Seminar organized by Icograda on behalf of UNESCO
Nairobi, Kenya, 6-10 July 1987

Graphic design for development
Final report

by Jorge Frascara
Amrik Kalsi
Peter Kneebone

Icograda
International Council of Graphic Design Associations

Section for the Promotion of Arts
Section de la promotion des arts

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The seminar was officially opened by the Honorable Dr. William O. Omamo, EGH, MP, Assistant Minister for Research, Science and Technology. Edward Moyo, Unesco's Regional Communication Adviser for East and Southern Africa; and Jorge Frascara, President of Icograda also spoke.

After the opening ceremony, a presentation was made by Vijay Parulkar on problems and approaches related to communications in developing regions.

Days two, three and four developed as described above. Day five included reports by the chairmen and the secretaries of the working groups and a seminar summary report by Jorge Frascara. It was decided to continue the communication started by the seminar through the creation of an Icograda Regional Working Group, the Icograda/Africa Working Group. Members representing Egypt, Kenya, Sudan, Tanzania, Uganda, Zambia and Zimbabwe were registered and, through correspondence, one from Nigeria. The group's aim is to exchange information and to foster the development of design and design education in the region and particularly in each of the countries represented.

The seminar was closed with speeches by Edward Moyo on behalf of Unesco, Peter Kneebone on behalf of Icograda and Amrik Kalsi, Seminar Chairman.

Discussion

The Seminar brought together a number of specialists who soon discovered that there was much in common between the problems they faced in their own countries and those faced by the other speakers.
The major problems of communication in the countries that participated seem to be related to the use of several languages, the cost of communication technology and the cultural differences existing within each country.

It was reported that in addition to English, Zambia has seven official languages and 40 dialects. Children normally speak one of the 40 dialects until they go to school, rendering the first school years a foreign language learning course and dramatically delaying the broader education of the population. On the other hand, if English were to disappear, the lack of one national language would atomize the country and destroy any notion of national unity and identity.

Bilingualism in graphic communication for educational material does not seem to be a sufficient solution, since children attending a given school do not necessarily speak the same mother tongue. Cost implication can be severe if teaching aids are to be prepared in small quantities for each language. Multilingualism in educational material seems to be an area well worthy of a systematic approach, since the problem exists in several African countries and no satisfactory solution seems to be in place thus far.

The cost of production of instructional, informational and educational material was also highlighted as a major stumbling block after the massification of education took place. It was reported that Zimbabwe, after its independence, experienced a growth in school population from 80,000 in 1980 to 2.5 million in 1985. Existing
materials became insufficient in number and inadequate in content. In a country with very limited resources large amounts of them had to be directed at the production of teaching material.

In the process of the seminar, it became apparent that communal property of educational material is better than individual property. A primer could have a long useful life if the school, rather than just one child, owned it.

Preparation of the teaching material as part of the learning process was another suggestion. The need to involve the community and to use low technology means of production that take advantage of local resources seems to be a way to overcome cost-related problems. It was also suggested that research into indigenous materials should be encouraged in order to develop manufactured goods, usable for the production of texts and other visual material, that would not pose demands on the small resources available for imports in strong currency.

The cultural differences within the countries' urban and rural populations was also stressed. This implies a need for a reversal in the usual perception of the communication problem: it is not the rural person who should first learn the urban person's language, but the opposite, so that communication can be established. Usual conventions, verbal and visual, should systematically be taught, but care should be taken as much with regards to the form as to the content of the communication, so that breakdowns do not occur. Western conventions used in
visual representation can be successfully taught to rural Africans as long as they are relevant to issues the students are interested in. The imposition of visual codes without real need is not only useless but also undesirable.

Visual material always represents social and cultural values. The design of illustrations should very carefully consider the interpretation the audience can draw from a picture. In general, the problem of the cultural barriers calls for an extreme sensitivity in those who construct communications and poses an inescapable need to learn from the audience before beginning a teaching task.

These were some of the most important problem areas identified. The following working group reports plus the summary report, elaborate on the issues discussed.
WG 1: The Education of Designers

1) This seminar has been theoretical. This was appropriate for a first one in the area. However, a next seminar should be more practical, involving designers and other experts who would work on selected applied design problems. Problems like how to create symbolic languages, based on local traditional materials and motifs, that could effectively be used in solving specific visual communication problems in selected social settings.

2) The ultimate aim of this future workshop would be to find or formulate an education method (teaching and learning process) relevant to the type of design problems that the graduate designers will have to face in a developing region.

3) This would be a way to start the planning of a comprehensive system of design education for the African region.

Points to Consider

1) Designers should be trained to work very closely with the people whom their designs will be serving.

2) The training of designers should concentrate on an objective approach. The learning process should concentrate on analysis of problems, planning of working procedures and documentation for purposes of future reference. All this should have a close link with the function of the works. This education should make design relevant to all sectors. Design education, therefore, should
center on the use of traditional motifs, e.g., signs, symbols, present in the audience environment. It should use materials that have a close cultural link with the people, so as to enhance easy and effective communication. The study of social systems and relations between communities would greatly help to create viable visual design solutions.

3) The teaching of design should stress quality of work in terms of form and function.

4) Designers should be trained to test their work before it is put into function, so as to check its viability.

5) Design education should stress the learning of traditional history of art as related to the social life of the people. Here specific attention should be paid to the history of traditional design expressions.

6) This study of art history and traditional design expressions would call for the exchange of professors and other experts from various countries and institutions - who would share ideas and experiences related to their particular traditional design expressions. For instance, institutions such as NID and IDC of India could offer ample methodology based on their existing researches.

7) Although design education should concentrate on the use of local and traditional materials, it should also make use of modern high technology, such as computer-aided design processes, so as to cope with the rapidly changing world. Students should be trained (where possible) to use both hands and computers effectively.
8) Group work (team work) should also be stressed in the design learning process.

9) Design education could also involve competitions in order to increase the motivation of the students.

10) The establishment of an African Design Centre is recommended. This would act as a link for collected information and materials. This would also provide opportunity for exhibitions, seminars, workshops, etc. Students could be assigned to do the research and documentation of materials for the Design Centre.

