study, not all the nurses had yet received their training.

The result? Counseling-trained nurses fared better in almost all areas of "quality of care" criteria. Client exit interviews showed that nurses trained in counseling listened more attentively to clients (97% vs. 66%), gave clearer explanations (95% vs. 75%), were more polite (89% vs 53%), and made clients feel more comfortable (95% vs. 76%). Furthermore, data from 1001 medical records showed that clients of nurses trained in counseling were twice as likely to keep return appointments (84%) as clients of untrained nurses (44%).

Improving an Image: Ghana's Approach

The Ministry of Health's decision to offer over 5000 health care providers training in counseling skills was not unfounded. Focus groups, or sessions with groups of potential or actual Ghanaian health service users, revealed that health care providers in Ghana had a poor public image. Feedback from "mystery" clients coached in advance by researchers to carefully observe counseling interviews, reassured the Ministry of Health that nurses trained in counseling did, in fact, perform better than the untrained nurses. The effort to enhance the image of trained counselors was part of a three-year multi-media campaign in which 94% of men and women were reached by at least one mass media channel. Demand for contraceptives increased during the campaign and exceeded supplies.

The newly trained providers were equipped with new manuals, flipcharts, posters and brochures and were ready to greet the public. The public, however, still perceived them as rude and insensitive. The counselors needed a new public image to match their skills. To promote trained counselors as competent and caring, a campaign was built around the slogan "Talk to Your Family Planning Advisors — They Care". After radio and television spot promotions, counselors wearing "I Care" buttons were sought out in clinics and stopped on the



Ghanaian nurses, midwives and community members march to show "they care".

continued p. 10

Counseling, cont'd from p.9



Nurses doing role playing during a counseling training in Ogun, Nigeria.

streets by would-be clients. In the first year of the promotional phase of the campaign, sales of contraceptives nearly doubled.

Building a Framework

The counseling experiences of Nigeria, Ghana, and other countries prompted JHU/PCS to host a four day workshop in April 1992 to help improve the evaluation components of counseling training programs. Bringing together trainers and managers from Nigeria, Bangladesh, Kenya, the Philippines, Egypt, and Zimbabwe, the workshop was based on three lessons learned from prior counseling training and evaluation experiences:

- Short-term counseling training can lead to higher quality caregiving among health care providers and good health and family planning practices among clients.

- Promoting the image of health care providers publicly can encourage providers to use the counseling skills acquired during training.

- Evaluation of counseling training programs can both enhance the training programs and document the impact of the training on health care providers and on client behavior.

Workshop participants also refined a framework for improving counseling training evaluation. It will be featured in a forthcoming manual developed from the workshop and available through JHU/PCS.

The Population Communication Services (PCS) project is part of the Johns Hopkins University Center for Communication Programs. Young Mi Kim, Senior Evaluation Officer at JHU/PCS, directed PCS's Counseling Training Evaluation Workshop. Rita Meyer, Program Officer, writes, edits, illustrates and produces PCS publications. For more information, contact JHU/PCS, 527 St. Paul Place, Baltimore, Maryland, 21202 USA. tel: (410) 659-6300, fax: (410) 659-6266.

Grants and Fellowships for Women

A directory of fellowships and grants available to African women students and scholars in the U.S. is now available from the Womens' Studies Research Center, University of Wisconsin-Madison, 209 North Brooks St., Madison, WI 53715, USA tel: (608) 263-2053, fax: (603) 265-2409. Cost: \$2.00 +\$1.25 postage.

International Development Research Center's new women and development unit supports research projects on issues related to women's roles and responsibilities in the Third World. Contact Eva Rothgeber, WID Unit, IDRC, PO Box 8500, Ottawa, Ontario, KLG 3H9 Canada.

The Global Fund for Women supports groups concerned with media images of women, legal rights and violence against women, as well as related topics. contact GFW, 2400 Sand Hill Road, #201, Menlo Park, CA 94025, USA.



CHETNA

32

When New Meets Old: Collaborating on Safer Birthing Methods in Nigeria

by J.P. Dangoji

The power and influence of traditional birth attendants in rural communities in Nigeria is so strong that any attempt to redirect or discredit their practices is met with stiff rebuttal. Yet too many babies and mothers are dying from crude birthing methods, nutritional taboos, female circumcisions, unsanitary conditions, or poor care after delivery. One Nigerian non-profit, non-governmental organization familiar with the roles and responsibilities of traditional practice has taken steps to work with birth attendants to improve health practices.

The Inter-African Committee (IAC) on Traditional Practices Affecting the Health of Women and Children was established in 1984 at the end of a five day seminar in Dakar, Senegal, organized in collaboration with several United Nations organizations. Delegates came from twenty African countries and discussed topics such as female circumcision, child marriages, teenage pregnancies, traditional methods of conducting labor and delivery, and social taboos. In the following year, the IAC of Nigeria was formed and women and men from across Nigeria began to open state branches. The plan involved working with (rather than against) traditional birth attendants to find safer methods they could implement in their communities.

Due to the size and diversity of Nigeria, IAC representatives selected pilot projects for each local government area (LGA) and trained practicing midwives in each area. Once fully trained, the midwives formed groups of traditional birth attendants in their communities and conducted awareness trainings and practical demonstrations. The birth attendants learned about sexual anatomy, the process of fertilization, differences between normal and abnormal pregnancies, personal and environmental hygiene, nutrition, prenatal care, high risk pregnancies, and the importance of post natal care and oral rehydration salts. As literacy was never assumed, the training used posters and films and culturally relevant information about taboos.

At the end of the training course, delivery kits were given to the participants, not to replace, but to supplement the traditional birthing techniques. Hygienic practices such as sterilization of all materials rather than just the "new" ones was emphasized. Ongoing contact with the IAC midwives provided the support and problem solving needed to keep the interest of the traditional birth attendants and the communities high and replacement parts available.

By joining in partnership with traditional birth attendants, the Inter-African Committee of Nigeria did not try to circumvent the cultural power of the traditional birth attendants. Instead, their positions were treated with the same respect they enjoyed in their rural communities. With this collaborative approach, new often safer methods could be introduced to complement traditional practice and save the lives of mothers and their children.

J.P. Dangoji is a former lecturer at the Colleges of Nursing in Vom and Yola. Currently, he is the Chief Health Educator of Taraba State, Nigeria and one of the founding members of the IAC/Nigeria. For more information, contact him at: P.O. Box 324, Jalingo, Taraba State, Nigeria.



Training Videos: The Next Best Thing to Being There?

by Valerie Uccellani and Maria Cristina Rosales

Video has become an indispensable health communication technology over the past decade. Yet, recognizing the virtues of face-to-face communication for effective training, many people hesitate, if not shudder, at the idea of using video. We have all seen our share of costly videos which bombard viewers with one-sided information and nudge them into a sit-back-and-watch posture. True, videos will never substitute for the important interpersonal link between trainer and training participants. However, a well-done video can entice people to reflect upon their own thoughts and actions as well as to actively explore new ideas with others. Much like dramatic role plays, participatory video can invite people to step outside themselves, analyze their own feelings and actions, and practice new behaviors. Reaching far greater numbers of people than individual face-to-face communication, in many cases a participatory video with just one facilitator can multiply the interpersonal link effectively and successfully communicate new messages.

The Advantages of Video

Most trainers who have used video will comment on how often participants get excited about a training topic simply because of video's entertainment value. However, the appeal of



The director worked with health promoters and mothers to act out key concepts from the script, using their own words.

video doesn't automatically make it effective. What are advantages of video over other training materials?

Video reaches both the eye and ear. Research has proven that viewers more easily retain a message when more than one sense is involved.

Unlike role plays, video can be seen more than once. What was missed the first time may become apparent later on. Through

repeated uses, video can reinforce important skills and unearth new issues and debate.

If training participants identify with the characters and situations, a video can guide them through alternatives to their current behaviors. The key is to design a video that is directly relevant to viewers' problems, priorities, experiences and feelings.

Video can train field staff even on complicated sets of skills if procedures are presented clearly without overwhelming detail. With a simple stop and start, video can be presented and discussed in segments. This control gives viewers the freedom to explore priority issues in greater depth.

If accompanied by a set of guidelines and shown by a facilitator, video can alleviate the burden of broaching culturally sensitive topics. For example, issues around sexual behavior or HIV counseling may seem unapproachable without the objectivity gained by using technology such as video. The combination of video and discussion manual best ensures that training achieves consistency and quality.

Video can be extremely cost-effective because it multiplies the training process. When both human and economic resources are scarce, initial investment in a video can provide long-lasting benefits.

Production Questions

Video can be an appropriate communication tool for a diversity of programs, especially when accompanied by facilitation and support materials. Still, deciding *if* video is the correct choice for a given training need, *how* it can best address the need, and *what kind* of support materials will help achieve the training goals are important considerations. Before making the final decision to produce a training video, ask the following questions:

Does the intended trainee group have access to video recorders? Are there distribution channels to get the final video to the intended users? What has their response been to videos used in the past?

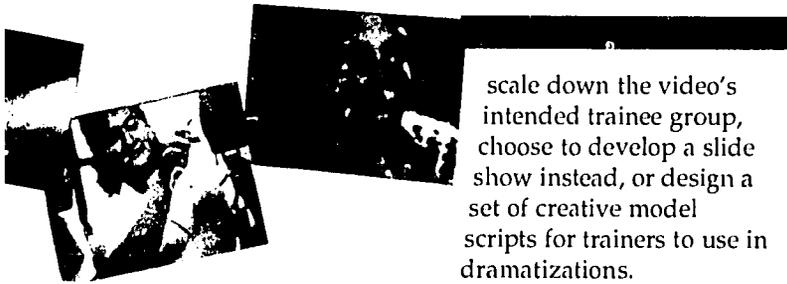
How much variation is there among trainee groups? For example, do regional differences in setting, attitudes, or behaviors make it impossible to create a single, realistic, acceptable, visual aid?

Does the budget allow for pretesting the video with representatives of the intended trainee groups after a draft script is written? Developing adjunct materials? Distributing the final training package?

When the Answers are No...

If these and other considerations indicate that video is not appropriate, options do exist. Materials developers can





scale down the video's intended trainee group, choose to develop a slide show instead, or design a set of creative model scripts for trainers to use in dramatizations.

When the Answers are Yes...

If the decision has been made to produce a training video, there are many pivotal issues to consider during the production process. Make sure that:

- Background research has revealed the current behaviors and attitudes of the intended training participants with respect to the central training topic. The goal of the research is to create realistic situations and characters in each scene;
- Scenes are filmed in a variety of settings and present a variety of situations so that members of the intended trainee group can relate to what they see;
- The script is reviewed at several stages and the video is pretested. Pretesting should be done only once before filming, when producers have agreed on a *complete* and final script. Pretesting is usually done through "focus groups" (see p. 5) where a moderator guides discussion among six to ten people. Usually a minimum of two groups are conducted with representatives from each intended training group. Their comments and reactions are recorded and analyzed so that the script can be revised before filming. The aim of the pretest is to ensure that the concepts are clear, appealing, and meaningful, and that the language settings and depicted reactions are acceptable.
- Reflection, discussion, and spin off activities are integrated into the video. Posed questions or intentional pauses for discussion after key scenes are effective.
- A discussion guide is developed for facilitators and the video/guide package is field tested to make sure that the guide enhances the video and provides all information the facilitator might need. Videos are not nearly as useful without appropriate facilitation.



focuses on the important (but often overlooked) power of communication between field staff and mothers by "modeling" or demonstrating good communication skills at work in a variety of group situations. By actually illustrating positive interpersonal communication, the viewers can com-

continued p. 14



"Comuniquémonos, Ya!": Strengthening Interpersonal Communication and Health through Video

Growth monitoring and promotion (GMP) is a significant component of development programs in many countries around the world. In theory, GMP gives health workers and caretakers the opportunity to periodically track children's growth and to discuss options for improving it. Research shows, however, that health workers and caretakers rarely take this opportunity to discuss the growth, nutritional status, or general health of the child (much less that of the mother). Without such communication, health promotion cannot happen.

"Comuniquémonos, Ya!" ("Let's Communicate!"), a training video on interpersonal communication for GMP programs in Latin America, was developed to respond to these missed opportunities. Designed as training material for village health workers, auxiliary nurses, and other field staff who monitor the growth of children in their communities, the video is accompanied by a step-by-step facilitator's guide to use with a current GMP program. The video

Valerie Uccellani is a Program Officer for the Nutrition Communication Project (NCP) at the Academy for Educational Development, 1255 23rd St., NW, Washington DC 20037 USA. Maria Cristina Rosales is the Director of the Centro Regional de Audiovisuales (CREA), a production center specializing in commercial and educational videos. Contact her at: Avenida las Americas 16-47, Zona 14, Guatemala City, Guatemala. tel: (502) 2 371545. fax: (502) 2 334469. A recent fieldnote by NCP offers more information on the production of training videos.

“Comuniquémonos, Ya!”, cont'd from p.13



Video can bring training participants up close to situations and allow them to analyze cause and effect.

pare their own actions with others which may be more fruitful for health promotion.

Don't Jump in Before You Test the Water!

Before producing “Comuniquémonos, Ya!” the producers asked themselves central production questions: Who is the audience? Why is the training needed? and What are the objectives and advantages of using video? Using these guidelines, they were able to fine tune their script and visuals to meet specific needs.

The first objective was to facilitate the introduction of a communication component into existing GMP training sessions — with a video in hand, incentives would be higher. The second objective was to provide field staff with a basis to discuss how they currently communicate with mothers about their children's growth — video can capture a realistic encounter between health worker and mother to spark discussion. The third objective was to model six key actions that field staff can use to improve communication with mothers — with video, one can demonstrate concrete actions for field staff to imitate. The fourth and final objective was to illustrate better communication techniques in different types of GMP encounters — a video is flexible enough to include different settings, such as clinic and home, as well as typical situations trainees encounter, such as breastfeeding infants, children with diarrhea, and children's growth.

Background research within GMP programs in several Latin American countries formed the backbone for the script. Informal role plays helped pretest key concepts. For further pretesting, a complete, draft script was transformed into an “animatic” — a

mock-up of the video made of slides, drawings, and/or archival footage. The animatic was presented in focus groups in five Latin American countries. Finally, specialists working in the fields of communication, anthropology, education, and nutrition provided input into the script at key stages. Based on all these findings, the script was revised and plans were made to film in Bolivia and Guatemala.

Modeling Interpersonal Communication

The video is designed to involve the training participants. They actively compare two scenes: one in which a health worker communicates poorly with a mother in a GMP session; the other in which the same worker uses good communication skills. These interactions are bridged by a series of scenes in which health workers illustrate six communication skills: creating a warm environment, asking questions, sharing results, listening, observing, and doing demonstrations. An off-screen narrator invites viewers to reflect on the advantages of these different skills and asks direct questions of the viewers to guide in-depth discussion. The final video is accompanied by a facilitator's guide which outlines a complete workshop in which participatory activities complement the concepts and skills presented in the video.

Positive reaction to the video cut across country lines (including Guatemala, Honduras, Bolivia, and Ecuador) as well as professional lines (from community health promoters to physicians). Trainers who have used the video without the guide report that it has sparked much-needed debate on the role of communication in GMP activities. Still other trainers have selected or adapted sections from the facilitator's guide. This personalization enriches the training because it gives participants a chance to practice communication behaviors and to discuss ways to incorporate them into their daily work.

“Comuniquémonos, Ya!” was produced by the Nutrition Communication Project (NCP), a project of the Agency for International Development, Office of Nutrition, with UNICEF. El Centro Regional de Audiovisuales was contracted to technically oversee all stages of the production. The video and guide were developed with several Latin American organizations and CARE/Latin America. To order, contact local UNICEF, USAID, or INCAP offices in Latin America and the Caribbean, PROCOSI in Bolivia. If unavailable locally, contact: NCP, Academy for Educational Development, 1255 23rd St., NW, Washington DC 20037 USA. Specify VHS, Betamax, PAL or NTSC format. Free in Latin America. US \$10 for others.

Beyond Fear: AIDS Prevention From A Different Angle

by Marc Ostfield

A South American campaign shows silhouettes of human bodies with balls-eyes over the genitals accompanied by the phrase, "AIDS is gonna get you!"

A billboard in Asia shows a young couple walking hand in hand down a street lined with skulls. The message, "AIDS: The Devil Of Death" is emblazoned in big, red letters.

An African poster depicts a body slowly turning into a skeleton. The text reads: "AIDS: The Ultimate Disappearing Act".

An Australian television campaign shows the "Grim Reaper" (death) rolling a bowling ball at a collection of frightened human bowling pins. In the first roll attempt, the Reaper hits nine of the ten people who fall off a cliff. The only remaining "pin" is a little girl holding her doll, waiting to be hit by the second ball.

What do these campaigns have in common? They rely on fear.

Although AIDS prevention campaigns around the world provide some of the most powerful imagery, the threatening pictures of skeletal corpses, dripping blood, and poisonous snakes are not persuading people to make long-term changes in their behavior. Although often the foundation of early AIDS, drug and alcohol prevention programs, fear and intimidation campaigns have met with little more than shock effect. To make matters worse, the fear-based approach may actually be an impediment to changing the behaviors necessary to slow the spread of HIV. Communication programs stressing prevention can persuade target audiences to adopt healthy ways of living over the long-term, but only if the messages shift from scare tactics to more coordinated, positive, and sophisticated communication techniques offering alternative behaviors and hope.

Shocking Evidence

Fear-based messages are prevalent in AIDS prevention programs for specific reasons: some behavior change models have suggested that among other factors, the perceived seriousness of negative consequences persuades people to avoid certain behaviors. Thus, the scare campaigns attempt to shock people to attention by magnifying severe consequences. But several

other studies have found that fear-based approaches may lead to more frequent high risk behaviors and a higher risk for HIV infection.

