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**Suggestions for PSC activities to support the implementation of UNICEF's projects in Ethiopia 1983-1988. Communications were expected to play an important role in food and nutrition, health, women's programmes, services for young children, education, and water supply.**

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PSC AND THE ETHIOPIA COUNTRY PROGRAMME

This document consists of a number of suggestions for PSC activities to support the implementation of the plans of operation of projects developed for 1983-1988 the period of UNICEF assistance in Ethiopia.

Areas in which communication support are expected to play an important role are Food and Nutrition, Health, Women's Programmes, Services for the Young Child, Education, Water Supply and Support for Services.

These suggestions have been prepared in order to provide the programme officers concerned with an idea of the follow up activities required in the implementation of the communications support component.

April, 1983

Maurice Bryan  
PSC Officer  
Nairobi

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FOOD AND NUTRITIONPSC action to support Goitre control, Food and Nutrition education and Supplementary feeding

1. The ENI with limited staff has managed to continue putting out small amounts of nutrition information over the years. The last big effort seems to have been the production of pamphlets in colour on expensive paper. The evaluation done by the visiting FAO/UNICEF consultant pointed out certain problems related to unfamiliarity of viewers with the subjects portrayed (fruits and vegetables which had not been seen before) and other objects (lentils) which were unidentifiable. The general conclusion was that there was a need for more extensive pretesting before final production runs were carried out.
2. The proposal to strengthen the information Unit is therefore crucial to the eventual success of the programme. Given the size of the country, it is unlikely that ENI will be able to adequately cover the entire nation with information material unless a well conceived process of systematization is undertaken.
3. There are 25,000 peasants associations, 1,200 kebeles, 34,000 literacy campaign centres, 6,208 primary schools, 15,000 women's associations etc. with proposals in the Development Plan to increase the numbers of all of these. These undoubtedly represent a multitude of channels and outlets for development information.

Distribution

4. Initial activities of PSC work in this sector should therefore place a priority on the establishment of an effective distribution system. This could include a map of the country, showing the location/final destination of all items of information material.
5. An up-to-date mailing list should be prepared and kept current, and a flexible system should be designed to get materials to the various regions in the most effective manner, bearing in mind that different regions experience different communication conditions. In some regions, items could be mailed directly to recipients; others will need to utilize the services of the regional nutrition officers, who will in turn have to work with the other sectors such as agriculture or health.
6. Budgetary allocations will have to be adequate for mailing and other transport costs.
7. A feedback reporting system should be devised which would indicate whether the materials had arrived at their destination and reached the audiences for which they were intended. This could consist of little slips of paper, to be mailed back indicating receipt, as well as questionnaires on use and audience response. These should be included in all packages of distributed materials.

8. To facilitate mailing, it may be possible to get the Central Statistical Office to provide some computer time for the production of address mailing labels with sticky backs, which could be run off in large numbers and could simplify mailing over the years. Alternatively, labels could be merely perforated for tearing and paste added to minimize the need of having to depend on expensive imported labels.
9. The role of the APCs and SPCs in this system could be a major, since not only are APCs and SPCs capable of secondary production of information materials from prototype, but they are important repositories of information and hence a source for community learning and growth. APCs can act as storage centres for localized distribution, or can run off copies of notices, charts, pamphlets or posters on stencil or silk screen.
10. Distribution efforts initially could give priority to those areas which have been previously neglected or which have been selected as being most affected by certain serious nutrition problems such as kwashiorkor.
11. Some steps should be taken to assess the distribution of materials already in the public domain such as leaflets, posters, flip charts produced from 1970. This will enable those concerned to get an idea of how many more are needed to effect complete coverage of the country; again with first preference going to problem areas.
12. All batches of material should also include instructions for use. Batches of newly developed material should be introduced to field workers with "Materials Use Workshops", at least at regional level and should be designed to improve the effectiveness of delivery systems and the way materials are integrated in to school or adult literacy/education activities.
13. Decisions will have to be made regarding which materials are given freely and automatically on production; which materials will be sold at nominal cost to the community, e.g. textbooks, education/entertainment booklets (comics) and which material will be given on demand only.
14. In light of the success of distribution activity undertaken in the past by the Ethiopian Tourist Commission, there should be some research done regarding how many posters they have made over the years, and what system they used to spread them to the major towns in the nation.
15. With the increase in the volume of distribution, budget allocations will have to include provision for a special person who will mainly be responsible for making sure material gets to the designated areas, and that the necessary feedback is received in order to keep a constant check on the effectiveness of ENI activities and also to provide a channel for future modifications and improvements. This information will also be useful as a guide in estimating the size of future production runs of materials.
16. Other duties would involve educational material store keeping, accurate record keeping of shipments and responses, making sure these responses are passed on to producers; keeping mailing lists up-to-date, and ordering new supplies from producers and printers.

17. With regard to the logistics of mailing, to save weight and provide protection, more use could be made of plastic sheeting and envelopes, which can be tailored to size with heat sealing machines.

### Production

18. One of the first tasks ENI will need to undertake is a systematic survey of community attitudes to various current nutrition practices. Without this knowledge, it will be difficult to accurately tailor messages designed to counteract harmful nutrition patterns.