11) Projects, focused on solving visual communication problems, should be proposed and designed. Sponsors for these projects could be sought through the help of Icograda and other international agencies.

12) Designers should be made aware of the problems affecting their work through seminars and workshops. These designers should be aware of their role in society so as to perform their task effectively.

13) Design education should start as a high school subject.
WC 2: Design of Instructional Materials

1) Graphic design is not yet well and widely understood in Africa. Its application to the development of educational and instructional materials is therefore limited. Improvements in the education of designers and the establishment of professional societies would help to promote the understanding of graphic design as an important profession in society.

2) The design of educational and instructional materials in local languages is preferred to the use of foreign languages. However, this should be viewed and done in the light of costs and other practical and cultural factors.

3) The development and production of education and instruction using local resources should be encouraged. This will not only reduce the cost of the materials, but also make them available to the majority poor.

4) Cross-disciplinary efforts are required to produce viable graphic materials for education and instruction. Designers alone, or educationalists alone, cannot solve the difficult problems presented by general education and training in Africa.

5) In addition to understood and applied standards, based on research findings, the designer of education and instruction materials must consider the specific learner and the goals of learning, and test the effectiveness of such materials with the appropriate audiences.
One should not use only local research findings and so create situa-
tions that will act against further education and interaction with
international situations.

6) Creativity in illustrating materials for education and instruction
is likely to suffer if designers continue to rely upon and use
ready-made materials such as imported picture libraries and
researches.

7) The designer of educational and instructional materials should not
only be concerned with technicalities, but also with existing and
desirable socio-cultural values, with a view to contributing to the
improvement of the quality of life. This could not be done
unilaterally by designers alone.

8) The design of road signs should not depend on simplicity alone for
its effectiveness. The amount of information communicated is what
counts. Road safety and other safety related symbols should be
taught in schools in order to familiarize people with symbolic
languages in use. While drivers know the meaning of road signs,
many pedestrians do not.

9) Developing countries should exercise great care in importing high
technology equipment from developed countries. Imported goods
often present problems of maintenance, manning and installation.
Such goods must be accompanied by instruction manuals that are
appropriate or locally developed.
WG 3: Design for Information

**Topic:** Education for the people (especially those in rural areas and urban slums)

* Before planning any communication programme (graphic or mixed-media) it is important to research the facts, try to understand the problem and clarify the approach.

**Aim:** Communication with People

The group identified problems faced by graphic designers as communicators and also tried to find solutions to the problems. The group also made recommendations to arrive at better solutions to the problems of design for development faced by communities.

A. **Problems:**

1) Graphic design for development or any other mixed-media communication programme to support development plans is not yet considered important. The policy-makers, planners and administrators, do not seem to take designers seriously. There seems to be total apathy towards this important communication service.

2) There is a gap, an enormous social barrier, between the graphic designers and the community they should be serving. This barrier is a result of complete urban/westernized orientation and training of the designers. Though being from the same country, there seems to be a cultural gap between the designers and the community. There is total alienation.
3) Designing has been, and is, purely a commercial profession and therefore the attitude of most designers is that 'if you don't pay I don't design'. Since there seems to be neither status nor money in designing for development, most designers show total lack of interest.

4) There is a general tendency in the educated (privileged) class to always communicate with 'these' people from a distance. The general attitude is we tell you and you better listen! Most communicators probably do not even realize that such an attitude means extreme arrogance towards their own community.

5) The wrong approach is 'These people are ignorant - I know everything' - hence the community becomes neither involved in development programmes nor in the design of communication materials. Are people really that ignorant?

6) If a designer or a group of communicators sincerely feels like working for a development project, the bureaucratic red tape delays will soon successfully kill all enthusiasm and interest. After a couple of such experiences designers stop caring for development, community, etc. and opt for the lucrative advertising market.

7) Most designers seem to have an ego problem - they consider themselves a 'special breed'.
B. Possible Solutions:

1) It is now up to the designers (in the non-industrialized countries) to 'go out' and first get recognition for themselves. It is up to the designers to impress upon others that they are not just for 'paste-up' jobs. However, before expecting others to look at designers with interest and then respect, it is high time for graphic designers to change their own attitude. Most 'customers' feel that printers do designing - and unfortunately printers also take it upon themselves to complete the jobs without consulting a graphic designer - hence all the poorly designed material. To avoid this, designers should join in professional associations. One of the aims of these associations would be the establishment of clear distinctions of functions and service in the communication field between concept and production.

2) The education of designers should include important academic subjects like psychology, human communication, sociology and anthropology, besides just techniques.

3) The designers themselves should take initiative and through their association produce a set of materials to communicate with the decision makers, and make them aware of the role a designer can play in development communication.
4) It is not suggested that designers should totally ignore money. Money is important, but if the designers and communicators on their own initiative participate in some of the national priority programmes like Education (not just for the elite), Health and Nutrition, it will help the community. Designers should never forget that they are also part of the community.

5) Designers and communicators, instead of lamenting over lack of funds and lack of modern sophisticated materials and equipment, should open their eyes and look around. They will find plenty of materials to convey their messages. The local materials and techniques will have an added advantage of being traditional and culturally acceptable.

6) Most designers must shed their 'high' behavior, listen to people, learn from people - and place themselves at the same level - interact and design the communication materials in such a way that instead of getting confused, people will understand. Designers working in the field of Development Communication should totally avoid the temptation to copy concepts and materials from western industrialized countries.

7) The designers must involve the community in the development of text, storyboard, layout, pre-testing, evaluation and feedback after final production. Just as one can't teach a child to walk without getting involved, the same is the case with development communication. The difference is that being a designer is like being a child, and the community must get involved in his/her efforts.
C. Conclusions

1) Designers should come together, form professional associations, understand the development priorities and problems of their own country, become part of the development process, and through their contribution convince the policy and decision makers that designers have a role to play.

2) Design and development communication are professional skills. If these skills seem to be ignored, the communicators themselves are to be blamed - they have failed in their jobs.