The truth? Fear as the total basis for communication may have more serious consequences than the simple waste of precious time, effort and resources. The tremendous amount of experimental research conducted over the last 30 years has yielded consistently contradictory results. In one study conducted in Australia and New Zealand, researchers found that the target audience that was exposed to the fear-based program actually decreased their practice of low-risk sexual behaviors by 47%.

An extensive Harvard University study in the U.S. found that the national drug prevention campaign which used fear-based appeals did not lead to long-term behavior change. Instead, it has been suggested that the campaigns contributed to people ignoring or denying their messages. The overall conclusion? A limited amount of threat and fear may help raise initial awareness. But if the fear is overwhelming, it can actually dull individual sensitivity and feeling of control and impede efforts to change behaviors.

Fear also produces panic reactions. If people in a community are left feeling threatened and terrorized by the impact of AIDS, rather than making personal behavioral changes to reduce their own risk, people may opt to try and eliminate the "risky" people from their community. The result can be counterproductive measures



continued on p.16

*If the fear is
overwhelming,
it can
actually dull
individual
sensitivity
and feelings
of control
and impede
efforts to
change
behaviors.*

such as quarantine or mandatory testing, which are usually extraordinarily expensive and do not teach positive behavior. In addition, negative attitudes toward people with HIV deter the public at risk from understanding and supporting behavior change and appropriate health care and counseling. And if everyone is afraid, those at risk may not seek their own support or services due to fear of being stigmatized.

Because fear-arousing approaches have so many limitations in their use, it is important for AIDS prevention programmers to envision health communication as the promotion of alternative and beneficial behaviors rather than merely the removal of unhealthy behaviors. This approach requires program planners to look for new strategies to change behaviors — strategies that do not rely on shock and fear about the severity of AIDS.

Is fear ever an appropriate strategy?

Even though it appears that fear-based programs are counterproductive as sole communication methods, there may be times when fear may be an effective entry into other behavior change methods. Looking beyond fear, AIDS prevention programs should take care to ensure that:

- Fear messages control the level of fear that is evoked. The level should be high enough to inspire people to take action, but not so high that they are paralyzed with fear, panicked, or in a state of denial about their own risk.

- Programs provide specific, concrete steps people can take to reduce risks of HIV transmission. People need to believe that the recommended behavior changes will help. They need a range of feasible behavioral options to consider. But telling people that unsafe sex will kill will evoke fear. Telling these same people that their risk will be reduced if they decrease their number of partners or use condoms may instead provide a way for people to make healthy changes.

- Campaigns draw attention to the positive results of adopting healthy behavior. People who know that they should use condoms may be hesitant because they have heard that condoms reduce pleasure or are culturally unacceptable. Using strategies to make appropriate behaviors acceptable and even desirable will facilitate change.

Strategies that work

In order to change behavior, program planners have several communication strategies at hand which do not rely on fear.

First, program planners need to base their educational campaigns in solid audience research. This means identifying a specific target audience (known on the advertising world as “market segmentation”) based on well-defined geographic, demographic, psychological, and other relevant characteristics. Once the audiences have been identified, campaign planners need to involve them in the design phases of the program through extensive pre-testing using focus groups and in-depth interviews. This audience research, often not part of the process in many campaigns, will help planners identify those issues of greatest importance to the target audience and develop communication programs that address those issues. For example, the educational program for the Ghana Armed Forces involved the target audience in the design phases. As a result, one campaign poster responds to the soldiers’ real concerns about social approval and support for men suggesting condom use.

Second, program planners can promote positive messages through peer education. By including key leaders within the designated target group, behavior change messages have more influence. Peer education has worked well with prostitutes in the Philippines.

Third, innovation helps. One of the earliest Brazilian campaigns chose to avoid fear messages by selling love and solidarity. In a daring communication move, the Brazilian AIDS Control Program implemented a campaign with a slogan that “Love Doesn’t Kill”.

Fourth, program planners can link desirable behaviors with popular and socially accepted “lifestyles”. This approach is widely recognized in U.S. commercial advertising; soft drink and beer ads do not try to sell their products by trying to tell people that the beverages will prevent the dire consequences of dehydration; they sell a “lifestyle”. In a Mexico study, traditional AIDS, family planning and health messages did little to convince individuals at high risk to use condoms. Yet, when condoms

were associated with social acceptance and desirable lifestyles, positive responses to the messages increased. In the study, messages and materials patterned on U.S. soft drink advertising proved the most promising in gaining consumer interest, acceptance, and use.

In another example, program planners from the Planned Parenthood Association in the Eastern Caribbean nation of Dominica worked to redesign how condoms were displayed, distributed, and sold. Promotional materials were created to support the new "lifestyle" approach. Posters, developed in conjunction with the Caribbean Family Planning Affiliation, were displayed in corner shops and neighborhood bars in every city and village in Dominica and showed people at the beach relaxing at the end of the day. Medical or health themes were avoided. Instead, condoms were shown in familiar situations such as at the beach.

The condom promotion campaign was initiated in November, 1990. Data from more than half the outlets show an extraordinary 83% increase in condom sales since campaign implementation. In some shops, the increase in sales has exceeded 300%. In addition, the campaign has been able to expand into 15% more outlets throughout the country.

Initiated as a marketing exercise, the Dominica AIDS prevention campaign has helped break down barriers to open discussions about condoms and AIDS throughout the country. Eighteen months ago, the Dominica Planned Parenthood Association was nearly closed for mentioning the word "condom" on a radio talk show. Today, local stations are broadcasting information and promotional spots about condoms nationwide. In fact, response to the campaign has been so positive that the Ministry of Health has requested that promotional display materials be distributed to all government health clinics. Rather than approaching the issue of condom use by trying to instill and sustain fear about AIDS, Dominica went beyond fear by promoting a healthy lifestyle and offering positive behavior alternatives. The challenge remains for all AIDS prevention programs around the world: to go beyond fear in seeking to change behaviors, and there-

fore, make a significant long term difference in slowing the spread of AIDS.

Marc Ostfield is the Chief of the Behavior Change Communication Program of Family Health International's (FHI) AIDS Control and Prevention Project. For more information, contact: FHI, Colonial Place, Suite 710, 2101 Wilson Blvd. Arlington, VA 22201. tel: (703) 516-9779. fax: (703) 516-9781.

AIDS Prevention Without Fear: Peer Education for Commercial Sex Workers

The Philippines has a large number of commercial sex workers, or prostitutes, at high risk for HIV infection. They operate in many cities throughout the country with large concentrations in major cities and around military bases. In Olongapo and Angeles cities on the island of Luzon there are approximately 9000 licensed sex workers. The typical sex worker is 24 years old, single, with close to 8 years of education and earns about 500 pesos (US\$18.50) a week.

In 1988, the Olongapo City Health Offices became interested in communication projects to combat the risk of HIV. A survey conducted among sex workers found that while awareness and concern of AIDS was high, 43% rarely or never used a condom.

In July 1989, a community based health education project was launched to prevent the spread of AIDS with the support of both the Olongapo and Angeles City mayors. The program was designed to use the peer influence to educate the sex workers within bars and discos. While selected sex workers became peer educators, posters with AIDS awareness and condom use messages were placed in the area and condoms were made available in the bars.

The posters did not rely on fear. They did not try to shame the sex workers or ostracize them. Instead, they relied on learning how to reduce high risk behavior and prevent infection through the trust and camaraderie of the sex workers peer group.

The sex workers were not the only ones who benefited from this project. Those who frequented the bars and paid for their services also benefited.

This project was implemented by Family Health International with the support of the Olongapo and Angeles City Health Offices, The Philippines.

AIDS
DOESN'T BOTHER ME

I know a safe trick
and I always carry
it with me.

TRY NOW AND FEEL SAFE

FOR MORE INFORMATION
CALL UP 222-4000

PREPARED BY:
AIDS PREVENTION PROGRAM TEAM
SOCIAL HYGIENE CLINIC
CITY HEALTH DEPARTMENT
OLONGAPO/ANGELES CITY

The Rural Market: A Unique Communication Medium

By Peter Spain

Nobody knows exactly how many small villages there are in Mexico, but there are tens of thousands of settlements with fewer than 500 inhabitants scattered throughout the country. For the Health Secretary, trying to provide health services broadly and equitably to these many tiny communities offers unique challenges. People in villages are at particularly high risk for disease due to their isolation, their lack of education, their limited diets, their lack of access to services, and often their lack of Spanish fluency. And for women and the children they care for, all these disadvantages are compounded. The Health Secretary, responsible for the world's largest city as well as these thousands of small towns, has to seek

creative solutions to meet the needs of these scattered rural peoples.

In January of 1990, when the Mexican Health Secretary asked the Technologies for Primary Health Care project (PRITECH), to help access rural areas, PRITECH had been working with the Mexican diarrhea disease control program for several years. Their initial plan consisted of a 'train the trainer' approach where Ministry of Health staff obtained the first round of training and they trained others. Eventually, the information spread.

While this strategy was effective, for the most remote peoples it proved to be constrained by the same elements that make them high-risk in the first place. The effects of the training became diluted as the information reached beyond the main towns. PRITECH had to come up with a fresh strategy — a true rural communication strategy.

PRITECH enlisted a local consulting group, the CICLOPE group. CICLOPE had done research with rural indigenous people on their diarrhea treatment practices and had developed training strategies to work with them. With this unique track record, CICLOPE had already won the respect and favor of rural communities.

For this first effort, CICLOPE focused on two states for eight months, Hidalgo and Vera Cruz. The approach involved the fresh use of familiar media such as radio, comic books, and face-to-face training of health workers, or auxiliaries, alongside presentations at regional markets.

The CICLOPE team first trained rural health auxiliaries in proper diarrhea management, and then followed them up in their own communities offering supervision and guidance for their encounters with village women. In teaching them about correct diarrhea case management, CICLOPE employed a clever teaching tool — a gourd with a face painted to resemble a baby. Each gourd had holes and other adjustments made to illustrate the process and effects of diarrheal dehydration. Mothers were encouraged to understand their own situation better and to adapt new information to it. In this way, CICLOPE moved away from a top-down teaching approach to one that recognized the abilities of the learner and the active role of the learner in her/his own education. In contrast to most Mexican classrooms, CICLOPE's participatory training style put the learners and teachers into active roles through games and exercises.

On the market days, the keystone of the project, the communication came to life. CICLOPE could not go personally to all women in their villages. But market days drew these hard-to-reach women together like a magnet every week. Markets became unique, personal media.

After their training, the auxiliaries took part in the market-day events which were announced ahead of time on radio to alert



Ready to begin the introduction in the market in Vera Cruz.



The market's attractions do not only reach women.

the region. Throughout the month of market-day events, the local radio featured dramas about diarrhea management. Produced in dramatic fashion by professionals using an entertaining "poetic" format, they reinforced the messages of the market-day program.

At each market event, the level of energy projected by CICLOPE staff and the retrained health workers had to compete with the bustle of the market's other attractions. Wedged beside produce vendors and competing with tapes of ranchero music, CICLOPE unfurled their banners and hawked their own "wares" with a popular Mexican bingo-like lottery game. Complete with prizes to winners and participants, the game attracted people to the booth and held them with education and entertainment. It worked: rural people, especially women, came and stayed, won prizes, and went away happy — and, evaluation showed, a bit more informed about caring for their children with diarrhea.

The education: a short flip-chart presentation about a dramatic case of diarrhea in which a little boy is rescued from dehydration and possible death by a mother's proper use of oral rehydration therapy (ORT). The entertainment: a lottery game, the answers to which came from the flip-chart

presentation. Entertainment reinforced education, and information about ORT was repeated to participants in the game and to the many spectators who crowded around throughout the day — including, eventually, some produce vendors and tape salesmen.

To evaluate the program, interviews were done across all markets with lottery participants and with people who had not taken part in the lottery. The result is not surprising. The experience of the CICLOPE booth provides major learning gains for participants. While labor intensive, this approach is showing that it can reach rural indigenous women critical to the health of their high-risk children and for whom market day is their regular contact with the outside world.

The PRITECH project is implemented by a consortium led by Management Sciences for Health. Peter Spain is a Senior Program Officer at the Academy for Educational Development (AED), a consortium member. For more information, contact: PRITECH, 1925 North Lynn St., Suite 400, Arlington, VA 22209 USA. tel: (703) 516-2555, fax: (703) 525-5070.

INFOTERRA/USA: ENVIRONMENTAL RESOURCE

INFOTERRA/USA, a new resource and referral service, provides free information about international environmental organizations and experts, materials, research centers and databases. As a part of the United Nations Environment Programme's information exchange and referral service, INFOTERRA/USA responds to requests for substantive scientific and technical information on any environmental topic and acts as a link to governments, scientists, international organizations, academia, industry and concerned citizens worldwide. The INFOTERRA network is comprised of 140 participating nations each with National Focal Points, Regional Service Centres, Special Sectoral Sources, and Programme Activity Centres. Requestors can also drop in and use the clearinghouse. For more information about INFOTERRA or to make a request, contact: INFOTERRA/USA, US Environmental Protection Agency, Rm. 2904; PM-211A, 401 M St., SW, Washington DC 20460, USA. tel: (202) 260-5917, fax: (202) 260-3923, telex: 892758. All services are free.



Mass Media and Behavior Change: Hand in Hand

Evidence from evaluations conducted by Johns Hopkins University/Population Communication Services over the last decade conclude that mass media are more effective as a behavior change technique than previously thought. Health and family planning information aired through radio, television, and print materials has increased the sales of condoms, visits to clinics, calls to hotlines, and the overall demand for contraceptives sometimes by over 100%. The evidence speaks for itself.

Mass Media Intervention

Pakistan 1991, Multi-media campaign featuring Aahat, a six part drama for television promoting health and family planning (6 weeks)

Brazil, 1988-90, Multi-media campaign to promote vasectomy in 3 Brazilian cities, featuring humorous TV spots (6 months)

The Philippines, 1988-89, Mass media campaign in Cebu Province promoting health and family planning and clinic sites, (1 year)

Zimbabwe, 1988-89, Multi-media campaign to motivate men to use family planning featuring radio soap opera for men, (1 year)

Indonesia, 1987-88, Multi-media campaign to promote private sector family planning services featuring TV and print media (6 months)

Turkey, 1987-89, Multi-media campaign to promote health and family planning featuring enter-educate TV and radio dramas (3 months)

The Philippines, 1987-89, Multi-media music campaign featuring two popular songs and videos, TV/radio spots, and hotline referral services

Nigeria, Oyo State, 1987, TV promotion of family planning and clinic sites featuring family planning themes integrated into 2 existing TV programs (6 months)

Nigeria, Anambra State, 1986-87, TV promotion of family planning and clinic sites featuring 43 drama episodes integrated into popular TV show (14 months)

Bolivia, 1984-87, Multi-media campaign to promote health and family planning featuring 8 radio spots in 3 languages and 8 cities, plus print and tapes for buses

Mexico and Latin America, 1985-86, Multi-media popular music campaign to promote sexual responsibility among young people featuring two songs and videos with TV, radio, print materials (6-9 months)

Nigeria, Kwara State, 1984-87, Multi-media campaign to promote health and family planning featuring 4 radio spots aired 169 times and 5 TV spots aired 110 times

Honduras, 1984-86, Mass media campaign to promote family planning featuring radio promotion of community based distributors (5 months)

Colombia, 1988-89, Condom Promotion Campaign (6 months)

Indications of Behavior Change

8% surveyed said they visited a clinic after seeing Aahat; 36% said they would limit family size; 5% said they did something to improve husband-wife communication; and 44% said they intended to improve spouse communication

58% of new clinic visitors in one city cited TV as source of referral; 81% increase in vasectomies performed in one clinic.

188% increase in new family planning acceptors at city clinics; 54% increase in new acceptors at private clinics

14% of men aged 18-55 reported visiting clinic or community based distributor site; 7% reported they began to use family planning; 81% of men changed attitude about men participating in family planning; 55% talked to partner about family planning

32% of private doctors surveyed reported a 28% increase in family planning visits; 32% of private midwives surveyed reported a 36% increase in family planning visits

6% increase in clinic visits by married women; 4% increase in use of modern methods; 6% increase in new IUD users; 63% discussed campaign with spouse; 20% intended to visit clinic

25% sought contraceptive information; 12% of target audience surveyed tried to call hotline in first 6 months; 63% intended to call

24% monthly average of new clinic visitors in 12 clinics named the TV programs as source of referral; 54% discussed program with family and friends

55% monthly average of new clinic visitors named TV program as source of referral during first 6 months of campaign in one Oyo State clinic; 61% in recall-survey wanted more family planning information

Family planning acceptors at clinics increased 71% during campaign period; 99% surveyed said they intended to visit clinic as result of hearing spots

800% increase in number of letters written to adult counseling center from 50 letters per month to 450 per month at campaign peak; 50% of target audience surveyed talked to female friends about songs; 32% to male friends

500% increase in new acceptors per quarter (from 258 in 1984 to 1526 in 1987) in the 7 clinics that were in place before campaign began

11% increase in community based distributors clients between 3000 and 4000 new users

74% increase in sales of condoms

For additional background information on any of these projects, contact: Population Communication Services, the Johns Hopkins Center for Communication Programs, 527 St. Paul Place, Baltimore, MD 21202 USA tel: (410) 659-6300, fax: (410) 659-6266.

Safeguarding Health through the Practical Use of Knowledge

by Gilles Forget

Ticari and La Chaves are two young rural communities in the District of Rio Frio on the Atlantic coastal plain of Costa Rica. The standard of living in this region is low. People lack many basic services including electricity, public transportation, potable water, and sanitation. Visits by health workers and doctors are irregular.

