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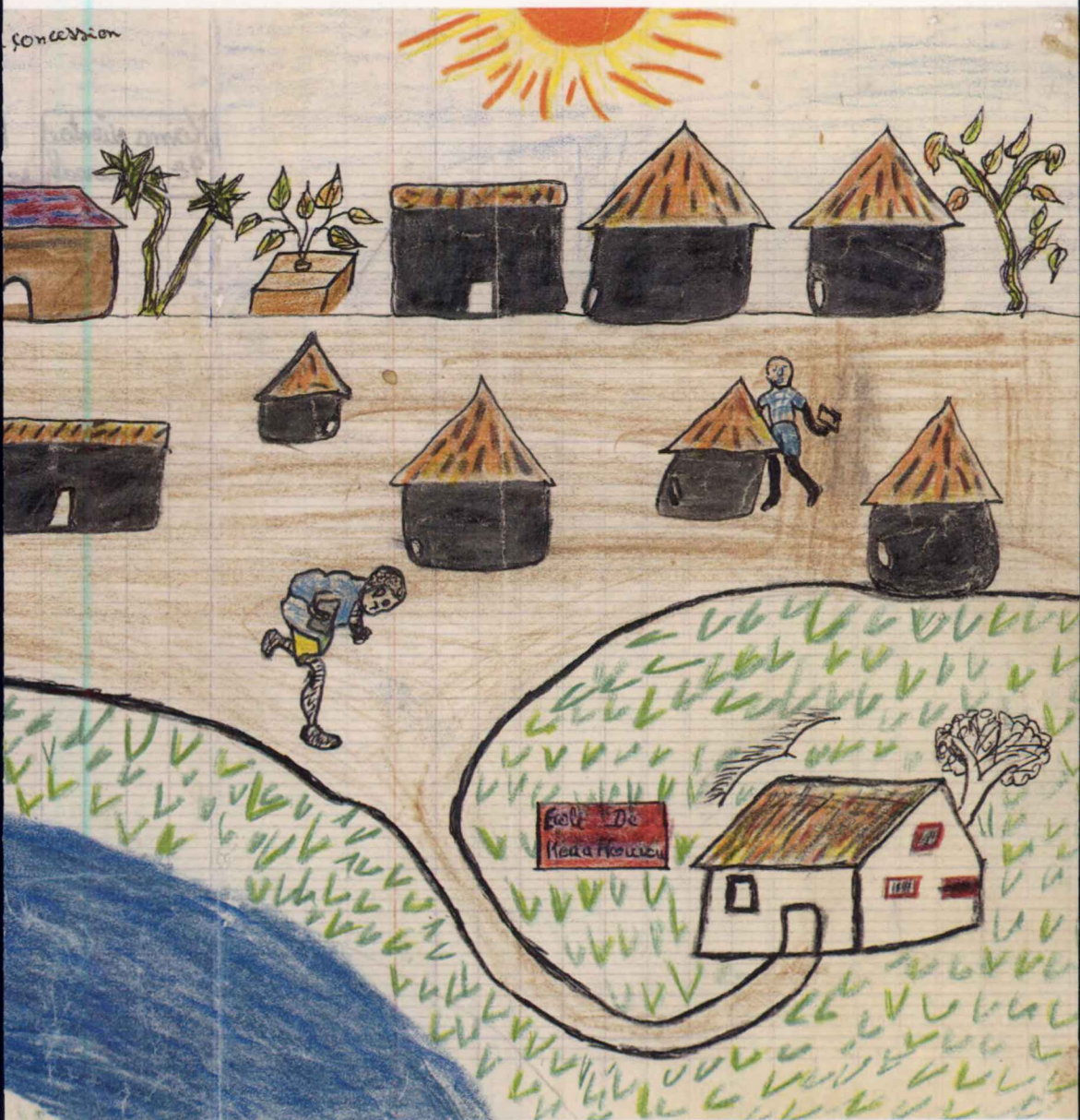
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THE APPROACH PRACTICAL GUIDELINES



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ACTION ECOLE/TELERAMA

Not forgetting all the members of the WALIA team.

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ENGLISH TRANSLATION: Claire Norton



**THE APPROACH
PRACTICAL GUIDELINES**

**Schools Environmental Education
Project - Walia**

**IUCN Sahel Programme
Mali 1991**

This One



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Preface

The IUCN Sahel programme addresses itself to the fundamental problems of environmental degradation in some of the poorest countries in the world. Problems for which no simple solutions exist. In order to reverse the destructive processes inherent in meeting urgent short-term needs, local populations must be fully involved in the management of *their own* natural resources.

This approach is crucial because Sahelians depend on these resources to a far greater extent than do the inhabitants of richer countries. Education about the environment is, therefore, of primary importance. Such education should be seen not just as a one-way flow of information but as a dynamic dialogue, drawing fully on traditional and modern knowledge.

For some years now, the WALIA project has put this idea into practice. This manual provides a description of the principles and the methodology involved.

Through school children, IUCN's environmental education programme reaches out to their families at home in rural areas and in small towns. The aim is to increase awareness and in doing so influence attitudes and activities particularly those which depend on the available meagre natural resources: the question of fuelwood; the importance of local plants; health matters; construction of buildings; hunting and fishing; agricultural and grazing practices; and land tenure issues.

If this may not always have an immediate visible impact, at least an investment is made in today's children, who are, after all, tomorrow's adults.

It is also hoped that, through this manual, the experience gained so far will provide a guide for the development of similar activities in other countries.

The IUCN Commission on Education and Communication and the Education Service offer technical and pedagogical support to environmental education activities around the world. The Service and the expertise in the Commission are available for further advice and guidance.

Jip Ketel
Sahel Programme Coordinator

INTRODUCTION

With seven and a half million inhabitants for a surface area of 1,241,000 km², Mali is the third poorest state in the world. Desert conditions prevail over more than half of the country and the total area cultivated represents only 12% of its arable land. And yet certain regions are over-exploited. This is true of the fifth administrative region, the interior delta of the Niger.

This situation was made worse by the drought of 1972 and deteriorated up to the beginning of the 80s. It was then that attention began to be paid not only to increasing production but also to the conservation of resources.

In August 1981, the tasks of the

Malian forestry service were officially redefined: to protect and develop land, surface waters, forestry resources, national parks and hunting areas. Four years later, in November 1985, the Government of Mali adopted a national plan for combatting desertification which advocated a global approach to the use of natural resources, enabling both more productive exploitation of the natural environment and its protection. This national development plan assumed the active participation of the populations concerned.

These resolutions are echoed in the concerns of IUCN. Since 1980, this organization has run a demonstration programme in arid and semi-arid areas on the integrated use of natural resources in the context of the World Conservation Strategy.

On its arrival in Mali in 1984, IUCN, with the agreement of the Malian government, had decided to restrict its area of study to the



MESSAGÈRE

DE NOTRE NATURE



Un bulletin pour mieux comprendre notre milieu naturel

Walia, from the name for the stork, the messenger bird, harbinger of hope heralding the return of the rainy season, seeks to awaken young people's curiosity in their environment.

Youvarou area (*cercle de Youvarou*), in the northern sector of the delta and had pinpointed five objectives:

1. surveys of natural resources;
2. surveys of the ecology of wetlands and the creation of reserves;
3. socio-economic surveys;
4. establishing a dialogue with local populations and raising awareness;
5. environmental education in schools.

It was in the context of this fifth objective that *Walia* was launched in June 1985.

Walia, from the name for the stork, the messenger bird, harbinger of hope heralding the return of the rainy season, seeks to awaken young people's curiosity in their environment. The content of the

Walia bulletin is, therefore, most important in increasing their knowledge. Understanding their environment better, protecting it, taking part in practical projects - all these *Walia* hopes to encourage amongst the young.

The team responsible for activities related to *Walia* works in close liaison with the Malian *Direction des Eaux et Forêts* (Water and Forest Resources) authorities. Thus far from "popping up out of nowhere", *Walia* is perfectly tailored to the region and its needs. Nor is it restricted to schools, since it is used by the *Eaux et Forêts* services, notably in the course of training sessions for forestry officials.

Le Lamantin ○ ○ ○

As-tu déjà vu un "Lamantin" ?
 De quelle taille crois-tu qu'il est ? Celle d'un poisson ou celle d'un crocodile... ?
 Eh bien ! Il est plus énorme encore, il peut atteindre plus de trois mètres de longueur...

C'est un mammifère aquatique, il vit dans notre fleuve et il préfère les endroits peu profonds et calmes, ce qui correspond bien à son apparence douce et inoffensive. A la vue de sa tête, tu te crois en présence d'un hippo, mais au queue te rappelle celle d'un poisson... mais il n'est ni l'un ni l'autre...

Les légendes nous racontent que c'est une jeune fille. Il faut dire que notre lamantin a deux mamelles sur la poitrine, son corps est lisse et poilu.

HOPE ! Propulsé par sa queue, il se déplace vite et sur de longues distances. A quoi servent ses petits bras ? Eh bien ! tout comme toi, il s'en sert pour nager et même pour apporter sa nourriture à sa bouche. Lui, il ne se nourrit que de plantes : du bourgou, des nénuphars, etc... on le dit végétarien.

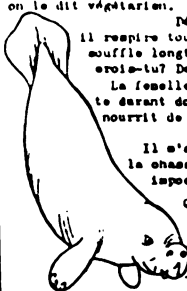
Médisaient, cet animal nous ressemble, il respire tout comme nous, il peut retenir son souffle longtemps sous l'eau. Combien de temps crois-tu ? Demande aux vieux pêcheurs...

La femelle n'a qu'un petit à la fois et le porte devant douze mois. Comme la femme, elle le nourrit de son lait jusqu'à l'âge de deux ans.

Il n'a pas aimé son "porte-parole" car la chasse et la pollution lui rendent la vie impossible... il se sent si menacé...

Que pour-tu faire pour lui venir en aide, pour le protéger ?...

Où sont mes parents ??? Je me sens si seul...



IUCN's target: to make schoolchildren more aware of environmental problems, a target supported by practical ideas and activities.

Left: The manatee, under threat from pollution and hunting, asks, "Where are my parents? I feel so lonely..."

I.

