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

Happy Baby Lottery

Popularizing Oral Rehydration Therapy in the Gambian Villages

by William Smith,
Academy for Educational Development–Washington, D.C.

Diarrhoea is one of the world's most serious infant health problems, and dehydration is its most serious consequence. To help combat this critical problem, the Medical and Health Department in The Gambia recently launched a national contest as part of its efforts to educate rural mothers in the proper treatment of this disease. Known as the "Happy Baby Lottery," the contest provided a structure for an intensive period of public education on oral rehydration. Through the combined use of graphic materials, radio programmes and health worker support, thousands of rural mothers were taught to correctly prepare and use a simple sugar-and-salt solution in the home.

In cooperation with Radio Gambia (the country's national government radio station) and the Ministry of Education's Book Production Unit, the Medical and Health Department promoted not only correct home use of the rehydration solution but special messages on proper feeding of infants during bouts of diarrhoea and specific hygiene measures to help prevent the disease. This activity is part of a two-year, two-country (Honduras and The Gambia) project called Mass Media and Health Practices (MM&HP). The MM&HP project is intended to demonstrate new ways of using mass media to support health care workers and control diarrhoeal disease. This project is sponsored by USAID's Bureau of Science and Technology and is implemented through a contract with the Academy for Educational Development. Stanford University has been contracted independently to conduct a thorough evaluation of the project.

The "Happy Baby Lottery" is only one element of this comprehensive programme. It was a practical and novel means for popularizing a correct new formula for home-administered rehydration. The formula developed in The Gambia uses a local soft drink bottle and bottle cap for measurement (8 capfuls of sugar, 1 capful of salt, and 3 bottles of water). In preparation for the lottery, the project staff prepared and distributed 200,000 colourful educational handbills to health centers and dispensaries throughout the country. The handbills, or "mixing pictures", not only served as tickets for participating in the lottery, but also depicted the mixing instructions in colour-coded drawings.

At the same time, a special publicity campaign about the lottery began on Radio Gambia in four local languages, not only telling mothers where to get the lottery "ticket", but referring to the colour-coded drawings on the ticket; repeated evening broadcasts actually taught mothers to

(continued on page 5)

Volume 7, Number 1 April, 1983

SCRIPT FORMAT

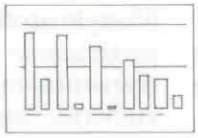
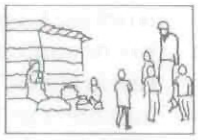
The most popular format is the two-column audio-visual format which shows visual descriptions in the left-hand column and the corresponding sound or narration in the right-hand column. Visual descriptions or slide notations indicate the types of visuals to be used. This approach is quick, easy to understand, and allows for creative interpretation of the visuals by the producer, director or photographer.

Another two-column format consists of a storyboard in the left-hand column. A storyboard is a series of illustrations depicting the exact composition of the intended slides. When the storyboard format is used, the writer gives the photographer a specific guide on what to shoot. When the slides deal with highly technical or specialized subjects, or, if multiple screens or multi-image effects are used, storyboards can be invaluable to the production staff.

SCRIPT: Why Breastfeed?

VISUAL	AUDIO
UNICEF logo.	"Why Breastfeed?" is a UNICEF presentation.
Close up of nursing mother in rural health-care facility.	A significant decline in breastfeeding makes the problems of malnutrition and associated infections in infants much harder to control.
Decline in Breastfeeding bar chart. Comparisons in 5 countries over 20 years.	Breastfeeding has declined--often extremely rapidly and especially in the past twenty years-- as illustrated in this table.
Family with many small children living in urban shanty.	An important cause of this is that as more people move to the cities, the extended family gives way to the...
Elderly grandmother instructing new mother in correct breastfeeding technique.	...nuclear family, and younger women have less chance to learn about breastfeeding from their elders.

SCRIPT: Why Breastfeed?

VISUAL	AUDIO
	"Why Breastfeed?" is a UNICEF presentation.
	A significant decline in breastfeeding makes the problems of malnutrition and associated infections in infants much harder to control.
	Breastfeeding has declined--often extremely rapidly and especially in the past twenty years-- as illustrated in this table.
	An important cause of this is that as more people move to the cities, the extended family gives way to the...
	...nuclear family, and younger women have less chance to learn about breastfeeding from their elders.