3) Graphic designers must acquire basic knowledge about other media and wherever possible, try a mixed-media approach.

4) The Icograda/UNESCO Seminar in Nairobi has been an eye-opener. Such seminars should be held in individual countries with more time for participants to express their views.
Recommendations:

1) **Professionality**: Training facilities should be created so that more people could be trained to acquire professional skills.

2) **Recognition**: The government bodies and the community should recognize the vital role that graphic designers can play in national development programs.

3) **Cultural Factors**: Cultural factors should be seriously considered before designing messages for specific areas.

4) **Research**: Research must always be conducted with the target audience before execution of projects.

5) **Experiments**: Experiments should be conducted with a sample of the message receivers before exposing the final works to the whole group.

6) **Feedback**: Response from the audience should be sought and utilized in the final designs.

7) **Employment**: Employment opportunities should be created for graphic designers within the public and private sectors. Secondly, graphic designers should also take the initiative to create new jobs.

8) **Standardization**: A standards board should be created to monitor and review graphic design projects of wide application.

9) **Audience Participation**: Audience participation in all stages of the graphic design projects should be greatly encouraged.
10) **Pilot Projects**: Pilot projects should be set up immediately by participants from various countries and organizations to encourage the continuity of the ideas shared at the Icograda/UNESCO conference.

11) **Network of Information**: An international network of information should be developed for the sharing of information among participants.

12) **Regular Conferences**: Frequent conferences, seminars, if possible once a year, should be organized.
To function efficiently, all organizations need an administrative framework to support them. In the design of visual communication, there is much evidence to suggest that the framework is weakened by the lack of recognition of the need to include graphic designers. This lack of involvement of graphic designers is present across the whole spectrum of the visual communications field. It encompasses not only the individual communication through a form or leaflet, but also the mass media, such as TV. It extends from the internal administrative functions to external communications.

The working group received two presentations of case studies. The first concerned the problems of distance learning in a widespread rural environment. The second involved the redesign of a government form. Both cases identified the problems of the remoteness of the printed words as perceived by the reader. Both looked at the need for effective visual presentation of text; and both highlighted the need for graphic devices to motivate the reader.

But one basic problem identified by the group was the lack of good quality paper. The presentation of a document, whether instruction book, form or poster, is much improved if the paper looks and feels good.
What do we expect a graphic designer to contribute? Ideas? Yes, but more than that. The ability to conceptualize those ideas and to bring them to reality. Originality? Yes, but again the skill to bring together the various facets of the work with a balance and impact that not only motivate but communicate. These ideas and vision may be reflected in an imaginative TV set, in making simpler a complex form or producing a poster that really gets the message over.

Where do we find designers who can imaginatively and intelligently deal with the problems? The evidence in Kenya suggests that there are designers but because of the lack of job opportunity in graphic design (because of the failure of administrators to recognize the need for graphic designers), most find their way into an academic life.

The working group emphasized strongly the need for careful design of both graphics and text in communications which are intended for an audience in a multilingual society.

The group also discussed the need for opportunities for designers to visit other countries, organizations and environments to broaden their experience - both life and work experience.

Recommendations:

1) Guidelines should be provided for all administrators to help them write messages that are clear, simple and that are related to the needs of their audience.
2) Because of the poor quality of paper generally available to African countries, it is imperative that some research should be undertaken into the use of local materials (for example cotton waste) for the local production of paper.

3) Since administrators are not aware of the roles of graphic designers in improving visual communication, it is essential that the work of the Icograda/UNESCO seminar "Design for Development" be brought to the attention of the most senior managers (eg. members of parliament) of the participating countries and that every effort be made to maximize publicity of the event in both TV and radio.

4) In designing printed communications, more emphasis must be given to finding out the needs of the public.

5) When organizations require a document for communicating with a large audience, they should be encouraged to engage specialists who have the required degree of knowledge.

6) To consider setting up a framework for an exchange system to enable designers to work in a different country or a different work environment to help widen the scope of their experience.
SEMINAR SUMMARY

The following summary highlights concepts discussed in the working
groups and in the individual presentations in an attempt to focus
future efforts.

The first three recommendations are of a general nature and are
directed at society in the abstract. The following ones are specific
and are directed at designers with a view to providing guidance for the
kinds of actions designers should undertake in order to improve both
their participation in their communities and the quality of life in
their communities themselves.

A. For Society in General

1) Regard access to information as a human right, along with food,
   health and shelter.

2) Develop and implement pertinent policies, legislation and budgets
   for the defense of that right.

3) Recognize the contribution that graphic design can make to the
   realization of that right.

B. For Designers (our responsibility is to act, not to complain)

1) Listen to the audience:
   - Research, learn, aim, tailor, adjust, understand, interview, test
   and only then, produce. Thereafter: evaluate, analyze, revise and
   think of the short and the long term effects of the communication
   strategy adopted.
2) Overcome the gaps existing between:
   - urban education and rural audience;
   - western attitudes and vernacular attitudes;
   - designers and administrators.

3) Avoid confusion between:
   - commercial work and development work;
   - training for commercial work and training for development work.

4) Overcome misconceptions such as:
   - "Designers can solve any communication problem" (we actually need to integrate multidisciplinary teams in many cases);
   - "Design is a way to stardom" (Design is a service and the designer a helper);
   - "Design cannot be good without a large budget" (Design is a mental process: lack of material resources is a component of the design problem, a challenge but not a blockade).

5) Overcome lack of profile of the graphic designers:
   - form associations, become an institution in society;
   - present your interests to the appropriate government agencies;
   - promote the role of design in development.

6) Overcome lack of understanding:
   - by self-generated projects that show what design can do;
   - by criticism of bad design in current use.

7) Demonstrate your usefulness as a designer:
   - by convincing authorities that design is politically and economically advantageous.
8) Try to achieve a balance in illustration approaches:
   - between vernacular and developmental needs;
   - between the existing cultural values and the desired cultural values.

