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INTEROFFICE MEMORANDUM

TO: PSC Officers

DATE: 24/10/77

FROM: B. Berndtson
Chief, PSC

A handwritten signature in dark ink, appearing to read 'B. Berndtson', written over the typed name.

FILE NO.: BB/77/486

SUBJECT: Training Syllabus for Communications for Social Development

... Please find enclosed the "Communications for
Social Development."

TRAINING SYLLABUS FOR

COMMUNICATIONS FOR SOCIAL DEVELOPMENT

A Residential Study Programme to be held in Nairobi, Kenya
7 February to 6 April, 1978

First draft

October, 1977

Organized by

UNICEF--Eastern Africa Regional Office

UNESCO--Paris and Africa Regional Office, Nairobi

IPPF--Africa Regional Office, Nairobi

with the assistance of
Community and Family Study Center
University of Chicago

PREFACE

This syllabus is the first draft of a document which is to be used as a general guide for training by all instructors and guest lecturers who will participate in training approximately 50 trainees assigned to communication tasks in relation to social development programmes in Africa. It specifies the topics which those who sponsor the programme believe to be important enough to be discussed, and the sequence in which they hope the topics will be taught. The syllabus is being distributed to a number of agencies involved in order to solicit comments and recommendations.

The outline is sufficiently broad so that each teacher or lecturer will have full opportunity to organize the materials in the way which seems to him to be most effective and desirable. Yet it is sufficiently specific that it will assure that the training program has a full schedule of high-priority topics, organized in such a way that each participant is working at full speed during the entire time, learning materials that will benefit him when he returns home.

In planning this syllabus, the following assumptions have been made.

- (a) Course 101 will be a general course in which all participants will enroll.
- (b) The participants will be grouped roughly into four categories, and those in each category will follow a unique set of courses as follows:
 - Administrators--will take Communication 101,102,104, 108
 - Production specialists--will take Communication 101,103,105,106
 - Research specialists--will take Communication 101,104,107,108
 - Training specialists--will take Communication 101,103,104,107
- (c) Participants may freely audit additional courses in which they are interested, without being expected to do the work assigned, if they can keep up with the assigned work in the courses in which they are officially enrolled.

A set of assigned reading and reference materials is being assembled for each of these courses, following the outline of topics specified here. 60 sets of these materials are being purchased or duplicated and shipped to Nairobi in time to arrive before January 15, 1978.

R.R.N. Tuluhungwa
Donald J. Bogue

SYLLABUS FOR COMMUNICATION 101

PRINCIPLES AND THEORIES OF COMMUNICATION

Preamble. Throughout this course, each of the items is to be discussed with explicit reference to its applicability for social development in Africa. Inasmuch as most of the materials called "communication theory" have originated and been developed in Europe, North America, Asia, and Latin America, it is wrong to assume that they can be applied uncritically to Africa. The focus throughout this course will be to explain the content of these theories to the participants, and then stimulate discussion concerning the extent to which, and with what motivations, they can be useful in planning future social development communication programs in Africa.

- I. The Functions and Objectives of Communication
 - (a) The communication process
 - (b) The learning process
 - (c) Communication as entertainment
 - (d) Communication for persuasion
- II. Communication and Social Change
 - (a) The adoption process
 - (b) Personal influence and adoption
 - (c) Opinion leadership
 - (d) The two-step flow hypothesis
 - (e) Culture in relation to social change
- III. Attitude Change and Behavior Change
 - (a) Attitudes as the basis of behavior
 - (b) Attitude change and behavior change
 - (c) The cognitive consistency theories of attitude change
 - (d) The operant conditioning theories of attitude change
 - (e) Enforced compliance and behavior change
 - (f) Cultural factors in behavior change
- IV. Using Communication to Induce Social Change
 - (a) Application of attitude and behavior change theory to promote social change
 - (b) Content of messages for inducing social change
 - (c) Method of presenting messages to induce social change
 - (1) Fear vs. positive rewards

- (2) One-sided vs. two-sided
- (3) Rational vs. emotional
- (4) Entertainment vs. instruction
- (d) Using interpersonal communication to induce social change
- (e) Using mass media to induce social change
- (f) Reasons for success and failure in social change