MONITORING AND EVALUATION

An effective evaluation requires two essential components: first, the indicators for determining programme success and, second, the mechanism for accomplishing measurement and impact judgment. Therefore evaluation must start at the audio-visual design phase; your project objectives will themselves shape and colour your evaluative approach, treatment, and final impact of the audio-visual. In developing objectives, test what you and your colleagues have stated against what the programme is intended to do. In planning content, approach, treatment, and script, the responses you get from your colleagues can sometimes be quite surprising. In "first-run" production, a small test group whose composition is similar to that of the intended audience can provide a (sometimes painful) preview of what that major audience will furnish later. It is, of course, better to learn this while the audio-visual format is still in the formative stage.

For most evaluative efforts, a simple questionnaire or checklist works well and can be used with relatively large numbers of respondents. Also the paper format lends itself to easy quantification if everyone answers the same questions. You can separate and identify the respondents by colour-coding the answer sheets.

Happy Baby Lottery

(continued from page 1)

interpret the mixing instructions on the handbills. Rural health personnel also were trained to use the handbill and teach mothers to mix the 8-1-3 formula as well as administer UNICEF packets to severely dehydrated children in the rural clinics. The promotion of a single message via radio, print, and face-to-face contact was considered a key to mothers actually learning the mixing formula.

To ensure that large numbers of mothers also practised the new mixing formula, public lottery contests were held in 72 villages over a period of four weeks. Each week the radio announced the names of 18 randomly selected villages where contests were conducted by travelling judges. Any village mother in one of these areas who had a mixing picture was given a chance to demonstrate her mixing ability and to win a small prize—generally a bar of soap or a plastic drinking cup. These prizes were chosen because they were locally available, inexpensive, appealing to the contestants, and consistent with project goals. The plastic cup, for example, was a common vessel for drinking water and also a convenient one-liter measure (required for the sugar-and-salt solution).

Eleven thousand women attended the 72 village contests. Of 6,580 women who entered the mixing competition, 1,440 won a chance to compete and 1,097 won prizes for correct mixing. Winning mothers' names were included in a later drawing for 15 radio-cassette players. A community prize was also given each week for the village turning out the most mothers for the contest. The community prizes consisted of a 50-kilo bag of sugar and a 100-kilo bag of rice. Radio was used regularly to publicize the winners and reinforce the mixing formula.

A Gambian mother demonstrates the correct method for mixing the sugar-and-salt solution using the educational flyer or "mixing picture" which also served as "ticket" for entering the "Happy Baby Lottery."

The "Happy Baby Lottery" came to an exciting conclusion when the Gambian President's wife, Lady N'Jaimeh Jaware, drew and announced the names of the grand prize winners in a special one-hour radio broadcast, and expressed the hope that it would become an annual event. In a random sample of some 750 households interviewed three weeks after the lottery, the number of mothers in The Gambia who reported using a sugar-and-salt solution to treat their children's diarrhoea rose from 3% to 48%.

The lottery is only one part of the Medical and Health Department's use of mass media to fight infant diarrhoea. Special "happy baby" flag ladies have been trained to give mixing advice to rural women. Regular radio programmes use traditional songs, drama, and popular rural personalities to explain the dangers of dehydration and stress the importance of continued feeding during bouts of diarrhoea. The programme has relied heavily on careful village investigation to develop vocabulary and to use concepts familiar and credible to rural people. Much has yet to be learned, but early results indicate that a systematic use of mass media which integrates radio, print, and face-to-face support can significantly improve the effective outreach of health education.

For further information on the programme, contact Dr. William Smith, Academy for Educational Development, 1414 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

WORKSHOP ON PSC IN THE PRIMARY HEALTH CARE PROGRAMME, YEMEN ARAB REPUBLIC (YAR)

by Jose Manduley, UNICEF-New York

At the UNICEF Regional Information/PSC Workshop held in Istanbul in June 1982, it was proposed to hold a follow-up workshop for staff dealing with PHC and PSC in the region. The participants would be given an opportunity to develop a PSC component for a country-specific programme.

