



Project Support Communications **Newsletter** • Information Division, UNICEF, New York, N.Y. 10017

PROMOTION OF PISCICULTURE IN THE IVORY COAST

by Ute Deseniss, UNICEF-Abidjan

translated from "LE POISSON C'EST BON," by Gill Bevington, UNICEF-Abidjan

PROLOGUE

The sound of the tam tam got louder as we approached Natiokobadara, a small village about 20 km away from the Prefecture of Korhogo in the North of the Ivory Coast.

An excited, joyful and colourful crowd was there waiting for the Prefect to come and open the Natiokobadara school fish pond.

Not far from the road there were three rectangular ponds full of water, sparkling in the sunlight. On closer view you could see a large, attractive poster, attached to a pole beside the first basin. It depicted a young boy with fishes in his hands. His smile expressed joy and conviction. He seemed to be saying "Fish is good", which was the slogan written at the top of the poster.

The Prefect and the sub-Prefect of Korhogo, the Director of the Department of Water Supply and Forests as well as the Chief of the District, the village leaders, the representatives of the FAO/UNDP project and of UNICEF sat down in chairs set out specially for the occasion.

Then Zobo Patrice, a fifth grade pupil at Natiokobadara school welcomed everyone on behalf of his fellow pupils. He said: "Like the manna which came from Heaven to save those who were starving, one day we received a delegation from UNICEF to our school. As you can see, it was in order to build fish ponds in our school. This news was very warmly received by everyone, even by the tiniest children from kindergarten, as everyone was aware how much our body needs its daily ration of proteins and vitamins. The fish came just in time. Don't forget that we have a school canteen here. So we can easily grow big and have the strength to learn our lessons well."

While the guests were listening to the various speeches, the pupils of Natiokobadara continued emptying the school fish pond. The Prefect finished his speech with the words: "I am honoured and pleased to open the school fish pond in Natiokobadara." At that moment, the pupils lifted the net teeming with fish amid cheers and cries of enthusiasm. We later learned that there were about 95 kg of fish in the net.

(continued on p. 2)

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PROMOTION OF PISCICULTURE

The Government of the Ivory Coast, in its efforts to enrich the diet of the population, launched a three-year pisciculture project in 1978. It aims to fight against deficiencies in animal protein, and to make fish farming an income-generating activity for the rural population. The project, financed by UNDP and the Government of the Ivory Coast, was carried out by FAO and Government staff. It covered the areas of Bouaké, Korhogo, Man, Daloa, Aboisso and Bondoukou.

When the pisciculture project was launched in the Korhogo area, the headmaster of the school in Lataha contacted the district extension worker for pisciculture for his assistance in building a fish pond. Before then, the headmaster had already started a school kitchen garden where the pupils kept chickens as part of their school activities. By doing this, the pupils not only eat better in the canteen during the school year, but also learn a skill at the same time. Since school fish ponds were not included in the UNDP/FAO project, UNICEF was contacted. The response was favourable as children were to benefit directly from this project. News of the success of the Lataha school fish pond spread very quickly throughout the region. The result was that, a year later, nine other schools-- among them Natiokobadara-- also started building school fish ponds.

UNICEF ASSISTANCE

UNICEF helped to finance the construction of the school fish ponds, the equipping of schools with the necessary materials and the production of audio-visual materials for sensitisation and education.

Although breeding fish is not very difficult, some basic knowledge needs to be acquired. Training is thus provided to the project staff.

The training course lasts three months. There is also a one-month refresher course each year. They learn about pisciculture with the help of audio-visual aids. After the course, they each receive a set of the aids to enable them to train the people in the villages, schools, co-operatives, etc.

The audio-visual materials comprise poster, cassettes, slide set with commentary, flannelgraphs, booklet, view master. These materials were developed in conjunction with various government organisations.

PROGRAMME SUPPORT MATERIALS

In the Ivory Coast, there are numerous possibilities for communicating with the rural population, which explains the great variety of materials used.

POSTER: This is the poster entitled "Fish is good" described earlier. It was displayed in villages, schools and administrative departments. It is an excellent means of opening discussions and debates on pisciculture, nutrition, and other related subjects.

CASSETTE: In the Ivory Coast, there are radios and cassette players in practically all the villages. Every evening, under the "palabre" tree, people sit around to listen to programmes and to chat. Taping information on cassette is therefore a very good means of communication.