9) Learn:
   - to communicate with governments and their agencies;
   - development problems and concepts, so as to be able to work within a broader context;
   - technology and materials, so as to be able to select the best available technology, to make the best possible use of it, and to be able to supervise production effectively;
   - the languages of your audiences.

10) Recognize the need:
   - to affect social attitudes, like speeding or drinking, that put lives in danger;
   - to help in every aspect where design can help;
   - to generate projects that can serve to demonstrate the best possible role graphic design can play in society;
   - to develop the awareness of the public regarding social problems such as health, nutrition, shelter, education and safety;
   - to remove stereotypes and to develop the visual skills of the population through the progressive teaching of useful conventions, starting from elementary education;
   - to actively promote your profession. (The apathy of clients and governments toward design will not change without the concerted action of designers).
C. Within specific areas the following concepts were discussed:

1) In administration:
   - the need to improve communication between large administrations
     and the public they serve;
   - the need to improve the effectiveness of the visual presentation
     of text;
   - the need to motivate the reader;
   - the need to demonstrate to administrators the contribution
     graphic design can make.

2) On the education of designers:
   - revise traditional programmes in order to equip designers for
     socially significant work;
   - equip them to work closely with their audience;
   - study design along with other contributing disciplines
     (sociology, psychology, language skills, anthropology, etc.);
   - introduce design in high school;
   - form the designer to communicate effectively through visual
     media; to be able to analyze information; to be able to understand
     different messages and different audiences;
   - develop materials for self education in design;
   - equip designers to succeed through the challenges of both high
     technology and low budget projects;
   - the traditional fine arts school cannot meet the needs of design
     education;
   - create a centre that could serve all the region as a pool of
     resources or as an information network core.
3) On safety:
   - test, develop, design, implement and evaluate road signs locally;
   - include road and other safety signs and symbols instruction in general education;
   - develop appropriate teaching aids for this purpose.

4) On literacy:
   - define literacy as the ability to not only read, write and perform basic mathematic operations, but also as the ability to comprehend, work with language and understand present day society;
   - foster literacy with appropriate sustained follow-up work;
   - develop appropriate and locally generated, tested and implemented materials for literacy development.

5) On resources:
   - investigate the potential of local materials and technology for the production of necessary visual communications;
   - deal with the lack of monetary resources as one of the components of the graphic design problem;
   - develop self-help approaches to the solution of problems and combine public and private resources.

6) In general:
   - study the problem and meet the needs of multilingual realities in communication.
Conclusion

The objectives of this seminar were:

To initiate dialogue among graphic designers in the Africa region, to define problems and to propose directions for action; all these objectives have been successfully met. In only five days the participants contributed to the discussion of cultural, visual, technological, economical, educational, social and communicational problems, and all of us left with a higher clarity in our understanding of these problems. In our view, the seminar was more successful than could have been anticipated.

The creation of an Icograda/Africa working group; the intention of further developing the institutionalization and the professional organization of graphic designers, and new insights into communication between graphic designers, audiences and government, are accomplishments that prove the success of the event and promise a better future for both the practice of graphic design in the area and the communities it serves.

Jorge Frascara
Amrik Kalsi
Peter Kneebone
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APPENDIX I

List of participants

Official Speakers

Mohamed Taha Hussein
4, Pani Street, Giza
Dokky
EGYPT

Vijay Parulkar
"Navant Bahar" 119/B
Prabhat Road
Pune, INDIA

Cephas Y. Apenyenu
Dept. of Fine Art
Kenya University
P.O. Box 43844
Nairobi, KENYA

Odoch Piño
Dept. of Design, Univ. of NBI
P.O. Box 10197
Nairobi, KENYA

Darehan Johal
UNCHS (HABITAT)
P.O. Box 30030
Nairobi, KENYA

Margaret Robertson
P.O. Box MP 113
Mt. Pleasant
Harare, ZIMBABWE

Hutton Archer
UNCHS (HABITAT)
P.O. Box 30030
Nairobi, KENYA

Kirti Trivedi
I.D.C., IIT, Powai
Bombay 400 076
INDIA

Norbert Kagwa
Inst. of Teacher Education
Kyambogo
P.O. Box 1, Kyambogo
UGANDA

Mohamed Hussein El Paki
National Council for
Arts and Letters
P.O. Box 105
Khartoum, SUDAN

Catherine Wandera Tenyo
Dept. of Design, Univ. of NBI
P.O. Box 30197
Nairobi, KENYA

Nelida Baigorria
Pizarro 935 PB
Buenos Aires
ARGENTINA

List of participants

Other professionals

Vladimir K. S. Kycenze
P.O. Box 9213
Dar-es-Salaam
TANZANIA

Anita Fisk
P.O. Box 43844
Nairobi
KENYA

Sylvester Maina
Dept. of Design, Univ. of NBI
P.O. Box 30197
Nairobi, KENYA

Annette E. N. Assa
P.O. Box 30030
Nairobi, KENYA

Peter Kreebone
3 Rue Henri Ribiere
75015 Paris
FRANCE

Anita Fisk
P.O. Box 43844
Nairobi
KENYA

Sylvester Maina
Dept. of Design, Univ. of NBI
P.O. Box 30197
Nairobi, KENYA

Annette E. N. Assa
P.O. Box 30030
Nairobi, KENYA

Jorge Frascara
Art and Design
University of Alberta
Edmonton, Alberta
CANADA T6G 2C5

Mrs. Felida B. Asava
College of Adult & Distance
Education, External Degrees
P.O. Box 92
Kikuyu, KENYA

John Michael Poers
19 Lancaster Road
St. Albans
ENGLAND

Edward M. Moyo
UNESCO
P.O. Box 30592
Nairobi, KENYA

Norma Asato de Velino
Pizarro 935 PB
Buenos Aires
ARGENTINA

Addis Abeba ETHIOPIA

Jorge Frascara
Art and Design
University of Alberta
Edmonton, Alberta
CANADA T6G 2C5