V. Principles of Using Audio-Visual Aids for Training and Communication

- (a) To dramatize and role play
- (b) To apply principles in concrete situations
- (c) To explain technical or difficult concepts
- (d) To reinforce classroom explanations
- (e) To multiply scarce expert instructors

SYLLABUS FOR COMMUNICATION 102

PLANNING AND MANAGEMENT OF COMMUNICATION PROGRAMMES

- I. Theories On Management
 - (a) Authoritarian versus human relations approach
 - (b) Delegation of authority
 - (c) Management by objectives
 - (d) Worker management conflicts
 - (e) Common goal setting errors
 - (f) Decision making
 - (e) Programme review and evaluation techniques
- II. Personnel Management
 - (a) Profession of personnel management
 - (b) Constraints on personnel
 - (c) Job analysis techniques
 - (d) Recruitment, screening and selection
 - (e) Motivation and performance
 - (f) Personnel (on-the-job) training methods
 - (g) Evaluation of individual inputs and outputs
 - (h) Problems of personnel management
- III. Development and Management of Communication Programmes at Village and Area Level
 - (a) Problem identification and analysis
 - (b) Community motivation processes
 - (c) Recruitment and training of field community workers
 - (d) Community education: planning and working with the people
 - (e) Supervision of field/community workers
 - (f) Production and use of educational aids
 - (g) Monitoring and evaluation
- IV. National Communication Programmes
 - (a) Researching the problems
 - (b) Planning Machinery: decentralised versus centralised
 - (c) Audience and resources analysis
 - (d) Recruitment and training of staff
 - (e) Selection of appropriate media

- (f) Intersectoral integration and coordination
- (g) Production and distribution of programme materials
- (h) Utilization of mass media for publicity and education
- (i) Organisation of mass media study groups
- (j) Supervision and feedback systems
- (k) Monitoring and evaluation instruments

V. Organisation and Staffing of Communication Units

- (a) Job and skills analysis techniques
- (b) Curriculum development and on-the-job training techniques
- (c) Criteria for equipment selection
- (d) Pros and cons of in-the-house production and subcontracting
- (e) Intersectoral integration of materials production and utilization
- (f) Care of equipment
- (g) Model Communication Unit
 - (1) basic equipment
 - (2) skills needed at 'headquarters' and field
 - (3) accommodations
 - (4) transport

VI. Budgeting and Annual Plans

- (a) Annual work plans
- (b) Budget analysis for research, data processing, production, equipment, salaries, evaluation and transport
- (c) Specifications procedures for equipment, transport supplies and expendable
- (d) Budget and stores control procedures

SYLLABUS FOR COMMUNICATION 103

INTERPERSONAL COMMUNICATION AND ADULT EDUCATION

- I. Introduction
 - (a) Definition of terms
 - (b) The role and mission of the adult educator
 - (c) Definition and description of adult education
- II. Learning and Teaching
 - (a) Assumptions about learning and teaching
 - (b) Conditions of learning and teaching
 - (c) Technological implications of assumptions
- III. Needs and Objectives of Adult Education
 - (a) Adult education objectives
 - (b) Identification of needs and resources
 - (c) Development of a balanced adult education programme
- IV. Curriculum Development and Psychology of Education
- V. Development of Programme Design: Decision Points and Components of Adult Educational Framework
 - (a) Identifying possible education activity; deciding to proceed; identifying and refining objectives
 - (b) Developing format
 - (c) Fitting programme into life patterns; effecting programme; measuring and appraising results
- VI. Organizing Comprehensive Programmes of Adult Education
 - (a) Categories of educational situation
 - (b) Developing a learning environment
 - (c) Participation: motivation and recruitment
- VII. Operating a Comprehensive Programme
 - (a) Recruiting and training of teachers and leaders
 - (b) Managing facilities and procedures/budgeting
 - (c) Promotion and public relations
- VIII. The Analysis of Adult Education Programmes
 - (a) The evaluation process

- (b) The relevance of evaluation and what should be evaluated
- (c) Analysing performance problem