Cassettes have an advantage over the radio -- which is reserved for listening to the news -- in that they can be played several times. Therefore, the message is remembered better. To take advantage of this, a series of cassettes of traditional songs and tales by story-tellers and singers who are well known in the region were produced. The clever idea was to devote a part of each side to new ideas for development, which were presented in the form of a song by the local singers. The cassettes are sold through local stores in many large villages. The series is well liked and the cassettes sell well.

In order to cover the whole area of the project, it is planned to produce cassettes in the nine main languages.

SLIDE SET WITH COMMENTARY: A series of 70 slides which explains the breeding of the Tilapia fish has been tested and found useful. The extension workers will translate the commentary into the various languages of the region. Although the slide set is good for communicating in detail specific techniques, its use in rural areas is limited because of lack of power supply. This type of material is therefore more suitable for sensitisation and training in fully-equipped training centres. To support the activities of the staff, the project plans to equip each district with a battery-powered projector.

FLANNELGRAPHS: The flannelgraphs developed for the project contain 27 adhesive sheets which show all the people, animals and equipment involved in pisciculture. The trainee extension worker learns during his course how



Chris Nugent-FAO

Little Mohammed, the boy in the poster "Le poisson c'est bon", and his mother



Ann-Marie Caudras

The pupils of Natiokobadara lifting a net full of fish

to cut out the objects from the sheets, to colour them and to arrange them to make up stories to explain the various stages of fish farming to different audiences-- pupils, parents, women.

This material makes it possible to hold special sessions as the pisciculture operation progresses. For example, marking out the site, digging the anchorage drain, damming the slopes of the dyke, feeding the fish, stocking and emptying the pond. The flannelgraph has the advantage of being the cheapest, the most flexible, durable and the lightest audio-visual aid. With this material it is also possible to test the knowledge acquired by the audience. It is considered the best method of participatory learning.

BOOKLET: Although existing booklets on pisciculture were used to train extension workers and fish farmers, a special version for the Ivory Coast has proved necessary. The reason for this is that ground conditions vary slightly, which means using other techniques. This booklet is written in the form of a course. The lessons are illustrated with technical and explanatory drawings. The booklet can be used as a pisciculture guide or manual for everyone who understands French.

VIEW MASTER: This is relatively little known as a teaching aid, but it is highly valued, as tests have proven. It consists of slides taken with a special stereoscopic camera. These are then mounted on circular boards like small discs with a commentary. The discs can be viewed with a simple viewer, especially designed to give the impression of three-dimensional images.

The view master is particularly suitable for individual use. The card can of course be viewed as many times as desired. It is like a toy, and in fact those who use it have great fun. It enables the extension worker to go into details about different techniques of pisciculture simply by choosing the appropriate disc.

THE LESSON TO BE LEARNED FROM THE IVORY COAST EXPERIENCE

All the teaching materials can be used for non-formal as well as formal education. The materials are equally well understood by pupils and adults who practise pisciculture, as shown at the school in Natiokobadara. Learning can be fun if it is practical. Furthermore, productive work motivates and stimulates people.

SOME LESSONS FROM A FAILURE

by Ramzan Azhar, UNICEF-Islamabad

Goitre is very severe in the mountainous regions of northern Pakistan. With the help of UNICEF a pilot project to control goitre was launched to provide iodinated salt in the princely valleys of Chitral and Swat. Before the Communication and Information Service was created in UNICEF-Islamabad, an advertising agency produced the following promotional materials:

1. A large size (2 colours) poster with full sketches of two Kalash (a pagan tribe in Chitral) girls with goitre. In the background was landscape of the area. It also had the Government logo. The message in Urdu (the national language) was: "Get rid of Goitre-- Use Government Certified Salt".
2. A large size (2 colours) calendar poster with faces of three Kalash girls with goitre and a little boy with a Swati cap and a glass in front of him. The Government logo and the message were the same as on the first poster.
3. A small handbill (2 colours) with the same sketch of Kalash girls as on the first poster. The additional message was: "By using this salt one can get rid of goitre, and those who do not have this disease will be saved. Use it and tell others too."
4. A small handbill (2 colours) with a cut out photograph of a male goitre patient. The message was: "To be safe from goitre forever and to get rid of this disease, use Government Certified Salt. It guarantees you good health. It is your moral duty to use this salt and tell others its benefits and advise them to use it."
5. A sticker (2 colours) with faces of two women and a little girl all with goitre and the message was the same as on the first poster.
6. A sticker (2 colours) for air tickets with the face of a female goitre patient. The message was: "Whenever you go to Swat and Chitral advise people to use salt bearing Government logo."
7. A booklet on "How to get rid of Goitre" (12 pages, 2 colours) for doctors, mid-level workers, opinion leaders and the like. The message was: "iodized salt cures goitre". The booklet had a dozen sketches all depicting faces of female goitre patients.