James Asibwe
The Standard Newspaper
P.O. Box 30080
Nairobi, KENYA

Antony Godet
Slagkastargatan 10
72241 Vasteras
SWEDEN

Kinyua Muriithi
Dept. of Design, Univ. of NBI
Box 30197
Nairobi, KENYA

Leonard C. Munesi
University of Dar-es-Salaam
P.O. Box 35044
Dar-es-Salaam TANZANIA

Catherine Gombe
Kenya University
P.O. Box 43844
Nairobi, KENYA

Donatella Procesi
VIA LAGO di LESINA 26
Rome
ITALY
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lut Fox</td>
<td>P.O. Box 46274</td>
<td>Nairobi</td>
<td>KENYA</td>
</tr>
<tr>
<td>Timothy Okelo Matolo</td>
<td>Inter-Development Services</td>
<td>P.O. Box 40900</td>
<td>Nairobi, KENYA</td>
</tr>
<tr>
<td>Kilausa Nthiani</td>
<td>Ministry of Information and Broadcasting</td>
<td>P.O. Box 129</td>
<td>Machakos, KENYA</td>
</tr>
<tr>
<td>M. M. Gohil</td>
<td>P.O. Box 30197</td>
<td>Nairobi</td>
<td>KENYA</td>
</tr>
<tr>
<td>Waitihira Muto</td>
<td>Kenya Institute of Education</td>
<td>P.O. Box 30221</td>
<td>Nairobi, KENYA</td>
</tr>
<tr>
<td>Sam A. Okeyo</td>
<td>Kenyatta University</td>
<td>P.O. Box 43844</td>
<td>Nairobi, KENYA</td>
</tr>
<tr>
<td>Isam Ahmed Abdel Nafiez</td>
<td>Sudanese Artists Union</td>
<td>Khartoum, SUDAN</td>
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<tr>
<td>Mjorohe K. Mungai</td>
<td>Nation Newspapers</td>
<td>P.O. Box 49010</td>
<td>Nairobi, KENYA</td>
</tr>
<tr>
<td>Wynn Gudnche</td>
<td>Voice of Kenya</td>
<td>P.O. Box 30456</td>
<td>Nairobi, KENYA</td>
</tr>
<tr>
<td>A. W. Kago</td>
<td>P.O. Box 39456</td>
<td>Nairobi</td>
<td>KENYA</td>
</tr>
<tr>
<td>Salim Mungai</td>
<td>P.O. Box 42264</td>
<td>Nairobi</td>
<td>KENYA</td>
</tr>
<tr>
<td>Rev. Lucio O. Gtieno</td>
<td>Churches Education Ass'n.</td>
<td>P.O. Box 54701</td>
<td>Nairobi, KENYA</td>
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<tr>
<td>Moses Gigachuii Kahuwan</td>
<td>P.O. Box 30456</td>
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<tr>
<td>James W.V. Murage</td>
<td>Design Division</td>
<td>Ministry of Water Development</td>
<td>P.O. Box 30221</td>
</tr>
<tr>
<td>Jane Owalo</td>
<td>Dept. of Culture</td>
<td>P.O. Box 67374</td>
<td>Nairobi, KENYA</td>
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<tr>
<td>Alex Karanja</td>
<td>P.O. Box 30456</td>
<td>Nairobi</td>
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<tr>
<td>Aggrey Muli</td>
<td>P.O. Box 30456</td>
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<td>Jane Owalo</td>
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<td>P.O. Box 67374</td>
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<tr>
<td>John Kariru</td>
<td>Kenyatta University</td>
<td>P.O. Box 30456</td>
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<td>Aggrey Muli</td>
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<tr>
<td>John Kariru</td>
<td>Kenyatta University</td>
<td>P.O. Box 30456</td>
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<tr>
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<td>Mutua Muthusi</td>
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<td>Mureithi Wamae</td>
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<td>P.O. Box 30456</td>
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<td>Richard arap Kerror</td>
<td>Kenya Times</td>
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<td>Grace Wanjiku Ranji</td>
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<td>Mrs. Grace Kidula</td>
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<td>Ruth Nakotesi</td>
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<td>Anne Mathenge</td>
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<td>Uma Nدادu</td>
<td>P.O. Box 30197</td>
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<td>Dave Muciri</td>
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<td>Charles Musau</td>
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<td>Michael Nasji</td>
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# APPENDIX 2

## Programme

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<tr>
<td>09:30</td>
<td>MULOMBA</td>
<td>ROBERTSON</td>
<td>HAIGORRIA</td>
<td>W.G. Chairman Report 1</td>
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<td>10:00</td>
<td>REGISTRATION</td>
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<td>W.G. Chairman Report 2</td>
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<td>10:40</td>
<td>Coffee</td>
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<td>KNEEBONE</td>
<td>FOERS</td>
<td>FRASCARA</td>
<td>W.G. Chairman Report 3</td>
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<td>KALSI</td>
<td>ICOGRA DA</td>
<td>KAGOWA</td>
<td>W.G. Chairman Report 4</td>
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<td>12:00</td>
<td>JOMAL</td>
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<td>14:30</td>
<td>Opening Speeches:</td>
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<td>17:00</td>
<td>FIDO</td>
<td>KIYENZE</td>
<td>ELFAKI</td>
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<td>Hilton Hotel</td>
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## Chairmen and Secretaries of Working Groups

1. THE EDUCATION OF DESIGNERS - Hussein, Mwanesi
2. DESIGN FOR EDUCATION AND INSTRUCTION - Malombe, Pido
3. DESIGN FOR INFORMATION - Parulkar, Agbemenu, Machuka
4. DESIGN FOR ADMINISTRATION - Foers, Kiyenze

Case studies to be presented by David-West, Hussein, Kiluva, Mains, Mwanesi, Combe, Cephas, Agbemenu, Fisk and others in their appropriate working groups.
## APPENDIX 3