In 1988, a Costa Rican nongovernmental organization (NGO), Fundatec (based at the Instituto Tecnológico de Costa Rica), began to study the process of using of low-cost handpumps from Asia through a project entitled "Participatory Strategies in Water Supply" supported by Canada's International Development Research Centre (IDRC).

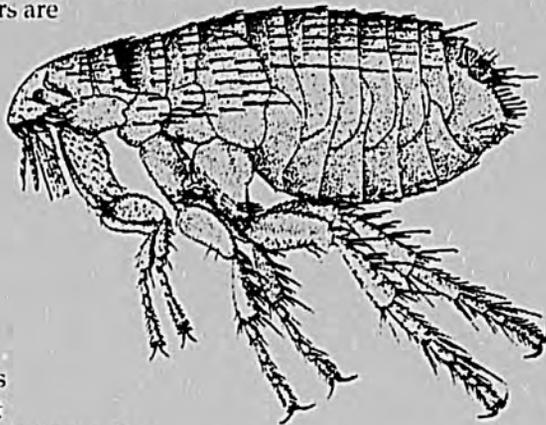
But the project did not begin as planned. The handpumps imported from Asia took over six months to arrive. During this time, the researchers regularly visited the communities keeping them informed of the whereabouts of the hardware and the expected arrival date. They became acquainted with the problems of the communities, their needs, and their expectations. The people of the communities were struck by the candid attitude of the "outsiders," their preoccupation for keeping them informed, their punctuality, and their commitment to keeping their word — a trait they had not previously seen in external experts.

This people-to-people interaction based on mutual respect and trust helped maintain the interest of the communities in the project. Researchers and communities became interested in learning from each other. Project activities became a learning process in which people were invited to help shape, change and criticize.

The fact that the project investigators

took the time to understand community perceptions proved to be very helpful in overcoming the apathy of the communities to improve the hygienic conditions of water sources and latrines. From discussions about hygiene, the researchers realized that the community members had no understanding of the microscopic world. Any talk about improving hygiene practices was, therefore, meaningless.

To overcome this problem, the team organized a meeting with the community leaders and water committees. A flea with whiskers was drawn on a blackboard and a microscope was set up. The researchers then asked the puzzled audience if they had ever seen the whiskers of a flea



and invited them to look.

The people discovered things they never imagined. With the help of the researchers, community leaders organized a "health week" to talk to their communities about the role of hygiene and the transmission of disease. The microscope and the flea's whiskers were main features.

The aim of the "outside experts" was not to introduce technology, but to add their knowledge to that of the community and work jointly with the communities to solve immediate problems. From this people-to-people interaction and sharing of knowledge, a new form of consciousness emerged. People began to understand how the problems they were trying to solve were part of a larger picture. Today, self-help and self-organization are very much in the minds and actions of the communities of Rio Frio.

Gilles Forget is the Acting Director of General Health Sciences Division at IDRC. This article was adapted from *Health and the Environment: A People Centred Research Strategy*. For more information, contact Gilles Forget at: IDRC, PO Box 8500, Ottawa, Canada K1G 3H9.

A flea with whiskers was drawn on a blackboard and a microscope was set up

What's New, What's Coming

Conferences

AMARC, a NGO serving the community radio movement, has changed its conference date to August 23-29, 1992 at the Oaxtepec Conference Center 100 kilometers outside of Mexico City. The theme, "All the Voices" explores the potential of community radio and giving a voice to people deprived of such rights. The cost is \$500 to \$800 and grants are available. For more information, contact AMARC, 3375 boul. St. Laurent, Suite 602, Montreal, Canada H2X 2T7, tel: (514) 849-7129.

The Third Conference on Mass Communication, Mass Media and Health Education will take place in Amsterdam, the Netherlands from May 24-26, 1993. For more information, contact: Marianne Smit, Dutch Health Education Centre, PO Box 5104, 3502 JC Utrecht, The Netherlands. fax: 31-30-9640-82.

Audio-Visuals

The Television Trust for the Environment (TVE), a non-profit organization which promotes environment and development issues through broadcast television, has various information services for communicators. *The Moving Pictures Bulletin* includes a database, a film catalogue with videos in languages from all over the world, and a training program to help broadcasters and film-makers from the South make their own films. For information about the English edition of the Bulletin, contact TVE, 46 Charlotte St., London W1P 1LX. tel (44 71) 637 4602; fax: (44 71) 580 7780. For the French edition, contact Les Cahiers du Futur, 5 Passage Montgallet, 75012 Paris, France. tel: (33 1) 46 28 45 90; fax: (33 1) 43 44 97 67. For the TVE Distribution and Training Centre, contact: Postbus 7, 3700 AA Zeist, the Netherlands. tel: (31 3404) 20499; fax: (31 3404) 22484. The Bulletin is free.

Electronic Mail

The Distance Education Online Symposium (DEOS) has introduced two new international electronic mail (E-Mail) services. DEOSNEWS is a weekly international electronic journal for distance education. Currently, it has over 600 subscribers from 28 countries and is distributed on many university computer systems. To submit articles, contact DEOS through this e-mail address: MFP101@PSUVM.PSU.EDU. The second service, DEOS-L is a free international forum for distance education established to facilitate discussion of the issues presented in DEOSNEWS. To subscribe, post the following command: LISTSERVE@PSUVM.PSU.EDU. For general information, contact: Morten Flate Paulsen, The Pennsylvania State University, 403 South Allen Street, Suite 206, University Park, PA 16801-5202 USA.

Call for Papers

The International Vitamin A Consultative Group will hold its 15th IVACG Meeting entitled "Toward Comprehensive Programs to Reduce Vitamin A Deficiency" in Africa in February, 1993. IVACG is accepting abstracts from anyone interested in making a presentation. Contact Laurie Lindsay, IVACG Secretariat, The Nutrition Foundation, Inc., 1126 16th Street, NW, Washington DC 20036. tel: (202) 659-9024.

Manuscripts are being sought for Volume 18 of the *International and Intercultural Communication Annual*. The theme is "Communication in Multinational Organizations". Manuscripts from African, Asian, European or Latin American organizations are particularly encouraged. Submission deadline is August 1, 1992. For guidelines, contact: Robert Shuyer, IIC, Dept. of Communication and Rhetorical Studies, Marquette University, Milwaukee, WI 53233, USA. tel: (414) 288-3029.

The National Council of Development Communication invites papers for presentations at its biannual seminar on "Traditional Knowledge and Its Communication Pattern" in December 1992. The theme areas are Agriculture, Environment and Maternal and Child Care Practices. The abstract should not exceed 300 words and should be sent to the Seminar Director no later than September 1. Two copies of the full paper may be submitted at the time of presentation. For details, contact: Dr. B.P. Sinha, Seminar Director, Division of Agricultural Extension, Indian Agricultural Extension, Indian Agricultural Research Institute, New Dehli 110 012, India.

PTC Research Prizes

The Pacific Telecommunications Council (PTC) recently decided to launch a series of research prizes to encourage scholarship in the area of telecommunications policy research. There are three research prizes for the best papers (original works of publishable length) in the following subject categories:

- international telecommunications policy and regulation;
- international telecommunications economics and finance;
- the impact of international telecommunications policies on the development of societies and cultures.

Winners will be asked to present their papers at the 15th PTC conference in January 1993. The prizes include a monetary award of US\$ 2000 each. For information and application forms, contact James Savage, Assistant Director, PTC, 2454 South Beretania Street, Suite 302, Honolulu, Hawaii 96826-1596 USA. fax: (808) 944-4874.

64

Audiovisuals

Strategies for Hope. Series of video programs, 15-20 minutes long, and booklets, 25-40 pages in length. Available in French, English.. Booklets free to NGOs based in sub-Saharan Africa; up to 50 booklets free to National AIDS Control Programs. Video prices vary, but a limited number can be requested free by NGOs in sub-Saharan Africa with a letter of explanation. TALC, PO Box 49, St. Albans, Hertfordshire, AL1 4AX United Kingdom.

These materials cover the education and support of AIDS victims and their families and the prevention of the further spread of AIDS. The videos and booklets use the case study approach to show the experiences of rural hospitals in Zambia, and The AIDS Support Organization (TASO), an eastern African NGO which leads support groups for people with AIDS in Uganda. Techniques used for counselling, care and information dissemination are described. Rather than simply looking at prevention and control, these materials focus on living positively with AIDS, and the role of African NGOs in AIDS prevention and control.

Breastfeeding: Protecting a Natural Resource. 15 minute training video and booklet available in English, Spanish and French. Both are free to family planning institutions in developing countries with proof of their institutional status. For others, US\$20 for the video and \$10 for the booklet. Institute for International Studies in Natural Family Planning, Georgetown University, 3800 Reservoir Road, NW, Pasquerilla Healthcare Center, Washington DC 20007, fax: (202) 687-6846.

This video and booklet describe the health, reproduction, and economic benefits of breastfeeding for the mother, child and community in a thorough and easy to understand fashion. Obstacles in the promotion of communication campaigns on breastfeeding are given and guidelines to overcome them. An excellent set of materials for professionals and parents alike.

Books and Periodicals

Communication Processes: Alternative Channels and Strategies for Development Support, edited by Kwame Bofo and Nancy George, African Council for Communication Education and The International Development Research Centre, P.O. Box/BP 8500, Ottawa, Canada K1G 3H9. tel: (613) 236-6163, fax: (613) 238-7230.

This publication contains nine of seventeen papers given at a seminar on communication systems and resources as a significant input into the process of societal development.

Theoretical as well as practical and conceptual arguments are articulated by individuals from a diversity of African countries and fields. Specific article topics include: participatory methods, popular theater for women as communicators, rural newspapers, and oral traditions and mother tongues as communication strategies.

Family Planning World. Enterprise Communications, Inc., P.O. Box 7389, Marietta, GA 30065-9808. Available in English 6 times annually, FPW costs US\$19 as part of an introductory offer. Regularly, the annual fee is \$38. Length: 32 pages.

An innovative bimonthly newsmagazine for family planning service providers has just made its debut. The newsmagazine not only explores new technology and research in both developed and developing countries, it also looks at diverse communication strategies, AIDS prevention and family planning models, social marketing, and funding opportunities — as well as other related topics.

The Journal of Health Administration Education. Published quarterly by the Association of University Programs in Health Administration, 1991 North Fort Myer Drive, Suite 503, Arlington, VA 22209, USA. Subscription rates: individual, US\$50 for 1 year, libraries in US, Canada, Mexico, US\$55, other libraries, US\$60.

This international journal follows advances in the fields of health service management, the communication of innovative approaches to management development, and the review of new related books. The journal features articles from authors from around the world to analyze various facets of health administration including the economics, working with rural communities, and managerial communication strategies for specific health problems.

HEALTHCOM publications. 1255 23rd Street, NW, Washington D.C. 20037 USA, tel: (202) 862-1900. The USAID HEALTHCOM project has produced various documents, guides and audiovisuals about health and development communication. Most are under US\$10 and are free to people in developing countries. Spanish, French, English, Bahasa Indonesian.

New Clearinghouse Resource!

A new resource is now available from the Clearinghouse on Development Communication: An Information Package on AIDS Education and Communication. Cost is US\$5 plus \$1 shipping; free to readers in developing countries. The package contains a compilation of past articles on AIDS in the DCR, a list of periodicals, and other resources. See address for the Clearinghouse on p.2.

A Participatory Concept of Development and Communication

by Judi Aabel

A prevailing belief suggests that health communication consists primarily of diffusing carefully worded messages to target groups in order to trigger individual behavior change. But a growing minority of people view the aim of health communication quite differently. An alternative view suggests that the focus of health communication strategies should be on stimulating dialogue and analysis of health problems by both community members and health workers based on their respective experiences and priorities in order to define strategies for action at both the community and institutional levels.

Information Transfer or Convergence of Priorities?

"The set of behaviors that planners want the target audience to practice is defined by comparing what the audience currently does with the list of ideal behaviors determined by the technical experts".

One concept of health communication is called "information transfer". In this classic model, the "sender" transmits "messages" to the target "audience". But the information transfer model has been increasingly criticized for being unidirectional and top-down. Some say it assumes information can be injected like a hypodermic needle injects vaccine.

One critic, researcher Lawrence Kincaid, proposes the "convergence model" of communication. In this model, terms which suggest a hierarchical relationship between health worker and the community members (sender and audience) are discarded and replaced with language which promotes participation at a decision making level. Rather than using feedback only at the point of evaluation, participants share information throughout the process to gradually increase their understanding of each other's knowledge and priorities and to identify mutually acceptable approaches. For example, a mutual priority may be for mothers to combat bouts of diarrhea in their children. Through discussions, it may be possible to develop a recommendation acceptable to both mothers and health workers such as a combination of traditional home fluids and oral rehydration therapy.

Individual Behavior Change

Communication strategies which focus only on individual behavior and information transfer are constrained because: changes in individual knowledge and attitudes often do not lead to changes in behavior; cultural or economic factors may make it impossible for individuals to change their behavior; "target audience" suggests passivity and a top-down philosophy of development where experts define solutions and persuade communities to accept them.

A collaborative approach differs in four fundamental ways:

- the priority is on changing community norms rather than individual behavior
- the aim is not solely to diffuse information, but to create mutually acceptable health practices
- it work through indigenous communicators
- it aim to strengthen health skills in two-way communication.

Empowering Community Actors

All communities have indigenous systems of social organization and communication. Strengthening the ability of indigenous communicators to analyze community problems and to mobilize others to help solve them can promote sustainable changes in health strategies. The emphasis is less on providing information and more on reinforcing processes of problem solving and community organizing.

Research in the fields of communication and social change increasingly point to the influence which group norms have on individual behavior. And identifying and working through social networks at the community or workplace levels are not untried ideas. In India and Bangladesh, women network leaders educated other women on child nutrition practices. In The Gambia, Muslim leaders, Imams, promoted child health and family planning, and in Kenya, gas station attendants distributed and explained condom use to truck drivers within their network. The list goes on...

Communication Materials

Facts about health information may be consistent across communication strategies, but participation in development promotes ownership of the product and its cultural significance. In Senegal, leprosy clients developed comicstrips. In Malawi, women's groups developed nutrition songs and accompanying dances. In Ecuador, representatives of rural communities helped produce radio and print materials on water and sanitation topics in communication workshops. These are just a few examples.

Research in cognitive psychology shows that the motivation to learn increases when educational content relates to personal beliefs and experience. Facilitated structured learning activities which employ open-ended stories, socio-dramas or pictures which depict typical health-related situations can inspire group analysis of health problems and problem solving.

Examples are endless: open ended theater on family planning and child health in Tanzania and Burkino Faso, group games on child health topics in Tunisia, and coloring books with Peruvian women who colored in "their lives" while discussing their problems and options. In all cases, the conclusions are sought with participants.

An Alternative Vision of Development

Health institutions must develop horizontal partnerships with communities. Health personnel accustomed to the role of "message sender" should become facilitators. Health workers must become skilled at involving communities in analyzing community health problems as well as in program planning, implementation and evaluation.

Program planners are faced with clear alternatives. Their first task is to define the concept of communication on which program activities are to be built. Should health communication consist primarily of diffusing solutions? Or should it consist of involving community and institutional partners in analyzing problems and priorities and defining mutually acceptable and sustainable strategies for improving community health?

Judi Aabel is a private consultant who specializes in health communication and participatory methods. Contact her at: B.P. 3746, Dakar, Senegal. tel: (221) 25 17 39, fax: (221) 24 24 78.