When the promotional materials failed to

work, the project staff sent an S.O.S. and sought some 'fire brigade' help. The Communication and Information Service staff visited Swat and Chitral to find out the factors affecting the campaign. We talked to the people, interviewed opinion leaders, doctors, paramedics and the Government officials and came up with the following observations:

1. Iodinated salt is a food item, but was projected as medicine.
2. Being a commercial venture, the product should have had a brand name and a logo so that illiterate consumers could easily identify it.
3. The packing design was not attractive and was not used in all the promotional materials.
4. All the faces in the promotional materials (except one) were women. This gave the impression that the salt was for women only or that only women get goitre. This led to the further apprehension that this 'medicated' salt contained some fertility control elements.
5. Being a strictly 'pardah' (veil) observing society, female faces should have been avoided in the promotional materials. Most of the posters with unveiled female faces were removed soon after posting, leaving the one with the male face.
6. The message said that iodinated salt would cure goitre -- which is not so. Emphasis should have been on its preventive aspect only.
7. The materials did not mention the name and address of the salt factory or its dealers and retailers.
8. The non-Muslim Kalash culture was projected in the materials. This has a very limited appeal (only in Kalash Valley with a population of 5,000), and in fact arouses some antipathy. Faces and costumes more representative of the people in Swat and Chitral should have been used.
9. All the materials were in Urdu, the national language of Pakistan, while the people of Swat speak Pushto and the Chitralis speak Khowar. Since 85-95% of the people do not understand Urdu, the local language should have been used.
10. There were no activities or materials to win the support of religious leaders who are very influential.



Iodinated salt marketing campaign poster with Kalash female faces pasted outside a shop in Chitral, Pakistan



Iodinated salt marketing campaign poster with male face pasted outside a shop in Swat, Pakistan

11. The campaign was not supported by any other medium, Radio is quite influential and should have been used extensively. Besides, poetry and singing, the most popular local media of entertainment, were not utilised. Interpersonal communication was also lacking in this campaign.

12. The whole visual element of the campaign was based on the repulsiveness of goitre. There was nothing on the positive results of iodinated salt.

The Communication and Information Service staff while redesigning the campaign tried to play it safe. To win the support of the influential traditional leaders, we have restricted ourselves to the non-figurative art most of the time. The packet design consists of the landscape of the area. The iodinated salt has been given a brand name of Peshawari Salt, as the plant is at Peshawar, the provincial capital of the Frontier Province.

A calendar poster has been produced with a verse from the Koran (the Islamic Holy Book) saying "And how can you deny the blessings of God". This has lent the poster a sanctity and prestige that no one will dare to tear it off. It can even be put in the Mosques, which also serve as community cen-

tres. The poster also contains a picture of the packet design and a simple message saying "For good health cook with Peshawari Salt and prevent Goitre".

We have pretested all the materials in the field. The artists were involved wherever possible. The responses of villagers as to what they perceived in some of the designs were enlightening and amusing at times.

Other materials include: a booklet for mid-level workers in question and answer form with illustrations, a cartoon story-book for school kids, handbills, buntings and hanging mobiles. All these materials project the new packet design. The calendar posters and handbills are in Urdu, Pushto and Chitrali languages.

Besides the printed materials, radio is also to be used. Radio spots in dramatic form and jingles have been produced in Pushto and Chitrali. They are being pretested and will be on the air in the two popular programmes for rural audiences during peak listening hours. This will be supplemented by a person-to-person campaign by trained project staff who will tour the area on a UNICEF motorbike on a regular basis.

DESIGNING PARTICIPATORY METHODS AND MATERIALS

by Lyra Srinivasan, SARAR International-New York

SARAR is a voluntary, non-profit organisation established in 1980 to serve as a resource for development agencies in the design and use of improved participatory strategies for development programmes.

Involving rural adults in the development process is a common concern of many agencies. But how does one go about it? In what way can educational materials and experiences help? And are there some simple principles we can apply in designing participatory methods for this purpose?

At SARAR International we are constantly probing and searching for answers to these questions, and we are excited about what we are learning.