As there has been a comprehensive PHC programme in the Yemen Arab Republic and the Government is in the process of intensifying its efforts in this area with UNICEF assistance, the Sana'a office was selected to host such an exercise from 16 to 24 March 1983. Staff from the UNICEF offices in Aden, Baghdad, Beirut, Cairo and Khartoum will participate, along with those from the Sana'a office, the YAR Government counterparts, and media personnel.

OBJECTIVES

The main thrust of the Sana'a workshop would be to develop a communication component with a pragmatic, flexible, and realistic application to the PHC programme in the YAR.

A. GENERAL OBJECTIVES

1. To increase and strengthen the understanding of UNICEF Programme and PSC staff and their national counterparts of the role of social communications in development.
2. To exchange experiences in country/area social communications programming.

B. SPECIFIC OBJECTIVES

1. To apply the theory and practice of social communications planning and programming in basic services to the PHC programme in the YAR.
2. To develop a communication strategy for the current PHC programme in the YAR.

Yupo Paper

The contents of this reference booklet are designed for visual clarity and minimum use of words, since most of the TBAs are illiterate. It is meant to complement a more detailed flipchart designed as a teaching aid for the midwife trainer of the TBAs. There is one very special characteristic of this booklet—it is printed on Yupo paper. Yupo paper has the advantage over ordinary papers of good printability and high durability. It is waterproof, has excellent folding endurance, is grease and chemical resistant, and virtually indestructible. The UNICEF-Jakarta office is at present experimenting with this paper, starting with this booklet, for materials to be repeatedly used in the field at the community level. The Yupo paper is produced by Messrs. Kisho-Mataichi Corporation, Tokyo, Japan. For further information, write to the Representative, UNICEF, P.O. Box 202, 14, Jalan Thamrin, Jakarta, Indonesia.

The front cover of a simple reference booklet for use by the Traditional Birth Attendants (TBAs) or Dukun Bayi in Indonesia.

Solar Cells

by Toshihiko Murata, UNICEF-New York

It has been difficult to get a cheap and reliable power source for radios in rural communities in many developing countries. Solar energy in the form of solar cells, which convert sunlight into electricity, could be a solution in a couple of years.

The most widely used solar cells on the market today are the so-called "single-crystal silicon cells." These cells have around 10 percent conversion efficiency from sunlight to electricity, but the manufacturing cost is between $18-35 per watt. This high manufacturing cost has limited the use of solar cells for specialized purposes, such as for powering artificial satellites.

The performance of solar cells, however, has greatly improved in recent years due to intensive research and competition between manufacturers. A couple of manufacturers have developed a new type of solar cell, which consists of amorphous silicon. The term "amorphous" means non-crystalline. The manufacturing cost of amorphous silicon cells is lower than that of single-crystal silicon cells, because the manufacturing process is simpler, and requires less energy and substrate material.

Two Japanese manufacturers, Sanyo Electric, Inc. and Fuji Electric Corporation, have already been producing millions of amorphous silicon cells per month for portable electronic calculators and wristwatches since the beginning of 1982. However, the use of solar cells for radios requires further technical development as the electric consumption rate of radios is higher than that of portable electronic calculators and wristwatches.

In October 1982 Sanyo Electric, Inc. announced that it would start to market AM radios (about US$55) powered by amorphous silicon cells with Ni-Cad batteries and 0.8 W amorphous silicon solar power generation panels (about US$25) in the spring or summer of 1983. These items could be useful in powering communications equipment in classrooms or meeting rooms in rural communities.

Staff Changes

APPOINTMENTS

Mr. Narendra Basnett, Assistant PSC Officer (Graphics), Kathmandu.

Mr. Norbert Engel, Assistant PSC/Information Officer, Dakar.

Mr. Reesom Haile, PSC Officer, Dhaka.

Mr. Billy Nkunika, Assistant PSC Officer, Lusaka.

Mr. Datta T. Roy, Assistant PSC Officer, Kathmandu.

Mr. Yohannes Tsadik, PSC Officer, Addis Ababa.

CHANGES IN DUTY STATION AND FUNCTIONAL TITLE

Mr. Boubacar Sock, PSC Officer, Brazzaville.

