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Communication Techniques for Implementing Projects

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TO: Field Offices
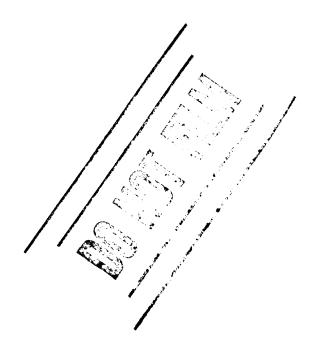
FROM: Charles A. Egger

SUBJECT: Communication techniques for implementing projects

     Recently there has been a renewed interest in the use of modern
and traditional communications techniques to improve the implementation
of projects in which UNICEF is participating. There has been by now
much experience in using a variety of media - posters, leaflets,
filmstrips, puppet shows, radio, moving pictures and, more recently,
simple television circuits. It is well established that if these
various media are intelligently used and, especially, if the materials
used are adapted to the specific audiences to be reached, they can be
very effective, both for technical training and for popular education
in the objectives of a project.

     The purpose of this circular is to remind you that UNICEF can
assist in the introduction of communication techniques and materials
as part of our programme assistance to specific activities. This
is something we should keep in mind in the planning and development
of projects.

     Our basic aim should be to help countries develop their own
capacity to produce these materials. Some countries already have
rather well-developed film industries which provide technical re-
sources we can tap. Many more governments have some sort of
technical service for producing audio-visual materials, sometimes on
an inter-departmental basis, but more often attached to a particular
ministry or department. Some governments use these services to
acquaint the public with the country's development goals and to en-
courage greater community participation.

     Most countries have a broadcasting service in the national
language and often in regional languages as well. With the advent
of the transistor radio, the mother in an isolated village is almost as
accessible as the mother living in a city. Radio, therefore, should
be the obvious medium to use in project support.

(11P)

While it is recognised that programmes to promote change in rural areas cannot approach complete coverage without the help of the mass media since these countries do not have sufficient trained people to put an extension agent in every village for personal contact with the people (and persuasion), the - so far - limited experience has shown that the use of radio and other mass media alone can only create <u>awareness</u> and <u>interest</u>, but is not very effective in the more advanced stages of persuading the public to adopt changes. Hence, radio and television forums have to be organised to follow-up on the awareness and interest of the people.
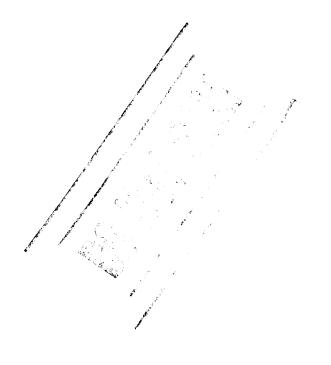
A prerequisite for such a service is trained staff. The training should not be limited to production techniques but should include sufficient orientation in the social sciences so that the people in charge of production will be able to ensure that the materials produced get through to the intended audience. We are not aware of the existence of many training facilities in this combination of skills in developing regions. This is probably the chief obstacle to the creation of good services for producing audio-visual materials in the field. In many countries, therefore, it may be necessary to look to the Specialised Agencies and/or other technical resources to provide advisers who, inter alia, could train national staff. In this context, there may be situations where it would be appropriate for UNICEF to contribute to the costs of training in the country, or to provide a cash subsidy for a limited period to help get such a service established.

So far as equipment and supplies are concerned, the various guide lists already indicate the kinds of material aid which UNICEF has been supplying for this purpose. They are summarised in the annex to this EXPRO.