Activities

Activities

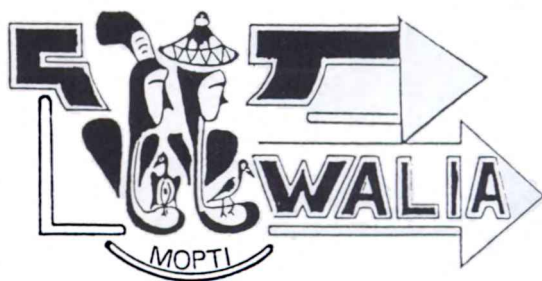
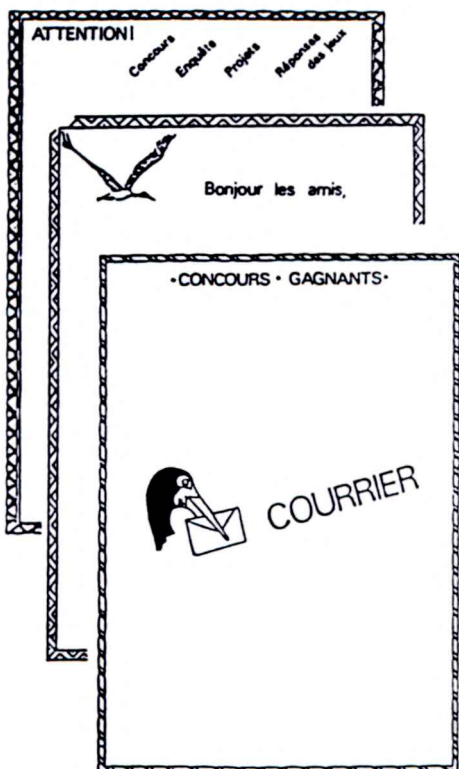
1. The bulletin

Objective:

"To make schoolchildren more aware of environmental problems": this is the target IUCN has set itself which is supported by practical ideas and activities.

Several approaches to achieve this might have been possible:

- A formal lecture for example. But, however brilliant, no lecture could have found its way into the schoolchildren's already heavily loaded curriculum. Moreover, given the average standard within schools, it would risk failing to achieve its objectives by going over the heads of its audience.



Un bulletin pour mieux comprendre notre milieu nature!

.... the same logo.

- Publishing a school textbook? Even a successful textbook could never reflect the pupils' daily lives closely enough. And indeed at present what schoolteacher would use it, given that Mali does not include environmental education in the school curriculum? What is more, this option would be an extremely costly one.
- Organizing slide presentations. But this assumes that all schools are equipped with minimal facilities, notably an electricity supply.

... recurring themes to encourage the habit of reading.

In the face of these difficulties, IUCN and Monique Trudel came up with *Walia*. A small journal, backed up by regular presentations (to which we will return later) which are made by the publishing team, in close liaison with various partners, particularly schoolteachers.

To be sure of achieving its objective, and rather than spreading itself too thinly, the team selected a specific readership: secondary school pupils from the 1st to the 6th form, i.e. 13-14 to 17-18 year olds. Before this age the pupils have in fact insufficient command of the French language to fully understand *Walia* and receive maximum benefit from it.

Walia does not, however, form part of the school programme. It is an extra-curricular activity within the school which takes place, of course, with the consent of the staff.

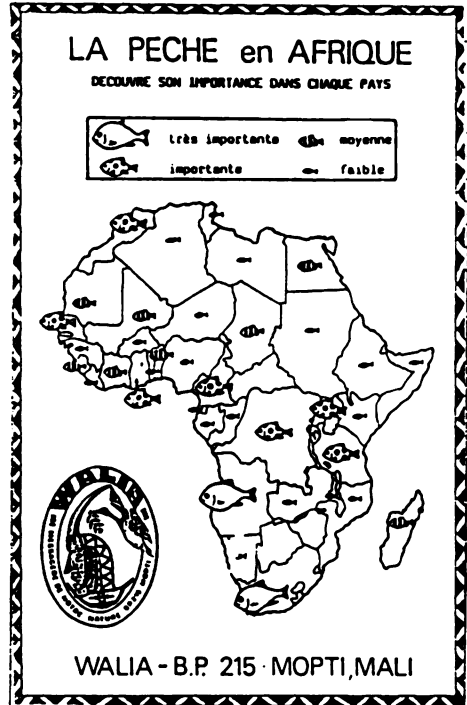
What does *Walia* look like?

Initially roneoed - a modest 12 pages for the first issue in December '85 and 16 for the second in March '86 - by October '86 it had padded out and reached its present shape: 24 pages coming out three times a year, once per school term.

It is printed on A4 sheets (210 mm x 297 mm) which are then folded in two to give an A5 format, so that *Walia* resembles a school exercise book, sturdy and easy to handle.

After twelve issues, a summary of *Walia* coverage shows subjects ranging from elephants to manatees, from water to erosion, from transhumance to farming life. At the

same time this diversity within the articles is kept under control. *Walia* is not a catch-all, but a carefully and logically planned journal.



A map of Africa with a specific theme - in this case, "Fishing in Africa: discover how important it is to each country."

Even its name owes nothing to chance. *Walia* is the Abdim stork, the migrating bird which heralds the arrival of the rains and good harvests, a messenger bearing good news. A friendly image which could not fail to arouse the interest of readers, be they children or adults.

Since the very first issue, the same logo, incorporating an arrow

Activities

symbolizing movement, has been in pride of place on the front cover. And the back cover always shows a map of Africa illustrating a particular theme: the major rivers, climates, nomadic peoples or the importance of fishing. Inside, regular headings, boxes, special ongoing topics, provide points of reference which encourage the habit of reading.

Colour, except for the cover (in yellow, pink, blue or green paper), would obviously be too costly, so clever use of page layouts provides visual interest.

Choice of subject matter

In the first place it is important that the subject matter should reflect the immediate surroundings and should fall within a specific, recurrent framework. Each issue is devoted to a single major topic: wetlands or arid zones, water, trees, etc.

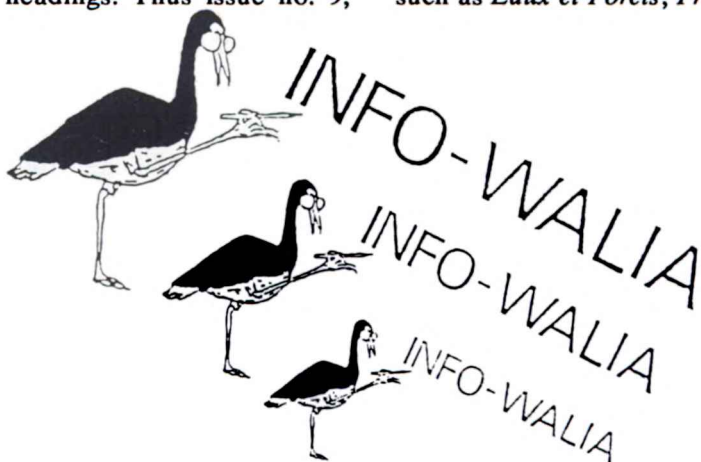
Taking this theme as a starting point, the issue then divides up under specific headings. Thus issue no. 9,

Vivre de la terre (Living off the land), after an editorial presenting an overview, considered the quality of various soils and showed how to tell rice from millet using text and pictures. The bird selected was the secretary bird, which walks more than it flies, the game was devoted to farming life (see centre pages) and the project page to "How to fertilize your garden".

The publishing team decide on subjects drawing on ideas which anyone can suggest at meetings. Great attention is also paid to the suggestions of pupils and teachers: these reach the team either in the course of visits to schools or through Walia's substantial mailbag. But there are also topical priorities - locusts, for example, or the re-emergence of bilharzia - which have been explored in depth.

Sources of information

You could say these are "anywhere and everywhere"! There are the "obvious" sources, official services such as *Eaux et Forêts*, *Protection des*





L'AUTRUCHE !

Sais-tu pourquoi...l'autruche ne vole pas?

Eh bien! notre ami BOUREIMA KONNOTOUGO, 9^eB Douentza nous raconte:

Qu'autrefois, parmi tous les oiseaux, l'autruche était le plus rapide à la course et au vol. Un jour, les oiseaux décidèrent de faire un pari: "qui sera le premier à s'abreuver à la mer noire?"

L'autruche très fière répondit: "Je serai la première que Dieu le veuille ou non!"

Ceci dit, chacun partit de son côté afin de se préparer pour la course.

L'autruche s'installa: plaça bien ses ailes à plat sur le sol et plongea dans un profond sommeil. Pendant cette nuit, les termites se glissèrent sous ses ailes et rongèrent toutes ses plumes une à une... Au petit matin, l'autruche se réveilla la première: secoua ses ailes pour s'envoler mais n'y parvint pas. Quel malheur! alors, elle décida de courir. Tous les autres oiseaux furent réveillés par le bruit de ses ailes, vite! ils se mirent en route aussitôt.

Le grand départ était lancé, tous les oiseaux plaignaient sauf l'autruche. L'autruche courait, courait, accéléra l'allure lorsqu'elle aperçut au loin la mer noire mais... la tourterelle blanche la devança et plongea son bec dans l'eau la première.

Depuis ce jour, personne n'a vu une autruche voler. Même aujourd'hui, les chasseurs disent qu'aucun animal peut rattraper l'autruche en courant.

Bravo! pour cette jolie histoire.

Dans un prochain numéro, nous donnerons la parole à l'autruche.

A bientôt!



5

A legend explaining why the ostrich does not fly sent in by one of Walia's young readers:

"Once upon a time, the ostrich was the fastest of all the birds, whether running or flying. One day, the birds decided to make a bet: "which of them would be the first to reach the Black Sea and drink from it?"

Activities

végétaux (Plant protection), *Opération pêche* (Operation fishing), etc. In addition, Walia maintains excellent relations with various organizations based in Mopti. The Catholic mission, for example, allows the team to refer to the books, particularly on nature and animals, available in its library. As well, *Médecins du Monde* and UNICEF contribute to the page on health.

Vocabulary

This is one of Walia's strong points and one of the reasons for its success: texts are short, clear, and accurate, with no embellishments, making them well within everyone's

grasp. In French, the familiar form of address *tu* creates a sense of closeness, and the reader is made to feel directly involved through the questions which are asked. The vocabulary is always specific and evocative, a word which catches the right meaning being used in preference to a technical term which no-one would understand, and can also therefore help with learning French. Finally, certain names are translated into the local language, which seems to be greatly appreciated. (It is worth noting that the Malian government's reform of school text books, undertaken notably with UNICEF, envisages that local languages should in future play an important part in official programmes, which is not the case today.)

