



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

INTRODUCTION

VOLUME 1, NO. 1

1977

With this Volume I, Number 1 of a PSC Newsletter, we are establishing a UNICEF "house PSC medium" for circulating news and views of PSC activities in the field. We will concentrate primarily on reporting efforts and achievements in which a communications element has played a significant part. The Newsletter offers an arena for discussions, and will attempt to strengthen the existing channels of communication among field officers and between the field and New York.

Responses to an earlier questionnaire indicate that field staff would like more information both on development matters--nutrition, home economics, etc.--and specifically on communication subjects. Specialists in various subject areas both in New York and in the field have indicated their intention to contribute to the Newsletter.

The Newsletter will try to involve personnel from all our field offices, and it is hoped that particularly all PSC staff, new and experienced alike, will contribute. It will welcome reports not only on outstanding achievements, but also on difficulties encountered which may lead to problem-solving discussions.

The Newsletter will emphasize the need for some kind of community or popular participation in every basic services approach. We want to hear about the innovative communications ideas and experiences which you acquired in the field.

We hope that all PSC staff, and all those interested in the PSC work, will appreciate this opportunity for a multi-way flow of communication. Let us make this Newsletter our "house medium."

This number is only the first step. We hope future issues will be more extensive and relevant--and that depends in large part on your contributed articles. Please send them to:

Björn Berndtson, Editor
PSC Services
UNICEF, New York.

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PSC REGIONAL SERVICE SYSTEM

The regional PSC service system is steadily growing. This summer it is joined by Mr. Orlando Lugo. He will serve in the Americas with Lima, Peru, as his duty station.

Mr. Lugo has a Phd. in Mass Communications from Florida State U. and a Masters from Iowa State. Through his position as Director of the Communications Center and National Co-ordinator at the Instituto Colombiano Agropecuario in Bogota, he brings to our group a solid knowledge of developmental work.

We welcome him and hope that his work will be rewarding in every respect. Although he has agreed to shoulder a very difficult task, he can count on our co-operation and our sharing of his determination to make communications and diffusion a strong link in the development process.

The list of communicators at present dealing with PSC includes:

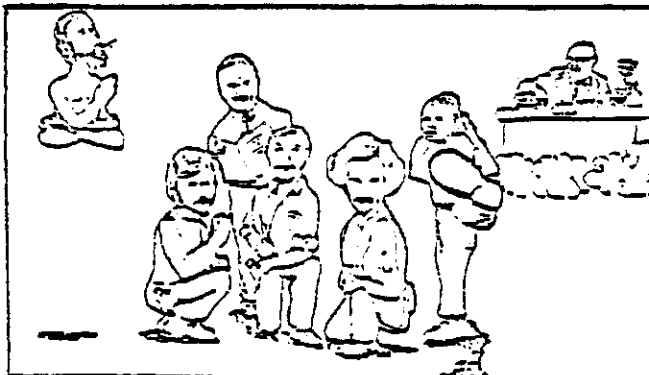
Headquarters: - Eijörn Serndtson

Regional: - Ken Forman (New Delhi)
- Mohamed Islam (Cairo ORDEM)
- Orlando Lugo (Lima)
- Ravi Tuluhungwa (Nairobi)
Asst.: Phil Vincent

Country: - Wes Burlingame (Kathmandu)

Volunteers: - Marty Abraham (Colombo)
- Ane Haaland (Kathmandu)
- Eben Thorning (Nairobi)

Featuring: a PSC team —
the unit of the East Africa Regional Office in Nairobi
(Illustration floating at far left).



WORKSHOP INFORMATION

UNESCO is conducting a training course at the Asian Institute for Broadcasting Development on "Training for Broadcasting Trainers". The course will be held in December and runs 4 weeks.

The regional Communication Advisers to contact are:

- Howard GOUGH for Asia
(AIBO, Sukit Petra, Angkasapuri, Kuala Lumpur)
- Alex GUARONE for Africa
(UNESCO, Bruce House, P.O. Box 10592, Nairobi)
- Eandy KANGEL for Arab States
(8, Abdul Rahman Pkwy, Garden City, Cairo)

Earlier courses held in 1976 included:

- "Rural Broadcasting" (June, 4 wks.)
- "Satellite Broadcasting" (July, 1 wks.)
- "Educational Media Production" (September, 6 wks.).

EQUIPMENT INFORMATION

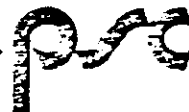
The new UNIPAC code 18 006 00 multi voltage (100-110-130-200-240-250 Volt 50/60Hz) 16 mm optical sound projector produced by Bell & Howell (model 1530A) features slot-threading for quick, convenient loading, and easy mid-reel film removal and rewind.

Other features include:

loop reset lever, solid state speed control for 24f.p.s. (sound), and lubrication, high speed power rewind, 14/15 watt solid state amplifier with microphone input jack for use as a public address system; automatic sound cut-out in reverse, tone control, external speaker in removable cover with 11.2 m (40") self storing speaker cord, 2/1.5 lens with anti-theft lens locking system; 1000 capacity film reel and capacity to accept 30cm, anamorphic and other lenses; multi-language instruction book

The projector is issued by UNIPAC with the following accessories:

- microphone
- film reel 111.9 m (400')
- spare parts and maintenance kit consisting of:
 - 1 projection lamp ECH 4743L, 25V, 150W
 - 1 exciter lamp 14284
 - 6 fuses 4AT
 - 1 wiring diagram and parts list.



