



UNICEF

UNITED NATIONS CHILDREN'S FUND
FONDS DES NATIONS UNIES POUR L'ENFANCE

INTEROFFICE MEMORANDUM

TO: Mr. Fritz Lherisson
UNICEF Representative - Kingston

DATE: 14 February 1980

FROM: R.R.N. Tuluhungwa
Chief, PSC Service *April Avedisian*

FILE NO.: PSC/80/124

SUBJECT: Communications Strategy for the Basic Services Programme in Jamaica

... I am attaching herewith a copy of a communications strategy for the basic services programme in Jamaica as requested during my visit to your office last year. I have tried to write a detailed recommendation so that it can act as a guide to anybody who is responsible for implementing this programme in the two project areas. The recruitment of the communications specialist is urgent and should be given priority.

Please go through the document and if you have any comments drop me a line. The PSC Service secretary April Avedisian will assist in making alterations you might find necessary and Xerox enough copies for your use.

cc: Mr. R. Eckert
Mr. B. Blanco
Mr. F. Pelucio-Silva, UNICEF - Santiago

BASIC SERVICES FOR CHILDREN PROJECT IN JAMAICA

Project Support Communications Programme

1. PREFAMBLE

1.1 The overall objective of the programme at the community level is to achieve the well-being of the child in the context of a stronger and more productive family unit and an improved quality of life for all the members of the community. The programme proposes to accomplish this goal by:

- (a) helping the Government to expand and upgrade the standard of basic services, viz. child welfare, food production, primary health care, sanitation, basic education, in two underdeveloped and poorly served rural areas (to be regarded as demonstration areas). The areas chosen by the Government are:
 - (i) York Town area, Clarendon
 - (ii) Cedar Valley, St. Thomas
- (b) providing training opportunities for the relevant field service personnel, both nationally and within the demonstration areas, with emphasis on enabling them to cooperate in implementing a strategy of coordinated local community development.
- (c) encouraging meaningful commitment to a coordinated approach to participatory development programmes at senior policy making and agency supervisory level.

- (d) facilitating popular participation of community council members in the design, staffing, functioning and support for their community services for children.
- (e) ensuring monitoring and evaluation of the programme implementation particularly in the two areas.

1.2 Organisation, Supervision and Coordination

The Ministry of Youth, Sport and Community Development has been designated as the Government Ministry responsible for the overall administration and coordination of the programme. Under this agreement, the Ministry has appointed a Project Coordinator at the central level and one Community Organiser for each of the two areas.

The Coordinator supervises the programme activities, liaises between the principal implementing Ministry, other ministries, the National Planning Agency and UNICEF.

There are three levels of coordination, namely:

- (a) National Basic Services Coordinating Committee consisting of representatives from the:
 - Ministry of Agriculture
 - Ministry of Education (Early Childhood Department)
 - Ministry of Health
 - Ministry of Local Government
 - Ministry of Youth, Security and Community Development
(Women's Bureau, Handicapped and Day Care Sections, youth, sports and development)

- Social Development Commission
- Jamaica Movement for Advancement of Literacy
- Agency for Public Information
- National Planning Agency

(b) Parish Basic Services Coordinating Committee representation is constituted as in (a) above.

(c) Area Basic Services Committee composed of:

- representatives of the village community councils, and
- existing community organisations
- relevant Government employees

1.3 Funding

UNICEF will provide equipment, supplies, transport, training grants, consultant services, etc., including freight, to a dollar value of US \$900,000 over a period of four years. Of this amount \$600,000 are available from UNICEF general resources and the balance of US \$300,000 are subject to availability of special contributions from donors.

The estimated cost to the Government over four years will be US \$6,876,000.

2. COMMUNICATIONS PROGRAMME

2.1 Communication Components for Basic Services

The communication support is intended to reinforce this project as an effective institution for the development and sustenance of basic services in the two designated areas and to extend the acquired experience and its impact in the related communities in Jamaica.

Hence the communications input will have interrelated components.

- (a) Strengthening of the project nucleus - including promoting orientation and motivation of decision makers and project implementers, promotion of necessary interministerial cooperation, equipping the project to produce community-attuned training and demonstration aids; training of the project personnel including the community organisers in effective communications techniques; stimulation of necessary project continuity and expansion. All these aspects should, amongst other outputs, improve the internal (project) cohesion and thrust of the project.
- (b) Informing, educating and mobilising the community members - including promoting awareness of the opportunities for self-development offered by the project under the umbrella of community-oriented basic services; developing a cooperation and participation strategy as perceived and worked out with the community; helping local extension or change agents such as middle-level administrators, teachers, voluntary or religious organisations' staff to play their role in extending the project's efforts; other similar motivational and educational activities and actions in key segments of the project area's population.