Equipment used

A photocopier is used to enlarge or reduce documents and to prepare paste-ups. 5000 copies are then run off on an offset printer. A light box gives our illustrator good conditions to work in.

Print run and distribution

To begin with, photocopying restricted the print run to 1000 copies, which was clearly insufficient (1 copy for 10 to 20 pupils).

The information that it contains ... is therefore very precious.

Left: The cycle of the Guinea worm and how to avoid getting it by filtering drinking water.

VER DE GUINEE
Comment attrape-t-on le VER DE GUINEE ?

Te souviens-tu de la Bilharziose? c'est en se baignant dans les mares où les marigots qu'on risquait de tomber malade. Le ver de guinée, eh bien! c'est en buvant cette eau qu'on l'attrape...

Pour bien comprendre le cycle, suis bien le schéma.

- 1° Une personne malade se lave dans le marigot, les larves sont libérées dans l'eau.
- 2° La larve recherche un crustacé, c'est-à-dire un cyclope et va s'y développer.
- 3° Une personne saine boit cette eau et absorbe des cyclopes.
- 4° Les larves se libèrent des cyclopes dans le tube digestif et migrent vers les tissus au niveau des pieds où elles se transforment en vers adultes. La maladie se manifeste par des douleurs et des piqûres aux pieds. Que peut-on faire pour l'éviter? Il suffit de filtrer l'eau avec un morceau de tissu propre c'est suffisant pour retirer les cyclopes. Existe-t-il d'autres moyens au village???



Although the print run and quality has improved since the first few issues thanks to the use of more sophisticated equipment, we are still at the mercy of breakdowns caused by dust or the weather.

As far as distribution is concerned, we manage with whatever comes to hand! The post being unreliable - to say the least! - *Walia* is hand-carried by anyone who happens to be passing through Mopti: travellers, bush taxis, our colleagues in various NGOs (non-governmental organizations), fishing boats, etc. For their part, the schools collect their letters together and forward return mail in the same way. There are often very long delays therefore in the distribution of the bulletin both before reaching the school and even within the school itself.

How schools participate

School participation is huge, despite the distribution problems outlined above.

Teachers use *Walia* as a teaching aid. It's important to remember that the schoolchildren have no books and that *Walia* is very often the only

written document that they can read, re-read and keep.

The information it contains, in the texts, pictures and maps, must therefore be very precise (see "Impact" for more detail). Teachers also send in their own contributions: local stories or anecdotes which they have come across.

As for the schoolchildren, they have gradually changed. To begin with, they sent in their solutions to the riddles and the different games, and answers to the questions of all sorts which were posed in the bulletin. Nowadays, no longer content with simply responding to our invitations to participate, it is they who take the initiative, sending us masses of drawings, legends, guessing games, suggestions; they're never short of ideas...

The volume of documents the team receives, and the number of subjects to be covered, would justify more frequent issues of *Walia*, which could come out twice a term. The only obstacle, and it's no small one, is the one we have already described: the delays in distribution which would prevent the pupils being able to respond in the time allotted.

One schoolboy's contribution (translated from the original French):

Riddle:

Who is it who kills her husband on her wedding day?

Answer: The praying mantis.

Charade:

My first is a boy's name.

My second is the name of an animal.

My third is an adverb of quantity.

My whole gives the name of a town in Mali.

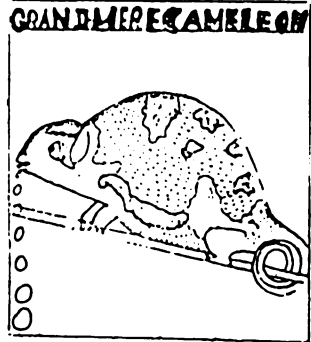
Answer: The town of Timbuctoo.

2. Presentations

Twice a year the Walia team visits the 25 schools which receive Walia to run interactive presentations. The object of the exercise, taking a given topic as a starting point, is to stimulate debate to make the pupils reflect more deeply on the issue.

At Djenné and Youvarou, for example, the older pupils learned how the food chain works, and the younger ones were introduced to the salt caravan, using a game.

Taking the food chain as an example: starting from observation of life in a pond, the pupils explain "who eats what". Encouraged by the person making the presentation, who



"Quant à moi, la terre était encore en formation, alors, elle était très molle. Ce qui explique bien ma démarche lente et contrôlée. Je ne voulais pas abîmer cette terre."

Malik Douyou explains why "Grandma Chameleon" treads very carefully: in order not to spoil the earth which was still very soft when she appeared.

JEU du message codé:

A C D E I J L M N O P R S T U V H Z
 O O e e O O O e O O e e e e e e e

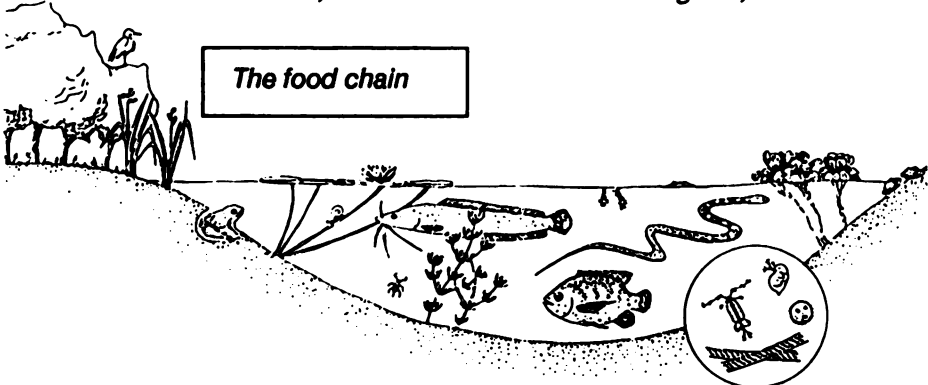
O'eee eee ee eeeeeee
 eee eeeeeeeeee?

Notre ami, Andoulé Guirou, 9°A Douentza nous demande:
 " A partir du code, trouve ce que dit le touriste."

A puzzle:
 ... "Use the code to work out what the tourist is saying" ...

puts them at their ease, they gradually gain the confidence to express themselves, put their point of view, and ask questions. In no way is this a lecture, but rather a collaboration between the presenter and the reader-pupils, a rare opportunity for them to escape a little from an over-rigidly organized school day. And an excellent way to learn and to retain without a moment's boredom. (See Guidelines for making Walia presentations in Chapter III.)

For the salt caravan, the Walia



team devised a game which tells the story of the long journey the Tuaregs of Timbuctoo make on foot all the way to the salt mines of Taoudénit, how they buy bars of salt, and then set out once more as far as the Dogon country to buy the cereals with which they then return to Timbuctoo. Here too, the atmosphere is relaxed and enjoyable. The children can have fun and at the same time they will have discovered a way of life - that of the Tuaregs - which was new to them, explored on paper the unknown region which the presenter describes to them, and

learnt how bartering works.

The materials the presenters use are ingeniously contrived from whatever comes to hand. For the food chain, for example, a large piece of white cotton serves as a board on which are placed the illustrations: the pond, fish, a fish-eagle, water plants, etc. To attach these to the board, a mixture of wood shavings and glue is pasted onto the back of the drawings, making a good substitute for sellotape or velcro.

As for the game, it was devised by

the team, sparked off by an idea put forward by somebody. Once it had been been discussed, improved upon, and polished, it was finally handed over to the illustrator to produce as clearly and accurately as possible.

The quality of the games and the success they enjoy amongst the pupils really justify their being produced in stronger boxes enabling them - and why not? - to be more widely distributed.

At Djenné, as at Youvarou, Ningari, and indeed as at all the schools visited, these presentations are extremely well received. "They

Activities

are very important for exploring the world in which we live. Even if during a lesson we occasionally happen to mention the environment, we hardly have the time to go into any detail," explains Mr. Anmadou Tahirou Bâ, who teaches history and geography to 10 to 13 year-olds in Djenné.

Right: the osprey

Mr. Oumar Salick, headteacher of the Youvarou junior school, echoes this and expresses regret that the Walia team's visits are not more frequent and that they involve only older pupils.

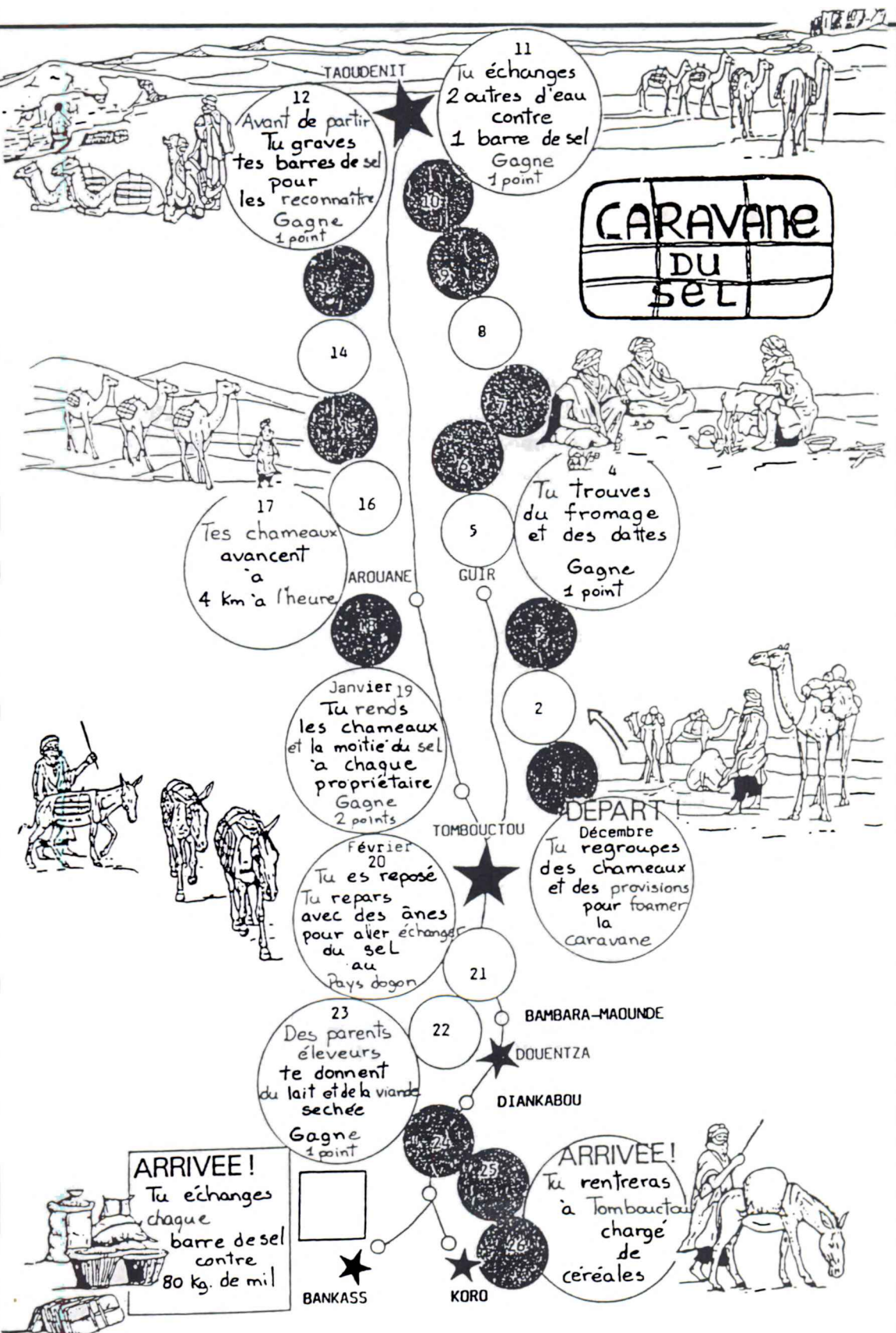
Which brings us to a sensitive point: it is impossible for the Walia team to do more presentations. Firstly because of the enormous distances which have to be covered to reach the various schools. Then assembling the pupils concerned without disrupting the life of the school can pose real problems: such and such a proposed day happens to be market day, the time would clash with the compulsory period for rural community work, and so on. No easy task, reconciling the interests of the pupils and those of the teachers! And finally, the unreliability of the post doesn't always enable the team to give enough advance warning of its arrival.