RECOMMENDED BOOKS

The recent renewed interest in urban community development makes the book Experiments in Self-Help, Slums and Country Development by N. Chandra (Free Press, New York, 1970) a valuable source. You will find it in the regional library; for advocacy purposes copies should be made available to co-operating government officers.

We can never provide too much reinforcement of nutrition learning. FAO's Learning Better Nutrition (No. 10) by J. Riecke still remains one of the best stimuli for effective programme planning, nutrition inputs and communications aspects. You will find it in your regional library, and again, you would benefit from making it available to selected government officers.

PUBLICATIONS REVIEW

The following are publications selected from among those periodically distributed to field FSC personnel:

- "The Khas Pamba Show" - newspaper article report on Nairobi radio show (FSC)
- "UNICEF-FSCS FSC Workshop" 22/2-2/4/76 in Bangkok - Final Report
- Handbill from New Delhi on hand pump use (FSC)
- Health Education in Environmental Health Programmes Guide from WHO (1973): Office Publication No. 10
- Advance information on the Hall & Howell projector Model 1130A (see "Equipment Information", p. 2 of this Newsletter)
- "Communication and Learning": Ch. 7 from Handbook of Communication by Macoskey & Marple
- "The Lessons of Chinese History" by R. Bryson

- Directory of ILO Assistance and Services - excerpted list of organizations (East-West Communications Institute 4/71)

- Duty-Free Supplies International Ltd. 1975-76 Mail Order Catalog

UNICEF NEWS:

AN AID FOR COMMUNICATORS

by Miriam Miller, Editor

Each issue of the quarterly magazine, UNICEF NEWS, is devoted to a special theme and provides up-to-date information on the needs of children in developing countries and the innovative and practical measures being used to help meet these needs.

One issue, titled "Communication: A Tool for Development" (No. 34/125/2), presented a variety of articles on the many realistic and imaginative uses of communication tools to help assure the success of development projects.

The need to improve two-way communication, to combine "entertainment" and "education", and to avoid western stereotypes in development work is explored in one article.

Bringing television via satellite to villages in India for the first time is described in another article which also outlines plans for school broadcasters, adult programmes and UNICEF-sponsored children's film modules.

Another article examines the problem of the communications gap between development and communications experts and advocates the use of more traditional folk media as one way of closing the gap.

The use of sound tapes and posters to convey development messages effectively, and the way in which a mass educational TV project is being used to teach literacy are other subjects covered in this issue.

Among other themes covered in recent issues of UNICEF NEWS are "Health Care for All", "The Rootless One", "Fighting Child Malnutrition", and "The Child and the Government". Future issues will cover "The Changing Family", "Simple Village Technology" and "Water and Children".

FIGHTING TYPHUS:

PSC IN BURUNDI

by Revelians Tuluhungwa
PSC Officer, EARO
UNICEF, Nairobi

Burundi is one of the smallest countries covered by our Eastern Africa Regional PSC Office — it is also one of the most densely populated countries in Africa. Over 4 million people inhabit Burundi's 123,000 sq. miles of rolling, green hills. Over-population encourages disease, and Burundi is no exception. Typhus is endemic and at times typhus epidemics kill hundreds of adults and children in a matter of weeks.

There is no simple solution to the typhus problem in Burundi. The government, however, is embarking on an intensive campaign to attempt to eradicate the painful disease. In September, the Ministry of Health and the World Health Organization will launch a massive body-dusting campaign aimed at killing the typhus-carrying body louse. UNICEF will be supplying the dusting insecticide, the hand dusters, and trucks to transport the materials. UNICEF was also asked to help plan and support a communication input to promote the dusting campaign.

"The key to the programme is health education," a Ministry of Health official remarked. The majority of people in Burundi have no idea that typhus is transmitted by the lice body-lice. Dusting will kill the lice in some of the most affected areas, but unless the people continue to fight the lice themselves, typhus will always be part of the Burundi way of life. The Ministry of Health hopes that the dusting campaign can serve as a catalyst for a large-scale, long-term, health education campaign. They were simply asking UNICEF for some direction.

The Communications Programme

Our PSC Office began helping to plan the communications programme for the typhus campaign in early April. Bill Campbell, our Nairobi-based photo-journalist (Peace Corps) and I flew to Bujumbura to meet with Government officials to investigate the programme possibilities. We were met at the airport by Adrian Clark, UNICEF Liaison

Officer for Burundi, and Joseph Ngendahimana, the Health Education Officer with the Ministry of Health. The four of us spent the next two weeks working our way through a maze of facts and figures. Joseph knew the existing channels of communication. Adrian knew the country, and Bill knew how to organize the media. We worked together as a PSC team.