One lesson, for example, is that in designing participatory methods and materials it is of critical importance to begin with a strong belief in the creative and expressive capabilities of the people. But belief alone is not enough. One needs to design a series of educational experiences which, right from the start, help to develop and release the adult learner's creative capacities. This is a difficult shift of emphasis for field staff who have been used to a "telling" role. The temptation is to rely on personal persuasion or on materials such as posters and flip-charts which also do much of the "telling". SARAR materials, however, require that field staff do a great deal of listening. The field worker or facilitator introduces the task with a minimum of explanation. The people then take over and do the rest.

To the uninitiated and the sceptical, this may sound like an oversimplification of the participatory process. We have found that the hardest part is not so much to get the people to "take over" but to get the field worker to "let go". That is why most of our activities begin with training workshops. It is through actual experience in a workshop setting that the field worker begins to realise that the participatory approach does work, if given a chance, and that there are simple ways to make it work.

Take for instance the "needs assessment" exercise. The traditional approach is the formal baseline study through questionnaires, interviews and other surveys. This places the people in a passive role of the "observed" and in the semi-active dependent role of a respondent performing at the bid of the in-



David Walker, World Education

Nepal facilitator using flexiflans to explain village health at a materials development workshop

terviewer. How very different is the quality of people's involvement in needs assessment when they are given the opportunity to respond as thinkers rather than as mere data-providers. But how does one bring about such a change of perspective? The starting point seems to be a change in the attitude of the field workers and the field supervisor. In a recent workshop in Guatemala, for instance, the trainees were introduced to six different ways of learning about the situation of rural women without using a formal interview schedule. At the end of this learning experience the trainees, working in small groups, invented other ways of involving people in generating, tabulating and analysing the data needed to understand their situation better.

These workshops are designed to give participants a hands-on experience. The assumption is that when development workers are involved in the creation of participatory methods and aids, they are more likely to put participatory techniques to the test than if they were merely told about them. By the end of the workshop, after having critically examined a number of sample learning materials, trainees must be able to demonstrate that they can create their own materials based on the same principles so as to engage the people in the analysis of problems

and in the identification of solutions.

Among the sample materials used are flexiflans which were created in 1972 in Indonesia and which are now being used in many countries. In 1979 a facilitator from a remote hill project in Nepal compared the effect of a flexiflan to that of throwing a pebble into a still lake: "it starts ripples and one never knows how wide they will spread". Many people copy materials such as flexiflans as if these learning aids in themselves were the answer.

It would seem, however, much more important to understand why a particular material proves useful, and then to use that knowledge to create something even better. The process never stops. For example, the flexiflans have proved useful because they combine a number of non-directive features: 1) they have little or no predetermined content apart from the representation of human, animal or object forms in the local context: 2) they are flexible and easy to manipulate-- in so doing a timid adult learner can divert the attention of the group away from him/herself to the flexiflan; 3) they can be used in much the same way as letters of the alphabet to transmit any message one chooses: as such they provide the adult learner with an unlimited opportunity to communicate his/her own message from within; 4) and the message thus communicated is understandable by all, even those unable to read and write, thus making it possible for all to participate in the discussion. By encouraging field staff to reflect on the rationale and principles underlying the design of such materials, they should be able to look for alternative ways of fulfilling the same functions.

While the emphasis of our methodology is on creative, analytic and planning processes, we do recognise the value of informational materials. A number of SARAR games, such as the Health Decisions Game and the Pest Control game are examples of materials which already have a built-in message but which also motivate the participant to reflect on and apply the message. We also plan to put together, if funds permit, a "Handikit of Learning Tools", a how-to booklet with sample materials. For more information on SARAR contact Lyra Srinivasan, SARAR International, Inc., c/o Creative Learning, 3201 New Mexico Avenue, N.W., Washington, D.C. 20016.

STAFF CORNER

APPOINTMENTS

- Mr. Kabwe Kasoma, Co-ordinator, Regional PSC Training Programme, seconded to the Institute of Adult Studies, University of Nairobi.
- Ms. Akile Gursoy, Assistant PSC Officer, Ankara.
- Mr. Mohamed Nizar, Information/PSC Officer, Colombo.
- Mr. Gary Gleason, PSC Officer, Lagos.
- Mr. Ramzan Azhar, Assistant PSC Officer, Islamabad.
- Mr. Samphe Lhalungpa, Assistant PSC Officer, Rangoon.
- Ms. Lorna Clarke, Assistant PSC Officer (JPO), Islamabad.
- Ms. Maria Luisa Chaves, Information and PSC Officer, Bogota.
- Ms. Malicca Ratne, PSC Officer, Jakarta.