SEPARATIONS

Mr. Jose Manduley, PSC Officer, New York

Acknowledgements

We wisk to thank Tuan Lat of the Malaysian *New Straits Times* for the cartoons on "Milk Programme in Village School" which were used on the back cover of Volume 6, Number 3 of our newsletter. We also wish to thank Mr. Guy Scandlen, Programme Officer (Education and Social Welfare), of UNICEF-Rangoon for providing us with the cartoons. The omission of the credits in our last issue is very much regretted.

1983 CORNELL UNIVERSITY SUMMER COURSES ON COMMUNICATION AND DEVELOPMENT

1. COMMUNICATION PLANNING AND STRATEGY COURSE
3 weeks, July 11-29, 1983
Participants: 35
Tuition and fees: $900
Housing and incidentals: $315
Academic credit available (with additional project): 3

This course is designed for decision-making and managerial-level persons, including those in senior civil service positions. It uses case studies, participant experience, and other materials to deal with such problems as: how to develop appropriate communication and media strategies to reach various publics; how to mobilize communication resources, from personnel to technology; how to "back up" village level workers with communication systems; and how to measure costs and results of communication programmes and campaigns.

Small group clinics supplement the central programme, and deal with such topics as video production and interpersonal communication.

Applications are invited from those with planning or administrative responsibility for programmes related to information dissemination, nonformal education, communication, and outreach. These include officials at the national and regional level working with rural development programmes, agricultural research and extension activities, primary health, population and family planning, nutrition, adult education, and development planning.

2. REACHING RURAL WOMEN: A COMMUNICATION WORKSHOP
3 weeks, August 1-19, 1983
Participants: 30
Tuition and fees: $950
Housing and incidentals: $315
Academic credit available (with additional project): 3

This workshop is designed to strengthen the capability of development agencies and public service ministries to communicate with their female constituencies. It will focus on the strategies and communication skills which may lead to the more effective involvement of women in social and economic development activities, particularly at the village level. Both mass media and interpersonal communication methods will be examined through case studies, simulation games and the experience of the participants themselves.

Topics and issues will also include: barriers to communicating effectively with rural women; what communication channels—including feedback channels—and information networks are available to women, and how they can be improved; how field workers' communication methods can be strengthened; and how media can be used most effectively to reach culturally and socially isolated women.

The course will stress the development of real plans and materials for real situations.

Applications are invited from male and female officials in public or private agencies who have responsibility for designing or managing programmes in which women play a significant role. These include: extension officials in countries where women play a major role in agriculture, family planning programme officials, persons involved in integrated rural development projects, etc.

For further information, contact Dr. Royal D. Colle, Director, International Training Programmes, Department of Communication Arts, Cornell University, 640 Stewart Avenue, Ithaca, New York 14850, U.S.A. Telephone: (607) 256-6500. Telex: 937478.

Communication Arts

Project Profile

Prepared by Wan-fai Yung, UNICEF-New York

based on the proposal from Jamaica Broadcasting Corporation (JBC) and consultations with Ms. Marjorie Newman-Black of UNICEF-Kingston, and Mr. Reesom Haile, Resident Advisor for JBC Radio Central.

1. TITLE. Experimental radio drama series in support of development.*

2. LOCATION: Jamaica.

3. DURATION: 1982-1983.

4. TARGET AUDIENCE: The projected coverage area in central Jamaica has an estimated population of 600,000, which is about one-third of the total population of Jamaica. The area includes all or part of the parishes of Manchester, Clarendon, St. Elizabeth, St. Ann, St. Catherine and Trelawney. The current UNICEF demonstration area is located in the parish of Clarendon. The priority target audience groups of Radio Central are the men, women and youth of the farming community in the coverage area.

5. OBJECTIVES:

a) OVERALL RADIO CENTRAL PROJECT OBJECTIVE: The main objective is to develop a local participatory programming-administrative-financial model aimed at improving:
- communication from the community to development planners and decision makers;
- the sharing of information or ideas between communities;
- the relevance of communication from decision makers to the community in priority subject areas such as agriculture, health, education.

b) SPECIFIC RADIO DRAMA PROJECT OBJECTIVE: Production and dissemination of an experimental 26-part soap opera series in support of development needs of mothers and children in Jamaica.