19. It is important to note that communities have what they think are perfectly valid reasons for doing things, and it is sometimes difficult to present convincing counter arguments for alternative behaviour. This is especially true if other members of the community may appear to have suffered no ill effects as a result of the behaviour in question (e.g. those who survive to adulthood having eaten butter as babies). It may be easier to present harmless alternatives which can be proven to provide the same effect, than try to banish the practice altogether. (e.g. suggesting that boiled water or orange juice will perform the same function as the butter.)

20. Ultimately greater coverage of nutrition information will be achieved if nutrition is incorporated in other development messages such as those designed for adult literacy, health, agriculture, women's activities etc. This could best be achieved by developing some co-ordinating mechanism.

21. Communications units of government ministries involved in producing educational materials could form a co-ordinating committee. Among other things, this committee could be responsible for co-ordinating message design, undertaking joint production and dissemination of materials, ensuring that nutrition education features prominently in the training curriculum, syllabus and regular programmes of Health Education Unit, Teacher Education, Basic Education, Department of Adult Education, Education Mass Media Service and Ministry of Agriculture Extension Department, etc.

22. Some specific activities which could be undertaken include collaboration with the Play and Education Materials Centre for the development of a series of Nutrition Games for Children. Prototypes could be developed for distribution to the APC's which would then be responsible for producing large quantities. As much as possible, these games could be based on existing traditional games, and in addition dice-type board games such as Snakes and Ladders or card games could be developed with a nutrition message incorporated so that winners are those who have the correct nutritional combination or follow correct steps. These games could be distributed to schools and day care centres.

23. ENI, along with the Education Materials Centre, could work on the production of a Children's reader containing basic information on what children need to stay healthy. It should be attractively illustrated and be the kind of book parents would buy as a recreational reader for their children. Perhaps the Ethiopian Tourist Commission could be helpful in identifying suitable artists.

24. Besides being on sale, the books could be distributed at minimal cost to the 29,000 day care centres in the country, since it is important that children begin to learn the relationship between foods and health at an early age.
25. Besides print media, ENI should try to make more use of short radio spot announcements, especially during the 55 hours EMMS broadcasts to general audiences. These spots could be repeated during the week in various languages.
26. What is important, is that nutrition information should not be presented in an academic or pedantic manner with many points to be absorbed at once, but should be easily understood and entertaining. (The analogy should be with the presentation of a good meal, bearing in mind that regardless of how nutritious a meal may be, unless it is tasty it will not be eaten).
27. Several topics are suitable for this approach e.g. (a) the manner in which certain foods ought to be prepared to retain their nutritional value (b) kinds of foods which one should not forget to include in one's diet etc. (c) seasonal food supplements etc.
28. Information of this kind could be presented in the form of advertising style jingles or mini dramas, such as parent to child, or adult to adult dialogues lasting no more than a minute and including some catch phrase or tune at the end. These could then be presented throughout the day, and could serve to keep good nutrition practices constantly in the public consciousness.
29. Given that one topic which needs to be promoted is the increased use of oranges and other fruits as snack foods, these spots could be seasonally timed to match the availability of various fruits. The sale of oranges and other fruit in government ministry cafeterias could be encouraged and the function of various fruits in maintaining health could be used as a selling point.
30. E.g. Feeling tired, thirsty and in need of a little something to chew on, why not try an orange. Oranges contain glucose for instant energy, and Vitamin C..... the protective vitamin. It can help your body fight off that oncoming cold and influenza. Remember for all the family, eat an orange a day. The tasty way to health.
31. Similar types of messages could be developed in conjunction with EMMS and various musicians and drama writers in the country.
32. One other important information task ENI should undertake is to keep policy makers regularly aware of how certain decisions affect day to day nutrition in the country. For example if health standards distribution mechanisms or storage mechanisms are contributing to poor nutrition, using the appropriate channels, ENI should be in a position to present this possibly sensitive data to planners in an easily understood manner, enabling them to become aware in order to make necessary changes, especially if these involve policy decisions at central level.

### Weaning Foods Project

33. Given the extent to which community participation will be important to the success of this particular project, attention should be paid to publicising it from the beginning, in all the media, especially the news papers and the radio.
34. Interviews with those concerned could be conducted in Arssi, Gojjam, and Haragehe, and given that the project is likely to have staggered implementation, every three months, special efforts should be made to publicize progress, and to give those involved a sense that the rest of the country is interested in their activities.
35. Another aspect of the staggered starts, is that demonstration visits could be arranged between regions in order for the concerned parties to observe each other's progress.
36. Interviews could be aired from time to time with mothers who are involved, including both successes and failures. Connected issues of special importance which should also be incorporated are use of improved stoves and grain storage facilities.
37. Once the weaning foods have been found to be successful and relatively easy to produce, a weaning foods calendar should be produced with the recipes and instructions featured prominently. These calendars could be distributed to other centres in the country especially to Farmers and Producers Co-ops and Community stores. (Domestic Distribution Co-op.)

### Goitre

38. In the programme to combat goitre, special goitre information is needed for Tigray, Shoa, Wollega and Illubabor regions.
39. Given that the salt for iodization will come from the sea, a survey should first be made, to determine the basis of taboos against the use of sea salt, and what information could best be used to encourage a reassessment on the part of the biased individuals.
40. Posters connected with the use of iodized salt, should be produced and the Ethiopia Domestic Co-op should be given the responsibility of getting these out to peasants and urban dwellers associations.
41. Messages indicating the connection between iodine and goitre, and urging the use of iodized salt to prevent the condition, should be printed on every package of salt which will be produced for distribution by the DDC. Messages could be placed on small retail packets as well as on bulk storage bags, and should include storage instructions e.g. STORE IN DRY PLACE AWAY FROM MOISTURE.
42. Even though in the long run all salt in the country will be iodized, this programme presents a good opportunity for a nutrition information message which will in the public mind permanently connect goitre with lack of iodine.