In Asia, a special unit is being supported jointly by UNICEF and UNDP to provide a regional advisory service in "project support information". This unit may, on request, assist governments in Asia to develop their own services. On occasion it has also itself produced certain audio-visual materials for UNICEF-assisted projects. There are at the moment, aside from the experimental assignment of a communications officer to the New Delhi office, no definite plans to establish similar units in other regions. The UNDP's endorsement of this type of service is set out in a circular from Mr. Myer Cohen to all participating and executing agencies and UNDP Resident
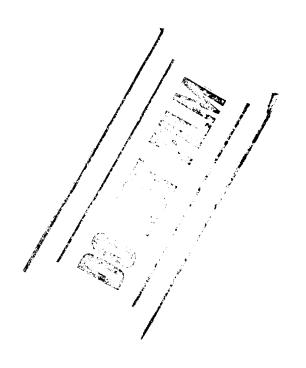
/ ...

Representatives, dated 30 January 1959, copy attached.

Some governments might be interested in establishing such faci-
lities, or expanding existing ones, to support on a national basis
certain key fields of development.   UNICEF might be able to assist
with this, provided the activities were in fields of concern to
children and adolescents.   (This is being examined at the present
time in Kenya.)

When new projects of a long-term nature are being prepared, we
would ask field offices to examine how project support could be
worked into the framework of the plan of operations (including the
financial implications) so as to create a greater awareness among
officials of the need for better services for the upcoming generation.
This would also assist us in the very necessary process of "educating"
and involving communities, and in particular parents, in such acti-
vities. We not only must reach that segment of the public, we must
also convince them that children' are a country's best investment
as its future economic and social development will depend on them.

We know that this is a difficult task, but we would ask you
to look into existing possibôlities and to let us have your views.
We would also welcome any suggestions you might have.

Audio Visual Materials:
<u>Convenient listings</u>

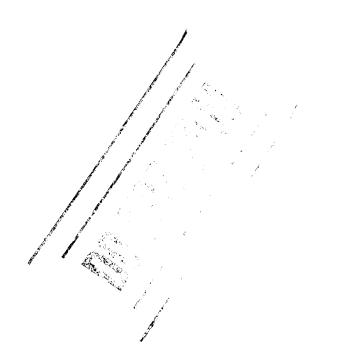| <u>REFERENCE</u>	<u>PURPOSE OF MATERIAL</u>
<u>Guide List EVE</u>	
Lists F and O	For classroom use at primary and secondary levels;
Lists S and U	for use in teacher training institutions and in units for the production of teaching aids;
List W	workshop equipment for local production.
<u>Guide Lists JASMIN and KATRINA</u>	Teaching aids and equipment for the training of nurses and midwives.
<u>Guide List VERA</u>	
Lists C, G, O, Y AI, AR, AV and AZ	Simple visual aids for classroom use in prevocational training at various levels; aids for teacher training.
<u>UNIPAC (Copenhagen) Catalogue</u>	(The UNIPAC Catalogue contains the stocked Guide List items, plus others introduced by popular demand.)
Code 17	Charts and models. Commonly used filmstrips and slides;
Code 13	cameras, projectors, generators; radios, tape recorders, record players, public address systems; flannelgraph materials;

/ ...

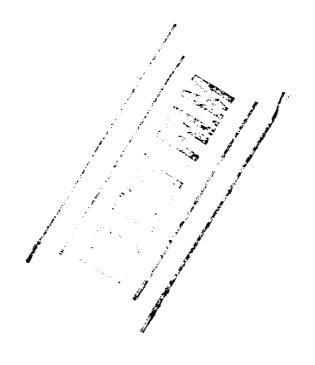REFERENCE   PURPOSE OF MATERIAL

UNIPAC (Copenhagen)
Catalogue (continued)

Code 13, p. 19 of   Related stock materials for
3rd Edition - March 1958   production, such as papers,
                                 paints, brushes, typewriters,
                                 etc.