But if the teachers and the pupils are to be believed, there should be a greater number of school presentations in the future. Twice a

Opposite: "The salt caravan": a game tracing the Tuareg's long journey to barter salt from Taoudénit for cereals in Dogon country before returning to their point of departure, Timbuctoo.



year involves an enormous effort of organization for Walia (reaching all 25 schools once is equivalent to two months full-time), but this doesn't seem to satisfy those who are on the receiving end. Developing Walia clubs (see over) might provide one way of ensuring continuity between the two presentations.



TAOUENIT

12
 Avant de partir
 Tu graves
 tes barres de sel
 pour
 les reconnaître
 Gagne
 1 point

11
 Tu échanges
 2 outres d'eau
 contre
 1 barre de sel
 Gagne
 1 point

CARAVANE
 DU
 SEL

14

8

17
 Tes chameaux
 avancent
 à
 4 km à l'heure

16

AROUANE

GUIR

4
 Tu trouves
 du fromage
 et des dattes
 Gagne
 1 point

Janvier 19
 Tu rends
 les chameaux
 et la moitié du sel
 à chaque
 propriétaire
 Gagne
 2 points

TOMBOUCTOU

2

DEPART

Décembre
 Tu regroupes
 des chameaux
 et des provisions
 pour former
 la
 Caravane

Février 20
 Tu es reposé
 Tu repars
 avec des ânes
 pour aller échanger
 du sel
 au
 Pays dogon

21

BAMBARA-MAOUNDE

23
 Des parents
 éleveurs
 te donnent
 du lait et de la viande
 séchée
 Gagne
 1 point

22

DOUENTZA

DIANKABOU

ARRIVEE!
 Tu échanges
 chaque
 barre de sel
 contre
 80 kg. de mil



BANKASS

24

25

26

KORO

ARRIVEE!
 Tu rentreras
 à Tombauctou
 chargé
 de
 céréales



3. Walla clubs

The idea of clubs was born out of a very simple observation: Walia's young readers are highly motivated and want to "do something". Apart from participating by writing in, and apart from meeting the team responsible for producing the bulletin, they want to be involved in activities which enable them, together, to do something to protect their environment, just as Walia encourages them to do.

"I would like to contribute to the country's development by putting forward ideas," explains Mohammed, aged 16, the son of a policeman from Youvarou. The club there is run by a committee of nine boys and girls. Their aim is to plant fruit trees which are suited to the area: wild dates, mangoes and lemon trees. By liaising with the local representative of *Eaux et Forêts*, they have obtained a piece of land and been given advice. It's then up to them to look for fruit stones or pips and make their orchard grow.

And it's now up to Walia to suggest activities which are compatible not only with the soil and the climate of the region, but also with young people's free time. And to convince them that thanks to clubs they can do something concrete which benefits all without financial support (see Impact in Chapter II).

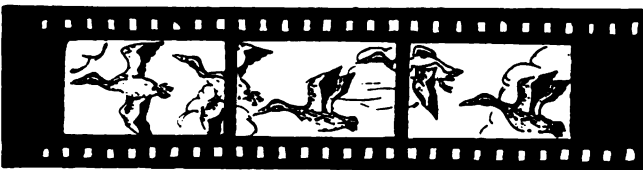
4. Related activities

External collaboration

Walia representatives are invited every year to the national young people's camp, which brings together pupils from schools throughout Mali. In August '88, Walia organized a

conference on the protection of nature. Through a presentation using illustrated panels, the participants learned how to identify plants and then how to make out identification sheets.

In another type of collaboration, the International Council for Bird Preservation (*CIPO - FRANCE*)



LA MIGRATION

Vous vous souvenez?... nous avons laissé notre ami DOUGOU-DOUGOU dans une petite mare en Yougoslavie. Combien de kilomètres??? Eh bien! environ 5,000 Km.

Il s'est bien reposé avant de reprendre la route, mais avec sa femelle cette fois-ci.
De quoi se nourrissent-ils...

vous avez trouvé! de graines, de mollusques et de larves d'insectes.

Arrivés à destination, en URSS, ils trouvent une mare et profitent de la végétation pour construire leur nid... Eh oui! c'est bien là...


Ils recouvrent leur nid de duvet et de belles plumes douces: le moment est venu pour la femelle de pondre ses oeufs. Un par jour jusqu'à 7 ou 9.

Les petits naissent vers la fin du mois de juin. Il fait chaud et les insectes sont nombreux. Alors, les oisillons mangent bien et grandissent très vite. Un mois plus tard, ils savent tous voler et ils sont prêts à partir.

Leur descente vers le SAHEL débute à la fin du mois d'août. Cette fois-ci, plusieurs arrêts sont prévus. Leur arrivée chez nous coïncide avec la fin de la Saison des Pluies.

Ecoute bien! je les entends déjà...

Comment peut-on suivre leur migration?...



4 octobre 86

MIGRATION

"Do you remember... we left our friend DOUGOU-DOUGOU in a little pond in Yugoslavia. How many kilometres away??? No less than about 5,000 km. He had a good rest before setting out again, this time with his mate. ..."

Activities

wished to collaborate with Walia in raising children's awareness of the importance of bird-life. Initially the Walia team agreed to publish a series of articles on birds. Thanks to this support, *CIPO* staff were able to undertake a series of presentations in schools. This collaboration, which took place in 1986, resulted in a fruitful exchange of teaching experiences, but left us with a dilemma: how in the end to assimilate Walia into the bird protection project.

At the request of two schools, the team has also organized outings complementing ecology lessons, followed by discussions with pupils and teachers.

Training local staff external to the project

Although the team is often called upon to make presentations to various organizations, the bulletin is also used on its own. Staff responsible for training for example extract information from Walia which relates to their pedagogical field and which they find is appropriate for their needs.

This is notably the case for those training forestry officials. Apart from using the texts and illustrations which directly concern the subject of their training, some also use Walia in literacy classes.

In the village of Bandiagara, teams working in rural areas used Walia pages devoted to health issues to teach women how to avoid getting Guinea worm.

At the suggestion of a mid-wife and a nurse from *Médecins du Monde*, Walia took part in the publication of two very simple manuals, one aimed at traditional mid-wives and the other at first-aid workers. Designed by *Médecins du Monde*, the manuals were printed by Walia and are currently being used by UNICEF, with the approval of the regional health department.

There are thus many examples of related activities that it would have been impossible to anticipate at the outset! Our team has also trained the *Eaux et Forêts* engineer from who is responsible for producing the forestry service's three-monthly journal, *Sahel Vert*.

And finally Walia trains members of its sister organizations in Burkina Faso and Niger.

Exhibition

In June 1988, the team organized an exhibition to make its activities more widely known. Four days' "open house" enabled the inhabitants of Sévaré and Mopti to visit Walia's offices. The exhibition itself was aimed more at Malian public officials and at the overseas organizations which have official or friendly relations with Walia.

The various issues of the bulletin were presented, as were examples of pupils' participation in all its activities: mail, surveys, games, drawings. This proved a very simple way of explaining Walia to those who knew little or nothing about it.

Subscriptions

A campaign to obtain subscriptions was launched in September 1989, with special rates for schools. From the outset the result was extremely encouraging. Schools in Bamako, for example, although not themselves involved with *Walia*, which is restricted to the Mopti area, subscribed. Equally, the response from embassies and NGOs was immediate. UNICEF requested that all its Mali branches receive *Walia* and *Opération lecture publique* (Operation public libraries), with French government aid, subscribed

on behalf of its 46 libraries.

Finally, an article which appeared in the weekly magazine *Télérama* in January 1990 brought in nearly 200 subscriptions.

The money from these subscriptions will enable us to buy equipment and to increase the number of copies distributed free in the Mopti region by widening the distribution to include primary schools and franco-arab schools for example.

Finally, what we hope is that one day there will be enough subscriptions like these to enable *Walia* to be self-funding.

HOW TO SUBSCRIBE TO WALIA

I would like to subscribe to *Walia*. I will receive three issues of the *Walia* bulletin for my subscription of 2,500 Fcfa (50 FF), plus postage. Postage: 1,000 Fcfa for Mali; 1,250 Fcfa (25 FF) for West Africa; 30 FF for other countries.

Name:.....

Organisation:.....

Address:.....

.....

Postal orders payable to "Walia B.P. 215".

Signed:

Date:

Walia B.P. 215, Mopti, Republic of Mali.

La vie du paysan

Dans le dernier numéro, je t'ai raconté comment les vieux de Diolli, près de Youvarou, font la culture du mil et comment ils passent l'année.