### Supplementary Feeding

43. Given the extent of supplementary feeding and the current shortages in the country, some communication effort should be made to cut down waste in RRC food distribution. First an investigation should be made to determine what form the waste is taking, and what methods will be needed to combat it.

44. Once this information has been gathered, it could be the basis for information activities promoting waste reduction methodology. These activities could include a series of seminars to highlight the problem. At every feeding site, reminder lists of do's and don'ts could be prominently displayed as large notices.

45. Efforts could be made to remind those concerned that waste is associated with lack of respect for farmers who produce food. Connections could be made regarding the length of time and effort needed to produce a grain of wheat or teff and how much is needed for a loaf of bread or a roll of njira.

46. Wastage rates could be made equivalent to, and interpreted as loaves of bread or numbers of meals or numbers of people which can be fed with wasted amounts. The roles and responsibilities of distributors in ensuring that supplies reach the largest numbers could be highlighted and data can be presented to show how actions of distributors help or aggravate the problems of shortages.

### Training

47. In view of the key role they are likely to play in assisting the process of information delivery, Regional nutrition officers should be given training in communications programme planning and implementation as well as in simple materials reproduction skills. This should not only enable them to communicate more effectively on posting but also to be in a position to improve communication skills of field workers, such as home economics agents.

48. Emphasis should be placed on enabling officers to become familiar with the use and operation of modern and traditional media, producing simple av aids, to organize groups, speak effectively in public, conduct meetings, analyze community needs, structures and priorities, co-ordinate communications field activities with other sectors etc. The curriculum and programme for this pre-service training could be developed in conjunction with the TRUE section of the Department of Education Mass Media Service and the national co-ordinating body for training in Communications for Basic Services.

HEALTHBackground

1. Because of the large amount of attention paid to curative medicine in the past, and the constant drain on the health budget of having to maintain a hospital system, it is only with the coming of increased social organization that it has been possible to pay serious attention to the expansion of the health services and particularly to more relevant training and health education to reflect the new focus on preventive medicine.
2. The undertaking of preventive health practices by individuals and communities and increased training of health staff and practitioners, will, it is expected, enable health services to reach a wider section of the population.
3. All aspects of the management of the health services are therefore undergoing examination aimed at making them more adapted to a community based system.
4. It is therefore planned that the health education unit will expand its production capacity to provide for the system. It will also need to increase liaison with communications units in other departments around the country such as the Ministry of Agriculture and Awraja and school Pedagogical centres and assist the spread of techniques, management guidelines, and promote an understanding of the establishment and maintenance of the health system around the country.
5. In the area of training, the new measures have promoted a reassessment with the aim of changing the curriculum for nurses; health assistants and other health professionals. General Organizational management and communications training are those in which strengthening is seen to be required.

Staff Development

6. With regard to communication in the day to day management process, training in communication should pay special attention to the need for the health professional to pass on information to para professionals (such as TBAs and CHW's) whose work they will be required to facilitate.
7. Communication in the supervisory process, should stress the need for providing support as opposed to merely giving command. This would be designed to allow the system to mature and become more self sustaining as well as in order to guard against health assistants and others from demonstrating arrogance towards community level workers who could be viewed as untrained non-professionals to be treated with diminished respect. Training in communication should also enable professionals to teach and learn more effectively in the community situation.
8. The practical aspects of this should be reflected during training through the inclusion of field work in which students can observe good examples of the delivery of health education information as well as community diagnosis.

9. Communications training should be designed to enable field level health professionals to know:

- How to plan health education strategies, and programmes
- How to deliver health education information
- How to produce simple audio visual aids
- How to collaborate with traditional practitioners, community leaders and government departments, in communication activities (e.g. organizing joint meetings) using the school system; using APCs; How to work with kabeles
- How to train Community Health workers and TBAs
- How to instruct them specifically in communicating health information.

10. Of special importance should be the steps that Health Officers, Nurses and Sanitarians should take to co-ordinate their activities with APCs.

E.g.

- 1) Visit APCs and contact staff
- 2) Meet regularly with APCs to review progress of distribution of health information
- 3) Ensure that APCs are always well supplied with Health Education Materials
- 4) Advise on topics, numbers and contents of health education materials produced by APCs based on area health problems.

11. Appropriate training material will therefore have to be developed, and it would be useful if the Health Education Unit Health Trainers and the EMMS Training section could collaborate on this, given the connection between EMMS and the Regional Project for training in Communications for basic services.

12. For those already in the health system, it is quite likely that the Health Education Unit will be required to assist in the sensitization of the health staff at all levels beginning with doctors who are expected to play a major role in the management.

13. As an immediate step, a letter can be prepared for doctors around the country which in a question and answer form will outline in detail what PHC is about and the role of the doctor in the system. The letter should be friendly and personalized. This could be achieved with the use of a computer and this /in the machine provided for CSO could be of service. The text of the letter would be standard, with the computer printing in the appropriate name of the doctor at the top, and producing address labels.

14. It is also likely that the Health Education Unit will be required to facilitate training by producing communication support material for the instruction of various cadres of health workers.

