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ABSTRACT

This issue of the newsletter of the U.S. Agency for International Development (AID) Clearinghouse on Development Communication contains: a report from the Acapulco conference of the new International Program for the Development of Communication; an article on the roles of radio and print in national health campaigns in developing countries; a description of Kenya's language arts pilot program, which uses radio to teach primary school children mastery of English as a second language; an essay on the information community and farmers' information needs in developing countries; a descriptive report entitled "Educational Communication Development in Indonesia: A Multimedia Approach"; a column on communication training in Latin America; a set of reviews of recent books on communication and educational development; a set of descriptions of recent materials received by the Educational Resources Information Center (ERIC) pertaining to educational broadcast programs and the production and use of instructional materials; a description of the Development Communication Support Project in Egypt; a description of the new publication, International Dateline, a resource for broadcasters in the developing world; and excerpts from a Commonwealth Committee report on communication and the media. (JL)

DEVELOPMENT COMMUNICATION REPORT

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Report from the Acapulco Conference: IPDC Off to a Promising Start

by Clifford H. Block

The new International Program for the Development of Communication, the IPDC, is now a reality. The 35-nation Council of the IPDC met in Acapulco, Mexico, in January 1982 at the invitation of Mexican President López Portillo and took the organization's first major actions. Delegates agreed on a list of candidates for Director, established criteria for future project funding and for financing mechanisms, and approved the first round of IPDC-funded or endorsed projects.

The IPDC is an effort by the international community to enhance the communications capabilities of the developing world. Stemming from a U.S. proposal at the 1978 Unesco General Conference, the idea has evolved from a clearinghouse on needs and funding sources to an institution which also has its own funding. While operations are partially supported by Unesco, project funds are developed through voluntary contributions. The largely non-ideological character of the gathering in Acapulco was evidence of the degree to which the practically oriented program of IPDC has engaged the support of every political bloc.

In this issue . . .

Candidates for Director

The IPDC will have a small professional staff, initially a Director and Deputy, housed at Unesco, in Paris. The Council endorsed a distinguished list of experienced communications professionals, put forward by the "Group of 77" developing nations; from which Unesco Director General M'Bow soon will select a Director. The candidates are.

Khorshed Alam, Bangladesh
Secretary, Minister of Information and Broadcasting

Sarath Amunagama, Sri Lanka
Secretary, Ministry of State

Goodwin Anim, Ghana
Communication Consultant

Albino Alberto Gomez, Argentina
Newspaper Correspondent

Jose Antonio Mayobre, Venezuela
Division of Development of Communications System, Unesco

Parayil Unnikrishnan, India
Deputy General Manager, Press Trust of India

T. Nelson Williams, Liberia
Director, Public Affairs Department Lamco Joint Venture.

Financing Mechanisms

The issue of multilateral vs. bilateral aid arose in Acapulco. The debate centered on the status of Council-approved projects which might be subsequently funded by bilateral mechanisms, rather than by the IPDC Special Account or by Funds-in-Trust. Some developing nations initially objected to the inclusion of such projects in the IPDC portfolio. Several Western nations argued strongly that bilateral mechanisms offered an IPDC project channels for funding that could not be ignored, and should even be encouraged, since many donors operate within constraints which discourage Special Account contributions. Since three nations (Austria, The Netherlands, and Australia) had offered to fund specific projects approved by the IPDC, and others had similar intentions, the issue was vital. In the end, the Council adopted language that did not rule out bilateral funding

Projects

The longest discussions of the meeting involved the review of 24 regional, 3 worldwide, and 27 national projects proposed for funding or endorsement. In spite of lengthy debate on a few projects, consensus was maintained. Regional and worldwide projects were given funding priority over national projects; among regions, Africa was afforded top priority as the neediest area in terms of present communications infrastructure and institutions.

The 8-nation Bureau of the IPDC, an executive group which represents the Council, subsequently allocated $741,000 in first-year funding to 14 regional projects; bilateral donors agreed to fund two other regional efforts and one national project. Several other national projects were approved, subject to future funding availabilities. The funded projects:

REGIONAL PROJECTS

AFRICA

Pan African News Agency (PANA); (also $2 million to be negotiated from the Gulf States Program for United Nations Organizations) $100,000

Regional Project for Development of Communication Technologies (Funding to be negotiated with the Government of Austria)

ACCE Institute for Communication Development and Research $10,000

Establishment of a Network for the Exchange of Economic News Among the Press Agencies of the CEAO Countries $10,000

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A publication of the Clearinghouse on Development Communication
Supported by the Bureau for Science and Technology of the U.S. Agency for International Development

Beyond Slogans: A Serious New Role for Radio

by William Smith

As recently as 1952, the question was first posed, "Why can't you sell brotherhood like you sell soap?" Since then, social marketers in the United States have tried to apply the principles of commercial marketing to the promotion of social ideas, using slogans like "Only You Can Prevent Forest Fires," . . . "Don't Drink and Drive," . . . "Buckle Up," . . . and "Breast is Best." Sloganeering has become a standard part of the mass communication lexicon. Gradually, practitioners have come to make a critical distinction between programs of *social advertising* which rely on slogans to inform and motivate, and of *social marketing* which emphasize the interrelatedness of the following four elements:

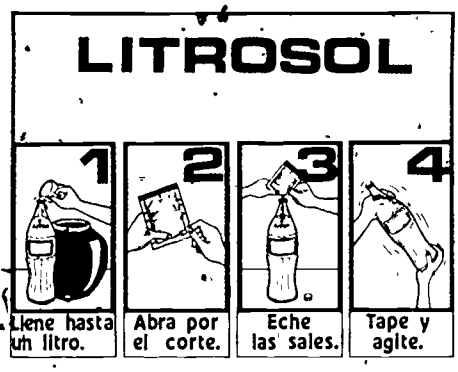
- Product. the characteristics of the commodity or idea to be promoted,
- Price. the real cost in money, time, prestige, and power to the consumer;
- Place: the system for distributing the idea or commodity which ensures easy access for a significant percentage of consumers;
- Promotion. the knowledge, attitudes, and beliefs which the consumer requires to adopt the idea, and the means of delivering each.

The driving force in an effective social marketing strategy is the intensity of consumer needs and wants. Consequently, the distinction which development planners often make between "felt" needs and "real" needs becomes academic. For the social marketer, "felt" needs are the only real needs. To convince a rural farmer that family planning is important because the world is overpopulated, or to promote the boiling of water because it kills some invisible creature that a rural mother doesn't believe really exists, denies the basic assumption of successful marketing. the attitudes, beliefs, and values of the consumer are central to the design of an effective program. A public education program built around consumer values is presently under way in a Latin American and a West African country.

The Ministries of Health in both Honduras and The Gambia have embarked on separate but parallel programs to test the effectiveness of social marketing applied to the prevention and treatment of acute infant diarrhea. Through the Mass Media and Health Practices Project sponsored by the Office of Health Education within the Bureau for Science and Technology of AID, the Academy for Educational Development is assisting Honduras and The Gambia in their concerted effort to reduce diarrheal mortality due to severe dehydration in small children.

New Oral Therapy

In the early stages of dehydration, a child does not have to be hospitalized and given fluids intravenously. The child can be cared for at home, and rehydrated through oral rehydration therapy (ORT), a promising new tool for halting the diarrhea-dehydration-death sequence so common among young children in the developing world. But ORT is dependent upon mothers and health care workers who can recognize when the remedy is needed, and who are able to mix and administer the remedy properly. In essence, oral therapy is a new "product;" a package of simple chemicals (salts and sugar) and a set of accompanying skills which offer a practical remedy for a serious killer in both countries.



Labels on Litrosol packages use words, pictures, and numbers to convey life saving directions

In Honduras and The Gambia, the challenge is how to deliver both the remedy and the necessary skills to administer it to even the most isolated rural villages, villages with no health care center, no mail or telephone system, and no reliable network of roads. The reliable communication channels that these two countries *do* have are radio and an effective system of traditional interpersonal communication.

The Mass Media and Health Practices Project is creating a public education campaign that combines health worker training, specially designed print materials, and widespread use of radio to reach isolated villages. Each element of the campaign is designed to interact with and reinforce the other elements. Slogans such as "Madre Que Pecho Da es Madre de Verdad" ("The Mother Who Breastfeeds Is a Mother Indeed") have helped to standardize the central messages. But, more significantly, careful sequencing and design have made it possible for radio to act as an effective stimulus and reminder about the important mixing and administration skills being taught by health workers.

Mixing Instructions

In The Gambia, for example, mixing instructions for a simple sugar and salts ORT solution are being color-coded on an inexpensive one-page flyer which is distributed free, and which also serves as a lottery ticket. A national radio lottery, offering such prizes as radios, t-shirts, and liter cups, is being organized to stimulate the widespread distribution of the flyer. Radio will take advantage of mothers' interest in the lottery to teach the mixing instructions through reference to color-coded sections on the lottery flyer. Radio is thus helping to transform an otherwise indecipherable piece of paper into a potentially powerful learning device in the village.

In Honduras, it was obvious that the Ministry's normal distribution schedule for drugs would be inadequate to meet the special demand for rapid and easy access to large numbers of ORT packages. During a 6-month preprogram investigation, a number of new distribution points were identified. Radio was called upon not only to promote the prepackaged ORT compound, Litrosol, as a new remedy, but to popularize new distribution points for the remedy. These included local mayors, selected midwives, and local health care workers. The problem was how to ensure that these selected individuals could be easily identified by rural villagers. The solution was a simple flag featuring a large red heart. Flags were distributed along with the stocks of Litrosol packets to mayors, midwives, and healthworkers, who placed the flag in an easy-to-see place outside their houses. Special radio spots then advised the villages "to find Litrosol, look for the flag with the red heart."

This simple message, which could be broadcast hundreds of times a week, proved an uncomplicated and effective way of ensuring the maximum exposure to the campaign at a minimum cost to the Ministry.

Consistent Sequence

While the program differs considerably in the two countries due to organizational and cultural differences, a consistent sequence has been followed to design the overall campaign plan. The first step was to develop a series of theoretical models which defined not only the medical and biochemical aspects of diarrhea and oral rehydration, but carefully described the socio-cultural consequences of the program.

Key issues were then extrapolated from these models and used to structure an intensive field investigation which included. (a) focus group and individual interviews with several hundred mothers, (b) ORT mixing

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trials in actual rural villages, (c) home observations, and (d) interviews at local pharmacies and medical facilities. The results of this research were then used to define the precise target audience, develop message themes, and finally, produce the draft materials. The most important materials, those which affect the largest audience, were pretested and significant modifications were made based upon pretest results. In one case, for example, the numbers used to identify a sequence of activities on a mixing poster were confused by the audience and taken to refer to the number of packets, glasses of water, etc. to mix. This obviously critical problem was subsequently corrected.