Aujourd'hui, je te propose un jeu pour vivre toutes les étapes de la vie d'un paysan. Dès les premières pluies, il te faudra labourer ton champ. Auras-tu suffisamment de semences ou devras-tu les acheter? Ensuite, tu sèmeras, tu trouveras des amis, des travailleurs pour t'aider, tu les nourriras. tu désherberas ton champ, et tout ce travail doit être fait avant les récoltes.

Attention! Même si tu as tout prévu, il y a toujours des surprises. Tu ne pourras rien contre la pluie abondante qui risque de noyer ton mil, ou le manque de pluie qui le fera sécher. Que dire des criquets et des oiseaux qui risquent d'envahir ton champ lorsqu'il sera presque prêt pour la récolte...

Pour survivre, devras-tu vendre quelques chèvres, quelques nattes, quelques paniers? Envoyer tes frères ou partir toi-même faire la cueillette des pastèques sauvages et celle du fonio? Tout cela dans le but de nourrir ceux qui t'aident en attendant les récoltes.



















Enfin, réussiras-tu à avoir une bonne récolte cette année et à faire la fête?

Tourne la page et bonne chance dans ta nouvelle vie de paysan...

"The farmer's life"

This game is introduced with a simple text (see opposite) inviting the children to share the various stages in the farmer's life, from tilling the soil to harvesting ... and warning them what surprises the weather or pests might have in store for him, as well as what he can do to survive.

The game itself (see overleaf) is played like "Snakes and Ladders", (but with a hoe for a ladder). Using a dice, a 6 has to be thrown to start off; as the players move around the board if they land on a hoe they can "climb" it; if they land on a snake they must slither back down it. The winner is the first to throw the exact number needed to land on box 29.

<p>25</p>  <p>te faut acheter des faucilles</p>	<p>26</p>  <p>Récolte de muni par les enfants</p>	<p>27</p>  <p>Invasion des mange mil</p>	<p>28</p>  <p>C'est</p>
<p>24</p>  <p>Bientôt les récoltes</p>	<p>23</p>  <p>Tes 1^{er} Epis de mil</p>	<p>22</p> <p>Tu manges et tu vends les pastèques sauvages</p>	<p>Septem</p>  <p>Tu ach le lait</p>
<p>15</p>  <p>Tu vends des paniers</p>	<p>16</p>  <p>Trop de pluies ton mil est inondé</p>	<p>14</p> <p>Tu fais la</p>  <p>cueillette des Pastèques sauvages</p>	<p>13</p>  <p>Tu as une part</p>
<p>14</p>  <p>Tu repiques Joue 4 pour continuer</p>	<p>Juillet</p> <p>13</p> <p>il faut nourrir tes travailleurs</p>	<p>12</p> <p>Tu desherbes</p>  <p>Attend un tour</p>	<p>11</p>  <p>Tu dois</p>
<p>Juin 1</p>  <p>DEPART</p>	<p>2</p>  <p>Tu prepares le champ</p>	<p>3</p>  <p>Tu as des semences</p>	<p>4</p>  <p>Tu dem</p>

JEU!

28
 Arrivée 29


 Bravo!

2
 20

 invasion de criquets

18
 19


 Tu fais la récolte du fonio

11
 Août des pluies 10

 Tout sèche



4
 5

 Tu sèmes

INSTRUCTION:

Trouve un dé 
 A chaque joueur son pion.
 Pour commencer, joue 6 et relance le dé pour te déplacer.

ATTENTION!


 avec la daba, tu avances.
 avec le serpent, tu recules.

Alors, si tu arrives sur une case avec une daba, remonte jusqu'au fer de la daba.
 si tu arrives sur une case avec la tête d'un serpent, redescend jusqu'à sa queue.


Qui gagne? Le premier qui arrive à la case 29 grâce au chiffre exact!

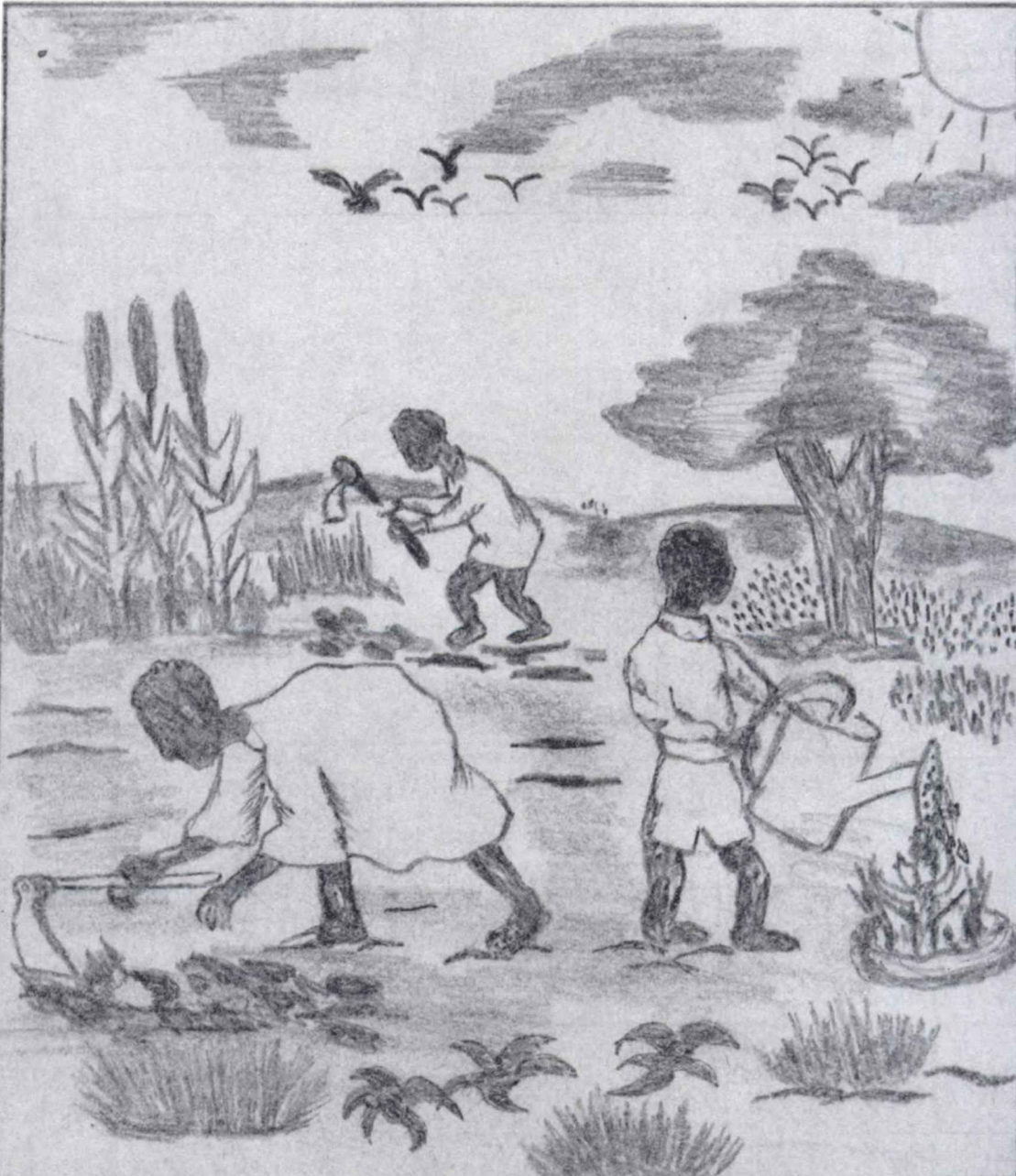
9
 Attention!

 Tu discutés avec le berger.

8
 Attention!

 Ton champ est piétiné

6
 Repose-toi
 attends un tour

7
 Bravo!

 les premières pousses



Boubacar Dembélé 8B Hopti I

II.

Impact

How should the overall impact of the project be evaluated?

It is relatively easy to evaluate the impact of *Walia* amongst teachers and pupils, and amongst the various official services with which *Walia* representatives work. Outside these two very defined areas, it is a more difficult matter. One thing is certain: *Walia* is extremely well-known and enjoys an excellent reputation. This was confirmed notably at Bamako, amongst ministries and organizations as diverse as UNICEF, *CILSS* (the Permanent Interstate Committee for Drought Control in the Sahel), *Opération Lecture Publique* and the European Economic Committee. Not to mention, of course, the interest expressed by many readers of the French weekly magazine *Télérama*, following the two articles which appeared there, the first in May 1987 and the second in January 1990.

How schools participate

The way in which pupils participate has been outlined in Chapter I (in the description of the bulletin) and has been illustrated by the letters and drawings sent in from all the schools of the region which have been interspersed here and there in this manual.

But the influence of *Walia* also makes itself felt during lessons. "The pupils very often ask me questions," reports one teacher from Bandiagara. "They want to know

about plants, animals, insects. I have to turn to *Eaux et Forêts* to be able to answer them!"

The participation of teachers is also important but varies from school to school, depending on the availability of the teachers and that of the headteacher. It takes time, and some have very little, to really organize a team effort. The more time the teachers can devote to *Walia*, the more motivated the pupils will be.

A very detailed questionnaire was sent to the teachers of the schools where *Walia* is distributed.

Eighty teachers, representing 16 schools, responded. Those teaching biology and history/geography make most use of *Walia* to illustrate their lessons, either to answer pupils' questions on a particular subject, or, as others explain, to familiarize them with narrative text. (And it is important to remember that in April 1987 at Youvarou, pupils were studying French comprehension using the 18th century heroic speeches of Corneille's *Le Cid*!)

"Some classes have no books at all," stresses Mr. Oumar Salick (Youvarou). "For them *Walia* is a precious tool, and for us a teaching aid.

"Given that the bulletin deals with a great variety of subjects - health, the environment, different climates - it's up to us to know how to elaborate on it using local data and our own knowledge."

Mr. Antoine Sagara, diocesan director of Catholic education,

expresses another point of view. Although now based in Mopti, he has known Walia since 1986, when he used to teach at Bandiagara. "The bulletin fits perfectly into raising children's awareness and educating them in how to protect their environment. They adore Walia precisely because it's not about remote, distant issues, but about things which are here and now. The solutions put forward for various problems are practical and appropriate. Filtering water through a clean cloth, for example, is not necessarily a new idea, it's taught in school; but when someone else explains why, it drives the point home."

"One of Walia's key strengths," goes on Mr. Sagara, "is its style: the language used puts it within everyone's reach."