15. Copies of the UNICEF film "To Be a Doctor" would also be useful during training of doctors (as well as other professionals.) Steps could be taken to acquire copies of this film or alternatively the content of the film could be adapted to the Ethiopian context, and either acted and shot on video tape or made into an audio drama to be played on the radio and placed on audio cassettes for playback during training courses or seminars.

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16. A number of PHC type manuals now exist which could be usefully adapted to the Ethiopian situation... among them "Where There is No Doctor" and Community Health Workers Manual by Elizabeth Wood produced by the African Medical Research Foundation (AMREF) in Nairobi, and the Primary Health Worker - guidelines for Training; Guidelines for Adaptation produced by WHO. Along with the health related information, the manuals should also have a section on communications dealing with the points outlined earlier in paragraph 9.

17. While health workers may be well trained in their specific fields, problems often arise when they have to pass on information to a group in the community or elsewhere, and have to rely only on their memories.

18. The process of health education could be standardized and simplified if health workers had a set of points which would help their delivery either by referring to the points from time to time or by just reading them out directly. E.g. 10 points on cholera including How it is caused; How it can be prevented; How it can be cured or 20 points on Scabies etc.

19. In order to help this process, either a section of the aforementioned manual or a separate handbook should be produced containing all relevant information. Various single topic health information booklets already exist in the desired format e.g. Booklets on STDs and Malaria but the list of topics could be extended and all relevant information compiled in a handbook with illustrations, containing points on every major disease with the emphasis on the easily preventable.

20. In order to facilitate continuous updating of health manuals these could be produced as loose leaf ring binders to avoid the need for producing large runs of bound textbooks or booklets.

21. One other use of such a handbook (or section of a manual) is that it could be used <sup>by</sup> other sectors for teachers, home economics agents and APCs who could then adapt the information for use in their various areas with the confidence that all the points are being covered, and with accuracy.

22. The supervisory process can also be assisted by the Health Education Unit possibly through the production of checklist books and or calendars outlining activities of various cadres on a monthly basis, and especially CHAs and HAs. e.g.

January : Visit schools, discuss health problems with headmaster;  
Examine children for following diseases; Check Water supplies;  
Check sanitation. Look for following...extent of vegetation,  
availability of washing facilities; standing water; Hold meeting  
with community health workers.

23. These should be designed to provide a clearly detailed set of steps to follow in performing their functions which would be useful for self supervision and can also be checked by other supervisory personnel e.g. Health Officers, COPWE representatives, District Administrators, Headmasters who should also know what ought to be done.

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24.

24. Because of the need to facilitate a change of attitude about PHC; to update knowledge and continue the learning process of those who have already been training and are on the job, the Health Newsletter should be re-instituted. This newsletter stressing the PHC approach should also be readable by others in Agriculture, Education etc.

25. The newsletter could be developed not only to keep people informed on health matters but could also serve a supervisory function by reminding those in the field to undertake certain specific tasks at certain times of the year. E.g. The rainy season will be soon approaching in the Southern Provinces, so please redouble your efforts to search for malaria larvae or check school children for worms etc.

26. If printing and distributing a quarterly newsletter could prove to be too expensive, then a Health Magazine programme for Health workers should be developed for transmission on the channel which EMMS is considering for various in-service training broadcasts.

27. An EPI manual for health workers is also seen to be needed. There are now many examples in the region from which approaches and ideas can be drawn when the Health Education Unit begins the compilation for Ethiopia. Notably the EPI Handout for Use by Immunization Programme Staff in Zambia for layout and format, and the Manual for Operational Level Training for KEPI by Ministry of Health Kenya for content.

#### Co-ordination and Community Health Education

28. Given the present shortage of staff and equipment at the Health Education Unit in Addis, it is unlikely that the Unit will be in a position to contribute significantly to any improvement in community health without a major input of equipment and training; however, for the short term there are a number of things which can be achieved by improving co-ordination with other production oriented departments in the country whose facilities and expertise will be willingly placed at the disposal of Health if approaches are made.

29. To begin with, health personnel could take steps to become part of the co-ordinating committees for the production of communications material. This committee is expected to include UNICEF, ENI, RRC, Ministry of Agriculture, REWA, EMMS among others.

30. One important aim should be to influence the production of radio programmes and literacy material with health messages incorporated into other topics, and also to encourage the production of a special series of literacy books dealing exclusively with health topics; pointing out the cause and effect relationships as well as the Do's and Don'ts.

#### Suggested topics:

- Housing and Health
- Clothing and Health
- Water, Sanitation and Health
- Immunization and Health
- Pregnancy, Birth and Health

- Family Spacing and Health
- Restaurants, Eating Houses and Health
- Stores, Markets and Health.

These should be made available to APCs and reading rooms throughout the country.