6. PLANNING AND PRODUCTION METHODOLOGY: Radio Central's primary method of production is formative research for team-produced programming. Formative research is the systematic audience research required to help develop the form and content of programmes during their initial or formative stages before they go on the air. The research consists of audience lifestyle profiles, needs assessment, programme pretesting, and post-transmission feedback from the audience. Team production is a co-operative model which involves the working together of producers, subject or content experts and audience researchers. The roles of each of the members of the team are:

a) The audience researcher will be the primary liaison between the audience's lifestyle, habits, needs, programme preferences and reactions, and the radio station on a day-to-day basis;

b) Content experts from each development agency (e.g. agriculture, health, education) will be the liaison between audiences in the radio coverage area, their agency and the radio station staff;

c) Radio producer/writers, who are primarily creative media professionals, will package the information received from content experts and the social researcher for use by the community.

7. MESSAGE FORMAT: This 26-part dramatic radio serial uses local dialects, characters and situations scripted by a proven radio dramatist, willing to work in Radio Central's heavy audience-biased methods. The dramatic radio serial is conceived as a story of a representative family in the coverage area (father, mother, and three children) coping with the daily challenge of life in rural central Jamaica. The content areas will include problems in agriculture, health, nutrition and education. The story will be kept current and up-to-date with the help of on-going research among the farming community in the area.

8. BROADCAST HOURS: Radio Central's initial plans are for two hours of programming from 5:00 to 7:00 p.m., Monday through Friday. Plans for expanding broadcast hours are already under consideration.

9. TRAINING: The staff of Radio Central were trained in formative research and team production methods for programme development by Bella Mody and Reesom Haile, advisors from the Institute for Communication Research at Stanford University, U.S.A. Stanford's involvement in this project ended in 1982.

10. EVALUATION: Evaluation of Radio Central's programmes was conducted by the Caribbean Institute of Mass Communication (CARIMAC). The lessons learned from the evaluation will help to develop guidelines for development support radio programmes with implications for other Third World countries. CARIMAC's co-operation with Radio Central ended in 1982. Thereafter JBC assumes responsibility for evaluation.

11. COST AND SPONSORSHIP: UNICEF provides seed money (U.S.$8,000) and JBC provides production facilities and local talents.

12. CONTACT: Representative, UNICEF, P.O. Box 305, Kingston, Jamaica, W.I., or Station Manager, JBC Radio Central, Mutual Life Building, 14 Caledonia Road, Mandeville, Jamaica.

**This is one of the activities of the JBC's Radio Central Project. JBC, with the assistance of USAID and Stanford University, launched a new radio station, Radio Central, for the specific purpose of supporting rural development in central Jamaica. The radio station began broadcasting on 6 September 1982.*

Planning and Producing Audio-Visual Materials: Slide Sets

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

PREAMBLE

Audio-visual aids are devices which help to communicate by creating an impression of realism in the audience's mind. They could be demonstrations with actual materials or in the forms of models, photographs, transparencies, slides, motion pictures and videotapes. The importance of audio-visual aids in education can hardly be overemphasized. Even the most carefully prepared presentation will fall on stony ground once the audience's attention begins to wander. Audio-visual aids hold the audience's attention and make them more receptive to the message. The use of actual materials is always preferable but often impossible, due to their size or unavailability. In order to overcome such difficulties, pictures, models, charts, and photographs are introduced. The use of these aids may appear to simplify message design and dissemination, but, in order to reach that happy state, the facilitator must take considerable trouble in preparing the aids. This article will focus on the design, production and utilization of slide sets.

SLIDE SETS

Despite the proliferation of video, the 35mm slide remains a popular and powerful message presentation aid. Techniques for producing and using slides are constantly being refined. Using these new techniques, you can create effective slides on a moderate budget and within tight schedules.