The pupil - teacher - family - village link

What exchanges does Walia spark off? Who speaks to whom about it, and how?

The issues and discussions raised by the bulletin within schools are, as

we have described above, many and varied. They spill out beyond this framework, however, and sometimes give rise to comical situations. Thus, Mr. Oumar Salick (Youvarou) talks about Walia not only to his pupils but also to his own children. "Because of Walia," he explains, "my daughter insists on personally filtering the water for the entire family!"

But most interesting of all is undoubtedly what goes on between the young and the "old". To whom do our readers turn for information and stories to send to Walia? To the older generation, of course. And this breathes new life into perhaps weakening bonds, rebuilds links which may have been broken. A great many of the children's letters begin: "I asked the village elders ..." or "it was my grandfather who told me this".

The youngsters also go out in search of specific information: about health for instance. With the help of their herbal remedies, they explain in detail the benefits of this or that plant. And here, in an area where they are directly concerned, they can be highly inventive and effective. Thus in the Ningari region where the

Il a piseau pas comme les autres.
 Moi j'ai aussi un piseau pas comme les
 autres, parce que mon grand-père
 je veux contiger ^{que} mon grand-père si dit.
 Il me dit que c'était un grand piseau parce qu'il
 était plus que les autres piseaux. Il était grand et
 gros et qu'il volait très bien.

"A special bird ... I want to tell you what my grandfather told me.."

Guinea worm is very widespread, the young have really got themselves organized. With the approval of the traditional village chiefs and the help of their history and geography teacher, they have launched an information campaign. Coming together from eleven villages in the region, teams of five pupils patiently explain how you can get Guinea worm, how to avoid it by filtering water and with what.

At Barapiireli, they have actively participated in combatting locusts, explaining how to destroy the eggs and at what stage, and when to call in the plant protection service.

Links have also been established between pupils and forestry officials. At Youvarou, Mr. Karim Diallo is often visited by the young club members. "They come to ask my advice on planting their orchard, or to keep me informed on how their projects are progressing." Elsewhere

children have asked the forestry officials to punish people attacking birds.

Walia can also give rise to completely different types of activity.

At Diankabou, during village festivities, teenagers performed a ballet about locusts and a short play about UNICEF's extended vaccination programme. And at Sévaré, they wrote a play in the form of songs to tell the Walia story.

Reaction of government services, organizations, and the population of the region indirectly concerned

How is Walia perceived by all those who know it either closely or remotely?

Mr. Fanse Kone, regional director of education at Sévaré, has responsibility for 180 primary schools and 25 secondary schools. Aware of

Il n'y a pas de chey moi ou et que je connais. C'est le dernier
En monnaie je nomme « djo »
Il se trouve dans notre village devant la concession de mon grand
père
C'est mon grand père qui l'utilise
Pour faire des nattes et des éventails avec ses feuilles. Et parfois
pour s'en servir et lutter contre les maux de ventre.
Il est vieux parce que même mon oncle m'avait dit que le dernier
est plus vieux que lui
Il y a des jeunes rousiers tout près ?
Non, il n'est pas le dernier puisque mon grand père s'en sert de
lui

"I know a tree near me ... it's called a "djo" ... My grandfather uses the leaves to make mats and fans; the fruit is good to eat and helps stomach ache. It must be an old tree because my uncle says it's older than he is ... but there are young ones not far away..."

the serious difficulties which exist in education, he is all the more appreciative of any original initiatives which are taken in this field. He has followed Walia from the outset and is well placed to judge its impact, since he regularly tours the schools in his area.

Mr. Fanse Kone draws a distinction between the bulletin on the one hand and the presentations on the other.

"The bulletin is extremely useful to pupils who already have good reading and writing skills. The vocabulary, which matches the students' comprehension level, gets the messages across. You know what they say: you have to sweeten the pill to make it go down, and Walia's messages are certainly sweet! It complements lessons extremely well, consolidates them in fact, since the children can take the bulletins home and keep them, something they cannot do with their schoolbooks.

"I want to stress how Walia fosters a spirit of competition: pupils are invited to send in texts or drawings. When they are selected, it makes them very proud to see their name and address in print.

"The value of the presentations lies in the fact that because they are made by unfamiliar people from outside the school, the pupils' interest is aroused. They also teach them to be less shy. I have in fact observed that as a result of this the children ask more questions afterwards. This encourages the teachers to provide more factual and

precise information.

"The teaching world is a tricky place, often touchy about competition. As far as Walia is concerned, the reactions I have had have always been positive."

Walia has other supporters, namely librarians. In Mopti, both the libraries request copies and put them on display.

At the Catholic mission, Sister Sophie, who is in charge of the library, places Walia on the table in the reading corner. "As soon as it appears, the children pick it up, talk about it and swop it around. The bulletin is very practical, very useful, to the extent that our missions out in the bush ask us for copies. Some of the teachers in our schools would like to see the scope broadened to include primary schools."

At the *Opération lecture publique* library, Mr. Dia numbers about 500 schoolchildren amongst his readers. "Walia," he says, "is also requested by adults. We have all the issues available for reference. Our only regret is that we don't have enough copies. Couldn't more copies be produced?"

Mrs. Dominique Vallet, who is in charge of *Opération lecture publique*, confirms that she has subscribed on behalf of all 46 libraries involved, despite the fact that they are located throughout Mali and not solely in the fifth administrative region. "Even though Walia does not reflect local concerns other than around Mopti, that doesn't matter, it makes the child think. And for me that paves

SAUTERIAUX!!!



Tout le monde en parle, ils reviennent encore cette année et détruisent nos cultures.

Dès leur éclosion, ils ont envahi les champs et se sont attaqués aux semis. L'agriculteur a ressemé deux ou trois fois avant de les voir se disperser dans les pâturages.

Les sauteriaux migrent avec les pluies. Ils sont actuellement dans la 6^e et la 7^e région et à la frontière de la Mauritanie. Ils redescendront dans notre région à la fin de la saison des pluies pour y déposer leurs oeufs.

L'année prochaine, dès les premières pluies, les oeufs éclore et les larves causeront des dégâts aux cultures.

Que faire contre ces insectes? Que connais-tu de leur vie?

Sais-tu que les femelles pondent leurs oeufs dans le sol, que ceux-ci vont éclore 10 jours plus tard, que les larves libérées auront des ailes après 20 jours. Ensuite, 10 jours leur suffiront pour devenir des adultes prêts à se multiplier.

C'est très rapide, n'est-ce pas? A peine 40 jours... mais si les conditions sont mauvaises c'est-à-dire: pas assez de pluies, pas assez de nourriture, trop de chaleur... Alors, certains oeufs attendront 1 an, 2ans, 5 ans ou même plus avant leur éclosion.

Et maintenant, comment s'en débarrasser??? Il faut agir avant même que les larves puissent voler, sinon c'est très difficile.

Tu peux faire de la fumée, essayer de les écoraser ou mieux lâcher les poules et les canards dans ces champs...



Dis-moi! comment font les gens au village?

N'oublie pas que pour les cigognes comme moi, c'est tout un REGAL que de manger des sauteriaux!...

Ecoute! mes amis Garde-boeufs font de même... Ils sont 32000 à Bouna et ils mangent chacun un minimum de 60 par jour... Combien de sauteriaux seront éliminés par jour???

20

octobre 86

"LOCUSTS!!!

Everyone is talking about them, they're back again this year destroying our crops...."

... when they arrive, how fast they multiply, how to get rid of them ... and finally a puzzle: how many locusts will 32 000 birds eating 60 a day eat altogether in one day???

the way for a more wide-ranging *Walia*. *Walia* is something produced in Mali, and, in my view, should be developed throughout Mali. The children here have very few books and picture albums and they are mostly very dull and not very attractive. We mustn't pass up the chance for them to discover *Walia*.

"We plan to launch presentations based on *Walia* in our libraries: games, crosswords, stories, etc.

"We have also decided to bind the series of issues to make them stronger. Journals which are handled a great deal in libraries tend to become very fragile!"

Outside the world of teaching or related areas, such as libraries, *Walia* is known and liked by those in the environment protection services.

Mr. Kamissoko, director of the *Protection des Végétaux* service appreciates, he says, the content of the bulletin. "And I am not the only one, my staff also read it with much interest. In fact *Walia* has as much impact on adults as on children!"

He has personally met many of *Walia's* young readers and has therefore been able to measure the importance and the quality of the information it contains. "The pupils are very aware because of this of environmental problems. And they feel involved. In some villages, they raised the alarm about the arrival of locusts, for example. In the Ségou region, although *Walia* isn't actually distributed there, the children had heard about it. They organized themselves particularly to protect the

secretary bird, since this year the farmers have had to burn snake-infested pastures."

"*Walia* is a valuable aid for information and raising awareness," states Mr. Nouhoum Diakite, director of ODEM. *Walia* is distributed throughout the various services and is also used in the practical literacy centres, where it is valued for its clarity, and its use of the comic strip to explain topics.

"The bulletin is all the more important because it is following a path which to date nobody has taken. As a result, the children know about subjects not taught in school. What is more, the team which produces it is always open to ideas. The bulletin editors are not sitting tucked away in a corner. They come and see us, show us drafts to make sure they contain no mistakes, to ask us for more detail or to check them out. That is sufficiently unusual to be worth mentioning."

Mr. Nouhoum Diakite also underlines the importance of environmental education "in the widest sense of the word". "A million cattle leave the north every year to come to the Delta," he goes on. "It is vital that those raising cattle should be made aware of this, as they are the first to use and the first to destroy this environment. This awareness can only come through their children. We use *Walia* as a vehicle for spreading information on a certain number of subjects: plant cycles for example, how *bourgou* (a river plant) grows back or

Walia Franco-Arabe
Djenné

n° 12/FDPA

Le Directeur de l'Ecole Franco-Arabe

Monsieur le Directeur de Wallia
à Niagat

Madame,

En recevant par mail le 5 Décembre 1989
l'équipe Wallia et son pl. nous de l'école
Franco-Arabe sommes très heureux de vous
témoigner toute notre reconnaissance
Walia qui vient chez nous, arrive à point
nommé et son travail est très intéressant
pour le bien de Wallia
Que Wallia trouve en nous un accueil
plus long et plus agréable.

Djenné le 5/12/89
Le Directeur
Houssou Embre Courelo

The headmaster of the franco-arab school in Djenné writes to express the school's appreciation of the Wallia team's presentation:
"... Wallia's visit is very timely, when you bear in mind how many of our activities are based on Wallia. May Wallia's stays with us continue to be longer and even more enjoyable."

transhumance.