31. An important function of the books should be to set new standards of acceptable personal health in the minds of people in various communities who may have come to accept existing norms without realizing there may be better alternatives. E.g. A healthy person does not wake up with a headache; a healthy person does not have stomach pains every day or a healthy person does not wake up feeling tired and listless. or whatever.
32. It should perhaps be borne in mind that it may be possible to have people go through newly acquired notions without observing any significant change in conditions unless it is clearly understood what the new norms are supposed to be, what the ideal result is supposed to look like, and what direct benefits are to be expected.
33. The Health Education Unit should also be able to develop a co-ordinating mechanism with APCs in every Awraja, beginning with a thorough knowledge of the location of the awrajas in the country and where they stand with regard to the amount of health education material which they possess. A questionnaire could be sent out to establish a basic picture of the existing situation.
34. The Health Education Unit could also influence existing radio programming without becoming directly involved in production through contacting EMMS to help in the distribution of drugs.
35. This could be done primarily by the airing of short reminders, advertising spots on the weekend programmes broadcast by EMMS directed at the community on matters related to contributions for drugs; and reminding people to see health workers for various bits of advice concerning the acquisition of drugs for communities.
36. The need for three visits to ensure proper immunization is another reminder suitable for short radio messages.
37. In addition, the incorporating of health messages in stories, songs, and dramas produced by EMMS could also be followed up. These should ideally include examples of good role models of various health staff. This would be designed to present to the public an understanding of what kind of service they ought to be getting from the people they are paying.
38. Efforts to promote the composition of songs with a health message to be performed by popular artists should also be pursued.
39. UNICEF could assist by providing honoraria for drama writers, Translators and helping in the overall co-ordination and idea development.

PSC to support Women's Programmes

1. One of the major tasks to be undertaken in this sector is support communication to promote a change of attitude among both men and women regarding the role of women in national development. The nature of day to day activities of women and the potential of these activities in influencing the health well being and development of the country could be one approach. In addition, the promotion of a more positive image of the role of women as indispensable participants (especially in planning the development of Ethiopia) would also be useful.
2. This will require close collaboration with all sectors. As a starting point, steps could be taken to influence the communications activities of various ministries e.g. health and agriculture, especially where these involve radio dramas and narrative print productions, to ensure that positive roles are presented as part and parcel of the respective messages and that the manner in which women's activities influence overall development is made clear.
3. This could be facilitated by the participation of the Home Economics unit and REWA on committees formed for communication message development in the various ministries.
4. Advocacy is necessary to decision makers in order to encourage the establishment of activities in which women's initiatives can increase the productivity, wealth and well being of various regions and the country as a whole. Aspects of this advocacy could include pointing out the opportunities and the specific geographical areas in which these opportunities exist, e.g. the setting up of fruit canning co-operatives etc.
5. Increased participation of women in management could also be highlighted to include instances where this is currently and successfully taking place. This information could be especially aimed at the generation of women who are presently in the school system, as a means of encouraging them to direct their learning activities towards developing these skills.
6. Steps will have to be initiated to ensure that communications skills training will be included as part of the pre and in-service training of home economics agents to enhance their message delivery capacity at field levels. The curriculum and training material will need to be prepared through the National Communications for Basic Services Training programme which along with Ministry of Agriculture and Ministry of Education will undertake the training activity.
7. An instructional leaflet/booklet/workbook outlining the various steps to be taken in the formation of women's income generating groups needs to be prepared for use by group leaders, community development workers and personnel in various agencies. It is likely that IFLE will undertake the compilation, although some input will probably be required from the wealth of information likely to be existing in UNECA. The task will require simplification and an outlining of a detailed step by step approach/<sup>to</sup> income generation beginning with analysis of communities material needs and ending with guidelines and steps required for distribution, marketing, and successful continuity.

8. Information gathered from the survey of problems facing functional literacy classes will need to be made available to EMMS writers for use in the development of promotional messages to be aired from local transmitters around the country. This would be designed to counteract any negative attitudes which may exist related to women's participation in literacy programmes.
9. To support the leadership training seminars planned for members of REWAs and other women's groups, workshop materials for use in training in community survey methodology, organizational methods and problem solving will have to be developed. The Communications for Social Development Training modules now in production cover some of these topics. These can be modified to suit the situation.
10. Liaison could be set up between those responsible for undertaking the training seminars and the national co-ordinator for the communications training project for support in developing the material. Assistance could also be provided for this by the Regional Office.
11. REWA in conjunction with various concerned bodies and individuals including EMMS could arrange periodically special coverage programmes on radio, and special newspaper or magazine articles dealing with women's issues and also promote the reflection of these issues in dramatic presentations which are performed by Co-ops around the country. (especially those with an operatic format). PSC assistance in production will most likely be required, especially in the identification of journalists, drama and song writers.
12. The Home Economics Division will require some support to undertake communications activities which will promote appropriate technology and labour saving devices which could be used by women. Apart from the immediate need for transportation devices, there are also others especially connected with water and firewood collection and conservation such as improved stoves. These are likely to require promotion. The materials to be produced include flip charts, calendars and functional literacy follow up readers.
13. Since many of the devices are initiated into the communities through APCs and Community Skills training centres, Home Economics agents need to develop closer ties with these institutions. The presence of more women staff members in APCs, who will be especially familiar with the devices, should also be advocated.
14. The greater use of APC's reading rooms and Skills Training Centres by women also needs to be encouraged by the Home Economics Division, and EMMS. This would be especially to promote the participation of those women who would otherwise be reluctant to do so, and to convince their husbands that it would be beneficial for the entire family. /be