APPENDIX B:
INFORMATION REQUESTS

CDC INFORMATION REQUEST LOG

From March 1, 1992 to August 31, 1992

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
MARCH 1992			
1	P.W. Smith MD Health Policy Group Box 8704 New York, NY 10116	Health Policy Group	DCR on Communication Programs
2	J. Victor Botini PACT, Inc. 1901 Pennsylvania Ave., NW, Suite 501 Washington, DC 20006	PACT, Inc.	List of Organizations who send info on AIDS
3	K. Balakrishnan Family Planning Foundation B-28 Qutab Inst. Area Tara Crescent New Delhi, 110 016 INDIA	Family Planning Foundation	Newsletter by an American NGO
4	Enrique Andino Ryan Health Center # 227 AIDS Education & Outreach 160 West 100 St., NY, NY 10025	Ryan Health Center	List of Organizations who send info on AIDS
5	Philip E. Davies Save the Children 54 Wilton Road P.O. Box 950 Westport, CT 06881	Save the Children	DCR #72
6	Carlie Bell 9 Barras Place, Upper Wortley Leeds, LS12 4JR United Kingdom		DCR back issues; Evaluation & Health Education materials
7	P. Subramaniam CFDRT 15 North Cescent Rd. T. Nagar, Madras 600 017 India	Ctr. Dev. Research & Training	DCR #74; Brochure; Catalog
8	Kimberly Scott 2 Marshall Ct. Ann Arbor, MI 48109	University of Michigan	Brochure; Catalog
9	D.A. Vivour P.O. Box 43345 Washington. DC 20010		Info. on use of mass media regarding population
10	Dr. Laurel L. Rose P.O. Box 366 Mars, PA 16046		Brochure; Catalog

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
11	Jill Emberson Pacific Women's Resource Bureau South Pacific Commission B.P. D5 Noumea, New Caledonia	South Pacific Commission	DCR #70 on Women; French DCR's; Training materials in French
12	Mme. DINIA Chama Division de Recherches Forestieres Avenue Omar Iben El Khattab B.P. 703 Rabat Agdal, Morocco	Morocco's Library on Forestry	DCR back issues
13	Virgilio L. Pernito 276 Gil Puyat Ave., Pasay City Philippines		DCR back issues; Biblio. of Dist Ed; Directory of Dev Com Studies
14	Dr.Eberhard Gohl Reutestrasse 28 W-7024 Filderstadt, Germany		DCR on evaluation
15	Crescente F. Gloria A. Bonifacio St. Baybay, Leyte 6521 Philippines	Visayas State College of Agriculture	DCR back issues; Biblio. of DistEd; Directory of Dev't. Comm. Programs; materials on Broadcasting, Pictorial Language, Evaluation, environment, Communication Technologies, and Educational Technology.
16	F. Mugweni ENDA - Zimbabwe P.O. Box 3492 Harare, Zimbabwe	ENDA - ZIMBABWE	DCR's back issues #65; 67 and 70
17	Susan Pasquariella HIVDEV Resource Centre Columbia University in the City of NY 60 Haven Avenue B-3 New York, NY 10032	Columbia University in the City of NY	List of Organizations who send info on AIDS
18	Dr. Robert Hornick Annenberg School for Communication University of Pennsylvania 3620 Walnut St. Philadelphia, PA 19104-6220	University of Pennsylvania	Material on Indigenous Knowledge
19	Jong-hwa Lee 1350 15th St., Apt. 9D Fort Lee, NJ 07024		subscription information, brochure, catalog
20	Rizza O. Cea Martha Stuart Communications 147 West 22 Street New York, NY 10011	Martha Stuart Communications	CDC Brochure; Request to send Video tapes

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
21	Patience Sowa 20134 Leadwell St. Canoga Park, CA 91306		DCR back issues;
22	Veena Sundararaman Editor, IMPACT 1901 Pennsylvania Ave. NW #501 Washington, DC 20006	IMPACT	CDC Brochure
23	Caroline Stuck North Carolina University C.B. 8100 208 North Columbia St. Chapel Hill, NC 27599	North Carolina University	Bibliography on Dist. Ed.
24	Ms. Davinder Kaur Uppal Makhanlal Caturvedi National University of Journalism P.O. Box 60 Ravishankar Nagar Bhopal 462 016, India	India University of Journalism	DCR back issues 69, 71, 72, 73, 74 and 75
25	G. Siva Narayana 85 B.G. Tilak Hostel B.H.U. Varanasi 221 005 India		Review of Literature on Indigenous Communication
26	Carita Fulton Voluntaria del Cuerpo de Paz Cantarranas, F.M. Honduras	Honduras, Peace Corps	Adult Education Material; Spanish materials
27	Jane Galvao ARCA Ladeira da Gloria, 98 Gloria 22211 Rio de Janeiro RJ Brasil	ARCA	AIDS, International Resource Guide
28	Nerissa P. Barbaran Kagawaran NG Pagsasaka Pambansang Pangasiwaan SA Nutrisyion P.O. Box 1646, Makati Central P.O. Manila, Philippines		Materials on health & nutrition
29	Dr. Ori Bet-Or Negev Reginal College after p. Sapir D.N. Hof Ashkelon 79165 Israel	Negev Reginal College	Material on Community Communication
30	E.A. Ulzen Programme Exchange Centre P.O. Box 50518 Nairobi, Kenya	Programme Exchange Centre	Material on Health Evaluation
31	Sara Shields Documentalist Apartado 5828 La Paz, Bolivia		DCR #71, 72, 73

LOG

	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
32	Saulius Chaplinskas AIDS Preventive Centre of Lithuania 232021, Vilnius Moletu Plentas 40 Republic of Lithuania	AIDS Preventive Centre of Lithuania	AIDS, International Resource Guide
33	Ivor Melmore Director Land Resources 7 Post Road West #3 Westport, CT 06880	Land Resources Co.	third world natural resources material
34	Sarah Murray Bradley 89 Keslake Road London NW6 6DH England		CDC Catalog; Info. pkgs. on Visual Communication; on Women; DCR back issues 38, 55 and 63; Int'l Directory Comm. Studies.
35	Taiwo O. Okusanya Public Relations Officer University of Ibadan Ibadan, Nigeria	University of Ibadan	Material on Higher Education
36	Aniekam Imo Ido, Esq. Medical Centre, SOG, NAF P.M.B. 5193 Port Harcourt Rivers State, Nigeria	Nigerian Medical Centre	Health package
37	A. Ahsan School Health West Bengal Voluntary 48 Gorachand Rd., 1A Calcutta 700 014, India	West Bengal Health Assoc.	DCR #72
38	Nankunda Hilda c/o Ms. Peace Kyamuneku UNEB - P.O. Box 7066 Kampala, Uganda	UNEB	DCR # 72 on Evaluation
39	Ms. Waheeda Sultana Mass Comm. & Journalism Mangalore University Mangalagangotri 574 199 D.K. Dist., India	Mangalore University	Int'l Directory of Develop. Comm.
40	IBBA Clinic Center P.O. Box 67 Mokwa, Niger State Nigeria	IBBA Clinic Center	Health package
41	Belayneh Hailu P.O. Box 322 Dessie Southern Wollo Ethiopia		Adult Education info

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
42	Dr. C.O. Idehen P.O. Box 3180 Kaduna, Nigeria		DCR back issues
43	Jean Justimbaste Pagtinabangay Foundation The Reporter Bldg., F. Ablen St., Cogon, Ormoc City 6541, Leyte Philippines	Pagtinabangay Foundation	DCR back issues; Directory of Training & Study in Dv't. Comm.
44	N.V. Sujathkumar Fisheries College Tuticorin 628 008 India	Fisheries College	DCR back issues
45	Abdu Umar Mshelia c/o Habila Dawha P.O. Box 20, Garkida Adamawa State, Nigeria		Literacy Material
APRIL 1992			
46	Michael S. Wilson Adult Literacy Director La Mission Baptiste du Togo B.P. 43 Tabligbo, Togo	La Mission Baptiste du Togo	DCR Back issues; Complete Set Project Profiles; French DCRs; Environmental materials; Interactive Radio Instruction materials.
47	Barry Langridge BBC British Broadcasting Corp. Bush House Strand, London WC2B 4PH England	BBC British Broadcasting Corp.	CDC Brochure; DCR articles on local radio; Writing drama for radio paper.
48	Jim Potts The British Council 10 Spring Gardens London SW1A 2BN England	The British Council	CDC Brochure; DCR back issues
49	Jane Duran The British Council 10 Spring Gardens London SW1A 2BN England	The British Council	CDC Brochure; DCR back issues
50	Mr. Jim Jujumo Asaroka Lutheran High School P.O. Box 570 Goroka E.H.P. Papua New Guinea	Asaroka Lutheran High School	Writing Radio Drama
51	Emerson College Library Periodicals Dept. 150 Beacon Street Boston, MA 02116	Emerson College	DCR back issues 56, 57, and 58

72

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
52	Angelika Gissler 10, Coyne Rd. Waban, MA 02168		Material on Community Radio
53	ILL Reference Dept. Pickler Memorial Library Northeast Missouri State University Kirksville, MO 63501-0828	Northeast Missouri State University	Radio package
54	Ms. Julie Frederikse NEPI c/o Mons Road Bellair, Durban 4094 Republic of South Africa	NEPI	DCR back issues; Radio package
55	Acting Librarian Agrarian Research and Training Institute P.O. Box 1522 Colombo, Sri Lanka	Agrarian Research and Training Institute DCR back issues 72, 73 and 74	
56	Jenny L. Ryan Laubach Literacy International New Readers Press 1320 Jamesville Ave., Box 131 Syracuse, NY 13210	Laubach Literacy International	CDC Catalog
57	Janice M. Engsborg, PhD Department of Journalism/Comm Xiamen University Fujian Province 361005 People's Rep. of China	Xiamen University	DCR #70
58	Wende Shidmore Quinta Av. Sur, 32 La Antigua, Guatemala		DCR #74
59	Lionel Remy 13 A Regent Lane Belmont Trinidad Trinidad and Tobago		DCR back issues; French Distance Ed. and Health Issues; Spanish Environmental and local radio issues
60	Sara Shields CIMCA Apartado 5828 La Paz, Bolivia	CIMCA	Spanish DCR issues; Bibliography on Distance Education
61	Grazyna Bonati Child-to-Child 20 Bedford Way London WC1H 0AL England	Child-to-Child	Material on health education through radio

12

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
62	Mrs. Cleo Constantin 6132 Franciscan Ct. San Jose, CA 95120		List of public health education materials to be used in rural areas
63	Stephanie Moore University of the Witwatersrand Women's Health Project 7 York Rd., Parktown 2193 South Africa	University of the Witwatersrand	DCR back issues
64	Dr. Hanno Schindele DVV German Adult Education Assoc. Private Bag A428 Maseru 100 Lesotho	DVV German Adult Education	Publications and Audiovisual Catalog
65	Jim Jujumo Asaroka Lutheran High School P.O. Box 570 Goroka, E.H.P. Papua New Guinea	Asaroka Lutheran High School	How to write radio drama material
66	Mr. Sherwood Maynard Marine Option Program 1000 Pope Road Marine Science Building, Room 229 Honolulu, HI 96822	University of Hawaii at Manoa	DCR #76 on Environment
67	Balume Tussi UPRODER B.P. 238 Gisenyi, Rwanda	Union des Producteurs	French DCRs
68	William Lommel Centre de Promotion Sociale B.P. 75 Aplahove, BENIN	Benin Peace Corps	French DCRs
69	Raff E. Carmen School of Education University of Manchester Oxford Rd, Manchester M13 9PL England	University of Manchester	Int'l Directory of Develop. Comm.
70	Prof. Hughes Kone CERCOM Univ. Nationale de Cote D'Ivoire BP V Abidjan Côte d'Ivoire	Univ. Nationale de Côte D'Ivoire	Int'l Directory of Develop. Comm.
71	Osuagwu Jude C. Dept. Technical Educ. Federal Univ. of Technology P.M.B 2076, Yola Adamawa State Nigeria	Nigeria Federal Univ.	DCR back issues; Biblio. of Dist Ed; Directory of Training & Study in Dev. Comm.

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
72	Kofy Coomson The Ghana Chronicle 16369 Airport Accra, Ghana	The Ghana Chronicle	CDC Brochure; DCR past issues
73	Dr. Hakeen - Kheen P.O. Box 333 ILE IFE Osum State Nigeria	Hakeen-Kheen Nigeria Hospital	Pharmacists & family planning material; Books and Videos
74	Noor Aini Mohd Isa Asian & Pacific Dev. Ctr. Pesiaran Duta P.O. Box 12224 50770 Kuala Lumpur, Malaysia	Asian & Pacific Dev. Ctr.	DCR No. 67
75	Francisco Echevarria S.I. Rector de la Casa de Estudiantes P. 17-01-194 Quito, Ecuador	Casa de Estudiantes	CDC Brochure
76	Darlene Rude Reporter, National Mirror Box 320199 Lusaka, Zambia	Zambia National Mirror	AIDS package
77	Karen L. Murphy University of Wyoming P.O. Box 3274 Room 302 Wyoming Hall Laramie, WY 82071-3274	University of Wyoming	DCR 74 & 75
78	Florida Kweekeh c/o WR's Office Lottie House, 6th Floor Cairo Rd., North End P.O. Box 32346 10101 Lusaka, Zambia		LRCN radio package
79	Jorge Horacio Fraga Errecart Universidad de Buenos Aires Facultad de Ciencias Sociales Avda. Alte. Brown 813 5° "A" (1159) Buenos Aires, Argentina	Univesidad de Buenos Aires	Spanish Material on Communication
80	Mr. E.S. Sampath Kumar Developmentors Taraknath Nagar Anantapur 515 001 A.P. India		DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
81	Ferdnand M. Ohuwa Inst. of Iringa Comm. Centre P.O. Box 1636 Iringa, Tanzania	Inst. of Iringa Comm. Centre	Financial Aid

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
82	EARTH Society U. Pudukkottai Uthappanaickanur Usilampatti 626 537 Madurai, India	EARTH Society	Financial Aid
83	Carol Bergin OSRAI Little Orchard Newpark, Kilkenny Ireland	OSRAI	CDC Brochure; Material on Income Generation & Rural Development
MAY 1992			
84	Kwame Karikari University of Ghana P.O. Box 53 Legon, Ghana	School of Communication	DCR back issues
85	Milagrosa Berta Philippine Information Agency San Jose, Antique 5700 Philippines	Philippine Information Agency	catalog
86	Maria Sandra Spatafora Guemes 5054 Villa Bosch 1682 Buenos Aires, Argentina		Material for Audiences with Low Literacy Skills
87	E.A. Ulzen Programme Exchange Centre P.O. Box 50518 Nairobi, Kenya		Material on Communication
88	Nalini Visvanathan Training P.O. Box 676 Brattleboro, VT 05302		DCR No. 76
89	Victor M. Zamora Calle Jose Marti No.492 Urb. Maranga Lima, Peru	National Institute of Food & Nutrition	CDC catalog
90	Phillip Elvis Manyadza Army Health Unit P.Bag 6314 Cranborne, Harare Zimbabwe	Army Health Unit	Health, Nutrition and Population Training Material
91	B.B.L. Sharma Ntl. Inst. of Health/Family Care New Mehrauli Road Munirka, New Delhi 110 067 India	Nat'l. Institute of Health/Family Care	Material on Health and Education

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
92	Ibrahim Manik Voice of Maldives Male' Maldives	Voice of Maldives	DCR past issues
93	Prof. Alan Rogers Education for Development Woodmans, Westwood Row Tilehurst, Reading RG3 6LT England	Education for Development	DCR sample copy
94	Jim Jujumo Asaroka High School P.O. Box 570 Goroka, E.H.P. Papua New Guinea	Asaroka High School	CDC Catalog
95	Mary Dwyer Rigby Library & Documentation Ctr. U.N. Environment Program P.O. Box 30552 Nairobi, Kenya	Kenya U.N. Environment Program	DCR back issues No. 70 thru 74
96	Family Planning Association Bajaj Bhavan Nariman Point Bombay 400 021 India	Bombay Family Planning Assoc.	DCR back issues
97	A.S. Shabuddin, B.A., B.L. ROPHE Rural Org. Peoples Health & Educ. 44 New Muslim Street, Polur Road Tiruvannamalai 606 601 Tamil Nadu, India	ROPHE	Int'l Directory of Develop. Comm.
98	Lynne Kanne Library Assistant California AIDS Clearinghouse P.O. Box 1830 Santa Cruz, CA 95061 1830	California AIDS Clearinghouse	Cassette tape on Radio role on AIDS
99	Gamaliel D. Tejada Cotton Research & Devt. Inst. MMSU, Batac, Ilocor Norte Philippines	Cotton Research & Development Inst.	DCR back issues; Biblio. of DistEd; Directory of Training & Study in Dv't. Comm.
100	Akin M. Omotayo N.A.E.R.L.I.S. P.M.B 1067 Abu Zaria Nigeria	NAERLIS	DCR back issues
101	Kunle-Alarape O. Health Department, Iwo Local Govt. P.M.B 273 Iwo Osun State Nigeria	Nigeria Health Department	Health package

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
102	Melinda Wilson FPPS 7th floor, Longonot Place Kijabe Street, P.O. Box 46042 Nairobi, Kenya	Family Planning Program	AIDS materials
103	Allali Baghdad Cite en Nasr BT 1-10, A-5 Saida 20,000, Algeria		French DCRs
104	Flo Friesen World by 200 Radio 1605 Elizabeth St. Pasadena, CA 91104	World by 2000	Educational Radio Scripts
105	Jo-Ann Monson P.O. Box 1352 Rivonia 2128 South Africa		Community Radio Materials
106	Ms. Sanjeeta Singh Negi NICCF c/o NDDB Anand, 388 001 Gujarat State India		DCR Back issues No. 52, 58, 60, 61, 65 through 71
107	Christopher T. Waya AIDS Education Assoc. P.O. Box 222 Gboko, Benue State Nigeria	AIDS Education Assoc.	Videocassettes & material on AIDS
JUNE 1992			
108	Jim Cornell Harvard-Smithsonian Center for Astrophysics 60 Garden Street Cambridge, MA 02138	Harvard-Smithsonian Center for Astrophysics	DCR back issue #75
109	Phyllis Craun-Selka AWLAE Winrock International 1611 N. Kent Street Ste 600 Arlington, VA 22209	AWLAE	DCR, info on agriculture, women
110	Charles North/AID Deputy Program Officer Maputo Department of State Washington, DC 20521-2330	AID	DCR #75, other information about the Clearinghouse

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
111	Beverly Hinds 9 Kitchener Street Woodbrook Trinidad & Tobago WEST INDIES		Info on becoming an information specialist; solid waste, environment, booklet on communication analysis & planning, material; DCR issues 45-58, 40-43, 35-37, 21-24, reports on mass media and family planning, Directory of training.
112	Harlan Vinnedge Library Winrock International 1611 N. Kent St., #600 Arlington, VA 22209	Winrock International	CDCNET Electronic Bulletin Board from DCR #75
113	Richard Dcoley Associate Director, Ambulatory Care Room 1-North-15, Bellevue Hospital Center NY City Health and Hospitals Corp. First Avenue and 27th Street New York, NY 10016	Bellevue Hospital Center	DCR #77
114	Peter Halpert Private Bag 308-B Harare, Zimbabwe	JSI	Back issues on health, subscription information, brochure, catalog
115	Benjamin Stafford Program Assistant P.O.Box 23975 600 Water St. NW Washington DC 20026	MTDI	40 DCRs #75, 40 brochures, back issues
116	Kelly Hayes 1616 North F. Myer Drive Suite 1100 Arlington, VA 22209	Coalition for Education for all	5 copies DCR #69
117	Professor Van Crowder University of Florida Gainesville, FL 32611	University of Florida	Promotional campaigns, examples of applications, project evaluation. project report
118	Mickie Edwardson Weimer Hall College of Journalism and Communication Gainesville, FL 32611	Learning Systems Institute CIES	communication, participation communication, development project, developing countries
119	Viviane Van Hecke 10 Washington Plaza Apt. 17D New York, NY 10010	UNICEF	Radio mathematics, teaching