### Abstracts of papers

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title of Presentation</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>Hutton Archer</td>
<td>World Habitat Day</td>
<td>Demonstration of graphic material prepared and distributed worldwide for World HABITAT Day 1986. Discussions regarding what sort of material could better project the messages.</td>
</tr>
<tr>
<td>Nebida Baigorria, Argentina</td>
<td>Literacy</td>
<td>Description of the major literacy program currently in place in Argentina.</td>
</tr>
<tr>
<td>Haig David-West, Nigeria</td>
<td>Adaptations of Graphic Design to the Needs of the Non-Literate Community at Iwofe Waterfront</td>
<td>A case study establishes that even if Iwofe Waterfront settlers were accessible to the projects of graphic design as tenable in the city centre, such accessibility would be merely marginal in meaning because of a fundamental and deep-rooted communication and indeed, cultural chasm. It further notes inadequacies in the education of graphic designers and proposes some recommendations.</td>
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<tr>
<td>Mohamed Hussein El Faki, Sudan</td>
<td>Art and Design Education</td>
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<tr>
<td>Theodor Fikru, Sudan</td>
<td>Educational Material</td>
<td>The design of forms in governmental communications.</td>
</tr>
<tr>
<td>Michael Foers, England</td>
<td>Design for Administration</td>
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<tr>
<td>Jorge Frascara, Canada</td>
<td>A New Alphabet for the Disabled Learner</td>
<td>Based on the principle that the perception of textures requires simpler functions of the brain than the perception of shapes and edges, a new alphabet was designed adding a different pattern to the background of each letter in the alphabet.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>Amrik Kalsi</td>
<td>Design Education and Development</td>
<td>Design education, in Africa, has not been developed to a level where it can help to solve national development projects as well as improve the general quality of life. In this presentation, an attempt will be made to identify some of the causes and effects as well as recommend some solutions.</td>
</tr>
<tr>
<td>Bernard Kiyenze</td>
<td>The use of Graphic Design for the Production of Communications of Social Importance in Tanzania</td>
<td>Tanzania is composed of more than 120 ethnic groups, each with its own diverse cultural norms and values. Graphic design supported by the use of Kiswahili, has contributed significantly to the solution of problems of communication among the ethnic groups in Tanzania.</td>
</tr>
<tr>
<td>Peter Kneebone</td>
<td>Verbal-Visual Communication</td>
<td>Important cultural and economic differences in the parameters of the design problems we face. Common ground illustrated by analysis of the relationship between verbal and visual communication and of the similar kinds of ambiguity and misunderstanding to be found. Examination of different types of verbal-visual presentation of messages and of different roles played by graphic illustration.</td>
</tr>
<tr>
<td>S.J.M. Maina</td>
<td>The Application of Graphic Design to Informing Readers and Non-Readers</td>
<td>Traditional African visual communication and the possibility of incorporating these traditional visual communication symbols into modern visual communication practices now existing in Kenya.</td>
</tr>
<tr>
<td>Stephen Mulomba</td>
<td>Problems Related to the use of Graphic Design in Zambia</td>
<td>Lack of training facilities and manpower. Appreciation of visual communication as well as economic and physical constraints.</td>
</tr>
<tr>
<td>Name</td>
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<td>Amrik Kalsi</td>
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<td>Bernard Kiyenze</td>
<td>Tanzania</td>
<td>The use of Graphic Design for the Production of Communications of Social Importance in Tanzania</td>
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<td>Peter Kneebone</td>
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<tr>
<td>Stephen Mulomba</td>
<td>Zambia</td>
<td>Problems Related to the use of Graphic Design in Zambia</td>
</tr>
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</table>
Kinyua Murithi  
Kenya  
Effective Graphics for new Readers in the Third World  
A demonstration that graphic designers can make valuable contributions to new readers - adult literacy projects through effective graphics.

Leonard Mwenesi  
Tanzania  
The Application of Graphic Design to Public Health  
The paper firstly looks at the current status of graphic media as it is used in Tanzania public health campaigns. Secondly it reveals a variety of bottlenecks that tend to hinder smooth dissemination of information through graphic media. Finally the paper attempts to discuss ways in which such visual communication can be made more effective considering known problems of learning from graphic media.

Vijay Parulkar  
India  
Design for Development  
A broad view of the communication problems encountered in development projects and the need to learn from the audience and to use their resources.

Odoch Fido  
Uganda  
Road Safety Campaign  
Graphic design for development, the case study of road safety. The paper illustrates the problems of publicity as related to road safety. It examines the role of graphic design in the same direction.

Margaret Robertson  
Zimbabwe  
Graphic Design in Zimbabwean Educational Integration  
Curriculum development and its 'visual policy'. Commercial publishing houses in Zimbabwe. Importance of graphic design in promoting sound educational material. Crisis of education of graphic designers. Some solutions.
Kirti Trivedi  
India  
Design and Development: An Essential Integration

Design is a much under-used tool in the developing countries. Paradoxically, it is least used in areas where it can benefit most. In this paper an attempt is made to identify and analyze the causes for this unfortunate situation, and to suggest ways in which design and designers can be really integrated as essential contributors to the process of development.

Catherine Wandera  
Kenya  
Graphic Communication for Rural Development in Kenya

In most third world countries there is great shortage of adequate printed materials to assist them in improving their standards of living. The reasons for this are that the majority of these printed materials are imported and therefore limited to urban areas. And even those that are available are not designed effectively to communicate with the rural audience.

Design and Television

A statement was submitted by a group of Kenyan television designers emphasizing the importance of television for educational and socio-economic development, the need for a better understanding of the role of the designer, and the desirability of training designers as design administrators in the electronic media.
APPENDIX 4

Icograda/Africa Working Group

Icograda Board Liaison:

Jorge Frascara
Department of Art and Design
University of Alberta
Edmonton, Alberta
T6G 2C9 Canada

Working Group Chairman:

Mohammed Taha Hussein
4 Feni Street
Gizeh
Egypt

Members:

Kenya

Dhanlaxmi Bhanderi
Kenya institute of Education
P.O. Box 30231
Nairobi

Moses Gichuiri Kahuay
Ministry of Information and Broadcasting
P.O. Box 30456
Nairobi

Nchani Kuluva
Ministry of Information and Broadcasting
Information Department
Social Services Division
P.O. Box 129
Machakos