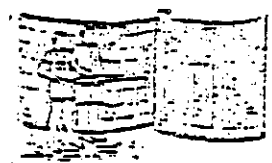
As with any PSC programme, we began planning the typhus communications input with a thorough investigation of existing communications channels. Protocol visits were made to each of the involved ministries and

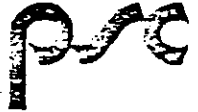
TURWANYE TIFUSI

FIGHTING TYPHUS



The series of 15" x 10" posters developed for use in the "fight typhus" campaign





organizations. Meetings with various Government ministers usually start the initial communication process. Each minister was given a briefing on the typhus programme and the importance of the communications input. Each minister, in turn, gave us a run-down of the existing channels of communication within his ministry.

Each ministry in Burundi has its own channel of communication. The Party has weekly meetings from the prefecture down to the colline level. Thousands of people throughout the countryside attend the Party meeting each month. The Ministry of Orientation and Social Affairs has hundreds of social groups that meet in almost every community in Burundi. They also have a scheduled cine bus that takes its way from villages to village showing films. The Ministry of Health has a Health Education radio programme and health education courses in most of its clinics. The Ministry of Education has its schools as channels of communication. Therefore, the channels were there — we just had to define them, bring them together, and support them as quickly as possible.

An intensive five-day field trip was organized to investigate the communications possibilities in two of the most affected provinces. We talked with party and social group leaders. Time was spent in health clinics, hospitals and schools. We tested WFO typhus posters and made tapes for future typhus radio programmes. The hours spent were long, but the more time we spent in the field, the more we learned about the people and the country.

The Wheels Turn

Back in Bujumbura, the wheels began to turn, the signs-lighted turned, and the pieces of the project began to fall together. The Party was ready to launch a full-scale health education programme. A co-ordinating committee was organized, consisting of representatives of four ministries and two women's groups. Extra hours were allocated for typhus radio programmes. The Party paper was available to run health education articles and the new printing press in the Ministry of Education was available to print leaflets and posters. Everyone was ready to work together to fight typhus.

The best approach would be to launch the typhus programme with a massive media campaign. Radio Burundi agreed to run spot typhus announcements, such as "Wash your clothes today." They also increased the hours allocated to the Health Education Dept. It was decided to show a slide set about a family that 'fought typhus' before every show given by the cine bus. The Party would distribute thousands of posters with simple slogans on how to fight typhus. Leaflets are to be printed for distribution to schools. The leaflet designs

will be attractive enough to put on the walls of huts and houses. The Party will co-ordinate all the activities through the newly formed typhus education committees.

Before the campaign begins, the leaders of the Party groups, social groups and teachers need to know more about the disease before they can teach their groups how to fight it. The Ministry of Health agreed to supply the Landrover to visit as many groups as possible. ONTCOM will provide the mobile health education unit with a generator, slide projector, cassette tape recorder, and produce several slide sets to be used for training the group leaders and clusters.

When I left Burundi, the typhus co-ordinating committee was busy working on designs and slogans for the posters and leaflets. Joseph, the country's Health Education Officer, was working on new radio programmes and spot announcements about typhus. Bill stayed behind for a few days to shoot the slide set for the cine bus.

Open the Doors, Read Them Open

Within two short weeks we had managed to spark new interest in communications in Burundi. But the interest would die without support. Back in Nairobi Bill and I worked out the supply list necessary to support the programme. We headed for forms on paper and a generator. Bill drew up specs on simple production and audio-visual equipment.

A special shipment of recording tape, a tape recorder and Carousel slide projector for the cine bus have already arrived in Bujumbura and are being used by the Health Education unit. Paper, printing ink and a Honda generator have been purchased in Nairobi and are on their way.

It is planned that Bill will return in July to train a technician in the Health Education Dept. in simple photography and visual aids techniques. He will also help the committee select the best designs for the posters and printing will begin.

It appears that the typhus campaign will be a catalyst for a long-term health education campaign. The channels of communication that existed are being opened in other forms of stimulus. The Ministries and Party have come together to work on the campaign. Nothing new was created in Burundi, but as one Government official put it, "A lot of doors have opened in the last couple of weeks. I think I know how to open some more."

(A detailed WFO programme is available on request.)

PROJECT SUPPORT COMMUNICATIONS: NEPAL

from Nepal Annual Report

The Project Support Communications activities of UNICEF began during 1973 with the arrival of the Field Officer in February and the Programme Office in October. During 1973 most of the PSC effort has been focused on assisting the development of communications material for Nepal's Nutrition and Rural Water Supply Programmes.

Child Care Messages

UNICEF is currently assisting the Ministry of Health to prepare a communication campaign intended to increase public knowledge on simple steps to improve child health and nutrition. A committee comprised of the Ministry of Health, WHO and UNICEF decided on the final version in mid-October after considerable controversy and delay. Twelve messages were developed, the most important being breastfeeding, the need for mothers to eat fruit and vegetables while lactating, diarrhoea and how to prevent dehydration, immunisation against infectious diseases, and the importance of being clean. The main features of the communication campaign that was planned include:

- (A) Preparation of a kit containing visual aids with the twelve messages to be used in training campuses for health personnel and village level workers (NUS students, teachers, Panchayat workers, international volunteers, etc.)
- (B) Designing glass slides for communicating the messages as movie commercials in the 26 movie houses in Nepal.
- (C) Sponsoring popular songs related to the 12 messages. Some musicians are currently composing the songs.
- (D) Writing a radio serial (12-14 episodes) in drama form with the messages woven into the context of each episode. Radio Nepal and the Communications Dept. have agreed to broadcast these.