SERVICES FOR THE YOUNG CHILD

Plans and Standards

1. In view of the growing interest in Ethiopia of day care, and the willingness of many communities around the country to construct buildings and complexes for this purpose, the need for standardization is likely to increase. This will become even more necessary due to the widespread use of traditional building materials as the most economic solution to meeting the need.
2. Architectural plans presently exist for use in the construction of centres, but these require so called modern materials and not every community is likely to have the resources to follow the plans faithfully in terms of materials or dimensions.
3. One communication related activity should therefore involve the development and distribution of plans for several different types of building sizes and layouts which are adapted to the needs and available resources of communities around the country. Along with this, there should exist a set of health and environmental standards (e.g. on ventilation; light; etc.) and an indication of how these standards can be met while still using traditional materials.
4. This will require liaison with knowledgeable personnel in the Ministry of Construction and some advocacy, perhaps, in order to start the process necessary to get the guidelines developed and presented in an easily understood form.
5. Presenting this as a booklet under the general heading "Guidelines, Plans and Standards for Community Service Buildings" might provide the necessary vehicle.
6. These booklets can be made available for kabeles and farmers' associations around the country.
7. The developing and pretesting stages of this information document, could probably be best done in the Bale region where much construction of this sort is occurring. This provides an opportunity to observe how materials could be modified and what illustrations and texts would best get the ideas across.
8. A poster sized list of health and environmental standards should also be produced for day care/<sup>centres</sup> to be used after construction, especially for day to day operation. This would be designed to enable those who are running the centres, (who are often new at their jobs) to have a checklist to which they can refer from time to time, and which can also provide a common reference for health workers during their periodic inspection visits.
9. This will require some liaison between the National Children's Commission and the Ministry of Health. Distribution could be simplified if a prototype was developed centrally and sent out to APCs and SPCs for localized production and distribution to centres in surrounding areas.

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Newsletter

10. In order to increase the awareness of the need for proper services for the growing child, assistance should be given to the National Children's Commission in starting a newsletter. This would be aimed at Kabeles, Farmers' Associations, organizers of day care centres and key figures in sectoral ministries.

11. The newsletter could provide constant reminders of how the well being of the child fits into development activities; provide innovative ideas and hints on child care; indicate how to provide special services e.g. intellectual stimulation; promote toy making and provide designs and patterns etc. Articles could be serialized on games from around the world, reports on national activities; provide profiles of gifted children, disabled children who are overcoming handicaps; activities of children around the world; alternative ways of learning etc. Assistance in content could be provided by the Regional Adviser and reference to Watoto Wa Africa, the magazine/<sup>produced</sup> by the Regional Office.

12. Day care centres' - teachers should be able to use the newsletter as a source of fresh material and should be encouraged to compile the issues for use as reference material.

Award

13. To encourage creative writing and illustration of books, specially designed for children, UNICEF should sponsor a small award (medal/prize/certificate) which could be given/presented at one or other of the annual national merit awards ceremonies (e.g. Golden Mercury).

Oral to Written Literature

14. In view of the need to preserve oral literature by conversion into printed book form, NCC and the MOE are likely to need assistance in the compilation.

15. This could be done on a province by province basis. If no existing personnel such as media supervisors can be persuaded to help, special individuals or teams will have to be employed for this task. e.g. Addis Ababa University Faculty of Literature (?). This would require taking portable tape recorders around in order to gather the required material unless some other method is used (e.g. taking of shorthand notes).

16. Tape recorders will therefore be required as well as instructions on good recording techniques and a system of cataloguing, storage and easy retrieval will have to be devised, perhaps incorporating the duplication and editing of cassette recorded materials onto longer running reel to reel tapes.

17. Meanwhile, media supervisors could be encouraged to start the process by taping material in their area and transcribing them into printed form for use in local day care centres, primary schools and APC reading rooms with copies on-forwarded to project central... The Documentation and Information Centre. Media supervisors are also likely to be instrumental in identifying the best local story tellers and recording them for broadcast over regular regional programming.

## EDUCATION

1. When considering all the sources of information available to a growing child in the every-day environment, the primary school teacher must undoubtedly rank as one of the most important.

2. This is especially so, with regard to the social and scientific information necessary for developing an understanding of the cause and effect relationships connected with activities to improve the material wellbeing of the individual and the community as a whole.

In terms of communication support activities in the programme for Education, PSC could therefore be seen to have two important roles:

- (a) Communication support for training programmes for teachers.
- (b) Communication support to ensure that teachers continue to have ready access to all types of information in their normal day-to-day work situations, so that they will be in a position to pass this on to their pupils.

### In-Service Teacher Training

3. To reinforce inter-sectoral linkages and to enlarge the information data base at institutions, steps should be taken to ensure that the four TTIs involved with in-service training, each have a complete set of all community education materials produced by the various ministries concerned with health, water and sanitation, village technology, nutrition, agriculture, etc. The existence of this material should be made known to the trainees.

4. In addition, each education worker being trained should be able to leave with a complete list of these available materials (if not with the materials themselves) which they could use for checking on local availability, e.g. with APCs and SPCs. The list should also be useful for initial ordering and replenishment of materials through local representatives of the various sectors or directly from production sources.

5. As another means of improving skills, knowledge and attitudes of education workers, TTIs could also make more use of current video technology. Half-inch (VHS) machinery and tapes should be made available to institutions for formal and informal viewing of both local and foreign topics. With the assistance of UNICEF and EMMS, TTIs could start building up video libraries on a variety of topics, of specific and general interest, e.g. activities in other countries, copies of films on science, technology, health, etc.

6. Many useful programmes are available through embassies and cultural organizations of various countries. These could be assessed for their relevance to the Ethiopian context and the training programme in general, then copied for the libraries. In addition, many educational supply houses in the world have now begun to produce and distribute educational material on video.