The two campaigns were designed in several phases which are consistent with the seasonal prevalence of diarrhea (highest during the rainy season) in both countries. The transitional phases permit regular monitoring of program effectiveness and provide logical points for re-design and re-orientation of the messages as needed. The flexibility to make mid-course adjustments based on reliable field information is another key element of the program.

Other Media Campaigns

The program in Honduras is now in full swing. Almost a year of broadcasting is completed and a second broadcast year is soon to begin. In The Gambia, planning is completed and the one-year broadcast cycle is scheduled to begin in early April 1982. Although the project is being systematically evaluated through a separate contract between AID and Stanford University's Institute for Communication Research, summative results are not yet available. Anecdotal information, especially from Honduras, indicates that Litrosol is now well recognized by the rural population. The distribution system for both packets and educational messages appears to be in place and working. We have yet to determine, however, what the full impact of the campaign will be. We do know that the Ministry of Health in Honduras is currently building an integrated and mediated (that is, making use of a range of communication media techniques) public education approach into two new large-scale health programs.

In sum, there is growing evidence of the positive role which mediated programs of public education can play. We believe that such programs can do a great deal more than simply "publicize and sloganize." We are convinced that under the right conditions, with an appropriate type of problem and sufficient time available, mediated public education can make a powerful and unique instructional impact on widespread and isolated audiences at a highly competitive cost. ■

William Smith is Vice President and Associate Director of the Academy's International Division, and presently Project Director of the Mass Media and Health Practices Program.

Using Radio to Teach Language Arts:

Pilot Program in Kenya Addressing Primary Needs

by Morris Cutler

Can children learn to read and understand English from radio instruction? Answering this question is the purpose of a pilot project being developed for Kenya primary public schools. Like many developing nations, Kenya suffers from an expanding school population and a scarcity of qualified teachers, particularly in rural schools. The Radio Language Arts Project[1] is an attempt to provide a language program pertinent to the needs of children outside the urban areas and to improve the quality of the instruction of English as a second language in a cost-effective manner.

The instructional design is based upon methodology successfully applied in the Nicaragua Radio Mathematics Project implemented by the Institute for Mathematical Studies in the Social Sciences, Stanford University, in 1973.[2] This project was a joint venture of the United States Agency for International Development and the Nicaraguan Ministry of Public Education. An evaluation of the project indicated that students in the experimental radio classes scored significantly higher on tests than their non-experimental counterparts. Because of the success and design of the Radio Mathematics Project, its methodology was considered applicable to other subject areas in other nations.

Background

Pupils in Kenyan public primary schools are taught in their mother tongue for the initial three years. As delineated in the Kenyan Statement of Objectives, instruction in English as a second language is phased in, beginning in the first school year. By the end of the third year, "the child should have acquired a sufficient command of vocabulary and language patterns to enable him to use English as the medium of learning." Starting in standard 4 (grade 4), English becomes the language of instruction and by the end of standard 7 (grade 7) pupils are required to pass the Comprehensive Proficiency Examination to qualify for secondary school enrollment.

With the elimination of primary school fees in 1973, enrollment soared, straining the economic and educational resources of the nation's schools. Instructional materials, schools, faculty housing, and qualified teachers were in short supply. To meet the aspirations of the people and the growing needs of the nation's children, this Radio Language Arts pilot project will attempt to increase comprehension of oral and written English by using radio as the basic instructional medium for pupils in standards 1, 2, and 3.

Curriculum and Methodology

The Radio Language Arts Project (RLAP) must follow the official goals and curriculum for primary pupils of Kenya's Ministry of Basic Education. While the goals and curriculum of the RLAP and the conventional curriculum are the same, the means by which the RLAP achieves these goals and presents the curriculum through radio lessons will differ. In Kenya, English is taught as a second language and parallels the basic skills of the language program in the mother tongue. The RLAP will use an integrated language arts approach which will focus on language function, emphasizing meaning and communication activities. Listening and speaking will precede reading and writing. Readiness experiences in both reading and writing will be implemented from the start of the program. Each facet of language skills will be used to reinforce and expand the others.[4]

Radio instruction will require active participation and response by pupils to enhance learning. Children will talk, write, and respond physically throughout the program. Each skill will be carefully developed, presented, and practiced in short, frequent lesson segments, and pupils will receive immediate correction or encouragement from their teachers to stimulate learning.

The lesson content is based upon criteria which will assist the student in learning a specific skill but will relate to the learner's needs and interests in his rural environment. Materials will be screened by the Kenyan team members to ensure that they are appropriate and reflect the values of the culture.

Since cost is a major concern of the project, efforts will be made to reduce the materials which will be supplied to each class. Books require not only paper and printing but also distribution, which is costly and difficult. During the first year and part of the second, charts and worksheets will be developed, but as children become proficient in writing, worksheets will be phased out. Whenever possible, materials found in local classrooms will be utilized. Teachers will be asked to write exercises on the board and after the pupils learn to write, pupils will be asked to copy materials from the board and, more importantly, to create some of their own reading matter.

Lesson Design

Children in standards 1, 2, and 3 will receive their English instruction via 30-minute daily radio broadcasts. Each radio lesson will consist of two parts, the radio broadcast and post-broadcast activities

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Is the Information Community Serving Farmers' Information Needs?

by Michael Laflin

As we hear more and more about the information explosion, we are reminded that it is important for disseminators (or suppliers) to respond to an increasing demand for specific and relevant information. Even though new data bases and techniques for delivery are making it increasingly possible to answer individual requests quite specifically, some suppliers still want to put their own needs and organizational priorities ahead of their clients' needs. This article addresses the issue as it relates to the information needs of farmers. H.R.

An agricultural information service operates in most countries not only on the premise that it has a body of knowledge and practices to disseminate, but also that farmers are willing recipients. Farmers are rarely considered to be information seekers. While it is true that agricultural extensionists *do* meet farmers prepared to 'buy their commodity'—I explain the metaphor later—and that new practices *are* adopted by farmers, this perspective has limitations and is based on assumptions that need examination.

Ministries of Agriculture generally take the view that, confronted by the reality of backward agricultural practices, it is their function to modernize them. The most efficient use of a small corps of skilled manpower is in research stations with a brief to develop new varieties and techniques. Less skilled people are trained as extensionists to disseminate the discoveries to farmers. Any failure of the system is put down to the stereotype of traditional peasant obduracy or poor extension staff rather than to inappropriate information. The combination of a single-purpose extension service and incentives to farmers is thought to be the solution. The most single-minded example of dissemination is the training and visit system, currently in favor within the World Bank.

Media Supplements Agents' Message

Extension agents' personal contact with farmers is supplemented by radio broadcasts, print materials, mobile film units, and demonstration plots, the totality being called an agricultural information system. All are centrally conceived, and probably produced, by a national information center, although separate systems may be created for agriculture and livestock, for example.

At the farmers' level, it is easy to lose sight of the fact that governments also have national needs, such as earning foreign exchange, and therefore want to promote the production of such export crops as coffee, or pyrethrum. Farmers are encouraged row these cash crops to supplement subsistence crops using techniques that maximize production. Thus there is a need not merely to disseminate information, but through *selective* dissemination to steer farmers in a particular direction. This allows only limited information-seeking by farmers since the system is *directive* (in that it gives out the information it wants to) rather than receptive and willing to tailor responses to farmers' needs.

While it cannot be disputed that certain decisions are the prerogative of governments, decisions about crops and techniques ultimately rest with the farmer, at least in capitalist-oriented societies. He takes the risk so he makes the decisions. The farmer's decisions will be based on:

- adequate information (not necessarily complete, but perceived to be sufficient)
- control of sufficient resources to allow action
- the influence of others who provide a social environment which encourages or discourages a particular decision
- the impulse to act, partly arising out of the factors above, partly a function of personality.

To ask how far central agencies can influence this process is to ask the length of a piece of string. It is probably the case that many agencies, despite being aware of the role of local leaders and incorporating them into a system, underestimate the importance of friends and neighbors as sources of information and motivation, and feel threatened by them. However, research has turned the question upside down and asked to what extent official information sources *conflict* with the views of farmers. Singh and Haque surveyed farmers' perceptions of the importance of 12 items of information, and compared them with those of Village Level Workers (VLWs) and Block Level Personnel (BLP) in India. Of the twelve items, the first and last two items were ranked as follows:

Item of information	*Farmers' ranking*	*VLWs' ranking*	*BLP's ranking*
Improved seeds	1st	12th	9th
Storage	2nd	9th	11th
Soil test	11th	2nd	1st
Water test	12th	1st	2nd

Who was right is less important in this instance than the effect of conflicting priorities on the extension service's credibility. A similar result was recorded by Knight and Singh when they tested farmers and farm broadcasters from All India Radio for their views on the effect of broadcast style and content on information dissemination.

It would be easy and convenient to put the discrepancy down to poor operation of the system. But when one considers that the system is intended to provide farmers with information for decisions, that that information must be timely, relevant, comprehensible, complete, and frequent, and that farmers do not have time to take in much information that is not immediately useful, then the burden on central information systems becomes huge. Is it realistic to suppose that a centrally based system can work in any but the smallest and most homogeneous country?

In addition to the basic ambivalence between direction and serving farmers' information needs, an agricultural information service has its own internal pressures in *defining* its audience and its needs. The higher echelons of government may favor commercial farmers on the basis that it is they who will best provide exports, the producers of in-

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Clearinghouse Announces New Publications

The Clearinghouse on Development Communication is pleased to announce that a selection of 45 of its *Project Profiles* has been translated into French, Spanish, and Arabic.

The *Project Profiles* are series of brief two- and three-page descriptions of development projects around the world that have had a strong communications component. In addition to a succinct description of the project, each individual profile in the collection furnishes a short bibliography and a list of contacts: names and addresses of the people who worked on the projects. The translated *Profiles* are now available for distribution to the *DCR* network. The English-language *Profiles* are to be reprinted at a later date, and will be announced in *DCR* when available.

Each of the paperbound volumes contains a detailed index which identifies the projects by country, sector (agriculture, health, integrated development, family planning, and education and human resources) and communications media used. Each volume is about 125 pages long, and is available at a cost of US $6.00 each to readers in the developed world. Readers in developing countries may request the *Project Profiles* free of charge.

To obtain copies of the translated *Project Profiles,* please write the Clearinghouse. Where appropriate, enclose a check or money order for US $6.00 dollars, payable to AED. Please specify whether you are ordering the French, Spanish, or Arabic edition. *Profiles* will be sent by surface mail. ■

formation and the extension staff will probably identify more closely with small holders since it is usually this social background from which they have themselves come. If an aid agency is involved, it will perhaps promote the interests of the poorest farmers.