Rural Water Supply Project

During 1973 a water system equipment and supply handbook was printed in English, Nepali and Tibetan versions. This is being distributed to Panchayat and village workers

to help villages not included in the RWS Programme to plan and build their own water systems. It has also been found useful by HQ Supply Division.

Pictorial Communication Study

A pictorial communication study is currently being prepared by co-operation with the National Development Service. The objective of this study is to determine how the Nepalese interpret and understand pictures and drawings, how the use of colours and symbols influences their understanding and attention, and how ideas and concepts can be illustrated as simply as possible. The few studies done in other parts of the world have indicated that "westernized" symbols are very often incomprehensible to illiterate villagers.

The information we hope to obtain from this study will help UNICEF and others to more effectively tailor messages and ideas to be communicated to the needs and language of particular audiences. UNICEF currently requires this information to effectively design the Village Improvement Series handbooks we are helping to produce.

Villagers will be asked to identify a number of block-out photos, line drawings, stick figures, silhouettes and symbols. Villages will be classified by their experience and contact with pictorial communications and the study will focus on those with less contact.

A test kit will be prepared for the interviewers to use in the villages. This kit will be pre-casted in some villages near the Kathmandu valley and revised prior to the start of the main study.

After the interviewers and staff compile and analyze the data, the results will be presented in a simple booklet. The booklet will compare the relative effectiveness of various symbols, pictures and colours in communicating ideas to villagers in different environments of Nepal. These booklets will be distributed to all people and agencies who are developing visual aid and instructional books in Nepal.

The Village Improvement booklets are designed to provide simple instruction on basic development techniques for villagers with a fifth standard education. In order to make these booklets easier to be understood by this group, they will need to be revised to contain more pictures and to use simple, colloquial Nepali. The information gained from the pictorial communication study and the booklet pre-casting will help meet this need.



RADIO SURVEY IN BANGLADESH

by Moncef M. Bouhafa
Asst. Information Officer
UNICEF, Dacca

In Bangladesh where only one in every five people either read or writes, and where television is still restricted to the main cities (while more than 4/3 of the population live in rural areas), use of the mass media for Project Support Communications may well mean use of radio.

But radio, its use, its programming and its potential have, like everything in this new nation, undergone changes. No organization or group has carried out a systematic analysis to find out what those changes have meant to the effectiveness of radio for development.

Radio sets have increased in price; batteries for these sets are expensive or unavailable; license structures for radio sets have just been changed by the government, including the abolishing of the radio license for one band set; the import duty has been removed on some sets.

FSC Will do Commission Survey

The FSC Unit is considering commissioning a survey on the effectiveness of radio in Bangladesh to begin to get answers to the questions of: Who listens? Where do they listen and when? What programmes do they listen to? Who owns radio sets?

The survey would be carried out over a period of three months, and would cover four villages in four separate administrative divisions of Bangladesh. Each village would be serviced by a team of two students from the Institute of Social Welfare at Dacca University.

The national radio, Bangladesh Betar, is interested in the study, and will use the results for future programming. The survey will serve also as a planning tool for programme officers and their counterparts who wish to use mass media for FSC.

The survey of radio is but one part of the more comprehensive survey that the FSC Unit in Dacca is undertaking to ascertain what is available for production, what costs are, and what the channels available are — ranging from television to village crows. In Dacca things are somewhat different from other countries, and our aim is to find out how different.

COMMUNICATION SUPPORT OF THE CREATION OF BASIC SERVICES

by Björn E. Berndtson
FSC Officer
UNICEF, NTEQ

With the approval of the basic services proposal by the 1976 Board, we have all been given a well-formulated direction and a definite purpose and base for action.

The basic services scheme has been designed as a joint undertaking in which a number of organizations, national and international, must co-operate. As no single organization or government has the resources to single-handedly carry out the project, its success will depend upon the way the activities are co-ordinated.

We have been made aware of the facts that the need for services is greatest in remote communities and slum districts, and that the projects plan in 15 years to have serviced the entirety of a given nation.

The question of our communications role now arises. Many innovations are scheduled to be diffused for adoption and an efficient organization to take care of the diffusion process will be needed.

Concentrate on the diffusion process

At this starting point of the basic services scheme, certain preliminary activities can aid the establishment of effective communications (both internal and external). (See box below.) Most important of these is the gathering of as much pertinent information as

ADVOCATE

- ... systematic and professionally planned and carried out communications activities:
- effective communications versus indifferent communications
- multi-media mix versus single-channel communications
- efficient communications organization versus badly staffed and equipped one

possible to permit feasible planning.

We will encounter many misconceptions and strongly held attitudes which will make difficult the achievement of our basic aim to establish an accomplished diffusion process. The most difficult misconception to overcome is the fallacy that target audiences can be seen as uncomplicated, or at least not very accomplished. This attitude has to be fought on all fronts because it kills chances for success from the beginning. It makes two-way communication impossible and blocks efficient message construction. It also inhibits basic research greatly needed to prepare feasible communications strategies.

Persuaders

Too often managers are emotionally influenced when decisions have to be made on what communications channels to utilize. Instead of paying attention to cost/benefit aspects in relation to the time it takes to adopt an innovation, they often select wrong opportunities. It needs to become a PSC and programme officer's initial communications job to inform, educate and persuade the responsible planner to exercise his best management judgement in diffusing an innovation most effectively.