"Here, Wallia is circulated throughout our offices and we also distribute it in some twenty literacy centres. For my part, I would like to see local languages play a greater part. Fulani notably, bearing in mind that most herdmen's sons leave school very early."

For Mr. Adama Dicko, regional director of *Eaux et Forêts*, Wallia provides an excellent link between parents, children and the teaching profession.

"*Eaux et Forêts* have been asking for some time for school programmes

to include environmental education. By teaching about nature, how it changes and how to preserve it, Wallia fits the bill exactly."

The local forestry services are keen to receive the bulletin because they are often asked for information by pupils and teachers and they can use it to support their answers and during their school visits.

The pages which follow contain some practical guidelines for those who are embarking on the Wallia adventure. They contain some simple advice which we hope will prove useful.

III.

Practical guidelines

GUIDELINES FOR A STRATEGY FOR ENVIRONMENTAL EDUCATION

INTRODUCTION

Environmental education is now seen to be of primary importance when approaching development problems.

Given that IUCN's Sahel programme has already achieved positive results in this area in Mali, it is felt that this experience should be shared with other countries of the Sahel facing the same problems.

What follows is the outline of a Strategy for environmental education in schools derived from that experience in Mali which can be used as a reference.

MAIN TARGETS

- To arouse the curiosity of young schoolchildren concerning their own environmental problems.
- To help them to know, understand, appreciate, and protect their environment better.
- To provide them with a means of improving their knowledge of techniques for managing the environment so that they can take part in practical development activities.
- To ensure that young people transmit what they learn to their family and village community.

LONG TERM OBJECTIVES

- To encourage practical participation by young people in the management of natural resources for better development.
- To extend the environmental education programme to all the regions and countries where the Sahel Programme is involved, in order to have a real impact on the environment.
- To promote the opportunity for exchanges of information and experiences between those involved in environmental educational programmes with a view to building up a Sahel databank.
- To develop within each country a sense of belonging to a Sahelian entity, and this in order to promote a common policy for action.

Practical guidelines

STRATEGIES

In Mali, it has been decided to:

- use a logo common to all the environmental education programmes so that IUCN's Sahel Programme's authority in this area can be recognized internationally.
- devise an institutional framework conferring autonomous status on the education programme, enabling it to work alongside national services and international organizations involved in environmental education.
(The status of IUCN as an international organization is complemented by the involvement of the Ministry of Foreign Affairs under whose auspices the education programme works.)
- train national teams playing a part in environmental education so that awareness and conservation of the environment in the Sahel is the concern of the people of the Sahel.

MEANS

The first stage is to publish an environmental bulletin aimed at schools and reflecting the problems of each particular region. This is not intended to replace school textbooks, but rather is a teaching aid for all that relates to the pupil's local environment.

Supporting the bulletin, presentations are organized around certain topics, with the object of improving their understanding of the environment.

The Programme also provides technical help in launching small projects intended to improve local living conditions.

A second stage involves encouraging young people who are involved in activities related to the environment to come together. This provides opportunities for practical experience in the management of natural resources for sustainable development, working with the local population.

WORKING METHODS

The editorial approach is based on an interactive relationship between the bulletin and the pupils; on their voluntary participation in various games and competitions on the one hand and on their contributions of their own ideas and suggestions on the other.

Sources of information might include: the Sahel Programme's demonstration projects, national public services, international organizations and NGOs working in the area.

Presentation techniques depend on the schoolchildren's participation and their understanding of the subject matter. The team needs to be able to adapt constantly.

A diversity of skills and creativity amongst the team are indispensable for the success of the programme. Production and distribution take place side by side and this reinforces the sense of fulfilling a common task.

Training of staff for new programmes being set up occurs within projects which have already proved themselves. These practical courses enable the trainee to see the original approach used and to appreciate its importance.

Implementing the guidelines elsewhere means that the ongoing exchange of information, ideas and experimentation, techniques and methods between the various environmental education teams will result in an approach which will become more and more closely tailored to the realities of the Sahel with regard to the environment.

LA PECHE ET LA VIE DES PECHEURS



Fishing and the fisherman's daily life...

GUIDELINES FOR WALIA PUBLICATIONS

The advice which follows is about editing texts which aim to give a lay public technical information or basic knowledge in a simplified form, with a view to informing, educating and increasing awareness.

1. Basic rules

- Identify your target group. Who is your text aimed at? How old are your readers? How much do they know about the subject matter in question and how familiar are they with the language being used?
- Deal only with one subject at a time.
- Know exactly what you want to say and say only what you know.
- Use everyday vocabulary and explain any technical terms you can't avoid using.
- Be brief.

2. Rules for readability

- Use short words, short sentences, short paragraphs.
- Write in a straightforward way: subject, verb, object. Avoid relative clauses and inversions.
- Use everyday words in preference to learned words, concrete terms rather than abstract ones.
- Follow a precise, logical plan.

3. Clearly define the message you wish to get across. The message should not be confused with the subject matter. For example, an article on the subject of the secretary bird may carry several messages:

- a - the secretary bird is useful
- b - the secretary bird is endangered
- c - the secretary bird is well adapted to its feeding habits

4. Stress the link between the subject of the text and the reader. Have the readers come across this object, organism, occurrence, situation in their lives, or will they do so one day? Address the reader directly, using familiar forms of address; avoid impersonal forms and structures.

For example: rather than "Erosion must be combatted", write: "It's important to stop the good soil in your fields from blowing away".

5. Catch the reader's attention by treating subjects sympathetically (or unsympathetically as the case may be).

For example: in talking about the manatee, mention that despite its size, it is a timid beast, living well below the surface of the water, hiding amongst the weeds...

Describe the wind as playful and teasing: "He likes to lift up ladies' skirts and frighten little birds. He likes being with children, and holds their kites high up in the sky for them."

6. When you introduce living organisms, or a new physical or ecological phenomenon, compare it with an object or an event which is familiar to the reader. Use imagery in your description.

For example: to explain what a food chain is, take the case of a woollen blanket. Before weaving it, the weaver needs someone to spin the wool; the spinner in turn needs someone to card it first and that person has to buy the fleece from the owner of the sheep. The owner needs a shepherd to keep the sheep. And finally the shepherd buys a woollen blanket from the weaver to keep warm at night. All are linked to each other and need one another.

Another example: describe a ladybird as having "a body like an up-side-down calabash".

7. Appeal to all the reader's senses. Describe smells, colours, sounds, not forgetting both taste and feel.

8. Make numbers mean something.

For example: an elephant weighs approximately 4000 to 5000 kilos: an elephant weighs about the same as 40 to 50 sacks of millet.

"In 1981" means ten years ago.

9. Respect rules of punctuation. Poor punctuation makes a sentence difficult to understand, or completely alters its meaning.

GUIDELINES FOR WALIA INTERACTIVE PRESENTATIONS

Unlike lectures or talks, Walia presentations are interactive and are conducted in an informal atmosphere. This approach enables young schoolchildren to be directly involved in considering the problems of their natural environment. The project presently covers the 25 basic secondary schools of the Mopti region. The following are the objectives of the presentations:

- to facilitate the schoolchildren's comprehension of the subjects dealt with in the Walia bulletin
- to create an atmosphere of trust between pupils, teachers and the Walia team with a view to the participation of all three groups in the bulletin and in carrying out the activities appearing on the project page
- to allow an exchange of experience and reflection on subjects related to the environment
- to give the schoolchildren an opportunity to express themselves freely by giving their point of view on the state of their environment
- to allow the Walia team to collect information on the area in which it is active.

1. The role of the presenter

The presenter is like the conductor of an orchestra, steering the presentation without imposing ideas or putting forward ready-made solutions. Through the questions asked, the presenter can help the schoolchildren to consider a given phenomenon or problem, to analyze it and to propose suggestions. The presenter should listen carefully to the pupils in order to be able to get maximum benefit from the thoughts of each one of them. Using simple language, he or she transmits to the pupils information on the subjects which Walia deals with: flora and fauna, health, management of natural resources, etc. using the pupils' actual experience and knowledge as a starting point.

2. What makes a good presenter?

Good presenters must have certain qualities: they must -

- like their job, take a lively interest in how to conduct presentations and appreciate their importance

- be dynamic
- express themselves clearly
- have a good rapport with young people
- be knowledgeable on the subject
- be patient
- be capable of leading a discussion-debate
- know how to ask simple, precise questions
- be curious, and take their time

3. The presenter's attitude and behaviour

The success of a presentation depends a great deal on the presenter's attitude and behaviour towards the audience of young people. In no way should he or she behave like someone who has knowledge to impart to the children. Thus presenters must:

- stay calm, listen carefully to the pupils and not be discouraged by their answers or their diffidence
- leave time for questions to be answered
- not make fun of less than perfect answers
- not monopolize the "conversation"
- speak slowly and loudly
- write difficult words on the blackboard
- stand in full view of all the pupils.

4. Practical advice for preparing and conducting a presentation using Walia material

Given the target group (schoolchildren), Walia interactive presentations differ from those of GRAAP (a group working on applied research on rural self-improvement) in the specific nature of Walia material (interactive panels, and removeable pictures) and in the informality of Walia discussion-debates.

The subject of the presentations is generally covered in the Walia bulletin. For the presentation to be a success, certain rules should be respected:

- give advance warning of the visit, specifying the date and length of the presentation and its subject
- make sure all the material needed for the presentation is available
- define its objectives, by referring to those given in the presentation sheet
- practise using the presentation questionnaire with colleagues and try to guess all the possible responses the children might make
- follow the stages given in the presentation questionnaire

Practical guidelines

- place the panel or the cloth illustrating the presentation where everyone can see it
- make sure that the pictures are in the correct order if using GRAAP material before the presentation in order not to waste time looking for them
- follow the order for adding on or pointing at the pictures suggested in the presentation sheet
- for the presentation to be successful, restrict the pupils' numbers to 30 or a maximum of 40, don't exceed an hour for the presentation and above all avoid detaining the pupils during the last hour of the morning.