However the interest struggle transpires—and it may never be resolved, leading to conflicting objectives—groups must be identified as targets. These groups will be called homogeneous according to the criteria selected. Those criteria will be based at worst on research convenience or stereotypes, or, at best, on a particular perception of reality. The actual number of groups, and the consequent sophistication of the profiles, will be dictated by the resources available to the information service and by compatibility with the production program.

Certain Groups Favored

The result is that certain groups are favored by the information service, and that the dissemination of information is necessarily generalized to agree with the producers' restricted conception of those groups as far as content, timing, and presentation are concerned.

The effect of producers' needs on the quality of information for farmer decision-making can be illustrated by the following model.

Area of Consideration	*Info. the farmer needs*		*Info. produced by nat'l agency*
Content:	Specific	⟷	General
Depth of Examination.	Explanation, interpretation, understanding	⟷	Simple statement of fact
Task Relevance:	High, great utility	⟷	Low, general interest
Problem/Solution Ratio:	Examination of options	⟷	Perception of solution
Area Specificity:	Local	⟷	National
Timing:	Specific, immediate	⟷	General, delayed
Control of Information:	By individual consumer	⟷	By producer

In drawing up these continua, I originally applied them to radio broadcasts, but they are applicable to other areas. More could be added. They are simplistic in that they illustrate only extremes, but when applying them to a system, one can add gradations.

The information needs for the majority of decisions fall on the left-hand side; ease of producing information is greater and the cost less towards the right-hand side of the continua. Implications of a move from right to left by information producers are considerable. Some of them are:

- an increasing need to be aware of the reality of consumers if the information is to be useful
- an acknowledgement of the importance of individual decisions
- the need to improve data storage and retrieval systems
- an increasing scale of, and access to, research
- the increasingly individualized access to information systems
- a move from presentation of centralized solutions to individualized problem-solving.

It might prove beneficial to the quality of information if more people viewed information as a commodity, subject to the same market forces as any other. If agricultural information producers were judged on the number of 'sales' that they had made, the delineation of the 'market' would have to be more realistic, the civil service ethos would have to be replaced by greater dynamism, and information quality would have to rise. The initiative would pass to the information seeker, the 'consumer.' The implications would ripple inwards and upwards. Extension agents given inappropriate information would complain to researchers, or in the case of badly 'packaged' information, to the media producers.

Information Services Model

Fanciful? Perhaps. Yet, the Citizens' Advice Bureaux in Britain operate on the basis that their clients are information seekers and this perspective is reflected in the service they provide. They recently carried out an experiment in rural North Wales where people are almost as remote, information-starved, poorly serviced by state agencies, and often as unable to travel as are their counterparts in the Third World. Certainly they have radio and televison, but these channels rarely provide the kind of information needed for decisions. Lacking libraries and private telephones, residents exist on information available from the local sub-post office, neighbors, the local school teacher, and the doctor and cleric who probably visit rather than live there. The experiment, which involved mobile information vans traveling regularly to several villages, parking, and waiting for customers, demonstrated three features. One, that people were often unable to act because they simply did not know of the existence of services (the old lady shivering at night because she did not know she was eligible for a heating allowance is akin to the farmer ignorant of the fact that he can claim a subsidy); two, that although it was not always possible to carry all the information requested, regular visits enabled the service to follow-up requests and identify the need for specialist advice, requests which they then gave to specialist agencies for action; and three, that the service was heavily used and could operate at a cost no greater than permanent establishments in towns. The Citizens' Advice Bureaux set out to service information needs rather than shape actions and evaluated its success partly in terms of cost per inquiry.

For agricultural information services, the crux of the matter lies in conceding that it is *farmers* who decide whether to adopt a practice, not the planners, researchers, and information producers. While governments must further national needs, and their provision of information, incentives, and subsidies may hasten and influence the direction of farmers' decisions, the initiative lies squarely in the hands of the farmer. ■

For further information, contact the author at the University of Reading Agricultural and Rural Development Centre, 16 London Road, Reading, Berks., England.

Michael Laflin is editor of the *Reading Rural Development Communications* (RRDC) *Bulletin*. He has worked in audiovisual production and rural social development in Kenya, Kuwait, and England.

Toward Safe Drinking Water for All

In this, the International Drinking Water Supply and Sanitation Decade, we wish to call readers' attention to a most important source of information. IRC, the International Reference Centre for Community Water Supply and Sanitation, is an independent foundation created by the World Health Organization and the Netherlands Government, "to promote and support the creation of safe drinking water and sanitation facilities in the developing world." To carry out these activities, the IRC offers information services, technology transfer, training, community education, program planning and evaluation, workshops, a newsletter, and a Technical Paper series. The technical papers, handsome documents of great value to the community program planner for water and sanitation, now number 18, and are available, as are the other services, from IRC, P.O. Box 5500, 2280 HM Rijswijk, The Netherlands.

Another information source for readers concerned with the problems of drinking water and sanitation is the United Nations Development Programme's Division of Information. Their list of available Information Material includes briefing documents, special issues of various UN publications, case histories, films, and other items that deal with the Decade's topic. Address requests to UNDP, Division of Information, Room CD-1872, One United Nations Plaza, New York, N.Y. 10017, USA. ■

Educational Communication Development In Indonesia: A Multimedia Approach

by Yusufhadi Miarso and John Middleton

Expanded access to educational opportunity and increased quality of education are central goals for educational development throughout much of the world. In Indonesia, these goals are extremely important. The fifth most populous country in the world, Indonesia stretches some 3600 miles across several major and some 3000 smaller islands. Since achieving independence in 1945, the nation has demonstrated an extraordinary commitment to education. Between 1950 and 1977, primary enrollments were expanded 400%, reaching near-universal coverage of the age group. Secondary enrollments were increased 18-fold, and the number of university students increased by a factor of 57.

As Indonesia entered the 1980s, the literacy rate was about 64%, and even higher among younger people. The massive expansion of the school system had created a firm base for continued educational development. However, significant challenges remained. Despite rapid expansion, the large majority of secondary school-age children could not find places. Access to higher education was even more limited, creating a serious shortage of trained persons for national development. Moreover, despite a massive project in curriculum development, textbook preparation and dissemination, and teacher training at the primary level, the quality of education lagged behind the quantitative growth of the system.

The government has taken firm steps to deal with these challenges. High priority has been given to school expansion, textbook development, and teacher training at the secondary level, and to development of higher education.

The potential of educational media and technology was recognized early in the 1970s as an alternative means of both expanding access and improving quality. Beginning with experimental projects using radio for primary instruction and for teacher training, Indonesia has given rapidly increasing support to the use of educational technology throughout the educational system.

Today, the Indonesian Center for Communication Technology in Education and Culture (commonly known as PTKPK) is charged with the responsibility for coordination and action for the application of communication technology to problems of education. The role of PTKPK is to develop and test technology-based alternative solutions to educational problems, to lead in the development of trained personnel, and to coordinate activities in the field of communication technology both within and outside the Ministry of Education.

PTKPK Activities

Institutionalized as a Center of the Ministry of Education in 1978, PTKPK operates from a new facility near Jakarta through an extensive network of decentralized regional radio and television production facilities, provincial Learning Resource Centers, and cooperative relationships with units of the Ministry of Education and Indonesian universities and teacher training institutes. PTKPK has a staff of more than 250 employees, nationwide.

PTKPK is engaged in a complex and extensive set of activities. Of chief importance are the action and demonstration projects through which alternative roles for communication technology are tested and demonstrated. Currently, PTKPK manages eight major projects:

- *Open Junior Secondary School:* A three-year pilot project enrolling more than 2000 students is currently nearing completion. Designed to reach students whose access to secondary education is limited by factors of geography and a current shortage of classroom space, this project delivers education to village learning groups through self-instructional modules, radio, cassettes and slide/cassette programs. Learning groups are attached to a "mother school," where students receive advanced subject matter instruction once a week.
- *Primary Teacher Training by Radio:* In operation for more than five years, this project provides broadcast radio inservice training to primary school teachers. Radio programs are supported with simple print materials. The project currently operates in 11 provinces and is designed to reach about 70,000 teachers.
- *Non-formal Education:* In cooperation with the Adult and Community Education Division of the Ministry of Education, PTKPK provides radio support for rural learning groups in 20 experimental sites. Programs are written and produced on a decentralized basis and, like all PTKPK radio, are broadcast in cooperation with the national radio network (RRI), primarily through provincial and local stations.
- *Children's Television:* In cooperation with Unicef, PTKPK is producing 17 half-hour programs on the theme of character development. Designed for open-broadcast, these programs use drama to bring the theme of character development to rural and semi-rural children. Topics include problem-solving, initiative, acceptance of responsibility, and self-image. Currently produced in ¾-inch videotape format, these programs are providing an opportunity for extended on-the-job and formal training in educational television design and production.
- *Public Television:* PTKPK is also producing TV series on environmental problems and on basic development skills for broadcast from the TV Republic Indonesia (TVRI) station in Surabaya, East Java. These programs are produced on 16mm film. In addition, PTKPK co-produces with TVRI Surabaya a weekly live "development quiz" series.
- *Higher Education.* Support to higher education development is provided in several ways, including assistance with closed-circuit classroom instruction, in-service training of university lecturers, and planning for a variety of distance learning projects, including a proposed Open University. PTKPK is also assisting in the establishment of educational technology programs at several universities.
- *Training:* A major mechanism for the diffusion of educational technology concepts and techniques is training. PTKPK develops and leads training programs in instructional development and media production and utilization for a wide range of clients both within and outside the educational setting.
- *Policy Communication:* Further diffusion comes through the development of media, principally film and slide/cassettes, to spread knowledge of educational innovations among audiences which include both professionals and the general public.

The level of activity required by these projects is evident from the production achievements of fiscal year 1980-81. over 1000 radio programs, 150 slide/cassette programs, a dozen films and an equal number of prototype television programs, more than 400 different print modules, and training for more than 400 persons.

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Institutional Development

PTKPK faces the need to develop institutional capability while maintaining a high volume of support to education. In seeking to become a center of excellence in instructional development and media production for education, PTKPK, like all new organizations, needs to expand the pool of trained persons, upgrade available technology, and evolve patterns of working which enable resources to be effectively applied through educational communication projects.

The process of institutional development began early, and will continue for some time. A significant phase came with a USAID-supported project with Syracuse University in 1976-78, through which 20 Indonesian educators received advanced graduate training in educational technology.

Further impetus has been gained with the Educational Communication Development Project (ECD) which began in 1980 and finishes at the end of 1983. This project is being implemented by the Academy for Educational Development (AED) under contract to USAID Jakarta, which is co-funding the project with the Government of Indonesia.