We need to make available to the manager studies and findings which can provide alternatives among which he can choose. It is not enough, though, to timidly inform about cost/benefit elements, the value of multi-media mix, the communications work hypothesis of the multi-step flow and other communications concepts. Let the UNICEF team be very persuasive about the fact that no innovation will take hold without effective diffusion (communications) and refer to cases which prove the point.

Information gathering

In the briefing sessions, as in all planning, decision-makers should be made aware of the various communication systems, opportunities and alternatives, and possible outcomes of each alternative. The search for alternatives would conform to the usual organizational elements involved in management, including manpower, structures, technology, effectiveness in performance. Such information must be as accurate as possible. It is indispensable to learn from national groups concerned with communications and education, and to utilize research and findings from a number of disciplines such as psychology, social psychology and anthropology.

Having secured reliable and valid advice, the decision-maker thus has information in these communications-related areas:

- Audience characteristics and their attitudes towards the proposed innovation
- Facts about the national and local communications systems which may focus on person-to-person communications (but not excluding other channels)
- Effectiveness of the systems
- Data provided by the subject matter specialists related to the innovation
- Teaching/learning material availability
- Training institutions specializing in extension work
- Service and maintenance facilities to support the technology to be used
- Supplies and raw material
- Transport available to the scheme: private and public

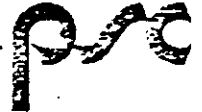
(Information on goals, project purpose, need situation in the project area, co-ordinating organization's response to needs, organizational and administrative capacity, is available.)

More detailed information may be raised as to the effect of the communications process:

- The effectiveness of available teaching/learning material
- The need to produce supplementary material
- Are efficient producer-creators available?
- How have other "diffusion of innovation projects" been accomplished and by what organizations?
- How have the communications research, feedback and evaluation components been included?

It is inevitable that the major communications decisions to be taken will be in training of personnel. Inter-personnel communications are essential in our proposed areas of operation: UNICEF thus may be asked to assist in:

- Training of teachers
- Training of change agents



- Training of village volunteers
- Training of media specialists and educational technologists

In most nations, information which will help managers to decide about training input seems readily available, but it may be prudent to take a second look, since our training objectives are rather special, with course preparations taking perhaps up to six months.

What training material is available, what has to be produced?

Obviously during the implementation phase there would be need for manuals, guides and handbooks. As early as possible, such supportive teaching aids need to be specified and the curricula has to be worked out. Little teaching material will probably be available; most of it has to be custom-designed with a specific purpose in mind.

Name the staff

Most important, however, would be to assess the availability of staff experienced in training change agents in extension work, leadership, group dynamics and the use of media.

Community participation

An assumption is that community participation is essential for the successful implementation of basic services. The areas of popular participation, self-help, co-operatives and community democracy certainly need looking into during this pre-planning phase. If the idea is new, progress is bound to be slow and the whole issue of participation to be treated as "adoption of an innovation." However, experience indicates that a very simple form of "participation" consisting of contributing a small monthly sum has a chance for acceptance if skillfully negotiated by village change agents.

Appendix.

The following storyboards were produced

by B. Berndtson.

The educational and persuasive communications methods suggested are applicable to extension work in nutrition, health and agriculture.

LEARN FACE-TO-FACE

COMMUNICATION

AND

TRANSFER OF KNOWLEDGE RELATIVE TO

RESPONSIBLE PARENTHOOD

STARTING WITH AN EDUCATIONAL OR PERSUASIVE INTENTION.

WHICH SHOULD YOU COMMUNICATE

AND

WHAT PART OF THE SUBJECT MATTER SHOULD YOU SELECT TO REACH THE BARRIED GOAL?


LET US START TO DISCUSS SOME

IMPORTANT COMMUNICATION ASPECTS:



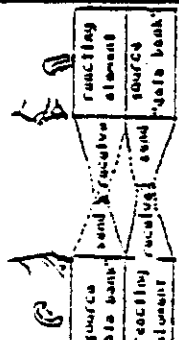
Checklist:
There are several means available if you want to communicate - eg. sound and sign.

Draw up a list of means available to you if you want to communicate with your audience.



Effective communication is a 2-way process involving the exchange of meaning.

Find examples when lending of messages failed to bring about communication.




Communication always involves a feedback which is easily achieved in an eye-to-eye situation.


How can you make sure that the signal you send out is understood?

ARE YOU READY TO COMMUNICATE FAMILY PLANNING?

DO YOU KNOW THE WHY THE HOW AND THE WHERE? TO PLAN FAMILIES



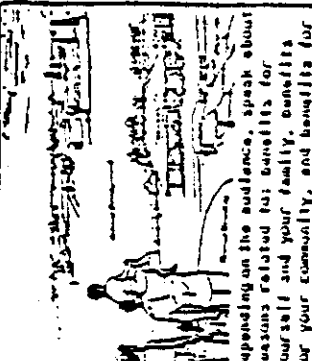
Understanding that communication is a two-way process, be prepared to send three kinds of knowledge to the audience and obtain a response.



