

COUNTRY GROUPS GUIDELINES ON PREPARATION OF COUNTRY WORKSHOP PLANS

Teams are expected to analyse and make their plans based on the suggestions below:-

1. Content for country workshops (a) Examine and modify the 'core' project curriculum for both trainers and extension workers (sections B and C), modify and adapt them to fit their country's needs and characteristics of the group of participants they hope to train. (b) Analyse the papers and discussions generated during this workshop to incooperate them into resources for future workshops.
2. Consider possible methodologies and techniques they hope to employ to introduce learner involvement and active participation.
3. Examine the common issues and problems discussed during the workshop and find out how they will affect the country training plans. How does the team hope to overcome the most crucial ones?
4. Discuss how they will implement training plans in order to influence the training of front-line workers.
5. In undertaking this analysis the groups might wish to organise their reports under these sections:
 - a) What - content, sections, areas of emphasis
 - b) When - possible dates
 - c) Where - venue: facilities available, suitability
 - d) Whom - participants: their characteristics, major learning needs.
 - e) How - Organizational roles, pre-planning necessary, activities, rough distribution of time
 - f) With what - resources: financial(estimate), human, materials.

PROBLEMS AND ISSUES IN COMMUNICATION FOR SOCIAL
DEVELOPMENT *

INTRODUCTION:

Communication for social development is an intergral part of development as a whole. Consequently, those constraints and problems attending a country's development plans will necessarily be issues in communications planning as well

It is therefore natural that in trying to tackle problems in communications we have constantly found ourselves going back to , and getting bogged down in issues of ideology, equity in distribution of national wealth, power sharing, and the inefficiency of government bureaucracies. To completely ignore these would be unrealistic.

The problems attaching to development in general at the higher ranks of political power and development planning are a legion and very elusive. As communicators we cannot begin to solve them here. However, we can evolve communication strategies that can also address such ideological/political issues in addition to dealing with problems in communication per se.

In order to see each issue in its proper perspective, I have placed it under one of three broad categories. Only a few examples are given under each category. The lists are not intended to be exhaustive. The extent to which these are indeed issues will vary from country to country.

Also note that it is with issues in the third category that we are directly involved and can only deal with problems in the first two categories in as far as we adopt communication training strategies that can alleviate them.

CATEGORY A. IDEOLOGICAL PROBLEMS

- 1) The failure to define, adopt and popularise a specific development theory and use it as a basis for planning e.g. the many claims to be socialist when in reality we follow capitalist trends.
- 2) Corruption - misappropriation/ embezzling of public funds which results in the loss of credibility on part of government in the eyes of the people.
- 3) Over-dependency on outside aid and "experts"
- 4) A generally uniformed public

* A synthesis and categorization of problems and issues raised by workshop participants in their presentation by Obby Mazombwe.

CATEGORY B TECHNICAL PROBLEMS

- 1) Lack of technical experience on part of policy makers.
- 2) Poor long-term planning
- 3) Unnecessarily complicated bureaucracies
- 4) Lack of monitoring and evaluation of projects.
- 5) Rural/Urban imbalance.

CATEGORY C COMMUNICATIONS ISSUES AND PROBLEMS

The communication component of development has assumed a great significance in the last decade. This has been mainly due to the new paradigm of development that emphasises development of existing potential, emphasis on attitude change, rather than transfer of development from one point or person to another. The importance of relevant knowledge and appropriate attitudes in such vital areas like health, nutrition, water and sanitation is well known and needs no emphasis here.

In most of our countries there is a gap between those who have political power, wealth, information and skills and those who do not. And in the same countries the communication or contact between these two groups is through the extension or front-line worker.

As communicators we are here concerned with training organisation, plans and strategies for the extension worker. We have raised some problems and issues which, we contend, if effectively addressed would maximize returns attributable to the communication input of social development plans.

The problems and issues in communication can be divided into three groups: 1) Structural/Organisational; 2) Curricula; and 3) Personnel Recruitment issues.

1. STRUCTURAL/ORGANISATIONAL ISSUES

- i) Co-ordination and rationalization of communication training by the various ministries involved in social development.
- ii) Sensitizing policy makers to the importance of communication skills for front-line workers in social development.
- iii) The need for more co-ordinated and concerted efforts and constant contact amongst front-line workers operating in the same area.
- iv) Formulating strategies for inter-country exchange of information and materials.
- v) Raising the social status of front-line workers.

2. CURRICULUM ISSUES

- i) Inclusion of strategies for disseminating general information
- ii) Inclusion of guidelines for surveying, prioritizing real needs of of a community.
- iii) Skills versus, motivational/educational skills. What proportions?
- iv) Language of instruction. Most extension/front-line workers are taught in English but have to do almost all their work in local languages.
- v) The need to integrate traditional modes of communications and encourage local production of communication aids.
- vi) The need for more effective motivation techniques. Since most of our rural population are daily engaged in survival activities how does one motivate them to give time to learning activities.