New Media Resources

The ECD Project has three major components: commodity/equipment purchase, training, and technical assistance. Radio, television, and graphic equipment is being purchased and installed in newly constructed facilities. This new technology will give PTKPK full professional production capability by early 1983. In addition, the PTKPK book, journal, and media resource collection is being greatly expanded: technical book collections are being established in PTKPK production and learning resource centers, and basic educational technology libraries are being established in some 17 cooperating universities and teacher training colleges.

The University of Southern California, under a sub-contract with AED, is providing MA and Ph.D.-level training for 26 students in cooperation with the Jakarta Institute of Teacher Education (IKIP Jakarta). This component consists of 17 graduate courses taught in Indonesia by USC faculty as part of the graduate program of the IKIP, which grants degrees. Included is a summer of advanced study in the U.S. In addition, a variety of short-term non-degree training is being provided, including a summer of advanced graduate study at Indiana University for nine additional Ph.D. students.

The third component is technical assistance. An AED field team with expertise in planning, instructional development, research and evaluation, library and information science, film and television production, and television engineering works closely with colleagues at PTKPK to develop and strengthen institutional capabilities. Additional short-term consultants are called upon as needed, and have contributed to educational television design, formative evaluation, staff development in higher education, and Open University planning.

Overall, the ECD Project rests on four principles of action. First, through mechanisms of joint funding, all project components are *integrated* into the work of PTKPK and cooperating Indonesian institutions. This integration requires *cooperation* among the many institutions involved in project planning and management. The thrust of all efforts is toward *institutionalization*—of technology, of training, and of technical assistance. The graduate training component, for example, is strengthening graduate education in educational technology in Indonesia through joint planning and curriculum development, teaching materials development, and involvement of Indonesian faculty in advanced study and co-teaching.

In the end, it is recognized that institutional growth is a difficult and time-consuming process, one which must be firmly anchored in the reality of present constraints and opportunities, and which emphasizes gradual and steady growth. Thus the fourth principle is *incremental systems development*, in which procedures for the design, development, and production of educational media are introduced slowly and carefully, with emphasis on adaptation to fit with Indonesian needs and constraints.

The history of development of PTKPK, like the history of development of Indonesian education, is one of rapid advance under difficult constraints. Current efforts represent an important stage in the development of educational communication in Indonesia. It is a stage which rests on a record of earlier accomplishment and which, hopefully, will contribute in significant ways to more effective use of technology as Indonesia continues to expand and improve the quality of educational opportunity. ■

Yusufhadi Miarso is Director of the Indonesian Center for Communication Technology in Education and Culture. John Middleton is currently AED Project Director and Chief of Party for the Educational Communication Development Project in Jakarta, Indonesia.

Development Communication Report, published quarterly by the Clearinghouse on Development Communication, has a circulation of over 6,000. Subscriptions are available free of charge to readers in the developing world.

A center for materials and information on important applications of communication technology to development problems, the Clearinghouse is operated by the Academy for Educational Development, a nonprofit planning organization, and supported by the Bureau for Science and Technology of the U.S. Agency for International Development as part of its program in educational technology and development communication.

Readers are invited to submit typed manuscripts of no more than 1000 words, and to send in photographs.

Latin American Action: Communication Training

Spanish or Portuguese-speaking readers of *DCR* looking for training courses in educational communication may wish to check with the following organizations.

In 1982, the Instituto Latinoamericano de la Comunicacion Educativa (ILCE) will be offering a series of courses within three broad program areas. "Development and Production of A-V teaching Materials," "Development and Production of Low-Cost Media," and "Development and Production of Educational Radio Programs." These courses may be taken singly, or as part of a complete program. ILCE may be contacted at Apartado Postal 94-328, Mexico 10, D.C., México.

For the third year, the Centro de Servicios de Pedagogía Audiovisual para la Capacitación (CESPAC) in Lima, will be giving a five-month intensive course in Video for Teaching and Training. CESPAC encourages the nomination of two participants from any interested Latin American institution or organization, so that a two-person team will result from the training. Registration closes May 1st, 1982, for the course which will begin in June. Information on the course is available from CESPAC, Apartado 4480, Lima, Perú.

The Catholic University of Peru has a Centro de Teleducación where students may receive complete training in the planning and production of educational television programs. In the past, the training was given over the period of an academic year. For further information contact CETU, Apartado 12514, Lima 21, Perú.

We have received an announcement from the Latin American Center of Educational Technology for Health that a catalog will be forthcoming of the 19 week-long courses to be offered from March through November 1982. Subjects to be covered include "Simulations in Health Education," "Introduction to Audiovisual Media in Education," and "Educational Technology and Human Resources for Primary Health Care." To request a catalog, write to NUTES/CLATES, Caixa Postal 80002, ZC24 Rio de Janeiro, Brazil.

Readers with an interest in appropriate technologies for development may wish to know about the Centro Andino de Tecnología Rural (CATER) in Ecuador. In collaboration with the National University of Loja, CATER will offer a four-month postgraduate course focusing on strategies of rural development, to be given April through July, 1982. CATER is also planning a seminar (5-11 April 1982) on Alternative Technologies for Rural Construction. For information about these activities, contact CATER at Casilla 399, Loja, Ecuador. ■

A Communicator's Checklist

1 *Bold Experiment—The Story of Educational Television in American Samoa*, by Wilbur Schramm, Lyle M. Nelson, and Mere T. Betham (Stanford, California, Stanford University Press, 1981), 244 pp.

America's treatment of its territories has been marked by alternating periods of "benign neglect" and infusions of cash and kind to make up for that neglect. The "Bold Experiment" chronicled in this well-written and thoroughly researched book was as much a result of America's neglect as it was a potential solution to that neglect. The pervasive and revolutionary use of television as the primary mode of instruction in American Samoa began in 1964, the brainchild of the then-Governor Rex Lee. After years of disinterest in the Pacific territories by official U.S. policy makers, President Kennedy's administration was marked by attempts to make up for that neglect on a grand scale. Something had to be done, and educational technology was an idea whose time had come.

In the eyes of well-meaning American educators, American Samoa's school system was sorely inadequate. Ramshackle buildings, poorly trained teachers, and cast-off textbooks were the rule. Because the only textbooks that could be had were in English, instruction was provided in English by teachers who could not speak it. Learning was by rote. Governor Lee proposed a bold solution, which in effect "threw the baby out with the bath water." The entire existing school system was abandoned, and in the space of two years television became the primary mode of instruction.

Originally, the plan called for at least one year of advance planning and teacher training, but this never happened. Curriculum was designed in the summer of 1964 for classes scheduled to begin that fall. Moreover, Samoan classroom teachers and supervisors were almost entirely excluded from the planning and design process, an oversight, that resulted in damaging political infighting later on. By October of 1964, American Samoa was transformed from a relatively technology-free environment to a country that had in place a full-fledged television system reaching the remotest corners of the six islands of American Samoa and parts of Western Samoa. Construction of a television transmitter, a sophisticated studio production facility with the latest equipment, and four new school buildings with television receivers was completed by 1964. By 1967, 24 of the 26 proposed new schools were completely finished and ready to receive television instruction.

The teaching burden necessitated by this speed was enormous. Studio teachers were responsible for between 10 and 15 programs a week.

While the experts in charge of producing this educational innovation intended to include the Samoans in the development, this never seemed to happen. Lesson plans were created without much knowledge of Samoan culture and values, and Samoan teachers were instructed to follow them to the letter with no deviation. Samoan teachers used to decades of running their schools with little interference were monitored mercilessly in the early stages of the experiment.

Teachers felt very frustrated. They saw that some students needed to review material provided by the television instruction more carefully and other students were ready to go on to something else. The constraints of the system did not allow them to act on these judgements. Any attempts by the classroom teacher to modify the structure were viewed very critically. The result was that some of the most experienced Samoan teachers became the biggest critics of the innovation. Indeed, as the authors point out, the innovation itself—educational television—was the biggest inhibitor of innovation.

Perhaps the most tragic result was that the most significant aspect of any culture—its language—was forced by the innovation of television instruction to assume a secondary role. English was the language of the "experts," and the teaching materials were available only in English. To keep pace with the experiment, English became the primary language of instruction. There didn't seem to be enough time to develop materials and instruction in Samoan.

Given the benefit of hindsight, development communicators today are struck by the lack of apparent consideration of other equally effective alternatives that might have proven less costly in terms of cash and gut-wrenching social upheaval that took place in Samoa. However, the decision to use educational television was not made in a vacuum. The experiment yielded positive as well as negative effects, and many demonstrable benefits to the people.

Without doubt, ETV was responsible for a major positive turnaround in the quality of education available to children. If it perhaps did not live up to all the hopes, it was clearly responsible for some improvements. The dramatic increase in per pupil expenditure from $50 in 1961 to $1,041 in 1980, and the total modernization of the Samoan educational system's physical plant are results of ETV. "Bold Experiment" provides excellent data on teachers' and students' attitudes toward television, student performance, costs, and evaluation of the effects of the program. The authors' view is one that balances and does not judge:

> "... our impression remains that the way to look at the Samoa development is not in terms of good and bad, but rather in terms of lessons to be learned from the experience. In short, what can another country, considering the use of television for instruction, learn from what took place in Samoa?"

This book is a thoughtful and well-documented account of both the effects of television on learning, and the lessons that can be learned about the social effects of change in developing countries. It is highly recommended. ■

Reviewed by Arlene Horowitz, a Program Assistant at the Clearinghouse on Development Communication, and previously the Washington liaison for the U.S. Territories at the Council of Chief State School Officers.

Available for US $17.50 prepaid from Stanford University Press, Stanford, California 94305, USA.

2 *Script Models: A Handbook for the Media Writer*, by Robert Lee and Robert Misiorowski (New York, Communication Arts Books, Hastings House, 1978), 96 pp.

Script Models: A Handbook for the Mass Media Writer is a script style book. It handles its material in a straight-forward manner, supplying explanatory notes on each medium and tips for the writer, followed by script excerpts. The 25 script models include actual samples of film-scripts, non-theatrical documentaries, technical and instructional motion pictures, television and film screen plays, and radio documentaries. For information beyond the technical detail of script style—e.g. the format necessary for submission to a producer, director or agent—the reader will have to consult other texts. *Script Models* touches briefly on questions of copyright registration and agents, and provides a useful glossary of media vocabulary. The annotated bibliography of periodicals is possibly the most useful resource here—sending the reader to other sources for more detailed information. ■

Available for US $8.95 clothbound and US $4.95 paperbound from Hastings House Publishers, 10 East 40th Street, New York, NY 10016, USA.