UNITED NATIONS DEVELOPMENT PROGRAMME

DP/SF/CM 35
DP/SF/CM/Field 29

30 January 1969

TO: All Participating and Executing Agencies
and UNDP Resident Representatives

FROM: Myer Cohen, Assistant Administrator and
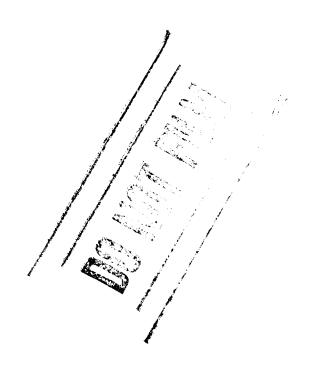Director, Bureau of Operations and Programming

SUBJECT: Communication Components in UNDP(Special Fund)-assisted
Projects

I.   Introduction[1]/

1. Government projects assisted by the UNDP (Special Fund), according
to General Assembly resolution 1240 (XIII), are intended to "lead to early
results and have the widest possible impact in advancing the economic,
social or technical development of the country or countries concerned".
Experience has demonstrated that the achievement of these objectives
often requires effective communication with identifiable segments of the
population that are -- or need to be -- directly involved in projects.
For individual projects, the groups to be informed and motivated range
from a few decision-makers or development implementers, to the inhabitants
of a large sub-region: or from a small corps of extension agents to widely
dispersed industrial or agricultural producers.

2. Communication support for the attainment of project aims is a
normal responsibility of the national and international staff engaged in
project implementation. In many projects, this responsibility is being
adequately discharged. However, numerous other projects, in their conception
and execution, may suffer for want of an appropriately phased communication
programme. The following procedures are outlined as guidance for Resident
Representatives and the Participating and Executing Agencies in the estab-
lishment with governments of such a component in UNDP(Special Fund)-assisted
projects which require communication support for their success.

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[1]/This circular memorandum is an outgrowth of the discussions on project
support communication at the second Global Meeting of Resident Representatives,
the October 1968 session of the Inter-Agency Consultative Board, and during
special consultations with several Participating and Executing Agencies in
late 1968.
P.O.M. No. 9

II. Definition of a Communication Component[2]

3. Broadly considered, communication support is intended to reinforce the project as an effective institution and to extend its impact in related communities, for example by:
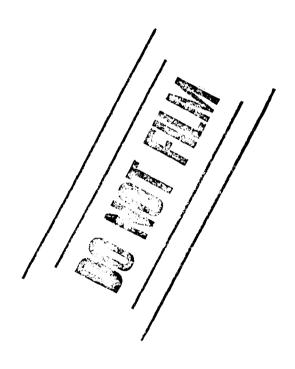
(a) Strengthening the project nucleus -- including orientation and motivation of decision-makers and project implementers; promotion of necessary inter-ministerial co-operation; attraction of counterpart support, including staff; equipping the project to produce locally-attuned training and demonstration aids; training of future instructors, extension agents and similar personnel in effective communication; stimulation of necessary project continuity and expansion; or other actions to improve the internal cohesion and thrust of the project.

(b) Informing and mobilizing the larger project communities -- including measures for improving trainee recruitment and graduate placement; promoting awareness of the services offered by an assisted institution among employers, educators, local populations, etc.; deffusing innovations and project research findings and encouraging their acceptance and use; informing project communities, sectoral and geographical, of forthcoming development schemes that will change their living patterns and livelihood; fostering local understanding, co-operation and participation in the attainment of project purposes; encouraging follow-up investment; helping local change "agents", such as middle-level administrators, teachers or voluntary organizations, to play their role in extending the project's efforts; or other similar motivational and educational activities to bring about appropriate attitudes and actions in key segments of the population.

4. For such purposes, a project support communication component may require provision for some or all of the following elements in the relevant sections of the Plan of Operation and budget:

(a)   research, advisory, training, production, or other related services by national and international communication personnel in the field, including assistance in the dissemination, utilization and evaluation of communication materials;

(b)   the supply or production of local and imported communication materials and equipment:

(c)   local and on-job training and, where necessary, fellowships for study in the region or abroad, including training and orientation of both project implementers and associated communication personnel in communication requirements and methods.

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[2] A further description of project support communication is circulated with this memorandum as a background paper.

The size and composition of the component will vary according to the needs of each project for national and international services and supplies.