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7. The most important use of video is likely to be in the local context, in terms of producing programmes demonstrating examples of good professional practice, taken from around the country; e.g. demonstrations of good teaching practice; interviews with exemplary teachers on how they go about their jobs; their relationships with their students; their day-to-day problems; how they cope with shortages of materials and other facilities; and other topics all of which could be designed to provide useful role models for young teachers.

. Examples of good teaching environments; demonstrations of good classroom layouts; efficient use of space; materials storage techniques; manufacture of teaching aids (improvisation); standards of upkeep of premises and other features connected with the organization and management of a school. These topics would be especially suited to video, as they would benefit from visual presentations, especially when dealing with new ideas for which no previous examples may exist in some communities.

. Examples of the relationship of teachers in the community, pointing out the role of the teacher in community development; relationships with other 'change' agents; use of the community and environment in meeting curriculum requirements and as learning aids; demonstrating the best methods of implementing these activities through examples of experienced teachers in the field. Again, interviews with experienced teachers would be useful, especially on the problems which are likely to be encountered, and how these can be handled.

#### Educational Mass Media

8. EMMS is already doing an exemplary job. However, UNICEF PSC could assist in the area of training and of upgrading of media supervisors and other technicians.

9. Assistance could be given in ensuring that the supply of information on production techniques, equipment maintenance, new technologies, etc., continues to be constantly available, perhaps through the establishment of a newsletter containing relevant information on educational broadcasting, production, etc. UNICEF could assist EMMS by providing access to sources of this information (e.g. magazine subscriptions) and possibly in the production of the newsletter.

10. Media supervisors should also have access to shortwave radios so they can become aware of the different programming styles and production standards of international and regional broadcasting. Or if this is not possible, EMMS should be encouraged to produce a compilation of foreign radio programmes which, because of style, approach, or content, would be beneficial in upgrading the local production skills of media supervisors and others.

#### Educational Materials Production and Distribution

11. The most immediate need of APCs and SPCs in the country is for materials in order to produce the required aids and also to fully utilize the considerable enthusiasm and dedication which exists.

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12. One of the first requirements is for all APCs to have a basic list of materials prepared for them, in order to acquaint personnel with the materials available for production and to assist them in ordering new supplies through UNICEF or otherwise. LMMS Graphic Arts Department could assist in this. The list could be distributed to all APCs and SPCs and used as a common guideline.

13. APCs and SPCs are also in need of instruction manuals, i.e. 'how-to' books on a variety of arts and crafts such as printing, woodwork, metalwork, leathercraft, etc., so the personnel can improve their skills and also pass these on to the communities in which they operate. This is especially important since in many areas, APCs set the standard and this new knowledge would be reflected in higher quality of materials produced at local level.

14. In the development of reading materials, a mixed media approach to production at local level can also be encouraged. While specialists are off being trained in book production to meet the need of constantly available new reading material, steps could be taken to transform oral material from radio or recorded cassettes into written form. These may consist of short interviews on special relevant topics such as health, civics, agriculture, science, etc. which could be reproduced in the original question and answer format on stencils to be run off at APCs in pamphlet or simplified booklet form (stapled), for local reading rooms and schools. This could also provide a tie-in with the "oral literature" activities.

15. As a back-up system for schools which may be having trouble with reception or batteries, APCs could be assisted through the provision of tape machines for recording special programmes broadcast to teachers, or for playback of tapes sent from EMMS to APCs. Teachers should be able to use this as a resource audio library at which they can listen to requested tapes in their own time, on weekends or after school. This system could be developed in liaison with media supervisors and regional transmitting stations which have recording facilities.

16. Assistance is also likely to be needed to combat the problem of shortage of batteries and electrical power.

To aid the spread of radio listening, and to counteract the shortages, selected APCs should be involved in a pilot scheme in which they are provided with solar panels, 12-volt batteries and dry-cell battery chargers. Instead of regular dry-cell batteries schools and other participating institutions could be supplied with rechargeable batteries. These institutions could then, on a regular rotation basis, bring the batteries to the APCs which would be recognized as recharging points.

17. The system could perhaps be made to pay for itself by including community organizations which would purchase rechargeable batteries and also pay a small charging fee.

18. Besides being used for recharging, solar panels could also be used to run other electrical equipment used by APCs in their operations, and for providing electricity in order to make more use of the Centres at night in the areas where electricity is in short supply or of a sporadic nature.

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19. The results of the pilot will determine whether the system could be used by other APCs and perhaps the local assembly of panels could be considered in the long term.
20. Liaison with the other UN agencies (ECA) concerned with the promotion of alternative energy sources would undoubtedly be useful.

STRENGTHENING OF THE PLANNING AND MANAGEMENT OF CHILDREN'S SERVICES

1. Project Support Communications for this activity requires a number of approaches and the utilization of a variety of media. In general, UNICEF is likely to have the major responsibility for overseeing implementation.

Social Data Collection and Utilization

2. One of the problems connected with utilizing social data by those who are in decision-making positions is that this information is often presented in too empirical a form, e.g. columns of figures. This sometimes makes it incomprehensible to those who have not had special training. In addition the implications of the data to the functioning of specific ministries or regions or communities or the country as a whole also sometimes requires clarification.

3. The Central Statistics Office (CSO) could, therefore, consider the role of support communication in their activities and ensure that the publications which are being developed are geared to presenting information to relevant audiences in an attractive and easily understood form.