5. How to judge the success of presentations

This involves a process of self-evaluation on the part of the presenter and evaluation of the material used, enabling any gaps or weaknesses in the presentation to be discovered and improved upon so that the objectives can be reached better. The help of a fellow-presenter or of a teacher watching the presentation is desirable during an evaluation since it is not always easy to judge one's own performance. The evaluation should include the following points:

a) The attitude and behaviour of the presenter (the opinion of some external person is very important in this aspect of the evaluation):

- Did I speak too fast?
- Did I give the children time to answer the questions asked?
- Did I listen carefully enough to the children? Did I give equal weight to all their answers and suggestions?
- Did I rephrase my questions if necessary so that the children could understand them better?

b) How the presentation was conducted:

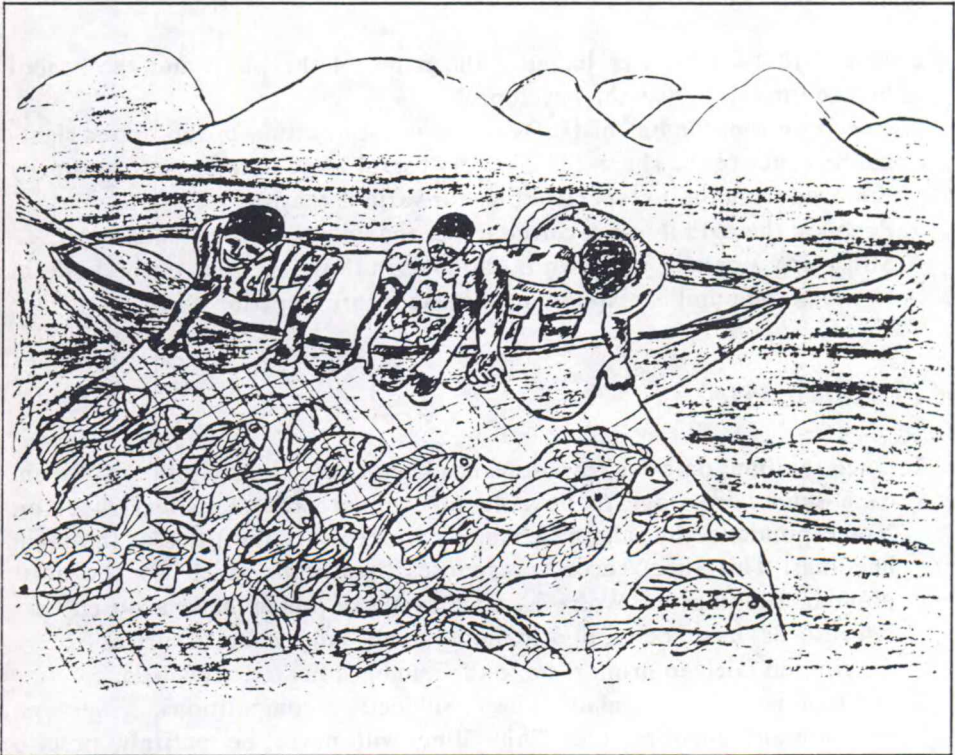
- Did I introduce the subject sufficiently well to arouse the children's interest?
- Did I follow the stages given in the presentation sheet? Does the order of the questions in the "presentation questionnaire" need modification and if so how?
- Were my questions precise? Did they result in satisfactory replies?
- Were my questions open or closed?
- Did I use the presenter's check-list to make sure that no important point had been missed out and that the initial objectives had been met?

c) Using the presentation material:

- Is the material used clearly visible and comprehensible to everyone?
Does it correspond to the surrounding reality?
- Did I wait for the pupils' replies before putting up the pictures or pointing at them?
- Did I follow the order for putting up or pointing at the pictures?
- Did I explain the panels well?
- Did I summarize the panels or the pictures as a whole?
- Should some pictures be modified or replaced and if so which?

N.B. An open question is one which ends with "why?" and which therefore stimulates debate.

A closed question is one which can be answered with "yes" or "no".



GUIDELINES FOR RECEIVING, CLASSIFYING AND SELECTING MAIL ADDRESSED TO WALIA FROM SCHOOLCHILDREN

The mail that schoolchildren send to Walia contains a great wealth of information. It will be used not only to develop future issues of Walia, but also possibly for special projects: a special issue containing the children's work, collections of legends, research on local herbal remedies, etc. It is therefore most important that it should be preserved and classified in order to make it easier to refer to and to extract certain statistics on participation in the bulletin.

Here are some stages to be followed in order to achieve this:

A. RECEIVING THE MAIL

1. Check that each letter includes the name of the pupil and the school before throwing away the envelope.
2. Pencil on the number of the Walia issue in question in the upper right-hand corner of the sheet. (This is very useful when letters are temporarily removed from their respective files for various reasons.)
3. Pencil in the date it was received under the number of the Walia issue.
4. Still using a pencil, jot down in the margin those sections of the bulletin to which the pupil is responding to make future selection easier.

B. CLASSIFICATION

1. Once the final date for responses has been reached, group the mail from each school in order to be able to complete the statistical sheet on "correspondence by school", changing if necessary the titles of the main headings. This sheet records responses by school; which are the most popular headings in Walia as well as those which have aroused less interest or have been poorly understood; and enables prizes to be distributed fairly in proportion to the number of entries received.
2. Organize the mail by subject: competitions, surveys, question-and-answers, etc. This filing will never be entirely precise because the pupils often reply to several sections on the same sheet. Nevertheless this stage will aid in the selection process.

C. SELECTION

1. Select the winning entries for competitions and the letters, games, riddles, etc. which best match the theme of the forthcoming issue of *Walia* or with *Walia*'s concerns in general for the letters page. Take care that the number of winning entries per school corresponds to the rate of response of that school, whilst at the same time ensuring that there is at least one winner for each school participating; make no distinction between girls and boys, or between the various years.
2. For drawing competitions, the selection might be done by a panel from within the *Walia* team.
3. Where the response to riddles or games has been very high, the winners can be chosen at random, by drawing names out of a hat.

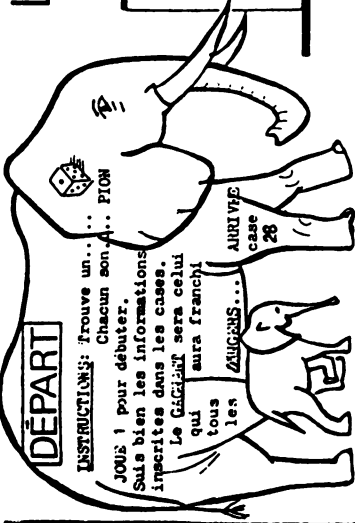
D. FILING

To make later reference easier:

1. Type out any stories and recipes for "healing plants" and file them in the appropriate folders, always including the name of the pupil, his or her school and the corresponding *Walia* issue.
2. Type out the most interesting anecdotes, commentaries, replies to questions and file them in the folder entitled "Selected children's mail". Note also the number of the *Walia* issue.
3. File all the original mail in the folder entitled "Reply mail" identified by number of the issue of *Walia*.

Overleaf: "Ngiwa's great adventure" tells of the birth of a baby elephant and all the dangers he has to overcome to reach a large enough lake with an adequate food supply nearby.

As the children throw dice to move round the board, they also learn how much he weighs, how much water his trunk can hold, how the herd is made up, how much he needs to drink a day, and more...



LA GRANDE AVENTURE DE NGIWA



DÉPART

INSTRUCTIONS: Trouve un...
Chacun son... PION

JOUE 1 pour débiter.
Suis bien les informations
inscrites dans les cases.
Le GAGNANT sera celui
qui aura franchi
tous les **ANGERS...**



1 Naissance
d'un éléphant
Poids 100 kg.

2 L'éléphant
ne peut pas
encore marcher
Passe un tour.

3 Tu grandis
Tu sais marcher
Avance à la
case **7**

REPOS
Pour continuer
Joue **6**

4 Avance à la
case **9**

5 En route !
Il faut se
dépêcher pour
boire et manger

6 Mère asséchée
Avance
case **10**

7 Je passe
18 heures par jour
à la recherche
de nourriture.

8 J'ai besoin
de beaucoup
d'eau
100 litres par

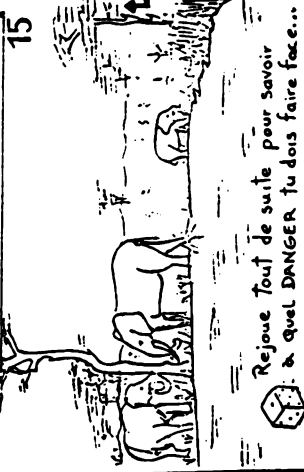
MARE DANGEREUSE

17 La route
est libre
tout va
bien, on
continue

18

19 Je suis sûr
j'ai trop mangé
de fruits, mais
je ne sais où
aller...

20 Reviens !
Les hommes
cultivent
le mil sur
des
terres



10 Danger écarté.
Honneur à la mère
Tu as bien le temps
de te baigner. Passe un tour.

11 Tu es pris dans la boue,
Recule case **12**, pour t'en sortir.

12 Pas de danger
avance à la case **17**

13 Tu es blessé par un crocodile,
Recule case **6**

14 Attention !
Les hommes
s'abaissent
la même
route que nous

15 Un mâle
âgé de 12 ans
est négligé du
trapeur
recule
case **11**

16 Poids
à l'âge adulte
5000
à
6000 kils
Pailles et
des jaunes

Rejoue tout de suite pour savoir
à quel DANGER tu dois faire face...



21 Tu ne peux
rien faire
Rejoue
Passe par les
pâtisseries

22 Trop de bruit
Reviens case
20

23 Trop de bruit
Reviens case
20

24 Mère
asséchée
Recule
case **21**

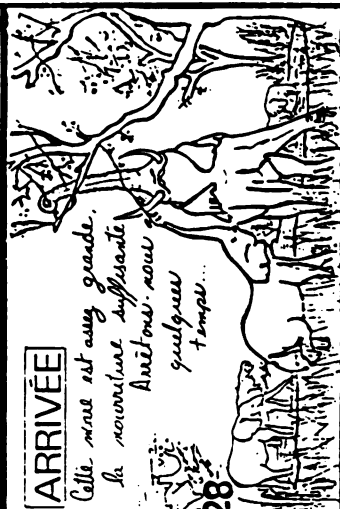
25 Mère
asséchée
Recule
case **21**

26 Vent de
sable, tu ne
peux plus
voir plus rien
Recule à
la case **24**

27 Trop chaud
mes oreilles
ne suffisent plus
Reviens te
reposer
case **6**

ARRIVÉE

Cette mère est
assez grande,
sa nourriture
est suffisante
Amène-moi
quelques
jours
de repos...







WALIA
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Mopti
Mali



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