	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
120	Agnes Bitatu RUWASA Water Development Department, Luzira P.O.Box 20026 Kampala, UGANDA	RUWASA	information on communication and water and sanitation, two articles from the DCR
121	Andrew Forbes 64 Deanvar Avenue Scarborough, Ontario Canada M1R 2N3		subs. information
122	Janet C. Harder Assistant Professor of Dietetics Eastern Mennonite College/Seminary Harrisonburg, VA 22801-2462	Eastern Mennonite College & Seminary	catalog, brochure
123	WC Du Toit Senior Specialist Development Bank of South Africa P.O.Box 1234 Halfway House, South Africa 1685 Headway Hill, Midrand, Transvaal	Development Bank of South Africa	catalog, brochure
124	Fr. Emmanuel Mariampillai Operation Health 2000 AD 32, College Road Nungambakkam Madras-600 006 INDIA	Operation Health	info. on Health Com for Child Survival and projects
125	Maurice J. Apted c/o UNICEF- Hanoi UNICEF-EAPRO P.O.Box 2-154 Bangkok 10200 Thailand	UNICEF	sub. information, brochure, sent back check
126	Peterson Lee Director Video Education LTD Shop 91, 1/F., BLK 13, City Garden 233 Electric Rd. North Point, Hong Kong	Video Education Ltd	subs. inform., sample DCR
127	Geoffrey Njoku Federal Radio Corporation of Nigeria Broadcasting, House, Gwagwalada, Abuja P.M.B. 71 Garki-Abuja, Nigeria	Federal Radio Corporation Of Nigeria	copy of mass communi and radio for health
128	John L. Woods PRIDE 2000 M Street, N.W. Suite 200 Washington, DC 20036	PRIDE	subscription information brochure, catalog

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
129	P.W. Smith MD, MPH Director Health Policy Group P.O.Box 8704 New York, NY 10116	Health Policy Group	Subs. & IIR information
130	Jody Vilela Editor/Barkada CFA Media Group 4427 Int. Old Sta. Mesa P.O.Box SM 434 Manila 2806 Philippines	CFA Media Group	subs. information
131	Ole Aabenhus Danicom-Radiohuset-Rosenorns Alle DK-1999 Frederiksberg C Denmark	Danicom-Radiohuset- Rosenorns Alle	Info pkgs. on population, AIDS, Bibliography on Distance Education, Directory of Dev Com
132	Siva Narayana Research Scholar 85-B.G. Tlak Hostel B.H.U., Varanasi 221 005 INDIA		Info on Com & Family Planning, Agricultural and Rural Development
133	David and Colleen Warr University of Fort Hare Private Bag X1314 Alice 5700 Ciskei, South Africa	University of Fort Hare	Back issue DCR #75
134	Karen L. Murphy Instructional Designer University of Wyoming P.O.Box 3274, Room 302 Wyoming Hall Laramie, WY 82071-3274	University of Wyoming	back issues #74 and #75
135	D. Devasahayam Chief Functionary: RISDS Rural Institute for Social Development Society OPP: Fire Station Cumbum-523 333.76 Prakasam Dist: A.P. INDIA	Rural Institute for Social Development Society	catalog
136	Jill M. Smith Casilla 1239 Cochabamba Bolivia	Peace Corps	Spanish DCR and subs. form

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
137	Hilda Patricia Morales Borja Coordinadora Centro de Recursos para la alimentacion al Seno Hospital San Juan de Dios Apartado Aereo 365 Cali, Colombia	Hospital San Juan De Dios	Spanish profiles, booklet from issues in Spanish
138	Flo Friesen World by 2000 Radio Research 1605 Elizabeth St. Pasadena, CA 91104	World by 2000 Radio Research	radio scripts in health and community development and a catalog, inform packages, radio lessons for children
139	Sebiletso Matabane 10311 Holme Lacey Lane Austin, Texas 78750		general info.
140	Eleanor Ellebracht ILL/Reference Department Pickler Memorial Library Northeast Missouri State University Kirksville, MO 63501-0828	Pickler Memorial Library	two books: Radio Mathematics in Nicaragua, Radio's Role in Development
141	Rachel Leventhal WJHU 2216 N. Charles St. Baltimore, MD 21218	WJHU	3 back issues of the DCR #64, #73, radio issue
142	AMIDEAST-PIET	AMIDEAST	subscription information, brochure, catalog, DCR
143	Angelika Gissler 10 Coyne Road Waban, MA 02168		Info on community radio in Latin America, and radio instruction
144	Kwame Karikari School of Communication Studies Univ. of Ghana P.O.Box 53 Legon, GHANA	School of Communication Studies	Project Profile: Agriculture and Health
145	Wende S. du Flon 5 Av. Sur, 32 Antigua, Guatemala- 03001 C.A.		info. packages on radio for health, agriculture, & visual communication; project profile on education; role of telecomm. in Guatemala, commu. through characters
146	Lesotho Association of Non-Formal Education Private Bag A 47, Maseru 100 Lesotho	Lesotho Association of Non-Formal Education	DCR #68 & 65, Info. Pkgs. on Environmental Education, Visual Com

22

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
147	Keith A. Kellogg Cuerpo De Paz Casilla 2768 Cochabamba, Bolivia	Cuerpo De Paz	environmental materials, subscription form
148	Blythe Munns 1775 NE Loop 4-10 1100 San Antonio, TX 78217	Atkins Agency	DCR #75, DCR #69
149	Mwenene Mukweso 919 West College Avenue Temporary Bldg #3 Tallahassee, FL 32306	Learning Systems Institute CIES	Video - Saving Children's Lives
150	Viviane Van Hecke UNICFF 10 Washington Plaza Apt. 17D New York, NY 10010	UNICEF	Radio Math, Nicaragua, Teaching English by Radio, Project Profiles 1988, Special DCR on Radio
151	Andrea Harris International Programs National Endowment for the Arts 1100 Pennsylvania Ave., NW Washington, DC 20506	National Endowment for the Arts	DCRs #74, 62, 61, 28, 12; folk media search
152	Joy Wolf	AID	AID projects in adult literacy: DCR #69, 68, 55, ABEL
153	Al Karaki Open Learning Systems Education Trust PO Box 785777 Sandton Postal Code 2146 South Africa	Open Learning Systems Education Trust	DCRs #55, 56, 58, 63, 66-75, special DCR on radio, subscription information, brochure, catalog
154	Karen Gladback Institute for International Education 1400 K St., NW Ste. 650 Washington, DC 20005	Institute for International Education	subscription information, brochure, catalog
155	Shobha Sankar American Forum for Global Education 45 John St. Ste. 908 New York, NY 10038	American Forum for Global Education	subscription information, brochure, catalog
156	Pat Koshel Environmental Protection Agency Mail Code A-106 401 M Street, SW Washington, DC 20460	Environmental Protection Agency	5 copies of DCR #76

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
157	Jill McLaughlin Conservation International 1015 18th St., NW Ste. 100 Washington, DC 20036	Conservation International	20 copies of DCR #76
158	Tammy Woodsum Education Development Center 55 Chapel St. Newton, MA 02160	Education Development Center	20 copies of Radio Math: Sample Lesson Materials, and Radio Math in Nicaragua; samples of other Nicaragua documents
159	Elise Stork Panos Institute 1717 Massachusetts Ave., NW Ste. 301 Washington, DC 20036	Panos Institute	DCR #76, Info. pkg. on AIDS
160	Terry Young Kumarian Press 630 Oakwood Ave. Ste. 119 West Hartford, CT 06110-1529	Kumarian Press	DCR #76
161	Valerie Williams 1645 NE Columbia Ave. Corbett, OR 97019		subscription information, brochure, catalog
162	Rebecca/Stuart Lee	Rea! World Productions	English in Action disks (ref. to AED)
163	Liz Nugent, Lili Vivanco APHA Clearinghouse 1015 15th St., NW Washington, DC 20005	American Public Health Association	DCR #72, literacy materials
164	Ellen Stephan	World Bank	ordering information from Sage Press (DCR #72)
165	Pam Brooke 624 A St., NW Washington, DC 20002		6 copies of Communicating Through Characters
166	Tom Osborn OFSP/WI BP 3746 Dakar, Senegal	Winrock International	recent issues of DCR, subscription information, brochure, catalog
167	Jim Gray Annenberg University of Pennsylvania 3620 Walnut St. Philadelphia, PA 19104	Annenberg School of Communication	DCR #29

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
168	Eric Abbott Dept. of Journalism Iowa State University 114 Hamiton Hall Ames, IA 50011	Dept. of Journalism Iowa State University	Video - A New Voice in the Village
169	Charlotte McRobbie PACT 777 UN Plaza New York, NY 10017	PACT	AIDS info pkg. (exchange with their guide to AIDS resources)
170	William Booth c/o PACT 777 UN Plaza, 6th Floor New York, NY 10017	PACT	general CDC information, brochure, catalog, for a presentation at a UN-sponsored communication conference in Dakar
171	Collette Chabbott AED c/o Thomas 225 East 36th St. PH-D New York, NY 10016	AED	radio & adult literacy for Bangladesh library search; DCRs #63 & 68
172	Henry Geddes Dept. of Communication University of Massachusetts Machmer Hall Amherst, MA 01003	University of Massachusetts	permission to photocopy #74; subscription information, brochure, catalog; DCRs #72-77, subscription forms for International Training & Development Students
173	Talat Shah Winrock International/AWLAE 1611 N. Kent St. #600 Arlington, VA 22209	Winrock International	general information on CDC, agriculture profiles
174	Monica Awuor Ayieko AWLAE E. Africa Regional Coordinator c/o Winrock International 1611 N. Kent St. #600 Arlington, VA 22209	Winrock International	CDC general information, ag. profiles, DCRs #70, 74, 76
175	Reine Brigitte Agbassy-Boni AWLAE W. Africa Regional Coordinator 08 BP 1603 Abidjan 08, Côte d'Ivoire	Winrock International	CDC general information, ag profiles, DCRs #70, 74, 76
JULY 1992			

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
176	Sharon Reis SACHED Trust Grahamstown Center Kingstone House Grahamstown, PO Box 320 Grahamstown 6140 South Africa	SACHED Trust	Information on development education via radio and community development
177	Heidi Noel Ejercito Nacional 579 2 Piso Colonia Granada Mexico, D.F. 11520		Soap operas for social change, subscription information
178	Guyline Gagnon		catalog
179	Kate Bochonko Manning Lelvage Lee 79 Madison Ave. New York, NY 10016		general info.
180	Jim Dunn		Role of Telecommunications in Guatemala's Development
181	Jackie Mathewson	Academy for Educational Development	IRI Inventory
182	Karen Calabro 5869 Sampley Way Houston, TX 77092		DCR #68
183	Sahr Hemore Health Education Unit Gov't. Hospital Kenema Sierra Leone	Gov't. Hospital	Producing Radio Lessons for Children; Info Pkgs. on Women & AIDS; Bibliography of Distance Education; Directory of Dev Com Studies; Communicating through Characters
184	Edna V. Vito 2143 Eden St. Sta. Ana, Manila 1009 Philippines		Producing Radio Lessons for Children; Info Pkgs. on Women & AIDS; Bibliography of Distance Education; Directory of Dev Com Studies; Communicating through Characters

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
185	Elizabeth Nchimbi Box 65219 D'Salaam Tanzania		Producing Radio Lessons for Children; Info Pkgs. on Women & AIDS; Bibliography of Distance Education; Directory of Dev Com Studies; Communicating through Characters
186	Chen Jianzhong 12 Dahuisi Haidan District Beijing 100081 People's Republic of China		Producing Radio Lessons for Children; Info Pkgs. on Women & AIDS; Bibliography of Distance Education; Directory of Dev Com Studies; Communicating through Characters
	Yuang Chang-jie 45 Yonghe St. Harbin China		Directory of Development Communication, Info pkg. on Women, Producing Radio Lessons for Children
187	Xie Jianhua National Agro-Tech Extension Centre No. 11 Nong Zhan Guan Nan Li Beijing China 100026	National Agro-Tech Extension Centre	Directory of Development Communication, Producing Radio Lessons for Children, Information Pkg. on Women
188	Dr. Mohamed Esmat Agric. Res. Center El Shaima Bldg. 12 Floor Saaha Squ. Victoria, Alexandria Egypt	Agric. Research Center	Directory on Development Communication
189	Alwi Alhabsyi IL Kalpataku Way Coleduc-Laranvan Indah Jakarta - Silarow Indonesia		nutrition entertainment programs for television & radio
190	Che Ahmad B. Che Daud Extension Division Risda Headquarters Bag Berkunci 11067 Jalan Ampang Kuala Lumpur 50990 Malaysia	RISDA Headquarters	Photonovels, comics & Graphic Literature, Information Pkg. on Women, Communicating through Characters
191	Stella E. Okigbo 4 Chase Lane Ithaca, NY 14850		Info. Pkgs. on Television for Development, AIDS Education & Communication, and Communication and Women, Producing Radio Lessons for Children,

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
192	Asres Kebode Box 3025 Addis Ababa Ethiopia		Info. Pkgs. on Television for Development, Women & Communication, and AIDS; Radio Lessons for Children, Radio-Assisted Community, Basic Ed.
193	Philomena N. Okigbo 4 Chase Lane Ithaca, New York 14850		Information Pkgs. on Women, Television, and AIDS; Directory of Development Communication Studies, Producing Radio Lessons for Children
194	Rose Wandera PO Box 41088 Nairobi Kenya		Videos on distance education and AIDS in Zambia; Maternal & Child Health, Diffusion of Innovations, Writing for Broadcasting
195	Darmono JLN. Kesehatan IG. Mataram Lombok. NTB Indonesia		Maternal & child survival, infant mortality, DCRs # 72, 70, 62, 59
196	Frank Hairgrove 7103 Frost Ave., #68 Columbia, SC 29203		Citations on Folk Communication; Using Traditional Media in Environmental Communication; DCRs #72, 70, 62, 59
197	Rauchelle Pagama PO Box 41088 Nairobi, Kenya		The 1988 Media Guide: A Critical Review of the Print Media
198	Prof. Njoku E. Awa Dept. of Communication 309 Kennedy Hall Cornell University Ithaca, NY 14853	Cornell University	Communicating Through Characters, Info. Pkgs. on AIDS & TV, DCR #75, Final Report of Rural Information System Project (LRCN), Teaching English by Radio; Interactive Radio Instruction; Radio-Assisted Community Basic Education (RADECO); Methods of Com Planning
199	Asma Sufi 16-A, Street #4, F 8/3 Islamabad, Pakistan		Photonovels, comics & graphic literature, Info Pkg. on Women

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
200	Roy Colle Department of Communication Cornell University 336 Kennedy Hall Ithaca, NY 14853-4203	Cornell University	Info Pkgs. on agric., visual Com., TV, AIDS, Mass Com./radio, Women, and Environment; Communicating Through Characters; Bibliography on Distance Education; and Directory of Dev Com
201	Incila Diker Mesa Gunes Sitesi Turgutlu SOK 17/16 G.O.P. Ankara Turkey		Info. Pkgs. on Visual Com., & Women; Photonovels, Comics & Graphic Literature, and Directory of Dev. Communication Studies, Digest WID Profiles
202	Dr. Ranjit Singh Director, Communication Centre Punjab Agricultural University Ludhiana India	Punjab Agricultural University	DCRs #75, 66, Agricultural Project Profiles, Information Pkgs: Television, Agriculture, Visual Communication; Directory of Dev Com, Bibliography on Distance Education
203	Elizabeth A. Byers Program Officer Mt. Everest Ecosystem Conservation Program Woodlands Mountain Institute Main & Dogwood Streets Franklin, WV 26807	Woodlands Mountain Institute	DCR #74-77, subscription info, brochure & catalog
204	Addie Randall 3217 Wisconsin Ave., NW Washington, DC 20016		subscription information, brochure, catalog
205	Ben Holladay 3749 Midvale Road Tucker, GA 30084		subscription information, brochure, catalog
206	Clare Heyting Administrator, PIE ITDG Myson House, Railway Terrace Rugby CV21 3HT United Kingdom	ITDG	subscription information, brochure, catalog
207	Edgar T. Bahala Asst. Dept. Manager Coconut Development Communication Center Philippine Coconut Authority PO Box 295 Davao City Philippines 8000	Coconut Development Communication Center	Distance Education & Training Requirements

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
208	Marie F. Bray 13 Beech Avenue Sheringham Norfolk NR26 8NR United Kingdom		subscription information, brochure, catalog
209	Crescente F. Gloria A. Bonifacio St. Baybay, Leyte 6521 Philippines		University Communication Programs, short courses
210	N.V. Sujath Kumar Assistant Professor Dept. of Fisheries Extension Fisheries College & Res. Institute Tuticorin 628 008 Tamil Nadu India	Fisheries College & Resource Institute	DCRs #58-69, Info. Pkgs.: environment, women, agriculture, visual communication; bulletins #4, 11, photonovels, comics & graphic literature; Cover to Cover
211	Maria Spatafora Guemes 5054 1682. Villa Bosch Buenos Aires, Argentina		DCR #72, 71, 60; La Comunicacion y la salud, Cover to Cover, Teaching English by Radio
212	Agnes Bitature Project Support Communication Coordinator - RUWASA PO Box 20026 Kampala, Uganda	RUWASA	Directory of Communication Programs
213	Mrs. Davinder Kaur Uppal Dept. of Mass Communication Makhnaul Chatworvedi National University of Journalism, BHO PO Box 60 Ravishankar, Nagar Bhopal, 462016 India	National University of Journalism, BHO	Funding for Eco-Ed conference
214	Jodelyn Vilela Editor/Barkada CFA Media Group 4427 Int. Old Sta. Mesa Manila Philippines	CFA Media Group	Info pkgs. on environment & visual communication; Cover to Cover; Health & Education Project Profiles; Photonovels, Comics & Graphic Literature; Thesaurus of Development Communication; Teaching English by Radio
215	A.R. Dooley, Jr. Room 1-N-15 Bellevue Hospital First Ave. & 27th St. New York, NY 10016		DCR #72, Health Project Profiles