IX. Case Studies

SYLLABUS FOR COMMUNICATION 104

CULTURAL AND PSYCHOLOGICAL ASPECTS OF SOCIAL DEVELOPMENT

- I. Social Development in Africa
 - (a) Social and cultural aspects of development
 - (b) Nationalism and communication problems
 - (c) Urbanism and technological development
 - (d) Expanding communication and inter-community contact
- II. The Psychology of Modernization
 - (a) Fatalism vs. free will
 - (b) Reference groups: local vs. external
 - (c) Personal autonomy and ambition
 - (d) Re-evaluation of traditional practices
 - (e) Acceptance of authority--who and for what?
 - (f) Feelings of hostility and aggression
- III. The African Family in Relation to Social Development
 - (a) Mate choice and marriage
 - (b) Plural marriage
 - (c) Roles of husband, wife, children etc.
 - (d) Changing status of women
- IV. Child Development
 - (a) Child development problems in rural Africa
 - (b) Effects of urbanization on family health
 - (c) Effects of employment on the young child
 - (d) Family size and economic development
- V. Demographic Trends and Social Development
 - (a) Recent trends in death rates, and progress in overcoming major causes of death
 - (b) Population growth rate and its relation to economic and social development
- VI. Programs to Promote Social Development in Africa
 - (a) Schools and education of the young
 - (b) Community health and Sanitation
 - (c) Maternal and child health; infant mortality
 - (d) Nutrition and improved food habits
 - (e) Housing: urban and rural

- (f) Adult education and job training
- (g) Improvement of agriculture

SYLLABUS FOR COMMUNICATION 105 AND 106

MASS MEDIA FOR SOCIAL DEVELOPMENT

When dealing with each media, the following topics should be covered in addition to the ones already ascribed to each item:

- (a) Review and analysis of good productions
- (b) Definitions of the art jargon
- (c) Conceptualisation and identification of problem
- (d) Research and budgeting
- (e) Pretesting, monitoring, and audience surveys
- (f) Diffusion and distribution methods.

Introduction

- (a) The role of mass media in development
- (b) Limitations of mass media in Africa
- (c) Brief survey of the various types of mass media
- (d) Definitions of media jargon

I. Audio and Visual Media

- (a) Radio
 - (1) Types of radio programming
 - (2) Message identification and development
 - (3) Interview techniques
 - (4) Script writing
 - (5) Recording, editing, and mixing techniques (field and studio)
 - (6) Review of various types of broadcasting systems and receivers
- (b) Television and V.T.R.
 - (1) Programming
 - (2) Message identification and development
 - (3) Script writing
 - (4) Studio work: recording, editing, mixing, etc.
 - (5) Review of various TV/V.T.R equipment
- (c) Film (movie)
 - (1) Basic film (movie) camera techniques
 - i. pictorial continuity
 - ii. simple sequence
 - iii. cut-ins and cut-outs
 - iv. moving shots
 - v. directional continuity, etc.

- (2) Planning a film
 - (3) Script writing
 - (4) Editing and sound
 - (5) Duplication and distribution
- (d) Photography
- (1) Design in photography
 - i. the lens
 - ii. tonal value
 - iii. clarity focus
 - iv. motion and still camera
 - v. visual symbol
 - (2) The camera
 - i. viewing and focussing systems
 - ii. the shutter
 - iii. the aperture
 - iv. the lens
 - v. depth of field
 - (3) The film
 - i. types of films and exposure
 - ii. colour sensitivity
 - iii. contrast
 - iv. light sensitivity
 - v. grain
- (e) Photographic equipment
- (1) Movie and still cameras
 - (2) Darkroom equipment
 - (3) Field processing equipment and procedures
 - (4) Duplication equipment and supplies
- (f) Uses of photography
- (1) Photo albums
 - (2) Photo exhibitions
 - (3) Slide sets
 - (4) Posters
 - (5) Newspapers and magazines
 - (6) Booklets/pamphlets, etc.
- (g) Practical work, produce:
- (1) Radio programme

- (2) Slide set with tape and script
- (3) Short movie on social development theme
- (4) Poster with a photograph
- (5) V.T.R. programme for TV

II. Printed Media

(a) Newspapers and magazines

- (1) Definitions
- (2) Message content development
- (3) Writing and editing of
 - i. news stories
 - ii. features
 - iii. advertisements

(b) Brochures and posters

- (1) Message content development
- (2) Design and layout techniques

(c) Printing equipment

- (1) Duplicators
- (2) Offset printers
- (3) Plate making
- (4) Materials and supplies

(d) Practical work

- (1) Write articles on the various aspects of the course and life in Nairobi; print them in the form of a newspaper.
- (2) Produce a poster.
- (3) Produce a brochure or pamphlet on a social development theme.