To meet these two purposes, this PSC component will require budgetary provision for the following additional elements in the Plan of Operations:

- (i) knowledge, attitude and practice studies including

media listenership behaviour to determine basic factors influencing the community's identified or felt problems. The identification of factors is essential for the planning of relevant and appropriate educational inputs.

- (ii) local and on-the-job training including training and orientation of both project implementers and associated communications personnel in the communications requirements and methods.
- (iii) development, pretesting and evaluation of communication messages and materials.
- (iv) the provision of suitable field communications equipment and supplies.

2.2 Integrated Communications Programme Objectives

Integrated communications is the delivery of usable development information and guidance based in part on the previous and continual consultation with and feedback from the project residents and vice versa. The objective is to bring to the rural people in a unified, coherent and usable form the information, skills and resources they do not have but need to have in order to participate in the development and service programmes that affect them.

The implementation of the basic services programme in the two selected areas of York Town (Clarendon) and Cedar Valley (St. Thomas) calls for an integrated communications strategy which aims at bringing the residents of the areas and the change agents together as equal partners and enhancing and harmonising communication linkage-rela-

tionships between them. This strategy will also improve horizontal linkages between ministries and organisations at the national, parish and community levels.

2.2.1 The general objective is to assist the government of Jamaica to establish systematic and integrated communications systems to support the basic services pilot projects in the two areas.

2.2.2 Specific objectives are to:

- (a) introduce the dynamics of development communications to national, parish and community leaders.
- (b) train the existing sectoral change agents in the art of rural inter-personal communications.
- (c) assist the Ministry of Youth, Sport and Community Development to develop promotional communications strategy and mechanism for basic services.
- (d) finance the development, pretesting, utilisation and evaluation of educational messages and materials for the two project areas.
- (e) produce field and subject specific communications manuals for extension workers in the project areas.
- (f) assist the Ministry of Mobilisation Information and Culture, through its Agency for Public Information, in producing mass media programmes for listening groups in the experiment areas. Several formats, e.g., community cassette or radio listening and discussion groups, radio drama, and street theatre, will be tried out.
- (g) design, test and produce a system suitable for monitoring and evaluating communications programmes.
- (h) undertake social communications capabilities, facilities and audience surveys.

(i) test in the field communications equipment and supplies provided by UNICEF and the Government.

2.3 Implementation of the Communications Component

The execution of the communications input is the responsibility of the Ministry of Youth, Sports and Community Development.

2.3.1 But it needs assistance from and therefore participation of other ministries. Consideration should be made to establish a basic services communications subcommittee under the National Basic Services Coordinating Committee responsible for the communications programme. It should consist of the officers of the participating ministries and agencies plus ex-official members from other relevant agencies or institutions, e.g., advertising and marketing companies. One of the basic duties of this subcommittee should be to ensure the implementation and management of the communications inputs by the sectoral ministries so as to avoid wasteful duplication.

2.3.2 It is recommended that a communications specialist with a strong background in adult education or health education or agricultural extension methodology in the Caribbean countries be appointed or designated for the project. This individual will be responsible for coordinating communications and adult education inputs (as outlined in section 2.2.2) under the overall supervision of the Project Coordinator with technical and professional support from the sectoral ministries and agencies. The communications specialist should be a national or from one of the Caribbean countries. In case a Caribbean country national cannot be found, a consultant/adviser should be recruited from outside the area. Duties and responsibilities of the

communications specialist will be to:

- (a) assist the Project Coordinator develop a communications programme to support the basic services programme.
- (b) advise the national coordinating committee and the technical sub-committee on communications implications of the projects being developed or executed.
- (c) design and prepare communications materials to support the basic services project.
- (d) design and organise communications workshops for field workers.