23

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
216	Sara Shields Documentalist CIMCA La Paz, Bolivia	CIMCA	Directory of Development Communication Studies
217	Irene Bertrand World Health Organization CH-1200 Geneva 27, Switzerland	World Health Organization	DCRs #76 & 77
218	E.A. Ulzen Programme Exchange Centre URTNA PO Box 50518 Nairobi, Kenya	URTNA	Documents listed in a previous library search; subscription form
219	Barbara Prasch Nehringstr. 11 1000 Berlin 19, Germany		subscription information, brochure, catalog
220	David Earl Beckman Washington State University F49232 Receiving & Delivery Pullman, WA 99164-1120	Washington State University	Info Pkgs. on television & agriculture, Tele-Niger, Mtu ni Afya, AID & Development Communication
221	Aromar Revi TARU 5-D, Vijay Mandal Enclave Hauz Khas New Delhi-110-016 India	TARU	Public radio & television networks in the US that might distribute a television series produced in India
222	Alisa Katz Librarian Golda Meir Mount Carmel ITC 12, David Pinsky St. PO Box 6111 Haifa - 31060, Israel	Golda Meir Mount Carmel ITC	subscription information, brochure, catalog, and indigenous knowledge publications
223	H.S. Bajwa 401-G Bhai Randhir Singh Nagar Ludhiana-141 001, India		subscription information, brochure, catalog
224	Geoffrey Njoku Federal Radio Corporation of Nigeria P.M.B. 71 Garki-Abuja, Nigeria	Federal Radio Corporation of Nigeria	Directory of Dev Com Studies; subscription info, brochure, catalog, DCR #76, Spanish DCR on environment

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
225	Zulkarimein Nasution Blok C-7/No. 1, Kompleks PELNI Bakti Jaya Depok 16418 Indonesia		Cover to Cover, IRI, RADECO, Dev Com Directory, Bibliography on Distance Education, Workshop on Sustainable Use of Renewable Resources, Communicating Through Characters, AID & Dev Com, Role of Telecom in Guatamala's Development
226	J.E.J. Determeyer ICAP Zoetestraat 25 2011 PP Haarlem, Netherlands	ICAP	subscription information, brochure, catalog
227	ILO Centro Internacional Formazione Dell' Org. Int. Del Lavoro C.So Unita d'Italia 125 10127 Torina, Italy	ILO Centro Internacional Formazione	DCR #76
228	José Enrique Trinidad Encargado de Televisión Asociación Dominicana Pro-Bienestar de la Familia, Inc. Socorro Sánchez No. 64 Apartado Postal 1053 Santo Domingo República Dominicana	Asociación Dominicana Pro-Bienestar de la Familia, Inc.	Videos & Films on health, family planning
229	Judi Aubel S/C PRITECH S/C 3746 Dakar, Senegal		French DCRs: Environment, Women
230	Paul E. Attaochu Federal Agricultural Coordinating Unit Federal Department of Agriculture 12-16 Ilaro Street Bodija P.M.B. 5517 Ibadan, NIGERIA	Federal Department of Agriculture	Information on short courses in development communication
231	Maria Sandra Spatafora Guemes 5054 Villa Bosch 1682 Buenos Aires Argentina		DCR #71 & 72, 3 Spanish DCRS, subscription information, brochure, catalog

92

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
232	Lic. Patricia Gordillo Jefe de la Sección de Información y Documentación Universidad Autonoma Metropolitana Apartado Postal No. 86-372 Administración de Correos No. 86 14391 Villa Coapa México, D.F.	Universidad Autonoma Metropolitana	DCRs #73-75, 3 Spanish DCRs
233	Ms. Roanna Gopaul Assistant to the Co-Ordinator Women & Development Studies Group University of the West Indies St. Augustine, Trinidad Trinidad & Tobago	University of the West Indies	DCRs # 63, 65, 68, 69, 70; Spanish/French DCRs: Distance Edu., Environment, Women
AUGUST 1992			
234	Tamimu M. Lawee Theatre Dept. P.M. 2113, Jos Plateau State, Nigeria		subscription information, brochure, catalog, Radio's Role in Development
235	Zuhal Amato, MD Dokuz Eylül Medical Faculty 35340 Inciralti Izmir, Turkey	Dokuz Eylül Medical Faculty	info pkg. on AIDS
236	Lauren Goodsmith 245 West 107th Street New York, NY 10025		French DCRs on Health, Women, AIDS info, references
237	Sheela E. Abraham 122 Presidential Dr. Horseheads, NY 14845		DCRs #69 & 66, info on the use of video for community development
238	Richard P. Burgos Science Research Specialist Office of the Executive Director PCARRD Los Baños Laguna 4030, Philippines	PCARRD	subscription information, brochure, catalog
239	Delmar Hatesel Rt. 1 Linn, KS 66953		publications catalog
240	Melva Berkland 3927 Toronto St. Ames IA 50010		Books: AID & Dev Com; Photonovels; Producing Radio Lessons for Children; Info Pkgs. on Women & Agriculture; proj. profiles

21

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
241	Candace Allgaier		subscription information, brochure, catalog
242	Cheryl Galindo Bay Islands Conservation Association Edificio Cooper, Calle Principal Coxen Hole, Roatan Islas de la Bahia, Honduras		subscription information, brochure, catalog, Spanish DCR & DCR #76
243	G.P. Shivram Mangalore University Dept. of Mass Communication & Journalism Mangalagangothri - 574 199 Mangalore, India		Directory of Development Communication, DCRs # 72, 71, 68, 67, 66, 64, 62, 60 or 57; Info pkgs. on Visual Communication and Television; AID & Dev Com
244	Enoch Otuteye Center for the Development of People PO Box 371, UST Kumasi, Ghana	Center for the Development of People	subscription information, brochure, catalog
245	Pape Kane Diallo Rodale International BP A-237 Thies, Senegal	Rodale International	French DCRs: Distance Education, Radio, Environment, Health, Women; bibliography on distance education, directory of dev com
246	Janet Leigh Ganapin Philippine Federation for Environmental Concern No. 88, 4th St. New Manila, Quezon City Philippines	Philippine Federation for Environmental Concern	subscription information, brochure, catalog
247	Louis Pupo Wiefueh Liberian Health Action Network PO Box 3212 Woto Residence - E.L.W.A. Monrovia Liberia	Liberian Health Action Network	subscription information, brochure, catalog
248	Margaret W. Mathai Information & Documentation Centre for African Family Studies Pamstech House Woodvale Grove, Westlands PO Box 60054 Nairobi, Kenya	Centre for African Family Studies	subscription information, brochure, catalog
249	Hyacinth Rose Department of Education West Indies College Mandeville, Jamaica	West Indies College	subscription information, brochure, catalog, DCRs #69, 67, 66, 63; Directory of Dev Com Programs

201

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
250	Janna M. Evans USDA, APHIS, IS U.S. Embassy, Mexico City PO Box 3087 Laredo, TX 78044-3087	USDA, APHIS, IS	subscription information, brochure, catalog, DCR #68, info. pkg. on visual literacy
251	Nancy Newton John Snow, Inc./SEATS Project Private Bag 308-H Harare, Zimbabwe	John Snow, Inc.	Info. pkg. on AIDS
252	Nittaya J. Kotchabhakdi Director of Child Development Unit Dept. of Pediatrics, Faculty of Medicine Ramathibodi Hospital, Mahidol University Rama VI Road Bangkok 10400, Thailand	Mahidol University	subscription information, brochure, catalog
253	Martine Hilton 905 Brantford Ave. Silver Spring, MD 20904-2008		subscription information, brochure, catalog, employment opportunities in international health
254	Aromar Revi The Action Research Unit 5-D, Vijan Mandal Enclave Hauz Khas New Delhi-110 016 India	The Action Research Unit	DCRs # 57-75, Cover to Cover, Directory of Dev Com Studies, Info Pkgs: environment, women, television, visual communication; Project Profiles, Bulletin #11
255	Joshua C. Walton Vice President Africa Region ACDI 50 F Street, NW Suite 900 Washington, DC 20001	ACDI	subscription information, brochure, catalog
256	Ir. Alwi Alhabsyi Ministry of Health Republic of Indonesia Directorate General of Community Health Directorate of Community Nutrition Jakarta 12950, Indonesia	Ministry of Health	Videotapes
257	Gisa G. Salesa UESELE PO/EE SPREP PO Box 240 Apia, Western Samoa	UESELE PO/EE SPREP	DCR #65, environment; subscription information, brochure, catalog

91

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
258	Jorge Horacio Fraga Errecart Carrera de Ciencias de la Comunicacion Facultad de Ciencias Sociales Universidad de Buenos Aires Avda. Alte. Brown 813 5* "A" (1159) Buenos Aires, Argentina	Universidad de Buenos Aires	Videos, Directory of Development Communication Studies; Bibliography on Distance Education, information on CDCNET
259	Ifiok O. Archibong Dept. of Animal Sciences University of Ibadan Ibadan, Nigeria	University of Ibadan	educational & research institutions in environmental education & communication
260	John Lozier Office of International Programs West Virginia University 2112 Agricultural Sciences Building PO Box 6108 Morgantown, WV 26506-6108	West Virginia University	subscription information, brochure, catalog, DCR #75
261	Joan Clayton Library, DCFRN 40 Dundas Street West Box 12, Suite 227B Toronto, Ontario Canada M5G 2C2	DCFRN	chart on number of radios, tvs and vcrs in the developing world
262	Patrick Collins Intercultural Communication Inc. 2400 Virginia Ave., NW Ste. C-103 Washington, DC 20037	Intercultural Communication Inc.	DCR #75
263	Gary Gleason 236 West Plain St. Wayland, MA 01778		DCR #75
264	J. Sequeira Specialist in Education UNESCO PO Box 967 Prakanong Post Office Bangkok 10110, Thailand	subscription information, brochure, catalog, activities of mutual interest in the South Pacific	
265	Jorge Juan Wuest Colegio Felipe Neri Apartado 06-01-105 Riobamba, Ecuador	Colegio Felipe Neri	Info Pkg. on AIDS
266	Phidelis Msafiri D. Mtitu St. Francis Dist. Des Hospital P.O. Box 73 Ifakara, Tanzania	St. Francis Dist. Des Hospital	subscription information, brochure, catalog, information on health education

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
267	Abubakar Adam Mohammed c/o Alhaji Adam T. Moh Finance & Supply Dept. Mokwa Local Gov't. Mokwa, Niger State, Nigeria		subscription information, brochure, catalog; DCR #74, Info. Pkg. on Agriculture
268	E.M. Teri Consultant, TFCS/HED-MOH C/O Box 109 Entebbe, Uganda	Task Force for Child Survival	Info. Pkg. on AIDS
269	M. Nausad Tuhobul Royal Road Camp Diable, Mauritius		Info. Pkg. on AIDS
270	Beverley A. Hinds 9, Kitchener Street Woodbrook Trinidad & Tobago		Info. on World Environment Conference, offer to establish regional Clearinghouse in Trinidad
271	Gretchen Goodale Training Policy & Programme Dev't. Branch International Labour Office 4, Route des Morillons CH-1211 Genève 22 Switzerland	International Labour Office	Communication strategies to reduce occupational segregation by sex
272	Patricia Hinds Trinidad & Tobago Assn. of Social Workers PO Box 1105 Port-of-Spain, Trinidad	Trinidad & Tobago Assn. of Social Workers	Info. Specialist job description; info on drug abuse prevention, evaluation, video production, publication production, popular theatre; DCRs #37, 47, 40, 46, 48, 52, 53, 57
273	Alhassan Danjuma Aliyu Health Education & Nutrition Unit P.M.B. 1613 Minna Niger State Nigeria	Health Education & Nutrition Unit	DCRs #64-71; Health Communication DCR in French; Directory of Developing Communication Programs; bibliographic search on radio for women, environment, sanitation & addresses of organizations
274	Cynthia Prather Creative Associates 5301 Wisconsin Ave., NW #700 Washington, DC 20015	Creative Associates	Articles from the DCR: A Model for Interactive Radio Lessons (#49), <i>Planning Ahead for Large Scale Success</i> (#61)
275	Janet Hayman Family Health International 2101 Wilson Blvd. #710 Arlington, VA 22201	Family Health International	AIDS Info. Pkg.; Dev Com Directory; media resources in Asia (UNESCO, AMIC, CBA, Ford/BBC)

97

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
276	Tammy Woodsun Education Development Center 55 Chapel St. Newton, MA 02160	Education Development Center	Economic Analysis of Radio Education
277	Jalina Fomina Children's Television Workshop 1 Lincoln Plaza New York, NY 10023	Children's Television Workshop	article on Sesame Street
278	Lili Vivanco Clearinghouse, American Public Health Assn. 1015 15th St., NW Washington, DC 20005	American Public Health Assn.	DCR #72
279	Tiemo Bah 275 G St., SW Washington, DC 20024		Radio Broadcasting/Africa
280	Janet Rauls 10722 Vienna Dr. Garden Grove, CA 92640		DCR, subscription information, brochure, catalog
281	Lou Furman N.W. 615 Darrow Pullman, WA 99163		Folk Media, puppets, theatre, drama
282	Aaron G. Buseh 809 South Dannen Avenue Apt. 1115B Chicago, IL 60612		Breastfeeding campaigns
283	Laura Antonucci The Webster Group 101 Main St. Cambridge MA 02142		subscription information, brochure, catalog
284	Mickie Edwardson Weimer Hall College of Journalism & Communication University of Florida Gainesville, FL 32611	University of Florida	Information on AIDS, participatory communication
285	Bella Mody Department of Telecommunications Michigan State University East Lansing, MI 48824-1212	Michigan State University	Agricultural Communication, case studies
286	Melanie Henriques 112 Colburne Rd. #1 Brighton, MA 02135		videos, communication, development

CD

LOG	NAME & ADDRESS	ORGANIZATION	SERVICE RENDERED
287	Mark Mahoney 1547 Coombs Dr. Apt. 2 Tallahassee, FL 32308		Distance education, education
288	Norma Davidoff 4966 Brandywine St., NW Washington, DC 20016		family planning - Indonesia; environment - Costa Rica
289	Sue Palminteri 1127 North Taylor St. Arlington, VA 22201		DCR
290	Bill Hilger		Telecommunications technology - China, Iran, North Korea
291	American Bible Society Library 1865 Broadway New York, NY 10023	American Bible Society	DCR
292	Maria Poats		Indigenous knowledge, videos, women, participatory communication
293	CDCNET Request (via CDCNET) (no name)		microenterprise, family planning
294	Bruce Bombere via CDCNET Washington, DC		subscription information, brochure, catalog
295	Jim Arnold via CDCNET Washington, DC		subscription information, brochure, catalog
296	Bob Barad via CDCNET Washington, DC		subscription information, brochure, catalog
297	Dave Hunsberger via CDCNET Côte d'Ivoire	Labat-Anderson	subscription information, brochure, catalog

91

APPENDIX C:
NOTES OF STAFF MEETINGS

TO: Jim Hoxeng
Earl McLetchie
Andrea Bosch

FROM: Valerie Lamont

DATE: August 10, 1992

SUBJECT: - Notes of Clearinghouse meeting, 8/4/92

The meeting was held to discuss with Jim Hoxeng current and projected Clearinghouse activities. This is the first meeting since Mike Laflin's departure to EDC.

Topics discussed:

Jim asked if Peter Kapakasa would provide the figures of the project costs for the coming year.

The semi-annual report is due in September. We can keep the same format as previous semi-annual reports. We will ask Mike to provide parts of the report that he worked on and to review the final draft.

Plans for the upcoming final year of the contract:

1. DCR

-- Upcoming issues. Andrea provided an outline of proposed topics for the next DCRs:

- #78: Early Childhood Development
- #79: Development Communication: Where Are We Now?
- #80: Development Management
- Other: Communication without Mass Media

-- Readers survey. The Clearinghouse is required to conduct a readers survey every two years. The next one is due this year. Andrea suggested a separate mailing of the survey only to those people who have sent in information requests since they already have established contact with the Clearinghouse and may be more likely to respond. The only problem may be in the extra cost of another mailing instead of including it with the DCR as has been done in the past.

- The Board. The purpose of the DCR advisory board was discussed.
 - Letters to the Editor. This section of the newsletter has had little input from readers except to provide positive comment. It hasn't provided much in the way of stimulating or provocative comment, so Andrea is considering dropping this section.
2. Library/BBS.
- Library. Earl continues to catalog new acquisitions in the library which still are coming in at a fast pace.
 - MICRODIS on CD-ROM. LTS Corporation is yet to decide whether they will allow AID contractors to be added to the LTS CD-ROM disks.

The Bulletin Board System seems to be catching on. Earl has been contacting other BBS operators who operate in the U.S., Canada and Africa via Internet, CompuServe, etc. in an effort to reach those individuals and organizations that may find the CDC services useful in their professional work.

Examples: Bob Barad who operates the BAOBAB BBS out of Washington, DC; Tim Arnold of USAID Food Aid Program; Roy Pereira of CIDA in Canada and Doug Rigby of NGONET in Nairobi, Kenya. Peter Mwarogo who works for AMREF/Kenya Health Education Radio visited the Clearinghouse on 7/21 and on 8/6. He found the possibility of contacting the CDC via Internet exciting, especially if it is cost effective and timely in terms of requesting information. Jim added that Jim Sheffield, head of AMREF has a background and interest in nonformal education.