Reviewed by Rosanne Skirble, a producer/writer for the Voice of America in Washington, D.C.

3 *Writing for the Media*, by Martin Maloney and Paul Max Rubenstein (Englewood Cliffs, N.J., Prentice-Hall, Inc., 1980), 292 pp.

Writing for the Media is addressed to those interested in writing and producing slide-tape productions, 8mm or 16mm films for educational and promotional purposes, documentaries, and various kinds of audio and video recordings. The extremely readable text looks at the world of broadcasting, particularly the U.S. market, with helpful hints on the business of writing and basic "how-to's" of getting and completing an assignment. Up-to-date script illustrations from both commercial and educational broadcasting give precise explanations on format, dramatic structure, conflict and movement, dialogue, and narration.

Where *Script Models* tends to isolate the format from the writer, *Writing for the Media* orients the writer to the creative and technical process. The results—a practical handbook for the prospective writer as well as for the experienced producer. A valuable appendix deals with the writer's qualifications, proposal writing, the television pilot script, the television documentary script, the industrial film script, and includes a glossary of media terms. ■

Available for US $16.95 from Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07362, USA.

Reviewed by Rosanne Skirble, a producer/writer for the Voice of America in Washington, D.C.

4 *Education and Social Change: A Photographic Study of Peru*, by Deborah Barndt (Dubuque, Iowa, Kendall/Hunt Publishing Company, 1980) 392 pp.

Note: The December issue of DCR contained a thoughtful review of Education and Social Change which evaluated the book from the perspective of author Brandt's commitment to Freire's "conscientization" process as an educational methodology leading to radical transformation of society. This review looks at the book quite differently; it examines the dynamics of teaching techniques presented in the book, and discusses their possible value to development communicators.

In this book, Deborah Barndt explores the dynamics of the 'conscientization' process. Conscientization is the term used by Paulo Freire to describe the emerging critical consciousness which leads to radical transformation of society. He first used the term in the early 1960s in Northeast Brazil when he was helping illiterate peasants to learn to read and write, as well as to analyze and begin to change their socio-economic situation.

Barndt's focus for exploring the conscientization process is a series of interviews with four Peruvian peasant women who are recent migrants from their mountain villages to Santa Ana, a shanty-town outside of Lima. All of these women are participants in a literacy class. The year is 1976, a time of great social unrest in Peru.

As stimulus and guide for her interviews, Barndt uses a 14-page photo-novel she has prepared from pictures of Santa Ana and other towns in Peru. The photo-novel tells two stories—one of the events in a modern literacy class and the other of events in a traditional class.

Barndt recreates the interviews for us. We hear the concerns of these women about learning to read, acquiring title to their land, getting clean water, having medical services, and above all being able to give a better life to their children.

Barndt's analysis takes two forms. One is in terms of reflection and action; the self and society. The other is in terms of the stages of the conscientization process: 1) Description; 2) Personal association; 3) Social relations; 4) Contrasts and contradictions; 5) Analysis of problems; 6) Exploration of alternatives; 7) Critical action.

We see that Señora Rosa is in the early stages of the process. Speaking meekly and with little detail, she either describes what is happening in the pictures or offers some personal association. She rarely moves on to social issues or analysis. At the other extreme is Señora Cristina, a self-confident woman who speaks volubly to the interviewer and who begins at the level of social relations and quickly moves on to critical action. Indeed, she focuses on actions she and her neighbors must undertake to improve their lives. The other two women are somewhere in between.

This, then, is the essence of the book. However, there is much, much more between the covers: the history of Peru from the Incas through the economic and political changes of the 1970s; the Peruvian educational system; literacy institutions and methodologies; uses of the photo-novel; an ethnographic description of Santa Ana; a critique of the work of Freire. All are amply illustrated with photographs of Peruvian life.

Who will want to read this book? Development communicators will be interested in the possibilities of the photo-novel for teaching, and for training of workers, teachers of literacy, or agricultural extension agents. Sociologists will be interested in the methodology and analysis of the perceptions of these four women. Literacy specialists will be interested in the different approaches and institutional conflicts of the literacy programs in Peru. Students of Freire will be interested in Barndt's application of his theories.

However, persons wanting to know about "Education and Change" in Peru may be disappointed. The focus is on the lives of the people of Santa Ana. Other events are sketched only to place the people of Santa Ana in their "socio-economic context," to use Barndt's words. Thus, the title promises more than it delivers.

But others—development communicators, sociologists, literacy specialists, students of Freire—will find the book, both text and photographs, interesting and appealing ■

Available for US $19.95 from Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, Iowa, 52001, USA.

Reviewed by Nadine Dutcher, coordinator of the English Language Program at the World Bank and a Peace Corps Volunteer in Peru in 1964-1966.

5 *Understanding Pictures in Papua New Guinea*, by Bruce L. Cook (David C. Cook Foundation, Elgin, Illinois, 1981), 113 pp.

Bruce Cook is a researcher with a particular interest in picture communication. His monograph *Understanding Pictures in Papua New Guinea* is the result of an attempt to answer the question: "What kinds of pictures communicate most effectively with people who have little or no pictorial experience?" The monograph begins with a description of the remote areas that provide context and subjects for the study. The research design is carefully described and practical reasons presented for varying from strict, rigorous methodology. All of the pictorial materials used are pictured in detail, although the colored versions are reproduced in black and white. The author presents findings about subjects' background and experience, and their reactions to specific art styles: stick figure, faceless outline drawing, detailed black-and-white drawing, detailed black-and-white drawing with watercolor wash, and black-and-white photographs.

Subjects' reactions to various pictures are followed by a listing of some rules-of-thumb derived from the research.

1. Sociological and educational differences have the most effect on picture understanding.
2. Pictures of people should be used because they are easily understood.
3. Picture content affects understanding more than art style.
4. Art style affects preference.
5. No single art style is best for non-literate people.
6. If an artist had to choose art style on the basis of this study, realistic art (detailed black-and-white line drawings) would seem best.

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7. Publication and distribution of comic book pictures can help develop understanding.
8. A single picture shouldn't be used to show a lapse of time.
9. Viewers may not recognize a cause and effect relationship between two pictures.

Each "rule" is dicussed and explained.

In addition, Cook lists a dozen rules-of-thumb derived from other studies, and includes a section on research and interviewing techniques which would be particularly helpful to inexperienced field personnel. The study concludes with a variety of suggestions for future research.

In answer to the question that prompted this study, "What kinds of pictures communicate most effectively with people who have little or no pictorial experience?", the general conclusion is that art style and content do make a difference in picture understanding, but only after one considers the subjects' environment, sociological background, personal interest, needs, and experience.

While the results of Cook's study are specific to Papua New Guinea, they are of interest to anyone concerned with communicating ideas to persons in other cultures. One important value of this monograph is in the points that are raised which should concern all persons developing visual materials to use in a teaching/learning situation. To this writer, the following ideas are of greatest importance. When attempting to communicate to an audience of another culture we should:

1. Clarify our objectives
2. Understand our audience as well as possible
3. Be aware of the media variables that can affect communication
4. Constantly evaluate materials with representative samples of the audience.

It has been said that words are only sounds until they are invested by people with meaning. In the same way, pictures have no meaning except as people interpret them. For this reason, there can be no inflexible rules for communicating effectively . . . only intelligent approaches. This book is one such intelligent approach. ■

Available for US $8.95 from the David C. Cook Foundation, Cook Square, Elgin, Illinois 60120, USA. The book is offered to mission agencies, development communicators, specialists, and instructors at a special rate: 1-4 copies, 10% off; 5-9 copies 15% off; 10-24 copies, 20% off; 25-49 copies, 25% off; 200 copies and over, 40% off. Prepaid orders include shipping.

Reviewed by Dennis W. Pett, Director of Instructional Services at the Audio-Visual Center, Indiana University.

Print Communication from Latin America

In the aftermath of the appearance of the MacBride Report, which itself followed long months of heated debate on the North-South information flow, healthy signs of alternative communication energy are appearing on the Latin American scene.

A most welcome reappearance among communications publications is *CHASQUI*, a Latin American journal (in Spanish) of communication. After a long hiatus, the joint efforts of the Centro Internacional de Estudios Superiores de Communicacion para América Latina (CIESPAL) and the Friedrich-Ebert Foundation are producing a quarterly publication whose aim is to provide an interchange of information and experiences in the community of social communicators.

A good deal of the first issue is devoted to the MacBride Report, and to those issues of the press and alternative journalism relative to the New World Information Order. Useful sections are devoted to book and periodical reviews, a calendar of communication events, and pertinent news of the region. Although this maiden effort deserves strong support from the communications community, we hope that subsequent issues will follow standard publication practice, and credit the sources of the graphics. Professionals in this field should know better.

Subscription information is available from CIESPAL, Avenida Almagro y Andrade Marin, Quito, Ecuador.

An important segment of the Latin American communications community is ILET, the Instituto Latinoamericano de Estudios Transnacionales, located in Mexico City. They have initiated a new documentation service that they call *ALTERCOM*, to support their "alternative communication" projects. An issue of *ALTERCOM* (in Spanish) will typically contain a dozen news "shorts" in such areas as International Relations, New Technologies and Development, Latin American Economy, Transnational Expansion, etc.

For more information about *ALTERCOM*, contact ILET, Apartado Postal 85-025, Mexico 10,200, D.F., México.

Costa Rica is the home of an organization concerned with equitable access to and allocation of telecommunications resources. The Center of Telecommunications for the Third World (CETTEM) publishes a newsletter (in English and Spanish), maintains an information center for relevant documentation, and formulates positions on telecommunications issues that they hope will be consistent with the needs of users, rather than suppliers of the technology.

For further information, contact CETTEM, Apartado 7981, San José, Costa Rica.

by Judy Brace

Distance Learning Documented at IDC: Resources Available

The International Documentation Centre (IDC) has been in existence since June 1978, but its current title was only adopted on 1 April 1981, when Great Britain's Open University assumed responsibility for its funding. In April 1981 there were approximately 6,000 items in the IDC's stock. The collection comprises:

- Documentation on distance learning projects worldwide, at all educational levels. The majority of the material in this area is published by international agencies, national and regional organizations, government departments and individual institutions, and comprises monographs, journal articles, research reports, annual reports, course handbooks, etc. There is also a small section containing works of a theoretical nature on distance learning.
- Course materials produced by institutions which teach at a distance. This section includes audio and video cassettes as well as printed materials.
- Documentation on education systems in all countries, comprising primarily reports from international agencies and national governments, journal articles and newspaper cuttings, providing background information on educational provision in the context of which distance learning projects have been established.
- Documentation on major social and political developments worldwide, comprising primarily reports of agencies and national governments.