Murithi Kinyua
University of Nairobi
Department of Design
P.O. Box 30197
Nairobi

J. Z. Machuka
Tourism Department
P.O. Box 54466
Nairobi

Sylvester J.M. Maima
Chairman, Dept. of Design
University of Nairobi
P.O. Box 30197
Nairobi

Timothy O. Matolo
Inter-Development Services
P.O. Box 40900
Nairobi

Waithira Muite
Kenya institute of Education
Box 30231
Nairobi

San A. Okeyo
Kenyatta University
P.O. Box 43844
Nairobi

Juliet Waterkin
Kenya Water for Health Organization
P.O. Box 30394
Nairobi

Nigeria

Haig David-West
River State College of Education
PMB 5047
Port Harcourt, Nigeria

Sudan

Mohammed Hussein El Faki
National Council for Arts and Letter
P.O. Box 105
Khartoum

Tanzania

Bernard Kiyenze
P.O. Box 9213
Dar-es-Salam

Leonard Mwenesi
University of Dar-es-Salam
Dept. of Art, Music and Theatre
P.O. Box 35044
Dar-es-Salam

Uganda

Norbert Kaggwa
Institute of Teachers Education
P.O. Box 1
Kyambogo

Zambia

Stephen Mulomba
Curriculum Development Centre
P.O. Box 50092
Lusaka

Zimbabwe

Margaret Robertson
Curriculum Development Unit
P.O. Box MF 133
Mt. Pleasant
Harare
APPENDIX 5

African institutions related to development


1) BENIN


2) BURUNDI

Commission Nationale du Burundi pour l'Unesco, Ministère de l'Education et de la Culture, B.P. 1900, Bujumbura.

3) CAMEROON

Centre National d'Education, Office National de la Recherche Scientifique et Technique (ONAREST), B.P. 1721, Yaoundé.

4) CENTRAL AFRICAN REPUBLIC

Institut Pédagogique National, B.P. 921/7721, Bangui.

5) CONGO

Institut National de Recherche et d'Action Pédagogique (INRAP), B.P. 2128, Brazzaville.

6) ETHIOPIA

Research and Manpower Development Division, Ministry of Education, B.P. 2996, Addis-Ababa.

7) GAMBIA

Education Department, Ministry of Education, Youth, Sports and Culture, Banjul.

8) GHANA

Curriculum Development and Research Division, Ghana Education Service, P.O. Box 2739, Accra.

9) GUINEA

Commission Nationale pour l'Unesco, Ministère du Domaine de l'Éducation et de la Culture, B.P. 964, Conakry.

10) GUINEA-BISSAU

Ministère de l'Éducation Nationale, Bissau.
11) KENYA

12) LESOTHO
Lesotho National Commission for Unesco, P.O. Box MS 47, Maseru.

13) LIBERIA
Liberia NEIDA Co-ordinating Committee, Ministry of Education, Monrovia.

14) MADAGASCAR
Commission Malgache pour l'Unesco, 11 Rue Dussol, 2 ème étage Behoririka, B.P. 331, Antananarivo

15) MALI
Commission Nationale Malienne pour l'Unesco, Ministère de l'Education Nationale, B.P. 119, Bamako

16) MAURITANIA
Institut des Langues Nationales (ILN), B.P. 660, Nouakchot

17) MAURITIUS
Unesco National Commission for Mauritius, 3rd Fl. Ambassador Building, Desforges Street, Port Louis

18) MOZAMBIQUE
Secretariat for International Cooperation, Ministry of Education, Maputo

19) NIGER
Institut National de Documentation, de Recherche et d'Administration Pédagogique (INDRAP), B.P. 16184, Niamey

20) NIGERIA
Nigeria Educational Research Council (NERC), 17 James Robertson Street, P.O. Box 8058, Lagos

21) SENEGAL
Commission Nationale du Sénégal pour l'Unesco, 87 Rue Carnot X Bayeux, Dakar
22) SIERRA LEONE
Planning Division, Ministry of Education, New England, Freetown

23) TANZANIA
Tanzanian Unesco National Commission, P.O. Box 9121, Dar es Salaam

24) BURKINA FASO
Institut National d'Education (INE), B.P. 7043, Ouagadougou

25) ZAIRE
La Direction des Services Pédagogiques du Département de l'Enseignement Primaire et Secondaire, B.P. 32, Kinshasa/Gombe

26) ZAMBIA
The Inspectorate, Ministry of Education, P.O. Box 50093, Lusaka

27) ZIMBABWE
Ministry of Education and Culture, P.O. Box 8022, Salisbury
APPENDIX 6

International list of institutions related to development

Arab Bank for the Economic Development of Africa/ABEDA
P.O. Box 2640
Khartoum, Sudan

Arab Fund for Economic and Social Development/AFSED
P.O. Box 21923
Safat, Kuwait

Asia and the Pacific Programme of Educational Innovation for Development/APEID
c/o UNESCO, ROEAP
920 Sukumvit Road
P.O. Box 1425
General Post Office
Bangkok 10500, Thailand

Asian and Pacific Development Institute/APDI
P.O. Box 2 136
Sri Ayudhya Road
Bangkok, Thailand

Canadian International Development Agency (CIDA)
200 Promenade du Portage
Hull, Quebec K1A 0G4
Canada

Caribbean Network of Educational Innovation for Development/CARNEID
Two-Mile Hill
P.O. Box 423
St. Michael, Barbados

Colombo Plan for Cooperative Economic and Social Development in Asia and the Pacific
Colombo Plan Bureau
P.O. Box 596
12 Melbourne Avenue
Colombo 4, Sri Lanka

Council of American Development Foundations
Apt. 204, Ave Lope de Vega 44
P.O. Box 620
Santo Domingo, Dominican Republic

Council for the Development of Economic and Social Research in Africa/CODESRIA
B.P. 3304
Dakar, Senegal
East-West Center
1777 East-West Road
Honolulu, Hawaii
96848 USA

Economic Community of West African States/ECOWAS
6 King George V Road
PMB 12745
Onikan
Lagos, Nigeria