Internet is an inter-network system - a decentralized coalition of independent networks which "gateway" or contact each other according to universal "packet" standards. Most traffic on Internet consists of two things:

1. private e-mail
2. public conference mail

The CDC BBS offers both. We can also transfer files via Internet, post messages in conference mail, and add and automate Internet mailing lists at a small cost.

Mark Prado is to provide a list of users for the month of July (see attached).

3. Information Services.

- VOA. Gary Garriott of Volunteers in Technical Assistance (VITA) is interviewed on a weekly program of the Voice of America on technology-related topics. This interview is part of the Sunday Morning Program which goes out to all the English-speaking VOA stations. A recent program highlighted an article in the DCR #75: **The (Solar) Power to Communicate** (see attached).

The program has direct broadcast capability to Africa. This means that VOA broadcasts directly to US Information Service stations in Africa where programs can be taped and downloaded for future programming. Transcripts are available on the VOA in-house wire service and sent to all language services that have the option of translating the interview in other languages. The actual voice over is also made available to the VOA foreign language service.

Listeners are invited to write to VITA for documents related to the topic of discussion. Copies of DCR#75 were provided to VITA for listeners of the program to write and request copies.

- VITANET. VITA has also begun to put recent DCRs (#73-76) on VITANET which is another development-related bulletin board service. They have their own file section (#16) on VITANET (tel: 703/527-1086).
- Information Dissemination - Valerie has started to develop a new format for the information packages and expects to develop several over the next year. Since they are all prepared in-house and are based on the DCR, they could eventually be placed on CDCNET.

Bob Gall, the library intern, prepared in minute detail, the basis for indexing the past DCRs to be placed on MICRODIS. This eventually could be put on CDCNET and made available on CD-ROM.

4. Future.

It is likely that the Clearinghouse will be folded into the new project called INTERCOM which is expected to be in operation by FY94.

At the end of the meeting it was decided that Clearinghouse staff would meet with Jim Hoxeng on a monthly basis. We can also contact him if questions or problems arise in the meantime.

TO: Clearinghouse Staff
FROM: Valerie Lamont
DATE: April 9, 1992
SUBJECT: Minutes of Clearinghouse Staff Meeting
April 6, 1992

The meeting was held to welcome Andrea as the newest member of the Clearinghouse and to review current activities.

Those attending were: Mike Laflin, director; Andrea Bosch, editor; Earl McLetchie, librarian, Mariel Escudero, production and circulation manager; and Valerie Lamont, information specialist.

Major points raised during the meeting were as follows:

1. Status of contract amendment.

There has been no change in the contract status. This means that the work done in Guatemala, which was expected to be a \$200,000 add-on, was in fact not approved by Chris Burns, the previous contract officer. Jim Hoxeng has been working to have the new contract officer change this situation which has been on hold for over a year. This means that the budget is extremely tight. We will continue to work on meeting the minimal requirements which includes preparing all the DCRs and monographs.

Because of the budget constraints, the editorial position was shortened to 75% time. Andrea mentioned that her time, being split 75/25 with Creative Associates would not work in the long run because she still needs to put in so much time on the DCR.

2. Current tasks.

At Andrea's request, Valerie described her job responsibilities. Some of these tasks overlap with Earl's which had caused Andrea some confusion regarding who does what and who she should refer information requests to. She also asked for a list of available information packages which Valerie will provide.

Mike said that he would like the information packages to be shortened. Valerie described a new format for developing information packages which can be provided to readers. She is preparing a package on AIDS education which is a compilation of articles from back DCR issues. It will also have a list of periodicals that are in the library with subscription information and a section on other resources. This package could

104

stand alone or be part of a larger one on health communication which could include maternal and child health care, nutrition, substance abuse, and primary health care.

Mariel said that she is pleased that Andrea has managed to get the DCR back on schedule. Mariel has received complaints from readers who had received renewal notices before receiving the full subscription of four issues.

Andrea asked about translating the DCR into other languages. Mike said the level of interest was about 6% French and 4% Spanish. Some DCR articles have been compiled by subject and translated into French and Spanish. He raised two issues that need to be addressed to determine topics of future compilations and translations:

1. what topics have already been covered in consolidating DCRs for translation and distribution (i.e. distance education, environment)?
2. what new compilations should we prepare, i.e. education, health, population, etc. that have not yet been covered?

Valerie will get the information on what has been done to date from her files on the DCR topics (see attached).

Valerie described the internship of Bob Gaul who has been working at home. He is indexing the DCRs from the beginning and is doing a very thorough job. Eventually the data will be put on MicroDIS and then possibly on CDCNET. He would like to come in and learn MicroDIS and input the records for a few days after the end of the spring semester.

Earl has been searching for potential interns who could help in the library to input conference information on CDCNET. The Clearinghouse does not have money to for paid internships. Supriya, who worked on the Digest last summer is interested in returning to finish it.

Mike said the semiannual report is near completion and he thanked everyone for their input.

3. DCR costs.

Andrea received figures from Automated Graphics of costs to run more copies of DCR #72. The price breakdown to have more copies printed is as follows:

500 copies	\$1,927
1,000	\$1,998
3,000	\$2,285
5,000	\$2,870

Valerie received a notice from Mercury Airfreight that international mailing costs are going to increase from \$.30 per 2 oz. piece to \$.45 each. She estimated that international mail costs would increase from \$1,297.50 to \$1,946.25, assuming the number of international recipients remains the same.

4. CDCNET

More people have been using CDCNET in recent months. Earl and Valerie add information to the bulletin board about once every 2 weeks to a month. Mike said this should be done more frequently. Earl mentioned that it is very time consuming suggested that it would be a good task for an intern to do. Mike suggested that since we have telephone numbers of those who filled out the questionnaire on CDCNET that we call a few of them to get some feedback of what they like about it and what they'd like to see added to the bulletin board.

5. SID Conference

Valerie said that a check has been sent to SID to reserve a table for a display at the upcoming SID conference, May 1-2. The Trade and Career Fair will be on Saturday, May 2. The Clearinghouse will share the table with other IIR projects.

6. Future staff meetings.

Valerie asked how often staff members would like to meet in the future. The consensus was to meet monthly. She agreed to initiate future staff meetings on a monthly basis.

Themes of Back Issues of the DCR (#63-75)

No. 75	Information Technology
No. 74	Indigenous Communication and Indigenous Communication
No. 73	Readers' Issue (participation, community empowerment, grassroots communication)
No. 72	Evaluation
No. 71	Health Lifestyles
No. 70	Communicating with Women
No. 69	Technology for Basic Education
No. 68	Adult Literacy
No. 67	Information Technology
No. 66	Training through Media
No. 65	Environmental Communication
No. 64	Local Radio
No. 63	Distance Education

APPENDIX D:
CDCNET ACTIVITIES

[4] First: 1 Last: 4 Total: 3 Left: 0

1:109/349.521 5:35p

New message

NetMail folder

Cost: 0

By: Earl McLetchie

To: Bob Barad, The Baobab (1:109/151)

Re: Clearinghouse on Development Communication

St: Pvt Local Kill

Hi Bob, Mark Prado recommended that I talk to you. I am trying to reach people who are nonAfricans but work in Africa and Africans working in their home countries as individuals or members of NGOs or PVOs or Government etc etc....that may be interested in the services offered by the Clearinghouse.

The CDC is managed by the Institute for International Research (IIR) and funded by USAID. The CDC houses a collection of documents on the application of technology and communication strategies to all areas of development. For example: health, family planning, education, environment etc....etc.....

We also publish a quarterly newsletter titled Development Communication Report (DCR). The newsletter is thematic and addresses how communication applications can be applied to a development problem. We solicit and encourage articles by Third World individuals who write on development communication applications and projects. The DCR is

Insert

distributed free to individuals and organizations working in the Third World. Also we respond to information requests for development communication. This information is also disseminated freely to individuals in the Third World. Where copywrite law restrictions apply to photocopying, the address of the publisher is given.

If there is anyone or any organization you think might be interested in receiving the DCR please feel free to contact me here or at the following address:

CDC
1815 North Ft. Myer Drive
Suite 600
Arlington, Va 22209
Ph#703-527-5546
Fax#703-527-4661

154

ASSOCIATION FOR PROGRESSIVE COMMUNICATIONS

Australia: Pegasus Networks, PO Box 424 Byron Bay, 2481 New South Wales, Australia; Tel: +61 (66) 8 56789; Fax: +61 (66) 8 56962; e-mail: support@peg.apc.org.

Brazil: Alternex, IBASE, Rua Vicente de Souza 29, 22251 Rio de Janeiro, Brazil; Tel: +55 (21) 286 0348; Fax: +55 (21) 286 0541; e-mail: suporte@ax.apc.org.

Canada: Web, Nirv Centre, 401 Richmond Street West Suite 104, Toronto, Ontario M5V 3A8, Canada; Tel: +1 (416) 596 0212; Fax: +1 (416) 974 9189; e-mail: support@web.apc.org.

England: GreenNet, 23 Beviden Street, London N1 6BH, England; Tel: +44 (71) 608 3040; Fax: +44 (71) 253 0801; e-mail: support@gn.apc.org.

Germany: ComLink, Moorkamp 46, D-3000 Hannover 1, Germany; Tel: +49 (511) 3503081; e-mail: support@oln.comlink.de.

Nicaragua: Nicarao, CRIES, Iglesia Carmen 1, Cuadra al Lago Apartado 3516, Managua, Nicaragua; Tel: +505 (2) 26 2 28; Tel: +505 (2) 25 1 27; Fax: +505 (2) 26 1 80; e-mail: support@ni.apc.org.

Russia: GlasNet, Ulitsa Yaroslavskaya 8, Korpus 3 Room 111, 129164 Moscow, Russia; Tel: +7(095)217-6173; Tel: +7(095)217-6182; e-mail: support@glas.apc.org.

Sweden: NordNet, Huvudskaersvaegen 13, nb S-121, 54 Johanneshov, Sweden; Tel: +46-8-6000331; Fax: +46-8-6000443; e-mail: support@pns.apc.org

Uruguay: Chasque, Miguel del Corro, 1461 Montevideo, Uruguay 11200; Tel: +598 (2) 496 192; Fax: +598 (2) 419 222; e-mail: apoyo@chasque.org.uy.

USA: Institute for Global Communications, 18 de Boom Street, San Francisco, California 94107, USA; Tel: +1 (415) 442-0220; Fax: +1 (415) 546-1794; e-mail: support@igc.org.

APC MEMBERSHIP PENDING:

Ecuador: EcuaNex, Intercom, Casilla 1703596, Quito, Ecuador; Tel: +(593 2) 505 074; e-mail: intercom@ecuanex.ec.

Italy: Lega per L' Ambiente, via Salaria 280, I-00194 Roma, Italy; Tel: +39/6-844-2277; e-mail: legambiente@gn.apc.org.

List of users of the CDC BBS over the past month

July, 1992

ks:

my own remarks are added beside the people I know a little about

names were sorted by first name (to delete duplicate logins)

Some users from previous months no longer log on to the BBS but access all bulletins, files, and message conferences via FTSC-compatible mailer only, and relay the files to people on their networks, e.g., GreenNet, PeaceNet, EcoNet.

ander Wall
n Kao
n Brosz - freelance writer on int'l affairs
th Kupanna - heavy reader of NewsGroups
ew Chai
Easton
Mandela
Ganju
Mcdonald
Phillips

Jordan
lo Agostino
ara Sulanowski
y Mccalman
ard Dehmelt
Rau - writer, I've seen his book on appropriate LDC technology,
also accesses information via FTSC network mailer.
arad - communications consultant, Africa specialist,
also accesses information via FTSC network mailer.
ovett
ace Chungong
Baysal
Loss
Bombere - American Univ. School of International Affairs
n Bostwick - OPIC (Overseas Private Investment Corp.)
s Heil
es Andrews
l Goosbey
Bayus
Lowe - referred by USAID/FFP
Ray
io Braga
Tran
im
l Prichard

David Cheney - works for some int'l communications company in LDCs, TX
David Kline
David Nguyen
David Yuhas
Diane Mayronne - modelling a Labor Dept. BBS/FTSC network after CDC
Donna Quesinberry - w/ an environmental group formed at Rio conference
Earl Mcletchie - CDC
Eileen Vazquez
Eric Posey
Eric Rosenberg - works for VITA on packet radio in LDCs
Evan Christman
Felipe Coffman
Felipe Ochoa
Frank Omusale
Fred Cawthorne
Fritz Finley
Garner Miller - also connects via FTSC-compatible network mailer
Gary Hendershot - a contractor
Geyer Longenecker - editor of a int'l health publication
Glenn Rempe
Glenn Silver
H-G Wilhelm
Mani Raad

Harold Ginsberg
Harry Covert - int'l trader and developer
Harvey Olem - works for a nonprofit int'l environmental education org.
Hikaru Krietz
Howard Michalski
Hussein Elfadl
Ian Macfarlane - U.S. Govt. economist, doesn't want to say what agency
Ien Cheng
J.D. Falk
Jack Savage - LDC health-related consultant
Jacob Deglopper
Jay Whittle
Jeff Kao
Jeff Marzilli - Famine Early Warning Systems (FEWS),
also accesses information via FTSC network mailer.
Jeff Parker
Jeffrey Farr - works for Food Aid Management, on communications,
also accesses information via FTSC network mailer.
Jen Pierce
Jennifer Little - int'l health consultant
Jeremy Carlstedt
Jerry Champion
Jesse Kornblum
Jim Arnold - works for Food For Peace - USAID/FFP,
also accesses information via FTSC network mailer.

Childress - EPA, alternative fuels in LDC's
Mahoney - USAID contractor
Mervinsky
Piatt
Sheehan - EPA int'l, esp. CIS and Eastern Europe
Teener - former USAID
Anderson
Propst
Coffindaffer
Craig - Peace Corps
D'andrea - International Affairs Officer for City of Tucson, AZ
Willis - LDC health consultant
Dakin
Lerner
Pergament
Levinson
Mendenhall
London
Sivaraman
Anbarjian - Lebanese -- Lebanet,
also accesses information via FTSC network mailer.
Toomey
Yeh
Bauer - government librarian
Hogye
Christopher Kane - writer on international issues
Kersch - works for DoD, wants to transfer to USAID
Sen - freelance writer, project on international networks
Hempel - atty w/ intl trade firm, AID projects in LDCs
Mitchell
Nisenoff
Lancaster
Gray
Kamel
Trenz
Gatanas - State Dept.
Prado - CDC modem communications specialist
Culbreth
Masri - Lebanet, also accesses information via FTSC network
Oemke
Sisolak
Campbell - US News & World Report
Greiner
Mckenney - reviewing federal BBSes
Ehlert - calls from Germany
Le
Rastogi
Rosenberg - former news agency executive, trains LDC journalists
Hussein
Confidential

~~Nick Frese~~

Nicolas Nowinski

Orbert Yee

Pat Deroche

Paul Eavy - referred by USAID/FFP

Paul Gagne - EPA - international section

Paul Lemieux - EPA public affairs

Prashant Patel

R Halbedl

Rafe Ronkin

Ragnar Danneskjold - EPA - int'l section, esp. environmental economics

Rajiv Khanna

Richard Pilgrim

Richard Valdes

Robert Doncaster - PeaceNet guy

Robert Johnston - works for Africa Famine Relief - USAID/AFR,
also accesses information via FTSC network mailer.

Robert Leopold - USAID Africa

Roger Firestone

Rogers Stephens

Ronald Blanson

Roy Pereira - CIDAfido - Canadian Int'l Development Agency,
also accesses information via FTSC network mailer.

Rye Gewalt

S. Winokur

Said Yasin

Sandy Bruckner - Brazil

Santiago Millan

Scot Kight

Scott Avelino

Scott McLoughlin - World Bank, referred by USAID/FFP, going to CIS,
also accesses information via FTSC network mailer.

Sean Silva

Simon Skiles

Sinisa Mihailovic - feeds info to Eastern Europe and CIS networks

Spencer Greenwald

Spencer Priebe

Steven Seen - Jewish Peace Lobby

T. Foor

T. Kalil

T. Wei Hwang

Ted Okada - Food For The Hungry Int'l

Tej Phool

Tia Murchie-Beyma

Tierno Bah

Tim Mechem - native of Africa, businessman

Tim Nee

Tim Sawyer

Tobias Eigen - FEWS (Famine Early Warning System),
also accesses information via FTSC network mailer.

n Hinson
Porter - USAID contractor
Palmatier
Rollins - also accesses information via FTSC network mailer.
r Miron - calls from Tel Aviv, Israel, reason unknown
Tepordei - preparing a listing of BBSs for Computer Digest
rie Lamont - CDC
ssa Kimble
on West
iam Wheeler - Costa Rica networks
Zhang
b Yakub
k Korff
Konigshofer
Healy

APPENDIX E:
VOA TRANSCRIPT

DATE=06-11-92

TYPE=VITA SERIES # 74

NUMBER=3-12254

TITLE=SOLAR-POWERED COMMUNICATIONS

BYLINE=JANE KUCZYNSKI

TELEPHONE=619-3926

DATELINE=WASHINGTON, D.C.

EDITOR=VOHS

CONTENT =

(Tape inserts available in Audio Services 619-1348.)

TRO: VITA stands for Volunteers In Technical Assistance. It is a private, U.S. nonprofit organization that supports people working on technical problems in developing countries. With information and other assistance, VITA helps individuals and groups select and implement technologies appropriate to their situations.

Today, we will be talking about solar-powered communications, and we will be offering listeners information about how to get a free booklet on this subject. This is part of VITA's continuing effort to provide an introduction to specific state-of-the-art technologies of interest to people around the world. The booklets are intended to be used as guidelines to help people choose suitable technologies. And listeners are encouraged to contact VITA for further information and technical assistance. We will give you the address later.