The IDC is involved in a number of activities in addition to the collection and processing of documents. A regular accessions list is published and distributed, and during the last two years an occasional newsletter has been produced.

Requests for information made in person, by telephone, and by letter are received with increasing frequency from Open University staff, and from other institutions and individuals in the United Kingdom and overseas.

A wide network of contacts has been established, and an important function of the IDC is the maintenance and extension of these contacts.

Inquiries about the IDC, its resources and services, are welcomed and should be addressed to:

Keith Harry, IDC Documentation Officer, Room Q229, M Block, The Open University, Walton Hall, Milton Keynes, MK7 6AA U.K. ■

Excerpted with permission from IBEDOC Information, *Liaison Bulletin of the International Network for Educational Information (INED), No. 26, Sept. 1981*

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ARAB STATES

Arab Project for Communication Planning and Exchange (ACPE)	$56,000
Arab States Regional Broadcasting Training Center	$30,000

ASIA AND PACIFIC

Asia-Pacific News Network	$80,000
Pacific Radio News Exchange (Funding to be negotiated with the Government of Australia)	
Regional Bank of Films and Television Programs in Asia and the Pacific	$100,000

LATIN AMERICA AND CARIBBEAN

Caribbean Regional Project for Broadcasting, Training, and Program Exchange	$45,000
Creation of Latin American Special Information Services Agency (ALASEI)	$70,000
Center for Communication Research and Application (Mexico)	$40,000
Center for Automated Publishing and Translation	$10,000
Training of Technicians for the Development of Communication at the Community Level	$15,000

INTER-REGIONAL PROJECTS

ITU Study of Communications in Rural Development	$30,000
Feasibility Study on Facilities for International Dissemination and Exchange of Information by Global Satellite Systems	$20,000
Center for the Study of Communication, Energy, and Space Technologies (Unesco to provide funds for further study.)	
In addition, $125,000 was allocated for determination of needs, preparation of projects, and training activities.	

NATIONAL PROJECT

Zimbabwe Broadcast Training Department, Institute for Mass Communication (Funding to be negotiated with the Government of The Netherlands.)	

This array of approved projects encompasses the press, radio and television broadcasting, films, telephony, and satellite communications. Several projects will link developing nations with each other for news exchange and training. Many have a general communications focus; a few center on rural development. Assistance will go for training, local institutional support, and several other kinds of aid. In addition, funds totaling $169,000 for the first year were allocated for training and project development. In these initial grants, the development of regional news exchange operations were a top priority, a priority wholly agreed upon after assurances that the regional operations would not be used to exclude national access to the international news services, but instead to increase the news and perspectives available to public and private media throughout the world.

Of special interest, perhaps, to readers of *DCR* are the following funded projects. a regional African activity in Kenya designed to develop low-cost rural radio broadcasting equipment; the continuation of ITU's (International Telecommunications Union) studies of the effects of rural communications on development; a study of the proposed Arthur C. Clarke Center in Sri Lanka to train LDC experts in appropriate satellite communications technology; and a project for experimental worldwide satellite transmission of news as early as the fall of 1982, using existing systems such as INTELSAT or INTERSPUTNIK. The several regional training centers and the Asian film and video exchange are also likely to have important applications for development uses of communications.

Participation and Harmony

The importance of the IPDC was emphasized by the participation of key officials from around the world. The meeting was opened by President Lopez Portillo and Unesco Director General M'Bow. The Director General of INTERSPUTNIK came from Moscow, and INTELSAT sent two senior officials. The Deputy Director General of the ITU was actively involved throughout, as were representatives from other key international organizations.

International press coverage was extensive, with Western press coverage including *The New York Times, Time Magazine,* and the major wire services. The press may have come in part to see conflict; they instead saw a rather remarkable harmonization of differing national perspectives around the building of communications capacities in the developing world.

Funds

Contributions both to the IPDC Special Account and to specific projects now total about $6 million. France and the Arab Gulf States were the largest contributors, each with a multi-year pledge of $2 million. Many developing countries also made pledges, as did the Soviet Union and China. In addition to Special Account contributions, many countries are contributing fellowships and consultancies. The United States made an initial contribution of $100,000, to be administered by USAID. Further U.S. funding is being sought in part through private sector contributions of services and funds.

Going into the Acapulco meeting, there were major anxieties about the IPDC. Many in the press, particularly in the West, were concerned that the IPDC might become a platform for some programs that could reduce, rather than expand, freedom of information. The developing world was concerned about the reluctance of the West to provide sufficient support to make viable the new institution. While these anxieties have not entirely disappeared, the experience of Acapulco was genuinely encouraging. Important practical programs were agreed upon, by consensus, across all political spectra. The press was greatly reassured. The shape of the new institution will become more clearly defined in coming months, as will the character of Western support; the next meeting of the Council will occur in December 1982 in Paris. For now, however, the prospects for the vitality and effectiveness of the IPDC are excellent. ■

Clifford H. Block is the Associate Director for Development Communications, Bureau for Science and Technology, Office of Education, AID, Washington. He was a U.S. delegate to the January 1982 IPDC Council Meeting.

Rural Training in The Philippines

The International Institute of Rural Reconstruction in The Philippines has announced its 17th International Leadership Training (ILT) Institute, to be held August 25 to October 16, 1982, in Cavite.

ILT is for men and women actively engaged in promoting change at the village level. Emphasizing the "how-to" of integrated rural development, the program encourages participants to share skills in group-building and problem-solving. A survey of selected rural development programs throughout the world serves as a conceptual framework for analyzing rural development issues and strategies. Conducted in the rural Philippines one hour south of Manila, the course includes a one-week practicum during which the participants live and work with villagers.

The courses will be conducted in English, and the cost of the training (which does not include travel to the Philippines) is US $1,975. A limited number of partial fellowships is available.

For further information, contact: Gael L. Williams, Director for International Training, IIRR, Silang, Cavite, Philippines.

On File at ERIC

The production and use of instructional materials and educational broadcasting programs, a thesaurus for processing information on development, and a description of program in educational technology are the focus of reports from the Educational Resources Information Center (ERIC) files reviewed in this column. All are available on microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, USA. Some are also available in paper copy.

- *Low-Cost Educational Materials: How to Make, How to Use, How to Adapt. Inventory, Volume 1.* Bangkok, Thailand: Unesco Regional Office for Education in Asia and Oceania, 1980, 157pp. (ED 205 166)

Instructions with line drawings and/or patterns are provided for making 85 of the exemplar products prepared in workshops sponsored by the Asian Programme of Educational Innovation for Development (APEID). These workshops were held to review current efforts and materials and explore new strategies and directions in the utilization of low cost, simple, indigenous materials to fill the regional need for audiovisual resources. The items described include hand-made educational charts, maps, models, improvised science apparatus, kits, educational toys, and games for children. Information provided for each product includes a brief description, objectives, materials needed, how to make it, how to use it to meet specific objectives, and suggestions for modifications to fit the local situation. Available from EDRS in microfiche for 91¢ plus postage.

- *Production and Utilization of Educational Broadcasting Programmes. Report of an APEID Technical Working Group Meeting on Educational Broadcasting (Kuala Lumpur, Malaysia, November 19-December 1, 1979).* Bangkok, Thailand: Unesco Regional Office for Education in Asia and Oceania, 1980. 61pp. (ED 205 164)

Members of the Technical Working Group representing 14 Unesco member states met to: (1) review and discuss major problems, issues, and prospects in the region for educational broadcasting; (2) identify training needs for promotion of educational broadcasting; and (3) develop guidelines for the production, use, and evaluation of educational radio/television programs for facilitating the programs of universalization of education and integrated rural development. This report presents the highlights of each country's experiences in educational broadcasting; discussions of common problems, issues, trends, and training needs; and guidelines formulated by the participants, together with recommendations and suggestions. The appendices include the agenda of the meeting, a list of the 18 participants, and the inaugural address by the Deputy Minister of Education of Malaysia. Available from EDRS in microfiche for 91¢ plus postage.

- Viet, Jean, Ed. *Macrothesaurus for Information Processing in the Field of Economic and Social Development. New English Edition.* Paris: Organization for Economic Cooperation and Development, 1978. 444pp. (ED 206 276)

This new edition has the same purpose as its predecessors, i.e., to provide language for use in processing information relating to all aspects of economic and social development, and, at the same time, give a common dimension to the more specific vocabularies corresponding to each of these fields. However, it differs from previous editions on five major counts: structure, field coverage, choice of national languages, numbers and form of descriptors, and printing. The structure provides alphabetical, descriptor group, and hierarchical displays, and a KWOC (Key Word Out of Context) index including scope notes, broader, narrower, and related terms, and synonyms. The fields of study are further developed in such areas as population, health, environment, cultural development, communication, education, and energy conservation. The three languages used are those considered the most significant and widely used in development literature: English, French, and Spanish. German has been dropped. The number of descriptors has doubled, despite removal of obsolete and irrelevant terms. Precoordination is used for precision where necessary, plurals are preferred to singular forms, the number of related terms has been increased, the hierarchy has been improved, and the scope notes have been revised to reduce ambiguity. Capital letters are used throughout in heavier and lighter print to increase readability. Available from EDRS in microfiche for 91¢ plus postage.

- Johnson, Jenny K. *Masters Curricula in Educational Communications and Technology: A Descriptive Directory.* Syracuse, New York: ERIC Clearinghouse on Information Resources, 1981. 382pp. (ED 205 168)

This source book provides the name, location, and breakdown of course offerings and credit hours needed to complete each of the 154 university masters programs in educational technology that responded to a survey conducted in 1980 by the International Division of the Association for Educational Communications and Technology (AECT). Information is also provided on degree prerequisites, credit transfers and program duration, areas of emphasis in the curriculum, and instructional evaluation techniques used in the program. A list of faculty members for each institution notes their degrees and research interests. Two programs are listed in Australia and one each in Canada, Colombia, Hong Kong, and Nigeria, as well as one or more in each of 41 states and the District of Columbia. A frequency table of course characteristics is provided as a summary at the end of the individual program section, and a copy of the questionnaire is attached. Available from Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, New York 13210, USA, for $12.00, or from EDRS in microfiche for 91¢ or paper copy for $26.75 plus shipping.

Barbara B. Minor, Publications Coordinator, ERIC Clearinghouse on Information Resources, School of Education, Syracuse University, Syracuse, New York 13210, USA.

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directed by the classroom teacher. There will be 165 new lessons developed for each of the three years.

In order to retain interest during the length of the broadcast, the Radio Mathematics Project had great success with segmented learning periods requiring active participation by the students. The RLAP will follow this design, planning for as many as four to eight pupil responses per minute in some segments. Learning segments will be interspersed with change-of-pace activities such as singing and clapping, choral and motor activities which will utilize language skills and vocabulary previously taught, and provide the participatory activity so necessary for young pupils.