Using your voice, you will speak about:

- 1) The reasons for regulating and timing the birth of children.
- 2) The means and how-to-do-it.
- 3) Where to find confidential contraceptive means.

All communicators have to know their particular subject matter in F.P. the reasons for, the means, and how to do it, and where to obtain services.




Depending on the audience, speak about reasons related to: benefits for yourself and your family, benefits for your community, and benefits for your nation.

Be prepared to speak about "the three main reasons for FP" as they relate to:

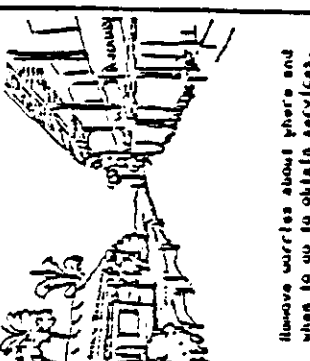
- 1) Benefits for yourself and your family
- 2) Benefits for your community
- 3) Benefits for your nation.

Take effect with the publicity of your organization and your agreement to represent that effect and there, there by more.



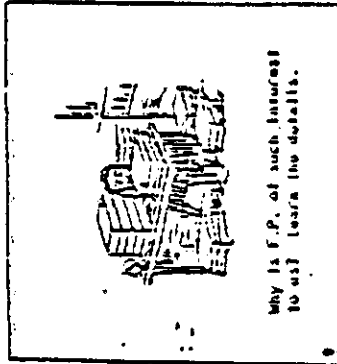
Means and methods as they relate to: Clinical methods or non-clinical methods, their safety, side-effects, side-effects, and convenience of use.

It is expected of you to communicate enough knowledge about clinical and non-clinical methods to make the client able to choose a suitable



Remove worries about where and when to go to obtain services.

Some clients may be worried about finding the clinic or consulting when it is open. Sometimes it even may be necessary to accompany a



Why is F.P. of such interest to us? Learn the details.

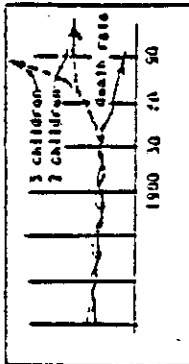
After this overview, learn to explain the reasons why one should adopt family planning.

10

THE WORLD IS VERY DIFFERENT TODAY COMPARED TO 50 YEARS AGO.
 - PEOPLE LIVE MUCH LONGER
 - PEOPLE USE MORE OF THE RESOURCES
 - PEOPLE HAVE GREATER EXPECTATIONS

The demographic and ecological factors of your people must be well understood.

11



Why is there a population problem? Projections of birth rates showing the differences between a 2 and 3 child family can be related to the need for planned national development.

11

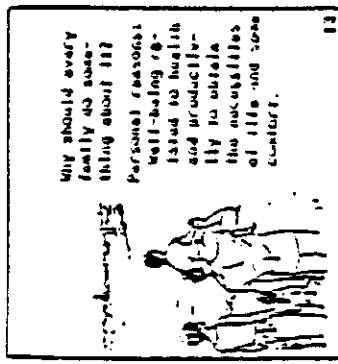
Each nation's future is shaped out by means of projections related to birth rates or number of expected children. The death rate is similarly important to fully understand the present rapid growth.



The farmer divides his land among his sons-but some migrate to the town and there is crowding and unemployment all around.

12

Family planning services will be provided to explain the difficulties of society, the high cost of providing new jobs, the effect of better health services and how these factors can affect everyone's progress at life.

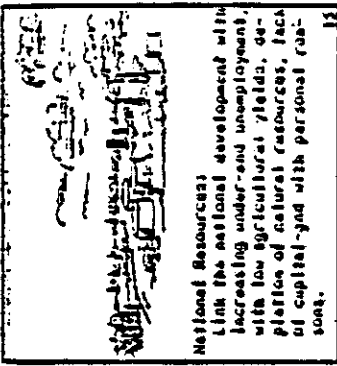


Why should every family do something about it?

Personal reasons related to health and productivity to obtain the necessities of life and some comfort.

13

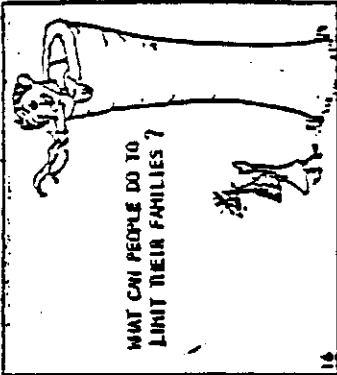
Personal motives are the strongest reasons for deciding to use a contraceptive. Women often mention the factor of health; men mention economic reasons or pride.



National Resources
 Link the national development with increasing under-employment, with low agricultural yields, depletion of natural resources, lack of capital and with personal subsistence.

With gradually extending mass media, people are becoming more aware and concerned with the future of their nation and its developmental schemes. They are also more able to conduct their personal well-being with the well-being of the nation.

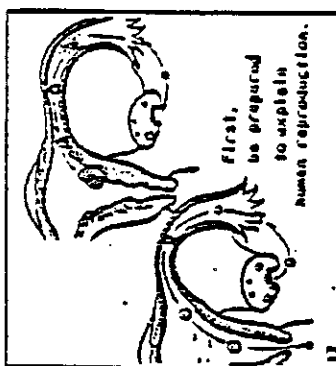
14



WHAT CAN PEOPLE DO TO LIMIT THEIR FAMILIES?