III. Planning and Financing a Communication Component

A. Appraisal of project communication needs

5. If a new project request gives insufficient attention to essential communication support, Resident Representatives and other UNDP and Agency staff should, in co-operation with the government, identify such needs and propose ways of meeting them by using or strengthening local services and facilities. Where necessary, an adviser on communication needs may be included in a fact-finding or Preparatory Assistance mission.

6. All approved projects should be examined periodically to determine whether they may be falling short in their impact for want of communication support. When such requirements are delineated and cannot be met from the existing government counterpart and UNDP project budgets, recommendations may be made for the necessary revisions in the Plan of Expenditure.
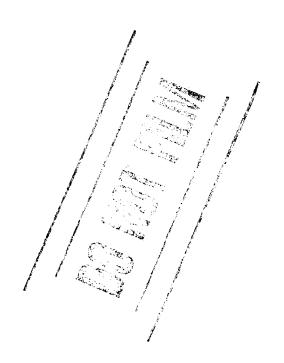
7. A suggested checklist for use as a general guideline in the appraisal of project communication needs is given in the Annex.

B. Government counterpart and UNDP responsibilities

8. The main responsibility for ensuring adequate participation by project communities rests with the government, which accordingly is expected to make the maximum possible contribution from available resources for the project communication component. This would include equipment, supplies and facilities and the services of national staff in such fields as communication planning and materials production, as well as related specialists in sociology, education and extension who are required as part of an effective project communication programme.

9. If the communication capabilities of the government Co-operating Agency are inadequate, other qualified governmental or non-governmental services and institutions should be called upon for assistance and their role spelled out in the Plan of Operation. Thus, where communication advice or production and distribution of communication materials (e.g. films, filmstrips, posters) is necessary, information ministries or national audio-visual production facilities outside the government Co-operating Agency may be brought into service.

10. Over and above the available government counterpart contribution, UNDP financial assistance for the creation or strengthening of national communication services needed by the project may be essential to the full attainment of project objectives. This may include the necessary man-months of international staff, related equipment and fellowships. The expert provision may vary from only a few consultant man-months in certain types of projects, to several man-years for one or more experts in projects such as rural development.

11. The budgetary provisions for personnel services, equipment and supplies, fellowships and consultants will be included within the standard headings of the UNDP and government project budgets. The Plan of Operation should spell out the objectives, means and phasing of the project communication programme in relation to the technical, economic and/or social development activities and goals of the project.

C. Implementation of a project communication programme

12. The preparation and execution of a project communication programme must necessarily be the responsibility of all project staff, where necessary with additional support from specialists in communication and related fields.

13. Often the first step, if not already taken during the appraisal of the project request, is to gather information on underlying attitudes, traditions, socio-economic or other obstacles which are likely to be encountered in actively introducing the developmental changes sought by the project. These factors must be taken into account not only in formulating the objectives, approach and content of the communication programme, but also in the very design of the project itself.

14. In all phases of the communication programme, one important objective is, of course, to provide maximum demonstration, on-job training and practical assistance in communication for local staff associated with the project. Not only is it indispensable to draw on their knowledge of local conditions, populations and communication channels; it will also be essential to develop their capability to continue and extend the work of project support communication following the period of UNDP assistance.

15. Where the production of communication materials is required, it will frequently be necessary to prepare complementary and supporting materials for several media, including both information media and inter-personal media such as extension workers. For example, a project support film for use in rural areas may need to be accompanied by advance-announcements, follow-up pamphlets and related instructional materials such as filmstrips or slide-sets; in fact, such a film would only be useful as a focus or starting point for a broader campaign of concrete governmental and community action, including the necessary local leadership and other inputs such as agricultural supplies and services. The suitability and utilization of the personnel and materials employed in the communication programme should be checked periodically to see whether they are aiding the project as intended and whether modifications are required in the light of experience.