Role of Classroom Teacher

Recognizing that teachers' education, professional training, and skill in the English language will vary greatly, the radio lessons are designed to provide the major instruction. But teachers will have important functions to perform, since their attitude toward and participation in the radio lessons will influence their pupils' reactions and enhance the effects of the radio programs.

A teacher's guide will provide classroom teachers with information about each lesson and suggestions for their participation. Teachers will be asked to assist in preparing the classes for each broadcast. During the radio lesson they will be urged to participate actively, and directions specifically for teachers will be included in the broadcasts. After each broadcast, teachers will direct additional language exercises, oral and written. Specific vocabulary and learning exercises will be displayed in the teacher's guide, but teachers will be encouraged to adapt them according to the needs of their children.

Evaluation

The project research design provides for two types of evaluation, formative and summative. Curriculum and script writers require a method for determining the effectiveness of their lessons in meeting the intended curriculum objectives. A trained team of observers will visit classrooms during the broadcasts to note the reactions of pupils and report to the

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designers on various aspects of the lesson. Each lesson will be observed by a minimum of two observers. Observers will be alerted by the writers to comment on particular aspects of each lesson. Weekly tests will be used to determine whether the objectives of the lessons have been achieved.

Evaluation

For the summative evaluation, the important question which the RLAP must answer is: Can children learn to read and understand English from radio instruction? If they can, then the next question is: Do they learn more from radio instruction than from conventional classroom instruction? A carefully planned summative evaluation will be designed to compare achievement of pupils taught by regular methods. For pilot testing, schools have been randomly selected within seven linguistic target areas of Kenya. Classes from the preceding year in the same school will serve as control groups. Measuring instruments will be carefully constructed using a large sampling of items selected at random from the curriculum. Care will be taken to insure that results will not be influenced by intuitive judgments.[5]

Conclusion

Language instruction by radio offers unique challenges and advantages. If successful, the RLAP will provide improved instruction of English at a lowered cost to a greater number of students, particularly in rural areas. The design of the program will allow for its transfer to other geographical locations, intact or with alterations, to meet local needs. For many emerging nations presently committing large percentages of resources toward basic education, the results of the Radio Language Arts Project may answer their critical need for cost-effective language education for primary school children. ■

Morris Cutler is a language arts specialist with the Kenya Radio Language Arts Program. Previously he worked in language arts curriculum development in Afghanistan.

Notes

1 Funded by the Office of Education, Bureau for Science and Technology, United States Agency for International Development. Implemented by the Academy for Educational Development, Washington, D.C., and the Kenya Institute of Education, Nairobi, Kenya

2. Friend, Jamesine, Searle, Barbara, and Suppes, Patrick *Radio Mathematics in Nicaragua.* Stanford: Institute for Mathematical Studies in the Social Sciences, Stanford University, 1980.

3. Kenya Institute of Education, "Statement of Objectives, Primary Education Project." Nairobi: Kenya Institute of Education, 1980.

4 Imhoof, Maurice "Reading by Radio: A Position Paper on the Use of Radio in Teaching Skills for Educational Development.", Washington: Academy for Educational Development, 1981.

5 For further information about this project, write Maurice Imhoof, Project Director, Academy for Educational Development, 1414 22nd Street, NW, Washington, DC 20037, USA.

Development Support Project in Egypt

by Mahmoud Agamia

The Development Support Communication (DSC) Project at Mariut started in 1976 as a cooperative venture between the Government of the Arab Republic of Egypt, the Government of the Federal Republic of Germany, and international agencies represented by the Food and Agriculture Organization of United Nations.

Development support communication makes modern and traditional communication methodology an integral part of development programs.

Development planners, whether they be economists, scientists, administrators or others, are too often divorced from the mass of society in their approach, language, outlook, and way of life. To bridge this gap, communication specialists must first consider each development proposal in terms of human feasibility. They must identify the motivation behind a project, the need for the project, and the objectives and purposes of the project. The specialists then seek to establish cultural and psychological avenues of communication, testing the degree of community receptivity to new ideas and change.

Project Links Planners, Villagers

Another crucial task for development support communication personnel is to determine a suitable communication strategy for a given development proposal. The critical flow-path for communication and the forms of communication to be adopted must link communication inputs with the progressive phases of a development program. This work includes helping to communicate relevant details of the development program within and between agencies involved. By establishing links between agencies as well as with the organized rural recipients, development support communicators encourage a dialogue between planners, subject matter specialists, disseminators, and idea adopters.

New Settlers Benefit

The main objective of the Development Support Communication (DSC) at Mariut is to improve the social and economic conditions of the settlers in the land reclamation areas southwest of Alexandria through continuous coordination of development activity, and support of those activities through suitable communication media. The project also ensures the training of Egyptian DSC personnel, extension staff, and selected key farmers in media didactics and technology, evaluation methods, and information management. The Mariut center includes three expatriate advisors and an Egyptian staff numbering 35 people.

With major activities concentrated at El-Nahda and Mariut, the project has established 50 village groups based at local cooperatives. Here farmers not only listen to rural radio programs, but receive printed materials and other aids, and regularly get special attention from agricultural extensionists and other field personnel. Strategies of approach are decided, and the rural communication materials designed, tested, and produced. Closed-circuit TV, posters, booklets, leaflets, and hand-outs, may be involved in the process. Reactions of farmers to the materials are regularly assessed for evaluation and feedback.

Farmers Trained in Communications

Extension activities are, in fact, an example of nonformal education where media, if properly used by the field staff, can play a positive role. Intensive training aimed at improving communication skills and educational abilities of extension personnel and selected farmers is one of the most important activities in development support communication.

In the meantime, development activities involving women, youth, and the community itself are subject to increasing attention by the DSC Project at Mariut.

Activities of the Development Support Communication Project at Mariut were evaluated by the Ministry of Agriculture, who decided to integrate the project as a permanent section of the Department of Agricultural Extension. Provisions for establishment of a DSC unit at Sinai have been included in current financial plans. It is foreseen that the existing DSC Project will assist the unit with advisory and on-the-job training of new personnel at Mariut. Similar DSC units will be established in other regions at a later date. ■

For more information contact: Mahmoud Agamia, Director, DSC Centre, Ministry of Agriculture, P.O. Box 364, Alexandria, Arab Republic of Egypt.

Note: *Distance Teaching for the Third World,* reviewed in *DCR* 36, is available for US $17.50 from Routledge and Kegan Paul, Ltd., Ayer Building, Lawrence, Mass 01843, USA; or from Routledge & Kegan Paul Ltd., 30 Store St., London WCIE 7DD, England.

Meeting the Basic Needs of the Rural Poor: The Integrated Community-Based Approach, reviewed in the same issue, is available for US $49.50 from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA.

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12. Where the communicator's function is recognized and measures are taken to strengthen his or her professionalism, the growth of communication systems that are relevant, vibrant and effective, will be encouraged, not only in the exciting and exacting tasks of nation building but also in more leisurely pursuits which are part of the fullness of life. This might seem a difficult objective, but it is an objective worth pursuing

14. Communication and media in developing countries, no less than other areas of activity, require urgent attention of a special kind. In many Commonwealth developing countries, the role of communication has to be defined and established. In many, new technologies need to be introduced without unduly straining human and material resources. In most, the manpower base of communication facilities has to be greatly strengthened. Above all, communication and the media need to grow in such a way that they are appropriate to the social and cultural patterns of each country.

* * * *

Mass Media: 2.1 The mass media present developing countries with great opportunities—and great challenges. Society can benefit from the potentially extensive reach of the media, not only in the process of development but also in various other aspects of life. There must be time for joy in society, no less than for effort, and the media can bring enjoyment into homes quickly and easily. They can serve society in a number of ways, from disseminating news of farm prices through announcing weather warnings to exciting the human mind with words, songs and music. Their role as entertainers must not be disregarded. Unless people are helped to listen to or read things they enjoy they will not discover the important information they should acquire. It is a matter of concern in many developing countries that too many people who could afford to buy newspapers do not, or listen to a foreign station instead of their own.

2.2 The media, like any other institution in society, do not develop or exist in a vacuum. They are a part of society, and must reflect that society and be responsive to its needs and goals, if they are to be relevant and durable. Excessive dependence on foreign material, whether by way of reading matter or broadcast programmes, can be culturally disruptive. While, therefore, the media in different parts of the Commonwealth can sustain each other, their characteristics will inevitably vary from country to country

2.3 The mass media in many developing countries, based primarily on colonial experience, are too heavily urban-oriented, and do not meet the needs of their rural populations.

2.9 By definition, the print media reach the literate groups, and these tend to be largely urban elites whose position in society can be reinforced by the additional information they receive. This situation is accentuated by the fact that English, the common language of multilingual societies, in the Commonwealth, which is also the language in which most foreign information is available, is itself limited to the most influential sector of the literate population.

2.10 The literacy problem is compounded in many Commonwealth countries by the existence of several language groups, each of which requires specific attention. Despite these difficulties, the newspapers and other components of the print media have an important role in promoting literacy. This can be advanced if they are adapted to the needs of the bulk of their reading audience and adopt a style and format designed to promote reading interests.

2.11 The small-readership press is of special significance in the Commonwealth, where many countries have small populations, or several linguistic groups. Large, city-based newspapers face problems of distribution in countries which are sprawling, have difficult terrain, or have limited transport services. In some instances, city-based newspapers do not serve adequately the needs—economic, social, cultural—of small rural communities, or particular linguistic groups. The growth of local newspapers, produced with simple and inexpensive technology, could help to fill these gaps.

* * * * *

Human Resources: 5.1 Communicators are called upon to carry out a wide range of tasks, each requiring special expertise. In the media and in public information services, for instance, practitioners must not only be adept in the techniques of their craft; they must also have a substantial background of knowledge in several areas. It follows, therefore, that building up a corps of appropriately qualified people is a priority for all components of a national communication system.

5.2 This is a pressing problem in the development of communications in most countries of the Commonwealth where practical communication training is limited, or where many recruits entering the communication media have not had the benefit of a broad education. The proper development of all communication media requires a more consistent and comprehensive pattern of training than has so far been possible.

5.3 Training for communicators has to take into account a variety of factors including different forms of communication, the general level of education in a country, the need for training in different aspects of communication, and the fact that for training to be effective it must be a continuing process.

5.4 Non-formal communicators (agricultural extension or family planning workers, for instance) should be selected for their ability to empathize with the public, and be trained to communicate specialized information simply and effectively.