Here is Jane Kuczynski with a look at a communications power source that is becoming popular in many countries:

XT: Developing countries worldwide are discovering a reliable and inexpensive source of energy for small-scale communications. It is the sun. A type of solar energy, known as photovoltaic power is being

harnassed for rural electrification, water supplies and communications programs.

There are different types of solar energy technology. Sometimes, sunlight is converted into heat to produce hot air or water--as past VITA booklets have described. Photovoltaic cells convert sunlight into electrical energy, using solid-state semi-conductor technology. The basic unit of a photovoltaic -- or PV-- system -- is a cell made of silicon. A number of cells are mounted, wired together on a rigid plate and sealed -- usually with some sort of tempered-glass cover -- to form a module. These modules can range in size from one half a watt to 60 watts of power output and have typical operating DC voltages ranging from 3 to 15 volts.

Multiple modules can be joined into an array which provides the voltage and current you need and, as your energy needs grow, you can simply add more modules. VITA's Technical Adviser, Gary Garriott, mentions some other advantages of PV-generated energy:

TAPE: CUT ONE GARRIOTT 30 SECS

"The fact that PV energy can be stored in a battery makes it useful during the night or other periods when there is no sunlight or when sunlight is low. But it also has some other features to it. It is very reliable. It is flexible. It is durable. And it is also very environmentally safe. It does not use any ongoing source of fuel except the sun. And, interestingly enough, once these systems are installed, usually local people can maintain them and you do not have to bring in outside experts all the time."

EXT: VITA has pioneered the use of PV energy for communications in several countries. Gary Garriott says this energy source is being used to transmit medical, educational and other information in many countries including the Philippines, Mexico, Ecuador, Kenya, Zimbabwe, Sudan and Guyana. And he says there are plans for similiar systems in Jamaica, Ethiopia, Mozambique, Tanzania and Lesotho.

While the start-up cost is high, it is coming down because of advances in design, fabrication and materials and the overall cost is dropping. During the last two decades, for example, the cost per kilowatt of PV-generated electricity has dropped from \$60 US dollars to \$.30. And you are using a "green" or environmentally safe source of power. Here is Gary, again:

APE: CUT TWO GARRIOTT 20 SECS

"It is a cost-effective system in villages that range between 50 and 200 buildings. It comes out, usually, as the least-cost option for a demand of a half to two kilowatt hours per day. And because it creates a clean envbironment, there is an important payback there and, of course, you do not have to keep using fossil fuels"

EXT: Over ten thousand PV systems are being installed worldwide every year. These range from relatively large telecommunications systems run by governments or private compaies to small radio systems used for local communication. Gary has this conclusion about photovoltaic power:

APE: CUT THREE GARRIOTT 20 SECS

1/6

"So, I guess, the bottom line here is that the sun can do more than just grow crops and dry grain. Through photovoltaics, it can also provide water and lighting and assist people through communications in emergencies, help educate their children and bring news and information about the world into their homes.'

TEXT: If you would like us to send you more information about solar-powered communications, please write to: VITA...Box 1.2.4.3.8...Arlington, Virginia...and the postal code is 2.2.2.0.9.

When you write to VITA, please make sure to print your name and address carefully and to mention the title in English of the booklet you are requesting.

///SIGN OFF: "JANE K.///JANE K. VOA, WASHINGTON"///

///AND FOR FIELD PLACEMENT/// "This program was a service of the Voice of America."

120

APPENDIX F:
CORRESPONDENCE WITH
ROY COLLE, CORNELL UNIVERSITY



**Clearinghouse on
Development
Communication**

Institute for International
Research
1815 North Fort Myer Drive
Arlington, VA 22209 USA
Telephone: (703) 527-5546
Fax: (703) 527-4661

Sponsored by the U.S. Agency for International Development, Bureau for Science & Technology, Office of Education

August 31, 1992

1~

Dear 2~

The staff of the Clearinghouse on Development Communication would like to say how much we enjoyed your visit last July. We are happy to be of help to students and communication professionals in their work. Having you visit the Clearinghouse gives us a chance to interact face-to-face with people who use our services and learn more about communication needs of people in the field.

Some of you had requested copies of items listed in the Development Communication Digest that Andrea Bosch and Mariel Escudero demonstrated on the computer. Unfortunately, several of those requests were misplaced and we have been unable to fill them. If you requested excerpts from the Digest and haven't received them, please contact Valerie.

We hope you had an educational and pleasant visit to the Washington, DC. Keep in touch. If you have further development communication needs, or have suggestions of how we can improve our services, please let us know.

Sincerely,

Valerie Lamont
Information Specialist

Earl McLetchie
Librarian

Andrea Bosch
Editor, DCR

Mariel Escudero
Circulation Manager

Alwi Alhabsyi
Chief of Food Utilization Section
Directorate of Community Nutrition
Ministry of Health
J.1 Rasuna Said Blok V
Kapling No. 4-9
Block C Lantai 8
Jakarta, 12590
INDONESIA

Yuan Changje
Trainer, Heilongjiang Prov.
Family Planning Commission
Harbin 150001
PEOPLES REPUBLIC OF CHINA

Che Ahmad Bin Che Daud
Extension Division
Risda Headquarter, Jalan Ampang
50990 Kuala Lumpur
WEST MALAYSIA

Incila Diker
Communication Officer
UNICEF Turkey
UNICEF House
IRAN CAD. No. 35 06700
Kavaklidere, Ankara
TURKEY

Cheng Jianzhong
IEC Department
State Family Planning Commission
Beijing 100044
P.R. CHINA

Asres Kebede
Head, Educational Media Agency
Ministry of Education
P.O. Box 2025
Addis Ababa
Ethiopia

Elizabeth Nchimbi
MOH - Health Education Unit
Box 65219
Dar-Es-Salaam
TANZANIA

Edna Nito
2143 Eden St.
Sta. Ana
Manila 1009
PHILIPPINES

Alain Poiri
22 BP 188
Abidjan 22
CÔTE D'IVOIRE

Ricardo Ramirez
Development Support
Communication Branch
FAO
Via Delle Terme Di Caracalla
Rome 00100
ITALY

Ranjit Singh
Communication Centre
Punjab Agricultural University
Ludhiana - 141 004
INDIA

Rose Wandera
Head of Schools Broadcasting
Kenya Institute of Education
P.O. Box 41088
Nairobi
KENYA

Xie Jianhua
Nat'l. Agro-Tech Extension Centre
Ministry of Agriculture
No. 11 Nongzhanguannanli
Beijing 100026
CHINA

Frank Hairgrove
7103 Frost Ave. #68
Columbia, SC 29203

Mohamed Esmat
El Shaima Bldg. 12 floor
El-Saaha Sq. Victoria
Alexandria
EGYPT

Bill Glass
44 Webster Hill Blvd.
West Hartford, CT 06107

Sahr Stephen B. Hemore
Health Education Unit
Government Hospital
Kenema
Eastern Province
SIERRA LEONE

Margaret Ferris-Morris
P.O. Box 4122
Ithaca, NY 14852

Asma Sufi
16-A, Street #4, F 8/3
Islamabad
PAKISTAN

Philomena Okigbo
#4 Chase Lane
Ithaca, NY 14850

Tesfaye Dubale
Institute for Curriculum Dev. & Research
(ICDR)
Ministry of Education
P.O. Box 2346
Addis Ababa
ETHIOPIA

Stella Okigbo
#4 Chase Lane
Ithaca, NY 14850

Drg. Darmono M. Med. Sc.
Dinas Kesehatan TK I
Nusa Tenggara Barat
JLN. Kesehatan 19
Mataram NTB.
INDONESIA

College of Agriculture and Life Sciences

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

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

June 26, 1992

Ms. Valerie Lamont
Information Specialist
Clearinghouse on Development Communication
1815 N. Ft. Myer Drive, Suite 600
Arlington, VA 22209

Dear Valerie:

When we left IIR, our 20 participants were overloaded with materials and over-awed with how cooperative and helpful you and your colleagues were. Whenever we bring a group to Washington, IIR is one of our most fruitful visits. I know the people in our group, representing some 15 countries, will make good use of the materials and services IIR provides. I hope you can direct a copy of this letter to your USAID program officer so that he/she will also be aware of our appreciation to the Agency for making this all possible.

I want also to commend IIR on the fine job it's doing with DCR. I use it (and frequently reproduce it) in working both with international groups and graduate students at Cornell. I suspect many of your subscriptions have come through these contacts.

Please extend our thanks to all the other persons who helped make our visit to IIR such an outstanding success.

Sincerely,



Royal D. Colle
Professor and Chairman

RDC/ca
enclosure

125

CLEARINGHOUSE ON DEVELOPMENT COMMUNICATION

Visit from the Communication Planning and Strategy Program,
Cornell University

June 23, 1992

Welcome to the Clearinghouse!

As you are a relatively large group, we would like you to divide into three sections upon arrival. Each group of about 7 people will alternate time and location with members of the Clearinghouse, covering aspects of our services as follows:

The Library. Earl McLetchie, Librarian and Valerie Lamont, Information Specialist. Overview of the Clearinghouse. The Library collections and database. Information services available from the Clearinghouse including the Electronic Bulletin Board.

Director's Office. Andrea Bosch, Editor, *Development Communication Report* and Mariel Escudero, Circulation Manager. The *Development Communication Report*. The Clearinghouse Communications Digest.

AV Room. Said Yasin, Clearinghouse Intern.
Video: *Distance Education: Bringing More, Reaching More*. Other videos as time permits.

Timetable:

9:00	Welcome. Collect information packages and form groups.		
	Library	Director's Office	AV Room
9:15	Group 1	Group 2	Group 3
10:00	Group 2	Group 3	Group 1
10:45	Coffee break		
11:15	Group 3	Group 1	Group 2
12:00	Close.		

APPENDIX G:
VISITORS TO THE CLEARINGHOUSE

Guests

Date	Name	Address
1/10/92	Michael CACICH RES/ARH Asst.	STREET 79C/CDIE/DI USAID CITY Washington D.C. 20523 STATE
12/92	JUANA MARTIN Housing & Development	STREET 6720 Jam Road CITY Alexandria VA 22101 (703) 356-0686 STATE (703) 820-7623
1/13/92	Elizabeth Slo	STREET 3320 New Hamp Ave. NW CITY Washington DC STATE 20010
1/13/92	Jean Guilfoyle	STREET 2840 Duval Rd. CITY Woodbine STATE MD 21797
3/16/92	Jim Beverly	STREET 2268 N. UPTON ST. CITY Arlington STATE VA 22207
3/16/92	Michael Otzwelz	STREET Cornell University Dept of Geom. CITY Ithaca, N.Y. 14853 STATE 336 Kennedy Hall.
3/20/92	Kelly Jo Hayes	STREET 1066 N. Fort Meyer Dr. Suite 1100 CITY Arlington STATE VA 22209
3/20/92	Joyce E. Hill	STREET 150 Bryant St NW CITY 2021 797-5543 STATE
3/24/92	Elizabeth Sobo	STREET 3320 NH Ave NW CITY WASH STATE D.C., 20010
11	JEAN GUILFOYLE	STREET 2840 Duval Rd CITY WOODBINE STATE MD 21797
3/26/92	Ibrahim Suliman	STREET 11-8 Copeley Hill CITY Charlottesville STATE VA. 22903
4/2/92	Karen Munn	STREET 7907 Garland Av #12 CITY Takoma Park STATE MD 20912
4/3/92	Michele Schimpf	STREET A.M. 303 SA-18 FOL/CDIE/DI CITY Washington DC 20523-1802 STATE
4/10/92	RATIANA YOLI Dist. Edu	STREET 5117 N. 1st St CITY Arlington STATE VA 22203
4/24/92	RATIANA YOLI Dist Edu	STREET As Above CITY STATE

28

Guests

Date	Name	Address	
2/1/92	JOSNA GINA BASSENE	2678 Lillian Lane	
		STREET	
		CITY Lynchburg	STATE VIRGINIA
2/8/92	OWNAHE BASSENE Children / Edu / Progs.	As Above	
		STREET	
		CITY	STATE
1	JUANITA MARTIN Having Develop.	6720 VARI FEAR DR (h)	703-356-061
		STREET	
		CITY MCLEANS VA	STATE (703) 820-7627 (20)
3/2/92	NJOKI MWIHIA HEALTH & FAMILY New Guinea PRAGMA CORPORATION	116 E. Broad St	703-237-9303
		STREET	
		CITY FALLS CHURCH VA	STATE 22046.
1/92	Esta de Fossard Consultant	10326 Eclipse Lane	
		STREET	
		CITY Great Falls	VA STATE 22066
7/8/92	Jean M. Gaudy Cath. Univ of Amer.	3840 Duvall Rd (410-442-2790)	
		STREET	
		CITY Woodbine	STATE Md
	Liz Scho 320 New Hamp. Wash. D.C. 797-750		
		STREET	
		CITY	STATE
7/4/92	Ibrahim Suleiman 11-8 Copeley Hill Charlottesville, VA-22903 (979-0257)	11-8 Copeley Hill	
		STREET	
		CITY Charlottesville	STATE VA-22903 9790255
12/8	Vicki Elkin Worldwatch Institute	1776 Mass. Ave, NW	202-452
		STREET	
		CITY Washington	STATE DC 1999
5/29	VICKI ELKIN Worldwatch Inst.	As Above	
		STREET	
		CITY	STATE
5/5	J. Sedlacek	15520 Hwy Q	414
		STREET	
		CITY Mishicot	STATE WI 755-480
6/17	Heather Sutherland	5216 Wyoming Rd	
		STREET	
		CITY Bethesda	STATE MD 20816 301-229-722
9/19	Reekana RAZA	1116 Pipestem Pl	
		STREET	
		CITY Rockville	STATE MD 20851 301-424-6447
1/23	EDNA V. MITO	2143 EDEN ST.	
		STREET	
		CITY STA. ANA MANILA	STATE PHILIPPINES
10-	ELIZABETH NCHILUBI	Box 25219	
		STREET	
		CITY DARUS-SALAM	STATE TANZANIA

Guests

Date	Name	Address
6/23	Yuan Chang-jie	STREET 45 Yanghe CITY Harbin STATE China
6/23/92	CHEN JIANZHONG	STREET 12 DAHUISI CITY BEISING 100081 STATE China
6/23/92	Mohamed Famat	STREET El Shaina Rd, South of Victoria CITY Alexandria STATE EGYPT
6/23/92	Sahr Hemaere	STREET Gout. Hospital, Combera Rd CITY KENEMA STATE EASTERN PROVINCE
6/23/92	Xie Jianhua	STREET No. 11 Wangzhonguan Nanli CITY Beijing 100026 STATE China
6/23/92	Rose Wandera	STREET NAIROBI BSE 41088 CITY NAIROBI STATE KENYA
6/23/92	ALWI ALHABSYI	STREET JL. CALPATARU NOY (ARUNGAN INDAH CITY CILEDUG - JAKSEL STATE JAKARTA - INDONESIA
6/23/92	INCILA DIKER	STREET UNICEF - TURKEY, IRAN CAD. 35 CITY KATUKLIDERE/ANIKARA TURKEY
6/23/92	RICARDO RAMIREZ	STREET DEVELOPMENT SUPPORT COMMUNICATION BRANCH CITY F.A.O. ROME STATE ITALY
6/23/92	Ranjit Singh	STREET 39 E SARABHA NAGAR CITY LUDHIANA STATE PUNJAB INDIA
6/23/92	Stella E. Okigbo	STREET 4 Chase Lane CITY Ithaca STATE NY 1485
6/23/92	Mrs. Philomena N. Okigbo	STREET 4 Chase Lane CITY Ithaca STATE NY 1485
6/23/92	TESFAYE SUBACE	STREET BOX 2346 Addis Ababa, ETHIOPIA CITY STATE
11	CHE AHMAD B. CHE DAUD	STREET 22 JALAN MELOR 12, TAMAN MELOR, CITY 68000 AMPANG, MALAYSIA
11	NJCKW E. AWA	STREET 50 CUKUREST ROAD CITY ITHACA, NY 14850 STATE

Guests

Date Name Address

Date	Name	Address
5/92	ROYAL D COLLÉ CORNELL UNIVERSITY	STREET KENNEDY HALL CITY ITHACA STATE NY 14853
6	ELIZABETH Sobo Family Plann	STREET CITY STATE
10	TEAN M GUILFOYLE Family Plann	STREET CITY STATE
1	Alexander Campbell UNAIID population assistance	232 GLACIEN ST Kitchener ONTARIO CITY STATE N2M 2M5
8	Aina Gianzero VITA	1600 WILSON BVD ALLINGTON VA 22001
21	MWAROGU, PETER S AMREF NAIROBI KENYA	P.O. BOX 3E125 NAIROBI KEVA
1/22	EDUARDO H. RETES MD. MPH & M. Consultant HONDURAS, Central America	Palmira 4 th ave "A" #342 Tegucigalpa MDC. HONDURAS
1	ELLEN WYER Vector Biology & Control Project	1901 N. Fort Myer Dr Arlington VA 22209
1/27	Jim Dunn Africa Technical Dept, World Bank	STREET CITY Washington D.C. STATE
3	CHARLIE HENN EMORY UNIVERSITY	2105 Summit Pointe Way Atlanta, GA STATE GA
-	Anne DeWolf NFI	1668 Red Fox Run Lilburn GA STATE GA
1/5	Peter, MWAKOGOS AMREF, NAIROBI, KENYA	P.O. Box 30125 Nairobi KENYA
1/11	GAIL KOSTINKO	UNICEF Consultant P.O. Box 3307 Mankato, MN
10/92	Gabrielle YESSO	UNICEF LIBRARIAN ABIDJAN STATE COTE D'IVOIRE
		045 P 443 ABIDJAN 04 Tel. 21 31 31 STATE