WRITING THE SCRIPT

The growing demand for audio-visual aids, compounded by budgetary constraints, limited staff, tight schedules, even organizational policy, is necessitating in-house audio-visual production self-sufficiency. The effectiveness of the final product will depend on the quality of the content which is expressed in a format known as a *script*. Nowadays there are professional script-writers, but if for some reason you cannot procure the services of one, it may be your turn to write a script. Although there is no guarantee that you will be successful, there are, however, a number of hints that will help one write an effective script. Script-writing involves the development of creactive ideas. It is also a logical method of writing down what the audio-visual presentation will be like. It details for the production staff (that could be you) exactly what the eye will see and ear will hear in the completed presentation. By looking at script-writing as the logical method to bring creative ideas to life, it becomes easier to develop a presentation that achieves its objective in an interesting or entertaining way.

The process of achieving this involves pre-production meetings, audience analysis, research, objective-setting, format design and storyboarding. The process for planning and producing effective slide presentations starts with gathering the most critical tools: *accurate details*. It is up to the writer to determine what details should be included in the script. Therefore, before one embarks on the script-writing one must:

- define precisely the problem and audience needs.
- specify clearly the objective(s). What is the purpose of the presentation and why? Verify this and write it at the top of every page of the script. Keep this objective in front of you at all times.
- know the subject matter. What are we talking about? Define clearly the presentation topic and priority message(s).
- know your audience. Who are they? What do they like and dislike? Consider the group: age, sex, position levels, interests, sensitivities and other traits.
- know the time-frame.
- know the audio-visual medium to be used. Is this a live, slide-supported presentation or is it to be programmed on a cassette tape? One projector or many? Is portability a consideration?
- design pretesting procedures.
- consider distribution needs and follow-up procedures.

Armed with these specifics, it is time to move to the research phase. Research, perhaps the single most important activity in script-writing, builds the foundation for the script and allows the writer to write about something he or she knows nothing or little about. It provides the writer with details and facts that make the presentation more interesting and realistic, more believable and persuasive. During research, ideas develop, creativity becomes more spontaneous, and the writer starts to visualize how the message will evolve. These details and facts should be synthesized into what is called a *"treatment."* The treatment explains the major sequences of the presentation and specifies how the writer plans to do what needs to be done. When this treatment is finalized and approved, the script preparation can start.

CF-RAI-USAA-PD-GEN-2007-000173

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000173**

External ID

Title

PSC Newsletter. Vol 7, No. 1, April 1983. Produced by PSC Service, UNICEF Hq, New York

Date Created / From Date	*Date Registered*	*Date Closed / To Date*
4/1/1983	**8/10/2007 at 2:21 PM**	

Primary Contact

Home Location **CF-RAF-USAA-DB01-2007-09470 (In Container)**

FI2: Status Certain? **No**

Itm Fd01: In, Out, Internal Rec or Rec Copy

Owner Location **Programme Division, UNICEF NYHQ (3003)**

Current Location/Assignee **Upasana Young since 8/24/2007 at 11:41 AM**

FI3: Record Copy? **No**

Document Details **Record has no document attached.**

Contained Records Container **CF/RA/BX/PD/CM/1985/T001: PSC Newsletter. 1977 - 1985. Prepared**

Date Published	*Fd3: Doc Type - Format*	*Da1:Date First Published*	*Priority*

Record Type **A01 PD-GEN ITEM**

Notes

Lead article: Happy Baby Lottery. Popularizing Oral Rehydration Therapy in the Gambian Villages, by William Smith, Academy for Educational Development, Washington, DC;
Other contents: Planning and producing audio-visual materials: Slide sets, by RRN Tuluhungwa, UNICEF, New York Project profile, by Wan-fai Yung, UNICEF New York (experimental radio drama series, a project of the Jamaica Broadcasting Corporation, with assistance of USAID and Stanford Univ); 1983 summer courses at Cornell Univ on communcation and development (communication planning and strategy; reaching rural women); Workshop in Yemen Arab Republic on PSC in primary health care; Yupo paper (booklet for traditional birth attendants (TBAs) produced by UNICEF Jakarta on "indestructible" yupo paper, highly resistant to water, folding, chemicals, oil, etc); Solar cells, by Toshihiko Murata, UNICEF New York (different types and manufacturers of PVCs); UNICEF Staff changes ; Acknowledgements.

Print Name of Person Submit Image	*Signature of Person Submit*	*Number of images without cover*
SAROJA DOUGLAS	Saroja Douglas	8