CHANGES

- Ms. Cynthia Reader, Kathmandu, and Mr. Peter Chege, Nairobi, have gone on study leave.
- Ms. Jae Hee Kim has become a Programme Officer in Jakarta.
- Mr. Phil Vincent, Nairobi, has separated.

ANNOUNCEMENT

CORNELL UNIVERSITY ANNOUNCES TWO COMMUNICATION PLANNING AND STRATEGY COURSES IN 1982

1. 10-22 January in Ibadan, Nigeria, Africa in collaboration with the International Institute of Tropical Agriculture and the Pan African Institute of Development.

2. 18 July-6 August at Cornell University in Ithaca, New York, U.S.A.

Early applications recommended!

For details and applications contact:

Dr. Royal D. Colle, CPS Programs, Department of Communication Arts, Cornell University, 640 Stewart Avenue, Ithaca, New York 14850, U.S.A.

**Merry
Christmas**

from
PSC
SERVICE
NEW YORK

THE UNICEF AMERICAS PSC WORKSHOP

by R.R.N. Tuluhungwa, UNICEF-New York

"Those within UNICEF who are conversant with social development programmes believe that PSC will make possible the detection of community problems, expectations, behavioural patterns, and resources which can be generated. The great challenge for this workshop is to find ways and means to incorporate communications into programmes, thereby contributing to overcoming the problems affecting children". These remarks from the opening speech of Mr. Carlos Martinez-Sotomayor, UNICEF Regional Director, The Americas, set the tone for the workshop.

The workshop for UNICEF Programme, Information and PSC Officers based in the Americas Region, which includes the Caribbean countries, was held in Ocho Rios, Jamaica, in April 1981. The informal but down-to-earth atmosphere prevailing throughout the 8 days lent itself admirably to the purposes of the workshop. Frank, lively, and sometimes heated discussions characterised the proceedings that often continued through the evenings after the formal sessions.

OBJECTIVES

The workshop was completely participatory during the planning and implementation stages. The first and foremost activity of the workshop was to discuss the plan and the agenda, and to revise and agree on objectives and methodologies. The synthesised general objective was to increase and strengthen the understanding of the role of PSC in basic services for children. Consequential specific objectives were: 1) To increase understanding of communications in the total (human) development process. 2) To clarify what PSC means in the context of communications for social development, techniques for its use, and how it should be organised within UNICEF. 3) To clarify how PSC can be integrated into the various stages of programming, and determine the modalities, strategies, tools, resources for doing so. 4) To define the PSC job in a field office, and how to build PSC expertise in other programme staff.

METHODOLOGY

The workshop started with an introduction to the theory and practice of communication in development, basic services and community participation through the presentation and discussion of the following papers: 1) Communications and Social Development-- Old and Current Paradigm, 2) Assessment of Social

Communication in Latin America, 3) Mass Media and Development Programmes, 4) PSC in Basic Services, 5) Systems Approach and Training.

CASE STUDIES

Each office prepared one or two case studies. Each of the three working groups was assigned three case studies to analyse: 1) the communication needs; 2) the communication activities that have been carried out; 3) the outcomes; 4) the additional communication or other related steps that should have been taken.

PSC PROGRAMMING

The last two days were spent on discussing the integration of communications in programme planning, programming, implementation, and evaluation, and on defining the role and function of a PSC Officer at each stage. A PSC Officer was proved to be an essential member of a programming team.

WORKSHOP EVALUATION

In a practical sense, a workshop of this nature can only be evaluated on the basis of its long-term results, which remain to be seen. Evaluation questionnaires completed by 14 participants showed that the workshop met most of its primary objectives. Most respondents gave reasonably high marks to the participatory approach used. Nevertheless, some felt that more time could have been spent on the science and techniques of communication. The workshop recommendations form an excellent basis for the development of a communication planning and programming guide, and for the improvement of existing programming guidelines by introducing communications components.

"I believe this workshop has really convinced us of the need to motivate and educate communities so that their practice and behaviour are modified or reinforced to create a conducive environment for the development of a child. Our main responsibility henceforth is to try to integrate PSC components into all programmes-- not as an afterthought but throughout the programming process". These remarks from the closing speech of Mr. Fritz Lherisson, UNICEF Representative, Kingston, concluded the workshop.

A Complete workshop report is available from Mr. Francisco Pelucio-Silva, Regional Information Officer, UNICEF, Isidora Goyenechea 3322, Comuna de las Condes, Santiago, Chile.



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Page 9
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8