If there is a sufficiently strong motive, drive, or want to limit the number of children-the next step is search for the best and the most convenient means.

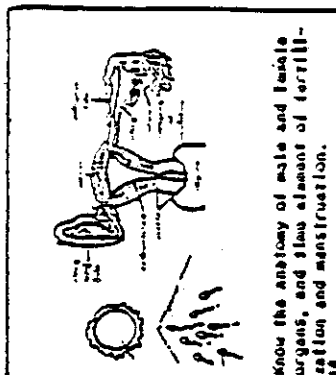
15



Depending on the audience, be prepared to explain the human reproductive system in order to introduce the idea of contraception.

16

First, be prepared to explain human reproduction.



Know the anatomy of male and female organs, and the element of fertilization and menstruation.

17

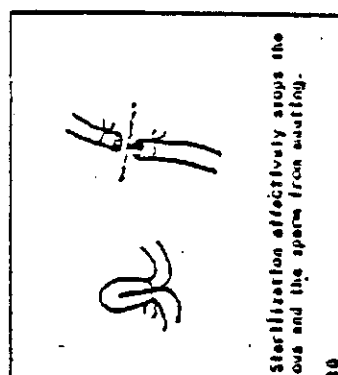
Practise the use of visual aids (flip-books, models, etc.) to explain ovulation and how meeting of sperm-ova can be avoided or the timing changed.



Be prepared to explain how the different methods work and their reliability. Stress what medical personnel, the attention of medical personnel, the actual material reason for the use of pills, sterilization, etc. and more was that it was not a permanent method.

18

Be prepared to explain how the different methods work and their reliability. Stress what medical personnel, the attention of medical personnel, the actual material reason for the use of pills, sterilization, etc. and more was that it was not a permanent method.



Sterilization effectively stops the ova and the sperm from meeting.

19

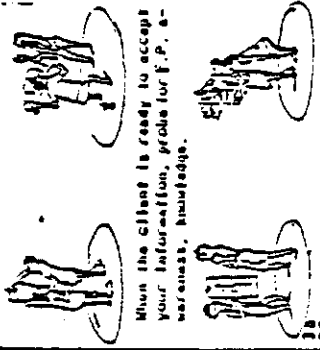
If the program includes sterilization (male or female), operational procedures should be learned so that arrangements can be adjusted to fit the client.

INTERACTING WITH THE CLIENT...



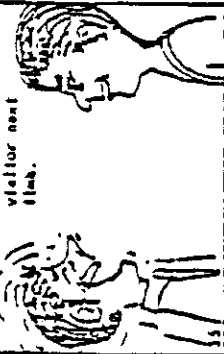
So, you are alone with a client; you feel that you can interact!

Your specialist
 do your family-introduction
 yourself now that you
 know the way.
 Be friendly, but
 be firm. Don't let them
 be a good illustration of
 your own skills. Practice your
 own skills. You have at the right time.

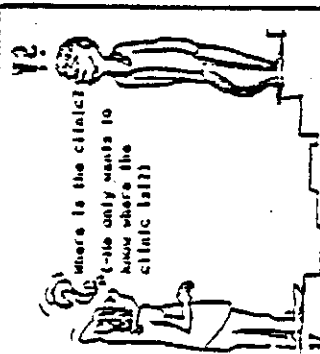


When you are accepted by the client, you may first address his awareness and attitude to the F.P. issue. Then, you may probe for his awareness and knowledge. When you are accepted by the client, you may first address his awareness and attitude to the F.P. issue. Then, you may probe for his awareness and knowledge.

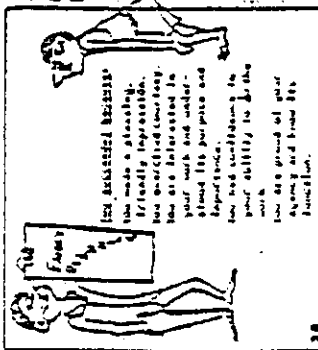
Your first visit is to make you a welcome visitor next time.



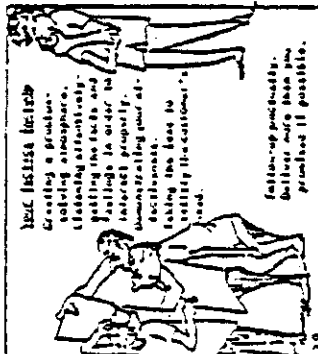
Switch your turn of
 roles, being positive,
 choice of words, and
 responsive manner.
 Have a friendly smile
 and a relaxed manner.
 Be a good illustration of
 your own skills. Practice your
 own skills. You have at the right time.



Use your communication skills, the feedback you get from the client, and let him know where the clinic is. Use your communication skills, the feedback you get from the client, and let him know where the clinic is.



You are a contented member of a good organization, well-trained and supervised, and aware of the importance of good human relations. You are bound to do a successful job.



Your health is better. Creating a positive, solving atmosphere. Planning activities. Getting facts and figures in order to be successful. Making the best use of the resources available. Making the best use of the resources available.