4. The popularity of bar-graphs and pie-charts has grown considerably over the past years and in most rural areas of Ethiopia these are to be found on walls of community buildings indicating productivity or growth rates of one thing or another. There is, therefore, a good climate for the acceptance of data. However, CSO in their communication activities could aim towards increasing the understanding of how this information can be used in the day-to-day context, and especially for planning purposes. This would mean that a section of their publication should be devoted to explaining the use of data not only at central level but especially at regional and awraja levels where any action will have to take place in order to change the statistics.

Example: What a rise or fall in certain figures are likely to mean over specific periods of time, and also how individuals or groups functioning singly or collectively can influence changes in the data which will emerge later.

. How data on the rise of birth rates will affect the data charts on school enrolment which pre-school teachers keep, and again in turn what this will mean to the construction rate of community structures.

5. CSO could also experiment with making charts which tell stories by linking the dips and peaks of charts or graphs with additional illustrations. Examples of this can be found in the charts and graphs produced by some foreign news magazines (notably Time Magazine) which are designed for easy comprehension by the general public.

6. Questionnaire design is another area where an understanding of good communication practice would also be beneficial, in order to minimize the risk of misunderstandings which could lead to the collection of inaccurate information and data.

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7. CSO could be given communication assistance in developing a team of people who are aware of these issues, who possess the required skills, and who would be available to help in developing and designing the most effective text and layout of questionnaires and forms. This would be of benefit not only to the work of CSO but also to other ministries who could be made aware that CSO assistance is available in this area for developing their own data collecting systems, and forms for everyday use in the public service.

8. For communication support regarding the use of computer technology, UNICEF could assist by making regular information available to CSO on the constantly changing technology and uses of micro-computers and especially the existence of new software packages, which could be acquired and modified to suit the needs of CSO.

#### Planning, Research, Evaluation and Monitoring Systems

9. Communication material to support the workshops which are planned for the future could be another area of required PSC activity. As a means of ensuring that all relevant information related to planning and implementation methodology is presented and also that a suitable system of conducting the workshops is available as a reference for those who may wish to run similar training programmes, a workshop manual could be developed.

10. This manual could deal with the steps and modalities of planning and implementation with special emphasis on the demystification of the monitoring and evaluation process; resource identification; substitutions, contingency planning and improvisations in field conditions, etc. Case studies which would serve as a basis for workshop exercises to indicate whether concepts are understood and are applicable in field situations could also be included.

11. There are a number of workshop activities in UNICEF which could be used as models, especially those which deal with staff training and also the regional project in Communications for Basic Services.

12. Work on this could take place in conjunction with EMMS and UNICEF programming personnel, with the RIBS project in Bale being one likely area for pretesting the effectiveness of any training material being produced.

#### Advocacy

13. In the area of advocacy to support UNICEF programmes and special concerns the following topics could be given attention:

- . Rehabilitation of the handicapped -- radio situation reports in nine languages, every quarter. Three per year.

- . Newspaper articles on orphans -- stressing what role communities can play in the establishment of assistance facilities such as awaja-level orphan homes run by communities and partly supported by government funds; the need for integration of orphans in the society; the establishment of orphanages with a rural bias so that orphans can also learn agricultural skills.



. Young urbanites -- radio and newspaper and magazine articles on the situation of the urban youth advocating the attainment of manual survival skills and training which will enable urban youth to earn a living while supplying more of the needs of the city. Small plot vegetable gardening. Growing of woodlots in peri-urban areas. Manufacture of handcarts and animal-drawn vehicles. Manufacture of toys and stoves. Recycling of material, e.g. tyres, abandoned or damaged vehicles; ammunition shells. Manufacture of water collection systems, etc.

14. Liaison work will also be required in setting up UNICEF-sponsored exhibitions of photographs on special topics and for special occasions. Ministries which are receiving UNICEF assistance, e.g. ENI, EMMS, RRC, could provide technical assistance in developing, printing and using UNICEF-supplied material.
15. UNICEF could also sponsor art or essay competitions in schools on specific advocacy topics of relevance to the future of children, in order to generate national interest and encourage school-aged children to consider certain development issues. This could also be a good source of child-produced pictures for use in local or regional UNICEF publications and as illustrations for manuals, and workshop or other reports.
16. UNICEF could also commission special plays and series of radio dramas to support specific programmes or on advocacy themes, e.g. the enhancement of the status of women, or concerns of the child. Plays could be written for stage performances, and distributed in a form which can be used by school drama groups where these exist or for distribution to community drama groups throughout the country for regional performances. The plays can also be published in book form to serve as reading material, in community reading rooms.
17. Approaches can also be made to popular local singers to produce songs on various advocacy themes of national importance. Terms of this can be negotiated, but presentation of awards from UNICEF in recognition to service for children, and undertaking of production expenses should be considered.
18. UNICEF could also assist by acquiring subscriptions for specific magazines which would be of benefit to various ministries. These could be obtained through the pouch and then distributed locally in their entirety, or articles of special interest could be photocopied and compiled for local distribution.
19. In order to ensure that communications training becomes an integral part of all training activities undertaken for UNICEF-sponsored projects, and in general worker training, close liaison is required with EMMS and the national coordinator for Ethiopian communications training activities. This liaison will be required in the planning and implementation of the communications training component for pre- and in-service training programmes of various ministries, and also to ensure that suitable communications training material is available for use by the various ministries in both the short and long term.