IV. Guidelines for Action

16. While communication support should in many cases be an indispensable factor in project conception and implementation, it may often be one of the most difficult of the project components to carry out. Communication

INITIAL APPRAISAL OF PROJECT COMMUNICATION NEEDS

Suggested Items for a Checklist

1. What communities are or should be "involved" in the project and should therefore be informed of its objectives and services or benefit from its activities and results (e.g. potential trainees or employers, rural villages, fishing communities, wood-using industries, specific commodity-producing regions)?

2. What particular aspects of the project call for participation by or action in the project community, and when? Can the necessary involvement be facilitated by the dissemination of information in the project community, or will it require a more fundamental and comprehensive programme of continuing communication, education and demonstration?

3. Are there any special socio-economic, socio-psychological, traditional, technical or political factors affecting community acceptance of the project's activities or recommendations that should be taken into account in the communication programme? How should the necessary motivation and incentive for acceptance and adoption be developed?
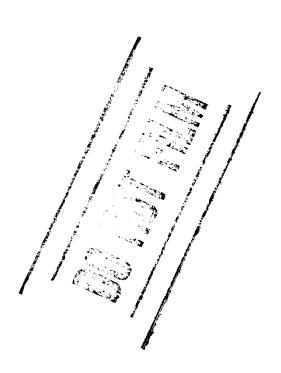
4. What existing channels of communication reach the communities concerned (e.g. agricultural extension agents, community development workers, and other elements of the civil service structure; industrial consultancy services; voluntary associations; technical bulletins; local and national information media)?

5. Are the existing channels of communication suitable, adequate and effective for use in supporting the project? If not, how should they be strengthened and re-oriented, or what alternative means or institutions should be utilized or developed?

6. Should any communication aids and informational/educational materials be produced (e.g. films, filmstrips, slidesets, pamphlets, posters, etc.)? Are adequate local facilities and staff available for the planning, preparation, distribution and evaluation of these materials and their utilization?

7. Does the project or project request make adequate budgetary provision for meeting communication needs? If not, what local and governmental resources can be made available for this purpose? What external resources are indispensable? Are supplementary UNDP/Agency inputs required? If so, what should they consist of?

8. If the establishment or development of major communication service, such as radio or television seems to be required, does the Government have adequate resources to meet long-term operating expenses?

support, while not a new activity, has been too frequently neglected in the past and field-level experience has still to be built up. In addition, many more projects are likely to require communication support than it is possible to service effectively in view of the limited availability of expertise in this field and competing needs for UNDP and government financial and other resources. These factors make necessary a rigourous selectivity in deciding which projects should at the present stage include a communication component, and require a flexible and cost-effective use of the personnel and other resources that can be justified and obtained.

17. Therefore, novel and experimental approaches may frequently be required to meet the communication needs of projects efficiently. One such approach, for example, would be to provide the services of a specialist or group of specialists for needy projects in one country, region or subject-field. On a planned forward schedule of short-term assignments, this communication assistance might cover field appraisal of certain project requests or already approved projects and services for the planning, distribution and/or evaluation of a full complement of communication materials for certain operational projects. This pooling of personnel, and in some cases facilities, may often be multi-Agency so that knowledge of national communication capabilities and cultural requirements may be built up and systematically applied to projects. Further, as several projects in one country may often work with the same government communication services or departments and utilize the same local personnel, facilities and channels, there will frequently be an absolute need for several Agencies to co-ordinate project communication programmes in the country, wherever possible drawing also on common UNDP-financed inputs.

18. Following these patterns, the Development Support Communication Service (DSCS) in Asia has already developed experience in this field. The DSCS, based in Bangkok, is available to Resident Representatives and Agencies needing advice and assistance in the planning and implementation of project communication in Asia. The project services rendered by the DSCS are financed from a deferred charge account authorized in advance by the UNDP, and actual expenditures are later charged against the relevant allocations for Preparatory Assistance or project execution.

19. The UNDP is prepared to consider similar arrangements for additional multi-project and multi-Agency services that may be required on a regional or national basis.

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