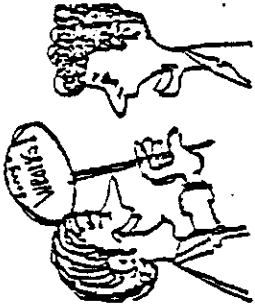
MOM'S INTERESTED IN YOUR FAMILY PLANNING MESSAGE



41

It is good tactic to establish priorities based on sense of motivation and readiness.

Be prepared to fight rumors and misconceptions-tactfully! 40



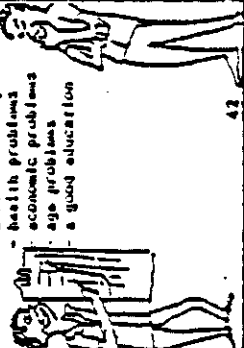
Careful interaction now validated information, humorous rejection of a rumor is one of many tactics to fight rumors.

Group meetings are effective! Work in as many group meetings as possible in your schedule. 43



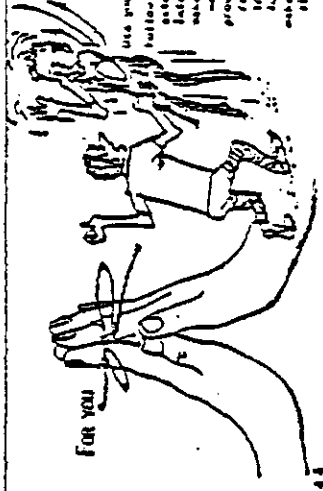
It is a good tactic to meet with potential clients in groups and alone. Eg. In their homes, in clinics and their work places.

The "readiness" scale - Parents with:
 - 4 or more children
 - a new born baby
 - health problems
 - economic problems
 - age problems
 - a good education 42



It is a good tactic to start off with potential clients who are likely to adopt quickly and if it will work the flow to work with local leaders to establish a practice list of people to contact.

FOR YOU



Use your communication skills. Tailor your tactics: establish client's priorities. Interact. Make clients aware, arouse them, provide credibility and social responsibility, discuss the trial and discussion, re-engage. Make it very to find contraceptive pills.

Use your communication skills to bring about an effective person-to-person relationship. Follow your program and establish the practice.

To interact, learn the characteristics of your client:

- Dialect
- Education
- Age
- Occupation
- Health
- Interests
- Beliefs
- Values
- Concerns
- Etc.

39

In each, interaction we have a better chance to clearly construct our own messages because we learn to see the world through the client's eyes

To EFFECTIVELY COMMUNICATE - INTERACT

24

We can also improve our communication skills by learning to interact-by putting ourselves in another person's place, for example:

Your clients are different! To interact find out about their social roles and norms.

31

Good interaction will start with understanding a client's social role. Finding out a client's social norms which regulates some of his F.P. behavior is also necessary.

He wonders if he can trust me!

30

Try to figure out how he looks upon himself and what experiences he has with his immediate surroundings and the outside world. Sympathize with him to enhance your chances for communicating F.P. knowledge and feelings.

Remove Communication barriers to facilitate learning:

- Attention Honor's
- Social Pressure
- Firm Attitudes

37

Remove a client has to be out at the office any effective communication can take place. Several different factors may be necessary before a P. focus will be able to proceed. Once the adoption process has begun, the therapist should be in the P. phase to continue in the P. phase.

Old he understands the sign- the words- my friendliness! (Did he learn?)

37

To be sure your subject matter, your client, and to have some communication skills is not enough. You may be able to remove barriers, affect his attention, have his interest, make your message clear in its way and verify the response you wanted. So, you can be sure or unfortunately or to a P. phase.

HEAR AND HEAR CAN PEOPLE OBTAIN INFORMATION AND MATERIALS TO PLAN THEIR FAMILIES

33

In some cases, just the knowledge of where the clinic is located and when it is open brings clients from far away.

THESE ARE YEARS AND MONTHS OF FAMILY PLANNING. WHY PEOPLE, THINK, DO NOT KNOW ABOUT THEM, WHY DO YOU TELL THEM ABOUT FAMILY PLANNING

35

Your communication can be effective or garbled. Learn to be effective.

It is often difficult to find a clinic located in a hospital or on a side street. Make sure that you have a handout which explains the location and when it is open. List also what to bring.

24

Even if your life is a full-time communication process involving thinking, listening, speaking, reading, writing, and drawing, improve these skills.

COMMUNICATION SKILLS AND INTERACTION

Communication can be:

- exchange of information
- exchange of meaning
- exchange of attitudes
- a two-way flow
- resulting in a desired behavior from the receiver.

37

As we do not perceive things the same way, our communication attempt may fail. We therefore learn to ask for a response or look for a reaction with a feedback system because we do not have a two-way flow for effective communication.

Perfect your communication skills:

- Listening
- Speaking
- Thinking
- Reading
- Writing
- Drawing

36

Even if your life is a full-time communication process involving thinking, listening, speaking, reading, writing, and drawing, improve these skills.



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Notes

The Newsletter (8 pages, 8x11, stapled) is introduced as the "UNICEF house PSC medium" for circulating news and views of PSC activities.

Contents: Introduction; SC Regional system workshop information; Recommended books; Fighting typhus; Nepal PSC; Bangladesh Radio Survey communication support of basic services.

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