The various extension cadres employed by the ministries responsible for agricultural and veterinary services, health, social welfare, etc., are well trained in the professional delivery of the relevant services, but somewhat limited in (1) the communication of new innovations to the average rural farmer, (2) communications materials' utilisation and production at the field level, (3) methods and techniques of community-level educational programmes research, development management, monitoring, evaluation and coordination. Hence there is a need for integrated and interdisciplinary communications workshops-cum-seminars at parish level for the various field staff. Subjects for these workshops will include:

- How people learn and accept new ideas and practices (including the adoption process)
- Methods of introducing new ideas and new practices to rural communities.
- Group dynamics
- Communications techniques and inter-personal communications skills

(the communications process, how to inform, motivate and increase knowledge, main points to consider for effective communications and information techniques)

- Educational methodology and techniques
- Communications programme research, development, management, monitoring and evaluation
- Simplified statistics-- sampling, coding, analysis techniques
- Educational aids and audio-visual materials
- Basic services through popular participation

The proceedings of these workshops and meetings will be documented in a form of a field or development communications manual for Jamaica.

(e) organise a two-day "communications and basic services" workshop-cum-seminar for members of the National Basic Services Coordinating Committee, planners and administrators in the project areas, etc.

The concept of basic services as a developmental strategy needs to be understood and its basic implementations in Jamaica at national and parish levels, analysed by the key leaders and community council members in the programme areas. Hence, the following subjects should be covered at this seminar:

- Development and management of communications programmes in Jamaica
- Coordination and integration in rural development
- The role of communications in rural development
- Basic services and community participation
- Examination of national, parish and community council resources and ways of mobilising and utilising them

(f) organise a national social communications seminar for trainers of extension workers and others. The following subjects are suggested for this seminar:

- Development and management of communications programmes
- Functions of communications and media in an integrated approach to rural development
- Field level media research, utilisation and production techniques
- Dynamics of cultural change in rural development
- Pretesting and evaluation of educational materials/media
- Basic services through popular participation
- Education methodology

With this additional training it is believed that these officers will undertake the role of trainers for the extension staff in the art of communications programme research, development, monitoring and evaluation.

(g) assist and advise the participating ministries in the design and preparation of relevant radio and television programmes

(h) assist the Government in devising appropriate applied social communications and community media research and surveys

(i) design communications packages for the extension workers

3. Community Media

The active involvement of the community councils in the communications process is the hallmark of this project. The term "community media" is used in the context of this project to describe the inter-

active relationships between the communications systems envisaged and the community systems involved. The work "community" is used as a prefix to denote the emphasis on the community service application of a particular medium, as with community radio, community written matter, community slide sets, community drama or theatre.

The specific features of the community media approach are:

- media programming will be based on needs and interests of the community
- the involvement of the non-professionals in the production, that is the villagers will have a major part to play in the productions
- there will be an active relationship between the communicators and the villagers after the production of the materials

Therefore this community media approach will:

- provide alternative information and education opportunities different from that distributed by traditional, mass media programming
- will enable villagers and individuals to pursue subjects to the level which suits their needs, when and wherever these needs are felt
- provide a means of communication and a flow of information tuned and tailored to community needs as circumstances require
- create and enhance a process of communications, in the form of a dialogue vertically between those who have information

and those who need it and between those who make the decisions and the people affected by them

- enable groups to communicate with others at their own level, horizontally, so that experience gained by one group can be available to another

4. Communications Equipment and Supplies

4.1 The following equipment and supplies have already been provided (as of 31 December 1979) to the participating ministries for field services:

• 16mm film projectors with extra lens and maintenance and spare parts kits	5
• Overhead projectors with supplies	4
• Gestetner model 145T hand-operated duplicator	1
• Tubes of black ink	50
• Tubes of green ink	50
• Boxes of 50 duplicating stencils	22
• Portable cassette tape recorders	8
• Cassette tapes	324
• Dry cell type C 1.5V batteries	88
• Portable four-speed record players	3
• Large marker pens	30
• Long-arm (300mm) staplers	3
• Rolls of masking tape	75
• 35mm cameras with case for filmstrip with filters	3

● Gasoline generating set 200W 115V/50Hz	3
● Slide and filmstrip 35mm projectors	6
● Transistorised megaphone Loud Hailers	4
● Mobile transistorised 6-12V public address sets	3
● Step-down transformers	2
● Electric portable (battery) calculators with adaptors	4
● Roneo model 470E 110V/50Hz duplicators	5
● Typing paper reams of 50 sheets	12
● Standard English typewriters	2
● Portable projection screens	3
● Slide changers	2
● Slide trays	2

4.2 The following equipment and supplies have been provided for administration and coordination of the project in Kingston:

● Electric typewriter IBM model D23" carriage	1
● Standard English typewriter 457mm	2
● Electric duplicator Gestetner 460	1
● Black ink for Gestetner	5
● White duplicating paper size A4 210 x 297mm	50
● Portable projector screen 1.80 x 2.44mm	1
● Portable projector stand	1
● 35mm slide and filmstrip projector 250W 110V and 3 lamps	1
● 35mm colour indoor film rolls Ektachrome A.S.A. 125 20 exposures	20

● Transistorised mobile public address system 6-12V	1
● 35mm camera for filmstrip production with case	
● Simple focus type camera without case	1
● Portable electronic calculator battery and 110/220V	3
● Portable tape recorder 115/220V 50/60Hz	1
● Cassette tape for recorders 1383808/18803809	30
● Portable cassette type tape recorder AC/DC	2
● Desk/office type W stapler box of 5,000 staples	3
● Stencil correcting fluid 30ml bottle	5
● Duplicating stencil paper foolscap white box of 50	5
● Magnetic recording tape 549mm 180mm reel	10
● Two-hole adjustable hand punch 70/80mm	3
● Single-hole hand paper punch	3
● Battery storage 12V B.C.I. G.R.P.42 dry-charged	3
● Battery charger for 2-6 12V batteries 110V AC input	1
● Paper bound typewriter A4 210 x 297mm	36
● Carbon paper typewriter black 210 x 310mm box of 100	6
● Blue ball point pen	300

● Incredible Ink felt tip marker	20
● Paper writer paper cartridge	
white 800 x900mm box of 250	36
● Hand operated duplicator Gestetner	
model 145T	2
● Adapters	3
● Batteries	24
● 109" Land Rover stationswagon with the following	
complementary equipment:	1
- 1 Bell and Howell 16mm projector with a stand	
- 2 projection screens	
- 1 Phillips cassette recorder	
- 2 microphones	
- 2 speakers	
- 1 Grundig AM/FM radio	
- 1 amplifier and public address system	
- 1 diesel generator set and distribution box	

4.3 The equipment already supplied fulfills the project's requirements.

What is missing is a strategy for training staff to utilise them in producing communications materials and messages in support of the basic services project in the areas.

The implementation of the communications programme recommendation calls for substantial human resources.

5. I would like to express my thanks to Mr. Fritz Lherisson and his staff and the following individuals with whom I worked on this recommendation during my visit to Jamaica-25 October 1 November 1979: Mr. Phillip Biggs, Social Development Commission, Ms. M. Woolery, Social Development Commission, Mr. C.B. Higgins, Social Development Commission, Ms. Doris Watts, Ministry of Youth, Ms. Christine Marlet, National Planning Agency, Ms. C. Meeks, Agency for Public Information, Ms. Lorna Baker, Women's Bureau, Ms. Daphne Nelson, National Planning Agency, E.C. Lewis, Ministry of Youth, Sport and Community Development, Mr. Davis, Ministry of Social Security, Ms. Valerie Wint-Bauer, Women's Bureau and Mr. Leroy Cooke, Youth and Community Services.

R.R.N. Tuluhungwa
Chief
Project Support Communications Service
New York
14 February 1980



CF Item Barcode Sign

Page 1
Date 9/6/2007
Time 12:15:28 PM

Login Name Saroja Douglas



CF-RAI-USAA-PD-GEN-2007-000246

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000246**

External ID

Title

"Communications Strategy for the Basic Services Programme in Jamaica" memo from RRN Tuluhungwa to Fritz Lherisson, UNICEF Rep in Kingston with attached project proposal for a Basic Services for Children Project in Jamaica

Date Created / From Date

Date Registered

Date Closed / To Date

~~4/15/2007~~

8/10/2007 at 2:21 PM

Primary Contact

Home Location **CF-RAF-USAA-DB01-2007-09547 (In Container)**

FI2: 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-DB01-2007-09547 (Upasana Young)' since 9/6/2007 at**

Date Published

FI3: Record Copy? **No**

Record Type **A01 PD-GEN ITEM**

Contained Records

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

Fd3: Doc Type - Format

Da1: Date First Published

Priority

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

Notes

The project proposal involves communication support for the delivery of basic services for children, foreseen over 4-year duration. The project will seek to inform, educate and mobilise the community members, including promoting awareness of the opportunities for self-development ...

Print Name of Person Submit Image

Signature of Person Submit

Number of images without cover

SAROJA DOUGLAS

Sarj-Dougl

17