III. Folkmedia

- (a) Brief survey of uses of folk media in the countries represented
- (b) Script writing
- (c) Identification and selection of artists
- (d) Training/orientation of entertainers/artists, V.T.R./studio
- (e) Productions

SYLLABUS FOR COMMUNICATION 107

APPLIED SOCIAL STATISTICS AND SURVEY METHODS

- I. Overview of Survey Research
 - (a) Hypothesis, variables, indicators
 - (b) Steps in designing questionnaires
 - (c) Types of questionnaires: advantages and disadvantages
- II. How to Interpret a Statistical Table
 - (a) Comparison of percentages
 - (b) Testing of hypotheses
 - (c) Tests of significance
- III. Analysis of Continuous variables
 - (a) Scatter plots
 - (b) Regression lines
 - (c) Correlation coefficient
- IV. Interviewing Techniques and Interviewers
 - (a) Interviewing techniques
 - (b) Selection and training of interviewers
 - (c) Supervision of interviewers
- V. Preparation for a Survey
 - (a) Budgeting for a survey
 - (b) Pre-coding and testing
 - (c) Interpreting data
- VI. Field Work and Tabulation
 - (a) Collection of data
 - (b) Tabulation of data
 - (c) Interpreting data
- VII. Survey Report Writing Techniques
- VIII. Sampling
 - (a) Different types of sampling
 - (b) Random sampling
 - (c) Sampling from programme records

IX. The Mini-tab Programme for Small Computers

- (a) Explanation of programme and deck set-up
- (b) Preparation of cards for frequencies and tabulation
- (c) Interpreting computer printout

SYLLABUS FOR COMMUNICATION 108
COMMUNICATION RESEARCH AND EVALUATION

- I. Overview of Communication Research and Evaluation
 - (a) The importance of research and evaluation to the success of social development communication programs
 - (b) The points where research and evaluation are needed
 - (c) The importance for close interaction between communication researchers and communication producers
- II. Preparatory Research Needed to Play a Communication Programme
 - (a) The questions that should be asked and answered before producing a communication message
 - (b) Locating and using data that may already be available
 - (c) Conducting quick surveys to get essential data that are not available
- III. Pretesting Communications For Social Development
 - (a) Why and how to pretest
 - (b) How to pretest radio and television "spot" announcements
 - (c) How to pretest pamphlets, posters and advertisements
 - (d) How to pretest scripts for movies, radio programs and TV programmes
- IV. Pretesting Research Procedures
 - (a) Developing the pretest interview
 - (b) Collecting and tabulating pretest data
 - (c) Tabulating, analyzing and interpreting pretest results
 - (d) Revising communications to take account of pretest results
- V. Monitoring Communication Programmes While They Are Underway
 - (a) Why and how to monitor a communication programme
 - (b) Developing a monitoring questionnaire
 - (c) Collecting and tabulating monitoring data
 - (d) Analyzing and interpreting monitoring data
 - (e) Changing communication programmes to take account of monitoring results
- VI. Evaluating the Effect of Communication Programmes After They Are Completed
 - (a) Before-and-after comparisons to measure change that took place during the communication campaign--changes in attitudes, beliefs and behaviour
 - (b) Linking the campaign to the change in attitudes, beliefs and behaviour
 - (c) Studying the indirect effects of the campaign--interpersonal discussion,

creating of opinion leaders

(d) Measuring the cost-effectiveness of campaigns

VII. Organizing the Communication Unit to Do Communication and Evaluation
Research That is Relevant, Timely, and Affordable

(a) Personnel requirements

(b) Access to computer

(c) Budget



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Notes

The seminar was organized by UNICEF/EARO, UNESCO/Paris and Nairobi; and IPPF with assistance of the Community and Family Study Center at the University of Chicago.

The syllabus was intended as a general guide for training of people assigned to communication tasks in relation to social development programmes in Africa. It was aimed at: administrators, production specialists, research specialists and training specialists.

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