3. PERSONNEL RECRUITMENT ISSUES

- i) What level of education should the front-line/extension worker have, given the diversity of demands on him as trainer, educator, counsellor.
- ii) What formula guidelines for striking a balance between traditional experience and trainability.

EXCURSIONS ANALYSIS BY WORKSHOP PARTICIPANTS

This is one method among the many methods of evaluating the trips made by workshop participants to two Projects in Swaziland.

1. R.D.A. (Central)
2. Women in Development (A U.N. Pilot Project)

POSITIVE ASPECTS

1. Diversity and simplicity of the project.
2. Inclusion of the handicapped in the Training
3. The follow-up and support given to the trainees after their graduation.
4. Villagers could explain what the project is all about.
5. The multiplier effect of the project.
6. Adequately trained instructors, available.
7. The chiefs are in support of the project
8. The communication flow i.e. the graduates are always in touch with the centre.
9. Delegation of responsibilities to other staff members.
10. Trip to Central R.D.A. although there appeared not to have integrated approach to rural development, each field workers showed greater interest in their field of operation.

CONSTRAINTS AND WEAKNESSES

1. Project control by the funding agency.
2. Chiefs, although supportive, do not practice some of the things taught at the centre.
3. The trip's progress was painfully delayed by unnecessary stops in Mbabane.
4. The pompous motorcade that invaded the community
5. (Trip One) inappropriate approach by manager i.e. objectives not clearly stated, and dominated by classroom approach.
6. Lack of co-ordination among the extension workers (in trip one)

PROPOSALS FOR THE FUTURE

1. Workshop organizers should be more time conscious.
2. Somebody should be in the bus with the group giving running commentary.

3. Explanation should be given in advance to the group about the stops to be made in the trip.
4. More trainers should be made available at the centre to reinforce the existing staff.
5. Markets should be made available for the sale of the centre's products.
6. Field workers to be exposed to different aspects so as to be efficient.
7. Flexible schedule so that children could have been visited first to avoid disturbing their lunch time.
8. Preparation of handouts with full details about the centre.

Context:

- We failed to get Educational Programme of conscientising women in community.
- We did not make our intentions known to the project organisers.
- the group did not bring about questions to focus on its needs.

Input:

- Human resources were adequate as regards to the explanation of the project.
- material resources were inadequate e.g. transport to the project, no simple shelter for visitors.
- Unbalanced lunch
- Appropriate technology unit- the ideas are transferrable

PROCESS:

- The element of time overthrown by unnecessary stops
- We should have started earlier so as to meet the time arranged.
- Group organisation well cared for i.e. division into sub-groups for better handing.
- The briefing by the project manager was adequate.
- Community workers were well organised and enthusiastic.
- Lack of briefing by the workshop organisers.

3/.....

PRODUCT:

- We saw a successful pilot scheme; we measure the success by the fact that graduates are already training others.
- Demonstration of a training methodology e.g. pattern making and costing.
- Holistic type of development i.e. from childhood to environmental aspects and use of traditional communication media.
- The effectiveness of the multiplier effect is evident
- Nobody was recording the notes.
- The pilot scheme was motivative to the workshop participants.



CF Item Barcode Sign

Page 6
Date 9/1/2007
Time 1:30:14 PM

Login Name Saroja Douglas



CF-RAI-USAA-PD-GEN-2007-000229

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000229**

External ID

Title

"Country Guidelines on Preparation of Country Workshop Plans" prepared at UNICEF Hq, New York re the Sub-regional Workshop on Training of Trainers for Communications for Basic Services, UNICEF's workshop in Mbabane, Swaziland, 14 March - 2 April 1982

Date Created / From Date
1/1/1982

Date Registered
8/10/2007 at 2:21 PM

Date Closed / To Date

Primary Contact

Home Location **CF-RAF-USAA-DB01-2007-09545 (In Container)**

F12: Status Certain? **No**

Item Fd01: In, Out, Internal Rec or Rec Copy

Owner Location **Programme Division, UNICEF NYHQ (3003)**

Current Location/Assignee **In Container 'CF-RAF-USAA-DB01-2007-09545 (Upasana Young)' since 9/5/2007 at :**

Date Published

F13: Record Copy? **No**

Record Type **A01 PD-GEN ITEM**

Contained Records

Container **CF/RA/BX/DP/CM/1985/T035: Programme Support Communications**

Fd3: Doc Type - Format

Da1: Date First Published

Priority

Document Details **Record has no document attached.**

Notes

Also includes "Problems and issues in Communication for Social Development", "Excursions analysis"

Print Name of Person Submit Image

Signature of Person Submit

Number of images without cover

SAROJA DOUGLAS

Saroja-Douglas

7