5.5 Media personnel have to learn their craft at a time when the nature of the craft itself is changing rapidly. New technologies have made many established training manuals obsolete. The process of training has therefore to be continuously reassessed and, where necessary, revamped. In this context, 'training for trainers' becomes as important as 'training for trainees.'

5.6 Media personnel have also to acquire a broad background of relevant knowledge if their assessments are to be valid and their approach to issues knowledgeable. Their special role in the development process requires that they bring a variety of journalistic skills to bear on complex national and international questions. ■

1983: World Communications Year

After four years of discussion within the United Nations system, the UN General Assembly has finally decided that 1983 will be World Communications Year. The purpose of the year is the "development of communications infrastructures," particularly "to increase the scope and effectiveness of communications as a force for economic and social development." The year's activities will focus on national communications policies and activities. The expressed aim is "to seek ways to use the tremendous achievements in communications technology to promote the harmonious development—economic, social, cultural—of mankind as a whole."

The declaration of a World Communications Year has long been sought by several organizations, but there were problems over which UN agency should take the lead: the ITU or Unesco? This question was linked to the matter of financing. The coordination of an international year, let alone national activities, requires fairly substantial sums. Who should pay?

The General Assembly decision confirms that the ITU is to be the lead agency, and that the year is to be financed by voluntary contributions. The search for funds will be enormously helped by the timing of the fourth World Telecommunications Exhibition (Telcom 83) to be held in October/November 1983 in Geneva.

The ITU hopes that national coordination committees will be set up in many countries. For more information, write the WCY 83 Secretariat, Places des Nations, CH-1211 Genève, Switzerland. ■

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International Dateline—New Resource for Broadcasters in the Developing World

by Mark Magnier

The idea for a newsletter tailored specifically to the needs of broadcasters in developing nations and concerned with population-related topics was born in 1978 in Mauritius. At that time, the director of the Population Institute's Communication Center was attending the 12th Biennial General Conference of the Commonweath Broadcasting Association. Of the 33 nations represented at the Conference, David O. Poindexter was able to survey 25 of them to find out what sort of information they were receiving on population and family planning. Fourteen replied that they were receiving no information on population from beyond their borders, and more than eight nations reported receiving no information from any source. A common thread running through the majority of the responses was that the broadcasting organizations were understaffed and overextended. What material they were receiving was general in nature and not tailored to the specific needs of broadcasters. Consequently, little of the information was getting onto the air. It was decided that an attempt should be made to remedy that situation.

International Dateline — News of World Population and Development — A Service for Mass Media published its first issue in July 1980 to fill this vacuum. Now, a little over a year and a half later, the newsletter is sent to 75 countries around the world, and is presently issued in English and Spanish language editions with hopes for a French edition in the future. Issued monthly, *International Dateline* is sent free-of-charge to broadcasters and mass media professionals in developing nations, thanks to partial funding by the United Nations Fund for Population Activities (UNFPA). A $6/year subscription fee, which helps defer printing and mailing costs, is charged to others who wish to receive the publication. The newsletter has grown steadily, and in January 1982 the first series of regional inserts (one for Africa, one for Asia, and one for Latin America) appeared, highlighting news of population and development in those regions. These inserts were developed in response to readers' requests for more information about their particular areas. The newsletter has received wide-ranging and enthusiastic support from its readers, whose material and suggestions are incorporated into the newsletter wherever possible. Scores of letters from recipients report that they are using the newsletter's material, and subscribers often attest to that by sending their own videotapes, radio television scripts, and articles.

Designed to help the often-understaffed news operations in developing nations, the newsletter's material can be lifted verbatim from its pages, and read directly over the air if necessary. *International Dateline* is not under copyright, and readers are encouraged to use its items in written copy as well as for broadcasts. It would be a truly mammoth task to try to reach people around the world directly with features and hard news about population and development, but by making use of existing communication networks, and by providing communicators with interesting and useful material, The Population Institute hopes to make effective use of available resources.

Some of the areas that have been covered in recent issues include refugees in the Horn of Africa, the state of the world's children, the population situation in India and China, and the world firewood crisis.

Although television has come a long way recently in many developing nations, it is radio that enjoys the largest audience, cuts across the literacy barrier, and is within the reach of even the poorest people. Thus, *International Dateline* is primarily a source for radio communicators.

In addition to publishing the newsletter, the Communication Center of the Population Institute exists to provide additional material or information needed for stories, broadcasts, or workshops concerning population and population-related topics. The Center illustrates how population growth relates to many facets of life in developing countries. This is a free service, thanks again to UNFPA. If the Center can not provide the information, it will try to put the request in the hands of someone who can.

If you would like more information about the newsletter or the activities of the Population Institute, if you are a mass media programmer and would like to be put on the mailing list for *International Dateline*, or if you are not from a developing country but would like to subscribe for $6/year, please contact Mark Magnier, The Population Institute-Communication Center, 777 United Nations Plaza, New York, NY 10017, USA. ■

Mark Magnier is News and Information Director at the Population Institute's Communication Center and is the editor of *International Dateline*.

The following items, reprinted from International Dateline, *are examples of the population news supplied to subscribers. These particular items also illustrate various uses of development communication for population and family planning.*

MASS MEDIA IN HONG KONG. In a letter to the Population Institute here in New York, Mrs. Eleanor Cheng, Officer-in-Charge of The Family Planning Association in Hong Kong, outlines the important role mass media has played to promote family planning since the early 70s. It's a good example of what *can* be accomplished.

"Hong Kong has two radio corporations, one run by the government and the other commercially owned. There are now five Chinese channels and four English channels. They regularly broadcast our family planning jingles and messages introducing our services," Mrs. Cheng says.

"From 1973 through 1980, there were also four joint ventures with radio, each taking the form of a series of 20 to 26 sessions, or broadcasts. The programs included talks on family planning, family life education, *phone-in sessions*, and *prizes for callers* giving the correct answers to (family planning) questions.

"*The intensive use of radio* started since findings of a survey in 1970 revealed that *radio was the best medium for reaching the rural population.* One radio series was, in fact, designed especially for the fisherfolks who are well-known to have large families.

"Television, however, has become more and more popular (and common) toward the mid-70s. We have produced 30-second motivational films on various themes and services which are telecast regularly on all the TV channels in Hong Kong. They are broadcast free of charge."

Mrs. Cheng cites many television series over the past ten years varying in format from interviews, to slide shows, dramatic plays and youth-oriented discussions. But the Association's mass media efforts are not relegated only to TV and radio. Other promotions include parades, mobile broadcasts, outdoor drama, and poster advertising in high traffic areas such as mass transit stations, taxis, ferry piers, pedestrian bridges, buses and even outside walls of buildings.

Figures show that mass media efforts in Hong Kong are working.

* * *

THE COMMONWEALTH BROADCASTING Association has also done some interesting and effective work in the area of radio and the population problem. It reports that to a great degree, the success of Singapore's family planning program has been due to the radio's role in promoting awareness of the need for family planning, and in motivating its listeners to accept such planning as a way of life. Singapore offered good radio *programs* and sold transistor *receivers* at prices well within the reach of the ordinary citizen. While Singapore enjoys a high literacy level, radio has been cited as a valuable arm in helping solve an extremely urgent problem. *International Dateline* July 1981

"Communication, Society and Development: A Report of a Commonwealth Committee on Communication and the Media"...

DCR is pleased to present here some excerpts from this thoughtful and incisive report published in 1980. As Shridath S. Ramphal, the Commonwealth Secretary-General, explains in his foreword, ". . . The Report begins with a sensitive analysis of the state of the media in the Commonwealth and then proceeds to make several practical recommendations. It can be read against the background of our times and the growing requirement of developing countries that the flow of news should be more reflective of the personality and priorities from which it comes. The Report's conclusions are geared to helping secure recognition of the role that communication and the media can play in assisting society by strengthening participatory democracy and helping to attain national goals. . ."

The nine-member Commonwealth panel which drafted the report was chaired by Ernest Corea, now the Sri Lankan Ambassador to the United States.

The report, which includes sections on Communication Policy, Mass Media (Press, Radio, and Television), Public Information Services, News Agencies, and Human Resources, concludes with a list of recommendations. Throughout, it contains many insightful observations on the nature of development communications.

The Report may be obtained free of charge from the Information Division, Commonwealth Secretariat, Marlboro House, Pall Mall, London SW1, England.

Overview: 1. Communication is so much a part of our lives that its significance as an aspect of human effort and progress is often either taken for granted or simply ignored. The 'communication component' of development projects is frequently tagged on to a budget as an afterthought if it is included at all. Interpersonal communicators, be they barefoot midwives or agricultural extension workers, are generally given a low rating on a nation's social scale. Public information officers are shrugged off as doing less substantive work than their colleagues in government. Mass communicators become the subject of great concern only when their activities are believed to be 'creating' violence or dissonance in society.

3. This, indeed, is the true role of the communicator: to serve as the focal point of 'messages' imparting information and ideas; and to ensure that an interchange of information and ideas takes place. The interpersonal communicator has a shorter, narrower reach; the mass communicator a longer, wider one. Both groups perform similar functions, though in different ways. Without their active and sustained involvement, an important component of the development process is lost to societies moving towards the goals of self-improvement and self-fulfillment.

4. Communication is a dynamic process which is more effective if it is participatory. In any society, the communicator who considers his audience or readership as a passive group, or as a target to be hit, is performing only a part of his or her function. Eliciting reactions to what has been said and written, and providing the means for such reactions to be made known, are also an essential part of communication. Participatory communication provides people with an opportunity to be directly associated with policy formulation and implementation, giving them a sense of commitment to national issues. For this reason, the concept of participation is crucial to the communication process.

5. How many mistakes in social and economic development could have been avoided with better communication between the planners and the people? Resettlement projects that lie withered and empty . . . public health clinics whose medication is untouched in village huts . . . semi-mechanised ploughs in disuse because of faulty maintenance . . . family planning kits in garbage heaps . . . benignly motivated land reform which nevertheless evokes peasant anger . . . these are all among the experiences of the development process. Both developed and developing societies make mistakes. How many mistakes can post-colonial societies, working against many disadvantages including time, afford?

6. The richness of a people's experience; the value of established wisdom; the virtue of commonsense, workaday reactions to theoretical formulation. all this and more must go into the national meld if development plans and projects are to inspire and excite. None of this may occur, unless effective communication facilitates it.

11. The argument that communicators in developing countries are unequal to this task only helps to perpetuate a vicious circle. Communicators will forever remain relatively untrained or unskilled, and therefore regarded as incapable of fulfilling their proper function, until their role in society is firmly established and resources for enhancing their skills are provided. In the same spirit, communicators require a certain latitude within which to function. Skilled professionals deprived of 'elbow room' remain in place as malcontents or opt out.

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Development Communication Report

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