Educational Innovations Programme for Development
In the Arab States/EIPDAS
P.O. Box 32320
Romithia, Kuwait

European Economic Community/EEC
Rue de la Loi 200
B-1049 Bruxelles
Belgium

Food and Agriculture Organization of the United Nations/FAO
Via delle Terme di Caracalla
00 100 Rome
Italy

Institute of Development Studies, Brighton
University of Sussex
Falmer, Brighton
Sussex BN1 9RH
United Kingdom

Institute of Development Studies, Dacca
Adamjee Court
Motijheel Commercial Area
Dacca 2, Bangladesh

Institute of Development Studies, Georgetown
University of Guyana
Turkeyan Campus
Box 841
Georgetown, Guyana

Institute of Development Studies, Helsinki
Helsingin Yliopisto
Fabianinkatu 33
SF-00170 Helsinki 17
Finland

International Bank for Reconstruction and Development/IBRD
1818 H Street NW
Washington, D.C.
20433 USA
International Council of Graphic Design Associations/ICOGRADA
P.O. Box 398
London W11 4UG
United Kingdom

International Council of Societies of Industrial Design/ICSID
Kluuvikatu 1D
SF-00100 Helsinki
Finland

Institute of Development Studies
University of Nairobi
Box 30197
Nairobi, Kenya

International Development Research Centre
P.O. Box 8500
Ottawa, Ontario
K1G 3H9 Canada

International Research and Study Centre for Development
Boulevard General Jacques 186
B-1050 Bruxelles
Belgium

Network of Educational Innovation for Development in Africa/NEIDA
C/o UNESCO
Breda, B.P. 3311
Dakar, Senegal

Organization for Economic Cooperation and Development/OECD
2 rue Andre Pascal
75775 Paris Cedex 16
France

Overseas Development Administration
Foreign and Commonwealth Office
Eland House, Stag Place
London SW1E 5DH
United Kingdom

Overseas Development Council
1717 Massachusetts Avenue NW
Washington, D.C.
20036 USA

Overseas Development Institute/ODI
10-11 Percy Street
London W1F 0JB
United Kingdom

Pan African Institute for Development
B.P. 4056
Douala, Cameroon
Pan American Development Foundation/PADF
1725 1 Street NF, Suite 622
Washington, D.C.
20006  USA

Pan American Health Organization/PAHO
525 - 23rd Street NW
Washington, D.C.
20037  USA

United Nations Centre for Human Settlements (HABITAT)/UNCHS
P.O. Box 30030
Nairobi, Kenya

United Nations Educational, Scientific and Cultural Organization/UNESCO
7 Place de Fontenoy
75700 Paris
France

United Nations Children’s Fund/UNICEF
United Nations
New York, New York
10017  USA

United Nations Industrial Development Organization/UNIDO
Vienna International Centre
P.O. Box 300
A-1400 Vienna
Austria

United Nations Development Programme/UNDP
United Nations Plaza
New York, New York
10017  USA

United Nations Research Institute for Social Development/UNRISD
Palais des Nations
CH-1211 Geneva 10
Switzerland

World Health Organization/WHO
CH-1211 Geneva 27
Switzerland

World University Service/WUS
Chemin de Iris 5
CH-1216 Geneva
Switzerland
ASSOCIATED SUB-NETWORK INSTITUTIONS

African Adult Education Association (AAEA)
Kenyatta Conference Centre
Room 901
Nairobi, Kenya

African Curriculum Organization (ACO)
Institute of Education
University of Ibadan
Ibadan, Nigeria

African Literacy Society (AFROLIT)
P.O. Box 72511
Nairobi, Kenya

African Social Studies Programme (ASSP)
P.O. Box 44777
Nairobi, Kenya

Association for Teacher Education in Africa (ATEA)
Fourah Bay College
University of Sierra Leone
Freetown, Sierra Leone

Association of African Universities (AAU)
P.O. Box 5714
Accra-North, Ghana

Basic Education Resource Centre for Eastern Africa
Kenyatta University College
P.O. Box 43844
Nairobi, Kenya

Bureau Africain des Sciences de l'Education (BASE)
B.P. 14
Kisangani, Zaire

Conseil Africain et Malagache pour l'Enseignement Supérieur (CAMES)
B.P. 134
Ouagadougou, Burkina Faso

Science Education Programme for Africa (SEPA)
P.O. Box 9169
Airport, Accra, Ghana

West African Linguistic Society
Department of Linguistics
University of Ghana
Legon, Accra, Ghana
Reference Bibliography:

The Europa Year Book, A World Survey (2 volumes)
London: Europa Publications

OECD
Directory of Non-Governmental Organizations in OECD Member Countries
Active in Development Cooperation (2 volumes)
Paris: OECD Development

Union of International Associations
Yearbook of International Organizations (3 volumes)
Munich: K G Saur Verlag KG
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Canadian Council for International Cooperation.
Directory of Canadian non-governmental organizations engaged in
International development.

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classification techniques."
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"A cross-cultural investigation of information processing."

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"Cultural and physiological influences upon spatial-perceptual
processes in West Africa, Part I."

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"Cultural and physiological influences upon spatial-perceptual
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Deregowski, Jan B.
"Orientation and perception of pictorial depth."
Deregowki, Jan B.
“Responses mediating pictorial recognition.”

Deregowki, Jan B.
“Principle of economy and perception of pictorial depth: a cross-cultural comparison.”

Deregowki, Jan B.; Ellis, Haydn D.; Shepherd, John W.
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Deregowki, Jan B.; Serpell, Robert.
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A study of pictorial perception among Bantu and White primary school children in South Africa.
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Comprehension of pictorial symbols: an experiment in rural Brazil.

Gerbner, George; Sigler, Marsha, eds.
World communications: a handbook.

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Holmes, Alan Chalmers. 
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in development.

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Misach, Marion; Margolin, Joseph B.
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(nonverbal) on family planning attitudes among Colombians.
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Mundy-Castle, Alastair C.
"Pictorial depth perception in Ghanaiian children."

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Courier.
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UNESCO statistical yearbooks.
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WHO.
World health statistics annual.